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# **UNIVERSITY ‘UKSHIN HOTI’ PRIZREN**

**CENTER FOR EXCELLENCE IN TEACHING**

**Training Modules**

## **University "Ukshin Hoti" - Prizren (UUHP)**

### **Brief history**

University "Ukshin Hoti" Prizren (UUHP), is one of the newest universities in the Republic of Kosovo. UUHP was established on 09.10.2009 with decision no. 01/87 of the Government of the Republic of Kosovo and began work in the academic year 2009/10. The University inherits the experience of the former Pedagogical High School, a separate parallel of Prishtina, which has been operating since October 1961, later on as a branch Faculty of Education in Prizren, now "Ukshin Hoti" University Prizren.

UUHP currently operates with six academic units in the Bachelor's and Master's cycle, while based on the statute it can also organize doctoral studies. In addition to studies in the Albanian language, the University also offers studies in the Turkish and Bosnian languages.

UUHP is a competitive academic institution focused on providing quality education by developing scientific research and contributing to innovation, in accordance with the requirements of the labor market and the community operating at the local, national and wider levels.

UUHP relies on the principle of educational-research values, the comparative advantages of ethnic, linguistic and cultural diversity, with the aim of creating a center of academic excellence which will serve students, researchers and society in the fields of IT, agribusiness and the environment , business management and administration, justice, linguistics and education.

## **Center for Excellence in Teaching (CET)**

UUHP operates on the basis of the Statute approved by the Assembly of the Republic of Kosovo on 30.05.2013. Within this statute, there is also the basis of the Center for Excellence in Teaching (CET). The governing council of UUHP has approved the *Regulation on the Organization and Operation of the Center for Excellence in Teaching*, with No. 01-296/A, dated: 29.06.2022, through which its overall operation is regulated.

CET aims to raise and strengthen academic capacities as well as promote a culture of excellence for teaching and learning. CET contributes to the advancement of the quality of teaching and learning towards increasing the competitiveness, mobility and integrity of the academic staff of UUHP and beyond.

The bodies of the CET are: Administrative Council; Coaches Council and Coordinator, and Administrative Official.

**Based on the purpose of the Regulation, CET conducts the following activities:**

Research and identification of trainings in the field of teaching and learning

-Identification of opportunities and alternative forms of income generation for the CET and the University;

- Design, development and implementation of projects in the field of teaching and learning to meet quality standards;

- Developing and encouraging the implementation of modern methods and forms of teaching and learning which are in accordance with the needs of the university and other institutions of higher education;

- Designing, developing and offering certified training and professional development programs for University staff and other higher education institutions;

- Development/drafting and provision of certified training and professional development programs for the level of pre-university professional education;

- Support and organization of conferences, symposiums, seminars, workshops, study visits of architects with a professional character.

-Preparation of materials for the programs offered by the CET;

-Performing services for the university, regarding *Lifelong learning*;

- Development of special programs for excellence in teaching and learning, for the beneficiary and third parties;

-Preparation of annual and mid-term plans for the professional development of the academic staff of the university.

**CENTER FOR EXCELLENCE IN TEACHING**  
**Training modules for the academic staff of UUHP**

Module	<b>Learning Theories</b>
Teacher/s - Trainer/s	Prof. Ass Dr. Pranvera Jetishi Çollaku and Prof. Ass. Dr. Serdan Kervan
Hours	<b>2</b>
The targeted group	Academic personnel of UUHP

**Short description**

Learning theories explain the facts, laws, and principles in the learning process. Different authors, divide the large number of learning theories into several types, because it is considered that each of them has value within a certain context, and there is no single theory that can explain how principles are formed or how facts are remembered, and explain that one can acquire a complex and abstract content or definition in a given field. The definitions content of the learning, from any point of view, are based on some basic elements that make up the notion of learning, which are: change and experience. Based on these processes, many learning theories are organized into multiple groups, but we will emphasize only the most popular learning theories, such as: behavioral theory, cognitivist theory, constructivism, social learning theory, of multiple intelligences, humanistic theory, etc. In fact, no theory fully explains the process of learning and teaching, however, all these theories together constitute a complex of ideas that are closer to the complete truth. The treatment of each of these theories contributes to a particular aspect that helps us to fully understand this very complex process of learning.

**Purpose of the module**

The "Theories of Learning" module focuses on dealing with the main concepts of these theories and their application in contemporary teaching with pupils and students. Fostering their inclusiveness in the classroom, motivation, flexibility, differentiated learning, project/research learning, creative thinking, problem solving and critical thinking. So, the purpose of the Learning Theories module is to equip professionals with the knowledge, skills and competencies related to theory and practice, for teaching with the student at the center of the learning process, which is the challenge of contemporary pedagogy.

**The results of learning**

- Demonstrates a systematic understanding of key aspects of learning theories;
- Critically reflects on learning theories and their application in practice;
- Applies learning theories to teaching by fostering motivation, flexibility, problem solving and critical thinking.

**Teaching methodology**

The module will be developed using contemporary teaching methodologies and techniques, through

interactive learning, discussions, demonstrations, presentations as well as using different forms of work, such as individual, in pairs, group work, etc.

Module	<b>Active Learning</b>
Teacher/s - Trainer/s	Prof. Assoc. Dr. Vjollca Dibra and Prof. Assoc. Dr. Sejdi Sejdiu
Hours	<b>2</b>
The targeted group	Academic personnel of UUHP

### **Short description**

Active learning is a teaching approach that involves students' active engagement with course material through discussions, problem solving, case studies, role plays, and other methods. Active learning approaches place a greater degree of responsibility on the student than passive approaches such as lectures, but the role of the teacher is crucial in the active learning class. Active learning activities can last from a few minutes to an entire lecture, or they can take place during separate classroom sessions or activities. Active learning is encouraged through the implementation of interactive teaching methods or techniques, which encourage discussion in pairs, in groups, encourage the active reading process, the writing process and generally develop critical and creative thinking.

### **Purpose of the module**

The "*Active learning*" module aims to develop the teachers' techniques and activities that help promote the student-centered strategy, through the use of their previous knowledge and skills, encouragement in debates, reading and academic and creative writing. as well as including a reflective process for their learning in order to develop critical and creative thinking.

### **The results of learning**

- Explains active learning as an active involvement in the learning process;
- Adds skills of implementing interactive teaching techniques;
- Develops professional skills for implementing interaction in the classroom, which contribute to the development of critical and creative thinking;
- Through demonstration connects understanding and mastery of information.

### **Teaching methodology**

The module will be developed using interactive teaching methodologies and techniques, through discussions, demonstrations, presentations as well as using different forms of work, such as individual, in pairs, group work, etc.

Module	<b>Interactive teaching techniques</b>
Teacher/s - Trainer/s	Prof. Assoc. Dr. Mirvjena Kortoçi and Prof. Ass. Dr. Adelina Rakaj
Hours	<b>2</b>
The targeted group	Academic personnel of UUHP

### **Short description**

Interactive teaching techniques represent the mode of communicative activity in which the teacher involves students in the learning process and makes them reflect on what they know and what they think. Based on their knowledge and experience, students categorize, analyze, hypothesize, acquire knowledge, develop new skills, and create their attitudes toward facts and events. The role of the teacher is transformed into the role of the facilitator of the learning process and is oriented towards achieving common goals with the students.

### **Purpose of the module**

The "Interactive teaching techniques" module aims to develop the teacher's skills in applying interactive teaching techniques. Through this module, it is intended that teachers in their work ensure active participation of students in the academic process and not passive perception of information by them, as well as enable students to apply knowledge in real conditions, where the focus is on the study process and not in recalling information.

### **Learning outcomes**

- Interprets the importance of interactive teaching techniques as a prerequisite for successful learning;
- Identifies the role of the teacher in the implementation of interactive teaching techniques;
- Apply interactive teaching techniques in relevant subjects.

### **Teaching methodology:**

Among the interactive approaches we highlight: creative tasks; use of human resources (excursions, invitation of experts); social projects; the use of new material (interactive lectures, video-audio materials, the student in the role of "teacher", Socratic dialogue, asking questions); solving tasks (associative mapping, brainstorming, case analysis).

Module	<b>Bloom's Taxonomy</b>
Teacher/s - Trainer/s	Prof. Assoc. Dr. Vedat Bajrami and Prof. Ass. Dr. Fatmir Mehmeti
Hours	2
The targeted group	Academic personnel of UUHP

### **Short description**

The "Bloom's Taxonomy" module contains information that is closely related to the profession of teachers, educators and other professionals. The module contains information about three hierarchical domains (fields): the cognitive domain, which represents the person's ability to process and evaluate information from his surroundings; the affective domain, which represents the emotional aspect of the person's reaction during learning; the psychomotor domain, which is about skills.

### **Purpose of the module**

The content provided in this module enables participants to identify, describe, explain, compare, analyze, argue and evaluate the three hierarchical domains (areas) used to classify the learning objectives (learning outcomes) of education into levels of complexity and specificity. Also, the module will enable the participants to develop the knowledge and skills for applying the levels of taxonomies during the design of results (of learning units, syllabi, projects and other learning activities), during evaluations (tests and other evaluations of student learning) and in assigning instructional methods such as the questioning strategy.

### **Learning outcomes**

- Describes the basic concepts that characterize the three hierarchical models (areas);
- Demonstrates skill in formulating learning outcomes based on taxonomic levels;
- Formulates questions based on levels of taxonomies.

### **Teaching methodology**

The module is handled using contemporary teaching methodologies and techniques, through interactive learning, discussions, demonstrations, presentations as well as using different forms of work, such as individual, in pairs, group work, etc.



Module	<b>Designing Learning Outcomes</b>
Teacher/s - Trainer/s	Prof. Ass. Dr. Ziriye Hasani and Prof. Ass. Dr. Anera Musliu
Hours	2
The targeted group	Academic personnel of UUHP

### **Short description**

The "*Designing Learning Outcomes*" module provides content and develops skills in designing learning outcomes for the program, subjects/courses at all levels of study. In the first place, the design of learning outcomes is a very important component when compiling course syllabi at all study levels. At this point, it is shown what the student's skills and abilities will be after completing a course or study program.

### **Module Objectives**

The contents offered in this module enable the participants to develop skills of designing learning outcomes for the program and more precisely for the subject/course based on action verbs, main elements of outcomes such as: action, condition and criterion.

### **Learning outcomes**

- Identifies active verbs accordingly with the Bloom's taxonomy levels;
- Defines the basic elements of learning outcomes such as action, condition and criterion;
- Designs learning outcomes for the subject/course.

**Teaching methodology:** Jigsaw; asking questions; brainstorming, working in pairs, in groups.

Module	<b>Syllabus Drafting</b>
Teacher/s - Trainer/s	Prof. Assoc. Dr. Halim Bajraktari and Ass. Shefki Shtër bani
Hours	<b>2</b>
The targeted group	Academic personnel of UUHP

### **Short description**

The "*Syllabus Drafting*" module aims to support the academic personnel for the drafting of syllabuses, with the standards required by the university, to describe, review and revise their syllabuses for the relevant subjects. The process of drafting a syllabus is a good opportunity for the teacher to reflect, in accordance with the standards of the time, prompting them to consider the teaching methodology, the importance of the subject, the topics to be covered, for what course it is about why the subject is taught, what will be required for students to be successful in the course, etc. A well-designed syllabus is a very reliable indicator of the quality of teaching and learning that takes place in a subject. Therefore, it is up to the teachers to make efforts to design a program of the highest standards, which will be addressed with the organization, in the implementation of the module for teachers related to the design of the syllabus.

### **Purpose of the module**

The module aims to develop the skills of teachers to design the syllabus with University required standards. This will reflect the perspective, for an adequate syllabus that includes all the necessary elements starting from the description of the course, the purpose, the results, the activities, the methodology and the student evaluation process.

### **Learning outcomes**

- Defines the basic elements of a syllabus according to the required standards;
- Includes the required elements in each component of the syllabus;
- Drafts the syllabus of the subject/course according to the defined criteria.

### **Teaching methodology**

The module is handled using contemporary teaching methodologies and techniques, through interactive learning, discussions, demonstrations, presentations as well as using different forms of work, such as individual, pairs, group work, etc.

## The 2022-2023 training calendar plan

Trainings	Trainers	The realization date	Implementation date	Target participants
Learning Theories	Pranvera Jetishi Çollaku Serdan Kervan	December 2022	14.12.2022 (11:00-12:30)	2 gr/15 pers.
Active learning	Vjollca Dibra	December 2022	14.12.2022 (13:30-15:00)	2 gr/15 pers.
Interactive teaching techniques	Mirvjena Kortoçi Adelina Rakaj	December 2022	19.12.2022 (10:00-11:30)	2 gr/15 pers.
Bloom's Taxonomy	Vedat Bajrami Fatmir Mehmeti	January - February 2023	15.01.2023- 14.02.2023	2 gr/15 pers.
Designing learning outcomes	Zirije Hasani Anera Musliu	January - February 2023	15.01.2023- 14.02.2023	2 gr/15 pers.
Drafting of the semester syllabus (syllabus)	Halim Bajraktari Shefki Shtërbani	January - February 2023	15.01.2023- 14.02.2023	2 gr/15 pers.