



“THEORY OF LEARNING”

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	Theory of learning
Program:	Primary Education
Level:	Bachelor
Course status:	Mandatory
Study year:	2022/23
Number of hours per week:	2+2
Credit value – ECTS:	5
Time / location:	
Lecturer:	Prof. Asoc. Dr. Shemsi Morina
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Course description:	The curriculum content of the course Theory of Learning addresses basic didactic concepts, specific problems of teaching and learning, features of teaching and learning, learning, theories of learning and learning. The curriculum, program and planning of teaching work also play an important role in this content. Within the framework of other teaching issues, strategies, teaching methods, forms of organizing teaching work, teaching techniques, articulation of the lesson, teaching objects and spaces, teaching technology and control and evaluation of children's work are addressed.
Course objectives:	The program content Theory of Learning aims to enable students to recognize, understand, explain and analyze contemporary didactic concepts as well as to enable them to implement in practice new strategies, techniques, forms and new teaching technologies. To develop skills for the preparation of all types of teaching work planning, with a special focus on the NQF, as well as to reflect on the contemporary organization of teaching. In addition to specific

	teaching and learning issues, it also includes the importance of teacher professional development.		
Learning outcomes:	After successful completion of this program content, students are expected to be able to: -Identify and analyze the diversity of teaching and learning theories; -Understand and clarify specific teaching problems; -Analyze the advantages of contemporary teaching methodologies, compared to past methodologies. -Compare the diversity of teaching and learning theories, relate them and use them in their professional work; -Analyze the importance of the specific features of specific teaching problems in practice; -Distinguish student-centered methodologies, compared to teacher-centered methodologies. -Argue that learning theories are used through implementation in practice; -Build plans according to the KCF, and implement them in practical work. -Reflect on new teaching forms and methodologies that affect their professional training.		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15/javë	30
Exercise theoretical/laboratory	1	15/javë	15
Practice work			



Contact with lecturer/ consultations	2	2	4
Field exercises			
Mid-terms, seminars	3	2	6
Homework			
Individual time spent studying (at the library or home)	1	12	12
Final preparation for the exam	5	4	20
Time spent in evaluation (tests, quiz, final exam)	5	3	15
Projects, presentations, etc.	2	4	8
Total			125 hours (5 ECTS)
Teaching methods :	Theoretical lectures will be delivered through interactive lectures, colloquiums, repetitions, student assignments, group work, pair work, individual work, and other interactive activities.		
Evaluation methods:	First Colloquium 20 points Presentation of individual work 20 points Final Exam (colloquium -II-të) 60 pikë total: 100 points		
Literature			
Basic Literature:	- Shemsi Morina & Erleta Mato (2020). Theory of learning, Prizren - Niazi Zylfiu (2001). Didactics, Pristina - Bardhyl Musai (2014). Teaching methodology, Tirana - Anita Woolfolk (2011). Educational psychology, Tirana - Hatixe Vojka-Ismajli (2012). Learning technology and critical thinking, Pristina		

Additional Literature:	- Sophocles Garo (2011). Teaching methodology and practice, Tirana - Group of authors (2009). How to write learning objectives for teaching and assessment, Tirana - Muhamet Mazreku (2025). Socio-pedagogical approach to the challenges of contemporary education, Prishtinë
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Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Acquaintance of the students with the programmatic content of the subjects and the methodology of the work	Acquaintance of students with tasks and responsibilities during course exercises
<i>Second week:</i>	Basic didactic concepts (Education, teaching, learning and teaching)	Activity in groups: Differences between basic didactic concepts (Presentation of group work)
<i>Third week:</i>	Theories of learning, with a special focus on constructivist theory	Activity in groups: The importance of applying constructivist theory in teaching (Presentation of group work)
<i>Fourth week:</i>	Subjective learning factors (student, teacher and family)	Activity in groups: Importance and forms of cooperation of subjective factors (Presentation of group work)
<i>Fifth week:</i>	Objective learning factors (plan and program,	Activity in groups: Importance and forms of cooperation of objective

	teaching, learning curriculum)	factors (Presentation of group work)
<i>Sixth week:</i>	Teaching methods and teaching techniques	Practical activity about the implementation of teaching methods and techniques
<i>Seventh week:</i>	Strategies and forms of teaching work	Practical activity about the implementation of forms of teaching work
<i>Eighth week:</i>	Educational facilities and technology	Activity in groups: Variety of learning tools (Presentation of group work)
<i>Ninth week:</i>	Qolloqium	Repetition of the program content developed based on the activities developed during the exercises
<i>Tenth week:</i>	Articulation (organization) of the lesson	Realization in practice of a lesson together with students
<i>Eleventh week:</i>	Core curriculum, areas, competencies and learning outcomes	Group activity: Core curriculum, areas, competencies and learning outcomes (Presentation of group work)
<i>Twelfth week:</i>	Planning of teaching work, with a special focus on the CCC	Group activity about changes in planning compared to planning according to the CFC (Presentation of group work)



<i>Thirteenth week:</i>	Practical task: Planning according to KKK	Practical task: Planning according to KKK, to do all kinds of planning by students (Presentation of group work)
<i>Fourteenth week:</i>	Evaluation and its instruments	Activity in groups about assessment instruments (Presentation of group work)
<i>Fifteenth week:</i>	Further professional development of the teacher	Activity in groups: Possibilities and necessity of continuous professional development of the teacher (Presentation of group work)
Academic policies and rules of conduct:		
Determine the policies of conduct consistent with the status of UPZ The student is expected to attend lectures and exercises regularly. Students should keep quiet in the room and be focused on learning. Each student is allowed to ask questions or make comments when given the word; Turn off cell phones during lectures		