

Course SYLLABUS form

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	The philosophy of education
Level:	Bachelor
Course status:	Mandatory
Study year:	VI
Number of hours per week:	2+2
Credit value – ECTS:	5
Time / location:	
Lecturer:	Prof.Ass.Dr. Shemsi Morina
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Course description	This course will help students understand the basic notions of education, the history of education and the school during different stages of social development, the concepts of great philosophers and educators, their role and impact. This course also deals with contemporary theories of education such as: pragmatism, progressive education, constructivism, humanism etc.
Course objectives:	<p>This course will offer the following goals:</p> <ol style="list-style-type: none"> 1. For students to understand the development of pedagogical education and thinking from ancient times to modern progressive ideas; 2. Reflect on contemporary theories of education, their cognition and concept 3. Develop personal philosophy and relate it to contemporary teaching practices across different processes.
Learning outcomes:	Students will be able to:

	<div>1. to analyze the pedagogical ideas which are reflected in today's educational practice, the various trends and concepts,</div> <div>2. reflect on the underlying factors of personality development of the human being in general,</div> <div>3. compare contemporary theories of education from a practical point of view in teaching;</div> <div>4. Demonstrate ability to compare teacher and student roles based on the history of education and contemporary philosophy of education.</div>		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	week	Total /hours
Lectures	2	14	28
Exercise theoretical/laboratory	1	14	14
Practice work	-	-	-
Contact with lecturer/consultations	30'	14	7
Field exercises			
Mid-terms, seminars	35	14	8.16
Homework			
Individual time spent studying (at the library or home)	1.5	14	21
Final preparation for the exam	1.5	14	21
Time spent in evaluation (tests, quiz, final exam)	35'	14	8.16
Projects, presentations, etc.	30	14	7
Total		14	128
Teaching methods	The content of this course will be presented through lectures, discussions, small group activities, pairs and individual workshops in order to analyze cases and apply the experiences that students have gained during field practice. In other words, the activities and tasks given will be developed in the form of oral and written discussion and communication.		

Evaluation methods	Attendance at lectures 5 points Practic 5 point continuity Active participation in learning 20 points Seminars and presentations 20 points Final exam 50 points <hr/> Total: 100 points test 2 20%
Literature	
Basic Literature:	Hajrullah Koliqi, History of Pedagogy I, Pristina, 1997 Hajrullah Koliqi, History of Pedagogy II, Pristina, 1998. Hajrullah Koliqi, Woman of the Ages, Prishtina, 2009 Musa Kraja, Pedagogy, Tirana, 2009 Bardhyl Musai, Educational Psychology, Tirana, 1999 Group of authors, General Pedagogy, Pristina, 1997
Additional Literature	Group of authors, Great Lecturers, Tirana, 2000 Sofokli Garo, The Challenges of Teaching, Tirana, 1997 John Dewey, School and Society,. Tirana, 2003
Designed study plan:	
Week	Lectures which will be held

First week:	1. Education, man and the various stages of development of society
Second week:	2. Historical functions and determinants of education
Third week:	3. Theories of personality development / nativist, empirical, psychodynamic theory, etc.
Fourth week:	4. Factors of preschool construction, schools etc.
Fifth week:	5. Education in ancient society
Sixth week:	6. "Old School" and "New School"
Seventh week:	7. Komenski's pedagogical system and thinking
Eighth week:	8. Zh.Zh. Russo and "The Theory of Free Education", and pedagogical thinking of Russo
Ninth week:	9. J.H .. Pestaloci major reformer of primary education, his pedagogical system.
Tenth week:	10. Frebel's contribution to preschool education
Eleventh week:	11. Pragmatism and "progressive education"
Twelfth week:	12. Cognitivism and constructivism
Thirteenth week:	13. Bihorism and humanism
Fourteenth week:	14. The theory of multiple intelligences
Fifteenth week:	15. The personal philosophy of the teacher
Academic policies and rules of conduct:	
<ul style="list-style-type: none"> • 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; • Disconnect cell phones during lectures. 	