



**UNIVERSITETI I PRISHTINËS  
“HASAN PRISHTINA”  
FAKULTETI I EDUKIMIT**

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**FACULTY OF EDUCATION  
UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”**

Program:

**Master in Subject Teaching (with specialization)**

Master in Teaching Mathematics

Master in Teaching Physics

Master in Teaching Chemistry

Master in Teaching Biology

Master in Teaching History

Master in Teaching Geography

Master in Teaching Technology and ICT

Master in Teaching Albanian Language and Literature

*Level of Study:*

Master

*Number of credits:*

120 ECTS

*Accredited for the period:*

1 October 2021 - 30 September 2024

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## **1. PURPOSE AND PROFILE OF THE STUDY PROGRAM**

The overall goal of Master programs for subject teaching is to further advance modern teaching competencies and academic pedagogical practice in addition to considering previous education and the needs of each subject teaching profile. The primary purpose of this program is to provide the essentials for the education of subject teachers. Through this program, students will gain knowledge of contemporary teaching, develop their skills and competences to relate subject content to those of other curricular areas, problems in daily life, effective pedagogy and deepen reflective practice and expertise in the respective fields.

The mission of the MA in Subject Teaching is in line with the overall mission statement of the Faculty. The mission of the program is to provide a quality program for the continuous preparation and training of future subject teachers with skills and understanding of subject matter across the curriculum and apply it in pedagogically appropriate ways.

## **2. LEARNING OUTCOMES OF THE STUDY PROGRAM**

The learning outcomes are specified below for each specialization.

### 3. COURSE DESCRIPTIONS

#### Descriptions for each course

##### **LEARNING AND CURRICULUM THEORY**

The course is offered to promote the historical basis, philosophy of pedagogy of the learning and teaching process. Through the course, basic knowledge and skills are acquired regarding the complexity of the learning process, the philosophical and social basis of learning, learning theories: behavioral, cognitivist, social, constructivist, holistic, humanistic theory, information processing theory, etc., learning styles: auditory, visual, kinesthetic, global, chronological, intuitive, reflective, etc. Students will be able to understand and main curricular methods and their effects on the process of learning and successful teaching and promote their critical and creative thinking theory.

##### **GENERAL PSYCHOLOGY**

Through this course, it is intended that students be introduced to the basic concepts of psychology, such as the different schools of psychology, study methodologies and its fields of activity. On the other hand, the biological bases that constitute and clarify experiences, perceptions, attention, learning and memory among other basic processes will be clarified. Clarification and correlation of psychological phenomena on reality and the environment with which man interacts will be issues that will provide a more concise knowledge about life events. The processing of information as a very important phenomenon which severely affects the functioning of the individual, related to the concept of intelligence will elaborate some of the permissions of the interpretation of reality. In addition to the normal functioning of cognitive processes, some abnormal processes will also be explained, their causes as well as the way to identify possible disorders, either because they are the result of an organic dysfunctional process or because they have external causes, life events, stress, or consumption of certain substances.

##### **RESEARCH METHODS IN EDUCATION (O)**

This course enables the recognition/understanding of research methods in education, this course is designed to recognize and carry out quantitative and qualitative research. Special focus will be on the ability to plan the research project with all its elements, focusing on the issue of formulating research questions, as well as clear operational definitions in order for our work as researchers to be understandable and valid. This study process becomes more significant with the recognition of the samples, which is necessary to be well acquired by the students in order for the research to achieve scientific value. Their knowledge will be further expanded by learning important data collection techniques. The course will enable students to be able to engage in interactive and reflective work in order to help them gain a deeper understanding of methodological issues.

##### **ACADEMIC WRITING**

The course incorporates the theoretical and practical teaching and study of the basic forms of academic and functional-professional writing, the recognition and application of the basic categories of academic writing, such as the essay, seminar, thesis, dissertation, but also letters,

telegram, letter, relation, announcements (circulars), curriculum vitae (CV), request and minutes.

### **COMMUNICATION IN EDUCATION**

The course is designed to address the problem of communication in theoretical and practical terms. Communication in education deals with issues such as: the communication process, effective communication, principles for effective communication, competent communication, barriers to effective communication, interpersonal communication and small group communication, listening skills, verbal and non-verbal communication (from the perspective of students and teachers). In this course, the factors that affect communication in education and the skills necessary to create an effective communication in the education process, including collegial communication with teachers and school administration as well as external communication such as identification of effective school-parent communication strategies such as strategies for improving student achievement and school development. The course also deals with aspects of the development of the school's communication and cooperation with the wider community.

### **USE OF TECHNOLOGY IN EDUCATION**

The course aims to theoretically and practically develop knowledge related to the main concepts and types of new Educational and Internet Technologies to support the teaching and learning process. The course elaborates multimedia and interactive concepts in new teaching and learning environments. The course focuses on the theoretical and practical training of students to use: technologies for teaching and active learning, ICT as a medium and support tool for inclusive practices, teaching platforms, various simulators for conducting experiments and computer animations in education, computer-supported collaboration technologies, assessment technologies, in-context e-learning technologies, and technologies for creating interactive materials that enable interactive teaching and learning. Students also learn how to evaluate Educational and Internet Technologies in terms of enhancing teaching and learning performance to support critical thinking, creativity, innovation, monitoring and learning activities in a holistic perspective.

### **PSYCHOLOGY APPLIED IN TEACHING**

The course deals with aspects related to the personal aspect of the student versus learning such as motivation and drive to learn. From the perspective of the theory of information processing where the student is at the center of attention, contemporary psychological methods on data processing related to learning, the importance of prior knowledge, the current way of learning and the connection between them as a successful process will also be treated. for the acquisition of knowledge and their long-term preservation. In the psychology applied in the context of teaching/learning, the different learning techniques related to the process of operant conditioning play a role, so they will be explained in the course as well as the way of their implementation to increase the effectiveness and efficiency of the student process. The course also addresses aspects of building important relationships between biology and psychology to better explain human behavior and cognition.

## **EDUCATIONAL POLICIES AND LEGISLATION**

The course offers opportunities for students to become familiar with the development cycle of educational policies as well as current policies in force such as curriculum documents, strategies and different policies of teaching standards such as teacher licensing, school curriculum orientations, standards of the performance of school principals, etc. The course also provides opportunities for students to become familiar with the main legislative documents in the education system in Kosovo such as education laws and various administrative instructions that regulate various aspects of the functioning of the education system in Kosovo.

## **DIFFERENTIATED TEACHING**

Within this course, topics related to understanding, the rationale of differentiated teaching and the role of the teacher in the implementation of differentiated teaching are first addressed. In the next part, topics related to the modalities of differentiation are addressed: content differentiation, process differentiation and product (result) differentiation, then the management of differentiated classes, the learning environment, teaching strategies for differentiated learning, as well as teaching planning for differentiated classes including working with gifted students. The course addresses differentiated or individualized learning not only from the perspective of integration and inclusion, but also from the perspective of the student-centered teaching approach.

## **LEADERSHIP AND CHANGES IN EDUCATION**

The course addresses aspects of school leadership and management including various management and leadership theories and styles as well as aspects of school management as an institution. The course addresses the dimensions of a quality school and the attributes of a good leader and his/her impact on the school's performance and development as an organization. The course also addresses the aspects of changes in education, including the connection of educational reform with the role of the director, as well as the systematic approach to the implementation of changes and reforms in education. Students will be exposed to the challenges and opportunities of implementing educational reform based on international theories and good experiences, and will analyze the current state of educational reform in Kosovo and the path to follow.

## **PHILOSOPHY OF EDUCATION**

In the first part of the course, essential content is offered for the history of education, essentialist and existentialist philosophy, progressive and pragmatist philosophy, constructivism and other philosophical currents that shape the basis of the functioning of education. In the second part, content is offered about the importance of education in the formation of the individual and society, about the features of the democratic education system, about democratic education, global education, education for peace and tolerance, education for democratic citizenship, about the mission and characteristics of the teacher of the contemporary school, for the role of the school in guiding young people in desirable professions. Also, essential content is provided for the general issues of systematic pedagogy, namely for the components of physical-health, intellectual, moral, aesthetic and working education.

## **CONTEMPORARY PRACTICE IN INCLUSIVE EDUCATION**

The course provides advanced knowledge in the field of inclusive education. This course deals with topics related to contemporary definitions of inclusive education, the philosophy of inclusive education, forms of inclusion in European countries and beyond, students with special needs, impairments of different natures: in hearing, in sight, mental retardation, communication difficulties, emotional and behavioral difficulties. The course offers opportunities to debate the problems, challenges and trends of inclusive education in different countries of the world by relating them to the Kosovar context. Also, skills of successful planning and implementation of principles, strategies of inclusive education are developed which lead to the creation of a class, a teacher, a school and an inclusive education system.

## **EVALUATION IN EDUCATION**

The course examines the aspects and practices of assessment that influence the quality of teaching and school reform in general. In a more pronounced way, the course addresses the aspects of planning and implementation of assessment according to the competency-based approach within the curriculum reform in Kosovo. The course also addresses other aspects of evaluation such as: the nature and goals of evaluation, the connection of evaluation with teaching, types of evaluation. In addition, the course deals in detail with the different types of assessment such as continuous assessment, assessment for learning (formative) and assessment of learning (summary) as two concepts that shape the assessment that teachers give to students, while from a practical aspect the course exposes students to different evaluation methods such as: portfolio-based evaluation, evaluation of written works, tests and their quality, etc. In addition, the course also addresses systemic aspects of evaluation such as external national evaluations and program evaluation.

## **EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The need for sustainable development is among the challenges of human society today, including the Kosovar society. The course provides theoretical knowledge of sustainable development as a global development concept and practical skills for developing education for sustainable development. The course will develop the competencies to implement contemporary learning strategies for sustainability such as: holistic approach, systemic and critical thinking, learning through research, integrated teaching, participation in decision-making as an active and responsible citizen.

## **CONTEMPORARY TRENDS IN EDUCATION**

The course addresses various aspects of recent developments in the education system at the international level and more specifically in the education system in Kosovo. One of the main themes is the continuous change of the teacher's role in creating the post-modern society and times of globalization. Also, the course addresses the current developments in the decentralization of the competences of the education system and the strengthening of the autonomy of schools and the role of the teacher, as well as the concept of creating a knowledge society. The course also addresses the development trends of teaching and e-learning as well as the trends of approximation of the standards of the education systems with the policies and standards of the European Union and more widely.

## **DIFFICULTIES IN LEARNING**

This course addresses the condition of learning disabilities, a widely recognized and recognized issue that leads to serious difficulties in school learning and often in later adult life. The course provides theoretical knowledge and practical skills for the correct understanding of the different natures of learning difficulties as a result of mental retardation, physical impairments and with special emphasis on specific learning difficulties such as: dyslexia, dysgraphia, dyscalculia, dyspraxia. It also provides knowledge about identifying students with learning difficulties and the challenges they face, how to best address their needs, and the role that teachers and parents play in their lives.

## **PROFESSIONAL DEVELOPMENT OF TEACHERS**

The course addresses general aspects of lifelong learning with a particular focus on understanding the importance and modalities of teachers' professional development. The course addresses various models of professional development such as the school-based model, the train-the-trainer model, identifying the strengths and weaknesses of each model. On the other hand, the course addresses the aspects of teachers' professional learning by elaborating the modalities of teacher development, such as teacher mentoring, reflection, collegial planning, etc. For more, the course addresses the theoretical and practical dimensions of the process in which teachers engage in understanding their work and identifying ways to overcome challenges on an ongoing basis.

## **STATISTICS IN EDUCATION**

This course discusses some of the mathematical and scientific aspects of empirical data, or data based on problem solving. Topics will include methods for designing experiments and surveys; and data analysis using statistical models. The examples will illustrate the application of these methods in educational sciences in general and in the field of mathematical education in particular.

## **STEM EDUCATION**

This course will provide an interdisciplinary approach to the integration of science, technology, engineering and mathematics (STEM) into teaching practice across all disciplines and at all levels. The course will include participation in problem-based learning, project-based learning and inquiry-based learning activities, using technology to acquire and display information. The course will address the nature of STEM education disciplines, STEM pedagogy, teaching strategies, integrative STEM learning, and problem-solving instruction. Students will be engaged through numerous hands-on activities oriented towards the integration of each of the STEM disciplines. During the course, critical and creative thinking and collaboration during problem solving will be encouraged.

## **ACTION RESEARCH**

This course is designed to introduce action research as a form of systematic inquiry and as a process of reflection on teaching practices in the subject of mathematics. The course will examine the basic characteristics of action research and the steps involved in conducting classroom research. The critical review of the literature will serve not only to identify problems in teaching and learning mathematics, but also to plan action plans and all other steps for the implementation of a research project. During the course, students will analyze a variety of

action research perspectives, the theoretical basis, ethics, processes and types of action research.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The Master Thesis contains 20 ECTS and represents the final part of the Master Program. The Master's Degree Regulation regulates the general points of the procedures and rules for the completion of the final thesis - Master's Thesis.

## **4. SPECIALIZATION: MATHEMATICS**

### **4.1. Purpose of the Study Program**

The program "Master in Teaching Mathematics" is an interdisciplinary program of studies in the field of educational sciences. The primary purpose of this program is to provide essential education for the education of mathematics teachers. Through this program, students will gain knowledge of contemporary teaching in mathematics, develop their skills and competences to relate mathematics content to those of other curricular areas, problems in daily life, effective pedagogy and practice reflective. In addition, participants in this program will deepen their understanding of the key concepts taught in lower and upper secondary school by learning how to use learning theories and research in mathematics education to guide their professional development as teacher. The program offers the opportunity to choose different subjects (elective) according to personal preferences and interests, with the aim of deepening and expertise in certain fields.

## 4.2. Learning Outcomes of the Study Program

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically examine and contribute to curriculum development processes through engaging in professional activities and research in mathematics education;
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice;
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology;
- Develop a deep and systematic understanding of specific issues, such as: inclusiveness, students with special needs (including gifted students), and gender aspects, considered from different perspectives;
- Demonstrate understanding and ability to effectively plan, implement, and evaluate mathematics content through the implementation of classroom research and student-centered teaching strategies;
- Reflect critically, analyze and evaluate various theoretical, methodologies and pedagogical practices in the field of education in general and teaching mathematics in particular;
- Analyze the connection between the different curricular areas and effectively reason, communicate and apply mathematical ideas in teaching practice and phenomena in everyday life;
- Possess the ability to model, formulate and solve mathematical problems by defining various effective approaches to their solution;
- Demonstrate the ability to communicate effectively with students, parents, peers and the community, in the interest of the well-being of all students, school development and the advancement of education in the country;
- Examine the interrelationship of the country's education legislation and policies reflecting on their personal practices and professional development;

### 4.3. Study Program

MASTER IN TEACHING MATHEMATICS						
Year I						
Semester I			Hours/week			
		Courses	L	E	ECTS	
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS	
2.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS	
3.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS	
4.	O	TEACHING AND LEARNING MATHEMATICS I	3	1	6 ECTS	
5.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS	
6.	E	HISTORY OF MATHEMATICAL EDUCATION TEACHING ALGEBRA	2	0	4 ECTS	
			15	3	30 ECTS	
Semester II						
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS	
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS	
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS	
4.	O	TEACHING AND LEARNING MATHEMATICS II	3	1	6 ECTS	
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	4 ECTS	
6.	E	SOLVING MATHEMATICAL PROBLEMS ARYSETIMI MATEMATIKOR DHE VËRTETIMET TEACHING GEOMETRY	2	0	4 ECTS	
			15	3	30 ECTS	
Year II						
Semester I			Hours/week			
		Courses	L	U	ECTS	
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS	
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS	
3.	O	RESEARCH IN MATHEMATICAL EDUCATION	3	0	5 ECTS	
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS	
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS	
6.	E	EDUCATION FOR SUSTAINABLE DEVELOPMENT CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT	2	0	4 ECTS	
7.	E	ASSESSMENT IN MATHEMATICS STATISTICS IN EDUCATION STEAM EDUCATION	2	0	4 ECTS	
			19	0	30 ECTS	
Semester IV						
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS	
2.	O	ACTION RESEARCH	3	0	5 ECTS	
3.	O	MASTER THESIS			20 ECTS	
			6	0	30ECTS	

## 4. 4. Course Descriptions

Descriptions for each course	
	<b>MATHEMATICS TEACHING AND LEARNING I</b> The course is a lesson to develop the knowledge, skills and competences necessary for teaching mathematics. The course focuses on the basics of teaching mathematics and its perspective. Topics that are the course that continues to be in mathematics, competence and fundamental concepts of the mathematics doll, not related to learning learning and implications for teaching mathematics, teaching strategies, teaching problem medicine, technology integration theory and theory. of lessons in mathematics. Students pose different problems, research and analyze different situations and reflect on the learning of students in their centers on the main principles of the Mathematics Curriculum.
	<b>HISTORY OF MATHEMATICAL EDUCATION</b> This course provides a brief historical overview of the development of mathematics. as well as a connection between the understandings and mathematical results from different historical periods with the understandings and results of contemporary mathematics. The approach will be chronological, starting from the historical origins of mathematics at the time of ancient civilization, until the last decades of the 20th century. Special importance will be given to the biography of personalities who have developed mathematics from the ancient period to modern times, as well as the evolution of mathematical meanings and assertions that have laid the foundations for the development of new theories and have resulted in applications of many mathematics in other scientific disciplines.
	<b>ALGEBRA TEACHING</b> This course focuses on examining teaching methods for rational numbers, variables and expressions, equations and inequalities, systems of linear equations, and algebraic functions. Basic ideas and misconceptions, different perspectives on the presentation of these topics and the possibilities of connecting them to the real world are also analyzed. Students will examine pedagogical models of teaching and learning, drawing on empirical studies of learning and teaching, unit planning, and school curriculum.
	<b>MATHEMATICS TEACHING AND LEARNING II</b> Students will specifically develop instructional development skills for mathematical thinking, conceptual understanding, and their application in problem solving. They will be able to adapt the specific knowledge of the subject of mathematics to contemporary pedagogical practices, they will develop plans for the development of understanding of numbers, concepts from geometry, algebra, probability and statistics, trigonometry and mathematical analysis. Problem solving, arguments and mathematical modeling will be the basis for reflection on the theoretical and practical aspects of teaching. In this course, research-based teaching, STEM education and consideration of the role of mathematics in solving problems from other curricular areas and everyday life also play an important role.

## **SOLVING MATHEMATICAL PROBLEMS**

The course aims to reveal the importance and role of contextual approaches in the contents of school mathematics. Also, the course aims to explore all possible real and interdisciplinary resources for solving mathematical problems. The mathematics teacher must be clear about the fact that school mathematics is not an isolated and abstract discipline, but is a product of nature at the service of contemporary society. The overall focus of the course is twofold. The initial focus is on training the course participants themselves in solving problems, while the final focus is on exploring ways of implementing activities and strategies for solving problems.

## **MATHEMATICAL REASONING AND PROOFS**

The course focuses on one of the most important aspects of the teaching and learning process of mathematics. The course will examine the need for proof in mathematics, the possibility of using different types of proofs and logical reasoning. Coherent, visual and accurate communication and presentation will also be part of the course. Students will be actively engaged in exploring topics from mathematical logic, deductive systems, set theory and mathematical induction and proofs in set theory and real analysis. Also, part of the course is reading and writing proofs in mathematics.

## **GEOMETRY TEACHING**

This course supports students in developing an understanding of pedagogical and mathematical issues related to learning and teaching geometry in grades 6-12. The course will enable students to connect the theoretical aspects of teaching with teaching practices based on the latest research on teaching geometry and the integration of technology in teaching.

## **RESEARCH IN MATHEMATICS EDUCATION**

The main focus of this course is to review current research in mathematics education and discuss issues related to the teaching and learning of mathematics. From this foundation, students will identify research methods in mathematics education, analyze research results, formulate research questions and develop their research plan and review relevant literature. Through the review of literature and individual research and in cooperation from the field of mathematics education, the links between research and teaching practices will be examined for the improvement of teaching and learning of mathematics.

## **ASSESSMENT IN MATHEMATICS**

This course discusses a wide range of issues related to assessment in mathematics at all levels, including classroom, school, state (Achievement and State Leaving Examinations) and international assessments. In addition, issues related to formative, summative and alternative assessments are discussed from a curricular and research perspective locally and internationally.

## **STATISTICS IN EDUCATION**

This course discusses some of the mathematical and scientific aspects of empirical data, or data based on problem solving. Topics will include methods for designing experiments and surveys; and data analysis using statistical models. The examples will illustrate the application

of these methods in educational sciences in general and in the field of mathematical education in particular.

### **ACTION RESEARCH**

This course is designed to introduce action research as a form of systematic inquiry and as a process of reflection on teaching practices in the subject of mathematics. The course will examine the basic characteristics of action research and the steps involved in conducting classroom research. The critical review of the literature will serve not only to identify problems in teaching and learning mathematics, but also to plan action plans and all other steps for the implementation of a research project. During the course, students will analyze a variety of action research perspectives, the theoretical basis, ethics, processes and types of action research.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters. The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **5. SPECIALIZATION: PHYSICS**

### **5.1. Purpose of the Study Program**

The program “Master of Physics Teaching” is an interdisciplinary program of studies in the field of educational sciences. The purpose of this program is to provide quality education for physics teacher education. Through this program, students will gain knowledge of contemporary teaching in the field of physics, develop their skills and competences to relate physics content to those of other curricular areas, problems in daily life, effective pedagogy and reflective practices. . Also, participants in this program will deepen their understanding of the key topics taught in upper and lower secondary school by learning how to use learning theories and research in physics education to guide their professional development as teacher. The program offers the opportunity to choose different subjects (electives) according to personal preferences and interests, with the aim of deepening and expertise in specific fields.

### **5.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to the processes of curriculum development in pre-university education through engaging in professional activities and research in the field of education.
- Apply different teaching, learning and assessment strategies, as well as appropriate pedagogical approaches, tailoring activities to students' needs and interests.
- Possess the ability to do school / classroom-based research in order to provide information to improve learning outcomes and to provide a suitable environment for all students.
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology.
- Demonstrate the ability to communicate effectively with students, parents, peers and the community, for the benefit of all students and the development of the school.

- Examine the interrelationship of the country's education legislation and policies, reflecting on their personal practices and professional development.
- Demonstrate understanding and ability to effectively plan, implement, and evaluate physics content through the implementation of student-centered teaching strategies as well as classroom, lab, and outdoor learning physics.
- Develop a deep and systematic understanding of specific issues, such as: all inclusion, students with special needs (including gifted students), and gender aspects, considered from different perspectives.
- Analyze the connection between different physical areas and effectively reason, communicate and apply ideas in teaching practice and phenomena from daily life and other subject areas.
- Develop theoretical knowledge through experimental laboratory work, using state-of-the-art laboratory, technological tools, in order to model the most effective teaching of science subjects and solve problems in the field of physics, defining various effective approaches to their solution.

### 5.3. Study Program

MASTER OF TEACHING PHYSICS						
Semester I			Hours/Week			
		Course	L	E	ECTS	
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS	
7.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS	
8.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS	
9.	O	TEACHING AND LEARNING PHYSICS I	3	1	6 ECTS	
10.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS	
11.	E	PHYSICS OF THE ENVIRONMENT INTERDISCIPLINARY LEARNING IN PHYSICS	2	0	4 ECTS	
			15	3	30 ECTS	
Semester II						
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS	
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS	
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS	
4.	O	TEACHING AND LEARNING PHYSICS II	3	1	6 ECTS	
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	4 ECTS	
6.	E	LEARNING PHYSICS IN NATURE STATISTICS IN EDUCATION TEACHING PHYSICS OF RENEWABLE ENERGY	2	0	4 ECTS	
			15	3	30 ECTS	
Semester III						
Hours/Week						
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS	
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS	
3.	O	LABORATORY AND EXPERIMENTAL WORK IN TEACHING PHYSICS	3	0	5 ECTS	
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS	
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS	
6.	E	EDUCATION FOR SUSTAINABLE DEVELOPMENT CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT	2	0	4 ECTS	
7.	E	RESEARCH IN PHYSICS EDUCATION TEACHING AND LEARNING PHYSICS III ASSESSMENT IN PHYSICS STEAM EDUCATION	2	0	4 ECTS	
			19		30 ECTS	
Semester IV						
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS	
2.	O	ACTION RESEARCH	3	0	5 ECTS	
3.	O	MASTER THESIS			20 ECTS	
			6	0	30 ECTS	

## 5.4. Course Descriptions

Descriptions for each course	
	<b>TEACHING AND LEARNING PHYSICS I</b> The course focuses on efforts to find and apply the most efficient ways to achieve the general and specific goals of teaching and learning in the subject of physics based on the specifics of natural phenomena. The topics chosen from this course deal with a special emphasis on the integration of lectures, experiments, information technology, verification and assessment of knowledge of mechanics, thermodynamics and acoustics. Special attention will be paid to demonstration, observation and experiment in teaching physics by illustrating them with concrete examples. In the demonstration area we will take many examples from everyday life.
	<b>ENVIRONMENTAL PHYSICS</b> This course focuses on learning about basic environmental concepts. They will also learn about the contribution that physics has made to the development and preservation of the environment. Through this course, basic knowledge and skills are approached in the verification and assessment of knowledge in: Basics of environmental physics, greenhouse gases, basics of environmental spectroscopy, laws of absolute black body radiation. Solar radiation spectrum, interaction between light and matter, climate change and modeling. Renewable energy. Transport of pollutants. The noises.
	<b>INTERDISCIPLINARY LEARNING IN PHYSICS</b> Possess knowledge to show the close connection of physics with all other sciences. Physics as a fundamental natural science has applications in many other sciences. They also learn about the contribution that physics has made to the development of other sciences, but also the development of other sciences has influenced the development of physics. The course also addresses the concept of integrated learning as a principle of the new curriculum.
	<b>TEACHING AND LEARNING OF PHYSICS II</b> The course focuses on efforts to find and apply the most efficient ways to achieve the general and specific goals of teaching and learning in the subject of physics, based on the specifics of natural phenomena and curriculum documents in Kosovo. The topics chosen from this course are related to the integration of lectures, experiments, information technology, verification and assessment of knowledge of Electricity, Electromagnetism and Optics. Special attention will be paid to demonstration, observation and experiment in teaching physics by illustrating them with concrete examples. In the demonstration area we will take many examples from everyday life.
	<b>LEARNING PHYSICS IN NATURE</b> Students will gain contemporary knowledge of nature and man's relationship with nature, the evolution of nature and man's position in nature. To have knowledge about the laws of nature, about the main concepts of nature. To learn about the material benefits that man receives from nature and how it affects him, the components of nature, such as: body movements, atmospheric phenomena.

### **RENEWABLE ENERGY PHYSICS TEACHING**

To provide students with essential content for future energy structures, for alternative energy sources, for its inherent characteristics and features. Also learn about the use of alternative sources, rationalization and energy saving. To have knowledge about future energy structures, hydrogen energy, biomass energy.

### **LABORATORY WORK AND EXPERIMENT IN LEARNING PHYSICS**

The central focus of this course will be the experiment, its role in teaching and learning. In principle, given the experimental character of physics, a large part of this course will deal with the methodology of construction and presentation of experiments for all physics chapters. In its framework, one of the contemporary methods for natural sciences, known as SEA, will be treated, which has the initial experiment as the starting point of the lesson at the beginning of each chapter. According to this methodology, the teacher's role is more of a helper, while the students are the main actors of the lesson.

### **RESEARCH IN PHYSICS EDUCATION**

This course will focus on the analysis of research in physics and its implications for teaching. More specifically, the characteristics of research in the field of physics, their impact on the design of the physics curriculum, learning and teaching of physics will be examined. The course aims for students to acquire knowledge about research in the field of teaching and learning physics, as well as to learn about research methodology, planning and the identification of research problems in the aspects of teaching physics, including the connection with other subjects of the field of sciences.

### **TEACHING AND LEARNING OF PHYSICS III**

The course focuses on efforts to find and apply the most efficient ways to achieve the general and specific goals of teaching and learning in the subject of contemporary physics based on the specifics of the subject. To provide students with essential content for the rules, laws and basic principles of the elements of astrophysics, relativity, quantum physics, nuclear physics, elementary particles. The course also examines learning to use the most advanced electronic devices.

### **ASSESSMENT IN PHYSICS EDUCATION**

The course will focus on examining assessment from a physical science perspective, ethical and psychological perspectives, the relationship of assessment with learning from physics, types of assessment in physical science, such as laboratory assessment, project assessment other than physics. This course will place special emphasis on assessment for learning, continuous assessment in the classroom, summative assessment, implementation of national standardized assessments and international assessments, such as TIMSS (Trends in International Mathematics and Science Study) and PISA (Programme for International Student Assessment), evaluation of programs, evaluation through portfolio, evaluation of written works, etc. The course also addresses various aspects of education standards at different levels and contexts (national and international), including the process of setting standards in education.

## **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

## **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **6. SPECIALIZATION: CHEMISTRY**

### **6.1. Purpose of the Study Program**

The Master's program in Teaching Chemistry is an interdisciplinary program of study in the field of educational sciences. The primary purpose of this program is to provide essential education for the education of teachers of specialization in chemistry. Through this program, students will gain knowledge of the field of contemporary teaching in chemistry, develop their skills and competencies to relate content from the field of chemistry to those of other curricular areas, problems from daily life, effective pedagogy and practices reflective. Also, participants in this program will deepen their understanding of the key concepts taught in lower and upper secondary school by learning how to use learning theories and research in chemistry education to guide their professional development as a teacher. The program offers the opportunity to choose different subjects (electives) according to personal preferences and interests, with the aim of deepening and expertise in certain fields.

### **6.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to curriculum development processes by engaging in professional activities and research in the field of education;
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice;
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology;
- Develop a deep and systematic understanding of specific issues, such as: inclusiveness, students with special needs (including gifted students), and gender aspects, considered from different perspectives;

- Demonstrate ability to effectively plan, implement, and evaluate chemistry content through the implementation of student-centered teaching strategies; through laboratory work and the interconnection of natural phenomena.
- Reflect critically, analyze and evaluate the various pedagogical theories, methodologies and practices in the field of general education and chemistry teaching in particular;
- Analyze the connection between basic concepts in chemistry, effectively link between curricular areas and justify, communicate, apply ideas to teaching practice.
- Possess the ability to model, formulate and solve chemical problems by defining various effective approaches to their solution;
- Demonstrate the ability to communicate effectively with students, parents, peers and the community, in the interest of the well-being of all students, school development and the advancement of education in the country;
- Examine the interrelationship of the country's education legislation and policies reflecting on their personal practices and professional development;

### 6.3. Study Program

MASTER OF TEACHING CHEMISTRY						
Year I						
		Courses	Hour/week			
			L	E	ECTS	
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS	
2.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS	
3.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS	
4.	O	TEACHING AND LEARNING CHEMISTRYI	3	1	6 ECTS	
5.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS	
6.	E	TRIPLE NATURE OF CHEMISTRY CONCEPTS INTERDISCIPLINARY LEARNING IN CHEMISTRY	2	0	4 ECTS	
			15	3	30 ECTS	
Semester II						
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS	
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS	
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS	
4.	O	TEACHING AND LEARNING CHEMISTRY II	3	1	6 ECTS	
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	4 ECTS	
6.	E	EXPERIMENT DESIGN FOR TEACHING EDUCATION FOR SUSTAINABLE DEVELOPMENT MISCONCEPTIONS IN LEARNING CHEMISTRY	2	0	4 ECTS	
			15	3	30 ECTS	
Year II						
Semester III			Hour/week			
			L	E	ECTS	
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS	
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS	
3.	O	LEARNING THROUGH EXPERIMENTS	3	0	5 ECTS	
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS	
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS	
6.	E	CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT STATISTICS IN EDUCATION	2	0	4 ECTS	
7.	E	RESEARCH IN CHEMISTRY EDUCATION STEAM EDUCATION ASSESSMENT IN CHEMISTRY EDUCATION	2	0	4 ECTS	
			19	0	30 ECTS	
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS	
2.	O	ACTION RESEARCH	3	0	5 ECTS	
3.	O	MASTER THESIS			20 ECTS	
			6	0	30ECTS	

## 6.4. Course Descriptions

### Descriptions for each course

#### **TEACHING AND LEARNING CHEMISTRY I**

In this course, the basics of designing the curriculum for teaching chemistry will be revealed. The course will provide the student with the curricular and pedagogical knowledge necessary for them to understand the needs of junior and senior high school students for effective chemistry learning in and around the curriculum. Of special importance for the discussion will be the current teaching strategies and methods for learning chemistry in lower and higher secondary schools, as well as new relevant approaches for teaching chemistry based on the curriculum documents in Kosovo. Among other issues to be discussed in the context of teaching chemistry are: teaching theories, learning styles, problem solving, misconceptions, laboratory work, the role of laboratory work in effective learning, and other teaching demonstrations and learning from chemistry.

#### **THE TRIPLE NATURE OF CHEMICAL CONCEPTS**

This course will present and analyze the threefold nature of scientific concepts at the macroscopic, submicroscopic, and symbolic levels. As the importance of the threefold nature of scientific concepts will be defined and discussed, students will analyze and research these concepts in pre-university textbooks. Then the historical development of the use of the threefold nature of scientific concepts in the teaching and learning of the science of chemistry will be reviewed. Students during this course will be able to investigate and identify such concepts and simultaneously design program plans, organize and manage educational processes in the classroom. Through presentations, students will apply knowledge and understanding of the threefold nature of concepts for chemical, physical and biological content. Students will be given an existing assignment to analyze and if necessary will be asked to further develop their own teaching materials that reflect the threefold nature of chemical concepts.

#### **INTERDISCIPLINARY LEARNING IN CHEMISTRY**

This course aims to relate the basic scientific concepts of life around us, and to highlight how chemistry explains many of these phenomena that occur. Chemistry is also a science that has a contribution to other sciences, influencing their rapid development and making them successful in experimental studies. As in biology, chemistry explains how reactions take place in any organism. Chemistry also explains the connection between animals and plants by illustrating it with the oxygen-carbon cycle. Physics is a science that deals with movement, force and energy, but when the movement and force of an object depends on the amount of substance, then the connection with chemistry is highlighted here.

#### **TEACHING AND LEARNING CHEMISTRY II**

This course will continue to examine the curricular problems of teaching and learning chemistry for junior and senior high schools. Models for consideration, including situation analysis, discussion of problems and their formulation, alternative developments, and expected consequences, will be developed and illustrated. These models will be contrasted with other

curriculum descriptions and plans. Each student will have the opportunity to systematically describe the formulation of a curriculum problem and an action plan to solve that problem. At the same time, in this course, we will offer an opportunity to develop lesson plans that will develop students' understanding of successful learning for junior and senior high school students. We will listen to their critical voice, and the involvement of students in the changes that should happen in the school. The future teachers during this course will learn to think very carefully about what constitutes today, and should make up the curriculum from the subject of chemistry and collaborate in the design of the curriculum, in the organization of teaching and learning from Chemistry in the classroom, school , and communities.

### **DESIGN OF EXPERIMENT FOR TEACHING**

This course aims to equip students with the knowledge of how to design an experiment so that the laboratory experience matches the content of the teaching unit. Students will also gain skills on the steps to follow from designing an experiment to designing a post-experimental instrument to identify the achievement of learning outcomes. The design of the experiment will also include the use of different models of instruments (based on recent research) which can be used as multiple reports during the development of the experiment.

### **MISCONCEPTIONS IN LEARNING CHEMISTRY**

Brief content: This course aims to study teaching principles and the use of methods to identify students' misconceptions about concepts in chemistry. Misconceptions play a major role in chemistry learning by producing inadequate explanations. Students consciously or unconsciously construct conceptual explanations during their experiences. They believe that most of these explanations are correct because these explanations make sense in terms of the behavior of the world around them. It is of great importance to identify students' misconceptions, using diagnostics, confronting misconceptions, expecting that misconceptions will eventually be eliminated, corrected and replaced with those that are correct and stable. Students during this course will gain knowledge of the basic views about concept learning, the application of methods to determine students' misconceptions, and the procedures for applying these methods. Students will also gain the ability to identify misconceptions about basic chemistry concepts.

### **LEARNING THROUGH EXPERIMENTS**

This course aims to provide future teachers with a macro-experience in the transmission of laboratory experiments, their demonstration and the use of teaching strategies through experimentation. The course offers an interactive approach to experiments with different thematic content from the subject of chemistry (general and organic). The experiments from this course and the activity objectives will challenge and motivate students, giving them a direct opportunity to acquire scientific teaching and learning skills that they can take with them to the classroom. The aim of the course is to train future teachers, who will not only learn how to broadcast an experiment in chemistry, but also develop effective skills and abilities to communicate science to different audiences, especially to school children. medium low and high, in different and varied circumstances.

### **RESEARCH IN CHEMISTRY EDUCATION**

This course is generally a survey of the theoretical basis of research in chemistry education. In depth the course has two goals: first, to prepare students, future teachers to undertake action research in their classrooms and at the same time more formally study their teaching practices; and second, to prepare teachers who will critically read the primary literature and be able to evaluate the quality of the research/study they read. The course will have direct access to the development of data collection and analysis skills which teachers can use to study their own teaching practices operating in different chemistry teaching and learning environments. One of the main products of the course will be an action research project, where the student will investigate issues of interest to teaching practice. This project will include the proposal, development of instruments and methods, data collection and preliminary analysis.

### **ASSESSMENT IN CHEMISTRY EDUCATION**

The course will focus on examining assessment from the perspective of chemical science, the ethical and psychological angle, the relationship of assessment to learning from chemistry, the types of assessment in chemical science, such as laboratory assessment, project assessment other than chemistry. This course will place special emphasis on assessment for learning, continuous assessment in the classroom, summative assessment, implementation of national standardized assessments and international assessments, such as TIMSS (Trends in International Mathematics and Science Study) and PISA (Programme for International Student Assessment), evaluation of programs, evaluation through portfolio, evaluation of written works, etc. The course also addresses various aspects of education standards at different levels and contexts (national and international), including the process of setting standards in education.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogical practice will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **7. SPECIALIZATION: BIOLOGY**

### **7.1. Purpose of the Study Program**

The “Master in Biology Teaching” program is an interdisciplinary postgraduate program organized at the University of Prishtina, designed for students who are interested in preparing for biology teaching.

The aim of the Master's program in Biology Teaching is to provide sustainable education and professional development for biology teachers. In this context, the program provides essential education to create high-level professionals in the field of teaching in general as well as in the subject of biology in particular.

Students will acquire key knowledge in the field of contemporary teaching in the field of biology; develop their knowledge, skills and competences in this field. They are also offered the opportunity to choose different (elective) subjects according to their personal preferences and interests, which are offered under this study program.

### **7.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to the processes of curriculum development and implementation through engaging in professional activities and research in the field of education;
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice at the high school level;
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology;
- Develop a deep and systematic understanding of specific educational issues such as inclusion, students with special needs (including gifted students), gender aspects, sustainable development, etc. considered from different perspectives;

- Apply skills for effective planning, implementation and evaluation of biology content through the implementation of student-centered teaching strategies, as well as classroom, laboratory and outdoor learning biology;
- Reflect critically, analyze and evaluate the various pedagogical theories, methodologies and practices in the field of secondary education in general and the teaching of biology in particular;
- Analyze the connection between basic biological concepts and effectively reason, communicate and apply ideas in teaching practice and phenomena from daily life and other subject areas;
- Possess the skills to model, formulate and solve problems in the field of biology by defining various effective approaches to their solution;
- Demonstrate competencies to communicate effectively with students, parents, colleagues and the community, in the interest of the well-being of all students, school development and the advancement of education in the country;
- Apply the interconnection of national legislation and educational policies reflecting on their personal practices and professional development in their daily work;

### 7.3. Study Program

MASTER OF TEACHING BIOLOGY					
Semester I			Hours/Week		
	Course		L	E	ECTS
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS
2.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS
3.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS
4.	O	TEACHING AND LEARNING BIOLOGYI	3	1	6 ECTS
5.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS
6.	E	THE HISTORY OF DEVELOPMENT OF BIOLOGICAL THINKING INTERDISCIPLINARY LEARNING IN BIOLOGY	2	0	4 ECTS
			15	3	30 ECTS
Semester II					
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS
4.	O	TEACHING AND LEARNING BIOLOGY II	3	1	6 ECTS
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	4 ECTS
6.	E	EDUCATION FOR SUSTAINABLE DEVELOPMENT EDUCATION FOR ENTERPRENEURSHIP STEAM EDUCATION	2	0	4 ECTS
			15	3	30 ECTS
Semester III			Hours/week		
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS
3.	O	LEARNING THROUGH EXPERIMENTS IN BIOLOGY	3	0	5 ECTS
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS
6.	E	CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT STATISTICS IN EDUCATION	2	0	4 ECTS
7.	E	LEARNING BIOLOGY IN NATURE NATURAL HERITAGE AND PROTECTED AREAS ASSESS. & REFLECTIONS IN LEARNING BIOLOGY	2	0	4 ECTS
			19	0	30 ECTS
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS
2.	O	ACTION RESEARCH	3	0	5 ECTS
3.	O	MASTER THESIS			20 ECTS
			6	0	30ECTS

## 7.4. Course Descriptions

Descriptions for each course	
	<b>METHODOLOGY OF BIOLOGY TEACHING I</b> The purpose of the course is to equip student-teachers with theoretical-scientific knowledge and practical skills in using contemporary strategies, methods and techniques of teaching in the classroom, laboratory and nature to achieve biology learning outcomes for the level of secondary education according to the official curriculum. Applying contemporary techniques, methods and strategies, students will advance teaching practices and achieve competencies for teaching biology at various curricular levels.
	<b>HISTORY OF THE DEVELOPMENT OF BIOLOGICAL THINKING</b> The course focuses on the history and development of the science of biology, its main disciplines, and its role in the development of society. The course examines topics in the history of biology up to the present day including philosophical analysis of these developments. Students will understand how biologists of the past thought and worked about biological developments, and how they used new theories and practical methods. The course is designed to develop the student's ability to understand historical turning points in the biological sciences, and to apply scientific ideas to the description and explanation of historical events in biology.
	<b>INTERDISCIPLINARY LEARNING IN BIOLOGY</b> Biology as a science studies living life through the knowledge of all life processes and the physico-chemical aspects of its development. As a result of the modern trend of unifying scientific knowledge and research, there has been an overlap of the field of biology with other scientific disciplines. With the course, students will be introduced to the basic principles of division of biology disciplines, the differences and similarities of the main biology disciplines and their research areas, the connection of biology with other sciences and disciplines, as well as the benefits of this, addressing the concept of learning. integrated as a concept of the Curriculum Framework.
	<b>METHODOLOGY OF BIOLOGY TEACHING II</b> The course presents a continuum of biology teaching and provides students with an understanding of different approaches and methods of teaching biology, applying different theories of learning and teaching. Students will be able to prepare long-term and short-term plans for teaching biology; design, implement and evaluate a biology lesson using pre-prepared and self-made teaching resources, as well as communication and information technologies.
	<b>ENTREPRENEURSHIP EDUCATION</b> In this course it is possible to acquire basic concepts and advanced knowledge in the field of education for students' skills in enterprises, individual activities. Activities are practiced with students related to the preparation of individual, family and group plans. Different sources of information for different enterprises and the development of creativity in entrepreneurship are

researched. The impact of various different factors that encourage and develop students' skills and creativity for entrepreneurship in life are elaborated. Various works and projects in enabling the compilation of family business plans or even plans for various other profitable ideas.

### **EXPERIMENTAL LEARNING IN BIOLOGY**

The subject of biology is taught successfully and efficiently in the classroom as well as in the laboratory. This course provides the theoretical background and practical knowledge for the instruction, teaching, implementation and assessment of laboratory and experimental work in the teaching of biology. The purpose of the course is that through the experiment as the best teaching method, very good results can be achieved in learning biology. The course provides the student with knowledge of how an experiment is designed in the biology laboratory and outside it, how to implement and evaluate the work done by students in experimental laboratory work, and how to implement safety measures during experimental work in the laboratory.

### **LEARNING BIOLOGY IN NATURE**

Through this course, students will organize different forms of organizing biology lessons in nature. Students will be introduced to the techniques of learning the subject of biology from primary sources of information such as: nature, nature museums, zoological and botanical gardens. The role of field trips, summer and winter camping in learning biology will be analyzed. The role of observation of the living world in nature as well as the monitoring of water, air and soil as well as biological indicators related to water, air and soil pollution.

### **NATURAL HERITAGE AND PROTECTED AREAS**

Protected areas are the mechanism for the protection of natural heritage which is protected by UNESCO and individual states. The purpose of the course is for student-teachers to acquire contemporary knowledge on the concepts of natural heritage within protected natural areas, the function and characteristics of natural heritage, international and national categories, economic, touristic and recreational functions of protected natural areas. Special emphasis will be placed on the scientific and educational function of protected areas, with practical examples of teaching and learning in protected areas.

### **ASSESSMENT AND REFLECTION IN THE LEARNING OF BIOLOGY**

This course equips students with knowledge and understanding of three types of assessment (formative, diagnostic and summative) in scientific and biological subjects. Students will learn to use these types of assessment of knowledge and skills in learning biology and understand the results of national and international standardized tests to verify student achievement such as PISA for science, TIMSS, the use of different techniques for self-assessment and reflection in the teaching and learning of biology.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include

both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters. The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **8. SPECIALIZATION: HISTORY**

### **8.1. Purpose of the Study Program**

Specialization History, in the Master's program in Subject Teaching, is an interdisciplinary postgraduate study program organized at the University of Prishtina, designed for students interested in preparing for teaching in the subject of history. Its purpose is to provide sustainable education and professional development to history teachers. In this context, the program provides essential education to create high-level professionals in the field of teaching in general as well as in the subject of history in particular. Students will acquire key knowledge in the field of contemporary teaching in the subject of history; develop their knowledge, skills and competencies in this area. They are also offered the opportunity to choose different (elective) courses according to their personal preferences and interests, which are offered under this study program.

### **8.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to curriculum development processes through engaging in professional activities and education research.
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice.
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology.
- Develop a deep and systematic understanding of specific issues, such as inclusion, students with special needs (including gifted students), gender aspects, considered from different perspectives.
- 5. Critically analyze and evaluate teaching content, whether from national or international history, using new teaching strategies in the history subject.
- Review, analyze and evaluate the various pedagogical theories, methods and practices in the field of education in general and the teaching of history and civic education in particular, and reflect on their own practices.

- Analyze the connection between the various fields of history, phenomena of daily life, the most popular events in the history of mankind, and the relations of history and civic education with other social sciences.
- Possess the ability to identify problems of a historical nature facing society and contribute to avoiding various problems in the field of history, defining different effective approaches to their solution.
- Demonstrate the ability to communicate effectively with students, parents, colleagues and the community at large, always in the service of the well-being of all students, school development and the advancement of education in the country.
- Review, communicate and apply new methods and techniques in history teaching and civic education, and reflect on the interconnection of national legislation and education policies and their impact on teaching and learning history as well as civic education.

### 8.3. Study Program

MASTER OF TEACHING HISTORY						
Year I						
Semester I			Hours/week			
		Courses	L	E	ECTS	
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS	
2.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS	
3.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS	
4.	O	TEACHING AND LEARNING HISTORY I	3	1	6 ECTS	
5.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS	
6.	E	SELECTED CHAPTERS FROM THE HISTORY OF ANCIENT CIVILIZATIONS ALBANIAN CIVILIZATION	2	0	4 ECTS	
			15	3	30 ECTS	
Semester II						
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS	
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS	
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS	
4.	O	TEACHING AND LEARNING HISTORY II	3	1	6 ECTS	
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION STEAM EDUCATION	2	0	4 ECTS	
6.	E	SOCIAL HARMONY AND CONFLICT RESOLUTION TEACHING HISTORY OF RELIGIONS NATIONAL GEOGRAPHY	2	0	4 ECTS	
			15	3	30 ECTS	
Year II						
Semester III			Hours/weeks			
		Courses	L	U	ECTS	
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS	
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS	
3.	O	HISTORY OF ALBANIAN EDUCATION AND CULTURE	3	0	5 ECTS	
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS	
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS	
6.	E	EDUCATION FOR SUSTAINABLE DEVELOPMENT CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT	2	0	4 ECTS	
7.	E	EDUCATION FOR CULTURAL HERITAGE STATISTICS IN EDUCATION TEACHING CIVIC EDUCATION ASSESSMENT IN HISTORY	2	0	4 ECTS	
			19	0	30 ECTS	
Semester IV						
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS	
2.	O	ACTION RESEARCH	3	0	5 ECTS	
3.	O	MASTER THESIS			20 ECTS	
			6	0	30ECTS	

## 8.4. Course Descriptions

Descriptions for each course	
	<b>TEACHING AND LEARNING HISTORY I</b> This course focuses on areas and topics of particular importance for the preparation of history teachers. The topics include the teaching of history in the education system of the Republic of Kosovo, basic concepts, school curricula, lesson preparation and its parts, theoretical approaches to teaching history, setting objectives and tasks of history, the goals of teaching history in programs existing, the review of Bloom's taxonomy and the definition of educational objectives, forms and methods in teaching history, alternative teaching approaches, teaching tools, motivation in teaching history, definitions and theories of motivation as well as working with historical sources.
	<b>SELECTED CHAPTERS FROM THE HISTORY OF ANCIENT CIVILIZATIONS</b> This course, in comparative, diachronic, and synchronic fashion, traces the historical development of several ancient civilizations, such as Egypt, Mesopotamia, Syria, Iran, Creto-Mycenae, Greece, Rome, and Illyria. In addition, the course considers different methodological approaches, theoretical models and interpretations of different literary and archaeological sources.
	<b>ALBANIAN CITIZENSHIP</b> This course focuses on Albanian civilization, its development through historical stages, external influences, religious influences and internal transformations of Albanian civilization. The topics included in this course are: the creation of Albanian civilization, external influences, Illyrian civilization, Arberian civilization, Albanian civilization and Christianity, Albanian civilization and Islam, Albanian civilization and the creation of the Albanian national state, Albanian civilization in the face of international integration and globalization. Students will become "critical readers" in order to analyze quantitative and qualitative research in the field of Albanian civilization and use the research results in the realization of their research for the improvement of teaching and learning practices.
	<b>TEACHING AND LEARNING HISTORY II</b> This course provides knowledge about the role of historical concepts in the construction of historiographical explanations and narratives, chronology, the meaning of the concept of "time" in history, the development of chronological understanding in the teaching of history, the concept of causality, basic principles, problems, concerns and strategies, the understanding of the concepts of change and continuity in historiography and history teaching, historiography and interpretation, learning about interpretation as an innovation in the subject of history in European programs, multiperspectivity and controversies, its evaluation and purpose, types, methods, function, its techniques and forms. Also, planning, personal development of teachers, experience, professional training and career advancement, as well as action research in history teaching, are the topics that are examined in this course.

## **SOCIAL HARMONY AND CONFLICT RESOLUTION**

This course provides opportunities to examine theoretical and practical perspectives related to social harmony and conflict resolution. Also, this course focuses on key issues related to community building, communication, conflict definition, conflict styles, conflict analysis, the exercise of power, emotions in conflicts, collaborative problem solving, negotiation and mediation, etc. The course also included other important and different topics related to the role of education in promoting social harmony and resolving conflicts of various natures.

## **TEACHING ABOUT THE HISTORY OF RELIGIONS**

Brief content: This course is focused on helping students to complete their knowledge of the history of the development of the world's most popular religions, whether they are polytheistic (Egyptian, Greek, Roman and Illyrian) or monotheistic (Judaism, Christianity and Islam), as well as to use contemporary methods in classroom teaching. Topics covered in this course include selected chapters dealing with basic concepts of religions, contemporary classroom teaching methods related to the history of religions, differences and commonalities of different religions, coexistence between religions during different historical periods, religious conflicts and contradictions, etc.

## **NATIONAL GEOGRAPHY**

National geography is an academic discipline that studies the Albanian lands, their physical-geographical, social-economic features, as well as their natural resources. The course deals with the past of the Albanian nation and the factors that influenced the fragmentation of the Albanian lands. Also, this course deals with issues related to the population, demographic characteristics, settlements and the economy of the Albanian territories. The complex treatment of this subject provides knowledge about the geography, history, demography and economy of the Albanian territories, as well as the education of students with love for the Albanian nation and its natural and cultural values.

## **HISTORY OF ALBANIAN EDUCATION AND CULTURE**

This subject presents the origin and development of the Albanian people within the native Albanian lands. The main essence will be based on the presentation of Albanian history and culture in chronological and substantive terms, from the Illyrians to the independence of Kosovo. Albanian history and culture in their journeys are closely connected with other characteristics that have described the Albanian people throughout history. The course prepares the students to know the culture and tradition of the Albanian people and to carry and cultivate them among the students.

## **CULTURAL HERITAGE EDUCATION**

This course is focused on providing students with knowledge about education in relation to cultural heritage as well as its impact on its evaluation and preservation. The course offers opportunities for students to acquire theoretical knowledge on various issues related to education for the preservation and appreciation of cultural heritage. The topics included in this course include the basic concepts of cultural heritage, education for the development of cultural heritage policies, education for the management of cultural heritage, the analysis, presentation and discussion of various conventions related to cultural heritage, education for the promotion of cultural heritage, the contemporary role of material and non-material

heritage; education for the management of cultural properties as a modern country. The course also includes visits to cultural heritage monuments.

### **TEACHING OF CIVIL EDUCATION**

This course includes topics that help students develop knowledge and skills in applying contemporary teaching strategies from the field of civic education. The course offers knowledge in the application of contemporary teaching methods, related to the basic concepts of civic education, human rights, rights and responsibilities, democracy and its development in Kosovo, elections, local government, parliament, recycling, pollution of the environment, national and international organizations, legislation, courts, human dignity, racism.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **9. SPECIALIZATION: GEOGRAPHY**

### **9.1. Purpose of the Study Program**

Purpose and Profile of the Study Program Geography specialization, in the Master of Teaching in Subject Teaching, as an interdisciplinary postgraduate program organized at the University of Prishtina, is designed for students interested in preparing for teaching. in the subject of geography. Its purpose is to provide sustainable education and professional development for geography teachers. In this context, the program provides essential education to create high-level professionals in the field of teaching in general as well as in the subject of geography in particular. Students will acquire key knowledge in the field of contemporary teaching in the field of geography, develop their knowledge, skills and competencies in this field. They are also offered the opportunity to choose different (elective) courses according to their personal preferences and interests, which are offered under this study program.

### **9.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to curriculum development processes through engaging in professional activities and education research.
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice.
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources, including the use of technology.
- Develop a deep and systematic understanding of specific issues, such as inclusion, students with special needs (including gifted students), gender aspects, considered from different perspectives.
- Demonstrate understanding and ability to effectively plan, implement, and evaluate geography content through the implementation of student-centered teaching strategies.
- Reflect critically, analyze and evaluate various pedagogical theories, methods and practices in the field of general education and geography and civic education in particular.

- Analyze the connection between different curricular areas and effectively reason, communicate and apply geography knowledge to teaching practice and phenomena from daily life.
- Possess the ability to model, formulate and solve problems in the field of geography, defining different effective approaches to solving them.
- Demonstrate the ability to communicate effectively with students, parents, colleagues and the community, in the interest of the well-being of all students, school development and the advancement of education in the country.
- Exercise the teaching profession of geography and civic education in harmony with contemporary teaching practices, educational policies and national legislation, reflecting constantly on the developmental needs of education in the country.

### 9.3. Study Program

MASTER OF TEACHING GEOGRAPHY						
Year I/ Semester I			Hours/weeks			
		Courses	L	E	ECTS	
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	5 ECTS	
2.	O	GENERAL PSYCHOLOGY	3	0	5 ECTS	
3.	O	RESEARCH METHODS IN EDUCATION	2	2	6 ECTS	
4.	O	TEACHING AND LEARNING PHYSICAL GEOGRAPHY	3	1	6 ECTS	
5.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS	
6.	E	ASPECTS OF HUMAN-NATURE INTERACTION CABINET TEACHING AND FIELD WORK	2	0	4 ECTS	
			15	3	30 ECTS	
Semester II						
1.	O	USING TECHNOLOGY IN EDUCATION	2	2	6 ECTS	
2.	O	PSYCHOLOGY APPLIED TO TEACHING	3	0	5 ECTS	
3.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS	
4.	O	TEACHING AND LEARNING SOCIAL GEOGRAPHY	3	1	6 ECTS	
5.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	4 ECTS	
6.	E	TEACHING AND LEARNING REGIONAL GEOGRAPHY SPATIAL POPULATION MOVEMENT ALBANIAN CIVILIZATION	2	0	4 ECTS	
			15	3	30 ECTS	
Viti III						
Semester III			Hours/weeks			
1.	O	PHILOSOPHY OF EDUCATION	3	0	4 ECTS	
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	3	0	4 ECTS	
3.	O	TEACHING CIVIC EDUCATION	3	0	5 ECTS	
4.	O	PEDAGOGICAL PRACTICE II	3	0	5 ECTS	
5.	O	ASSESSMENT IN EDUCATION	3	0	4 ECTS	
6.	E	CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT STATISTICS IN EDUCATION	2	0	4 ECTS	
7.	E	NATIONAL GEOGRAPHY GEO-HERITAGE AND ENVIRONMENT EDUCATION FOR SUSTAINABLE DEVELOPMENT STEAM EDUCATION	2	0	4 ECTS	
			19	0	30 ECTS	
Semester IV						
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS	
2.	O	ACTION RESEARCH	3	0	5 ECTS	
3.	O	MASTER THESIS			20 ECTS	
			6	0	30ECTS	

## 9.4. Course Descriptions

Descriptions for each course	
	<b>TEACHING AND LEARNING OF PHYSICAL GEOGRAPHY</b> The course equips students with knowledge of teaching methods and strategies in the field of physical geography. The course addresses pedagogical topics and issues related to the teaching of the field of geography, creating active, productive learning opportunities, and radically changing the perspective of teaching and learning of the subject of physical geography. The adaptation and application of adequate methods, as well as the use of concretization tools for the interpretation of knowledge from the field of physical geography (atmosphere, hydrosphere, lithosphere and biosphere), will offer students a deeper understanding of the role and importance of teaching this discipline. In addition, content and practical activities are offered from the planning of teaching work of physical geography and its assessment and types.
	<b>ASPECT OF HUMAN-NATURE COOPERATION</b> Through this course, students are offered knowledge about the mutual interaction between natural and human systems as well as the effects that are the result of this interaction. The course covers topics about the Earth as a dynamic system, geospheres, properties and relationships between them, energy and its resources, natural and human systems and their types, human-environment interaction and its effects, the impact of human processes on natural hazards and global warming as well as assessing human impact on the environment.
	<b>CABINET LEARNING AND FIELD WORK</b> The cabinet teaching and field work course contains knowledge related to the organization and holding of classroom teaching and the organization of field expeditions, the forms of expeditions and their goals. Fieldwork is an inalienable part of teaching and learning in geography. Seen from the content of geography, the terrain remains the real laboratory for geographical experiments. Many thematic issues in local environments such as the use of agricultural land, urban and environmental problems, distribution of services in rural areas, deforestation, nature conservation, then the use of maps and instruments to measure, record, and document data are taught in cabinet, however, are best understood during field work. This course will help geography students to make their knowledge gained in the classroom concrete in the field.
	<b>TEACHING AND LEARNING SOCIAL GEOGRAPHY</b> The course equips students with knowledge of teaching methods and strategies in the field of social geography. The course addresses pedagogical topics and issues related to the teaching of this area of geography, creating active opportunities for productive learning, and radically changing the perspective of teaching and learning of the subject of social geography. The adaptation and application of adequate methods, as well as the use of concretization tools for the interpretation of knowledge from the field of social geography (demographic, social, economic, political, cultural problems, etc.), will offer students a deeper understanding of the

role and the importance of teaching this discipline. Also, content and practical activities are offered from planning social geography teaching work and evaluating its types.

### **TEACHING AND LEARNING REGIONAL GEOGRAPHY**

The course equips students with knowledge of teaching methods and strategies in the field of regional geography. The course addresses pedagogical topics and issues related to the teaching of this area of geography, creating active opportunities for productive learning, and radically changing the perspective of teaching and learning the subject of regional geography. The adaptation and application of adequate methods, as well as the use of concretization tools for the interpretation of knowledge from the field of regional geography (knowledge of Europe, Asia, Africa, North and South America, as well as Australia and Oceania), will offer students a deeper understanding of the role and importance of teaching this discipline. Also, content and practical activities are offered from the planning of teaching work of regional geography and its assessment and types.

### **SPATIAL MOVEMENT OF POPULATION**

The spatial movement of the population aims to provide students with geographical, demographic and statistical knowledge on the spatial movement of the population in the world in general and in Albania and Kosovo in particular. The causes (economic, political, social and environmental) of the spatial movement of the population are analyzed, the attractive factors and the driving factors, the consequences of spatial movements in the economic, social and urban aspects are examined. The functions of world and national institutions for the management of spatial movements are known, the national and international legislation is analyzed and the importance of the application of GIS technology for the cartographic presentation of migration directions is emphasized. In this course, the trends of space movements in the future are also analyzed, compared to the aspect of globalization.

### **ALBANIAN CITIZENSHIP**

This course focuses on Albanian civilization, its development through historical stages, external influences, religious influences and internal transformations of Albanian civilization. The topics included in this course are: the creation of Albanian civilization, external influences, Illyrian civilization, Arberian civilization, Albanian civilization and Christianity, Albanian civilization and Islam, Albanian civilization and the creation of the Albanian national state, Albanian civilization in the face of international integration and globalization. Students will become "critical readers" in order to analyze quantitative and qualitative research in the field of Albanian civilization and use the research results in the realization of their research for the improvement of teaching and learning practices.

### **TEACHING OF CIVIL EDUCATION**

This course includes topics that help students develop knowledge and skills in applying contemporary teaching strategies from the field of civic education. The course provides knowledge on the application of contemporary teaching methods related to the basic concepts of civic education, human rights, rights and responsibilities, democracy and its development in Kosovo, elections, local government, parliament, recycling, environmental pollution , national and international organizations, the local community, the constitution, legislation, courts, human dignity, racism, gender equality, etc. Also, this course offers content and

practical activities from the planning of teaching work of civic education as well as assessment and types.

### **NATIONAL GEOGRAPHY**

National geography is an academic discipline that studies the Albanian lands, their physical-geographical, social-economic features and their natural resources. The course deals with the past of the Albanian nation and the factors that influenced the fragmentation of the Albanian lands. Also, this course deals with issues related to the population, demographic characteristics, settlements and the economy of the Albanian territories. The complex treatment of this subject provides knowledge about the geography, history, demography and economy of the Albanian territories, as well as the education of students with love for the Albanian nation and its natural and cultural values.

### **GEOHERITAGE AND ENVIRONMENT**

Through the Natural Geoheritage and Environment course, students are offered scientific, technical and legal knowledge on natural heritage, national and world natural heritage, its role and importance in the face of local and regional environmental problems, of human and natural origin. The course includes the understanding of protected areas according to the IUCN classification, of world and national institutions for their management, national and international legislation as well as the help of the application of GIS technology for the cataloging of natural geoheritage, its role and importance for conservation of the environment.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **10. SPECIALIZATION: TECHNOLOGY AND ICT**

### **10.1 Purpose of the Study Program**

This program of study corresponds to the curriculum area "Life and Work" of the new Kosovo curriculum. The basic concepts of this curriculum area are:

- Personal development (life skills) - grades 6-9
- Development based on hands-on activities - grades 6-9
- Home Economics - Grades 6-9 • Career Counseling and Guidance Grades 6-12
- Technology including ICT - grades 6-12
- Entrepreneurship Work and Education - Grades 6-12

Graduates of this specialization of the MA Technology and ICT Teaching 120 ECTS program at the Faculty of Education are qualified for teaching high technology and ICT in lower secondary school (grades 6-9) and upper secondary school (grades 6-12).

The strong presence of ICT content, especially in upper secondary education, imposes the need for IT and ICT teachers to be well-versed in information and communication technology. On the other hand, they should also be provided with relevant knowledge of technology, career counseling and entrepreneurship that, under Kosovo conditions, requires a two-year program.

### **10.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Critically review and contribute to curriculum development processes by engaging in professional activities and research in the field of education;
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice at lower and upper secondary school levels;
- Develop a critical awareness and advanced understanding of the practical application of various learning theories and learning resources in the use of Technology and ICT;

- Develop a deep and systematic understanding of specific issues, such as inclusion, students with special needs (including gifted students), gender aspects, sustainable development, etc. considered from different perspectives;
- Demonstrate understanding and skills for effective planning, implementation and evaluation of Technology and ICT content, through the implementation of student-centered teaching strategies as well as classroom and laboratory technology and ICT learning;
- Reflect critically, analyze, and evaluate various pedagogical theories, methodologies, and practices in the field of education in general and the teaching of Technology and ICT in particular;
- Analyze the link between the various areas of Technology and curricular ICT and effectively reason, communicate and apply ideas in teaching practice and phenomena from daily life and other subject areas;
- Possess the ability to model, formulate and solve problems in the field of Technology and ICT, defining various effective approaches to their solution;
- Demonstrate the ability to communicate effectively with students, parents, peers and the community, in the interest of the well-being of all students, school development and the advancement of education in the country;
- Examine the interrelationship of the country's education legislation and policies reflecting on their personal practices and professional development;

## 10.3. Study Program

MASTER OF TEACHING TECHNOLOGY AND ICT					
Semester I			Hours/Week		
		Courses	L	E	ECTS
1.	O	THEORY OF LEARNING AND CURRICULA	3	0	4 ECTS
2.	O	GENERAL PSYCHOLOGY	3	0	4 ECTS
3.	O	RESEARCH METHODS IN EDUCATION	2	1	5 ECTS
4.	O	TEACHING AND LEARNING ICT	2	0	4 ECTS
5.	O	TECHNICAL DRAWING THROUGH SOFTWARES	3	0	5 ECTS
6.	E	ACADEMIC WRITING COMMUNICATION IN EDUCATION	2	0	4 ECTS
7.	E	CAREER ORIENTATION EDUCATION FOR ENTREPRENEURSHIP	2	0	4 ECTS
			18	1	30 ECTS
Semestri II					
1.	O	TECHNOLOGY OF ADVANCED MATERIALS	2	0	4 ECTS
2.	O	PEDAGOGICAL PRACTICE I	3	0	5 ECTS
3.	O	ELECTRONIC TEACHING AND LEARNING	3	0	5 ECTS
4.	O	TEACHING AND LEARNING TECHNOLOGY	3	0	5 ECTS
5.	O	SELECTED CHAPTERS FROM MECHANICAL ENGINEERING	3	0	5 ECTS
6.	E	EDUCATIONAL POLICY AND LEGISLATION DIFFERENTIATED TEACHING LEADERSHIP AND CHANGES IN EDUCATION	2	0	3 ECTS
7.	E	E-COOPERATION IN EDUCATION USING MODERN TECHNOLOGIES AND SOFTWARES FOR INTERACTIVE TEACHING STATISTICS IN EDUCATION	2	0	3 ECTS
			18	0	30 ECTS
Semester III					
		Courses	L	E	ECTS
1.	O	PHILOSOPHY OF EDUCATION	2	0	4 ECTS
2.	O	CONTEMPORARY PRACTICE OF INCLUSIVE EDUCATION	2	0	4 ECTS
3.	O	CLOUD COMPUTING IN EDUCATION	2	0	4 ECTS
4.	O	PEDAGOGICAL PRACTICE II	2	0	4 ECTS
5.	O	ASSESSMENT IN EDUCATION	2	0	4 ECTS
6.	O	RENEWABLE ENERGY SOURCES	2	0	4 ECTS
7.	E	PSYCHOLOGY APPLIED TO TEACHING CONTEMPORARY TENDENCIES IN EDUCATION LEARNING DISABILITIES TEACHER PROFESSIONAL DEVELOPMENT	2	0	3 ECTS
8.	E	TECHNICAL EQUIPMENT ENERGY EFFICIENCY EDUCATION FOR SUSTAINABLE DEVELOPMENT ASSESSMENT AND TEACHING TECHNOLOGY AND ICT	2	0	3 ECTS
			16	0	30 ECTS
Semester IV					
1.	O	PEDAGOGICAL PRACTICE III	3	0	5 ECTS
2.	O	ACTION RESEARCH	3	0	5 ECTS
3.	O	MASTER THESIS			20 ECTS
			6	0	30 ECTS

## 10.4. Course Descriptions

Descriptions for each course	
	<b>ICT TEACHING AND LEARNING</b> This course focuses on ways of planning the teaching and learning process from the field of information and communication technology. The topics included in this course are: interactive teaching through the use of critical thinking methods, lesson structure with successful contemporary practices, goals and objectives, as well as ways and methods of systematic evaluation. Students will practically build and implement models for the development of learning in concrete conditions by harmonizing all phases such as: preparation for learning, processing of certain content and consolidation of learning. Students will analytically treat and apply teaching and learning methods in concrete classroom conditions in accordance with the relevant curricula in the field of information and communication technology.
	<b>TECHNICAL DRAWING THROUGH SOFTWARE</b> In this course students gain knowledge and apply technical drawing techniques, standards, formats, types and use of lines, technical writing, projecting planes, point and line projection, orthogonal projection of solids, representation of objects and details of different, cuts, dimensioning and processing quality. Students learn and apply the basic rules of technical drawing with hand tools and make the same drawings on the computer using two-dimensional and three-dimensional drawing software.
	<b>CAREER COUNSELING</b> In this course it is possible to acquire basic concepts and current knowledge from this new field of career counseling. Various sources of information are explored for counseling and possible areas of employment, such as; education, professional education, directions in exact subjects, technical, medical, environmental and media directions, in the country and abroad. The influence of various factors, such as the family, social circle and other possible influencers, which influence and help the orientation of the individual in the selection of specific directions with a perspective in the career of young people, are elaborated. The current market is analyzed in many different directions at home and abroad. The advantages and risks during orientation in different directions are analyzed.
	<b>ENTREPRENEURSHIP EDUCATION</b> In this course it is possible to acquire basic concepts and advanced knowledge in the field of education for students' skills in enterprises, individual activities. Activities are practiced with students related to the preparation of individual, family and group plans. Different sources of information for different enterprises and the development of creativity in entrepreneurship are researched. The impact of various different factors that encourage and develop students' skills and creativity for entrepreneurship in life are elaborated. Various works and projects in enabling the compilation of family business plans or even plans for various other profitable ideas.

## **ADVANCED MATERIALS TECHNOLOGY**

The course provides students with knowledge in the field of non-metal and metal technology as well as their contemporary application. Students will know the properties of materials, such as; physical, chemical, technical and technological properties. Advance knowledge on; raw materials and the technological process of paper and wood as well as the benefit of cellulose. They learn about plastics, plasticizers and catalysts, as well as the production of plastic mass and its application. They learn about the benefits and applications of advanced materials (glass fibers, carbon fibers, aerogels, nanotubes, smart materials and composites) as well as the construction of information technology equipment.

## **TEACHING AND ELECTRONIC LEARNING**

This course introduces advanced concepts and methods in the field of e-teaching and learning as well as distance education from the point of view of the support provided by Information and Communication Technology to such form of education. Also during this course, models for teaching and electronic learning, Internet Technologies in education, computer simulations and animations in education will be treated. The course also provides knowledge on computer-assisted experiments, computer-supported collaboration technologies, reusable learning objects, learning management systems (LMS). Adaptive learning systems will also be covered during the course. , compatibility issues of e-learning assets and software tools, digital libraries, etc. This course also deals with Electronic evaluation, ways of creating electronic questionnaires on the Internet, evaluation of the quality of e-learning materials.

## **TEACHING AND LEARNING TECHNOLOGY**

The course focuses on ways of planning the teaching and learning process from the subject of technology. The course contains: interactive teaching through the use of critical thinking methods, lesson structure and methods and methods of systematic assessment. Students will build lesson plans within the subject and the development of the lesson in the concrete conditions in front of the students. Students will analytically treat and apply teaching and learning methods in concrete classroom conditions in accordance with the relevant curricula in the field of technology.

## **SELECTED CHAPTERS FROM MECHANICAL ENGINEERING**

In this course students gain knowledge from the basics of mechanical engineering, which includes various parts of machines, various transmitters, hydraulic machines, thermal machines and pneumatic machines. Students gain knowledge of simple machines, levers, inclined plane, wedges, screws, cylindrical, bevel and hyperboloid gear drives, cam, chain drives and mechanisms, internal combustion engines, piston engines, rotary engines , turbojet and rocket engines, pneumatic equipment, types of pumps, active and reactive hydraulic turbines as well as types and types of boilers.

## **E-COOPERATION IN EDUCATION**

The course aims to develop theoretically and practically knowledge related to E-collaboration concepts and types of E-collaboration for communication and work with colleagues and students. The course elaborates on the notions of E-collaboration in the learning environment and how this form of collaboration affects the professional development of self-taught teachers and also the learning outcomes of students. The course focuses on the theoretical and practical

training of students to use: discussion groups, forms of synchronous communication such as chat and videoconferencing, forms of asynchronous electronic communication, resources for e-collaboration, collaborative websites, technologies for collaboration, etc.

## **SOFTWARE AND MODERN TECHNOLOGIES FOR INTERACTIVE TEACHING**

This course introduces ways to use software tools and modern technologies to make teaching interactive, and create spaces for interactive learning. Some of the topics included in this course are: Interactive teaching, interactive learning, the use of interactive tables, modern education technologies, tools of modern education technologies, multimedia learning systems, learning through mobile phones (Mobile Learning). , Interactive teaching and learning strategies, Electronic book (E-Book), Interactive book (I-book), Cloud services for interactive teaching, Use of the Moodle platform and its tools, Interactive websites and Apps for education, use of JOOMLA platforms, use of OLAT software, etc.

## **CLOUD COMPUTING IN EDUCATION**

This course introduces the basic principles, technology, and current development of cloud computing, types of cloud computing, and ways of using cloud computing in education. The topics included in this course are: the basic principles of cloud computing, the history of technology, the architecture of the cloud platform, the difference between cloud computing and Web 2.0, ways to create personal accounts in GSU as a user, visiting our GSU platform cloud computing (IBM), basic technologies in the cloud, , Cloud as smart, the use of cloud computing in education, guidelines for the selection and deployment of cloud services, cloud computing systems deployed such as: Google AppEngine, Google, Amazon EC2 and S3, Gogle Apps for Education, using Google Talk, Google Docs and Google Sites.

## **RENEWABLE ENERGY SOURCES**

In this course, students gain new knowledge with current legislative aspects on renewable energy sources in Kosovo and the EU. Students learn about renewable energy sources such as; Wind energy, water energy, solar energy, biomass energy and their available capacities in Kosovo and beyond. Concrete examples of good practices of developing countries on raising awareness of energy saving and other alternative sources of electricity production in the country. Familiarity with renewable energy sources in Kosovo and the possibilities of their use. State financial support and EU foundations and other lending associations in various fields; private homes, schools, municipal institutions in order to reduce energy consumption.

## **TECHNICAL EQUIPMENT**

This course will cover general knowledge of heat transfer, the law of conservation of mass and energy. Calculation of hydraulic losses, thermal losses and heat gain. Heating devices (radiators, fan convectors, etc.) boiler, preparation of sanitary water with the help of solar panels, energy generators, natural and artificial ventilation, cooling equipment and air conditioning equipment, heat pumps (evaporator, condenser, compressor, throttle valves) and other household appliances.

## **ENERGY EFFICIENCY**

In this course, students gain new knowledge with current legislative aspects on energy efficiency in Kosovo and the EU. Students learn concrete examples of reducing energy

consumption in areas such as; household appliances, public lighting, ventilation, in the construction of houses and their renovation with materials that bring energy efficiency and the reduction of electricity consumption. Concrete examples of good practices of developing countries on raising awareness of saving electricity in the country. State financial support and EU foundations and other lending associations in various fields; private homes, schools, municipal institutions in order to reduce energy consumption.

### **ASSESSMENT OF LEARNING IN TECHNOLOGY AND ICT**

The course will focus on examining assessment from an ethical and psychological perspective, the relationship of assessment to learning, types of assessment, assessment for learning, continuous assessment in the classroom, formative and summative assessment, the implementation of assessment standardized national and international assessments, program assessment, assessment through portfolio, electronic assessment, assessment of written works, etc. The course also addresses various aspects of standards in education at different levels and contexts (national and international) including the process of setting standards in education. Also the course will focus on assessment in its application in Technology and ICT.

### **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

### **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.

## **11. SPECIALIZATION: ALBANIAN LANGUAGE AND LITERATURE**

### **11.1 Purpose of the Study Program**

The program "Master in Teaching Albanian Language and Literature" is an interdisciplinary postgraduate study program designed for students who are interested in preparing for teaching Albanian language and literature. The purpose of the program "Master of Teaching in Albanian Language and Literature" is to provide sustainable education and professional development for teachers of Albanian language and literature. In this context, the program provides essential education to create high-level professionals in the field of teaching in general as well as in the subject of Language and Literature in particular. Students will gain general knowledge in the field of contemporary teaching and basic knowledge in the field of Albanian Language and Literature. They will develop their knowledge, skills and competences in this regard to face the advanced levels of the Kosovo education system. They are also offered the opportunity to choose different (elective) subjects according to their individual preferences and interests, which are offered under this study program.

### **11.2. Learning Outcomes of the Study Program**

Based on the purpose and profile of the program, at the end of studies, students will be able to:

- Develop knowledge and skills to critically analyze educational issues in a national context and with an international approach, integrating scientific and practical aspects in the field of teaching in general and in the field of specialization in particular;
- Critically review and contribute to curriculum development processes through engaging in professional activities and research in education;
- Create an appropriate learning environment for all students, based on understanding the relationships between pedagogical theories and teaching practice;

- Apply a critical awareness of the practical understanding and application of different learning theories, as well as the use of different learning resources, including the use of technology;
- Develop a deep and systematic understanding of specific issues, such as: inclusiveness, students with special needs (including gifted students), gender aspects, considered from different perspectives;
- Reflect the understanding and skills for effective planning, implementation and evaluation of Albanian language and literature content through the implementation of student-centered teaching strategies as well as learning in the classroom and in society;
- Reflect critically, analyze and evaluate the various pedagogical theories, methodologies and practices in the field of education in general and the teaching of language and literature in particular;
- Analyze the link between these areas and other social and communication domains (civilization, culture, arts, history) and effectively promote, reason, communicate and apply ideas from other subject areas to teaching practice;
- Possess the ability to model, formulate and solve problems in the field of language and literature by defining various effective approaches to their solution;
- Acquire the ability to communicate effectively with students, parents, colleagues and the community, in the interest of the well-being of all students, school development and the advancement of education in the country;
- Examine the interrelationship of the country's education legislation and policies with reflection on their personal practices and experience in their professional development.

### 11.3. Study Program

MASTER IN TEACHING ALBANIAN LANGUAGE AND LITERATURE						
Year I						
Semester I			Hours/week			
No	O/E	Course	L	E	ECTS	
1.	O	Theory of Learning and Curricula	3	0	5 ECTS	
2.	O	General Psychology	3	0	5 ECTS	
3.	O	Research Methods in Education	2	2	5 ECTS	
4.	O	Teaching and Learning Language	3	1	6 ECTS	
5.	E	1. Statistics in Education 2. Interactive communication 3. Communication in Education	2	0	4 ECTS	
6	E	1. Analysis of literary text 2. Literary comment 3. Teaching Albanian Orthographiam	2	0	4 ECTS	
			<b>15</b>	<b>3</b>	<b>30</b>	
Semester II						
1	O	Using Technology in Education	2	2	6 ECTS	
2	O	Psychology applied to Teaching	3	0	5 ECTS	
3	O	Pedagogical Practice I	3	0	5 ECTS	
4	O	Teaching and Learning Literature	3	1	6 ECTS	
5	E	1. Educational policy and legislation 2. Differentiated teaching 3. Leadership and changes in Education	2	0	4 ECTS	
6	E	1. Typology of Albanian Literature 2. Grammar applied to Teaching	2	0	4 ECTS	
			<b>15</b>	<b>3</b>	<b>30 ECTS</b>	
Semester III			Hours/week			
No	O/E	Course	L	E	ECTS	
1.	O	Philosophy of Education	3	0	4 ECTS	
2.	O	Contemporary practice of inclusive education	3	0	4 ECTS	
3.	O	Methodology of Literary Reading	3	0	5 ECTS	
4.	O	Pedagogical Practice II	3	0	5 ECTS	
5.	O	Assessment in Education	3	0	4 ECTS	
	E	1. Education for Sustainable Development 2. Contemporary tendencies in Education 3. Learning Disabilities 4. Teacher Professional Development	2	0	4 ECTS	
	E	1. History of Albanology in XX century 2. Links between oral and written literature	2	0	4 ECTS	
			<b>19</b>	<b>0</b>	<b>30 ECTS</b>	
Semester IV						
1	O	Pedagogical Practice 3	3	0	5 ECTS	
2	E	Action Research	3	0	5 ECTS	
3		Master Thesis			20 ECTS	
			<b>6</b>	<b>0</b>	<b>30 ECTS</b>	

## 11.4. Course Descriptions

### Descriptions for each course

#### **LEARNING AND CURRICULUM THEORY**

The course is offered to promote the historical, philosophical and pedagogical basis of the learning and teaching process. This course provides basic knowledge and skills regarding the complexity of the learning process, the philosophical and social basis of learning, learning theories: behavioral, cognitivist, social, constructivist, holistic, humanistic theory, information processing theory, etc. learning styles: auditory, visual, kinesthetic, global, chronological, intuitive, reflective, etc. Students will have the opportunity to analyze the main curricular theories and approaches and their effects on the process of successful learning and teaching and promote the development of critical and creative thinking.

#### **GENERAL PSYCHOLOGY**

Through this course, it is intended that students be introduced to the basic concepts of psychology, such as the different schools of psychology, study methodologies and its fields of activity. On the other hand, the biological bases that constitute and clarify experiences, perceptions, attention, learning and memory among other basic processes will be clarified. Clarification and correlation of psychological phenomena on reality and the environment with which man interacts will be issues that will provide a more concise knowledge about life events. The processing of information as a very important phenomenon which severely affects the functioning of the individual, related to the concept of intelligence will elaborate some of the permissions of the interpretation of reality. In addition to the normal functioning of cognitive processes, some abnormal processes will also be explained, their causes as well as the way to identify possible disorders, either because they are the result of an organic dysfunctional process or because they have external causes, life events, stress, or consumption of certain substances.

#### **RESEARCH METHODS IN EDUCATION**

This course enables the recognition/understanding of research methods in education, this course is designed to recognize and carry out quantitative and qualitative research. Special focus will be on the ability to plan the research project with all its elements, focusing on the issue of formulating research questions, as well as clear operational definitions in order for our work as researchers to be understandable and valid. This study process becomes more significant with the recognition of the samples, which is necessary to be well acquired by the students in order for the research to achieve scientific value. Their knowledge will be further expanded by learning important data collection techniques. The course will enable students to be able to engage in interactive and reflective work in order to help them gain a deeper understanding of methodological issues.

#### **LANGUAGE TEACHING AND LEARNING**

The object of this course are the methods, models, techniques and strategies of teaching the Albanian language, with a basic definition of the syntax of standard Albanian (sentence and period). The topics included in this course are: the definition of different methods in the

development of the structure of the sentence and the literary period, as well as the literary text, the didactic concepts of the question, etc. Students will become researchers of the psychological, didactic and academic features of speaking, writing and reading in the field of teaching the Albanian language at the level of the sentence and the standard Albanian text. They will manage to improve the teaching and learning practices of communication culture within the syntactic system of standard Albanian.

### **STATISTICS IN EDUCATION**

This course discusses some of the mathematical and scientific aspects of empirical data, or data based on problem solving. Topics will include methods for designing experiments and surveys; and data analysis using statistical models. Examples will illustrate the application of these methods in the educational sciences in general.

### **INTERACTIVE COMMUNICATION**

The object of this course is the means of communication in language, literature, culture, folklore and arts. The topics included in this course are: tools and symbolism of linguistic, literary and artistic communication, communication and information, communication through language, literature and other arts, language in action, semantics of language, interactive communication, communication and society , communication and internet etc. Students will become researchers of semiological and pragmatic features, of performance, of the rhetoric of interpersonal communication, of the ideological concept of communication, of mass communication, of communication through the Internet. They will manage to improve communication practices, giving priority to language communication.

### **COMMUNICATION IN EDUCATION**

The course is designed to address the problem of communication in theoretical and practical terms. Communication in education deals with issues such as: the communication process, effective communication, principles for effective communication, competent communication, barriers to effective communication, interpersonal communication and small group communication, listening skills, verbal and non-verbal communication (from the perspective of students and teachers). In this course, the factors that affect communication in education and the skills necessary to create an effective communication in the education process, including collegial communication with teachers and school administration as well as external communication such as identification of effective school-parent communication strategies such as strategies for improving student achievement and school development. The course also deals with aspects of the development of the school's communication and cooperation with the wider community.

### **ANALYSIS OF THE LITERARY TEXT**

The course aims to enable students to study the models of attentive, meaningful and comprehensible reading of literary-artistic creativity. Familiarity with the factors and ways of literary expression, with the techniques of accurately determining the meaning of a literary text, discovering the nature of words, their interpretation, capturing the author's intention, articulating intonation, rhythm, rhyme, emphasis, timbre and pace of reading, as well as the logical and emotional side of the literary text. Familiarity with the logical, aesthetic and semantic aspects of the art of writing and reading, listening and understanding the linguistic,

literary, content and meaning levels of the literary text. To enable them to be able to discuss the art of listening, reading and interpreting the literary text, and to be able to identify as accurately as possible the meanings of the semantic nuances, emotional and logical colors of the literary text.

### **LITERARY COMMENT**

The subject Literary Comment constitutes a set of concepts and introductory and theoretical presentation platforms for prior knowledge of the text. Students will be introduced to many factors that force us to be careful in determining the meaning of a text as accurately as possible, and yet will eventually be able to deeply understand three aspects of the text: its meaning, its nature, and its structure. This course aims to theoretically and practically develop the knowledge and skills of students for the identification, analysis and interpretation of the various meanings and shades of meaning that emerge from the nature of literature, from its discourse structure, as well as from the various models of the text. literary.

### **ALBANIAN SPELLING TEACHING**

This course offers students advanced knowledge of today's standard Albanian language, focusing on the difficulties of its correct application not only in school, but also in society. The course enables students to deepen their knowledge of the principles and rules of standard Albanian spelling, as well as their application in practice.

### **USE OF TECHNOLOGY IN EDUCATION**

The course aims to theoretically and practically develop knowledge related to the main concepts and types of new Educational and Internet Technologies to support the teaching and learning process. The course elaborates multimedia and interactive concepts in new teaching and learning environments. The course focuses on the theoretical and practical training of students to use: technologies for teaching and active learning, ICT as a medium and support tool for inclusive practices, teaching platforms, various simulators for conducting experiments and computer animations in education, computer-supported collaboration technologies, assessment technologies, in-context e-learning technologies, and technologies for creating interactive materials that enable interactive teaching and learning. Students also learn how to evaluate Educational and Internet Technologies in terms of enhancing teaching and learning performance to support critical thinking, creativity, innovation, monitoring and learning activities in a comprehensive perspective.

### **PSYCHOLOGY APPLIED IN TEACHING**

The course deals with aspects related to the personal aspect of the student versus learning such as motivation and drive to learn. From the perspective of the theory of information processing where the student is at the center of attention, contemporary psychological methods on data processing related to learning, the importance of prior knowledge, the current way of learning and the connection between them as a successful process will also be treated. for the acquisition of knowledge and their long-term preservation. In the psychology applied in the context of teaching/learning, the different learning techniques related to the process of operant conditioning play a role, so they will be explained in the course as well as the way of their implementation to increase the effectiveness and efficiency of the student process. The course

also addresses aspects of building important relationships between biology and psychology to better explain human behavior and cognition.

### **TEACHING AND LEARNING LITERATURE**

The course aims to enable students to study the methods, models, techniques and strategies of teaching and learning Albanian literature. The study of literary reading and writing. Acquaintance with the aesthetic system, with the didactic concepts of reading and processing literary texts at school. To enable them to become researchers of literary, historical and aesthetic features of literary texts. The creation of features and practices of teaching and learning of literary texts of different periods.

### **EDUCATIONAL POLICIES AND LEGISLATION**

The course offers opportunities for students to become familiar with the development cycle of educational policies as well as current policies in force such as curriculum documents, strategies and different policies of teaching standards such as teacher licensing, school curriculum orientations, standards of the performance of school principals, etc. The course also provides opportunities for students to become familiar with the main legislative documents in the education system in Kosovo such as education laws and various administrative instructions that regulate various aspects of the functioning of the education system in Kosovo.

### **DIFFERENTIATED TEACHING**

Within this course, topics related to understanding, the rationale of differentiated teaching and the role of the teacher in the implementation of differentiated teaching are first addressed. In the next part, topics related to the modalities of differentiation are addressed: content differentiation, process differentiation and product (result) differentiation, then the management of differentiated classes, the learning environment, teaching strategies for differentiated learning, as well as teaching planning for differentiated classes including working with gifted students. The course addresses differentiated or individualized learning not only from the perspective of integration and inclusion, but also from the perspective of the student-centered teaching approach.

### **LEADERSHIP AND CHANGES IN EDUCATION**

The course addresses aspects of school leadership and management including various management and leadership theories and styles as well as aspects of school management as an institution. The course addresses the dimensions of a quality school and the attributes of a good leader and his/her impact on the school's performance and development as an organization. The course also addresses the aspects of changes in education, including the connection of educational reform with the role of the director, as well as the systematic approach to the implementation of changes and reforms in education. Students will be exposed to the challenges and opportunities of implementing educational reform based on international theories and good experiences, and will analyze the current state of educational reform in Kosovo and the path to follow.

### **TYPOLOGY OF ALBANIAN LITERATURE**

This course focuses on deepening students' knowledge of the typology of Albanian literature, looking at it from the prism of literary genres, discourse structures, creative models, schools and literary codes, through which we will come to a classification, examination, interpretation and analysis of Albanian literature. Here we will also see the phenomena of genre transformations of poetry, prose, drama and literary criticism, always relying on discourse structures, writing models and dominant codes and discourses. This is where the fictional works of representative authors will be examined, who have clearly defined the codified genre schemes, the structural and discourse conceptions of Albanian literature. These developments will be accompanied by theoretical knowledge through which it will be possible to identify, clarify and typify literature.

### **GRAMMAR APPLIED IN TEACHING**

In the Applied Grammar course, applied (applied) linguistics will be examined as a study of spoken and written discourse, taking into account social stratification and its varieties, always with the idea that applied linguistics is a spectrum of research that extends from theoretical language studies to classroom practices.

### **PHILOSOPHY OF EDUCATION**

In the first part of the course, essential content is offered for the history of education, essentialist and existentialist philosophy, progressive and pragmatist philosophy, constructivism and other philosophical currents that shape the basis of the functioning of education. In the second part, content is offered about the importance of education in the formation of the individual and society, about the features of the democratic education system, about democratic education, global education, education for peace and tolerance, education for democratic citizenship, about the mission and characteristics of the teacher of the contemporary school, for the role of the school in guiding young people in desirable professions. Also, essential content is provided for the general issues of systematic pedagogy, namely for the components of physical-health, intellectual, moral, aesthetic and working education.

### **CONTEMPORARY PRACTICE IN INCLUSIVE EDUCATION**

The course provides advanced knowledge in the field of inclusive education. This course deals with topics related to contemporary definitions of inclusive education, the philosophy of inclusive education, forms of inclusion in European countries and beyond, students with special needs, impairments of different natures: in hearing, in sight, mental retardation, communication difficulties, emotional and behavioral difficulties. The course offers opportunities to debate the problems, challenges and trends of inclusive education in different countries of the world by relating them to the Kosovar context. Also, skills of successful planning and implementation of principles, strategies of inclusive education are developed which lead to the creation of a class, a teacher, a school and an inclusive education system.

### **METHODOLOGY OF LITERARY READING**

The Methodology of Literary Reading course aims to acquaint students with the teaching of literature (which is quite complex), namely, the models of literary reading (which are very complex), which are related to the development of students' understanding skills to accept, experience, recognize and interpret the literary text, as a means and way of ennobling their

soul and as a specific source of knowledge. Through this subject, students will be introduced to the relationship between literature as a science and as a teaching subject, with its basic methodological and functional notions, with the theoretical and practical laws of the formation of the reading culture in students. Through this course, students will also be introduced to the forms of reading (reading aloud, silently, logically, expressively, etc.) and the motivation of students to read, understand, interpret and experience the artistic literary content, as an enrichment of the emotional world and development of their mental abilities. Through this subject, students will also be prepared to be able to correctly select reading parts from the field of literature (from different genders, types and genres), taking into account the requirements of the Curriculum and the psychic-intellectual development opportunities of students to use the literary text as a source of knowledge, skills and habits not only linguistic.

### **ASSESSMENT IN EDUCATION**

The course examines the aspects and practices of assessment that influence the quality of teaching and school reform in general. In a more pronounced way, the course addresses the aspects of planning and implementation of assessment according to the competency-based approach within the curriculum reform in Kosovo. The course also addresses other aspects of evaluation such as: the nature and goals of evaluation, the connection of evaluation with teaching, types of evaluation. In addition, the course deals in detail with the different types of assessment such as continuous assessment, assessment for learning (formative) and assessment of learning (summary) as two concepts that shape the assessment that teachers give to students, while from a practical aspect the course exposes students to different evaluation methods such as: portfolio-based evaluation, evaluation of written works, tests and their quality, etc. In addition, the course also addresses systemic aspects of evaluation such as external national evaluations and program evaluation.

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The need for sustainable development is among the challenges of human society today, including the Kosovar society. The course provides theoretical knowledge of sustainable development as a global development concept and practical skills for developing education for sustainable development. The course will develop the competencies to implement contemporary learning strategies for sustainability such as: holistic approach, systemic and critical thinking, learning through research, integrated teaching, participation in decision-making as an active and responsible citizen.

### **CONTEMPORARY TRENDS IN EDUCATION**

The course addresses various aspects of recent developments in the education system at the international level and more specifically in the education system in Kosovo. One of the main themes is the continuous change of the teacher's role in creating the post-modern society and times of globalization. Also, the course addresses the current developments in the decentralization of the competences of the education system and the strengthening of the autonomy of schools and the role of the teacher, as well as the concept of creating a knowledge society. The course also addresses the development trends of teaching and e-learning as well as the trends of approximation of the standards of the education systems with the policies and standards of the European Union and more widely.

## **LEARNING DIFFICULTIES**

This course addresses the condition of learning disabilities, a widely recognized and recognized issue that leads to serious difficulties in school learning and often in later adult life. The course provides theoretical knowledge and practical skills for the correct understanding of the different natures of learning difficulties as a result of mental retardation, physical impairments and with special emphasis on specific learning difficulties such as: dyslexia, dysgraphia, dyscalculia, dyspraxia. It also provides knowledge about identifying students with learning difficulties and the challenges they face, how to best address their needs, and the role that teachers and parents play in their lives.

## **TEACHER PROFESSIONAL DEVELOPMENT**

The course addresses general aspects of lifelong learning with a particular focus on understanding the importance and modalities of teachers' professional development. The course addresses various models of professional development such as the school-based model, the train-the-trainer model, identifying the strengths and weaknesses of each model. On the other hand, the course addresses the aspects of teachers' professional learning by elaborating the modalities of teacher development, such as teacher mentoring, reflection, collegial planning, etc. For more, the course addresses the theoretical and practical dimensions of the process in which teachers engage in understanding their work and identifying ways to overcome challenges on an ongoing basis.

## **THE HISTORY OF ALBANOLOGY IN THE CENTURY XX**

The object of this course are the most prominent schools, domains, notions, institutions and personalities of this field. The topics included in this course are: Albanology and its fields: linguistics, history, ethnology and folklore, the history of literature and Albanian material and spiritual culture; the linguistic knowledge of the time in Europe and their influence on Albanian linguistics; the main Albanianological institutions; the main fields of albanology; the main representatives of albanology of the century; corpora, namely, the most important works. In this course, students will manage to create the idea of the complementarity of Albanianology at the national and international level and the concept of the history of its development.

## **RELATIONS BETWEEN ORAL AND WRITTEN LITERATURE**

The course aims to enable students to study folklore and other forms of oral literature in relation to written literature. Acquiring the necessary knowledge about the connections and similarities in the field of literary folklore between the neighboring peoples, the region and beyond, which are part of the living life of the people. Good knowledge of the history of European and Albanian folklore. The analysis of artistic structures and values of Albanian literary folklore according to genders and genres. Acquiring knowledge about the historical heritage in the field of oral literary art, Good knowledge of the rich traces of the spiritual life of the Albanian people, of the connections in the field of oral creativity between Albanians and other European peoples, To enable them to comparing the created artistic values of Albanian literary folklore with those of neighboring peoples and beyond. Investigating the similarities and differences of the artistic structure of the respective genres in the oral creativity of the peoples of the region and beyond.

## **ACTION RESEARCH**

This course is planned with the aim of familiarizing with action research as a form of systematic research and as a process of reflection on teaching practices in the subject of Albanian language and literature. The course will examine the basic characteristics of action research and the steps involved in conducting classroom research. The critical review of literature will serve not only to identify problems in teaching and learning language and literature, but also in planning action plans and all other steps for the implementation of a research project. During the course, students will analyze a variety of action research perspectives, the theoretical basis, ethics, processes and types of action research.

## **DESCRIPTION OF THE TEACHING PRACTICE PROGRAM**

The Practical Learning component is an integrated part of the overall program of the Faculty of Education. Practical learning will form an important part of the program in each program during the two years of study. It will be developmental and summative in terms of student learning and student expectations in each year. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms. During two years, students will follow three courses of pedagogical practice according to the following schedule. In the first year of studies, pedagogic practice I will be in the second semester, while in the second year, practical training is organized in both semesters.

The primary purpose of the Practical Learning component is to provide Master's students with opportunities to develop skills for planning and delivering effective classroom teaching, including student assessment, and to help them better understand the roles and responsibilities of teachers within school and classroom culture. The Practical Learning component will include both time spent in lectures and learning activities, as well as time spent in school classrooms.

## **MASTER'S THESIS**

The master's subject contains 20 ECTS and represents the final part of the Master's Program. The regulation of Master's studies regulates the general points of the procedures and rules for the realization of the final work - Master's Thesis.