



Form for the course SYLLABUS

Basic data of the subject	
Academic unit:	Faculty of Education
Subject title:	Classroom management and discipline
Level:	BA
Course Status:	Optional
Year of studies:	IV
Number of hours per week:	2+0
Credit value – ECTS:	4
Time / location:	
Subject teacher:	Prof.asoc.dr. Vedat Bajrami
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Description of the subject	This course aims to equip students with theoretical knowledge and practical skills related to the principles and strategies of effective classroom management and the maintenance of discipline within the educational context. The course addresses contemporary theories and best practices associated with the organization of classroom space, time, and instructional resources, as well as the creation of a positive and functional learning environment. Special attention is given to the establishment of rules and procedures, the distribution of responsibilities, the promotion of student cooperation, the teacher's role and leadership style as a classroom manager, and the management of disruptive behaviors, with the aim of ensuring an effective teaching and learning process.
Objectives of the course:	The aim of this course is for students to analyze contemporary theories and best practices of classroom management and to develop professional

	skills for the effective and functional management of the learning environment. In particular, the course seeks to foster competencies related to the optimal organization of classroom space, effective time and instructional material management, as well as the identification and appropriate handling of inappropriate behaviors, with the purpose of creating a positive and productive learning climate.
Expected learning outcomes:	At the end of the course, students will be able to: • Analyze theories and best practices of classroom management within the contemporary educational context; • Demonstrate skills for the effective organization of classroom space, time, tools, and instructional resources; • Apply techniques and strategies for managing inappropriate behavior in classroom and extracurricular situations; • Manage situations involving large groups of students by integrating authentic classroom scenarios and practical examples; • Evaluate the role and importance of successful classroom management in ensuring an effective teaching and learning process.

Contribution to student workload			
Aktivitiy	Hour	Day/week	Total
Lecture	2	15	30
Theoretical/laboratory exercises			
Practical work	1	5	5
Contacts with the teacher/consultations	2	2	4
Field exercises	5	4	20
Colloquiums, seminars			

Homework	1	10	10	
Student's independent study time (in the library or at home)	1	10	10	
Final exam preparation	1	10	10	
Time spent on leave (tests, quizzes, final exam)	1	1	1	
Other: Projects	5	2	10	
Total			100 hour	
Teaching methodology:	<i>Advanced lecture, discussions, group work, pair work, individual work, interactive teaching methods</i>			
Assessment methods and passing criteria:	Participation in lessons -5%; Classroom assignments/assignments - 5%; Research presentations – 20; Tasks / reflections -10; Final grade-60% Rating: 51-60 = 6; 61-70 = 7; 71-80; 81-90=9 and above 90=10			
Literature				
Basic literature:	-Woolfolk, Anita. 2011. Educational Psychology. Tirana: CDE -Evertson, C. M., Emmer, E. T. 2012. Classroom Management: Perason.			
Additional literature:	- <i>Classroom management. Los Angeles Country. PDF</i> - Walsh, Kate Burke et al (2014) <i>Creating learning environments for the 21st century. Skopje: USAID & EU</i> - Zabeli, Dr. Nasser. 2008. <i>Psychopedagogical strategies for reducing inappropriate behavior in the classroom. Pristina. FSDEK & School Book.</i>			
Designed lesson plan:				

Week	The lecture that will take place
<i>First week:</i>	Lecture: Announcement with the program, obligations
<i>Second week:</i>	Lecture: Classroom management - meaning
<i>Third week:</i>	Lecture: Learning factors – importance
<i>Fourth week:</i>	Creating a suitable environment
<i>Fifth week:</i>	Lecture: Teaching and the role of the teacher
<i>Sixth week:</i>	Lecture: Beginning and end of the lesson
<i>The seventh week</i>	Student motivation
<i>The eighth week</i>	Classroom diversities and managing diverse behaviors
<i>Week nine:</i>	Management of time, space and tools
<i>Tenth week:</i>	Lecture: Inappropriate behavior in the classroom - the causes
<i>Eleventh week:</i>	Lecture: Inappropriate behavior in the classroom - theories /continued/
<i>The twelfth week</i>	Lecture: Managing discipline in the classroom
<i>Thirteenth week:</i>	Inclusive classroom management – Inclusion of students with special needs
<i>Week Fourteen:</i>	Presentation of Works
<i>Fifteenth week:</i>	Presentation of Works

Academic policies and rules of conduct:
- - A student who has 3 unexcused absences is considered to lose the right to take the exam; - - Mobile phones are not allowed [except when requested by the teacher as a teaching tool; - - Each student has the right to ask questions and comments whenever he is given the floor; - - No one has the right to interfere with the other when he has the floor; - - The "noise" of work is allowed when students work in groups; - - It is not allowed to disturb the peace when the teacher is lecturing or the students' work is presented; - - Arriving late or leaving without a valid reason is not allowed - - Any form of copying or forgery is condemned

