



**UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
FAKULTETI I EDUKIMIT**

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**FACULTY OF EDUCATION
UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"**

Program:
General Pedagogy

Level of Study:
Bachelor

Number of credits:
180 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 General Pedagogy program is to prepare candidates who will be able to analyze, evaluate, and critically reflect on current pedagogical problems and who will qualitatively apply contemporary theories and practices as professional collaborators in pedagogical, social and cultural institutions. The Bachelor of Pedagogy study aims at basic pedagogical education with a focus on subjects that deal with theoretical and practical aspects in the pedagogical, social and cultural spheres.

The mission of the General Pedagogy 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 and other specialists in the field of education to advance the education system in Kosovo.

2. LEARNING OUTCOMES OF THE STUDY PROGRAM

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

- Design projects in the pedagogical, social and cultural sphere
- Design programs for the individual development of students with special needs;
- Assist and support teachers in classroom management;
- Promote school-family-community communication and design and apply different approaches to partnering with the family and the community;
- Promote contemporary performance evaluation of student work in achieving competencies foreseen according to the levels of education;
- Contribute to the organization of continuous professional development at the school level, sensitizing others to lifelong learning;
- Analyze in practice examples of professional communication and advance culture communicative at the institution level.
- Provide opportunities for inclusive approach to the process of plan and program implementation, giving equal opportunities to each;
- Reflect and plan for their continuing professional development, contributing to enhancing the quality of work with children.
- Promote the values, beliefs, attitudes on which social and national identity is developed based on democratic values for education and sustainable development in the country.

3. STUDY PROGRAM: General Pedagogy

YEAR 1- SEMESTER 1					
NO	O/E	COURSES	L	E	ECTS
1	O	INTRODUCTION TO PEDAGOGY	3	2	7
2	O	THE HISTORY OF WORLD PEDAGOGY	2	1	5
3	O	GENERAL PSYCHOLOGY	2	2	6
4	O	EDUCATION FOR CHILD RIGHTS	2	2	6
5	O	ENGLISH LANGUAGE	2	2	6
			11	9	30
YEAR 1- SEMESTER 2					
1	O	SCHOOL PEDAGOGY WITH PRACTICE	3	2	7
2	O	ACADEMIC STUDY SKILLS	2	2	6
3	O	THE HISTORY OF NATIONAL PEDAGOGY	2	1	6
4	O	FAMILY PEDAGOGY	2	2	6
5	Z	EDUCATION FOR SUSTAINABLE DEVELOPMENT	2	1	5
6	Z	ALBANIAN LANGUAGE PRACTICUM	2	1	5
7	Z	LANGUAGE AND COMMUNICATION	2	1	5
			11	8	30
YEAR 2- SEMESTER 3					
NO	O/E	COURSES	L	E	ECTS
1	O	GENERAL PEDAGOGY	2	2	6
2	O	BASICS OF DIDACTICS	3	2	7
3	O	BASIS OF RESEARCH IN EDUCATION	2	2	6
4	O	COMMUNITY WORK	2	2	6
5	Z	SOCIAL SCIENCES AND CURRICULA	2	1	5
6	Z	CURRICULA OF MATHEMATICS AND MENTORING	2	1	5
7	Z	LIFELONG LEARNING	2	1	5
			11	9	30
YEAR 2- SEMESTER 4					
1	O	PLANNING AND ASSESSMENT IN EDUCATION	3	2	7
2	O	DEVELOPMENTAL PSYCHOLOGY	2	2	6
3	O	STATISTICS	2	2	6
4	O	CLASS MANAGEMENT	2	2	6
4	Z	CAREER ORIENTATION	2	1	5
6	Z	TEACHER PROFESSIONAL DEVELOPMENT	2	1	5
7	Z	NATURAL SCIENCES AND CURRICULA	2	1	5

			11	9	30
YEAR 3- SEMESTER 5					
NO	O/E	COURSES	L	E	ECTS
1	O	EARLY CHILDHOOD EDUCATION	3	1	6
2	O	ADULT EDUCATION	2	2	6
3	O	PRACTICUM OF PEDAGOGUE'S WORK	3	1	6
4	O	PSYCHOLOGY OF EDUCATION	3	2	7
5	Z	ETHICS IN TEACHING	2	1	5
6	Z	TECHNOLOGICAL BASIS OF PEDAGOGICAL WORK	2	1	5
7	Z	ARTS AND CURRICULA	2	1	5
			13	7	30
YEAR 3- SEMESTER 6					
1	O	SPECIAL PEDAGOGY	3	1	6
2	O	METHODICS WITH PRACTICE	3	2	7
3	O	PRACTICAL WORK IN EDUCATION INSTITUTION	2	2	6
		EDUCATION SYSTEM IN KOSOVO	2	2	6
4	Z	PHYSICAL AND HEALTH EDUCATION	2	1	5
6	Z	PROJECT MANAGEMENT	2	1	5
7	Z	LIFE AND WORK SKILSS	2	1	5
8	O	DIPLOMA EXAM (PORTFOLIO)			5
			12	8	30

4. COURSE DESCRIPTIONS

Descriptions for each course

Introduction to Pedagogy

This course will provide basic content related to pedagogy as a science starting from the subject of its study; education, purposes of education and its origin and characteristics as well as its importance for the formation of the individual and of society. Students will analyze and understand basic pedagogical notions such as: education, learning, teaching, teacher, class, lesson, etc. The students will then be introduced to the areas of education, the stages that the individual's education goes through, the forms of education, and so on. A critical analysis of the different education systems around the world will be part of this course as well.

History of world pedagogy

This course explores the trajectory of historical development of education and pedagogical thinking on a global scale. The history of world pedagogy deals with the birth and development of pedagogy, education and thought of the past of the human society, from its most distant past to its recent past. The course focuses in particular on events, changes, special institutions and personalities and their contribution to the field. The course seeks to focus on developments in the field of education ranging from education in the first “primitive” community, to slave-society, feudal society, pedagogy and education in civil society. XVII-XVIII, XIX century pedagogy and education to this day. Students learn about different educational institutions and the most important personalities in the history of education and world pedagogical thinking, their pedagogical ideas and opinions in the past and their current relevance and contemporary theories of education.

General Psychology

The course is designed to introduce students to the key concepts and theories that define psychology as the scientific study of mind and behavior, and their application in everyday life. The course elaborates basic psychological theories and methods of its study, knowledge of basic cognitive, emotional and behavioral processes based on empirical findings, and analysis of a variety of factors affecting simple and complex cognitive processes, affections and welfare. The course differentiates between scientific and non-scientific information about human behavior and mental processes, and describes children's' psychological processes through their interaction. The knowledge gained through this course provides students a comprehensive understanding of the world, insight for themselves and others, and understanding the complexities of human behavior. Furthermore the course will enable students' to focus on enhancing their abilities to apply psychological concepts and principles to work situations and everyday life.

Education on children's rights

This course elaborates guiding principles of the human rights of the child. The aspiration for protecting identity and dignity of all human beings, including children, represents the core of the human rights concept. This aspiration puts the child's well-being in the center of our

attention, interest and commitment. As such, it is based on a framework which covers a system of common universal values protected by the internationally recognized standards, known as the Convention on the Rights of the Child.

English Language

English Language 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.

School pedagogy with practical work

This course provides basic knowledge in the field of school pedagogy, starting with mastering the basic concepts in the field of school pedagogy, such as: school, teaching, education, education. The differences between traditional and contemporary school will then be clarified. The course offers the opportunity to get acquainted with the historical development of the school, the most important theories on the school to today's contemporary organization, thus enabling it to critically reflect on the organization of the school with its complexity. Students will then become familiar with the way the school is run and supervised, with a particular focus on being followed and supervised by the school teacher. The course deals with guiding principles of school progress. The course also includes student practical work which is scheduled for one month, during which students will relate the information received from the course and reflect on it during practice.

Academic Study Skills

Course Academic Study Skills is designed for students to acquire the attitudes and skills necessary to be effective lifelong learners, enhance learning skills, succeed in learning and lifelong learning. In this course students will learn successful learning strategies, memory aids, learning techniques, good study habits, reading techniques for accurate text comprehension, active listening and note-taking strategies, research and resource identification strategies, effective time planning and management strategies, strategies for managing anxiety and stress before the exam. Students will find that learning skills can be learned, that can improve their learning and when they are in service they will support and guide the students' learning process.

History of national Pedagogy

The course elaborates the trajectory of the historical development of education and pedagogical thinking from ancient times to the recent past of the Albanian people. The history of national pedagogy is designed to encompass all historical events in the field of education, including social developments, school efforts and Albanian education, the impact of foreign schools on Albanian lands and abroad, in which many Albanians were educated, the origin and development of the first national educational institutions and special national dignitaries

that left traces in the history of national education and some of them in European culture and civilization.

Family Pedagogy

The course provides basic knowledge of basic notions, the philosophy of traditional and "child-centered" education, factors of family education, principles and methods of democratic education in the family, education styles, recommendations for pedagogy of the family environment, etc. The aim of the course is to prepare students with relevant skills, attitudes, and competencies for contemporary management of educational institutions. Students understand basic concepts in the field of family pedagogy, analyze the theoretical approach to family education, reflect on the process of family education, compare family education between and in advanced countries, argue the values of family education among themselves and prepare for family education processes.

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.

Practicum of Albanian Language

This course enables students to deepen their knowledge of the rules, norms and principles of standard Albanian spelling as well as their application in practice. The course also offers an opportunity to address the major problems that arise as a test of the practical viability of the standard Albanian norm, including the sociolinguistic / non-linguistic factors that determine its degree of recognition and application. The purpose of this course is to enable students to apply at a high academic and professional level the principles and norms of spelling Albanian language so that their knowledge can be effectively transmitted to students.

Language and communication

Through this course students will broaden their prior knowledge of social communication and interactions with other people. This relationship and this interaction are realized through communication, so one is very careful about this process. People's vital needs are more numerous and different than those of animals. We communicate with others in order to share information, experiences, express our thoughts, feelings, emotions or desires; express our worldview, needs etc.

General Pedagogy

The course focuses on the theoretical and practical training of students to recognize / understand and support the education of children physically and in health, motor, mental, emotional, social and moral, then developing the skills for life and work and creativity in each individual, from birth to adulthood. The most appropriate principles, methods, tools and forms to support development will be discussed in all the areas mentioned above. As one learns and

develops throughout life, the aim of the course is to raise awareness of continued investment in all areas of human development and personality.

Basic of Didactics

This course is divided into two parts: the first part – the learning and the second part - teaching. The course is offered to promote contemporary philosophy and strategy of learning and teaching. This course provides basic knowledge and skills related to learning, learning theories, learning styles, concepts about teaching, interactive teaching strategies, forms of teaching work, teaching work planning, assessment, etc. Students will have the opportunity to analyze learning and teaching theories and implement interactive teaching strategies that promote critical and creative thinking. Students will also analyze lesson plans based on contemporary teaching and analysis in the pedagogical practice of the Kosovo school.

Foundations of research in education

This course provides basic knowledge in the field of pedagogical methodology, starting from knowledge of theories, paradigms and perspectives, to the connection of these elements with the real world of research practice. Students will be introduced to the stages of scientific research with all the features and importance of their application. Special focus will be dedicated to research project planning with all its elements, focusing on the question of formulating research questions, as well as clear operational definitions in order to make our work as researchers understandable and valid. Afterwards, the course moves to variables, hypotheses and study designs. Students' knowledge enriches with their understanding of sampling methods, which is essential for students to adopt well in order for their research to achieve scientific value.

Community Work

The course is multi-disciplinary and emphasizes the importance of empowering students to apply their knowledge and skills in working with children / adolescents in the community, including NGOs, community centers, community services for marginalized groups. The course prepares students to work with children coming from different social and life contexts - children living in poverty, children - in conflict with the law, children with psychoactive substance abuse, children without parental care, etc. Early identification and intervention protect children from dangerous situations that they may be exposed to as a result of abuse. The course also covers international and national child protection instruments. Further, the course enables students to identify the signs and symptoms of abuse or exposure to violence and abuse, the effects these have on the child's development and learning, methods of working with children who are not fortunate enough to have a happy childhood, such as and prepares them for dealing with situations of abuse in their direct work with children.

Social sciences and curricula

The social sciences and curricula present: the study of the human world and the cultures and cultural and material values in the progress of civilization. The course also provides pedagogical knowledge and practical skills for students in curriculum development, implementation and monitoring in the curriculum area of social sciences. Provides basic content for the scientific culture in the social sciences, understanding the basic principles of theoretical and empirical knowledge, knowledge of theoretical work, report of theoretical and

research work in the field of advancing epistemological issues. The course offers a complex of knowledge, philosophical knowledge - knowledge of basic sociological, anthropological, historical, pedagogical, psychological, political, economic, cultural, sociological, etc. concepts.

Mathematics curriculum and mentoring

The focus of this course is to enable students to master the skills to mentor pedagogical knowledge of mathematics teachers. Students will collaborate and support each other during the process of learning to teach mathematics. Formulation of learning outcomes based on mathematical and NQF competences, use of appropriate methods and strategies for teaching mathematical concepts, integration of formative and summative assessment strategies into the classroom and utilization of various resources for planning tutorials are some of the main topics that students will consider from a mentor's perspective. Analyzing lesson plans and observations (monitored in classrooms and taped classes) are an important part of the course in order to enable students to develop practical mentoring skills.

Lifelong learning

The first part of the course promotes lifelong learning education as a philosophy of learning in the contemporary society covering the history of appearance of idea for lifelong learning, preconditions (determinants) which intensify the need for spreading the idea for lifelong learning and the ideologists who preceded the idea for lifelong learning. Afterwards the basic concepts and modalities of lifelong learning shall be discussed in theory and in practice. The second part shall focus on teacher professional development in general and in the field of VET in particular. This course addresses various models of professional development as a school based model, the training of trainer's model and is focused on the quality of effective professional development. Moreover, this course addresses also aspects of mentoring teachers and reflection (reflective teaching) as key concepts in teacher professional development, and VET in particular, relating to required standards and competences in the VET area.

Planning and Assessment in Education

An important part of this course is learning planning skills and practices related to assessment and individual student needs. Different types of competency-based planning according to the Core Curriculum and the Curriculum Framework will be addressed during the course. The importance of assessment in education, theoretical approaches to assessment in education and taxonomy, recognition and mastery of different assessment techniques, such as: student work record, their performance, checklists, various recordings of behavior through tape, cameras, pictures, children's drawings, and the planning of the assessment procedure. Of particular importance in assessment is the processing of data collected through these techniques and their use for planning based on students' needs. The course aims to prepare students to track and evaluate student progress and competency development, using various continuous assessment techniques and student empowerment to plan educational content for students.

Developmental Psychology

The course addresses the overall development of the child in childhood and the ongoing processes of the child's psychological functioning. The course elaborates 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 / 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, stages of development from pre-adolescence to adolescence, the specific characteristics of each stage and the risks associated with that stage.

Statistics

This course is designed to introduce students to the basic concepts and different statistical methods that apply to pedagogical scientific research. In this course, students will be introduced to the different mean values by being able to divide a series or distribution into two equal parts, followed by dissemination measures that enable a proper study of pedagogical phenomena. The subject of statistics enables students to be able to find the position of individual case studies in groups. In pedagogical research, we use various non-parametric methods that are included in the content of the course in question, where students will be able to initially learn and be trained to find them. They will also be able to discover the relationships between pedagogical phenomena through correlation, followed by multivariate analysis, ANOVA, cross-tabulation and by concluding the course by preparing students to determine the size of representative groups.

Managing the Classroom

The course is designed to help students to 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 teacher styles as a manager of classrooms, and managing the inappropriate behaviors in general.

Career Orientation

This course provides students with content that relates to the importance of information and vocational guidance for young people, including young people with special needs who need rehabilitation, professional and careers in the future. Acquire also data on the benefits to young people of having the right information and professional guidance. This course also recognizes the disadvantages that may be brought not only to society but also to the individuals, the failure of young people in occupation and work and to what extent schools can influence it, as well as other factors that raise the problem into a professional and intitutional level.

Teacher Professional Development

The course is designed to enable master's students to understand teachers' learning processes by linking them to the requirements for teachers to professionalize their work. The course will provide participants with an opportunity to reflect on the different models of professional development and choices that school and education system managers can make to develop a

sustainable teacher professional development as a tool for teacher professional preparation. The course provides opportunities for students to understand the context of professional development in Kosovo and the aspects of organizing professional development activities.

Natural sciences and curriculum

Understanding and interconnectedness basic concepts and specific knowledge of living and non-living nature is challenging in the process of the curriculum implementation. The purpose of the course is to provide pedagogical knowledge and practical skills for students in curriculum development, implementation and monitoring in the natural Sciences curricular field. The course will cover the basic concepts of natural sciences pedagogy, ensuring the achievement of defined competencies and learning outcomes, the teaching program and its implementation, teaching methodologies and assessment in the natural sciences.

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. The course aims to enable students to critically analyze the educational policies in the country regarding early childhood education as well as the analysis of proven theories and practices in early education

Adult Education

The course is offered to promote the theoretical foundations of adult education activity and to reflect the basic understanding and notions that characterize adult education in theory and practice. The course addresses adult social needs, motivation, interests and attitudes for continuing education. The course also discusses group work dynamics from the aspect of building mechanisms that characterize work and adult education work reports. The course provides discussions on the current problems and perspectives of adult education in contemporary society. Upon completion of this course, students will be provided with a framework that helps them develop a culture of continuing education, reflect on the importance of adult education and training, debate the notions of: adult education, continuing education, and lifelong education, and being able to identify, evaluate, and apply the most appropriate methods for continuing learning.

Practicum of pedagogues' work

The course provides opportunities for the development of students' skills in the work of a school pedagogue (school councilor) related to: planning, program and organization of educational work, effective realization of the educational process, tracking, research, analysis and evaluation of school work, collaboration with school factors (students, parents, teachers,

institutions, management and professional), professional development of teachers, care for school pedagogical documentation. Through this course, students are able to provide guidance to teachers, students, parents in order to successfully run the educational process through support of school activities, workshops, vocational training, evaluation of training effects and other forms of teacher professional development in order to increase student outcomes.

Psychology of education

The Psychology of Education is conceived as a continuation of the contents addressed through the subject of Introduction to Psychology, with specific emphasis on the appliance of theories and principles of psychology in practice/education. The course offers insights into learning and psycho-educational work with children, developmental stages and motivation. The course will address issues of education of children from birth to school age, the application of psychology in the process of teaching and 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.

Ethics and teaching

The course treats the ethic aspect of the teacher and his/her impact to the student, whether by his/her word or actions, or his/her implementation in teaching. This would provide an extensive review but reasonable of the central issues of teaching ethics, will also analyze how can ethic be implemented on modern teaching.

In this course will also be treated other aspects starting from ethic code, code of conduct, etc. for the determination of values and pleasant behaviors and concentrating on terminology of teacher's professional ethic, as in the chronological context also in the contemporary context. In course is defined the notion value, ethical principle as well as will be studies the genesis of ethical values. Moreover, will offer theory knowledge and practical skills on the implementation of ethic in teaching but also in everyday life.

Technological basics of teaching work

This course provides basic information on educational technologies and their application in teaching practice. The course deals with ways and forms ranging from the most basic to the most advanced in the use of educational technologies in the teaching process. Implementation of educational technologies in research and scientific work will also be addressed. The course will elaborate much of the current content brought about by the development of new education technologies in the context of ongoing development in contemporary society.

Arts and curriculum

The course is designed to provide students with pedagogical and practical skills in curriculum development, implementation, and monitoring in the ARTS curriculum area (music, dance, drama, and visual arts). Given that different arts have their specificities, common concepts and differences between them will be achieved within the field of Arts, which are extended across all levels of the education system. The course enables students to promote the creative aspect

of integrated and differentiated teaching of arts such as music education, dance, drama, and visual arts, as important curricular activities to all levels of education.

Special Pedagogy

The course offers basic knowledge in the field of special education, people with special needs, impairments of different nature and the possibility of integrating persons in the education process. Also, topics that promote the philosophy of inclusive education are addressed. Through this course, students will be able to familiarize themselves with impairments of various types: impairments in sight, hearing, communication difficulties, mental retardation, etc. The course also provides in-depth analysis of teaching strategies for working with students with special needs, various forms and activities that promote the values of inclusive education.

Methodical approaches to instructional practice

The course will provide students with the opportunities to apply the theoretical knowledge and their didactical and methodical ideas for learning and instruction in the real school settings. It offers the fundamental methodical approaches for assisting teachers in designing, structuring, planning and organizing the learning activities for all pupils. Many teachers in Kosovo schools work with oversized classes and in the non-supportive environment. They need support for practical help in designing the activities for their pupils based on the expected learning outcomes, pupils' group and learning environment. Practical experiences will enable students to understand that no single approach or method will function in the same way for each pupil.

Practice in educational institutions (EI)

Through this course, students will stay in educational institutions for four weeks, full-time each working day, and once a week will meet at the faculty to share experiences and reflect on practices they have observed or implemented. Active student observation and participation in school life is essential to develop skills in an authentic setting. Students will use a personal reflective journal documenting each day of IA practice. Students will analyze pedagogical documentation, lesson plans prepared by teachers, comment on those plans, and store them all in a portfolio. They will hold meetings with students aiming to get to know their needs, difficulties, interests they may have. They may also hold individual meetings with students and parents with the aim of advising students on student support. Students should participate in any school activities, parent gatherings, cultural activities or teacher professional development activities.

This course aims to practice the knowledge and skills gained from other courses in a real-world setting in an educational institution.

Education System in Kosovo

The course provides opportunities for students to become familiar with the educational policy development cycle as well as the current policies in force such as curriculum documents, various teaching standards strategies and policies such as teacher licensing, school curriculum orientations, and principals' performance standards schools etc. The course also provides opportunities for students to familiarize themselves with the key legislative documents in the Kosovo education system, education laws and various administrative guidelines governing various aspects of the functioning of the education system in Kosovo.

Physical and health education

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. The aim is for students to master the basic notions of health and motor development, basic motor skills, locomotive and non-locomotive, hand-eye coordination and space-time orientation skills. Self-care is a very powerful component, combining the ability to complete daily routines and avoid potential risks, kinesthetic intelligence. The aim of the course is also to provide connectivity to the content of other subjects in order to integrate knowledge and skills through a holistic and child centered approach.

Project management

The course will help students understand the logic of the educational system in Kosovo and identify issues that can be transformed into school development projects. Although the course applies the logic of general projects, this will be oriented towards developmental projects of the school. Students will go through the steps and procedures of developing a project and will also understand other aspects such as project monitoring and evaluation. In more detail, the course will also address aspects of financial planning and drafting of project implementation reports.

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.

Diploma exam

Worked in collaboration with the mentor professor according to the Bachelor of Education's Faculty of Law regulations, based on the Faculty of Education's manual for the preparation of the diploma thesis