



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

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

**Program:  
Doctoral for Educational Sciences (Double degree)**

*Level of Study:*

Doctoral

*Number of credits:*

180 ECTS

*Accredited for the period:*

1 October 2023 - 30 September 2026

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## 1. PURPOSE AND PROFILE OF THE STUDY PROGRAM

The Doctoral Program in Educational Sciences is a joint program with the Faculty of Education of University of Ljubljana (UL) in the form of Double Degree (based on Article 6 of the Regulation on Doctoral Studies of the University of Prishtina no. 1/96 dated 24/06/2021) in which PhD student obtains two diplomas and which also requires double mentoring. The proposed program is built on the existing program of Faculty of Education of the University of Ljubljana since the idea is to take the current good practice of an experienced University without the need to develop a new program. The program is implemented entirely in English, including the writing of dissertation.

The Doctoral Program in Educational Sciences is fully based on scientific research, planned courses and the learning outcomes aim to develop critical thinking and research skills. General and specific expected outcomes for this program are shown below.

## 2. EXPECTED OUTCOMES OF THE STUDY PROGRAM

Using the Dublin descriptors and TUNING competencies as a reference point to design the program, PhD program will be focused on enabling students to achieve general and specific competencies described below.

### **Implementation of this Program will result in achieving following generic competencies:**

- Deep knowledge of theoretical concepts in the philosophy of education, sociology, psychology, pedagogy and anthropology;
- High understanding of different research approaches in education and related fields;
- Ability to make decisions, shape and execute comprehensive research process;
- Ability to solve complex problems, by testing and improving known solutions and designing new ones;
- Ability to contribute through original research to expand national and international boundaries of knowledge;
- Ability to critically analyze, evaluate and synthesize complex ideas;
- Ability to understand complex educational problems and find solutions for them;
- Participation in a critical dialogue, encouragement and leadership of social processes in the professional field;
- Capacity for criticism and self-criticism;
- Preparation of candidates to lead scientific research projects in broad professional scientific fields;
- Ability to report to peers and broader scientific community and society in general the elements that belong to one's own field of expertise;
- Ability to publicly present and defend scientific work;
- Ability to achieve progress through knowledge-based processes in academic and professional settings;
- Capacity for creative thinking and problem solving;
- Understanding research ethics and upholding such ethics;

### **Also, in achieving following specific competencies:**

- Knowledge and understanding of theories and theoretical concepts, scientific paradigms and developments in teaching and education sciences;
- Deep understanding of qualitative and quantitative research methods, and ability to use these methods in one's narrow field of expertise;

- Development of personal responsibility and a high level of independent initiatives, in complex and unpredicted situations, professional or education-related environments, in both narrow and broad sense;
- Critical consideration of wider implications, using knowledge in professional and educational settings;
- Detailed analysis and reflection on social norms and relationships within a specific field in the PhD thesis, leading activities to transform it and mediating between scientific research and social environments;
- The ability to discover practical problems in their field, which can be solved with scientific research methods and tools;
- Ability to conduct an original research in a relevant field;
- Ability to draft and publish original and independent research papers;
- Capacity for collaborative learning, creative communication in a research environment and problem solving in collaboration with multidisciplinary teams.

### 3. CONDITIONS AND CRITERIA FOR CANDIDATE SELECTION

The student selection and admission criteria are defined in Article 7 of the Regulation on doctoral studies at the University of Pristina. Students are selected on the basis of a highly competitive and transparent process.

The public competition for enrolment in doctoral studies is announced at least a month before the start of academic year. As stipulated in Article 7.4 of the Regulation on doctoral studies, the right to apply for enrolment in doctoral studies have candidates with an average grade of not lower than 8.00 in each level of preliminary studies, who have graduated at one of the following levels.

1. Graduates before the entry into force of the studies according to the Bologna Declaration, who should be master students of the relevant science;
2. Graduates after the entry into force of the studies based on the Bologna Declaration - the scientific master level;
3. Graduates who have at least 300 credits of European Transfer Credit System (ECTS);

A prerequisite for the evaluation of candidates is submission of relevant documentation, which among others, includes:

- a motivation letter justifying the interest in scientific/artistic research in the relevant field;
- research concept idea;
- proof of success in each level of prior studies;
- proof of knowledge of English language;

- proof of relevant publications;
- recommendations from two professors in the relevant field.

#### 4. CONDITIONS FOR COMPLETING THE PROGRAM

In order to complete the Program, candidates should have completed the basic obligations of studies (60 ECTS) and the research work (120 ECTS) in accordance with the study program. Studies are completed with publication of a scientific paper in a relevant peer reviewed journal and with defending the PhD dissertation according to the applicable procedures. The regulation stipulates that for registration in the IV semester, doctoral students are required to make at least one presentation abroad as the first author at conferences, congresses, etc.

The Regulation for doctoral studies specifies the criteria for publications of Doctoral candidates. Article 8 paragraph 6 requires that each candidate after the end of the third semester must be a first author of at least one paper of a part of doctoral results in indexed international journals in accordance with the criteria of applicable regulation for selection procedures related to academic staff and with this paper they get 20 ECTS.

Doctoral studies last no less than 3 years and are organized in 6 semesters. Doctoral studies must be completed with the public defense of doctoral dissertation, not later than six years from the day of enrollment. Doctoral studies can be extended for 1 additional year with a justified proposal from the relevant bodies. If the doctoral student fails to complete his/her studies within this period, he/she loses his/her doctoral student status.

#### 5. IMPLEMENTATION

Majority of courses consist of seminars and independent research work, while the program does not involve classical didactic lectures. Students are also encouraged during hours of contact with the professor to conduct group work, research, presentations and publications of scientific work.

According to the regulation on doctoral studies, at the beginning of the second semester, the student proposes the narrow field of research and potential thesis, also proposing a potential mentor. Upon proposal of the Doctoral Council, the Faculty Council based on the criteria specified in this regulation approves or recommends reconsideration of the proposal for mentor. According to double degree model, candidate must be mentored by two mentors who come from the two partner faculties. Just like the approval of the mentor, approval of thesis also goes through the procedures of evaluation by Doctoral Council and Faculty Council, and the criteria for evaluating project proposal are defined in the handbook for drafting a doctoral dissertation and Regulation on doctoral studies, which are published on the website of Faculty of Education.

The regulation provides that the candidate is oriented and cooperates with a mentor that fits with the research topic. At the beginning of the second semester, doctoral student, in consultation with

potential mentor, proposes the narrow field of research and potential topic of doctoral thesis (Form F1). The candidate's proposal for the topic and potential mentor (Form F1) is reviewed by the Doctorate Council, which, based on the criteria specified in this regulation, may recommend to doctoral student to reconsider the proposal for mentor and topic, before doctoral student gets deeper in the field of research. The candidate presents the research project before the evaluation committee appointed by the Faculty Council, while the evaluation is done within 30 days.

**Additional information on the curriculum:**

- **The courses** within one semester are planned to be delivered in a total of five weeks (2 hours lectures and 3 (in two cases 4) hours seminars) and the remaining hours are planned to be organized as a structured and guided individual learning, as allocated to each individual course. Each course will have a maximum of 10 hours of lectures per semester. Seminar work within these courses includes tasks candidates complete individually and in relation to the course (usually as individual homework or group work); candidates carry out literature review, various types of research work and work collaboratively towards a final product related to the course and to their individual projects.
- **The doctoral seminars** are planned as a possibility for interaction of students with their peers as facilitated by an assigned professor. These seminars are designed as practical research work on individual tasks, consultation with the instructor, brainstorming with colleagues and individual research and tasks. Doctoral seminars are as such designed as individual work, based on an individualized planning between the candidate and the course instructor, and credits are awarded based on agreed upon final products. Details on the assignments are provided in each syllabus of the three Doctoral seminars. The goal of the modules is the development of interdisciplinary dialogue, the creative and collaborative solution of problems, and the development of critical approaches to one's own research work. In doctoral seminars, candidates gain the basic competences required to successfully plan and execute a research proposal and the subsequent research work.
- **Individual research modules** are organized throughout the program in collaboration with the mentor professors as individual work towards the final thesis. Students develop their communication and research skills to a higher professional standard. Students elect to produce a theoretical, interdisciplinary or practice-based response in a topic related to their chosen field of study and depending on the stage of their studies, they develop a research proposal, a theoretical framework, a research methodology and other work related to their dissertation. The goal is to equip candidates to independently plan and execute empirical research: from the appropriate conceptualization and survey of the current situation in a particular field, through the setting of theoretically-based research questions and the selection of appropriate research approaches and methods, to the analysis and interpretation of data and the forming of conclusions important for implementation in the educational process. Within the individual study modules, students are prepared for conference presentations and, according to the University of Prishtina Regulation for Doctoral Studies, during the last three semesters of the program they are required to publish at least one paper

in a peer-reviewed journal and present their papers in at least one national and one international conference (Regulation nr.1/96, date 24/06/ 2021, article 8, point 7).

- **Orientation study modules** are determined based on candidate interest and orientation to dissertation research indicated at the application/admission stage and are chosen by candidates from the array of four orientation options that the program offers (see options below). Based on this, the candidate is assigned orientation modules (I and II) with up to 10 ECTS. In the orientation modules, candidates are equipped to recognize the broader problems in their areas of study and connect with the wider context of the themes of their doctoral dissertation, while at the same time seeking new conceptual solutions to the problems set. The candidates are exposed to relevant theories and literature in their area of study and are expected to critically review and synthesize such literature, identify research gaps and effectively work towards designing their future contribution. These modules are planned to be organized as a one-on-one approach (individual candidate and course facilitator/possible mentor) and they are not planned as taught face to face modules.

#### Orientation Study Modules (5 ECTS)

- Teaching and learning I and II
  - Inclusive education I and II
  - Educational policies I and II
  - Early childhood education I and II
- **Elective modules**- The program foresees 3 courses out of 11 possible elective courses chosen by candidates based on their needs and interests, and based on their chosen field of study. The courses within one semester are planned to be delivered in a total of five weeks (2 hours lectures and 3 hours seminars) and the remaining hours are planned to be organized as a structured and guided individual learning, as allocated to each individual course. Seminar work within these courses includes tasks candidates complete individually and in relation to the course (usually as individual homework or group work); candidates carry out various types of research work and work collaboratively towards a final product related to the course and to their individual research projects. The elective courses planned to be offered are presented in the table below under program content.

## 6. MENTORING

Mentoring of Doctoral students is implemented based on the regulation of the University of Pristina and relevant articles governing this aspect. According to the regulation, each candidate is expected to have a mentor, but in the case of double degrees, candidates will have a co-mentor.

The structure of Doctoral program foresees regular meetings in doctoral seminars where mentors and their candidates discuss their research projects and exchange with each other advice and suggestions on the progress of projects in methodological and other academic aspects.



According to the Regulation on doctoral studies, mentors who guide a candidate for the first time, follow a mentoring training provided by the Center for Excellence in Teaching (CET) of the University of Pristina.

## **7. ASSESSMENT**

The assessment methods and passing criteria for each course are elaborated in course descriptions and course syllabuses. All courses require submission of at least one written product in order to successfully pass the course. Products include literature review, interpretation of theories and concepts, analyses of scientific articles, research projects, research papers and other individual written tasks that require individual work of the candidate. Other tasks include group assignments or joint actions, peer assessments, seminars and presentations. Traditional exams (oral or written test) are not foreseen.

Regarding the project proposal, the committee for the evaluation of project proposal and evaluation of the topic is composed of three members, one of whom is from an institution outside Kosovo.

The regulation and handbook of Doctoral thesis have set clear criteria for the evaluation of Doctorate topics. According to the Regulation on doctoral studies, in cases where the defense committee assesses that doctoral student has failed to defend the doctorate due to deliberate non-compliance with defense procedures, willful ignorance of defense committee or any other behavior contrary to the usual defense norms, the doctoral student loses the right to defend the doctoral dissertation.

In cases where the defense committee assesses that doctoral student has failed to defend the doctoral dissertation due to insufficient preparation of defense process, failure to give meritorious answers to questions of the committee or creating a grounded impression of serious ignorance of the material presented in the paper, the committee may decide to offer the doctoral student a period of 1 year to repeat defense process. If, even after the second attempt, doctoral student fails to successfully defend his dissertation, he/she loses the right to defend his doctoral dissertation. The decision, based on the assessment resulting from the defense process, is taken by majority vote of members of the committee for doctoral dissertation defense, confirmed with their signature.

## **8. PhD STUDY PROGRAM CONTENT**

The program plans individual research work and provided courses aim to prepare candidates for application of research methodology, ethics and integrity in research. The student workload is rather individual and number of joint lectures with teachers do not exceed 20% of the total student workload. The content and structure of the program agreed with the University of Ljubljana (Faculty of Education) is presented below.

SEMESTER I			Hours			Hours		
No.	O/E	Courses	Lectures	Seminar Work	Weeks	Individual Study	Total Hours	ECTS
1.	O	<b>Modern theories in the field of educational sciences</b>	2	3	5	100	125	5
2.	O	<b>Research approach and ethics in educational sciences</b>	2	4	5	120	150	6
3.	O	Doctoral Seminar I	2	3	5	100	125	5
4.	O	Orientation study module I	2	3	5	100	125	5
5.	O	<b>Writing scientific articles</b>	2	3	5	100	125	5
6.	O	Individual research module				100	100	4
							<b>30 ECTS</b>	
SEMESTER II			Hours			Hours		
No.	O/E	Courses	Lectures	Seminar Work	Weeks	Individual Study	Total Hours	ECTS
1.	O	<b>Contemporary trends in educational science research</b>	2	4	5	95	125	5
2.	O	Doctoral Seminar II	2	3	5	100	125	5
3.	O	Orientation study module II	2	3	5	100	125	5
4.	E	Elective module	2	3	5	100	125	5
5.	E	Elective module	2	3	5	100	125	5
6.	E	Individual research module				125	125	5
							<b>30 ECTS</b>	
<i>Courses indicated in bold are planned to be taught to the entire group of PhD students. A total of 5 weeks of lectures is planned for these courses per semester</i>								
SEMESTER III			Hours			Hours		
No.	O/E	Courses	Lectures	Seminar Work	Weeks	Individual Study	Total Hours	ECTS
1.	O	Doctoral Seminar III	2	3	5	100	125	5
2.	O	Elective module	2	3	5	100	125	5
3.	O	Individual research module				500	500	20
							<b>30 ECTS</b>	
SEMESTER IV			Hours			Hours		
No.	O/E	Courses	Lectures	Seminar Work	Weeks	Individual Study	Total Hours	ECTS
1.	O	Individual research module				750	750	30
							<b>30 ECTS</b>	
SEMESTER V & VI			Hours			Hours		
No.	O/E	Courses	Lectures	Seminar Work	Weeks	Individual Study	Total Hours	ECTS
1.	O	Doctoral Dissertation				1500	1500	60
							<b>60 ECTS</b>	

## 9. COURSE DESCRIPTIONS

### Descriptions for each course

#### OBLIGATORY MODULES

##### **MODERN THEORIES IN THE FIELD OF EDUCATIONAL SCIENCES**

Participants in this module gain an overview of the diversity of theoretical concepts on which research work in the field of educational sciences is based, as well as acquire skills for interdisciplinary, multidisciplinary and transdisciplinary treatment of research problems. The module includes an in-depth examination of relevant disciplinary-specific perspectives, and builds on these when orienting towards broader perspectives on the problem. Participants are thus enabled to recognize broader problems, which from this perspective relate to the broader context of their doctoral dissertation topic, while at the same time seeking new conceptual solutions to the identified problems. The module will expose students to the latest trends in international theoretical debates on developments in education, with a focus on developing perceptions of the role of teachers, the aims of schooling and education reform examined against a diverse set of educational theories and philosophies.

##### **RESEARCH APPROACH AND ETHICS IN EDUCATIONAL SCIENCES**

The aim of this module is to build on the methodological and statistical knowledge already acquired in the candidates' previous studies and experience, and then to extend and deepen this knowledge with methods and approaches that are particularly relevant for research in the field of educational sciences. The purpose of the module is to enable participants to independently plan and conduct empirical research including: appropriate conceptualization and study of the current situation in a given field (in relation to different ontological and epistemological approaches), formulation of research questions based on theory and the selection of appropriate research approaches and methods, analyzing and interpreting data and generating important conclusions for implementation in the educational process.

##### **DOCTORAL SEMINAR I**

The purpose of the doctoral seminar is to create a collaborative study environment in which doctoral students meet and collaborate. Students present their PhD proposals to their peers. Engaged in critical dialogue, participants contribute with their insights, thoughts and findings to the proposals presented. PhD Seminar I will focus on the formulation of research problems and literature review, as well as the development of research proposals, as well as the general processes and expectations of completing a PhD Program.

##### **WRITING SCIENTIFIC ARTICLES**

This course will help you write well-researched, comprehensive and well-documented papers. Students learn about the general characteristics of scientific writing and the specifics of individual disciplines in teacher education and science of education. They teach you how to find reliable and indexed research resources, such as search databases and reference lists. Students learn how to validate, evaluate and assess, and document information from research in their writing following the principles of academic honesty. This course aims to explain the written process and teach the basics of effective scientific writing. Instruction will focus on

cultivating the processes of writing and publishing scientific manuscripts. Data standard is the course of study to learn their skills in writing a research article and other academic texts. Students develop the skills for a comprehensive contribution with original research work. Students also develop skills to communicate their expertise to their peers, the wider scientific community and society.

### **CONTEMPORARY TRENDS IN EDUCATIONAL RESEARCH**

The purpose of this module is to study and analyze contemporary trends in research in the field of teacher education and educational sciences. Participants analyze specific Albanian and international empirical or theoretical trends relevant to their individual research work: theoretical assumptions, research questions, issues of implementation and interpretation, as well as publication and use of results. Within the module, participants develop the ability to integrate theoretical concepts and theories, research-methodological knowledge and practical experience, as well as develop an ability for (self) reflection on and (self) criticism of research work.

### **DOCTORAL SEMINAR II**

The purpose of the doctoral seminar is to create a collaborative study environment in which doctoral students meet and collaborate. Students present their PhD proposals to their peers. Engaged in critical dialogue, participants contribute with their views, opinions and findings on the theses presented, the findings from these theses and the research processes undertaken by the students depending on the progress of each individual student. Doctoral Seminar II will focus on the development of instruments and procedures for data collection.

### **DOCTORAL SEMINAR III**

The purpose of the doctoral seminar is to create a collaborative study environment in which doctoral students meet and collaborate. Students present their PhD proposals to their peers. Engaged in critical dialogue, the participants contribute their views, thoughts and findings on the theses presented, the findings from these theses and the research processes undertaken by the students. Doctoral Seminar III will focus on data interpretation and presentation of research results, depending on the progress of each individual student.

## **ORIENTATION STUDY MODULES**

### **TEACHING AND LEARNING I & II**

This module is an advanced module in the psychology of learning and pedagogy; within this module students will discuss key psychological and pedagogical concepts related to individual academic achievement - cognitive structures, cognitive styles, abilities, motivation to learn, and personality. Students will work on selected contextual research projects and present their findings to the group.

### **INCLUSIVE EDUCATION I & II**

Participants in this module will gain and develop an understanding of inclusive education and an ability to implement inclusiveness across the entire field of education including reflections of inclusiveness in education policy, system, school and classroom. Based on their prior affiliation and experience, participants deepen and connect their knowledge of the concept of

inclusiveness and the conditions that ensure inclusive processes; they develop a capacity for critical reflection on the processes, attitudes, situations and other factors that enable (or disable) and/or encourage (or hinder) inclusion.

### **EARLY CHILDHOOD EDUCATION I AND II**

This course will provide a collaborative environment through which doctoral students will have the opportunity to develop academically, research, and collaborate with each other to explore current early childhood education policy addressing theory and science research according to the student's interest. Doctoral students will work individually, based on their doctoral thesis research projects, in which they will delve into the treatment of paradigms for early childhood education, understanding of learning, development and curriculum in early childhood education. Students will analyze theory, policy and research to assess a range of historical, contemporary, national and global perspectives on young children's learning. The module offers students opportunities to think critically about the position and importance of early childhood education within the wider contexts of social, cultural and political values and priorities. Students will learn about approaches to early childhood education. They will be involved in analyzing and researching various early childhood education topics. This module will be an orientation for PhD students. The module aims to develop a research, analytical and critical approach related to the treatment of topics relevant to early childhood education.

### **EDUCATIONAL POLICY I**

The educational policies course provides students with an overview of the function and processes in the development of educational policies. The course deals with the problem of understanding the development of the education system by addressing the specifics of the individual, institutional and system level in function of the development of the quality of education and the identification of the intervention links and the interconnection of different professional and system variables. The application of the evidence-based approach will be modeled by the course and students will be exposed to the process of well-informed decision-making and policymaking. During the course, students will also deal with phenomena such as regulation versus deregulation of the education system by analyzing different international models of the organization of education systems that are known as good education systems according to academic literature and data created by external international evaluations. The course will help students to make the connection between relevant international indicators such as TALIS, PISA, TIMMS, and various references at the European and international level, while an emphasis of the course will be on understanding the management cycle of educational policies at the level of school and teacher training.

### **EDUCATION POLICY II**

The module Education Policy II provides an opportunity for students to profile in a sub-sector of education according to their orientation and interest by studying developments in relevant literature in a particular sub-sector and developing their understanding of the field of study of a certain educational context. The module will focus on understanding educational reform in specific sub-systems such as school management, teacher professional development and the development of the teaching profession. The module will address the phenomenon of the global education reform movement versus the process of regulation and deregulation in the education policy sector. At the practical level, students will make a systematic analysis of the

current state of academic debates of a given sub-sector and will draft a proposal for development research deepening their academic and practical knowledge of the development of a sub-sector of education. The module offers the possibility of combining academic debate from literature, practical reality in the context of students' work and the development of appropriate skills for engaging in academic discussion for the development of the educational system.

## **ELECTIVE MODULES**

### **QUALITATIVE RESEARCH**

The module will introduce participants into more depth to different qualitative research designs and approaches. The particular focus of this module will be to examine the theoretical and practical perspectives of: ethnography, phenomenology, case study, grounded theory, hermeneutics and other qualitative designs. The module will have a particular focus on qualitative data analysis methods in order to assist students to conduct their dissertation research.

### **QUANTITATIVE RESEARCH**

This module will introduce participants in more depth to the different designs and approaches in quantitative research. Participants will be offered an opportunity to reflect and engage in quantitative- experimental, quasi-experimental research design, survey design, and alike. The module will have a particular focus on the design of quantitative research instruments, data collection and analysis. An essential component of this module is the use of the SPSS program for quantitative data analysis.

### **DIFFERENTIATED TEACHING**

The module provides content that leads to understanding, rationale, and the teacher's role in implementing differentiated instruction. Within this module, topics related to differentiation modalities are addressed: content differentiation, process differentiation, product (result) differentiation and environmental differentiation. This process of differentiation determines the opening of different types of teaching, implementation of teaching strategies and planning of teaching work for inclusive classes. The module helps in effective planning of the teaching work on the basis of Universal Design for Learning and Individual Education Plan as supporting components. The module addresses differentiated learning from the perspective of integration and inclusion as well as from the perspective of the student-centered teaching approach. A significant part of the module provides space for students to share and engage in collaborative review of the work done.

### **SOCIAL AND ORGANIZATIONAL PSYCHOLOGY**

The course covers the application of psychological theory, knowledge and methods to human behavior in groups and organizations. The course provides an overview of the three interactive levels, individual, group and organizational. The course addresses the concept of organizational culture, its relationship to success and failure in institutional settings, factors that develop organizational culture, and methodologies for studying and changing it. The course has a particular focus on risk and resilience, and examines culture at the level of teams and institutions. Psychological concepts that predict and explain individual behavior in

organizations will be studied, both for leadership effectiveness and development, and for all employees (human capital, human resources). The course also looks at applications of psychology to improve organizational effectiveness through organizational development, change management, communication and conflict resolution, and employee well-being.

### **ADVANCED COURSE IN EDUCATIONAL ASSESSMENT**

The module will build on the participants' prior knowledge and experience in the field of assessment. The module will focus on reviewing debates in the literature and practical implications in the area of school-based assessment, external standardized assessments, and setting assessment standards. The module will equip students with opportunities to engage in self-examination of the assessment system at home and internationally based on the literature they review and the empirical research they undertake. Also, students will engage in the evaluation of at least one educational program based on quality standards and evaluation criteria.

### **EDUCATION FOR DEMOCRACY**

The module addresses the issue of the social and cultural dimension of education and teaching by specifying the concept of equality in education as a broader concept and more specifically by analyzing academic debates about democratic citizenship, inclusion and social justice in relation to the development and implementation of learning. The module exposes students to the philosophical and practical basis of developing an education system that is based on respect for individuality, respect for being different, and respect for diversity. The module addresses the development aspect of democracy through the development of teachers who are sensitive and prepared for the appropriate experiences of students in school as well as the development of organizational culture which creates experiences for students that reflect the principles of equality, citizenship and diversity.

### **APPLICATION OF LEARNING THEORIES TO STEAM EDUCATION**

The purpose of this module is for students to understand and apply views on cognition, learning, and teaching to inform the design and research of STEAM activities and technology-supported learning environments. This module is open to graduate students from any discipline who want to be able to understand and draw on current learning perspectives for educational practices enhanced by the use technology or STEAM. Concepts of models of designing STEAM curriculum, factors influencing STEAM curriculum development and implementation, changes and innovations are part of the discussions and reflections during the module.

### **EDUCATIONAL ACTION RESEARCH**

The module focuses on research in the field of education where the different forms, possibilities and limitations of action research in the classroom and school will be discussed. The module contains theoretical and practical aspects and their implications for educational research. The critical review of the literature on contemporary teaching practices in general will serve not only to identify problems in teaching and learning but also to plan actions and all other steps for the implementation of a research project. During the module, students will analyze a variety of action research perspectives, the theoretical basis, ethics, processes and types of action research.

### **SELECTED CHAPTERS IN SUSTAINABILITY SCIENCE**

Goal 4 of the Sustainable Development Goals is quality education. Sustainability education is part of the Curriculum as a cross-curricular issue since 2011. This module aims to equip the student with knowledge on the methodologies of using sustainability science in the educational sciences and the scientific research of knowledge, perceptions, attitudes and values on the main problems of sustainability.

### **TEACHING IN HIGHER EDUCATION**

The purpose of this module is to provide students with knowledge and understanding and skills for teaching and learning issues in higher education. More precisely, the module also focuses on the work issues of a teacher in the Faculty of Education. Topics include issues such as: skills to be a professor of education, process and issues of program and module development, curriculum planning, and student assessment in higher education.

### **EDUCATIONAL TECHNOLOGIES AND E-LEARNING**

The module aims to theoretically and practically develop knowledge related to the main concepts and types of Educational Technologies and those of the Internet to support teaching and the learning process, inclusion and management of the learning process. The module elaborates multimedia and interactive concepts in new teaching and learning environments. The module 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, technologies of computer-supported collaboration, assessment technologies, e-learning technologies in context, and e-management technologies. Students learn how to evaluate Educational and Internet Technologies in terms of enhancing teaching and learning performance, inclusion and the possibility of e-management to support critical thinking, creativity, innovation, monitoring and learning activities in a comprehensive perspective.