



Module Description Catalogue

of the Master of Science

“Leadership and Assessment in Education”

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Nehemiah Gateway Albania

Rruga “Nehemia”

7304 Buçimas

Albania

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PART A INTRODUCTION

Module Description: Introduction to Educational Leadership & Assessment

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 920	Compulsory	I	60	90	150	6
Lecturer			Dr. Roy Atwood			
Language			English			
Compulsory / Optional			Compulsory			
Aim of the Module						
<p>This course provides an overview of theories and research in education leadership and basic concepts in assessment. This unit aims to provide students with the skills and knowledge to lead effectively in a variety of roles and to work successfully in management positions within an early childhood service. Students will also gain skills that enable them to be effective communicators. They actively participate in case studies, self-assessment activities, and use the outcome information for setting strategic goals for their own professional development.</p>						
Learning Outcomes						
<p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain various models of education, educational leadership and management, and concepts of assessment • Understand and appreciate the ethical challenges working in complex partnerships with families, students, educational institutions, and various community and public interests. • Describe assessment approaches by outlining criteria to the appropriate approach • Apply appropriately current theories of leadership to educational settings • Compare educational policies and practices in various countries • Analyze skills and dispositions required of leaders and managers and their interconnectedness • Defend the importance of legal and ethical requirements for managing and operating schools and early childhood services. • Evaluate leadership strategies • Prepare a critical review of a range of educational leadership and management models • Reflect upon the role of assessment within institutions, and its strengths and weaknesses 						

Precondition(s)	No
LITERATURE	
Required:	
Gardner, J. R. (Ed.) (2012). Assessment and Learning. New York: Sage Publications	

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Grogan, M. (Ed.) (2013). The Jossey-Bass Reader on Educational Leadership. 3rd edn. San Francisco: Jossey-Bass

Gregory, John M. (2014). The Seven Laws of Teaching, Canon Press: UK

Recommended:

Capel, S., Leask, M., & Younie S. (Eds.) (2013). Learning to teach in the secondary school. A companion to school experience. USA: Routledge

NOTE: *Relevant works in Albanian may be added for Albanian readers, as appropriate*

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, planning/evaluation projects, and term paper. Each student will be encouraged to come to class prepared to learn, discuss, interact, and express his or her own views.

ASSESSMENT

Studies during the module	Quantity	Percentage
Presentations	2	20 %
Quiz / Test		
Projects	2	30 %
Essay		
Lab		
Term paper	1	40 %
Participation		10 %
Total		100 %

Module Description: Research Methods

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L° 918	Compulsory	I	60	90	150	6
Lecturer			Prof. Ass. Dr. Ema Kristo / Raju Mullagiri / Albana Demiraj			
Language			English			
Compulsory / Optional			Compulsory			
Aim of the Module						
<p>This course will provide an opportunity for participants to establish or advance their understanding of the research process, defining a research topic, selecting the literature, organizing the content from the literature, writing a scientific work, presentation tools and the course introduces the language of research, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).</p>						
Learning Outcomes						
<p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Differentiate research terminology and methods • Describe quantitative, qualitative and mixed methods approaches to research • Identify the components of a literature review process • Critically analyse published research based on research terminology and methods • Determine tools of research methods in their environment • Apply the N.G. University formal standards in research work 						

Precondition(s)	No
LITERATURE Required:	
Cohen, L., et. al. (2011). Research Methods in Education. 7th edn. New York: Routlage (pdf 6th edn).	
Kumar, R. (2005). Research Methodology. A step-by-step Guide for Beginners. 2nd edn. London: Sage Publication.	
Matthews, B., & Ross, L. (2010). Metodatat e Huluntimit. Udhzues praktik për shkencat sociale dhe humane. Tiranë: CDE.	
Thomas. G. (2011). How to do Your Case Study: A Guide for Students & Researchers. UK: Sage Publications.	

Reccomended:

Bryman. A. (2012). Social Research Methods. 4th edn. New York: Oxford University Press.

Chalmers, A. (1999). What is this thing called Science? 3rd edn. Indianapolis: Hackett Publishing.

Clarke. V., & Brown. V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. London: Sage Publications.

David. S. (2013). Doing Qualitative Research: A Practical Handbook, 4th edn. London: Sage Publications.

Lovitts. B. E., & Wert .E. L. (2009). Developing Quality Dissertations in the Social Sciences: A Graduate Student's Guide to Achieving Excellence. Virginia, USA: Stylus Publishing.

Thomas. G. (2013). How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences. 2nd edn. London: Sage Publications.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views.

ASSESSMENT

Studies during the module	Quantity	Percentage
Presentation	1	15 %
Quiz		
Projects / home works		
Essay	3	25 %
Lab		
Term paper		
Participation in the lesson		10 %
Total		100 %

PART B TEACHING AND LEARNING

Module Description: Modern Teaching and Learning Methods

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°°1260	Compulsory	I	60	90	150	6
Lecturer			Dr. Rezarta Reimann			
Language			English, Albanian			
Compulsory / Optional			Compulsory			
Aim of the Module:						
<p>Students will build knowledge and skills about psychological perspectives of learning, cognitive developmental theory, social constructivist theory, constructivism and information processing theory. Strategies and approaches in order to manage and to improve learning environment in the classroom will be analysed. A variety of didactic models, focused on active, personalizing and individualizing learning will be introduced and discussed. Working approaches and steps of lesson planning will be analysed based on the three-phase structure, which takes into consideration thinking process during learning will be applicable.</p>						
Learning Outcomes						
<p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Describe psychological principals of variety theories of learning • Explain constructivism and cognitive approaches used in the learning process • Analyse the dimensions of learning styles and the ways of practicing them in the classroom • Compare different didactic methods by those advantages for use in the teaching process • Apply schemes of work and various lesson plan models • Analyse the three phase structure of active learning in lesson planning and implementation in the classroom • Improve teaching skills through presentation, discussion, analysis and debate among the group • Reflect critically upon teaching process by referring learning outcomes 						

Precondition(s)	-
LITERATURE	
Required:	
<p>Capel, S., Leask, M., & Turner, T. (2013). Learning to Teach in the Secondary School. A companion to school experience. 6th edn. U.K.: Taylor & Francis. (p. 9-24; 307-324).</p> <p>Musai, B. (2014). Metodologji e mësimdhënies. Botim i dytë. Tiranë: CDE.</p>	

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Leask, M. (2013). Teaching styles. Learning to Teach in the Secondary School. A companion to school experience. Sixth Edition. Hrsg. Capel, Susan, Leask, Marilyn, Leask and Turner, Tony. London: Routledge. P. 352-355.

Lowe, M. (2013). Active learning. Learning to Teach in the Secondary School. A companion to school experience. Sixth Edition. Hrsg. Capel, Susan., Leask, Marilyn., Leask and Turner, Tony. London: Routledge. P. 325-343.

Reccomended:

Ackoff, L. R., Greenberg, D. (2008). Turning learning right side up. Putting education back on track. New Jersey: Prentice Hall.

Ambrose A. S., et. al. (2010). How Learning Works: Seven Research-Based Principles for Smart Teaching. 1 edn. San Francisko: Jossey-Bass.

Bain, K. (2012). What the Best College Students Do. Chicago: Harvard University Press.

Bain, K. (2004). What the Best College Teachers Do. 1 eds. Chicago: Harvard University Press.

Brown, P., Roediger, L. H., McDaniel, A. M. (2014). Make It Stick: The Science of Successful Learning. USA: Belknap Press.

Hattie, J. (2012). Visible Learning for Teacher. Maximizing impact on learning. London: Routledge.

Howard-Jones, P. (2013). Neuroeducation. The emergence of the brain in education. Learning to Teach in the Secondary School. A companion to school experience. Sixth Edition. Hrsg. Capel, Susan., Leask, Marilyn., Leask and Turner, Tony. London: Routledge. P. 382-388.

Active learning and teaching methods

http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf

Teaching Methods online

<http://www.teachingmethodsonline.com>

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views and share the personal experience with others.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	40 %
Quiz	1	20 %
Projects / home works		
Essay		

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Lab		
Term paper	1	40 %
Participation in the lesson		
Total Percentage / Grade		100

Module Description: Core-conditions and core-abilities of pedagogical inclusion

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1458		III	40	60	100	4
Lecturer			Dr. Rezarta Reimann			
Language			English / Albanian			
Compulsory / Optional			Compulsory			
Aim of the Module						
<p>Students will take knowledge about a range of issues related to inclusion, special education needs and disability. Legislation, regulations and practice in the education system of Albania and other countries will be analysed. A variety of <i>School Action Plans</i> and other projects related to inclusion in practice will be introduced. Specific educational needs of individual pupils, implications and strategies of the integration in the classroom will be analysed.</p>						
Learning Outcomes						
<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Define basic concepts and theories of inclusion and disability • Describe legislation and regulation of inclusion in educational system of Albania; • Compare regulation and strategies of inclusion in educational system in different countries • Analyse strategies of inclusion in Albanian educational system • Discuss possibilities and obstacles of inclusion in practice • Identify implications for organizing teaching and learning for inclusion in the mainstream classes • Develop a strategic plan for intervention and monitoring the progress of people with special educational needs in the school, and discuss the ways of implementation. • Reflect on the practice and experience working with children with special educational needs. 						

Precondition(s)	If yes, please specify
LITERATURE	
Required:	
<p>Ackoff, L. R., Greenberg, D. (2008). <i>Turning learning right side up. Putting education back on track</i>. New Jersey: Pearson.</p>	
<p>Capel, S., Leask, M., & Turner, T. (2013). <i>Learning to Teach in the Secondary School. A companion to school experience</i>. 6th edn. U.K.: Taylor & Francis.</p>	
<p>Lewis, A., Norwich, B. (2005). <i>Special Teaching for Special Children? Pedagogies for inclusion</i>. Berkshire, England: Open University Press.</p>	

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Recommeneded:

Bain, K. (2004). *What the Best College Teachers Do*. 1 eds. Chicago: Harvard University Press.

DfES (Department for Educational Needs and Skills) (2004). *Removing barriers to achievement: The government's SEN Strategy*. Nottingham: DfES Publications.

Rasfeld, M., Spiegel, P. (2013). *EduAction. Wir machen schule*. Zweite Auflage. Hamburg: Murman Verlag.

Senge, P. et. al (2012). *Schools that learn (updated und revised). A fifth discipline fieldbook for educations, parents, and everyone who cares for education*. New York: Crown Business.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views and share the personal experience with others about working with children with special educational needs and disabilities.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	30
Quiz / Test	1	70
Projects / home works		
Essay		
Lab		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

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and assignments.

Each student will be encouraged to come to class prepared to learn, discuss, and share the personal works on writing others and express their personal views on rhetoric.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test	1	50 %
Projects / home works		
Essay		
Lab		
Term paper	1	30 %
Participation in the lesson		
Total Percentage / Grade		100 %

Module Description: Educational Psychology

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 912	Compulsory	II	60	90	150	6

Lecturer	Prof. Dr. Bardhyl Musai
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Language	English / Albanian
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Compulsory / Optional	Compulsory
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Aim of the Module

The course of lectures aims to give students general knowledge on the science of psychology of education. The module takes into consideration the knowledge obtained by students in the previous level and aims at their preparation with contemporary theory knowledge and with a totality of professional competencies that help them to cope in a successfully manner in education environments.

Learning Outcomes

At the end of this course students will be able to:

- Define educational psychology and give examples of the different topics educational psychologists study
- Identify the research methods and aims of educational psychology
- Describe the developmental issues faced by school age children
- Explain how individual variations and cultural diversity affect thinking and learning
- Describe the challenges presented by learning disabilities
- Describe the challenges presented by students with exceptional skills
- Explain and apply behavioural, socio-cultural, and cognitive learning theories
- Explain the role of motivation on learning and classroom behavior
- Identify commonly used standardized tests, their strengths and limitations, and use in school settings
- Outline current trends in traditional and alternative assessments

Precondition(s)	
LITERATURE	
Required:	
Woolfolk, A. (2011). <i>Psikologji edukimi</i> . (Botimi i njëmbëdhjetë) Përkthyer nga Mimoza Gjika dhe Stavri Pone. Tiranë: CDE.	

Snowman, Jack & Biehler, Robert (2003). *Psychology Applied to Teaching*, 10th Edition, Boston.

Reccomended:

Tough, P. (2013). *How Children Succeed: Grit, Curiosity and Hidden Power of Character*: New York: Houghtone Mifflin.

Woolfolk Hoy, A., M., Hughes, M., Walkup, V. (2009). *Psychology in the schools*. London: Pearson/Longman.

Woolfolk, A. (2008). *Educational psychology. Active learning edition (2nd ed.)*. Boston, MA: Allyn & Bacon.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about development, learning, teaching and class management and students motivation.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test		
Projects / home works		
Essay		
Lab		
Term paper	1	70 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

PART C LEADERSHIP AND ADMINISTRATION IN EDUCATION

Module Description: Educational Planning and Finance

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1460	Compulsory	III	40	60	100	4
Lecturer			Dr. Genci Kojdheli			
Language			English			
Compulsory / Optional			Compulsory			
<p>Aim of the Module</p> <p>Planning can be defined as a practice aimed at preparing the education system to address the future and to achieve the medium and long-term goals set by policy-makers. In order to fulfil this function effectively, educational planners need to have an understanding of the concepts, which are defining and shaping their area of work. At the same time, they have to be aware of the context, challenges and constraints that arise when carrying out the operational activities of educational planning. As managers of educational institutions, you are expected to be informed about your accountants' responsibilities in managing the resources at your disposal. For you to be able to do this, you need to be well acquainted with management tools and skills, like budgeting, using procedures in financial management, and with strategies for funds mobilization and accountability.</p> <p>The aim of this module is to equip you with the relevant knowledge and skills to enable you be cognizant of issues relating to financial management in your institution, and work well with your chief finance officer (CFO).</p>						
<p>Learning Outcomes</p> <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify main contextual factors affecting educational planning • Discuss main challenges facing educational planning • Compare educational development patterns in different regions • Identify international commitments and frameworks guiding educational planning • Discuss main aid modalities in education • Improve students financial management skills like budgeting techniques, resource allocation planning and utilization • Be pro-active in mobilizing resources to cover the institutions' running and investment costs • Cite some examples of innovative ways of financial management and the reasons for change • Use mechanisms and tools for a transparent planning and utilization of resources • Plan for sustainable projects and expenditures geared at institutional development 						

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Precondition(s)	-	
LITERATURE		
<i>To be completed ...</i>		
TEACHING METHODOLOGY		
Combination of lecture, discussion, active participation, presentations and assignments.		
This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation on leadership. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about management and leadership.		
ASSESSMENT		
Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test	1	30 %
Projects / home works		
Essay		
Lab		
Term paper	1	40 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

Module Description: Educational Legislation

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 915	Compulsory	III	60	90	150	6
Lecturer			Dr. Elis Tarelli			
Language			English, Albanian			
Compulsory / Optional			Compulsory			

Aim of the Module:

Students review the laws governing education in general and special education at national level and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion, in the European Union and Albania. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of general and special education law, and the process of national and local education agencies. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school local and state levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each session. Extensive reading and research are required to successfully complete this course.

Learning Outcomes

At the end of this course students will be able to:

- Identify main documents with regard to educational legislation in Albania
- Compare various legal documents according their importance starting from constitution to school regulation.
- Write documents based on legislation
- Interpret educational issues based on legal aspects
- Make decisions based on legislation

Precondition(s)	Obligatory participation to: <ul style="list-style-type: none"> - Introduction to educational Leadership and Assessment - Strategic Management - Changes Management in Education
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LITERATURE Required:

Kushtetuta e Republikës së Shqipërisë.

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Ligji "Për sistemin Arsimit Parauniversitar" Nr. 69/2012, datë 22.06.2012.

Dispozitat Normative të Arsimit Parauniversitar.

Strategjia Kombëtare e Arsimit Parauniversitar 2008-2013.

<https://studioligjore.files.wordpress.com/2012/02/permbledhje-legjislacioni-per-arsimin.pdf>

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of various practical activities based on legal issues. Each student will be encouraged to come to class prepared to learn, discuss, about legislation of all kinds.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	30 %
Quiz	2	60 %
Projects / home works		
Essay		
Lab		
Term paper		
Participation in the lesson		10 %
Total Percentage / Grade		100

Module Description: Strategic Management

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1461	Compulsory	I	60	90	150	6
Lecturer			Matthias Malessa			
Language			English			
Compulsory / Optional			Compulsory			

Aim of the Module

The aim of the module is to develop knowledge and understanding of multi-level processes involved in the strategic management of organisations and their constituent groups and individuals. Participants will become familiar with leading-edge theory about organisation and management and how such processes relate to strategy. The module will support the development of student's business analysis and strategic decision-making skills and introduce students to the concepts of creating and managing strategy especially in the field of education. The module will serve as an intellectual platform to proceed to further modules of study.

Learning Outcomes

At the end of this course students will be able to:

- Examine key elements of strategy including environmental scanning, scenario development, core competencies and strategic positioning
- Examine issues involved in human resources management, group dynamics and communication in organizations
- Examine people issues associated with project management including leadership, conflict, negotiation, project teams, motivation and reward
- Explain how organizations manage resistance to change
- Manage financial, procurement and risk aspects of projects
- Analyze strategic solutions for different types of organizations and for different organizational contexts
- Analyze the nature of learning organizations and managing technological change.
- Assess issues involved in strategy execution including organizational alignment, incentives and measurement systems; strategy and culture, values and ethics.
- Evaluate the planned change and emergent change models for managing change in organizations
- Evaluate tools for strategic analysis, for example, experience curve, growth-share matrix, porters models for industry analysis, competitive positioning and value innovation.
- Review the nature, implementation and practice of Project Management and the role of the project manager

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Precondition(s)	If yes, please specify	
LITERATURE		
Required:		
Bennis, Warren G.; Thomas, Robert J. (2002). Crucibles of Leadership. In: Harvard Business Review, Vol. 80, No. 9, Pp. 39-45.		
Goleman, Daniel (1998). What makes a Leader. In: Harvard Business Review, Vol. 76, No. 6, Pp. 93-102.		
George, Bill; Sims, Peter; McLean, Andrew N. et. al. (2007). Discovering your Authentic Leadership. In: Harvard Business Review, Vol. 85, No. 2.		
Montgomery Cynthia A. (2008). Putting Leadership back into Strategy. Harvard Business Review, Vol. 86, No. 1, Pp. 54-60.		
George, Bill (2007). True North. Discover your Authentic Leadership. Jossey-Bass: San Francisco.		
Recommended:		
George, Bill; McLean, Andrew; Craig, Nick (2008). Finding your True North. A Personal Guide. A program to discover your Authentic Leadership. Jossay-Bass: San Francisco.		
TEACHING METHODOLOGY		
Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.		
ASSESSMENT		
Studies during the module	Quantity	Percentage of the final grade
Presentation	1	30 %
Quiz / Test	1	30 %
Projects / home works		
Essay		
Lab		
Term paper	1	40 %
Participation in the lesson		
Total Percentage / Grade		100 %

Module Description: Managing Educational Change

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L ^{oo}	1463	I	60	90	150	6
Lecturer			Prof. Dr. Bardhyl Musai			
Language			English, Albanian			
Compulsory / Optional			Compulsory			

Aim of the Module:

The way in which change is managed is clearly viewed as a complex issue that evolves and adapts to suit circumstances. During the module the students will be known and experienced with the sources of changes and strategies for its management. Furthermore the aim of the module is to clarify to what extent changes in leadership, management and administrative structures are related to shifts in teaching and research performance in public/private schools/universities across Albania in the last post communist years. How far leaders of schools are able to inform all parties - teachers, students, parents, community members - on the nature of change's and its rationale and consequences of adapting a certain management model, are topics which will be discussed, reviewed and reflected during this module. The human side of school reform and the difficulties of implementing innovation will be examined and discussed in this course. One of the main reason efforts to reform schools stall is that educators resist change because they feel burdened or conflicted by the process. Some issues will focus on realistic expectations concerning the pace of reform and the performance of leaders. It offers practical advice on problem solving, communication, and staff motivation. The course will have in its focus main aspects for change, reviews standard conceptualizations of change and analyses the psychology of individuals and the culture of schools, discusses the transitions teachers must make to implement reform, and examines the dimensions of organizational change, and will focus on the dilemmas of leaders and teachers involved in process of change.

Learning Outcomes

At the end of this course students will be able to:

- Identify where the complexity of change's management lies and consider the challenges for all parties included in the process.
- Explain the nature of resistance during educational change.
- Describe how and why changes happen and the consequences of such changes for educational institutions
- Apply and integrate fundamental education concepts into a variety of situations for change.
- Prepare action plans and procedures that encourage all school teachers to be involved in the process of change.
- Analyze school climate for effective changes and responsive decision making.
- Analyze changes made in Albanian Educational System for the last years.

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- Analyze how the role of teachers/instructors changed with certain reforms.
- Develop, implement, and evaluate a comprehensive professional development plan designed to address areas of identified for change.
- Successfully evaluate leadership effectiveness within any context .
- Think critically managing change in various educational settings.

Precondition(s)

LITERATURE

Required:

Fullan, M. (2010). Forcat e ndryshimit. Tiranë: CDE.

Fullan, M. (2010). Kuptimi i ri i ndryshimit në arsim. Tiranë: CDE.

Reccomended:

Fullan, M. (2001). Leading in a culture of change. San Francisco, CA: Jossey-Bass.

Fullan, M. (2008). The six secrets of Change. San Francisco, CA: Jossey-Bass.

Fullan, M. (2010). All Systems Go – The change Imperative for Whole System Reform. California: Corwin.

Shen, Y. (2008). The Effect of Changes and Innovation on Educational Improvement. *International Education Studies* (1) 3, 73-77. (can be retrieved from: <file:///C:/Documents%20and%20Settings/SHLE/My%20Documents/Downloads/864-2629-1-PB.pdf>).

Waks, L.J (2007) The concept of Fundamental Educational Change. *Educational Leadership* (57)3, 277-295. (can be retrieved from: <http://audio.edtechlive.com/leonardwaks/Waks%20Fundamental%20Educational%20Change.pdf>).

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments. This course will incorporate a combination of lectures, discussion, active participation, case studies, analysis and critical reflection, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, interact, and express his or her own views.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	30 %
Quiz / Test		
Projects / home works		
Essay	3	60 %
Lab		

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Term paper		
Participation in the lesson		10 %
Total Percentage / Grade		100

Module Description: Critical thinking

Code	Type of Module	Semester	Contact hours	Self Study hours	Hours Total	Credits (ECTS)
L° 1462	Compulsory	II	60	90	150	6
Lecturer			Prof. Ass. Dr. Ema Kristo			
Language			English / Albanian			
Compulsory/ Optional			Compulsory			
Aim of the Module						
<p>Critical thinking is the philosophy that should guide the whole process of learning in the field of human knowledge, starting with understanding and the meaning of everything that is observed or expressed, until award of an argument that determines whether an appointed conclusion is really or convenient and if it can be accepted as such. The course develops critical thinking as a criterion to make a good judgment, as well as enables students with methods or techniques for the formation of judgment or understand the nature of the issues and problems of teaching.</p>						
Learning Outcomes						
<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Build knowledge connected to the process of critical thought • Get to know the elements of thinking in critical manner • Evaluate critically the opinion of selected issues for discussion by demonstrating their knowledge and experience • Use in various situation their critical thought during the work in lesson hours and through tasks and reading of additional literature 						
Precondition(s)		No				
LITERATURE						
Required:						
Lewis V., Chris M-D. (2010). Fuqia e te menduarit kritik. CDE: Tiranë.						
Reccomended:						
Facione, P. A., and Noreen C, (2007). Thinking and Reasoning in Human Decision Making. Millbrae CA: The California Academic Press.						
Facione, P. A. (2011). Think Critically, Englewood Cliffs. NJ: Pearson Education.						

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Facione, P.A., Facione, N.C., (2007). Talking Critical Thinking, Change: The Magazine of Higher Education, March-April.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about critical thinking.

ASSESSMENT

Studies during the module	Quantity	Percentage
Presentations	2	20 %
Quiz		
Projects	2	30 %
Essay		
Lab		
Term paper	1	40 %
Participation in the lesson		10 %
Total		100 %

PART D Organizational Behaviour

Module Description: Professional Ethics

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1459	Compulsory	I	40	60	100	4
Lecturer			Dr. Roy Atwood			
Language			English			
Compulsory / Optional			Compulsory			
Aim of the Module						
<p>The main purpose of this module is to equip teachers and administrators with the concepts, skills and moral inclinations of educational ethics, and its appropriate terminology. The students will identify the significant values in education within their own cultural context(s) - especially for the teachers and administrators. The aim of the module is to raise awareness of the norms and ethics in the teaching profession at multiple levels and to increase respect for and to improve ethical standards in educational practice. Students will consider case studies of common and difficult ethical challenges and develop principled responses to them as teachers and administrators. Students will acquire a basic command of the key values of the teaching profession (normative values, human rights, professional, intellectual and academic integrity, personal respect, equity, fairness, justice, privacy, etc.), for building trustworthy relationships with students, peers and constituencies, while fulfilling the purposes and goals of education and teaching.</p>						
Learning Outcomes						
<p>At the end of the course the students should be able to:</p> <ul style="list-style-type: none"> • Describe the main concepts and principles of educational ethics in relation to educational goals • Recognise the necessity of ethics in the teaching profession and understand their implications for their Albanian and/or other cultural contexts • Identify the basic principles and values for administrator, teacher and student behavior • Identify & address the key challenges associated with the emerging ethical culture of social media • Apply core ethical values to common teaching and administrative settings and problem situations • Complete/develop a generalised code of conduct for the teaching position • Outline, define and justify behaviors which constitute unprofessional practise in the teacher's relationship with pupils, parents, colleagues, communities, and authorities • Analyse why society accepts/denies certain behaviours for teachers • Analyse & evaluate differences in the ethical systems of government-funded & private education • Evaluate one's own teaching experience with respect to professional ethics 						
Precondition(s)		No				
LITERATURE						

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Required:

Kramer, B. H. and Ernestine K. E. (2014). Leading Ethically in Schools and Other Organizations: Inquiry, Case Studies, and Decision-Making, 2nd ed., Rowman & Littlefield Publishers.

Midlock, S. F. (2010). Case Studies for Educational Leadership: Solving Administrative Dilemmas, Upple Saddle River, NJ: Pearson.

Reccomended:

James, C. (2014). Disconnected: Youth, New Media, and the Ethics Gap, The MacArthur Foundation Series on Digital Media and Learning, MIT Press.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, projects, and term paper writing assignment.

ASSESSMENT

Studies during the module	Quantity	Percentage
Presentations	2	20 %
Quiz		
Projects	2	30 %
Essay		
Lab		
Term paper	1	40 %
Participation in the lesson		10 %
Total		100 %

Module Description: Gender Issues in Leadership and Education

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1263	Compulsory	I	60	90	150	6

Lecturer	Petra Bläss-Rafajlovski
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Language	English
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Compulsory / Optional	Compulsory
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Aim of the Module

This module aims to build candidates knowledge and understanding of gender stereotyping. It will help teachers to understand the relevance that issues of gender have, not only in Europe, but across the World and especially in Albania. This class is an opportunity for candidates to consider the social inequalities people face in everyday situations, asking students to respond, judge, and to consider the negative implications of certain stereotypes, using both the legacy of the past, current examples, and thinking ahead to how we can all move away from a gendered style of thinking.

This course will give an overview over the gender issues in education based on research projects of the EU.

Learning Outcomes

At the end of this course students will be able to:

- Outline the historical background of the gender movement
- Identify the consequences which follows from the gender debate in a global world
- Classify the opportunities and risks that the gender issues raises
- Examine the main ideas of gender issues in Albania, especially for the teachers
- Compare the research results from the European Union

Precondition(s)	
LITERATURE	
Required:	
Materials sent by email (in Albanian Language)	
Recommended	
Gender Mainstreaming - An Overview. http://www.un.org/womenwatch/osagi/pdf/e65237.pdf	

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Ed.: United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, New York 2002

<http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>

EQUAL Guide on Gender Mainstreaming.

Ed.: Employment & European Social Fund of the European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities, Brussels 2004

http://ec.europa.eu/employment_social/equal/data/document/ge...

Manual for Gender Mainstreaming – Employment, social inclusion and social protection. Ed.: European Commission, Directorate General for Employment, Social Affairs and Equal Opportunities, Brussels 2008

<http://ec.europa.eu/social/BlobServlet?docId=2045&langId=en>

Priority Gender Equality Action Plan 2008-2013. Ed.: UNESCO, Paris 2008

<http://www.unesco.org/new/en/unesco/themes/gender-equality/f...>

EU Plan of Action on Gender Equality and Women's Empowerment in Development 2012-2015, Ed.: European Commission, Brussels 2010

https://webgate.ec.europa.eu/.../EU_Plan_of_action_on_gender_equa...

Women's Empowerment Principles – Equality means business.

Ed.: UN Women, New York 2011

http://www.unglobalcompact.org/docs/issues_doc/human_rights/...

2009 World Survey on the Role of Women in Development – Women's Control over Economic Resources and Access to Resources, including Microfinance.

Ed.: United Nations Department of Economic and Social Affairs. Division for the Advancement of Women, New York 2009

<http://www.un.org/womenwatch/daw/public/WorldSurvey2009.pdf>

UN Women Annual Report 2010-2011.

Ed.: UN Women, New York 2011

http://www.unwomen.org/wp-content/uploads/2011/06/UNwomen_An...-

Special Report: Women conquering new expanses of freedom.

In: The UNESCO Courier April-June 2011, Paris 2011

<http://unesdoc.unesco.org/images/0019/001914/191443e.pdf>

World Atlas on Gender Equality in Education.

Ed.: UNESCO, Paris 2012

<http://www.unesco.org/new/en/education/themes/leading-the-in...>

World Development Report 2012: Gender Equality and Development.

Ed.: The World Bank, Washington, DC 2012

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH...>

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Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about gender issues and problems the society faces today.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test		
Projects / home works		
Essay		
Lab		
Term paper	1	70 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

Module Description: Intercultural Communication & Conflict Resolution

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 760		II	40	60	100	4
Lecturer			Barbara von Schnurbein, Dr. Steven Holmes, Donika Nasto			
Language			English / Albanian			
Compulsory / Optional			Compulsory			

Aim of the Module

This module aims to consider ways of conceptualizing culture and intercultural communication; to clarify the relationship between culture, communication and discourse; to develop understanding of issues involved in the identification, description and critical examination of intercultural encounters; to consider a range of issues and approaches related to the teaching of intercultural communication. The students will be known with the significance of negotiations in business / educational institutions, some theoretical approaches to negotiating, significant negotiating tools, theoretical approaches to conflict management, and tools to manage conflicts.

Learning Outcomes

At the end of this course students will be able to:

- Explain and critically point out some of the main ways in which culture is defined and conceptualised
- Relate differences between these approaches to the ways in which culture is used as an analytical or explanatory tool
- Identify and critically evaluate elements of intercultural discourse in everyday communication
- Analyse instances of intercultural communication
- Explain the implications of findings in intercultural communication research for teaching and learning
- Outline the theoretical approaches to conflict management
- Analyze various conflict situations
- Evaluate situation prior negotiations for conflict resolution
- Reflect on people behaviour and ways of communications

Precondition(s)	
LITERATURE	
Required:	
<i>To be completed</i>	

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Reccomended:

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Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to participate in role play situation with regard to conflict resolution.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	15 %
Quiz / Test		
Projects / home works	2	60 %
Essay	1	15 %
Lab		
Term paper		
Participation in the lesson		10 %
Total Percentage / Grade		100 %

Module Description: Human Resource Management

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1464	Compulsory	III	60	90	150	6
Lecturer			Arnold Geiger / Arlinda Merdani / Anke Stamminger			
Language			English			
Compulsory / Optional			Compulsory			

Aim of the Module

This course is related to the nature and scope of Human Resource Management (HRM). This module focuses specifically on the nature of HRM in education, appropriate functions and activities. The students will be known with the different organizational theories as well as various models of HRM in the field of education e.g. the Fombrun, Tichy and Devanna Model of HRM, the Harvard Model of HRM, the Warwick Model of HRM and the Storey Model, which shall guide students through model application to increase organizational effectiveness. In this module the students will get the possibility to combine theory and practise.

Learning Outcomes

At the end of this course students will be able to:

- Describe the nature of human resource management in education
- Identify what human resources are
- Define management
- Outline the activities of human resource management
- Examine functions of human resource management
- Differentiate between various organizational theories
- Compare the different HRM models to each other
- Apply project management methods on study cases.

Precondition(s)	Students should have basic knowledge of the organizational theory. They have attained knowledge on differentiation, analysis and specific forms of structure and process organization.
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LITERATURE

Required:

Bohlander, G., Snell, S. (2010). *Managing Human Resources*, 15th Edition. Mason, OH: Thomson South-

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Western.

Daft, R. L., Lane, P. G. (2010). Management, 9th Edition. Edition. Mason, OH: Thomson South-Western.

Reccomended:

Stock-H., R. (2010). Personal management. Theorien – Konzepte – Instrumente, 2nd Edition. Wiesbaden: Springer Verlag.

Ulrich, D. (1997). Measuring Human Resources. An overview of practice and a prescription for results. In: Human Resource Management, Vol. 36, No. 3, Pp. 303-320.

Becker, B. Huselid, M., et. al. (1997). HR as a source of shareholder value. Research and Reccomandations. In: Human Resource Management, Vol. 36, No. 1, Pp. 39-47.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	2	25 %
Quiz / Test		
Projects / home works		
Essay		
Lab		
Term paper	1	50 %
Participation in the lesson		25 %
Total Percentage / Grade		100 %

PART E ASSESSMENT

Module Description: Quality and Effectiveness in Educational Administration

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L° 1457	Compulsory	III	60	90	150	6
Lecturer			Prof. Dr. Ulli Arnold, Dr. Roy Atwood			
Language			English			
Compulsory/ Optional			Compulsory			
Aim of the Module						
Management in education should be understood as governance of all processes, chains, internal factors and those that influence directly or indirectly the lives of school as an institution. Management in education is a broad field of action, as embraces a totality of institutions.						
Learning Outcomes						
At the end of this module, students will be able to:						
<ul style="list-style-type: none"> • Understand the content and strengths of articles for education • Differentiate the role of the leader between administration and management • Describe professional and legal competencies of leader [standards of leader] • Develop legislative package related to the management of the school • Explain internal organization of the school • Describe how delegation of decision-making functions at school level • Exercise delegation of power / competences, as a principle of comprehensiveness • Analyze models of cooperation: school - community - business - local media • Evaluate classroom management in various situations 						
Precondition(s)						
LITERATURE						
Required:						
Hall, P.A. (2004). The first year principal. USA: RNL Education.						
Macbeath, J. and Mortimore, P. (2001). Improving school effectiveness. Buckingham: Open University Press.						
Townsend, T. (2007). International Book of School effectiveness and Improvement. USA: Springer						

Science.

“Strategjia Kombëtare e zhvillimit të arsimit parauniversitar në Shqipëri 2009-2013”

“Ligji për Sistemin Arsimor Parauniversitar”, 69/2012.

Dispozita Normative për arsimin parauniversitar , v. 2013.

Reccomended:

Wilmore, E.E. (2002). Principal Leadership: Applying the New Educational Leadership Constituent Council (ELCC) Standards. USA: Corvin.

Administrimi dhe Menaxhim i Arsimit; botim periodik i ISP, nr. 1, 2, 3, 4, 5.

TEACHING METHODOLOGY

Combination of lecture with practical work and case studies, discussion, active participation, writing assignments.

This course will incorporate a combination of discussion and small group work. Each student will be encouraged to participate in role-play situation with regard to roles and responsibilities of a school leader.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test	1	50 %
Projects / home works		
Essay		
Lab		
Term paper	1	30 %
Participation in the lesson		
Total Percentage / Grade		100 %

Module Description: Assessment of Institutional Performance

Code	Type of the Module	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°° 1465		II	60	90	150	6
Lecturer			Dr. Rezarta Reimann, Barbara von Schnurbein			
Language			English / Albanian			
Compulsory / Optional			Compulsory			
Place and Time of the Lessons			N.G. University, February 2016			
<p>Aim of the Module</p> <p>This course offers students a detailed information with regard to educational institutions. Students will be able to conduct themselves school self-evaluation, organization or department, by offering various models of modern evaluation techniques and tools.</p> <p>Students will build knowledge and skills on the assessment policy and practice. <i>Assessment for Learning (AfL)</i> and <i>Assessment of Learning (AoL)</i> will be introduced and discussed. Students will have competent knowledge and will be equipped with needed skills on constructing significant learning outcomes, different forms of testing and the assessment methods. Possibilities and problems of developing assessment practice will be discussed.</p>						
<p>Learning Outcomes</p> <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Understand self-evaluation as a process • Describe the role of assessment and principles of AfL and AoL • Discuss the conditions of implementation of learning outcomes in the classroom according to the hierarchy of Bloom's Taxonomy • Compare and different kinds of assessment methods • Be able to conduct school self-evaluation, department, organization • Apply standard methods and techniques of assessment • Analyze the methods and techniques of assessment, in terms of their practical implementation in the classroom • Arrange tests and analyze them in terms of their practical implementation in the classroom • Explain the relationship between curriculum and assessment 						
Precondition(s)		If yes, please specify				
<p>LITERATURE Required:</p>						

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Black, P. (2003). *Assessment For Learning: Putting it into Practice*. Maidenhead, U.K: Open University Press.

Gardner, N. J. (2012). *Assessment and Learning*. 2nd ed. UK: Sage.

Lusthaus, C. et al (2005). *Përmirësimi i performancës së organizatës*. Prishtinë: ADEA.

William, D. (2009): *Assessment for Learning: Why, What and How?* London Institute of Education.

Reccomended:

Clarke, Sh. (2005). *Formative Assessment in the Secondary Classroom*. Hodder Education.

Inspektimi dhe vlerësimi i brendshëm i shkollës (2011, Botim i IKAP)

Lusthaus, C., et al (2002). *Organizational assessment: A framework for improving performance*. Ottawa, Canada: International Development Research Centre.

Fondacioni Bruner (2005). *Të menduarit vlerësues*. Instrumenti i modifikuar nga Fondacioni Bruner. In: www.brunerfoundation.org

How good is our school? 2002. *Self-evaluation using quality indicators*. Një version i përkthyer në gjuhën shqipe.

Wiliam, D. (2011). *Embedded Formative Assessment*. National Educational Service; Auflage: New.

TEACHING METHODOLOGY

Combination of lecture and seminar work, active participation, presentations, case studies, writing reports. Forum discussions will help students to share their ideas and make comments, argue of other ideas regarding several topics.

ASSESSMENT

Studies during the module	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test	1	50 %
Projects / home works		
Essay		
Lab		
Term paper	1	30 %
Participation in the lesson		
Total Percentage / Grade		100 %