



SYLLABUS OF THE SUBJECT " CONTEMPORARY PERSPECTIVES IN TEACHING AND LEARNING "

Të dhëna bazike të lëndës	
Academic unit:	Faculty of Education
Course title:	Contemporary perspectives in teaching and learning
Programme:	Education Sciences
Level:	Master
Status of the course:	Mandatory
Year of study:	1 year, 1 semester
Number of hours per week:	3 + 1
Value on credit – ECTS:	6
Time / Location:	
Course teacher:	Prof. asst. dr. Fatmir Mehmeti
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Description of the subject	The course " Contemporary perspectives in teaching and learning" explores contemporary approaches to education, emphasizing learner-centered strategies. Through a combination of theory and practical application, participants will engage with diverse teaching methodologies, including constructivism, active learning, connectivism, inquiry-based learning, problem-based learning, project-based learning, game-based learning, social learning, flipped classroom, and differentiated instruction. The course aims to equip educators with the tools to create dynamic and inclusive learning environments.
The purpose of the course:	The overarching goal is to prepare educators with the knowledge, skills, and insights necessary to design and implement effective instructional strategies that cater to diverse learning needs
Learning outcomes:	Critically evaluate and compare different educational theories, including constructivism and connectivism. Design and implement active learning strategies that promote student engagement. Utilize technology to facilitate connective learning experiences. Develop and implement inquiry-based and problem-based learning activities. Foster collaborative learning environments using social learning theories. Design and assess project-based learning experiences aligned with curriculum goals. Integrate game-based elements into instructional design to enhance motivation and learning.



	Implement flipped classroom models effectively, utilizing technology for content delivery. Apply principles of differentiated instruction to address diverse learning needs.		
Student workload (should correspond to the student's learning outcomes)			
Activity	Hours	Days/weeks	Total
Lectures	3	15	45
Theoretical and Laboratory exercises	1	1	15
Practical work			
Meetings with teachers/consultations	1	10	10
Field exercises			
Colloquiums and seminars			
Homework	2	5	10
Individual studying time (in the library or at home)	3	13	39
Final preparations for an exam	2	13	26
Time spent on assessment (tests, quiz, and final exam)	2	2	4
Projects and presentations	1	1	1
Total			150 Orë 6 ECTS
Teaching methodology:	The course will employ a combination of lectures, discussions, case studies, and hands-on activities. Collaborative projects and group activities will encourage peer learning and the application of theoretical concepts in practical scenarios. Online platforms and resources will be integrated to simulate modern learning environments.		
Assessment methods:	Continuous assessment (activity) 10% Individual presentations 20% Coursework 20% Final exam 50 %		
Basic Literature:	Sula, G. (2015). Të nxënëti – nga teoria në praktikë. Tiranë: Kumi. USAID & AED. (2009). Krijimi i mjedisit për shekullin XXI. Shkup USAID & AED. (2009). Mësimdhënia dhe mësimnxënia në shekullin 21. Shkup Judy Lever – Duffy & Jean B. McDonald. (2008). Teaching and Learning ëith Technology. Boston: PEARSON		

	Grup autorësh. (2013). Mësimdhënia dhe të mësuarit: Qendra për Demokraci dhe Pajtim në Evropën Juglindore
Additional Literature:	John D. Bransford et al.; Committee on Developments in the Science of Learning and Committee on Learning Research and Educational Practice, Commission on Behavioral and Social Sciences and Education, National Research Council. (2000). How people learn: brain, mind, experience, and school. Washington, D.C.: National Academy Press Free Executive Summary (depauw.edu) Swartz, J., & Parks, S. (2013). Inquiry-Based Learning: Designing Instruction to Promote Higher Level Thinking. SAGE Publications.

The designed learning plan:		
Week	The planned lesson	Exercises
First Week:	Course description	Course description
Second Week:	Constructivism	Small group discussions on a specific concept or problem. Each group constructs their understanding and presents it to the class.
Third Week:	Connectivism	Jigsaw activity: where each student becomes an expert on a specific topic and then teaches it to their peers.
Fourth Week:	Active learning	Online research activity: where students explore and share resources related to a current issue, emphasizing the use of online networks.
Fifth Week:	Inquiry-Based Learning	Pose a real-world problem: students through the process of asking questions, researching, and presenting solutions.
Sixth Week:	Problem based learning	Collaborative problem-solving scenarios: students to work together to find solutions.
Seventh Week:	Project based learning	Design and present a mini-project: that integrates multiple subjects or skills, encouraging creativity and critical thinking.
Eighth Week:	Game-Based Learning	Creating a simple educational game as a group project,



		considering learning objectives and engagement factors.
Ninth Week:	Social learning	Group discussion on a controversial topic, encouraging students to learn from each other's perspectives.
Tenth Week:	Flipped Classroom	Exercise: Create a short video lecture on a specific topic, followed by an in-class discussion or activity that applies the knowledge.
Eleventh Week	Differentiated Instruction	Exercise: Design a lesson plan that incorporates various learning styles and assessment methods to address the diverse needs of imaginary students with different abilities.
Twelfth Week:	Final Project Presentations and Reflection.	Reflection
Thirteenth Week:	Final Project Presentations and Reflection.	Reflection
Fourteenth Week:	Final Project Presentations and Reflection.	Reflection
Fifteenth Week:	Course conclusion and reflection	Reflection
Academic policies and code of conduct		
The student must respect the rules of the institution: - Must respect the schedule of lectures, exercises and be attentive in the classroom; - To maintain discipline during lectures; - Student Card Ownership and Presentation (ID) is required for tests and exams; - When designing seminar papers, the student must follow the instructions given for research and technical implementation of the paper.		