UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
FAKULTETI I EDUKIMIT

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FACULTY OF EDUCATION
UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"

Program:
Master in Educational Sciences (with specialization)

Specializations:
Pedagogical Counselling
Inclusive Education
Leadership in Education
Teaching and Curriculum

Level of Study:
Master

Number of credits:
120 ECTS

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

CONTENT

1. PURPOSE AND PROFILE OF THE STUDY PROGRAM

The main purpose of the MA in EDUCATIONAL SCIENCES program is to enable students to acquire the relevant skills and knowledge to be able to work in different learning environments by emphasizing the theoretical and scientific basis of student qualification in this program. The program is based on the concept of 'evidence-based teaching and practice-based teaching and advocates this approach through program content and implementing approach. Furthermore, the program is designed with the need to combine theoretical approach and practical training to practice the profession. In this sense, in addition to certain theoretical courses, the program also includes the practical part of a relevant educational institution as well as a research seminar aimed at providing opportunities for students to develop their research skills by linking them to their practice. in an institution and the realization of the master thesis. The program aims to provide students with opportunities to advance to the level of facing the challenges of the Kosovo school system. Within this program, students will have the opportunity to specialize in certain areas. The program is organized in such a way that in the first year of study it will be common to all specializations (with the possibility of choosing some courses corresponding to the respective specialization) providing a more coherent structure of educating professionals in the field of education. In addition, the common component of the program will be delivered in a way that specifics of the specialization are addressed.

The mission of the MA in Educational Sciences 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 specialists in the field of education with the aim of enhancing their competences skills to improve the quality of teaching, school and the education system in general.

2. LEARNING OUTCOMES OF THE STUDY PROGRAM

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

- Develop knowledge and skills to critically analyze educational phenomena in an international and domestic context (Kosovo) by integrating scientific and practical aspects in the field of education in general and in the field of specialization in particular;
- Critically analyze scientific research, educational policy documents, additional literature related to the profession and the relevant role of students in the education system;
- Conduct practical research in the field of education in general and in the narrow field of specialization;
- Apply their theoretical and practical knowledge to exercise their role in the education system in an environment that promotes inclusive values;
- Demonstrate intercultural competence, promote human rights and equality, and demonstrate readiness for communication and teamwork;
- Demonstrate understanding and aptitude for planning, effective evaluation and promoting good student-centered philosophy practices using technology in education;
- Evaluate and document their professional development as employees of the education system and advance their role in the development of the school system and the teaching profession;
- Contribute to the development of individual and team based curricula for evidence-based decision making;

3. STUDY PROGRAM: Master in Educational Sciences (with specialization)

General Courses

Year I					
Semester I				**Hours/ week**	**ECTS**
No.	**O/E**				
1	O	Effective Teaching and Curricula	3	1	6
2	O	Education Policy and Legislation	3	1	6
3	O	Education Technologies and Electronic Learning	2	1	5
4	O	Quantitative Research Methods	2	1	5
5	O	Communication in Education	2	0	4
6	E	Academic Writing	2	0	4
7	E	Academic Learning Skills	2	0	4
8	E	Evidence-based decision making	2	0	4
Semester II					
1	O	Qualitative Research Methods	2	2	6
2	O	Contemporary Practice of Inclusive Education	3	1	6
3	O	Psychology Applied to Teaching	3	0	5
4	O	Assessment in Education	3	0	5
5	E	History of National Education	2	0	4
6	E	International and Comparative Education	2	0	4
7	E	Statistics and SPSS	2	0	4
8	E	Teacher as a Researcher	2	0	4

4. COURSE DESCRIPTIONS

Descriptions for each course

EFFECTIVE TEACHING AND CURRICULA
The course offered to promote the historical, philosophical and pedagogical basis of the learning process and teaching. This course provides basic knowledge and skills regarding the complexity of the learning process, the philosophical and social basis of learning, learning theories: behavioral, cognitive, social, constructivist, holistic, humanistic, , etc. , learning styles: audio, visual, kinesthetic, global, chronological, intuitive, reflective styles etc. Students will have the opportunity to analyze key curricular theories and approaches and their effects on the process of successful learning and teaching and to promote the development of critical and creative thinking.

EDUCATION POLICY AND LEGISLATION
The course aims to help students understand clearly the concept of educational policy and their meaning in practice. In particular, the course will elaborate the context of educational policies in Kosovo aiming at a critical analysis of the various traditions of the functioning of educational systems by analysing them alongside global trends of educational reform under the neoliberal approach. In addition, this course will expose students to the policy cycle, including a practical orientation for policy making, monitoring and evaluation. In this context, the practical dimensions of policy perception at the Kosovo level will be discussed and the practical process of drafting primary and secondary legislation will be elaborated.

EDUCATIONAL TECHNOLOGIES AND ELECTRONIC LEARNING
The course aims to develop theoretically and practically the knowledge related to the concepts and main types of Education Technologies and those of the Internet to support teaching and learning process, inclusion and learning process management. The course addresses multimedia and interactive concepts in new teaching and learning environments. The course focuses on the theoretical and practical training of students to use: teaching and learning technologies, ICT as a medium and support tool for inclusive practices, teaching platforms, various simulators for experimentation and computer animation in education, computer-aided collaboration technologies, assessment technologies, contextual e-learning technologies, and e-management technologies. Students learn how to evaluate ICTs in terms of enhancing teaching and learning performance, inclusion and e-management capabilities to support critical thinking, creativity, innovation, monitoring and learning activities in the classroom. a comprehensive perspective

QUANTITATIVE RESEARCH METHODS
What does "Quantitative Research" mean? How do I choose an appropriate research method? Why is research a research tool? How can they make observations? What kind of information can be obtained using quantitative research methods? The course aims to answer these and other similar questions, thus understanding concepts in the field of quantitative research. The course begins with an overview of social research, and of some of the research methods used in researching pedagogical problems. Afterward, it focuses on the learning and

statistical tools needed to answer questions in quantitative research. Thereafter, the course focuses on study research, including study administration. Then, it examines the research design elements, and finally requires students to perform statistical analysis of the data obtained through the survey and other instruments, thus being able to analyse and interpret the data in quantitative form.

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.

ACADEMIC WRITING

The course aims to enable students to study the techniques and ways of academic writing. Knowledge of the detailed flow of the academic writing process for the purpose of good acquisition, and a fair and successful understanding of the activities carried out while teaching this process. Familiarity with the theoretical and practical rules of good academic writing design. To enable them to develop their writing, speech and academic thinking. To enable them to develop critical thinking and critical reading skills, acquire knowledge and acquire sufficient skills to write academically, place thesis within argumentative text, analyze and evaluate power of the written argument, of understanding the basic concepts of research, of conducting rhetorical discussion during the writing process.

ACADEMIC LEARNING SKILLS

Course Academic Learning Skills is aimed at improving the ability to learn as well as preserving knowledge so that by developing good study skills, confidence, competence and self-esteem will be enhanced. The course includes skills issues such as: successful learning, memory aids, learning techniques, tips for different areas / 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, anxiety and stress management strategies before the exam. Students will find that learning skills can be learned that can improve their learning and when they are in the service they will be supportive and guiding the students' learning process.

EVIDENCE-BASED DECISION MAKING

The course aims to help students understand the quality of decision-making in schools and classrooms through the use of evidence from multiple sources of data such as: school data, various curricular analysis, EMIS data, strategic reports and documents, and external evaluations (national and international) data, among others. Accordingly, this course takes a problem-based approach and real-world cases from the school context. The course prepares students for educational professions such as: school director, quality coordinator, lecturer, teacher, assistant, etc. Upon completion of the course, students will be able to identify

problems in their work environment (school, classroom, colleagues, students, etc.) and initiate and tackle change through an evidence-based approach.

QUALITATIVE RESEARCH METHODS
The course has theoretical and applied focus. Initially, the course will examine ways of applying qualitative methods in the field of education. The course will elaborate qualitative methodology as an interpretive approach focusing on the development and use of theory, data collection and analysis. Students will have the opportunity to be exposed to different approaches to conducting a qualitative study and will have the opportunity to critically analyse the examples of the offered articles. Moreover, students will have developed a project proposal in the field of education by addressing all the elements of a study from a practical perspective. In this way, they will link the theoretical and practical aspects of conducting a qualitative study.

CONTEMPORARY PRACTICE IN INCLUSIVE EDUCATION
The course offers advanced knowledge in the field of inclusive education. The course covers topics related to contemporary definitions of inclusive education, the philosophy of inclusive education, forms of inclusion in European countries and beyond, students with special needs, impairments of different natures: hearing, seeing, mental retardation, communication difficulties, emotional and behavioral difficulties. The course offers opportunities to debate on problems, the challenges of inclusion in different parts of the world, by linking them to the Kosovo context. Also, disseminating successful planning and principles implementation, inclusive education activities in order to create a classroom, a school teacher and an inclusive education system.

PSYCHOLOGY APPLIED TO TEACHING
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 direct work 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. From the perspective of information processing theory, where the learner is in the spotlight, contemporary psychological methods on the processing of learning related data, the importance of prior knowledge, current ways of learning and their interrelationships will also be addressed. The course also addresses aspects of building important relationships between biology and psychology, to better understand and explain human behavior and cognition; the effectiveness of external stimuli in the learning process; topics related to the interest and commitment of children to learning, the nature of intelligence and creativity; cultural and ethnic differences in learning, etc.

ASSESSMENT IN EDUCATION
The course examines the main principles of the assessment process with a focus on internal assessment (classroom assessment), the philosophical basis of the assessment process, assessment standards, formative assessment, including formative assessment techniques and

strategies, summative assessment planning, assessment tools and tests design, competency based assessment, external evaluation, and self-assessment.

HISTORY OF NATIONAL EDUCATION

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 education is designed to encompass all historical events in the field of education, encompassing social developments, schools and Albanian education efforts, 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. The program of this course focuses on a chronological flow starting from the Illyrians, the Middle Ages, Humanists, education and Albanian pedagogical thinking in the XVI-XVII century, education and pedagogical thinking in the XVIII century up to the 30s of XIX century, Albanian pedagogy and education from the 30s of XIX century until 1912, therefore reaching the history of Albanian higher education.

INTERNATIONAL AND COMPARATIVE EDUCATION

This course serves as an introduction to understanding the key developments in international education. The course will expose students to good education systems around the world and examples from different continents with a clear focus on the links between culture and education (including samples of education models such as Asian, Scandinavian, Western European and Anglo-Saxon). The course will expose students to the most important trends in the field of international education. The results of international assessments such as PISA, TIMMS, and PIRLS will be elaborated and their implications for educational development will be discussed. In addition, the course will examine trends and analysis of major education stakeholders such as UNESCO, the World Bank and the OECD and their various activities.

STATISTICS AND SPSS

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.

TEACHER AS A RESEARCHER

This course focuses on the theoretical and practical exploration of the teacher-researcher concept. This course aims to introduce students to the role of research teachers, the competence of research, the planning and relevance of research contexts, the culture of research, reflection, the role of research in professional development of teachers, and the impact of research on the

advancement collegial cooperation. During the semester, students will engage in theoretical reflections from scientific and professional literature, and practical reflections through research conducted in schools, analysing the various forms of teaching-researcher. At the end of this course, students will understand the importance and need of teacher-researcher development as a unique form of quality improvement in education.

5. SPECIALIZATION: Pedagogical Counselling

5.1 Purpose of the Study Program

This specialization focuses primarily on the preparation of pedagogical advisors for the education system and the advancement of professionals in the field of educational study. The specialization aims to prepare pedagogical counseling experts who will be in service of providing professional advice to teachers, students, parents and the entire educational community. The program is intended for graduates in the field of pedagogy, as well as graduates of all other educational profiles, including in-service teachers, who aim to advance towards practicing the role of pedagogue or advancement in the field of education.

The program aims to prepare students to reflect critically on pedagogical problems, to qualitatively implement contemporary achievements in educational institutions and to conduct scientific research to advance current pedagogical practices in the service of educational policies. Otherwise, this program is a consecutive program, a continuation of the BA level Pedagogy program.

5.2. Learning Outcomes of the Specialization:

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

- Develop critical understanding of theory and practice in the field of educational sciences.
- Interpret the specifics of the educational process as a whole and at specific levels institutional (preschool, elementary, and higher), in families and various forms of non-formal education;
- Analyze the path of development of pedagogical ideas and relate them to trends current in contemporary education;
- Conduct research in the field of education and participate in the implementation of projects;
- Analyze and review educational policy based on research.
- Monitor, mentor and advice in-service teachers in educational institutions.
- Facilitate in planning and assessing educational work in schools or kindergartens.
- Support teamwork in drafting and implementing School Developmental Plan.
- Facilitate school-based teacher's professional development by organizing trainings, seminars, workshops, etc.
- Develop school-based action research engaging teachers and making data-based decisions.
- Develop strategies for better communications with families and community.
- Demonstrate skills in preparing Individual Educational Plans for children with special needs.
- Develop skills for working as a school counselor to advice students and parents, support students when faced with academic challenges, Guide students in carrier orientation.
- Mentor and assist novice teachers in preparing and planning teaching methodology.
- 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.

5.3. Study Program

Semester III						ECTS
1	O	Theories of Counselling	2	2	6	
2	O	Teacher Professional Development	2	2	6	
3	O	Teacher Mentoring and Evaluation	2	1	5	
4	O	Project Management	2	1	5	
5	E	Learning Difficulties	2	0	4	
6	E	Quality Assurance in Educational Institutions	2	0	4	
7	E	Curriculum Development	2	0	4	
	E	Early Childhood Education	2	0	4	
Semester IV						
1	O	Pedagogical Practice	3	0	5	
2	O	Research Seminar	2	0	5	
3	O	Master Thesis			20	

5.4. Course Descriptions

Descriptions for each course

THEORIES OF COUNSELLING
The course addresses the most popular theories of counseling ranging from psychodynamic, humanistic, bio-humanistic, cognitive, etc. theories, which aim to enable students to understand and explain human behavior and cognition. The course aims to build knowledge on types of counseling according to educational needs; and building student counseling skills through the elaboration of effective mentoring, monitoring, and counseling methods, techniques and strategies. Students reflect on their personality as a professional counselor and become aware of their role in the wellbeing of the children / adolescents they work with. Each week of the lesson also deals with concrete case studies, developed by the students themselves, thereby strengthening students' reflective, counseling, interactive and practical skills for direct work with children / adolescents. The course addresses the most common challenges in counseling and the methods for overcoming these challenges. The course elaborates content from individual, group and community counseling.

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.

TEACHER MENTORING AND EVALUATION
The challenges of education reform in the country, academic and social pressures, childhood and the onset of adolescence require the mentoring of teachers who may seek and need the assistance from an experienced, caring guiding professional. Consequently, monitoring and systematic evaluation of teachers' performance have become the attached part of the process of educational reform. The course offers to students the theoretical and practical aspects of these issues with the aim to meet the increasing demands for teacher professional development by providing cutting edge instruction in effective interventions for the progress of all children in school.

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.

LEANING DIFFICULTIES

This course addresses the condition of learning difficulties, a widely recognized and widely accepted issue that leads to serious difficulties in school learning and often in later adult life. The course offers theoretical knowledge and practical skills for a proper understanding of the different nature of learning difficulties as a result of mental retardation, impairments of a physical nature and with particular emphasis on specific learning difficulties such as: dyslexia, dysgraphia, dyscalculia, dyspraxia. It also provides insights into identifying students with learning difficulties and the struggles and challenges they face, how to better address their needs, as well as the role that teachers and parents have in their lives.

QUALITY ASSURANCE IN EDUCATIONAL INSTITUTIONS

The course aims to prepare students to understand the development and improvement of organization practices. Topics to be covered in this course are: basic concepts of ensuring and improving the quality of the organization, quality standards, organizational culture, school strategic planning, developing and planning internal school evaluation methods and tools, conducting evaluation, analysing assessment findings and using results to improve school practices. The course also exposes students to key principles of quality assurance at the individual and organizational level (emphasizing the internal school evaluation aspect) through important factors such as: effectiveness, efficiency, relevance and sustainability. In this sense, the values and principles of quality assurance in educational organizations are taken into account

CURRICULUM DEVELOPMENT

The course addresses the dimensions and policies that influence curriculum shaping. The course also addresses the core orientations and principles in curriculum design, implementation, and evaluation. As part of the course, the practical perspective of the process of curriculum design, implementation and evaluation will be elaborated. The students will be guided towards the realization of the reality in the process of developments regarding practices and curricular reform in Kosovo.

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

PEDAGOGICAL PRACTICE

This course aims to practice the knowledge and skills gained from other courses in a real environment in an educational institution. Students will stay in educational institutions for four weeks in a row, each day full-time, and once a week they 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 developing skills in an authentic setting. Students will use a personal reflective journal documenting each day of practice in education institutions. 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 will also hold individual meetings with students and parents to advise students on how to support effective learning. Students should participate in any school activities, parent meetings, cultural activities or teacher professional development activities.

RESEARCH SEMINAR
The research seminar aims to provide opportunities for students who are in the process of drafting project proposals or in the process of carrying out research to advance their research work within the program. The seminar provides an opportunity for each student to first define a course work plan and during the process engage with other colleagues in providing and receiving feedback during the key steps that are followed in the process. The lecturer's role is to manage the process, provide feedback on student performance, and provide various research models to assist students in the process. The course deals with the steps of planning and conducting research as well as designing abstracts or even various research reports.

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

6. SPECIALIZATION: Inclusive Education

6.1. Purpose of the Study Program

This specialization focuses on advancing teaching practices in the school system towards implementing inclusive and quality approaches for all students regardless of specific educational needs and needs. This specialization offers opportunities for students to become proficient in the theoretical understanding and practical implementation of inclusive education. Specialization is provided for teachers working in regular classes with students as well as supportive teachers or teachers working in resource centers (former special schools). All graduates from the pedagogy, preschool and elementary programs as well as all other educational (subject) programs will be able to enroll in the program.

6.2. Learning Outcomes of the Study Program

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

- Critically review, analyze and judge about the special knowledge's and skills, taking into the consideration various needs and the background of the students,
- Promote a good learning environment for all students and enabling individual educational caring relationships and with the class as a whole,
- Develop critically awareness towards being an inclusive facilitator, supporting specific inclusive issues, as for example, the needs for special education, gifted kids, gender differences, cultural differences etc.; competence-based identification of complex situations, by intervening in different contexts,
- Develop advanced understanding and critical answers to theoretical dimensions, methodologies, practices and technologies in inclusive processes, in order to bring innovations into the educational and normative context, where teachers and schools do act,
- Monitor and evaluate educational interventions, inclusive processes and pedagogical practice throughout analyses and school activities.
- Demonstrate personal responsibility towards self-professional development, by reflecting critically about personal experience, institutional needs and national policies.

- Express advanced understanding and skills to interact with family dynamics and discover inclusive modalities and cooperation with family, communities and the network of social, educational and health services

- Show didactic-pedagogical knowledge and skills to promote students' potential learning during the inclusive process in class and managing the class integrated group

- Demonstrate readiness and skills to research about education in schools and other environments

- Demonstrate pedagogical skills on developing educational projects specifically Individual Development Plans

6.3. Study Program

Semester III						ECTS
1	O	Atypical Development	3	0	5	
2	O	Learning Difficulties	2	2	6	
3	O	Speech Difficulties	2	2	6	
4	O	Pedagogical Laboratory	0	3	5	
5	Z	Managing an Inclusive Classroom	2	0	4	
6	Z	Diifferentiated Teaching and Individual Education Plan	2	0	4	
7	Z	Cooperation between families, institutions and experts	2	0	4	
8	Z	Early Identifiication and Intervention	2	0	4	
9	Z	Working with marginalized groups	2	0	4	
Semester IV						
1	O	Pedagogical Practice	3	0	5	
2	O	Research Seminar	2	0	5	
3	O	Master Thesis			20	

6.4. Course Descriptions

Descriptions for each course

LEANING DIFFICULTIES
This course addresses the condition of learning difficulties, a widely recognized and widely accepted issue that leads to serious difficulties in school learning and often in later adult life. The course offers theoretical knowledge and practical skills for a proper understanding of the different nature of learning difficulties as a result of mental retardation, impairments of a physical nature and with particular emphasis on specific learning difficulties such as: dyslexia, dysgraphia, dyscalculia, dyspraxia. It also provides insights into identifying students with learning difficulties and the struggles and challenges they face, how to better address their needs, as well as the role that teachers and parents have in their lives.

SPEECH DIFFICULTIES
This course addresses the condition of speech difficulties, respectively with: stuttering, dysarthria, clattering, articulation and phonological disorders, children's language disorders, aphasia, apraxia, the cleft palate, the speech of children with mental retardation, hearing impairment, and also voice disorder; The impact of speech disabilities in children academical, psychogical and social performance; Knowledge on different methods and instruments that are connected with observing as a technique used for identification of children's needs with speech difficulties.

ATYPICAL DEVELOPMENT
Atypical development means development that does not follow typical (normal) standards. The course contains the basic concepts of childhood and adolescent development, developmental difficulties and advanced development (gifted, talented), as well as disorders that may occur during the development of a child / adolescent. The course focuses on the theoretical and practical training of students to better understand the child / adolescent's development in physical, motor, mental, emotional and social terms; and deals with the analysis of the nature, origin, consequence of difficulties and treatment / intervention in atypical development throughout childhood through adolescence. The course addresses behavioral, emotional and social difficulties, as well as motor, sensory, and cognitive impairments. The course deals with the most common learning disorders i.e., autism, ADHD, social and emotional disorders, and other motor and mental disorders. In particular, the course also deals with working with gifted and talented children.

PEDAGOGICAL LABORATORY
Pedagogical laboratory is the course in which students practically test the knowledge gained in other courses in this program. Students involved in this program will be competent to implement inclusion for children with disabilities in the teaching process; they will learn to develop positive traits, work to generate personal qualities, and create an enhanced climate of collaboration between the classroom teacher and the teacher's assistant. Laboratory exercises / trainings are organized in the psycho-pedagogical, methodological and didactic, sociological-anthropological fields . Through individual and group practice projects, role play and

knowledge testing in practice, students become proficient in the areas of communication - with children, parents and teachers, child assessment, application of individual education plans, promotion of inclusive education, etc.

MANAGING AN INCLUSIVE CLASSROOM
The course is designed to help students to understand the meaning of the inclusive classroom and address relevant guidelines for effective inclusive classroom functioning. This course deals with topics that refer to the diversity of students in the classroom, creating an inclusive classroom so that all students feel welcome regardless of different ethnicity, language, gender or diversity as a result of injuries of different physical, psychic and emotional and social nature . Also, offers a models provided for successful implementation of good practice in an inclusive classroom including behavioral and management of the discipline in the classroom.

DIFFERENTIATED TEACHING AND INDIVIDUAL EDUCATION 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.

COOPERATION BETWEEN FAMILY, INSTITUTIONS AND EXPERTS
Educational care for people with special needs and their families - social-work inclusion; Accessing the person with special needs in the social network can also bring resources that he or she is able to implement and can provide for the community and everyone else involved in the social network; Analyzing the most important laws for the social inclusion of people with special needs as well as the introduction of "best practices" that demonstrate the inclusion of the person with special needs.

EARLY IDENTIFIICATION AND INTERVENTION
The course prepares students for the implications of early childhood intervention theories and practices in order to enable students to apply their knowledge in their interaction with children. Specific difficulties in cognitive, linguistic, perceptual, motor, personal and social development of children from early development stages to adolescence, as well as risk factors and protective factors, are presented and integrated in this course. Systematic and family casework is explored, and case studies are addressed in each class. Students are able to identify developmental difficulties / obstacles, identify their origins and influencing factors, and design / implement basic intervention activities with children. The course aims to develop students' critical thinking about the theoretical frameworks for processing biorhythmic, socio-cognitive and ecological information and their application to inclusive education.

WORKING WITH MARGINALIZED GROUPS

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.

PEDAGOGICAL PRACTICE
The primary purpose of the practical learning component is to provide master students with opportunities to develop the skills for designing and delivering effective classroom teaching. Through practice, students will better understand the roles and responsibilities of teachers within the school culture. The component of hands-on learning will include both time spent in lectures on learning activities and time spent in school classrooms.

RESEARCH SEMINAR
The research seminar aims to provide opportunities for students who are in the process of drafting project proposals or in the process of carrying out research to advance their research work within the program. The seminar provides an opportunity for each student to first define a course work plan and during the process engage with other colleagues in providing and receiving feedback during the key steps that are followed in the process. The lecturer's role is to manage the process, provide feedback on student performance, and provide various research models to assist students in the process. The course deals with the steps of planning and conducting research as well as designing abstracts or even various research reports.

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

7. Specialization: Leadership in Education

7.1. Purpose of the Study Program

This specialization is intended for school leaders and those who aspire to a management career in the school system with the aim of developing educational institution management skills and developing the education system. This specialization is also offered to train education administration officials as well as educational policy scholars. This specialization can enroll all graduates from educational backgrounds (pedagogy, preschool, elementary and all subject educational profiles). This program is designed on the basis of this framework taking into account the following elements: Modern trends of development and improvement of the school as an organization in terms of the role of administration and leadership in this process; The current structure and organizing of the preparation of teachers at the University; Recent developments in the training of teachers, administrators and leaders in the master level in Europe; The quality of the preparation of teachers and principals in schools in Kosovo in the past and now; Context and challenges of principals in Kosovo schools; Context and challenges of the education system in general in Kosovo as well as system-level requirements for additional training of managers and leaders in university educational institutions and the need for additional skills for administration officials have university education.

7.2. Learning Outcomes of the Study Program

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

- Develop the skills and to advance the understanding of content and are trained to practice implementation in modern governance procedures and management
- Develop the ability to implement policies for governance and management of educational institutions and program for advanced teaching activities;
- Are trained in the planning of school activities, long term planning, middle term planning and the processes are trained in the school of activity, long-term planning, mid-term and operative planning (annual), cooperation plan with school structure (School council, parents council, students council, professional council) as well as cooperation with community.
- Develop skills for consultation, analysis and implementation of the requirements deriving from the education legislation;
- Develop skills to creating the enabling environment for teaching and learning advanced and based on valid documents, standards and official curriculum;
- Develop systematic institutional leadership skills and management of daily activities, specific issues of teaching, communication and policy emanating from documents of universal rights, inclusion, gender equality, etc.
- Demonstrate skills for determining priorities by importance and urgency;
- Demonstrate an understanding of the implementation of the different styles of leadership in the context of school management;
- Demonstrate skills to explore the problems of the development of the school as an organization, and the education system in general;
- Demonstrate the ability to understand the functioning of the school in the context of the education system in Kosovo and other educational policies in place;
- Demonstrate the ability to communicate effectively with all stakeholders for the implementation of the Kosovo Curriculum Framework and other curricular document in practice;
- Analyze the process of curriculum implementation in practice as well as the follow analyze the results in learning under evaluation periods;
- Redirecting the overall performance of teachers by area, reaching powers on the basis of the outcomes of internal and external assessment

7.3. Study Program

Semester III						ECTS
1	O	Theories and Styles of Management	3	0	5	
2	O	Managing Educational Institutions	3	1	6	
3	O	Changes in Education	3	1	6	
4	O	Project Management	2	1	5	
5	Z	Planning in Education	2	0	4	
6	Z	Managing Finances in Education	2	0	4	
7	Z	Quality Assurance in Educational Institutions	2	0	4	
8	Z	Teacher Professional Development	2	0	4	
Semester IV						
1	O	Pedagogical Practice	3	0	5	
2	O	Research Seminar	2	0	5	
3	O	Master Thesis			20	

7.4. Course Descriptions

Descriptions for each course

MANAGING EDUCATIONAL INSTITUTIONS
This course aims to familiarize students with contemporary methods of managing educational institutions and to use them in their work. Topics to be covered in this course are: management concepts in education, debates between administration and management in education, motivation, group dynamics, communication techniques, etc. As contemporary management is carried out in collaboration with other stakeholders, student work during this course is organized in groups so that, in addition to knowledge of leadership in educational institutions, they also acquire communication, reporting, and collaboration skills.

THEORIES AND STYLES OF MANAGEMENT
This course will examine modern theories and practices of management and leadership in education. Topics to be covered in this course are: Management theories and leadership styles, leadership role (challenges and perspectives), characteristics of effective leaders, innovative practices, etc. Other issues addressed in this course relate to understanding the role of the leader in creating the conditions and environment conducive to enhancing the quality of teaching and learning, as well as organizational development.

CHANGES IN EDUCATION
This course aims to introduce students to the concepts and processes of change in education. Every education system is on a regular basis involved in the process of change and in this context changes in education are seen as a process and not a specific target point. On the other hand, each education worker is associated with changes in education and has a role and responsibility in developing the quality of education depending on the context and circumstances in which he / she operates. Understanding change in education is a very complex process and the way we behave as individuals, the way the school is managed and the way the education system is planned and managed are essential but also the coherence between these levels is essential for managing change towards the state of wanted.

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.

PLANING IN EDUCATION
This course aims to introduce students to contemporary planning methods and to use them in their work. As contemporary planning is done in collaboration with other people, student work during this course is organized in groups, so that besides planning knowledge,

communication and cooperation skills with others can be acquired. The methods presented during this course can be used in educational settings as well as in other non-business environments.

FINANCIAL MANAGEMENT IN EDUCATION

This course aims to introduce students to the concepts and processes of change around financial management in education. This course will provide students with an introduction to all aspects of school financial management by developing deep and functional skills in financial matters. Some of the topics to be addressed through this course are: budgetary practices and philosophies, school financial operations, accounting principles, and accountability. The course will stimulate discussion about examining funding trends for educational issues from national, local, and different donors. The course will also cover topics about current school funding practices in Kosovo.

QUALITY ASSURANCE IN EDUCATIONAL INSTITUTIONS

The course aims to prepare students to understand the development and improvement of organization practices. Topics to be covered in this course are: basic concepts of ensuring and improving the quality of the organization, quality standards, organizational culture, school strategic planning, developing and planning internal school evaluation methods and tools, conducting evaluation, analysing assessment findings and using results to improve school practices. The course also exposes students to key principles of quality assurance at the individual and organizational level (emphasizing the internal school evaluation aspect) through important factors such as: effectiveness, efficiency, relevance and sustainability. In this sense, the values and principles of quality assurance in educational organizations are taken into account

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.

PEDAGOGICAL PRACTICE

The primary purpose of the practical learning component is to provide master students with opportunities to develop the skills to design and implement effective school leadership. Through practice, students will better understand the roles and responsibilities of principals within the school culture. The component of hands-on learning will include both time spent in lectures on learning activities and time spent in school reflecting on good practices in leading and implementing school development plans under the supervision of the school principal.

RESEARCH SEMINAR

The research seminar aims to provide opportunities for students who are in the process of drafting project proposals or in the process of carrying out research to advance their research

work within the program. The seminar provides an opportunity for each student to first define a course work plan and during the process engage with other colleagues in providing and receiving feedback during the key steps that are followed in the process. The lecturer's role is to manage the process, provide feedback on student performance, and provide various research models to assist students in the process. The course deals with the steps of planning and conducting research as well as designing abstracts or even various research reports.

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

8. SPECIALIZATION: Teaching and Curriculum

8.1. Purpose of the Study Program

This specialization offers graduates of educational backgrounds (pedagogy, elementary, preschool and subject education profiles) to advance understanding and skills in the process of teaching and developing curricula. The specialization does not qualify graduates to become teachers of a specific subject but the advancement of existing teachers according to their qualification and development of education scholars. The specialization has been prepared considering the needs of teachers for more advanced professional development, both for elementary school and preschool teachers. The program focuses on curriculum and the teaching process, with the purpose of preparing individuals, who will serve as experts in their professional context. This program is designed for those students wishing to deepen their knowledge and develop their capacities to critically reflect on the theory of curriculum development, educational research and their professional practice preparing them thus to face the challenges of teaching profession. The Program aims at preparing students to be active contributors in the process of curriculum development and revision as well as its effective implementation based on the learner-centered approach; preparing leaders for educational change in classroom and school with emphasis on improving teaching and learning; developing students' abilities to implement educational programs that offer conducive environment for learning; developing capacities of students to implement modern teaching strategies in the context of their professional practice; and preparing students to be able to contribute continuously to the development of their institution.

8.2. Learning Outcomes of the Study Program

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

- Develop a critical thinking and understanding of the practical application of advanced and modern teaching practices and curriculum development policies including the use of technology;
- Possess the ability to plan and implement independent research (teacher as researcher approach) in teaching and implementation of curricula;
- Examine critically and contribute to the processes of teaching and curriculum development through involvement in teacher professional development activities and relevant educational requirements of the legislation;
- Apply the standards for creating of a friendly environment for teaching and learning, based on the understanding of the relationship between theory and curriculum policies;
- Develop a deep understanding of specific issues and systematic teaching as p.sh: inclusiveness, communication, gender, use of information technology in teaching, assessment, project work etc.
- Demonstrate deep understanding and apply advanced teaching strategies, student-oriented learning, based on the requirements of the National Curriculum Framework of Kosovo;
- Reflect critically, analyzes and evaluate theories, methodologies and practices of teaching and curricula in their field of pre-university education;
- Demonstrate the ability to communicate effectively with teachers and other stakeholders for the implementation of the Kosovo Curriculum Framework and other curricular documents in practice;
- Analyze correlations of achievement of teaching and learning results and development of competencies in the horizontal line (curricular areas) and vertical line (curriculum levels) in pre-university system of education;
- Examine and apply contemporary models in the process of evaluating students, teachers' assessment, schools' assessment and the curriculum as a whole.

8.3. Study Program

Semester III						ECTS
1	O	Curricular Theories	2	1	5	
2	O	Project-based teaching and learning	2	2	6	
3	O	Pre-University Curricula in Kosovo	2	2	6	
4	O	Social and cultural teaching context	2	1	5	
5	Z	Montessori Pedagogy	2	0	4	
6	Z	Development of Critical Thinking	2	0	4	
7	Z	Step-by-step Methodology	2	0	4	
8	Z	Advanced Course in Class Management	2	0	4	
Semester IV						
1	O	Research Seminar	3	0	10	
3	O	Master Thesis	2	0	20	

8.4. Course Descriptions

Descriptions for each course

CURRICULAR THEORIES
Course description: The purpose of this course is to explore the theoretical aspects of curriculum and learning. Offering a perspective on different curricular orientations and traditions the course provides students with the opportunity to conceptualize key academic literature ideas and debates in curriculum reform in order to improve learning. The course will expose students to concepts such as ideological curriculum, perceived, implemented and experienced (by students) as well as the factors that shape curricular policies. Theoretical curricular orientations will also be addressed from a practical perspective in the school context.

PROJECT-BASED TEACHING AND LEARNING
21st Century Skills: Personal and Social Responsibility; planning, critical thinking, reasoning and creativity; communication skills with others; understanding other cultures; visualization and decision making; knowledge of using technology. What is the problematic lesson? Benefit from project-based learning. Project-based learning elements: questioning, plan, activity schedule, monitoring, evaluation and reflection. Preparation of forms for project formulation, management, monitoring and evaluation. Different learning implementation experiences problematic in higher education.

CURRICULUM IN PRE-UNIVERSITY EDUCATION IN KOSOVO
The course addresses basic concepts of the New Kosovo Curriculum, including guidelines, principles and key values it advocates. Specifically, the courseaddresses the understanding of the competency-based approach and its implications for the teaching of teachers and educators in the classroom. The course is focused on the importance and the impact of the Primary Education Curriculum on the development of competencies as a new learning standard, aimed at rapid integration of students into the society of the future. In addition, the course addresses the importance and the impact of the Primary Education Curriculum on child development, in order to ensure the values and norms of working with children. The course addresses issues such as: characteristics, guidelines, goals, purpose and principles of Curriculum. Students will advance their knowledge of curriculum areas, key learning competencies and final outcomes, interdisciplinary integration, planning and designing lesson plans, and curriculum implementation and evaluation. Students will also be able to define the needs for optimal individual development of the child and their harmonization with social goals.

SOCIAL AND CULTURAL TEACHING CONTEXT
The course will address the different social and cultural aspects and their interrelation with the teaching profession and the teaching process. The course will link the direct impacts of social and cultural developments with the work of teachers from an international and local perspective. Topics that the course addresses include: the changing nature of the family, gender, race, ethnicity, multiculturalism, democracy, individual autonomy, religion, public expectations from school, and so on. The course will expose students to the theoretical aspects of the literature and will link to practical elements at the level of the education system in Kosovo.

MONTESSORI METHODOLOGY

This course aims to introduce students to the philosophy of the Montesori methodology focusing on primary education. Students will be trained in this methodology to support the development of children through sensory practices. The Montessori methodology prepares students to apply the contemporary approach to education with emphasis on the importance of culture and without prejudice. Students will analyze the environment, tools, materials, and behaviors of educators who support the Montessori methodology. In this course students will practice child labor techniques in the Montesori laboratory at the Faculty of Education applying theory to practice. Students will also be able to organize the environment and tools based on methodology standards.

DEVELOPMENT OF CRITICAL THINKING

This course aims to prepare students to promote the development of critical thinking through contemporary teaching approaches. The course covers topics related to the application of interactive techniques through which the process of meaningful reading, writing, active listening, debating and generally developing analytical, critical and creative thinking is developed. This course aims to develop a general teaching culture for teaching differently considering teaching not as the property of the teacher but as a process, as an act of dynamic, flexible, open interaction between the teacher and the students, between the students themselves. promotes the right of students to take appropriate roles and actions. This will be accomplished by using the parenting strategy of self-teaching.

STEP BY STEP METHODOLOGY

Through this course students will be introduced to the philosophy of the Step by Step program, its basic principles and its application in practice. Students will be able to customize the environment into separate activity centers, use thematic planning and integrated teaching based on the needs, interests and desires of children. Students will learn how to monitor, document and report children's progress and plan activities based on this data. They will implement good practices for involving the family and the community in supporting children with developmental and learning disorders. Through this course students will deepen their knowledge and practice in individualization, learning through play, cooperation and interaction with the environment, children and other adults.

ADVANCED COURSE IN CLASSROOM MANAGEMENT

The course is designed to help students to understand the importance of classroom management in addressing relevant guidelines for effective classroom functioning. This course deals with topics related to classroom management referrals theories and practices related to teacher actions organized space, time, materials, etc. which ensure an effectiveness in the learning and teaching process. The course also covers topics related to overcrowded and complex classrooms, establishing rules and procedures, sharing classroom responsibilities, fostering student collaboration, teaching styles as a classroom manager, and managing bullying behaviors in general.

RESEARCH SEMINAR

The research seminar aims to provide opportunities for students who are in the process of drafting project proposals or in the process of carrying out research to advance their research

work within the program. The seminar provides an opportunity for each student to first define a course work plan and during the process engage with other colleagues in providing and receiving feedback during the key steps that are followed in the process. The lecturer's role is to manage the process, provide feedback on student performance, and provide various research models to assist students in the process. The course deals with the steps of planning and conducting research as well as designing abstracts or even various research reports.

MASTER'S THESIS
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