



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

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

Program:
Primary Education

Level of Study:
Bachelor

Number of credits:
240 ECTS

Accredited for the period:
1 October 2021 - 30 September 2024

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1. PURPOSE AND PROFILE OF THE STUDY PROGRAM

The purpose of the primary education program is to provide students with the knowledge, skills, and values necessary to carry out the teacher's profession in primary education. The program aims to equip students with the knowledge of the curricular content for the given level and with the pedagogical knowledge and skills needed to deliver effective teaching. The program aims to enable students to be prepared to face the tasks and expectations of the teacher profession including understanding of the appropriate learning environment, planning and curriculum development as well as understanding the factors that influence successful learning. The program aims to prepare young teachers to be willing to contribute to the development of the school and the teacher profession by following the trends of literature in quality teaching including the integration of technology and the adaptation of their teaching to the specifics of students.

The mission of the BA Primary program is in line with the overall mission statement of the Faculty. The mission of the program is to provide a qualitative program for the continuous preparation and training of teachers, who are willing to contribute to the development of the school and the teacher profession.

2. LEARNING OUTCOMES OF THE STUDY PROGRAM

At the end of the studies, graduates will be able to:

- Understand theoretical phenomena and concepts in student learning and education;
- Plan, implement and evaluate the teaching process according to the curriculum planning;
- Follow up and integrate innovations in the field of teaching
- Integrate digital teaching and technology into the teaching and learning process
- Adapt their teaching to different learning styles and specifics including the ability to deliver differentiated learning;
- Demonstrate thinking ability based on scientific thinking, including their ability to engage in research work to improve their teaching practices;
- Demonstrate that they treat students as human beings capable of experiencing their environment from a holistic dimension;
- Demonstrate an understanding of the value system that the Kosovo pre-university education system aims to achieve and are able to relate them to the teaching process;
- Provide opportunities for inclusive approach to the process of plan and program implementation, giving equal opportunities to each;
- Plan and implement competence-based assessment including different types of assessment (formative, summative)
- Prepare the environment to provide interactions between children, interactions between children and adults, and create opportunities for interfacial integration naturally.
- Design and apply different approaches to partnering with the family and the community;
- Reflect and plan for their continuing professional development, contributing to enhancing the quality of work with children.

3. STUDY PROGRAM: Primary Education

YEAR I					
SEMESTER I			HOURS/WEEKS		
NO	O/E	COURSES	L	E	ECTS
Edu 101	O	INTRODUCTION TO EDUCATION	3	1	6
Edu 102	O	ALBANIAN LANGUAGE I	3	1	6
Edu 103	O	MATHEMATICS I	3	1	6
Edu 104	O	ENGLISH LANGUAGE I	3	1	6
Edu 105	O	PHYSICAL EDUCATION AND SPORTS	3	1	6
			15	5	30
SEMESTER II			L	E	ECTS
Edu 106	O	THEORY OF LEARNING	3	0	5
Edu 107	O	DEVELOPMENTAL PSYCHOLOGY WITH PRACTICE I	3	0	5
Edu 108	O	ALBANIAN LANGUAGE II	3	1	6
Edu 109	O	NATIONAL HISTORY	3	0	5
Edu 110	O	MUSIC EDUCATION WITH METHODOLOGY	3	0	5
Edu 111	E	ACADEMIC STUDY SKILLS	2	0	4
Edu 112	E	COMMUNICATION IN EDUCATION	2	0	4
Edu 113	E	ALBANIAN ORTHOGRAPHIAM	2	0	4
Edu 114	E	ENGLISH LANGUAGE II	2	0	4
Edu 115	E	MEDIA EDUCATION	2	0	4
			17	1	30
*STUDENT CHOOSES ONE ELECTIVE COURSE FROM THE LIST					

YEAR II					
SEMESTER III			L	E	ECTS
NO	O/E	COURSES	L	E	ECTS
Edu 116	O	SOCIAL SCIENCES WITH METHODOLOGY	3	1	6
Edu 117	O	ALBANIAN LANGUAGE III	3	1	6
Edu 118	O	ICT IN PRIMARY EDUCATION	3	1	6
Edu 119	O	PHYSICAL EDUCATION METHODOLOGY	2	1	4
Edu 120	O	INTERPRETATION IN INSTRUMENTS	2	1	4
Edu 121	E	EDUCATION FOR DEMOCRATIC CITIZENSHIP	2	0	4
Edu 123	E	EXTRACURRICULA LEARNING	2	0	4
Edu 124	E	STRATEGIES AND METHODS OF READING AND WRITING	2	0	4
Edu 125	E	MONTESSORI METHODOLOGY	2	0	4

Edu 126	E	EDUCATION FOR ENTERPRENEURSHIP	2	0	4
			15	5	30
*STUDENT CHOOSES ONE ELECTIVE COURSE FROM THE LIST					
SEMESTER IV					
	O	PEDAGOGICAL PRACTICE II	3	0	5
Edu 127	O	LITERATURE FOR CHILDREN	3	0	5
Edu 128	O	NATURAL SCIENCES WITH METHODOLOGY	3	1	6
Edu 129	O	MATHEMATICS II	3	1	6
Edu 130	E	DRAMA AND PUPPET PLAY	2	0	4
Edu 131	E	ALBANIAN CIVILISATION	2	0	4
Edu 132	E	HEALTH EDUCATION	2	0	4
Edu 133	E	EARLY CHILDHOOD EDUCATION	2	0	4
Edu 134	E	COMMUNICATION SKILLS FOR CHILDREN	2	0	4
			16	2	30
*STUDENT CHOOSES TWO ELECTIVE COURSES FROM THE LIST					

YEAR III					
SEMESTER V					
NO	O/E	COURSES	L	E	ECTS
Edu 135	O	BASIS OF RESEARCH IN EDUCATION	2	2	6
Edu 136	O	PSYCHOLOGY OF EDUCATION	2	1	5
Edu 137	O	PEDAGOGICAL PRACTICE III	3	0	5
Edu 138	O	FIGURATIVE ARTS WITH METHODOLOGY	3	1	6
Edu 139	E	SCHOOL, FAMILY AND COMMUNITY	2	0	4
Edu 140	E	CONTEMPORARY TEACHING STRATEGIES	2	0	4
Edu 141	E	LIFE SKILLS	2	0	4
Edu 142	E	METHODOLOGY OF LITERARY READING	2	0	4
Edu 143	E	HISTORY OF NATIONAL EDUCATION	2	0	4
			14	4	30
SEMESTER VI					
NO	O/E	COURSES	L	E	ECTS
Edu 144	O	INCLUSIVE EDUCATION	3	0	5

Edu 145	O	NATURAL SCIENCES WITH METHODOLOGY II	3	1	6
Edu 146	O	TEACHING MATHEMATICS I	3	1	6
Edu 147	O	METHODOLOGY OF ALBANIAN LANGUAGE AND LITERATURE	3	0	5
Edu 148	E	ELEMENTARY STATISTICS	2	0	4
Edu 149	E	PSYCHOLOGICAL PROCESSES AND PERSONALITY	2	0	4
Edu 150	E	DIFFERENTIATED TEACHING AND IEP	2	0	4
Edu 151	E	ETHNOLOGY AND POPULAR (ETHNIC) LITERATURE	2	0	4
Edu 152	E	LEARNING IN NATURE	2	0	4
*STUDENT CHOOSES 2 ELECTIVE COURSES			16	2	30

YEAR IV					
SEMESTER VII					
NO	O/E	COURSES	L	E	ECTS
Edu 149	O	ASSESSMENT IN EDUCATION	2	1	5
Edu 150	O	NATIONAL LITERATURE	3	1	6
Edu 151	O	TEACHING MATHEMATICS II	3	1	6
Edu 152	O	EDUCATION FOR SUSTAINABLE DEVELOPMENT	2	1	5
Edu 153	E	LEARNING DISABILITIES	2	0	4
Edu 154	E	CLASS MANAGEMENT	2	0	4
Edu 155	E	STEAM EDUCATION	2	0	4
Edu 156	E	TEACHER PROFESSIONAL DEVELOPMENT	2	0	4
Edu 157	E	MATHEMATICAL GAMES	2	0	4
			14	4	30
*STUDENT CHOOSES TWO ELECTIVE COURSES FROM THE LIST					
Semester VIII					
NO	O/E	COURSES	L	E	ECTS
Edu 158	O	PHYLOSOPHY OF EDUCATION	3	1	6
Edu 159	O	PEDAGOGICAL PRACTICE IV	3	0	14
Edu 160	O	FINAL EXAM	6	1	10

4. COURSE DESCRIPTIONS

Descriptions for each course

Introduction to Education

The introductory course in education aims to provide students with a basic perspective on issues of importance to the profession and education system. The course begins with defining the key notions in the field of education. Furthermore, the course addresses topics such as: the values advocated by the education system in Kosovo, the philosophical and political dimension of the functioning of the education system in Kosovo from the perspective of legislation; basic principles of school functioning in Kosovo including curriculum orientations, principles and policies; and the standards of the teaching profession in Kosovo from the perspective of developing science about the professionalization of the role of the teacher as well as the legislative and professional circumstances in Kosovo. The course also addresses key developments in education systems around the world (Global Movement for Education Reform & School-Based Development) as well as issues of interest to Kosovo's education system such as lessons from international assessment, drop-outs, understanding and implementation of diversity etc.

Albanian Language I

Through this course students will broaden their prior knowledge of: Albanian as an Indo-European language, Albanian language background, its documentation, dialects and the way of its development. They will be theoretically and practically acquainted with the basic elements of the phonetic-phonological system and the linguistic norm: spelling, spelling, distinguishing sounds from morphemes, classifying sounds, their nodes; for prosody: syllable, accent, intonation, phonetic phenomena etc. They will also deepen their knowledge in the field of lexicology: synonyms, antonyms; for lectures - language styles and registers etc.

Mathematics I

This course reviews the basic mathematical concepts selected from major mathematical topics such as numbers, algebra, statistics and probability. The course deals with the deepening of conceptual knowledge and procedural skills related to mathematical logic, sets, relations, functions, sets of numbers, equations and linear inequations, percentages, proportions and introductory concepts in statistics and probability. The particular focus of the course is contextual problem solving.

English Language I

English Language I is a compulsory course that exposes students to a fairly wide range of communicative situations concerning different topics of daily life through which students will be able to express their communicative skills and simultaneously improve their knowledge of all four basic language skills: listening, reading, writing, and speaking, in terms of fluency and accuracy. The topics covered during the course will include a variety of grammar and vocabulary exercises which will help the students reach a good command of the English

language focusing on the intertwining of linguistic competence and performance as an imperative for mastering a foreign language.

Physical Education and Sports

The course provides information on physical and health development in the field of Pedagogy. Physical and health education is very important and closely linked to all other curricular areas. The course provides students with knowledge of basic concepts, the importance of developing health and psycho-physical and morphological. The approach or the way children learn kinesthetic movements as well as ideas and activities that support optimal child development in this area. Therefore, physical and health education plays an important role in the development of health, removing and curing bodily deformities.

Teaching Theory

The course deals with basic didactic concepts (education and teaching), didactic principles and rules of the organization of teaching process, features of teaching; learning factors, teacher personality and its impact on the learning process, curriculum, stages of the teaching process and articulation of a learning situation, curriculum theory, its development and application in teaching practice, constructivist teaching. Students will also become familiar with the methods and forms of organizing teaching work, new teaching strategies, lesson planning process, teaching aids and technology, exercises, productive repetition, reinforcement and homework.

Developmental Psychology with Practice I

The course addresses the overall development of the child and the ongoing processes of the child's psychological functioning. The course elaborates on the notions of the child's overall development, and the child's interactions with other individuals in the environment in which he or she lives and how these interactions affect his or her development. The course focuses on the theoretical and practical training of students to better understand / understand the child's physical, motor, mental, emotional and social development, his / her ways of responding, how the child expresses emotions, how they develop, how the child is socialized, how the child learns, and how to care for the child while maintaining his or her psychological well-being. Students learn about the systematic theories and studies of child development, the stages of development from pre-natal to early childhood, the specific characteristics of each stage, and the risks associated with that stage. Within the course, students are expected to spend two consecutive weeks in practice in order to develop observation skills to track the child's development. During this time based on the practice handbook, students will be prepared for their behavior and role during school practice (see handbook).

National History

The course provides basic knowledge of national history. This course deals with topics related to the historical past of our people, from the creation of the Illyrian ethnicity to the contemporary era. The course begins with the earliest Illyrian civilizations, then related to medieval Arberian civilization, as well as the impacts of this civilization on European mainstream with particular emphasis on the period of European Humanism and the Renaissance, the National Renaissance, the period of proclamation independence, to end with the state of Kosovo. During this historic journey, emphasis will be placed not only on the political aspects of the creation of states and changes in their functioning, but also on socio-

economic developments, cultural and intellectual development, demography, the emergence of religions and their role in inter-Albanian relations. The course is particularly intended to provide students with a basic knowledge of the general history of 20th century Kosovo. On the underlying processes and underlying political trends during these periods and on the overall achievements of Kosovo. The course program is also aimed at empowering students to share their experiences with others.

Music Education with Methodology

The course is divided into two parts. It provides basic music knowledge and skills, which will be achieved both theoretically and practically. In the first part of it, students will study basic musical concepts and become familiar with musical expression markings, which enable them to understand music. In the second part of it, students will discuss the methods of teaching music through music games at the elementary level. Students will also practice various musical games (rhythmic games, creative music games, didactic music games etc.).

Academic Study Skills

Course Academic Study Skills is designed for students in order to acquire the attitudes and skills necessary to be effective lifelong learners, enhance learning skills, succeed in learning and lifelong learning. The course will deal with successful learning strategies, memory aids, learning techniques, good study habits, reading techniques for accurate text comprehension, active listening and note-taking strategies, strategies for research and resource identification, strategies for effective time planning and management, strategies for managing anxiety and stress before the exam.

Communication in Education

The course will examine the dynamics of interpersonal communication between subjects in educational settings in institutional environments (in particular between students and teachers, peers, school staff, parents with teaching staff, etc.). It will begin from the communication as a process, characteristics of communication, types of communication, perspectives on principles issues and skills needed for effective interpersonal communication, then proceed with communication from personal point of view (self-conception and others) to conclude with more complex questions about the dynamics of interpersonal communication in the climate of the educational process realization, in the institutional circumstances.

Albanian Spelling

This course provides students with advanced knowledge for the present standard Albanian language, putting the spotlight on the difficulties of its implementation entitled not only at school but also in society. The course enables students to deepen the knowledge of the principles and rules of correct spelling standards, as well as their implementation in practice.

English Language II

English Language II is an elective course which, as a sequence of the English Language I course, will expose students to a fairly wide range of communicative situations concerning different topics of daily life through which students will improve their communicative skills and simultaneously advance their knowledge of the four basic language skills: listening,

reading, writing, and speaking, using more complex language structures and a far richer vocabulary.

Social Sciences with Methodologies

This course comprises the integral part of the social sciences, i.e. the very basis of the sociological and multidimensional view of society. Social Sciences are introduced by the academic scientific disciplines, which deal with the study of people's social life in general and individual's social life in particular. These synthetic sciences include the matter from the general, sociological, anthropological, philosophical, political, historical, geographical, educational, demographic, legal, psychological, and linguistic predisposition. Social Sciences as a unifying term refer to other than natural sciences. That is, it can be used in the specific context of reflection on original social science emerged in the nineteenth century as sociology. Emile Durkheim and Max Weber are considered the modern architects of social sciences. This course aims at introducing the development of social sciences from the experimental and applied sciences, and from the practice-based knowledge. It further aims at introducing the social research, the study of social facts, and the emergence of meta-theoretical ideas and the individual theories.

Albanian Language III

In this course students will acquire new knowledge, expanding their previous knowledge in relation to text organisation: the objective of syntax studies, classification of phrases, types and classification of sentences based on their structure, modality, etc, dependent and independent parts of sentences. Furthermore, they will deepen their knowledge in the classification and types of compound sentences (dependent and independent sentences).

ICT in Primary Education

This course focuses on the basic features of the computer system, the use of different operating systems for different devices, the use of application programs related to their implementation in educational activities, the use of Internet resources for communication and information, the modeling of children's activities by utilizing different educational software as well as their application for educational games in the primary education.

The Method of Physical Education

Course description: The methodology of Physical Education places an important place on the principles of learning. It discusses them in addition to discussing the general principles, forms and methods of physical education.

The principles of learning are those basic requirements of a scientific, pedagogical, and psychological nature, on the basis of which the learning process, content, forms, methods and techniques of learning are consistent with the goals of the physical education methodology. By content of physical education we mean a certain system of cognitive, psychomotor and emotional character, which are designed to be adopted by students in a gradual and systematic way from class to class and from cycle to cycle in accordance with their particularities anatomical - physiological and psychological.

This knowledge system is planned based on the goals, objectives, and means of physical education. The basic characteristic of content is outline on 3 conceptual levels: chapter, line, broad spectrum sub-topic, and teaching topics. Thus, for example, knowledge of physical

culture includes: the construction of a supportive motor apparatus and its motor functions, the motor behavior of the student (human), the hygiene of physical exercises, the method of independent exercise and the Olympic movement. All of these topics are dealt with in teaching subjects, which briefly synthesize the knowledge contexts that students will acquire during their schooling.

Music Instruments Playing

The course is designed to enable students become familiar with the characteristics of musical instruments, and the way how to play keyboard instruments and children's instruments (especially those from Orff instruments' set). Attending this course, students will be able to perform different songs particular for elementary level grades 1-5. The songs will be demonstrated practically by applying functional performing techniques.

Civic Education

The course is designed to include even more themes from social life based on the units taught in elementary schools. a) Knowledge: Students must acquire solid knowledge of real social flows and the necessity of behavior based on them; their promotion of self-education; acquaintance with progress and shortcomings in social trends; recognizing that civilized behavior is the basis for national and state progress. b) Skills: Generate motor skills to adapt to any particular situation through general units; learn to apply the rules of family life, behavior on the road; appropriate behavior at school and other institutions; respect for the political and economic reality of Kosovo; avoiding negative phenomena and creating a civilizing culture. Attitudes: Students need to understand the importance of good behavior, clothing, and good relationships with everyone living and interacting; to have a respectful attitude towards nature and its conservation; to have correct attitudes and understanding towards minorities and to avoid conflicts of a political, economic, cultural nature, etc.

Extracurricular Teaching

Extracurricular learning aims at preparing students to plan, organize and implement in practice structured learning activities that take place outside the context of formal subjects and learning areas, but which are aimed at developing competencies such as: Museum visits, in parks, outdoor and historical sites, institutions, galleries, theaters, etc. Celebrations for special dates, holidays, by tradition; Participation in school decision-making and other forms of school democracy; Participation in learning groups, leisure activities and associations, discussion with guests (community leaders, parents, local business representatives, politicians, media people); Working with projects that focus on specific themes and issues of multidimensional character corresponding to the age of the students; Exhibitions (fine arts, photography); Community services (helping people in need, protecting the environment, strengthening intergenerational links); Games, choirs, school magazines; Volunteer work etc.

Writing and Reading Strategies and Methods

This course aims to argue that the strategies, methods and forms of reading and writing instruction are not only applicable but also useful in the process of teaching and learning literacy. The course provides detailed knowledge of language learning strategies (according to Oxford) and their sharing, as well as methods and forms of literacy instruction.

Montessori Methodology

This course aims to prepare elementary program students to apply basic knowledge of Montessori methodology when working with students. This course offers teaching and learning methods through the use of the senses to develop in children mathematical concepts, language development and communication, discovering the world and nature, music etc. The Montessori Approach is a contemporary philosophy of acting with the child at the center. Most of the course is foreseen to be delivered through practical work at the Montessori Laboratory established in Faculty of Education.

Entrepreneurship Education

This course enables the acquisition of basic concepts and of advanced knowledge in the field of student skills education in entrepreneurship and individual activities. The course implements activities with students regarding the preparation of individual plans and the development of creativity for entrepreneurship and explores the impact of different factors that foster and develop students' qualities and creativity for entrepreneurship in life. The course assists students in the design of business plans or other plans. Project ideas can be from: delivery business of information technology services and other services, entrepreneurship in manufacturing fields, entrepreneurship in environmental fields etc..

Pedagogical Practice II

Pedagogical Practice II provides the opportunity to develop skills for successful application of teaching principles and strategies, as students will better understand the roles and responsibilities of teaching within school and classroom culture. In Pedagogical Practice II students will develop the skills to create and manage a nurturing and supportive learning environment, and will see the functioning of the school as an organization. The primary purpose of Pedagogical Practice II is to provide students with opportunities to develop the skills to plan classroom teaching activities, including learning assessment activities. In Pedagogical Practice II, students will better understand the roles and responsibilities of teachers within the school and classroom culture.

Literature for Children

Children's Literature, as a subject at university level, aims to acquaint elementary program students with children's literature as a specific area of literature in general, as well as with authors and works that make its culminating values. In this way students will become acquainted with children's literary types and will be trained in scientific research work, passing on this knowledge to children, but also to future teachers, applying methodologies, strategies, principles, criteria, techniques and forms of work related to work in preschools, first of all, but also to teaching literature in school.

Natural Sciences with Methodology I

The course contains a variety of topics and sub which treated issues from: Astronomy, Physics, and Chemistry aims to prepare students to interpret this knowledge to primary school level. In the first part of the course content approach essential physical nature of the bodies of the solar system, practical and spherical astronomy, natural laws, small celestial bodies, mechanical movements, labor and energy, and spread their waves, mechanical vibrations, hydrostatics, thermal phenomena, voice, electrical phenomena, electricity, magnetic phenomena, optics, molecules and atoms, air, global warming and pollution, rainfall, chemical

elements, alcohols, nucleic acids, radiation dose. The second part provides content, activities on the complexity of the process of teaching the natural sciences. In the third part comes the practical and laboratory work.

Mathematics II

The course contains a review of elementary algebraic concepts, algebraic expressions, two-variable linear equations, graph of linear equations, systems of two-variable linear equations and their application. Also, this course will examine the basic notions of elementary geometry such as: triangle, perimeter and triangular area, quadrilateral and types of quadrilateral, circle, isometric transformations, their sizes and measurements, perimeter and area of polygonal area, their bodies, area and volume.

Drama and Puppet Plays

With the development of this course students will be able to develop the skills of children and fulfill their requirements to play the role of puppet artist of different ages without gender restriction and be introduced to characters, scenography(stage design), stylistics, light, shadow and voice.

Students will be prepared to use dramatization and role-playing as a method of teaching and learning. Students will gain new insights into theater for puppet and work techniques by familiarizing themselves with didactic material work techniques and their application. Their creative abilities will be developed to the highest level for the theater and specifically the puppet-to-puppet interpretation while reading fairy tales and other literary texts. The results will be more concrete believing in the correlation with other genders in the arts, as well as enriching the child's life by participating in the role of the artist himself.

Albanian Civilization

This course focuses on Albanian civilization, its development through historical stages, external influences, religious influences and internal transformations of Albanian civilization. Topics covered in this course are: the creation of Albanian civilization, external influences, Illyrian civilization, Arberian civilization, Albanian civilization and Christianity, Albanian civilization and Islamism, Albanian civilization and the creation of the Albanian national state, Albanian civilization in front 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 conducting their own researches to improve teaching and learning practices.

Health Education

This module examines health and the determinants of health, the national and international regulatory aspects applicable to health, the resources and opportunities for health education, the responsibilities of health educators in teaching health and promoting health. Cultural perspectives on health and disease. Cross-sectoral and multidisciplinary collaboration in disease promotion and prevention and activity planning. Healthy environments. Health Promoting Schools. Communication skills applied in health education. Health education methods and tools. Impact of media and visual audio materials.

Early Childhood Education

The course focuses on studying theories of early childhood education; Critical analysis of Dewey's pragmatic theory, Erikson's psychological theory, Piaget's cognitive development theory, Vygotsky's theory of social and cultural development, Bruner's cultural influence theory, etc. A deeper understanding of the psycho-pedagogical and social processes that develop in early childhood; theoretical study and empirical research of the development of personality aspects always analyzed in the genetic, pedagogical, social, cultural determinants and quality of the child's personal activities at this age; Early childhood education strategies; Early childhood education methodology; Analysis of current problems in family and institutionalized educational practice; Enabling partnerships to improve and advance institutional pedagogical practices and beyond. The course also includes analysis of early childhood policies and curriculum documents.

Communication Skills with Children

The course is delivered in the form of workshops and aims to develop theoretical and practical knowledge of the key concepts and models of communication with children. It aims to make students understand the different types of successful communication with children. The course further builds on previously acquired knowledge in other courses to enable students to apply that knowledge in their interaction with children. The course elaborates the latest theories and research on forms of communication and its impacts in interpersonal aspects by continually emphasizing the need for the acquisition of skills needed in education. The course is designed to develop students' ability to communicate and interact with children, foster collaboration and conflict resolution, develop students' intrapersonal and interpersonal skills, develop empathy and active listening skills, and finally develop critical thinking abilities.

Foundations of Research in Education

This course focuses on paradigms, issues and research methods in education. Topics covered in this course are: defining different research methods, critical literature analysis, quantitative and qualitative data collection from learning environments, nature and basic types of research, critical reading and research interpretation, Students will become "critical readers" in order to analyze quantitative and qualitative research in the field of education and to use research results in conducting their research to improve teaching and learning practices.

Educational Psychology

The course offers insights into learning and psycho-educational work with children. The course will address issues of education of children from birth to school age, the application of psychology in the study of learning, direct work with children, motivation and other issues related to the education process as well as the practical application of psychological principles to work direct with children, and enables students to build and rebuild personal learning theories throughout this course. Special emphasis will be placed on learning, motivation, creativity in the classroom, and the environmental influences on the child's behavior.

Pedagogic practices III(6 weeks)

During the course will be reviewed issues, such as: Practical lessons in schools which aims to develop student's knowledge, abilities and certain attitudes in order to be a teacher of elementary level school and to develop critical thinking during the implementation of the

curriculum through planning processes, theory links with practice and reflection that lead to their development as teachers. This part includes also the development of capacities to create and manage a cultivation and supportive learning program, and to plan and teach according to the school's curriculum as well as getting to know the function of the school as an organization, Students will stay in school for 6 weeks and will actively be included in each planning part and learning organization.

Fine Arts by Methodology

In this course, elementary program students will gain basic knowledge of the visual arts, general concepts which are organized into four basic dimensions such as: Creativity and artistic performance, artistic language and communication, art relation - society and esteem and artistic appreciation and appreciation. Students will be encouraged to utilize the arts not only as creative and imaginative development but also as working methodologies with children in each subject of the curriculum by integrating this area with all other curriculum areas.

School, Family and Community

The course offers insights into the theory and practice of school, family and community collaboration in promoting student education, learning and academic performance at school. Through the course, students will identify strategies and practices that have proved fruitful in partnering with the school, family, and community. Effective listening and communication techniques are one of the issues the course addresses to better explain behavior and human cognition, the effectiveness of the partnership in the process of learning, interest and commitment of the learner. The course also addresses the intellectual and emotional growth of the family, teachers and community through different strategies, with the aim of being productive in partnership with these factors but also for managing difficult situations.

Contemporary Teaching Strategies

The course contains content about new strategies in contemporary teaching. The course deals with aspects of effective teaching, current learning content as a cognitive process, and the prerequisites that enable learning as an intellectual process. The course also discusses new techniques and practices necessary to motivate subjects to succeed. The course will also discuss contemporary strategies and approaches for working with students as well as different philosophies with student-centered learning such as: collaborative learning, interactive learning, problem solving and project-based learning. Special emphasis is given to competency-based learning, especially in the VET field.

Life and Work Skills

The course aims to provide the child with a comprehensive space for the development of various life skills. The 'Life and Work Skills' course covers the child's overall development, interactions with other individuals, interactions with the environment in which he or she lives, and such impacts on his or her development. In this course students are introduced to the environment and the different materials that surround us in nature, the use of materials with children to create different figures or objects with individual or group work, as well as the encouragement of creative work from different materials through kindergartens or preschools. Through individual and group projects the application of materials such as: paper, clay,

gypsum, soap, plasticine, candle, food products, etc. is implemented. Projects empower children, stimulate and enhance the desire for creative work of their life skills.

Albanian Language and Literature Methodology

The course comprises five components of their language, literature and discipline. In the first place, the concepts, concepts, methods and history of teaching Albanian language and literature in relation to other areas of knowledge are also taught: pedagogy, arts, psychology, culture and natural sciences. Further emphasis is placed on didactic forms of teaching and the classical experience of contemporary aspects of the teaching of language and literature today. A separate section is devoted to working with the grammar of language, literature and its relation to the curriculum.

History of National Education

The course covers various topics such as: Illyrian culture, life, religion, and cult symbols; medieval Albanian culture; History of Albanian Renaissance. An important place is dedicated to the development of education and culture in the period of the Albanian National Renaissance, especially the war and the efforts of the Albanian people and patriots for the development of national education and the opening of schools in Albanian language. Other topics covered in this course include education and culture during World War I, efforts to democratize and secularize the school in 1920-1924; education and culture in the period 1925-1939; the history of education and culture development from World War II to the late 1980s.

Inclusive Education

Knowledge of the notions and basics of Inclusion; Individual Educational Plan; Index for inclusion; Cultural and social diversity, learning styles, etc.

Natural Science with Methodology II

Teaching and learning about the living world represents a diversity of implementation environments, multiple strategies and specific techniques. The purpose of the course is to provide teacher-students with basic scientific knowledge of life and to develop practical skills in using teaching strategies, methods and techniques in classroom, laboratory and nature to achieve concept learning outcomes for Living world in national curriculum. The course helps students in achieving competences for teaching biology with the student-centered approach and as an integrated concept within the field of Natural Sciences at the primary education level.

Teaching Mathematics I (Compulsory)

The course is designed to prepare future elementary school teachers for teaching mathematics. During this course, students will discover how children think and learn to reason and communicate mathematically and solve problems using different strategies. Students will gain relevant experience in developing concepts for numbers and numbering, models for the place-value of natural numbers, developing basic thinking and natural numbers and fractional numbers. This course will also discuss theories of mathematics learning, teaching strategies, problem solving teaching, planning, the use of concreting tools, manipulatives and technology.

Methodology of Literary Reading

Course of Literary Reading Methodology defines expressive, attentive and comprehensible reading patterns of literary-artistic creativity, in order to derive the general structure of literary texts that are created to be perceived by the age groups of primary school students. This course contains many factors and modes of literary expression in a text that compel us to carefully determine its meaning, discover the nature of words, interpret them, capture the author's intentions, vocabulary, rhythm of prose, verse, stanza. In the elementary curriculum, the basic textbooks for reading will be popular and written creations for national and world children through reading books and textbooks.

Elementary Statistics

The Basic Statistics course examines the basic concepts of statistics: Population, sample, mean, median, fashion, histograms, central location measures, variances, standard deviation, relative position of data, empirical rules, basic concepts on probability, distributions of variables. random, normal curve, correlation, mathematical expectation, confidence intervals, and hypothesis testing.

Psychic Processes and Personality

The course is designed to introduce students to psychic processes and personality, and their application to everyday life. The course elaborates on basic psychological theories and methods of its study, knowledge of basic cognitive, emotional and behavioral processes under empirical findings, and analysis of a variety of factors affecting feelings, perceptions, learning, memory, motivation, feelings and health. The course differentiates between scientific and non-scientific information about human behavior and mental processes, and describes the psychological processes that interact with the child. The course elaborates on the personality as a construct and the development of the child's personality. Course knowledge provides students with a complete perspective on the world, knowing themselves and others, and understanding the complexities of human behavior, and will focus on enhancing students' ability to apply psychological concepts and principles to work situations and everyday life.

Differentiated Teaching and Individual Educational Plan

One of the important challenges in today's teaching is the ability to respond positively and proactively to the differences between students, so to diversity in the classroom. Therefore, this course will address the issues mentioned by emphasizing differentiated or adaptive teaching and the curriculum, namely the individualized curriculum for those students who are at risk of failing their education. Differentiated instruction is defined as a teaching job which fits on the basis of individual characteristics and needs of students. The data show that if implemented properly, differentiated teaching can have an impact on improving learning outcomes. Important part of this course is implementation of personal educational plan for children (first to 5th grade)

Ethnology with Popular Literature

The course aims to enable students to study the emergence, development, organization of lifestyles and customs, material and spiritual culture related to different cultural forms created by the people or for the people and having their own characteristics. of the people, with the elements of social culture, with the study of the family, with the study of different forms of organization of society, with the study of the customary rules of the social

communities in general, and with those of the Albanian people in particular. Familiarity with the world and Albanian folklore history by guiding in the analysis of the artistic structures and values of literary folklore by gender and genres. To give you basic knowledge about the historical heritage in the field of oral literary art. Good acquaintance with the rich traces of the spiritual life of the Albanian people, giving necessary knowledge of folk literature as a special form of creativity to the literary imaginations.

Outdoor Learning

This course addresses the role of the environment and outdoor activities fostering curiosity, creativity, observation and developing critical thinking in children. The course aims to equip the student with the knowledge of how to relate natural phenomena with scientific concepts through exploration, game, examination, observation and learning. In this course the student will gain contemporary knowledge on nature and human interconnection with nature, the evolution of nature and the position of human in nature, the values that human receives from nature and how it affects nature. The student will also gain a base of contemporary knowledge on the constituent components of nature. Based on pre-knowledge of the students gained during the study of previous courses, the course will also focus on the development of activities linking the environment with phenomena that occur in nature, making children the main protagonist of interaction with nature.

Assessment in Education

The course aims to prepare students to track and evaluate student progress and competence development, using various continuous assessment techniques. The course will examine issues such as: the importance of assessment in education, theoretical approaches to assessment in education and taxonomies, recognition and mastery of the application of formal assessment techniques such as: student work record, student performance, checklists, various recordings of behavior through tape, cameras, pictures, children's drawings, and planning of the evaluation procedure. Of particular importance in assessment is the processing of data collected through these techniques and their use for teaching planning based on students' needs.

National Literature

The course covers all the literary production of the most representative writers of our people, creativity which is defined by four great periods of development and shaping. It expresses its specificity and importance in the historical literary context of the development of Albanian literature and the particularities of genres, types and genres of literature, as well as its relevance to the overall Albanian cultural and civilization development. These essential elements of creating individual characteristics of each teacher of the Republic of Kosovo.

Teaching Mathematics II (Compulsory)

The course, Teaching Mathematics 2 examines generalizations, models, and functions as the basis for developing critical and creative thinking. Developing geometric thinking and basic geometric concepts by considering Van Heiles levels, learning about figures and properties, initial concepts for measurements, and learning about geometric transformations take an important place in the course. The basic concepts for data and statistical elements and the development of probability concepts will also be examined. All activities that will take place during the course are based on research-based teaching, problem / project-based teaching, and

problem solving in order to prepare students for effective teaching. The course Mathematics Teaching 2 takes into account the previously developed course (MM 1) and its purpose is to prepare students for teaching mathematics, especially, teaching geometrical basic concepts elementary concepts on statistics and probability.

Education for Sustainable Development

The need for sustainable development is one of the challenges of human society today, as well for Kosovar society. The course offers theoretical knowledge of sustainable development as a global development concept and practical skills for developing sustainable development education. The course will develop the competencies to implement contemporary sustainability learning strategies such as holistic approach, systematic and critical thinking, inquiry based learning, integrated teaching, decision-making as an active and responsible citizen.

Learning Difficulties

Knowledge of basic notions in the area of learning difficulties; Types of learning difficulties - classifications models; Definitions and characteristics of learning difficulties and their treatment; The impact of learning difficulties in academic, psychological and social student's performance - Identification and early intervention.

Classroom Management

The course is designed to help students understand the meaning of classroom management by addressing relevant guidelines for effective classroom functioning. This course deals with topics that refer to classroom management theories and best practices related to teacher actions to organize space, time, materials, etc. Which ensure effectiveness in the learning and teaching process. This course also covers topics related to overcrowded and complex classrooms, establishing rules and procedures, sharing classroom responsibilities, fostering student collaboration, managing teacher classroom styles, and managing impediments in general .

STEAM Education

This course provides the knowledge and skills to support the design, implementation, and presentation of STEAM (Science, Technology, Engineering, Arts and Mathematics) across all school settings. The STEAM Education course has an interdisciplinary approach to learning, where content knowledge is coupled with real-world examples. Students during the course will have the chance to see how science, technology, engineering, arts and mathematics applies in the real context and how it is linked to schools, community, life and work and entrepreneurship. Pre-service teachers will learn to support the development of STEAM knowledge and skills through active engagement and fun approaches to each topic, adapting to the curriculum, and at the same time engaging the best practice of teaching strategies, such as research-based, project-based and problem -based. This course is interactive and requires engagement, offering experiential learning opportunities, ADI, as well as a reflection at the end of every activity. One of the main goals of this course is to develop and empower young teachers for STEAM education.

Teacher Professional Development

The course addresses general aspects of lifelong learning and with a particular focus on understanding the importance and modalities of teacher professional development. The course addresses different models of professional development such as the school-based model, the model of training of trainers identifying the strengths and weaknesses of each model. On the other hand the course addresses aspects of teacher professional learning by elaborating teacher development modalities such as teacher mentoring, reflection, collegial planning, etc. Furthermore, the course addresses the theoretical and practical dimensions of the process in which teachers engage in understanding their work and identifies forms of overcoming challenges on an ongoing basis.

Mathematical Games

This course is offered in the form of a workshop to engage students in developing mathematics teaching skills through games and creative activities. Students work with manipulators and technology to explore mathematics, problem solving, and learn different ways to develop children's understanding of mathematical content.

Philosophy of Education

This course will provide students with the opportunity to explore a variety of educational issues from a philosophical and historical perspective. The course deals with the basic subject and concepts of the philosophy of education, the historical functions and determinants of education, the history of education and school in ancient society, the concepts of ancient philosophers (Socrates, Plato, Aristotle), the ideas and contributions of great educators (Comenius, Russo, Pestalozzi etc.), Contemporary Philosophies and Theories of Education: The Pragmatist Philosophy of Dewey progressivism, the bio-authoritarian approach to learning, cognitive theory, constructivism and constructivist teaching, humanistic theory of learning, contemporary trends in the philosophy of education..

Pedagogical Practice IV

Pedagogical practice IV is a continuation of earlier practices and is equally intended to develop independent teaching skills in elementary school students. Pedagogical practice is organized in two forms: in the school, with the active participation of the student in the whole teaching process and in the faculty in lectures and exercises, through reflection from direct practice itself. Activities during Pedagogical Practice IV: students should engage in each of the classroom activities. Students should record planning and reflections in their diaries about the activities in which they have participated.

- Curriculum (students should observe how the teacher uses the syllabus for planning).
- Classroom diary (students should be familiar with the class diary).
- Textbooks and other teaching materials in classrooms (students should be familiar with the materials used for teaching and learning).
- Extracurricular activities (students should participate in extracurricular activities and become aware of student activities in such situations).