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| Study Course Title | Self-Awareness and Learning Techniques II |
| Study Course Code | PsihB054 |
| Branch of Science | Psychology |
| Sub-branch of Science | Other branch of psychology |
| Credits(ECTS) | 3 |
| Total Number of Contact Hours | 30 |
| Number of Lecture Hours | 2 |
| Number of Seminar and Practical Assignment Hours | 28 |
| Number of Hours for Laboratory Assignments | 0 |
| Independent Study Hours | 45 |
| Language of Instruction | Latvian and English |
| Course Approval Date | 12.11.2025 |
| Responsible Unit | BA School of Business and Finance of the University of Latvia |

| Study form | Lectures | Seminars and Practical Assignments | Laboratory Assignments | Independent Studies |
|---------------------------|----------|------------------------------------|------------------------|---------------------|
| Full-time Regular Studies | 2 | 28 | 0 | 45 |
| Distance learning | 2 | 4 | 0 | 69 |

Course Developer

Mg. oec., Ilona Platonova

Prerequisite Knowledge

Prerequisite knowledge required for the acquisition of the course corresponds to the study program admission requirements and the general knowledge, skills and competences obtained at the previous level of education.

Study Course Abstract

The study course focuses on developing skills for personal growth and sustainable self-leadership, providing students with a theoretical foundation and practical tools for conscious development in today's dynamic environment. Throughout the course, students will explore self-management practices, enhance their self-efficacy and time management skills, and gain insight into a holistic approach to personal well-being and sustainability. Mindfulness practices, empathetic listening, and methods for giving and receiving constructive feedback will be introduced and applied in practice. The course will also incorporate a systems thinking approach, enabling students to contextualize their personal development within broader frameworks and understand their role within interconnected systems. In addition, visualization and storytelling methods will be used to structure, reflect on, and support personal development processes.

Students will be encouraged to engage in individual development experiments, reflection, and self-assessment in order to strengthen their capacity to intentionally and sustainably guide their personal and professional growth.

Aim of Course - to develop self-leadership and sustainability skills, including self-efficacy, time management, a holistic approach to well-being, empathetic communication, mindfulness practices, and systems thinking, enabling students to purposefully sustain and guide their personal and professional development in a changing environment. The course will introduce theoretical concepts and practical tools that will be applied in individual development experiments, self-assessment, and reflective practice.

Course Plan Full-time Regular Studies

1. Self-management practices 1L
 2. Self-efficacy and time management 1S 4Pd
 3. Personal sustainability using a holistic approach 1S 3Pd
 4. Mindfulness practices and empathetic listening 1S 4Pd
 5. Giving and receiving feedback 1S 5Pd
 6. Systems thinking approach for contextualizing self-development 2S 2Pd
 7. Visualisation and storytelling as methods supporting development processes 1L 1S 3Pd
- Total 2L 7S 21Pd

Course Plan Distance learning

1. Self-management practices 1L
 2. Self-efficacy and time management 1S
 3. Personal sustainability using a holistic approach 1S
 4. Mindfulness practices and empathetic listening, giving and receiving feedback 1S
 5. Systems thinking approach for contextualizing self-development 1L
 6. Visualisation and storytelling as methods supporting development processes 1S
- Total 2L 4S

Characterization of students' independent work organization and tasks

Full-time: Group work and presentations on results.

Distance: Independent study via Moodle (video lectures, study materials, self-assessment tests, etc.)

Learning Outcomes

Knowledge:

1. Understands the aspects of personal sustainability (mental and physical health, behavior change, quality of relationships) and their impact on academic and professional performance.
2. Has knowledge of contemporary self-leadership and personal development methods, including mindfulness practices, systems thinking, and effective communication techniques.

Skills:

3. Is able to plan, organize, and adapt their learning process using appropriate strategies, such as visualization methods.
4. Can consciously manage information and time resources, and provide or receive constructive feedback to improve the development process.

Competence:

5. Is able to independently identify and address personal development challenges by applying reflective thinking and contextualizing themselves within broader systemic frameworks.
6. Demonstrates the ability to collaborate empathetically and responsibly, using mindfulness and active listening skills to support a healthy environment for themselves and others.

Requirements for Awarding Credits

Full Time

Intermediate tests or midterms:

1. Active participation in class - The test is graded on a 10-point scale. Weighting in the overall grade – 30%
2. Independent individual work and presentation - The test is graded on a 10-point scale. Weighting in the overall grade – 20%
3. Group work and the presentation - - The test is graded on a 10-point scale. Weighting in the overall grade – 25%

Final test:

4. Written Exam - The test is graded on a 10-point scale. Weighting in the overall grade – 25%

Distance learning

Intermediate tests or midterms:

1. Active participation during seminars - The test is graded on a 10-point scale. Weighting in the overall grade – 30%
2. Independent individual work and presentation - The test is graded on a 10-point scale. Weighting in the overall grade – 20%
3. Group work and the presentation - - The test is graded on a 10-point scale. Weighting in the overall grade – 25%

Final test:

4. Written Exam - The test is graded on a 10-point scale. Weighting in the overall grade – 25%

Criteria for Evaluating Learning Outcomes

In accordance with Regulations of the Cabinet of Ministers of the Republic of Latvia, at the end of the course, students' knowledge is evaluated according to the following criteria: the amount and the quality of the obtained knowledge, acquired skills and competence in compliance with the planned learning outcomes.

| Type of Assessment | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Active participation in class | + | - | - | + | - | + |
| 2. Independent individual work and presentation | - | - | - | + | + | + |
| 3. Group work and the presentation | - | - | + | + | + | - |
| 4. Written Exam | + | + | + | + | + | + |

Compulsory Reading List

1. Dweck, Carol S. (2017) Mindset. Changing the way you think to fulfill your potential, London: Robinson
2. Kirschner, Paul A., Hendrick, Carl. (2020) How Learning Happens. Seminal Works in Educational Psychology and What They Mean in Practice. Routledge
3. Goleman, Daniel (1995) Emotional Intelligence: Why It Can Matter More Than IQ, New York: Bantam Books

Further Reading List

1. Brown, Peter C., Roediger III, Henry L., McDaniel, Mark A. (2014) Make it Stick. The Science of Successful Learning, London: The Belknap Press of Harvard University Press
2. Willingham, Daniel T. (2006) Cognition: The Thinking Animal. 3rd Edition. London: Pearson

Periodicals and Other Sources

1. Materials prepared by lecturers in Moodle