



Course syllabus: Difficulties in Learning

Basic data of the subject	
Academic unit:	Faculty of Education - Primary Program
Subject title:	Difficulties in Learning
Level:	Basic studies (bachelor)
Case Status:	election
Year of studies:	IV (Sem VII)
Number of hours per week:	2 + 0
Credit value – ECTS:	4
Time / location:	148
Subject teacher:	Prof. Assoc. Dr Vedat Bajrami
Contact details:	044-278-897; vedat.bajrami@uni-prizren.com
Description of the subject	The course systematically and comprehensively addresses the field of learning difficulties , providing a theoretical and practical foundation for their identification, understanding, and pedagogical intervention within the context of primary and inclusive education. Within this course, students will acquire knowledge of the fundamental concepts related to terminology, key theoretical frameworks, and contemporary developments in the field of learning difficulties. They will also analyze the distinctions between specific learning disabilities and learning difficulties resulting from other developmental or environmental factors.
Objectives of the course:	The course aims to build a solid theoretical and practical foundation for understanding, analyzing, and identifying learning difficulties within the educational context. More specifically, the objectives of the course are: - To become familiar with the fundamental concepts related to terminology, causes, explanatory models, and classifications of learning difficulties, including contemporary approaches to inclusive education; - To analyze different types of learning difficulties across various developmental stages (preschool, school age, and adulthood), with particular emphasis on their pedagogical manifestations and didactic implications; - To develop skills for the early identification of learning difficulties, focusing on educational and functional aspects, as well as on the teacher's role in observation and professional referral processes; - To build competencies for pedagogical intervention and instructional adaptation in accordance with students' individual needs.
Expected learning outcomes:	Upon completion of the course, the student will be able to: • Explain and interpret the fundamental concepts, terminology, and theoretical approaches in the field of learning difficulties, demonstrating a comprehensive understanding of the scientific foundations of this area.



	• Identify, analyze, and compare different types of learning difficulties, arguing the differences and similarities among them within the educational context. • Evaluate and interpret specific pedagogical situations, applying theoretical knowledge to analyze cases of students with learning difficulties. • Demonstrate academic and practical knowledge, skills, and competencies in accordance with contemporary trends in inclusive education and pedagogical interventions. • Apply the principles and policies of inclusive education, proposing supportive strategies and instructional adaptations for students with diverse educational needs. • Critically reflect on the professional role of the teacher in identifying and supporting students with learning difficulties.		
Contribution to the student's workload (which must correspond to the student's learning outcomes)			
ACTiViTY	hour	Day/week	in total
The lecture	2	15	30
Theoretical/laboratory exercises			
Practical work			
Contacts with the teacher/consultations	1	6	6
Field exercises			
Colloquiums, seminars	2	1	2
Homework	2	5	10
Student's independent study time (in the library or at home)	1	15	15
Final exam preparation	30		30
Time spent on assessment (tests, 2quizzes, final exam)	2	1	2
Projects, presentations, etc.	5	1	5
TOTAL			100
Teaching methodology:	Methodological combinatorics according to situations, goals and educational-scientific content: lecture-discussion-analysis, project-discussion, debate, group work, individual-group work, analytical and synthetic forms, as well as inductive and deductive ones.		
Evaluation methods:	Students are assessed through: participation in learning (10%), first assessment (15%), second evaluation (15%), seminary (5%), project (5%), as well as the final evaluation (50%). Grades: 55-60% = 6, 61-70% = 7.		



	71-80% = 8, 81-90% = 9, 91-100% = 10.
LITERATURE	
Basic literature:	1. Bajrami. V., (2023). Dyslexia, dysgraphia, dyscalculia and other learning difficulties. Material prepared for students - for internal use. 2. Pandey M. Learning disabilities in primary school children. New Delhi: Anmol Publications, 2003. 3. Jurić-Šimunčić A. Djeca s teškoćama u učenju i vladanju (Children with learning and behavioral difficulties). The manual for teachers of the school Zagreb: Školska knjiga, 1981. 4. Nakra O. Children and learning difficulties. New Delhi: Allied Publishers Private Limited, 1996 5. Devolli, A. 2008. <i>Identification of disorders in reading and writing among students of the third and fourth grades of primary school. Doctoral Thesis. Pristina: University of Pristina, Faculty of Philosophy.</i> 6. Ndrio , M. 2010. <i>To recognize learning difficulties. Tirana: Save the children .</i> 7. Bircaj, E., Dharmo, Dh., Nano, V. 2010. <i>Dyslexia, a social problem in school age. Tirana, Pristina, Skopje: AKTET, Scientific Journal of the Alb-Science Institute.</i> 8. Rushi, A. 2018. <i>Differentiated work with difficult children. Tirana: Fifth International Conference on education and social sciences - challenges towards the future.</i> 9. Tasevska, A., & Mickovska, G. 2017. <i>Supporting students with learning difficulties. Skopje: Bureau for Education Development.</i> 10. Carroll, D., & Xhaferi, J. 2013. <i>Developing reading skills in the primary grades. Pristina: BEP.</i> 11. Xhaferi, J. 2014. <i>Assessment of reading in early grades (A-EGRA). Pristina: BEP.</i> 12. Dardha, D. 2014. <i>The nature of learning difficulties in primary education. Issues of individualized programming of students with these difficulties. (the impact of learning difficulties on the inclusiveness of NNVE). Doctoral Thesis, Tirana: University of Tirana, Faculty of Social Sciences.</i> 13. Justice, LM 2006. <i>Communication Sciences and Disorders: An Introduction . New Jersey: Pearson/ Merrill Prentice Hall.</i> 14. Meçe, M. 2012. <i>Child protection in schools. Tirana: Terre des hommes.</i> 15. Pampuri, O., & Amursi, E. 2015. <i>Mental health for school-aged children. Tirana: Institute of Public Health.</i> 16. Dharmo, M. 2016. <i>Checklist for neurodevelopmental disorders in children aged 5-10 years (parent-teacher manual). Tirana: Save the Children .</i> 17. Dharmo, M. 2017. <i>Learning and behavioral disorders - Manual for diagnosing students in the primary cycle. Tirana: Save the Children .</i> 18. Mullici, Sh. 2016. <i>The challenges of integrating students with visual impairments in Kosovo . Doctoral Thesis. Tirana: University of Tirana, Faculty of Social Sciences.</i> 19. Mickovska, G., & Tasevska, A. 2015. <i>Formative assessment of students with learning difficulties. Skopje: Bureau for Education Development.</i>
Additional literature:	1. MEST. 2014. <i>Inclusive Education – Everyone's Right. Pristina.</i> 2. Devolli, A., & Brestovci, B. 2013. <i>Research on verbal-numerical skills of primary school students. Tirana: Social Studies, Albanian Institute of Sociology, v. 7, no. 1</i>
Designed lesson plan:	



Academic policies and rules of conduct:	
First week:	A student who has 3 unexcused absences loses the right to take the exam. Course content, basic literature, implementation method, course goals, • Mobile phones are not allowed in the classroom; requested by the teacher as a teaching tool;
Second week:	Each student has the right to ask questions in the field of learning disabilities. Basic questions in the field of learning disabilities.
Third week:	Neither has the right to interfere with the work of other students as the floor; Types of the other difficulties as the floor.
Fourth week:	The "noise" of work is allowed when students work in groups of learning difficulties. Deviation from the work in groups of learning difficulties.
Fifth week:	Not allowed to disturb the class when the teacher is giving definitions or this students work is not respected; Dyslexia - definition, characteristics, peculiarities, relation to dyslexia.
Sixth week:	Arriving late or leaving with symptoms of dyslexia in preschool, school and adult age; etiology of the disorder. • Any form of copying or forging is condemned.
Seventh week:	Dysgraphia - definition, characteristics, peculiarities, relation to dyslexia. Testing students through the first assessment.
Eighth week:	Dyscalculia - specific difficulties in mathematics.
Week nine:	Symptoms and causes of specific difficulties in mathematics.
Tenth week:	Difficulties in learning as a result of intellectual retardation.
Eleventh week :	Learning difficulties as a result of the autism spectrum.
Twelfth week :	Learning difficulties as a result of speech and language disorders.
Thirteenth week :	Learning difficulties as a result of hearing impairments.
Fourteenth week :	Learning difficulties as a result of visual impairments. Testing students through second assessment.
Fifteenth week :	Learning difficulties as a result of behavioral disorders. Delivery of seminars and projects.