



SYLLABUS FOR THE COURSE “PEDAGOGICAL PRACTICE III”

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	Pedagogical Practice III
Programe:	Primary Program
Level:	Bachelor
Course status:	Obliged
Study year:	Third
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 observation skills, knowledge of Kosovo's core curriculum, knowledge of assessment based on the curriculum, yearly, monthly, weekly and daily planning, etc.
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 encourage the development of skills for demonstrating activities for planning and evaluating teaching activities and reflecting on their responsibilities in relation to pedagogical practice.
Learning outcomes:	Knowledge: • Describe the structure and key components of Kosovo's Core Curriculum for Primary Education. • Explain the main methodological approaches advocated by the Core Curriculum. • Outline the principles and purposes of competency-based and formative assessment. • Identify the levels of Bloom's Taxonomy for defining learning outcomes. • Define the pedagogical function and purpose of teaching practice. Skills: • Observe specific aspects of teaching and learning in a school setting. • Plan educational work by developing yearly, monthly, and daily plans.

	• Apply a variety of formative assessment techniques and success criteria. • Analyze the pedagogical function and impact of teaching practices. Competencies: • Organize educational work through structured short-term and long-term planning. • Reflect critically on their own teaching practice and its alignment with pedagogical principles. • Manage the practical challenges of lesson delivery in a primary school classroom.		
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	30	60
Contact with lecturer/consultations			
Field exercises			
Mid-terms, seminars			
Homework			
Individual time spent studying (at the library or home)	1	10	10
Final preparation for the exam	1	10	10
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	Brada, R., & Nuredini, V. (2015). <i>Ditari i mësimit praktik (udhëzime për menaxhim)</i>. Prishtinë. Fakulteti i Edukimit. (2004). <i>Doracak për mësime dhënësit e Fakulteti të Edukimit dhe Mësime dhënësit 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	Musai, B., (2014). <i>Metodologji e mesime dhënies</i> . Tiranë.

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	The Roles and Responsibilities of Students during Practical Teaching	Adherence to the ethical code during practical teaching.
Third week	Observation and reflective writing	Developing the reflective writing model: linking observation with reflective writing
Fourth week	Subjective factors of learning	Discussion on the collaboration between children, teachers, and parents.
Fifth week	Core Curriculum for Primary Education	Discussion about the Core Curriculum (Preparatory Class, Grades I, II, III, IV, V).
Sixth week	Methodological approaches (core curriculum)	Building learning outcomes based on Bloom's Taxonomy.
Seventh week	Bloom's Taxonomy and Learning Outcomes	Analysis of methodological approaches (Core Curriculum).
Eighth week	Assessment based on the new curriculum	Analysis and guidance on administrative instructions for assessment based on the curriculum.
Ninth week	Colophium I	
Tenth week	Formative assessment - Techniques	Examples of Formative Assessment – Techniques
Eleventh week	Formative assessment - success criteria	Discussion on formative assessment – success criteria
Twelfth week	Yearly, monthly, weekly and daily educational work plan	Drafting the annual educational work plan



Thirteenth week:	Yearly, monthly, weekly and daily educational work plan	Drafting the bi-monthly educational work plan
Fourteenth week	Yearly, monthly, weekly and daily educational work plan	Drafting the weekly and daily educational work plans
Fifteenth week	Colophium II Yearly, monthly, weekly and daily educational work plan / Practical applications	Discussion on the content of the portfolio that students need to prepare as part of the assessment 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.		