

Course Title : Introduction to Pedagogy

Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab (hours/week)	Credits	ECTS
EDU 104	A	2	3	1	0	3.50	4
Lecturer and Office Hours			Jonida Tirana, PhD				
Teaching Assistant and Office Hours							
Language			Albanian, English				
Course Level			Bachelor				
Description			This course defines the basic concepts, define the notion of pedagogy and its status and relation to other sciences, processes and stages of education in pedagogical forms. This course offers to students learning of theories, teaching practical subjects and different theories of pedagogy. For this reason is very important to stress that this course enables students to form the critically evaluate developments in education. Also this course offers to students the determination of the advantages and disadvantages of pedagogical theories during the educational process.				
Objectives			The primary goal of this course is to provide instructional training and support for the students that are studding at educational sciences department. This course explores a combination of education, pedagogy, philosophical, theoretical and practical issues experienced by the prospective teachers. Thus, the following specific objectives will be achieved in this course: -Gain an understanding of students' attitudes, behaviors, and motives. -Enhance teaching behaviors through clarity, immediacy and communicator style. -Develop a reflective understanding of theoretical perspective of pedagogy. -Develop a philosophical approach to teaching.				

Course Outline

Week	Topics
1	Introduction to course
2	Pedagogy: What do we know
3	Models of Teaching, Learning and Education
4	Early Childhood Pedagogy: Practice, Principles and Research
5	Pedagogy in the Primary School
6	Pedagogy in the Secondary School
7	Pedagogy with Special Educational Needs
8	Midterm Exam
9	Teacher's responsibility of Learning
10	Teaching Learning and Culture
11	Organising subject matter for learning
12	Organise teaching to Promote Learning
13	Teacher Pedagogy Expertice
14	Pegadgoy in Practice
15	The Common Strands of Pedagogy and Implications
16	Final Exam
Prerequisites	

Textbook	<ul style="list-style-type: none"> Moore, Alex; 2000; Teaching and Learning: pedagogy, Curriculum and Culture; Rutledge Press; London and New York Namara, Mc. David; 2002; Classroom Pedagogy and Primary Practice; Rutledge Press; London and New York
Other References	<ul style="list-style-type: none"> Wortham, Sue Clark, (2008), Assessment in early childhood education, Upper Saddle River, N.J. :Pearson Merrill/PH, Kraja, Musa (2006), Pedagogjia, Mileniumi I Ri, Tirane
Laboratory Work	
Computer Usage	
Other	

Learning Outcomes and Competences

1	This course enables students to discuss about various theoretical pedagogical perspectives and work of top contributors in the field.
2	This course enables students to get knowledge cconditions of human progression, role of education in human progression.
3	This course enables students to get knowledge about the ppersonality of teacher, conditions of professional and human success. Authority and prestige of teacher.
4	This course enables students to develop skills in course management, planning, and assessment according the most important pedagogical theories.
5	This course enables students to develop teaching philosophy and begin assembling your teaching portfolio.

Course Evaluation Methods

In-term studies	Quantity	Percentage
Midterms	1	30
Quizzes	0	0
Projects	1	10
Term Projects	0	0
Laboratory	0	0
Attendance	1	10
Contribution of in-term studies to overall grade		50
Contribution of final examination to overall grade		50
Total		100

ECTS (Allocated Based on Student) Workload

Activities	Quantity	Duration (hours)	Total Workload (hours)
Course Duration (Including the exam week : 16 x Total course hours)	16	4	64
Hours for off-the-classroom study (Pre-study, practice)	14	1	14
Assignments	1	3	3
Midterms	1	5	5
Final examination	1	10	10
Other	0	0	0
Total Work Load			96
Total Work Load / 25 (hours)			3,84

ECTS	4
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