



Basic data of the subject	
Academic Unit:	Faculty of Education / Primary Program
Course title:	Lifelong Learning
Level:	Bachelor
Course status:	Selective
Study year:	Third
Number of hours per week:	2+1
Credit value – ECTS:	5
Time / location:	Faculty of Education Friday, 9:00-11:15 Class: 145
Lecturer:	Prof.ass.dr. Esad Kurejsepi
Contact details:	+38344-209-943 esad.kurejsepi@uni-prizren.com
Course description	This course addresses the concept of Lifelong Learning as a contemporary paradigm of personal and professional development. It analyzes the theoretical, historical, and socio-economic foundations of continuing education, as well as the key factors that have contributed to its consolidation within the knowledge-based society. Students are introduced to the forms of formal, non-formal, and informal education, alternative learning modalities, and the role of the teacher in promoting a culture of continuous learning. The course aims to develop competencies for integrating the principles of lifelong learning into pedagogical practice in primary education.
Course objectives:	The aim of this course is to enable students to gain a comprehensive understanding of the fundamental concepts of Lifelong Learning as a key paradigm of contemporary educational and social development. Through the course content, students will analyze, explain, compare, and evaluate the historical emergence and evolution of the idea of lifelong learning, as well as its contribution to the establishment of this approach as a general philosophy within modern society. The course also seeks to equip students with theoretical knowledge and practical skills related to the strategies and modalities of lifelong learning, emphasizing its role in fostering a culture of continuous learning and in



	reducing – ultimately aiming at eradicating – illiteracy in the contemporary context.
Learning outcomes:	At the end of the course, students will be able to: • Describe and explain the fundamental concepts that characterize Lifelong Learning as a paradigm of contemporary educational development; • Analyze the process and complexity of technical and technological changes, as well as their implications for the need for continuous education; • Identify and compare the modalities of lifelong learning (formal, non-formal, and informal), reflecting on their application in pedagogical practice; • Examine the increasing needs of individuals and society for professional development and enhanced productivity in the workplace; • Demonstrate the ability to plan their own educational and professional development by integrating lifelong learning strategies within a rapidly changing society.

Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	week	Total /hours
Lectures	2	15	30
Exercise theoretical/laboratory	1	15	15
Practice work			
Contact with lecturer/consultations	1	15	15
Field exercises			
Mid-terms, seminars	1	2	3
Homework			
Individual time spent studying (at the library or home)	2	15	30
Final preparation for the exam	2	15	30
Time spent in evaluation (tests, quiz, final exam)	1	2	3
Projects, presentations, etc.			



Total	16	104	126
Teaching methods	The course will run by using contemporary teaching methodologies and techniques, through interactive teaching, discussions, and different forms of individual work, pair work, group work, presentations, etc.		
Evaluation methods	• Regular attendance 10 % • First Exam 40 % • Second Exam 50 %		
Literature			
Basic Literature:	• Dr .Hajrullah Koliqi: Andragoggia, “Enti i teksteve dhe i mjeteve mësimore të Kosovës, Prishtinë, 1996, • Grup autorësh: Perspektiva dhe prirje në arsimin e të rriturve, “PARSH”, Tiranë, 2000 □ Demë Hoti: Arsimi permanent dhe modalitetet e tij, Separat në Buletini i Fakultetit Filozofik, Prishtinë, 1999”.		
Additional Literature	• Grup autorësh, Gjendja e arsimimit të të rriturve dhe pritjet e tij në shoqëri,Revista Pedagogjike nr.4, ISP, Tiranë,2003 • Grup Autorësh, Parime të përgjithshme të Kornizës Kurrikulare / Të nxëniet gjatë gjithë Jetës/, Revista Pedagogjike nr. 1, Tiranë, 2004		
Designed study plan:			
Week	Lectures which will be held		
First week:	Course Description / Philosophy of Lifelong Learning.		
Second week:	Determinants of lifelong learning.		
Third week:	The principles of lifelong learning.		
Fourth week:	Self-education, meaning and importance.		
Fifth week:	Formal education, meaning and importance		
Sixth week:	Non-formal education, meaning and importance		
Seventh week:	Informal education, meaning and importance		
Eighth week:	First Exam		



<i>Ninth week:</i>	Alternative education
<i>Tenth week:</i>	Homeschooling
<i>Eleventh week:</i>	E-learning
<i>Twelfth week:</i>	Free time and lifelong education
<i>Thirteenth week:</i>	The role of lifelong learning in higher education
<i>Fourteenth week:</i>	Current Problems and Perspectives of Post-Professional Education
<i>Fifteenth week:</i>	Recapitulation of the subject before the exam.
Academic policies and rules of conduct:	
Active participation of students in the classroom; Participation in discussion, conversation, group work and freedom of expression; Obeisance to course schedule; late arrival or early leaving without a strong justification is not allowed; Any form of copying from each other or falsification is punished.	