



SYLLABUS FOR THE COURSE “PEDAGOGICAL PRACTICE II”

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	Pedagogical Practice II
Programe:	Primary Program
Level:	Bachelor
Course status:	Obliged
Study year:	Second
Number of hours per week:	2+1
Credit value – ECTS:	5
Time / location:	Faculty of Education
Lecturer:	Prof.Asoc.Dr. Fatmir Mehmeti
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Course description	The subject of pedagogical practice includes topics that are closely related to the teaching profession as well as the purpose of pedagogical practice. During the elaboration of teaching topics, students will develop the skills of observation, classroom management, knowledge of the curricular framework as well as the core curriculum of Kosovo, knowledge of theories, learning styles as well as the ability to plan successful educational work.
Course objectives:	The purpose of the pedagogical practice course is to develop students' knowledge, skills and attitudes related to the profession of teacher, head of primary cycle 1-5. Also, it will promote the development of skills for interpreting learning theories and styles, managing the classroom environment, demonstrating activities for planning and evaluating learning activities and reflecting on their responsibilities in relation to pedagogical practice.
Learning outcomes:	Knowledge: • Explain the structure of the Kosovo Education System, its Curricular Framework, and Core Curriculum. • Describe key learning theories and models of multiple intelligences. • Outline fundamental classroom management strategies. • Identify core teaching methodologies and competency-based assessment principles. • Define the pedagogical function and purpose of teaching practice. Skills: • Observe different aspects of teaching and learning in a school environment. • Demonstrate basic classroom management techniques.



	- Identify prevalent learning styles and intelligences in a classroom setting. - Analyze specific challenges related to conducting a lesson. Competencies: - Conduct a structured teaching session for primary education (Grades 0-5). - Manage the classroom environment to maintain a conducive learning atmosphere. - Reflect critically on their own teaching practice and pedagogical responsibilities.		
Contribution on student load (must correspond with learning outcomes)			
Hours	Hours	Days	Total
Lectures	2	15	30
Exercise theoretical/laboratory	1	15	15
Practice work	2	20	40
Contact with lecturer/consultations			
Field exercises			
Mid-terms, seminars			
Homework	1	10	10
Individual time spent studying (at the library or home)	1	15	15
Final preparation for the exam	1	15	15
Time spent in evaluation (tests, quiz, final exam)	2	1	2
Projects, presentations, etc.			
Total			127 orë (5 ECTS)
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	- Portofolio Assessment 20 % - Colophium I 40 % - Colophium II 40 %		
Basic Literature	Borich, G. (Musai B. përkthim). (2003). Metodologjia e mësimdhënies . Tiranë. Musai, B. (1999). Psikologji Edukimi. Tiranë		

	Fakulteti i Edukimit. (2004). <i>Doracak për mësimdhënësit e Fakulteti të Edukimit dhe Mësimdhënësit Mentorë</i>. Prishtinë. MAShT. (2016). <i>Korniza Kurrikulare e Arsimit Parauniversitar të Republikës së Kosovës</i>. Prishtinë: MAShT. MAShT. (2016). <i>Kurrikula Bërthamë për Klasën Përgatitore dhe Arsimin Fillor të Kosovës (Klasat 0, I, II, III, IV dhe V)</i>. Prishtinë: MAShT.
Additional Literature	MAShT, & GIZ. (2012). <i>Seminari dy, Mësimdhënia dhe të mësuarit</i>. Prishtinë: GIZ. Brada, R., & Nuredini, V. (2015). <i>Ditari i mësimit praktik (udhëzime për menaxhim)</i>. Prishtinë.

Designed study plan:		
Week	Lectures	Exercise
First week	Course Description / Importance of Teaching Interrelation with Teaching Practice- Guiding Principles	Description and importance of the course, and the connection between theory and practice
Second week	Observation and reflective writing	Discussion on students' responsibilities during the practicum
Third week	The Roles and Responsibilities of Students during Practical Teaching	Identifying the key points to be written in the journal during the pedagogical practicum
Fourth week	Theories of learning (behaviourist, cognitivist)	Discussion on behaviorist and cognitive theories and their connection to pedagogical practice
Fifth week	Theories of learning (constructivist)	The role of the teacher in the classroom according to constructivist theory
Sixth week	Learning styles	The importance of diversity and understanding each student in the classroom, as well as their learning styles
Seventh week	The theory of multiple intelligences	Discussion on how the theory of multiple intelligences helps in teaching and learning
Eighth week	Classroom management strategies	How to use classroom management strategies
Ninth week	Colophium I	
Tenth week	Education System of Kosovo - Curricular Framework of Kosovo Core Curriculum for the Classroom	Reflection on the education system in Kosovo, its goals, and the principles of the curriculum framework, with a focus on



		elaborating the principle of inclusivity and discussing this topic with students
Eleventh week	Preparatory and Elementary Education of Kosovo (Grades 0, I, II, III, IV and V)	Group activity: Sharing student experiences about an activity they learned during the pedagogical practicum in one of the seven areas of the curriculum framework
Twelfth week	Teaching methodologies	Discussion on the use of methodologies
Thirteenth week:	Assessment based on competencies	Discussion on assessment based on competencies
Fourteenth week	Formative assessment	Administrative guidance on formative assessment
Fifteenth week	Colophium I File management and student responsibilities in relation to pedagogical practice	Discussion about the content of the portfolio students need to prepare as part of their evaluation for the final grade in the pedagogy practicum course.
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.		