



UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
FAKULTETI I EDUKIMIT

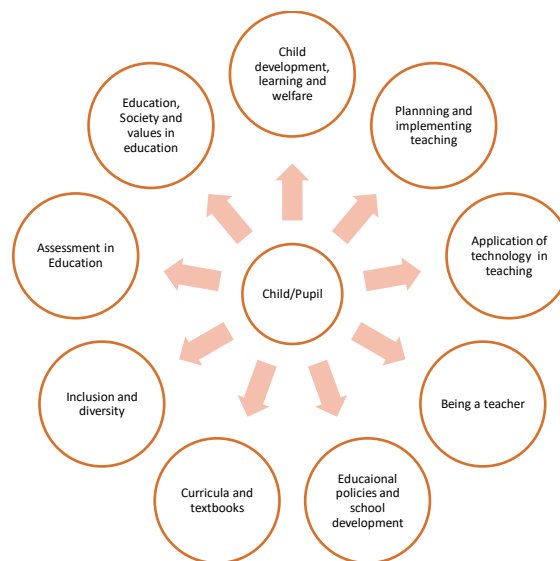
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RESEARCH CLUSTERS

On a professional level, the Faculty in December 2020 also approved the Research Clusters that bring together professors and assistants around important study concepts, with the idea that professors and assistants in various fields of study can collaborate. Initially, these research clusters are professional groups that organize workshops to review syllabi, share research experiences, collaborate on various scientific and development projects. While in the later stage of development, these teams will review bachelor, master and doctoral projects as a filter and resource that serves departments.

Research Clusters have previously operated at the Faculty of Education, albeit under different names, and were established under the 3-year Transformational Leadership Program, funded by the USAID in Kosovo. Throughout the duration of this project, within the research clusters, a part of the academic staff, have conducted interdisciplinary research and have published them in international peer-reviewed journals. These clusters are now foreseen in the 4-year development program of the Dean of the Faculty of Education, and in December 2020, they were formalized with the approval of the Faculty Council.

The graph below shows the research teams that operate in the Faculty of Education, while later other teams may be established depending on the interest of developing studies in the faculty.



Scope of Research Clusters

1. *Child development, learning and well-being-* This group includes researchers interested in researching aspects of various theories of development of children and adolescents in the area of physical, social, emotional, cognitive and personality development; issues related to children's possibilities, needs, potentials and interests to learn; How do children learn best? What influences their most successful



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learning? What are the objective and subjective factors related to the academic achievement and well-being of children and adolescents?

2. *Planning and implementing teaching* - This group includes researchers who are interested in researching aspects of the teaching methodology, starting from the planning of strategies, teaching methods and techniques, then, the organization of learning in class, the management of the class, creating a positive climate, the role of the teacher, the teaching aids, the motivating environment to learn and effective teaching. This cluster addresses the general didactic aspects as well as the aspects of planning and implementation of teaching in certain subject areas. This team also addresses the issues of interconnection of certain learning areas (STEAM) and other learning strategies such as working in projects, problem-based work, cross-curricular and extra-curricular aspects, etc.

3. *Application of technology in teaching* - This cluster addresses the possibilities of integrating digital technology in teaching. How to use technology for teaching and learning effectively? When, how much and why should technology be used in learning and teaching? How can different subjects be taught through technology? Researchers in this group also address aspects of e-learning, distance learning, facilitation of learning and the development of learning skills, the interrelationship between pedagogy and the use of technology as well as the level of technology implementation in school and education in general.

4. *Being a teacher* - This cluster includes researchers interested in studying the processes of preparation and professional development of teachers, problems around the role of the teacher in the contemporary practice, the identity of the teacher and his/her relationship with colleagues and other stakeholders in education. This cluster also addresses various aspects of the teacher learning process, teacher education policies and the changing role of teachers in the development of education systems. This cluster also addresses aspects of the profile and competencies of teachers today and the different expectations and practices in the school, emphasizing the new expectations for teachers as contributors to the development of the school and the profession. The cluster addresses the dimension of the development of the professionalism of teachers considering the various developments in the field of teacher profession standard development in the country and at the international level.

5. *Educational policies and school development* - In this group, researchers focus on the analysis of educational policies, their comparison with other countries, aspects of effective school leadership and management, school partnership with parents and community, collegial relations and development of organizational culture in the school as well as the implementation and management of development projects in the school in the time of great social, political, technological and scientific changes. This group also studies the aspects of planning and managing change at the school and system level with particular emphasis on understanding educational reform and educational policy development.

6. *Curricula and textbooks*- This cluster includes staff who are interested in studying curriculum policies and curriculum development practices. The group also addresses the topic of the quality and function of textbooks and the creation and implementation of other learning resources.

7. *Inclusion and diversity* - This group includes researchers who want to deal with aspects of the planning and implementation of inclusive teaching, the inclusion of students with special needs and skills in education and their integration into the society, inclusion of students despite the differences between them in social, economic, national, cultural, religious and racial terms. In this group, researchers aim to identify best practices for respecting diversity and other values of democracy, beyond learning difficulties.



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8. *Assessment in education* - This group conducts research on different types of assessments in education, the effects of assessment on quality improvement in education, lessons learned from international testing (PISA, TIMS, etc.), performance appraisal, evaluation of programs, change of education through change of evaluation, etc. The group addresses the aspects of planning, implementing and utilizing assessment (formative and summative) in various curricular areas as well as linking assessment to the planning process and teaching methodology.

9. *Education, society and values in education* - This group includes researchers interested in the field of philosophy and sociology of education and the relationship between education and society. The groups also studies various cultural and social aspects and their interrelationships with teaching and learning. The effects of family change, gender, race, nationality, multiculturalism, democracy and the demands of this society on schooling and teaching. The development of democratic citizenship, the development of values through education and the service of education for the benefit of the development of society are some of the other concepts addressed by this research cluster.