Laurence University of Agriculture  
Faculty of Engineering  
Institute of Education and Home Economics (IEHE)  
Study direction: Pedagogy and Teachers Education  
Master Studies  
Degree resulted: Master of Education Sciences in Pedagogy  
Full time face to face: 2 years 120 ECTS

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Methodology of Scientific Research

Course abstract
12 ECTS. Test in the 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} semester, exam in the 4\textsuperscript{th} semester. 

Course developers: professor (emeritus), Dr. paed., Dr. sc. ing. Ludis Pēks, assoc. professor Anita Aizsila, Institute of Education and Home Economics.

Compulsory in the 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} semester.

The course comprises knowledge, skills and reflection abilities (considering ethics of research and philosophical aspects) on: 1) theory of measuring, 2) valuation of validity, criteria of choice, and choice of methods of data processing, usage of IT, data processing techniques and presentation of results. Competence to do master and supervise bachelor level researches.


Learning outcomes

Knowledge: on types of theoretical and empirical investigations, their planning and ethics, cooperation with psychologists, ascertaining of information necessary for the investigations, data obtaining and processing, presentation and publishing of results of the investigations as well as possibilities of non-formal and informal education for complementation of knowledge.

Skills: to plan the investigation, choose and evaluate information necessary for investigations and data obtaining and processing methods ethically, to implement adaptation and approbations of the methods, data processing and making of presentations using IT, to present results of the investigations.

Competence: to carry out the investigation in cooperation with psychologists taking a responsibility of its ethics and work out the Master’s thesis, to speak in conferences and seminars, to supervise general education and Bachelor level theses, to work out methodologies of teaching and learning and prepare publications, to develop the competence of research methodology using the possibilities of informal education, to choose types of continuing education and research problems.

Bibliography
14. Date basis: Science Direct, Scopus, Eric
Education and Psychology

Course abstract
12 ECTS. Test in the 1st, 2nd, 3rd semester, exam in the 4th semester.

Course developers: assoc. professor, Dr. paed. Irena Katane; professor (emeritus), Dr. paed., Dr. sc. ing. Ludis Pēks; assist. professor, Dr. psych. Anita Vecgrāve; Institute of Education and Home Economics.

Compulsory in the 1st, 2nd, 3rd and 4th semester.

The aim of the acquisition of the study course: the improvement and further development of master students’ knowledge, skills and competences in pedagogy and psychology. As a result of studies the master students continue to develop and obtain new knowledge and skills in pedagogy and psychology at the level of analysis, synthesis and evaluation; they continue to develop their skill of self-reflection; they improve and develop their competence, as a result of which they can apply creatively the obtained knowledge and skills for the purposes of pedagogical practice and research activities. As a result of study course, the master students broaden their world outlook; there is a multidimensional and the wholeness view on the pedagogical process; the master students’ system of attitude is based on the values of pedagogical culture and ecosophy. Pedagogy and psychology on the diverse and changing educational environment, education for the sustainable development, the roles and functions of an educator in the rural educational environment, to facilitate the education and development of the residents of rural regions/amalgamated municipalities by implementing the formal, non-formal and informal education.

Learning Outcomes:

Knowledge: highly specialised knowledge on education, including specialised knowledge about: pedagogical activities under the democratic educational conditions; education for sustainable development; vocational education, the scenarios of its development within the EU context; the conceptions of lifelong learning, continuing education, formal, non-formal and informal education, adult education, family education, adjusting flexibly to the requirements of a region/an amalgamated municipality; education as a means of friendly and sustainable interaction between a human being and environment.

Skills: specialised critically thinking and problem-solving skills, including skills to analyse, evaluate and systemize the information obtained during studies; to study independently, integrating, perfecting and applying knowledge in order to plan, implement and assess the pedagogical process within the diverse educational environment of Latvia; to apply IT for obtaining, selecting and acquisition of new and to the content and requirements of the study course corresponding information.

Competences: manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches in education: can apply the obtained knowledge and skills for the analysis and evaluation of one’s own pedagogical experience and research activities in conformity with the educational aims, the specificity of target audience and environment, including different pedagogical situations, implementing education for sustainable development under the conditions of diverse and changing educational environments; readiness to work as an educator in the rural regions (amalgamated municipalities), to facilitate the development of rural communities by implementing lifelong education, including formal, non-formal and informal education; can perform one’s pedagogical functions responsibly in conformity with the educator’s culture and ethics.

Bibliography


16. Journal of Teacher Education for Sustainability [Data base Versita: http://versita.metapress.com/content/n4567734u52k/?p=a44deef5f2c4538895821a6536d01f3&pi=5]

17. Data bases: ERIC, RIE etc.

18. Data base EBSCO: Human Development etc.
Philosophy of Education

Course abstract
3 ECTS. Exam in the 1st or 3rd semester.
Course developers: assistant professor, Dr. Phil. Gunārs Brāzma, Lecturer, Mag. paed. Evija Caune, Department of Philosophies.
Compulsory in the in 1st or 3rd semester.

The course comprises knowledge, skills and reflection abilities about philosophical aspects of educational theories, teaching and learning approaches and models, axiological dimension in education (moral values, ethical principles, education aims, and assessment of educational outcomes), epistemology and knowledge as philosophical domain of grasping education and pedagogy. Course is focused on contiguity of philosophy and pedagogic, contemporary trends of philosophy and its influence to praxis of pedagogic. Course examines problem of human being as “homo sapiens” and its characteristics: consciousness, action and culture. Course discusses pedagogical methodology of philosophy and critical thinking in school.

Learning outcomes
Knowledge: knowledge on philosophy as reflection and as a discipline and a theory; pedagogical approaches and education theories and their connection with philosophy and anthropology; understanding of human in post classical philosophy; positivistic and phenomenological and hermeneutical approaches to human understanding; human being as a subject of interdisciplinary researches in contemporary social sciences and humanities; multiplicity of cultural perspectives; culture types; education and teaching/learning in various culture types; cognition, construction of knowledge, knowledge and power, scientific and narrative knowledge; anthropological, pedagogical and philosophical assumptions in postmodern world; global thinking and development of global thinking in school; development of philosophical thought in historical perspective; conceptual problems of education in contemporary world; philosophy and ethics in school; development of critical thinking in school for sustainable development.
Skills: to conceptualize pedagogical problems, approaches, models and methodology on philosophical axis, argument educational aims and teaching/learning outcomes as a result of philosophical theorizing and cultural praxis, use various philosophical conceptions and paradigms to empower pedagogical practice, promote critical thinking in pedagogical process.
Competence: to be critical specialist in pedagogy with ability to argument, see wider context, assess pedagogical problems as combination of multiple actors, to be competent grasp pedagogical, philosophical, anthropological interconnections and overlapping ideas and approaches.

Bibliography
Course Abstract
3 ECTS: a test with a grade.

Course developer: associate professor, Dr. paed. Anita Aizsila, professor, Dr. paed. Baiba Briede.
Compulsory in the academic master programme Pedagogy in the 1st or 3rd semester for full time students.

The aim of the course is to understand and be competent to use the possibilities and coherences of EU systems of education. The course comprises themes on systemic approach in education; the essence of educational systems: historical and philosophical aspect, dynamics of the development of the systems of education in Latvia and other European countries. Importance of European Union basic documents on education, nets, and leading structures is emphasized in the course. Students are acquainted with a lot of explanations and substantiations of various peculiarities of EU education. Particular emphasis is put on European Qualifications Framework (EQF) for lifelong learning - explanation of: the importance of lifelong learning; knowledge, skills and competence; levels of the qualifications; criteria of learning outcomes determination as well as multiculturalism and diversity in EU. The course outlines the main ideas, tendencies and documents of Bologna process. EU structural funds, international cooperation, lifelong education programmes (Comenius, Erasmus, Grundtvig, Leonardo da Vinci, etc.) and informational nets are described. The education systems, EQF, Bologna process and lifelong education programmes are described in the context of Latvia’s education policy.

Learning outcomes

Knowledge and understanding of: systems, nets, leading structures of education in EU; EQF for lifelong learning, Bologna process, lifelong learning programmes and education as a means for making positive relations among individuals, groups and nations.

Skills to analyse compare and evaluate: EU systems of education and offered possibilities, adaptation to a particular system of education, need for lifelong learning and understanding among cultures.

Competence - able to evaluate and use knowledge of EU systems of education and offered education possibilities; able to evaluate particular programmes in relation to EQF.

Bibliography


Developmental Tendencies of Didactics

Course abstract
4.5 ECTS. Exam in the 1st semester.

Course developers: assoc. professor, Dr. paed. Irena Katane, Institute of Education and Home Economics.
Compulsory in the 1st semester

The aim of the study course: the improvement and further development of master students’ knowledge, skills and competences in teaching/learning theories, the analysis and evaluation of the modern tendencies of didactics; the improvement of pedagogical and research activities in the field of didactics.

The content of the study course: the history of the development of didactics starting from the origins of didactics up to the 21st century; including the development of the pedagogical thought of pedagogical classics of the world scale and those from Latvia on the study process. The variety of educational paradigms and pedagogical approaches at the turn of the 20th and 21st centuries. New educational categories and conceptions in modern education. Didactic categories, their comparison and interpreting. Teaching/learning theories: the representatives of behaviorism, cognitivism, gestalt pedagogy and gestalt psychology, humanistic pedagogy and humanistic psychology, educational ecology on the study process. Didactic models: the concept of a didactic model; the types of didactic models and their authors. Substantiation of the systematism, procedural and cyclic character of studies. Planning of studies, aims, programs, organization of studies, evaluation of study process and results. Didactic models in connection to the management of study process. The theoretical substantiation of the management of studies in relation to the pedagogical practice. An educator and a pupil/student within the study process. The solutions of didactic problems in research, including the development of a Master’s Thesis. The study process is based on the problem-based and dialogical approach to the studies. The lectures and different discussions at the seminars interchange.

Learning Outcomes:
Knowledge: highly specialised knowledge of teaching/learning theories, teaching/learning conceptions, didactic models, the place and role of a pupil/student and an educator within the studies as an interaction process, regularities and didactic principles of the management of study process, knowledge of the process of self-education, continuing education, non-formal and informal education.
Skills: specialised critically thinking and problem-solving skills, including skills to study, analyze and critically evaluate teaching/learning theories, teaching/learning conceptions, didactic models; to think critically, analyze and evaluate one’s own knowledge and skills regarding the management of study process; to study, analyze and evaluate the study process on the basis of theoretical knowledge and the reflection of pedagogical experience; to apply IT for the obtaining, aggregation, analysis of information, the mathematical processing and comparison of the assessments of studies; to study independently the information sources on didactics.
Competences: manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches to study process: can to think systematically and analytically and see the regularities of study process, relating them to the teaching/learning theories and one’s own reflection of pedagogical experience; can to analyse and evaluate both one’s own and other educators’ experience regarding the management of study process, drawing conclusions, generalizing them and relating to the existing didactic regularities and principles (requirements), finding their theoretical substantiation in teaching/learning theories, conceptions and didactic models; can to creatively and responsibly apply the obtained theoretical knowledge and skills for the purposes of one’s own pedagogical and research activities in conformity with the specificity of target audience, study subject, educational environment and situation; can to critically analyse and evaluate one’s own pedagogical and research activities, identifying future perspective of professional development in the field of general and subject didactics; can broaden one’s own world outlook, evaluate critically one’s own system of values and attitude, develop a multidimensional
and wholeness view on the study process, make independent decisions during the study process and take the responsibility for one’s own pedagogical performance on the basis of the values of pedagogical culture and ethics.

**Bibliography**

9. Wood, D. F. Problem based learning. Available: [http://www.bmj.com/cgi/content/full/326/7384/328](http://www.bmj.com/cgi/content/full/326/7384/328)
11. Journal of Higher Education (EBSCO data base), ISSN: 1573-174X.
Professional Specialisation

Course abstract
10.5 ECTS. Exam in the 2nd or 4th semester.

Course developers: professor (emeritus), Dr. paed., Dr. sc. ing. Ludis Pēks and academic staff of Institute of Education and Home Economics.

Compulsory in the 2nd or 4th semester.

Master-students specialize for scientific and professional action in a concrete subject methodology/didactics, management of education or the field of education: adult education course, social education at school, vocational education pedagogy of pre-school and school according individual course programme.


Knowledge and understanding of: ecological approach in education, education for sustainable development, EQF for lifelong learning, teaching learning objectives and processes, curriculum design, assessment and evaluation.

Skills to design, analyse, compare and evaluate teaching learning objectives and processes and prepare the publication of handouts and text books.

Competence – able to use knowledge and skills in changing teaching learning situations of general and vocational education, to implement selected study courses in all its phases - planning, evaluation, improvement.

Bibliography
24. Journal of Higher Education (EBSCO), ISSN: 1573-174X
Application of Research Conceptions

Course abstract
22.5 ECTS. Tests in the 1st, 2nd, 3rd and 4th semester

Course developers: Dr.paed, assist. prof. Iveta Līce, Institute of Education and Home Economics. Compulsory in the master programme Pedagogy in the 1st, 2nd, 3rd and 4th semester.

Students consolidate skills how to use theories of pedagogy and psychology in praxis. Students must do scientific researches according the field of master thesis. Praxis is parallel to theoretical studies in various educational easabilments and in the Institute of Education and Home-Economics. Theoretical knowledge Approbation of a branch of science selected areas of actual problems. Master strengthens the skills and abilities in the use of pedagogical and psychological theories of all education / training in different stages of learning environments. The study course within the Master's degree in labour studies topic 2nd, 3rd and 4th semester approbate theoretical education of micro-(educational institution, the experimental group, etc...), Meso-(several micro: family, school education interests, etc.), Exo environment and (inhabited place, parents jobs, etc.). Experiences gained in knowledge, skills and expertise as well as the ability to independently carry out research activities to reflect the portfolio. Account for the achievements and participation in school, regional, national and international projects. Theoretical knowledge approval process, the experience gained a Master's degree paper summarizes and presents at least two master scientific practical conferences.

Learning outcomes

Knowledge: integrated study courses to knowledge for its approved practical understanding of new developments in education.

Skill: to integrate and apply theoretical knowledge in order to plan teaching / learning objectives and processes of drawing up, implementing and evaluating educational programs for the county, Latvian and EU in the context of realizing Education for Sustainable Development. Ability to synthesize theoretical insights from their experience, to reflect the presentation. Ability to present their research and findings of the conference.

Competences: in cooperation with the leaders of scientific research and prepare presentations and publications of the results, manage pupils and student research paper, develop and prepare the publication of educational resources.

Bibliography

11. Date basis: Science Direct, Scopus, Eric.
Master Thesis

Course abstract
37.5 ECTS: four tests and a defence of Master thesis.

Course developer: professor, Dr. paed., Dr. sc. ing. Ludis Pēks, Institute of Education and Home Economics.

Compulsory from the 1st to 4th semester.

The course aim is to promote research competencies, ability to use theories and practice development, to develop in-depth independent research skills and abilities, as reflected in the thesis, as well as defend the thesis. Master thesis is a scientific and exploratory work. Authors study current scientific or practical educational problems. Master thesis in the field of education is a research work which confirms theoretical and practical readiness of master student to perform research in education. Students have to accomplish studies on topical scientific or applied problem of education. In the creating process of Master thesis the students in cooperation with the scientific advisor formulate object, subject, purpose, hypothesis, objectives and certain research methods, develop an individual plan. Students acquire competence of carrying out theoretical and empirical study and defend the thesis.

Learning outcomes

Knowledge: on characteristics of master thesis in the field of education, analyse and to solve problems of study. Students understand objectives and obligations of the study. Students know how to choose a subject of study which is based on theoretical and practical aspects of education. Students know how to formulate object, aim, hypothesis, objectives and definite research methods as well as they know how to reflect self-experience of research topic.

Skills: to develops research work skills and applies the qualitative and quantitative research methodologies engaging as well as know how it reflect in the master thesis.

Competence: to be able to gather information about study and to evaluate used theoretical approaches, theories and models. Students are able to experiment and know how to process data. Students are able to evaluate study results and to formulate conclusions and recommendations. Students are able to defend Master thesis.

Bibliography:
12. Date basis: Science Direct, Scopus, Eric.
Body Culture

Course abstract
3 ECTS. Test in the 1st or 3rd semester.

Course developers: professor (emeritus), Dr. paed. Ludis Pēks, Mg. paed. Līga Damberga, Institute of Education and Home Economics.
Optional course in the 1st or 3rd semester

In the Body Culture course students develop knowledge and skills of body and psyche interactions, about holism principle of pedagogy, philosophy and psychology. The theory, which emphasizes the importance of body, is discussed: nonverbal communication, H. Gardner multiple intelligences theory, neurolinguistic programming, drama, dance and body therapy, euritmy. There are looked over and analysed problems as well as promoted the students skill to find, formulate, evaluate and solve problems. Practical work emphasizes skill development, self-reflection, shows how theory relates to everyday life situations and boosts capacity to use their knowledge in professional activities.

Learning outcomes
Knowledge: to be able to understand the theory that focuses on the importance of body and to be able to describe and assess the bodily kinesthetic exercises, methods and techniques.
Skills: to use the knowledge in designing the methodology for teaching and extracurricular activities; team work.
Competence: to be able to evaluate and use a variety of bodily-oriented techniques and methods in teaching; to be able to choose exercises and techniques for the group consolidating, introductory class, stress management, extracurricular activities and for better learning of curriculum in accordance with situation; to be able to analyse methods for different types of perception and learning styles; to be able to assess non-verbal communication of their own and others; to be able to cooperate with members of the group addressing the creative challenges with a positive impact on their own and group's performance.

Bibliography
11. Date basis: Science Direct, Scopus, Eric.
Transaction Analysis

Course abstract

3 ECTS. Test in the 1st, 2nd, 3rd or 4th semester.

Course developers: professor (emeritus), Dr. paed., Dr. sc. ing. Ludis Pēks; lecturer, Mg. paed. A. Zvigule; Institute of Education and Home Economics.

Optional in the 1st, 2nd, 3rd or 4th semester.

Master students acquire knowledge, skills and reflection abilities about usage of the science of psychology in all stages of education, management of emotional state, social interaction. Improve one's educational mastsership.


Learning outcomes

Knowledge and understanding of transaction analysis as a means of self –cognition, communication, making positive relations among individuals and groups.

Skills of communication taking into account the positions of Parents, Adults, Child, time structuring and transaction types.

Competence able to reflect own communication, games and life scenarios.

Bibliography

Alternative Pedagogy

Course abstract
3 ECTS. Test in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> semester.
Course developers: associate professor, Dr. paed. Anita Aizsila; lecturer, Mg. paed. Liga Dambergā; Institute of Education and Home Economics.
Optional in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> semester.

The course gives an insight in the trends of alternative pedagogy that differ from traditional pedagogy. Studying alternative pedagogy the graduate students understand in the educational concepts and tendencies dominating in the corresponding period of time. Pedagogical ideas are developing and partly transforming into the new alternative theories. In order to judge about alternative pedagogy one should know the characteristics of the author’s personality, to see and analyse solutions of pedagogical problems from the point of view of the corresponding age and world outlook, and motivation positions of the person. The graduate students get to know the most popular representatives of alternative pedagogy – R. Steiner, M. Montesori, F. Frebel and others. Problems are analysed as well as the skill to find, formulate, evaluate and solve problems independently is promoted.

Learning outcomes
Knowledge of alternative pedagogical trends and opportunities in the upbringing and positive relations between individuals, and further study opportunities in alternative pedagogies as well.
Skills: to assess critically the use of alternative pedagogical possibilities according to the specific situation.
Competence: able to make reflections on using theories and methods of alternative education, able to make decisions and to take responsibility for their implementation.

Bibliography
Course abstract
3 ECTS. Test in the 1st, 2nd, 3rd or 4th semester.
Course developers: assoc. professor, Dr. paed. Irena Katane; professor (emeritus), Dr. paed., Dr. sc. ing. Ludis Pēks; assist. professor, Dr. psych. Anita Vecgrāve; Institute of Education and Home Economics.
Optional in the 1st, 2nd, 3rd or 4th semester.

The aim of the study course: the improvement and further development of master students’ knowledge, skills and competences in theories of social psychology, in forming and keeping an interpersonal relations in education.


Organization of study process. Study methods: lectures, practical training exercises, demonstrations, simulation of pedagogical situation, discussions, and problem based learning.

Learning Outcomes
Knowledge: highly specialised knowledge about forming and keeping supportable, positive pedagogical and psychological environment, including specialised knowledge about interface as means for forming of positive relations between persons, groups, and its influence to study or learning outcomes.
Skills: specialised critically thinking and problem-solving skills, including skills (know-how) to evaluate the process of forming and development of interpersonal relations in education and opportunities of its improvement.
Competence: manage and transform pedagogical interface/interrelation contexts that are complex, unpredictable and require new strategic approaches to interpersonal relations in education, including ability to realize the interpersonal relations in education corresponding to subject – subject (horizontal level) relations.

Bibliography


Course abstract
3 ECTS. Test in the 1st, 2nd, 3rd or 4th semester.
Course developers: assoc. Dr. paed., Dr. sc. ing. Ludis Pēks; lecturer, Mg. philol. R.Baltušite
Institute of Education and Home Economics.
Optional in the 1st, 2nd, 3rd or 4th semester.

Master students acquire knowledge, skills and reflection abilities about usage NLP in all stages of education, management of emotional state, social interaction. Improve one's educational mastership. The master students obtain basic skills of intensive group work.


Knowledge and understanding of usage of NLP in education.
Skills to analyse and critically evaluate potential possibilities NLP in education.
Competence - able to use knowledge and skills of NLP in education.

Bibliography

5. Grinder, M. Righting the educational conveyor belt, s.e. - Portland, Oregon, 1991. - 231 p.
Ethics

Course abstract
3 ECTS. Test in the 1st or in the 3rd semester.

Course developer: assistant professor, Dr. Phil. Gunārs Brāzma, Department of Philosophies.
Optional in the 1st or in the 3rd semester.

Master students acquire knowledge of the main ethical theories and their philosophical justification. Acquired knowledge is applied to understanding of ethical issues. The course pays attention how ethics is related to pedagogy. Students develop skills in analysing ethical problems. In addition to lectures the course includes discussions in seminars and presentations of papers.


Learning outcomes
Knowledge: on ethical principles, ethical theories, the history of ethics.
Skills: to formulate ethical problems, to analyze them, to compare views.
Competence: to evaluate ethical knowledge and ethical skills, to integrate them in further professional career.

Bibliography
Communication Theories in Counselling

Course abstract
3 ECTS: a test with a grade.
Course developer: professor, Dr. paed. Baiba Briede, Institute of Education and Home Economics. Optional in the 1st or 3rd semester.

The course aim is cognition and development of communication theories and skills for counselling competence. The study course promotes development and evaluation of knowledge and skills on the philosophy of communication, its nature, types and functions, peculiarities of information perception, delivering and understanding. Students develop understanding on variety of communication and its models. An accent is put on listen and hear differences, skills to deliver a message, informative, critical and emphatic listening, conflicts, their types and solving, informative and persuasive speech, peculiarities of a dialogue making and communication with clients of various cultures. The students develop knowledge and share experience on team work and arrangement of corporative nets establishing contacts with various (informative and support) services and individual persons, on co-operation skills with various target groups. Themes on communication in organizations are outlined separately: communication ethics, communication models in an organization, team making, leadership, etc. An accent is put on the following communicative skills: effective communication/contacts with colleagues or clients by means of the appropriate language level, verbal and non-verbal communication elements, usage of interface and co-operation knowledge. The students also get a competence using various didactical methods in their presentations and public speeches. The students demonstrate skills of analysis, synthesis and evaluation of theoretical conclusions in coherence with the results of practical assignments. Two public performances according to previously worked out criteria which are discussed in a group are at the end of the course.

Learning outcomes
Knowledge: on nature of communication, philosophy, theories, models, types of communication and a dialogue (particularly on attitude, making of questions and answers) with representatives of various ages, cultures and social groups; interface and co-operation with social partners and clients, communication in groups, performance and usage of didactical methods, making of teams and its work peculiarities.
Skills: to communicate with the purpose to promote positive interface and deeper understanding of clients career development; to evaluate communication theories important for researches and practical activities; to make a dialogue; to perform using various didactical methods; to have a team making skills and evaluate its work peculiarities.
Competence: to be able to communicate in various situations in order to promote positive interface and deeper understanding of clients career development; to be able to make and keep a dialogue with representatives of various ages, cultures and social groups; to be able to evaluate an impact of one’s own communication in work situations basing on usage of communication theories/cognitions in practice; to be able to make contacts and co-operate with social partners and clients; to be able to make a team and work in it according to its work peculiarities; to be able to perform in various audiences outlining information appropriately; to be able to develop one’s competence and create innovative solutions as a career counsellor.

Bibliography
7. Journal of Organizational Culture, Communications and Conflict (JOCCC). ISSN: 1939-4691
8. Journal of Communication. Print ISSN: 0021-9916. Online ISSN: 1460-2466
Human Life Cycles

Course abstract
3 ECTS: a test with a grade.

Course developers: assistant professor, Dr. psych Anita Vecgrāve; lecturer, Mg. ed., Mg. paed. Anda Zvīgule; Institute of Education and Home Economics.
Optional in the 1st semester

The aim covers the assessment of factors of career development in different life cycles and the factors which influence one’s choice of career and its development – work exhaustion, stress, crises, change of employment and unemployment. The course Human Life Cycles covers issues as follows: interpretations of personality development from the point of view of different psychological schools; the peculiarities of making a career in different times of one’s life; the factors of person’s professional growth; phenomena’s of choices in different times of one’s life; acmeology; burn-out.

Learning Outcomes

Knowledge – students obtain knowledge about interpretations of personality development from the point of view of different psychological schools and about the peculiarities of making a career in different times of one’s life.

Skills – on successful completion of the course the students are able to identify the factors which cause crisis, work exhaustion, stress, as well as signs of employees’ self-actualization.

Competences – the students are able to judge about the factors of person’s professional growth in different cycles of their life.

Bibliography