

Foreword

The journal “Kërkime Pedagogjike” (“Pedagogical Research”) is a continuation of the annual publications of the Kosovo Pedagogical Institute. This year, as a result of numerous research projects, Research is published in three volumes. This publication is the second volume of the journal “Kërkime Pedagogjike” for this year. This volume includes topics addressed by employees and scientific collaborators inside and outside the Institute, which focus on aspects related to curriculum implementation, teaching and student outcomes.

The eight articles in the second volume of the journal "Kërkime Pedagogjike" for 2024 reflect the ongoing efforts and commitment of professionals to contribute to the advancement of pedagogical practices, providing important evidence, new perspectives, and in-depth approaches to aspects related to curriculum implementation, teaching, and student outcomes.

The first article in this volume, *Project-based teaching: experiences of beginning teachers in Kosovo*, presents the experiences of beginning teachers in Kosovo in applying the project-based teaching methodology in the implementation of a competency-based curriculum. The author focuses on the strategies and methods used to facilitate the process of project-based teaching, and aims to deepen the understanding of the challenges and experiences of beginning teachers.

A group of scientific researchers from the Institute have conducted research and present important findings on the topic of *Teachers' Methodological Approach to Developing Students' Reading Comprehension*. The paper identifies the methodological approach of teachers during the teaching process in developing students' skills to understand the content of the text. The focus of the study was: the use of active reading techniques in the classroom, posing critical questions, using a variety of texts, developing interactive discussions, and stimulating critical thinking.

The paper titled *PIRLS 2021 International Testing - an analysis of the achievement of our students in the field of reading culture*, deals with the analysis of the results obtained from the PIRLS 2021 international testing. In this paper, in detail, the problems manifested by Kosovar students in the field of reading culture have been identified by individually analyzing the results and comparing them with the results achieved by students from countries in the region.

In a meta-analysis of studies on the *Experiences of countries after PISA*, the authors present some experiences and practices of analysis and action in different countries. Through this article, the authors highlight some important aspects of the different experiences after receiving the results, such as: issues of organizing the assessment process, some important issues related to the translation of tests, as well as the contextualization of the contents and tasks in the PISA tests.

Competency-based curriculum – teaching practices in function of its implementation, is another study, the results of which are presented in this volume of the journal. The author's object of study is teaching practices in compulsory education in Kosovo and their harmonization with the requirements of the Kosovo curriculum. The research results point to challenges in understanding the process of implementing curriculum requirements and in meeting realistic curriculum expectations.

The paper *Students' and teachers' practices in implementing the ICT technology subject in Kosovo High Schools* was conducted using a quantitative and qualitative study model. The author identifies and presents the practices and needs of students and teachers for the use of ICT within the framework of teaching and learning methodology, in the curricula of the subjects Information and Communication Technology, Career Orientation and Entrepreneurship Education.

The issue of extracurricular activities in grades 7-9 is addressed in the article *Extracurricular activities in function of competence development*. The author provides an overview of the organization of extracurricular activities and their effect on the development of competences. The paper offers several recommendations regarding the effective planning and organization

of activities, the provision of resources, as well as the engagement of professionals and experts to provide support and professional advice to students and teachers.

The authors' approach to the study *The views of pupils and students on the role of prior education in preparing them for life and work* represent an added value for data-based studies. The data from this study represent a significant reference for teachers and decision-makers on approaches to teaching and students based on their messages. The respondents' messages address the issue of teacher-student communication, respecting their opinion, as well as their needs for education-training, which their prior education did not provide.

Finally, the issues and topics addressed in this volume of the journal *Kërkime Pedagogjike*, in the form of a quantitative and qualitative research approach, represent an important resource for all those interested in research and development in the fields of education. The results of the studies presented in this volume of the journal represents a suitable address for more in-depth studies of the identified issues. We are grateful and thankful to the authors of the papers and reviewers for their valuable professional contribution and the republication of the papers in “Kërkime Pedagogjike”.

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