


**Attitudes of students of the Faculty of Education (Kosovo) about pedagogical practice in their preparation for service**


**Atitudes dos estudantes da Faculdade de Educação (Kosovo) sobre a prática pedagógica na sua formação**

**Actitudes de estudiantes de la Facultad de Educación (Kosovo) sobre la práctica pedagógica en su preparación para el servicio**

Shqipe Avdiu-Kryeziu\*

 <https://orcid.org/0000-0001-9237-7187>

Veli Kryeziu\*\*

 <https://orcid.org/0000-0002-8426-7145>

**Abstract:** Purpose of this study is the attitudes of students before the service for pedagogical practice in study program Preschool Education and Primary Education. Since the scope of these programs within the Faculties of Education has the mission of teaching. Research was carried out using the qualitative method, instrument for realization of the research was a semi-structured interview with a total of 15 students of these programs for pedagogical practice. Through reviewed literature and qualitative research, we have obtained results that pedagogical practice is useful and prepares students to be ready for service after graduation, also mentor teachers at school as well as supervising professors make an extraordinary contribution to the professional development of students before the service. To conclude, we have extracted the attitudes of students about importance of practical learning, students from pedagogical practice in educational institutions have benefited from experiences related to cooperation, planning, inclusiveness, plan realization, and should use these potentials for benefits of them regarding preparation for teachers in the future. Research is of particular importance in the field of education, serves students of Faculties of Education, teachers, professors of higher education, and as such is useful for sciences of Education in general.

**Keywords:** Teacher training. Pedagogical practice. Faculty of Education.

**Resumo:** Este artigo explora as atitudes dos alunos diante do atendimento para a prática pedagógica no programa de estudos Educação Pré-Escolar e Ensino Fundamental, considerando que estes programas no

---

\* Professor Assistant, Faculty of Education, Public University “Kadri Zeka”, Gjilan, Kosova. E-mail: <shqipe.avdiu-kryeziu@uni-gjilan.net>.

\*\* Professor Assistant, Faculty of Education, University of Prishtina, “Hasan Prishtina”, Kosova. E-mail: <veli.kryeziu@uni-pr.edu> (corresponding author).

âmbito das Faculdades de Educaçãotêm a missãode ensinar. A pesquisa foi realizada utilizando o método qualitativo. O instrumento para realizaçãoda pesquisa foi uma entrevista semiestruturada com um total de 15 alunos desses programas de prática pedagógica. Por meio da literatura revisada e de pesquisas qualitativas, obtivemos resultados de que a prática pedagógica é útil e prepara os alunos para estarem prontos para o trabalho docente ao final do curso. Além disso, o programa orienta os professores na escola, bem como os professores supervisores dão uma contribuição extraordinária para o desenvolvimento profissional dos alunos em formação. Para concluir, extraímos as atitudes dos alunos sobre a importância da aprendizagem prática. Os alunos da prática pedagógica em instituições de ensino têm se beneficiado de experiências relacionadas à cooperação, ao planejamento, à inclusão e à realização de planejamento. A investigação assume particular importância no domínio da educação, serve estudantes de Faculdades de Educação, prodores da Educação Básica, docentes do Ensino Superior, e como tal é útil para as ciências da Educação em geral.

**Palavras-chave:** Formação de professores. Prática pedagógica. Faculdade de Educação.

**Resumen:** El objetivo de este estudio son las actitudes de los estudiantes hacia la asistencia a la práctica pedagógica en la carrera de Educación Preescolar y Educación Primaria. Ya que el ámbito de estos programas dentro de las Facultades de Educación tiene como misión la docencia. La investigación se realizó mediante el método cualitativo, el instrumento para realizar la investigación fue la entrevista semiestruturada a un total de 15 estudiantes de estos programas de práctica pedagógica. A través de la literatura revisada y la investigación cualitativa, obtuvimos resultados de que la práctica docente es útil y prepara a los estudiantes para estar listos para el servicio después de la graduación, también orienta a los docentes de la escuela, además de supervisar que los docentes hacen un aporte extraordinario al desarrollo profesional de estudiantes antes del servicio. Para concluir, se extrajeron las actitudes de los estudiantes sobre la importancia del aprendizaje práctico, los estudiantes de la práctica pedagógica en las instituciones educativas se han beneficiado de experiencias relacionadas con: cooperación, planificación, inclusión, realización de planes, etc., y deben aprovechar estas potencialidades para los futuros docentes. Beneficios de la preparación. La investigación es particularmente importante en el campo de la educación, al servicio de estudiantes de las Facultades de Educación, docentes, docentes de educación superior, y como tal es de utilidad para las ciencias de la educación en general.

**Palabras clave:** Formación docente. Práctica pedagógica. Universidad de Educación.

## Introduction

The research of this problem is of special importance for students, teachers, faculties of education and all actors related to pedagogical practice for students of the Faculty of Education.

One of the reasons why we chose to study this topic is our experience in the process of teaching and monitoring practical learning specifically in the Faculty of Education of two public universities in Kosovo, the University of Pristina "Hasan Prishtina", Pristina and the Public University "Kadri Zeka", Gjilan. In order to investigate this topic more concretely, we reviewed various literature related to this issue, as well as conducted practical research with students who, during the time we conducted this research, were following systematic practical lessons in preschool institutions and elementary schools, we conducted semi-structured interviews. structured with 15 students of these universities of two levels of BA and MA studies (Mustapa & Miskon, 2023).

The preparation of a teacher, for the process of service with all his professional knowledge and skills during his studies at the Faculty of Education, pedagogical practice plays a special role, which is an integral part of the professional preparation of teachers and good practices of professional development (Abdullayev & Hamroyev, 2021; Jansen1 & Merwe, 2015).

Students or pre-service teachers often think for themselves about making meaningful connections between the source of knowledge, the literature of different methodologies and

practical learning to achieve the professionalization of their profession. (Andreasen, 2023; Hill, Lomas, & MacGregor, 2003).

The role of mentor teachers who are working in primary schools and of students during the practical learning process help a lot of students as future pre-service teachers to experience pedagogical practice as a good opportunity, first experience in teaching, unpredictable experience, until its conclusion in the best way (Antoni & Mustafa, 2023; Arndt & Tesar, 2019).

Pedagogical practice is an integral part of the qualification of every teacher, all students who are preparing to become teachers are obliged, in accordance with the rules of the faculty, to follow the practice according to the guides or manuals that they use for practical learning. For the performance of pedagogical practice in each academic year, its main goal is for the student to master the main functions of pedagogical practice and to acquire the characteristics of a professional teacher more and more during the practice process. (Dewey, 1904).

The content or process of practical teaching at the faculty and the part that is carried out at school is determined by the program drawn up at the Faculty of Education, more specifically in the pedagogical practice subjects, depending on the year of studies and the composition of the subject syllabus. (Drew & Klopper, 2014).

The organization and teaching of the practical lesson follows as follows:

- Organization of practical learning
- Roles and responsibilities of students during the Practical Learning
- General policies and procedures
- Supervision of student becoming teachers
- Evaluation of students who are becoming teachers
- Code of professional conduct for students who are becoming teachers (Winsor, 2004).

An important role during the practice process is played by supervising professors, who bear the main responsibility in this process, where they give advice to students on how to start this process until its completion (Kurti, 2023) by visiting them during practical learning, evaluating the process of practical learning, up to grading at the end of the semester (Scott, Gentry, & Phillips, 2014). The success of the organization of pedagogical practice depends concretely on its leadership (Avdiu-Kryeziu, Agaj Avdiu, & Avdiu, 2021), from the Faculty where it is organized, the heads of the faculty, the coordinators who are involved in making contact with the institutions when the practical teaching is carried out, dividing the students according to the institutions until the preparation of the necessary instructions for the practical teaching in educational institutions (Aglazor, 2017).

Practical learning in preschool or school institutions begins with getting to know the environment, getting to know the class, the management of the institution, the mentor teacher (Anghelache & BenGea, 2012), students in the classroom, and so on (Kihwele & Mtandi, 2020). Mentor teachers should inform student trainees of all the documentation they need, they should inform them about the class and the students, the difficulties and strengths of their class, the work plan, the class diary, the student documentation, the students' skills, the materials that school provides, and they also should offer cooperation in meetings with parents, etc. (Mannathoko, 2013; Clarke, Triggs, & Nielsen, 2014; Cordie, Brecke, Lin, & Wooten, 2020; Devolli, Kryeziu, & Bujupi, 2023).

Students together with the supervising teacher and the practical learning coordinator maintain the university campus before the practical learning (Balogun, Oladele, & Jamiu, 2018),

where they receive the instructions for the practical training in detail, instructing them about the institution where they will attend the practical training, about the class, the time, the age of the children - students, the names of the teachers, the duration of the training, etc (Billett, 2011). After returning from the practical learning, the students again keep the campus at the university where the supervising teachers and the internship coordinator receive feedback on what the students have gone through during the practical learning. (University of Prishtina "Hasan Prishtina", 2021).

During the practical lesson, students must keep their personal diary and practical lesson manual with them and describe the progress of their practical work and then record their work in the student's portfolio (Winsor, 2004). The diary reflects all the student's work, with students, with the mentor teacher, with the supervising professor, in a word, all his work during the practical lesson (Trif & Popescu, 2013). Practical learning diaries are completed on a daily basis by documenting the student's work, his goals, results, criticisms, reflections, etc. Students must complete their diaries and portfolios during the practical lesson and not after the end of the pedagogical practice. Student Teacher's Journal - a linked journal of reflective writing shows the student's thinking about what he/she has learned during the practical lesson, and his/her intentions for future learning (Aalto, Tarnanen, & Heikkinen, 2019). This will include discussion of experiential learning and self-assessment, and topics the student has worked to improve on, as well as describing improvements achieved in practical learning. (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001). In the supervisor's diary, each student will provide a linked diary in which the mentor teacher and University supervisors write observation data and notes, related to the study during the practical lesson) (Winsor, 2004).

The programs of the faculties of education envisage and describe the course of practical learning for all academic years, where through pedagogical practice students will have the opportunity to begin the practical implementation of the knowledge acquired during the developed courses. (Grossman, 2005; Morris, Xu, & Finnegan, 2005). For the development of practical learning, the faculties of education in Kosovo have drawn up practical learning manuals, where through the Practical Learning Manual, students will become familiar with their responsibilities and duties during educational practice. The practice organized by the faculties of education is initially held in the faculty through the planned fund of teaching hours - a cycle of methodological lectures, and after the necessary preparations, students are sent to preschool and elementary institutions (University of Prishtina "Hasan Prishtina", 2021; University Public "Kadri Zeka", 2021).

Roles and responsibilities of students during the Practical Learning:

- Students must attend all classes related to practical learning, except in case of illness, or for any other very strong reason.
- Students must complete all assignments related to practical learning, including journal writing.
- Students are expected to demonstrate professional behavior throughout the practicum.
- Students are required to familiarize themselves to know and follow the schedule of the institution, including the start and end times.
- Students are required to know and follow classroom practices and rules.
- Students are requested to come to the institution 20 minutes before the start of the shift.
- It is required that the students implement the retention of the lesson with the guidance of the mentor teachers.
- Students must prepare a written plan for the learning units for which they are responsible.
- Students must explain their plans to the mentor teacher before starting the class.

- Supervising professors will ask students specific requirements for plans.
- Students should schedule 30-45 minutes of time each day to talk with their mentor teacher.
- Students should keep well-organized records of their practical teaching in their student diary, their professional portfolio.
- Students must have their portfolios of activity plans during the practical lesson and their diaries at all times.
- Students are required to engage in self-assessment (Winsor (A), 2004).

In the Pedagogical practice I, many people are responsible for the organization of practical teaching. Pedagogical practice I is held in faculties in the form of theoretical lectures and 2 weeks of practical teaching in institutions (preschool institutions - respectively in schools), where during practical teaching students are ready to observe closely in the classrooms, where they follow the practical teaching by connecting them with the theories followed in the faculty. Students are prepared to plan activities for small groups of students, they show the ability to self-assess their professional development during practical learning and they identify and write their current behaviors in their diaries. Students will be able to observe classroom practice for specific purposes which they have determined according to the tasks given and the manual of practical teaching, to monitor the learning and behavior of a student individually, where they analyse the observations. With the instructions of the mentor teacher they will be able to effectively assist the teacher during the lesson (Winsor, 2004).

Pedagogical Practice II focuses on the development of observation skills and reflection skills. Students during Pedagogical Practice II stay in educational institutions for 4 weeks, this is done by preschool and primary education students, assisting educators - preschool education students, and teachers - primary education students. Students will reflect critically on their observations, which they make during practical teaching in the personal journal of pedagogical practice and prepare a portfolio to document their practical work. Special importance during practical learning is given to the development of observational skills and reflection practices of students from practical learning. During the 4-week (20-day) practical course, students will have at least 4 hours of classes (it means one hour a week), which can be analysed by their mentor teachers for achievements, difficulties and challenges, for future improvements (University of Prishtina "Hasan Prishtina", 2021; University of Prishtina "Hasan Prishtina" (A), 2021; University Public "Kadri Zeka", 2021).

Pedagogical Practice III is the continuation of the Pedagogical Practice II course, where students will have the opportunity to implement their own tasks and responsibilities in this part of their studies through the practical learning manual. Practical learning aims for students to develop the knowledge, skills and attitudes to be a teacher at the preschool and primary school level, applying the curriculum and developing critical thinking. Students in Pedagogical Practice III will attend the practical lesson for 6 consecutive weeks and at the same time they will be involved in each part and activity of planning and organizing the practical lesson. Even during the practical lesson III, students prepare their diaries and portfolios to document the progress of the practice they have followed (University of Prishtina "Hasan Prishtina", 2021; University of Prishtina "Hasan Prishtina" (A), 2021; University Public "Kadri Zeka", 2021).

In the Pedagogical Practice IV, students follow the last practice before the service. They will have the opportunity to express the knowledge gained for four years of studies in 8 weeks of practical teaching in preschool institutions and primary schools. During the Pedagogical Practice IV, students will follow the tasks and responsibilities they have during the practical lesson by means

of the practical lesson manual. Just like the previous pedagogical practice, the IV Pedagogical Practice is first organized in the faculty according to the previous lessons, then continuing with the practice in the institutions. During the practical lesson of the VIII semester, students must engage in each activity with children, documenting their engagements, criticisms and actions in the diary of the practical lesson and the student's portfolio (Winsor (A), 2004).

During the practical lesson, the students were supervised by the supervising professor and at the end they receive the assessment of this cycle of supervision by being evaluated by the mentor teachers (Goubeaud & Yan, 2004), the supervising professor and the student himself with a self-evaluation of himself (University of Prishtina "Hasan Prishtina", 2021; University of Prishtina "Hasan Prishtina" (A), 2021; University Public "Kadri Zeka", 2021).

Among the tasks and achievements of practical education is the formation of the personal qualities of the student who is preparing for service, interest in teaching, showing professionalism, individuality, self-confidence, comprehensiveness, pedagogical and psychological skills, achieving goals, comprehensive professional training, etc. (Trolan & Parker, 2022).

### **The aim of the study**

The purpose of this study is to get the attitudes of the students of the Faculty of Education about the pedagogical practice in their preparation for service, focusing on the benefits that the pedagogical practice brings, the difficulties in its realization, as well as the expectations that the practice brings to the students.

### **Research questions**

To achieve the aim of the research, three research questions are posed:

- What are the students' attitudes about pedagogical practice?
- What do students think about the benefits that pedagogical practice brings and the difficulties in its realization?
- What are the students' expectations from pedagogical practice?

### **Research methodology**

This research follows the qualitative methodology, which is the type of research that produces findings that are not achieved by statistical or quantitative means, researching the phenomenon better with a qualitative methodology (Fischer & Guzel, 2023). The research is mainly focused on the data obtained from the students and their experiences during practical learning at school, as well as their attitudes about the researched occurrence (Denny & Weckesser, 2022). Through qualitative research design, we have focused in taking into account specific factors of the research problem. For these reasons the research focuses on the recognition of meanings, the recognition and development of theory and the connection with practices, and not on testing hypotheses (Devetak, Glažar, & Vogrinc, 2010).

### **Participants**

The research is based on the data or experiences of 15 students of the faculties of education from the University of Pristina "Hasan Prishtina" and the Public University "Kadri Zeka", who are in their fourth year of studies and they have followed four of the pedagogical practices from these

faculties. The students who participated in the research were selected purposefully and to get the results for this research we used the semi-structured interview. A purposive sample is when we select research participants based on characteristics that are determined to be relevant to the study. (Chittaranjan, 2021). In the case of this research, we have selected fourth-year students in order for them to have completed all the pedagogical practices of the Faculty of Education. In table number 1, the data of the participants in the research are arranged in detail, such as: gender, age, studies, university.

**Table 1.** Structure of the interviewees

| No.   | Gender | Age | Pursue studies | University        | Code |
|-------|--------|-----|----------------|-------------------|------|
| 1     | F      |     | Ba             | “Hasan Prishtina” | S1   |
| 2     | M      |     | Ba             | “Hasan Prishtina” | S2   |
| 3     | F      |     | Ma             | “Hasan Prishtina” | S3   |
| 4     | M      |     | Ba             | “Hasan Prishtina” | S4   |
| 5     | F      |     | Ba             | “Hasan Prishtina” | S5   |
| 6     | F      |     | Ba             | “Hasan Prishtina” | S6   |
| 7     | F      |     | Ba             | “Kadri Zeka”      | S7   |
| 8     | F      |     | Ba             | “Kadri Zeka”      | S8   |
| 9     | F      |     | Ma             | “Kadri Zeka”      | S9   |
| 10    | F      |     | Ba             | “Kadri Zeka”      | S10  |
| 11    | M      |     | Ma             | “Kadri Zeka”      | S11  |
| 12    | M      |     | Ba             | “Kadri Zeka”      | S12  |
| 13    | F      |     | Ba             | “Kadri Zeka”      | S13  |
| 14    | F      |     | Ba             | “Kadri Zeka”      | S14  |
| 15    | F      |     | Ba             | “Kadri Zeka”      | S15  |
| Total | 15     |     |                |                   |      |

### Instruments and data collection procedures

In this instrument research we used the semi-structured interview. In the semi-structured interviews, interviewers have the opportunity to respond generally to a set of topics that have been selected for research, which emerge from the interaction of two individuals (Ruslin, Mashuri, Rasak, Alhabsyi, & Syam, 2022). Semi-structured interview questions were used to obtain the attitudes of students of the Faculty of Education on pedagogical practice in their preparation for service. The interviews were free in expressing the attitudes of the students, extracting new information about the above-mentioned problem and they were semi-structured, in-depth. The selection of questions and the realization of the interview with each participant separately lasted approximately 40-60 min. Individual interviews were conducted, audio recorded, then transcribed verbatim (Mahat-Shamir, Neimeyer, & Picho-Prelorentzos, 2021). Interview participants participated voluntarily, without compensation and with great desire, before the interview we informed them of all the procedures that we will follow until the realization of the semi-structured interview (Naz, Gulab, & Aslam, 2022). During the interview, the attitudes of the students were different but with similarities regarding the problem that we have for research. The research instrument, the semi-structured interview has a total of 10 questions and the interviewers' data were coded as: S1, S2, (Student 1-10), these data were coded for ethical issues and confidentiality.

### Validity and reliability

Regarding validity and reliability in qualitative research, we find them well described in the study of Heale and Twycross. (2015). It is very important to consider the validity and reliability of

the instruments we use to collect data during research and if the results are consistent with the results obtained by other researchers, then they are reliable (Heale & Twycross, 2015). To ensure the validity of the research we obtained confirmation from the participants. The questions, themes and sub-themes were prepared from the review of the literature and we received the opinion of experts in the field in which the research was carried out and agreed that the semi-structured interview was valid and could be used for research (Hayashi, Abib, & Hoppen, 2019). The participants were informed about the interview procedures and the process was well planned by looking at the reliability and validity information of this study, the interviews were transcribed to preserve the content from the data obtained in the research. The attitudes of the students in relation to the pedagogical practice in the Faculty of Education are presented in the part of the research results by analysing them with the reviewed literature and the results obtained in this research.

## **Ethics**

The Faculties of Education of the universities where the research was conducted gave their consent to do the research with the students of these faculties. The participants (students) who took part in the research agreed to participate and give their opinions for the semi-structured interview. They were informed that participation in this research is voluntary and they are not obligated to participate in the study. All students participating in the research agreed to participate voluntarily, they were guaranteed confidentiality, assuring them that codes will be used for them in the publication, they were informed about the entire process of this research (Husband, 2020).

## **Data analysis**

For data collection, the researcher must know what type of data is collecting and respect the ethical standards, also the data collected with the semi-structured interview must be detailed with the data of the participants. (Adeoye-Olatunde & Olenik, 2021; Schatz, 2012).

The study is also related to the experiences of researchers who are professors of pedagogical practices in the Faculties of Education where the research was done, analysing them with the researched literature and the attitudes of students in this research.

In this research, the data collected through the semi-structured interview were analysed according to the content of the interview taken by the students and the same were compared with different literatures related to the pedagogical practice followed by the students of the Faculty of Education. (Belina, 2023). The data obtained were coded, grouped and all have a significance in themselves, these data were listened to, then transcribed and read very carefully, recording them in this research (Gill, Stewart, Treasure, & Chadwick, 2008; Khoa, Hung, & Hejsalem-Brahmi, 2023).

We grouped the data of this research according to the emerging themes, in 4 sub-themes derived from the main research questions and the review of the literature as in table 2. The data of this research are confidential, which faithfully preserve the co-confidentiality of the participants in the study.

## **Results**

The research done with students of the faculties of Education in Kosovo, aims to get the attitudes of the students of the Faculty of Education about the pedagogical practice in their preparation for service, to highlight the current findings related to the pedagogical practice, the shortcomings, the benefits and expectations from pedagogical practice. The selection of interview questions was made from what the students follow during the practical lesson, the disadvantage they encounter and the benefits they have from the pedagogical practice at the Faculty of



Education. Table number 2 presents the themes and concrete findings from the semi-structured interview.

- **Current findings**

### **Students' attitudes about pedagogical practice, and the impressions they have**

“During this journey in practice, I understand that the teaching profession is one of the most difficult professions because you have to be versatile, you have to be a teacher, educator, psychologist, parent, friend...” (S1, S3)

“In this profession, it is not claimed to spread only knowledge, but also courage, motivation, fearlessness” (S2).

“Practice, and especially its first day, each time contains a special emotion in itself” (S3, S5).

“I have challenged myself by teaching at a school as a student and I think patience is best honed there during hands-on learning” (S4, S6).

“The practice itself has many advantages in enabling pre-determined direction, and in my case in the teaching process.” (S6).

“Anyway, from the experience I got during this internship, I understood many things. I remember myself as a child and it helps me to understand the psychology of children, to treat them with care, to have my own approach and respect for students” (S7).

“I believe that each of the students has abilities, and my duty is to develop them” (S8).

“I want to fill a child's life with bright colours, with positive emotions, movement through dance and music that means happiness!” (S9).

“I learned a lot during this internship. I realized some principles that should be part of every teacher's practice and personality. I realized that to complete the mission of the teacher is really difficult” (S10).

“Teaching is an organized activity that aims to educate and train students, creating a critical, free, independent, creative, humane and educated student personality” (S11, S12).

“The teaching process requires considerable skill in managing a variety of tasks and situations that occur every day in the classroom” (S13).

“... also, the teacher must manage the students' behaviour and abilities” (S14).

“The best teaching is that in which the objectives are met” (S15)

### **Preparation of students for service during pedagogical practice**

“During the internship, we were warned about many innovations in the pre-service teaching process, since our goal is the preliminary and necessary preparation for many cases that may occur in the educational process” (S1).

“Practical learning creates a sense of self-confidence and freedom from emotions and self-criticism, because having the mentor teacher in the classroom, as well as the constant consultations with the supervising professor, you have the necessary support and help in case of dilemmas about the future path” (S2).

“... for each year of practical learning, new starting points and goals have been added to me, by starting this process I am better prepared each time to continue” (S3).

“If in the first year's practice I saw that a method/technique was not very effective against the respective unit, I changed or completely remodeled it according to what I did earlier” (S4).

“Here we can see a great advantage of practical learning, since it minimizes mistakes and visualizes the theoretical or academic part for proper use of the goals of the lesson for further service in the role of the teacher” (S5, S6).

“Teachers are always looking for progress, so it is essential that we as students also try new things in order to add new assets to our pedagogical "bag"” (S7).

“It is important to focus on purpose rather than quantity, as more important than trying something new is why we are doing what we are doing for the future” (S8, S9, S11).

“One essential which has proven profitable for me every time is reflective practice” (S12).

“... now I see it much differently, since I know that all training continues throughout our career” (S13).

“With the pedagogical practice I have also proven to myself an opposite and very important result in relation to what I thought before regarding teaching and future service” (S14, S15).

### **Faculty-School-Student coordination, during the practical lesson**

“In which it is activated, interaction is encouraged, high levels are used, where practice is in the center of attention, there are also appropriate successes, during the practical lesson we had a proper coordination” (S1, S2)

“These are the most important qualities that influence a successful pedagogical practice” (S3).

“From the first day of the internship coordination began, starting the day with a meeting with the principal of the school to which we are assigned, where we students introduced ourselves as intern teachers, clarified the length of time we will be in this school for internship, then to continue with the teacher, the school environment, the class, the students, etc. All these schools were notified and coordinated with the faculty” (S4, S5, S6).

“The meeting with the teacher went very smoothly, where we first talked to each other and then we continued to the classroom, it was a continuous conversation throughout the pedagogical practice” (S7).

“... the students showed obvious joy, they knew what to expect, they were in the fourth grade” (S8).

“The positive spirit between teacher-students is a defining component in creating a favourable environment for pedagogical practice” (S9).

“We had a proper coordination, the supervising teacher came every time for monitoring, consulted with the mentor teacher, with us students and with the school board” (S10, S11).

“The coordination started from the faculty where we held the first day of practice and were informed about the rules of the practical lesson, then we continued with the school where we hold the practical lesson, with the school director, the teacher up to the students” (S13).

“The faculty-school-student are well coordinated because we constantly keep in touch about the progress of practical learning” (S15).

- **The benefits of pedagogical practice**

### **Students' opinions about the benefits of pedagogical practice**

“Education represents a very important social aspect. It is a systematic organized creative and interactive activity with the aim of acquiring knowledge, creative abilities and skills of students for further work. During this period of practical training, I have learned very valuable things about the teaching profession” (S1).

“During the practical lesson I learned that the most valuable thing about teaching is that you always have to be honest and you can always achieve better results with love and patience than with negative things” (S3).

“The teacher must transmit happiness, good classroom teachers are happy, they enjoy the excitement of discovery and the natural curiosity of students as humour affects the creation of good relationships and builds strong bonds in the classroom, these are benefits from the practical teaching, conducted by the Faculty of Education” (S4).

“Teaching is an art on itself, it is a sacred profession that not everyone can master” (S5).

“From this entire journey of pedagogical practices, I emphasize that a successful teacher offers students himself, his character, his work, with all the positive qualities he possesses” (S5).

“... important for teaching is that we respect students and treat everyone equally” (S6).

“I have seen how a teacher becomes an inspiration for students both professionally and personally, so only teachers have such a noble role that they can change the future of education in their country!” (S7, S9).

“We have benefited by learning how important it is to be a teacher and how important is what you give of yourself to the students and the whole society” (S10).

“We took advantage of the students' enthusiasm to listen and learn from what you prepare for them, it is something very beautiful that motivates you to continue even further” (S12, S14).

### **Opportunities for students to plan and teach their own lessons during practical learning**

“In the beginning, the teachers provided us with the lesson plan, they helped us how to plan, with this we realized lessons and received positive evaluation from the mentor teacher” (S1).

“According to the preliminary planning by the teacher through the curriculum, we have planned for the hours that we have completed” (S2).

“The combinations of how the students sit on the benches are also of great importance, the change of seats also affects their motivation to learn but also affects the amount of noise that is created in the classroom” (S3).

“I think that all this result of theirs is brought about by the work they do at home with their parents, but also the way the teacher treats everyone equally and with great will, it always leads to positive results, I realized this during the class” (S4).

“The curriculum of Kosovo and accompanying documents help a lot in the way of planning, with the help of the teacher I carried out my planning in the lessons with students” (S6).

“During the lessons, the students were very active and gave me many concrete examples related to the given topic” (S7).

“I did the planning together with the teacher, then I held lessons several times during the practice, where I used the most appropriate techniques that promote the interaction of the students and stimulate their critical thinking” (S9, S11).

“For the realization of the lesson, the students really like working in groups where they discuss the problems” (S13).

“Every day of the practical lesson I learned something new, even during the lessons I also learned new techniques, realizing them with students” (S15).

### **Preparation of diary and portfolio during practice**

“During the internship, I constantly wrote in the diary, while I prepared the portfolio with my creative works realized together with the students and the teacher” (S1).

“Writing in the practicum diary was one of the best things I did during my studies, there I wrote my work, my thoughts, reflecting on the pedagogic practice” (S2).

“The diary has helped me to highlight my thoughts. The reflections that I made about the practice by documenting them in the portfolio made during the practice, that I keep with great pride, helped me during the evaluation by the Professor of the subject at the faculty” (S3).

“From writing in the diary, I have started to think clearly about the practice, about the profession, the students, the society that surrounds us, also the portfolio is a documentation of the work done in the practice” (S4).

“I put the beliefs I had about the practice, what I saw and realized in my notebook, documenting them in the portfolio all together with the parts written in the diary” (S5, S8).

“We also carried out tasks given to write in the diary, such as the interaction between the children, the classroom environment, the beliefs we had about practical learning, the most valuable thing as a teacher, on which topics we reflected in our diaries. I have done the portfolio so well and stylized it that I will keep it in my library for the rest of my life” (S9).

“For me, the hardest thing was to write about the first day of practice, because there were many events that were woven into it, as for the portfolio, there are many photos, essays, events, handicrafts that filled it” (S10).

“My portfolio contains completed lesson plans, the ones I received from the teacher, photos, works by students, also my works. I also filled in the diary every day according to the instructions from the practical lesson manual and the supervising professor” (S11).

“Writing in diaries is part of the tasks that the student has during the practical lesson, the first thing that is required when the supervising professor comes is the student's diary, because it proves our daily work and finally the portfolio which is submitted with works” (S12, S13).

“In the diary, I have presented my current work, my thoughts for the future, what I have benefited from the practice, based on the work of the mentor teacher” (S14).

“We must always have the diary and portfolio with us during practice, documenting the progress of our work in the process” (S15).

- **Difficulties and shortcomings in the implementation of pedagogical practice**

### **Students' opinions about the difficulties and shortcomings in the implementation of pedagogical practice**

“Among the difficulties I encountered in practical teaching was managing the classroom during the lesson, arranging the environment, communicating with parents, a job with many responsibilities” (S1).

“The shortcoming in the implementation of the practice was the lack of literature on the pedagogical practice, while the difficulties I had were the communication I had with children, inclusiveness, the implementation of lessons, these were more apparent at the beginning of the practice” (S2, S3).

“The difficulty and deficiency is almost the opinion on the part of the teachers that we can replace them according to their needs, there are some who are not informed about our role during practical teaching, it has been a long time that training for mentor teachers has been missing” (S4, S6).

“Among the main difficulties is the age of mentor teachers who are old and not trained, while the drawback is that they cannot help enough in this process” (S7).

“It was very difficult to observe, prepare, carry out the activities and write in the diary, the tasks given by the supervisor, at the same time it is a big burden for the student” (S8, S10).

“Adaptation to the school environment, difficulties in documenting the work we did, among the main shortcomings for me was the lack of cooperation from the teacher to get the materials from her during the practical work, as if she hides the work they did from the students” (S11, S12).

“We are not provided with didactic materials for the realization of the practice, this is a difficulty and deficiency in itself because we have to provide them ourselves” (S13, S15).

**Table 2.** Themes, category and analysis of findings

| <i>Category</i>                      | <i>Themes</i>   | <i>Description</i>   |
|--------------------------------------|---|--|
| Current findings                     | <p><i>Students' attitudes about pedagogical practice, the impressions they have</i></p> <p><i>Preparation of students for service during pedagogical practice</i></p> <p><i>Faculty-School-Student coordination, during practical lessons</i></p>   | <ul style="list-style-type: none"> <li>- I understand that the teaching profession is one of the most difficult professions.</li> <li>- it is not intended to impart only knowledge.</li> <li>- you must be a teacher, educator, psychologist, parent, friend.</li> <li>- practice, and especially its first day, contains an emotion every time.</li> <li>- I challenged myself by teaching at a school as a student</li> <li>- the practice itself has many advantages and disadvantages</li> <li>- I want to fill a child's life with bright colors.</li> <li>- practical learning creates a sense of self-confidence and freedom from emotions and self-criticism</li> <li>- for each year of practical learning, new starting points and goals have been added to me</li> <li>- teachers are always looking for progress</li> <li>- during the practical lesson we had a proper coordination \</li> <li>- are the most important qualities that influence a successful pedagogical practice</li> <li>- coordination began on the first day of practice</li> <li>- for everything, the school was notified and coordinated with the faculty</li> <li>- the meeting with the teacher went very smoothly</li> <li>- the positive spirit between teacher-students is a defining component</li> <li>- coordination started from the faculty where we held the first day of practice</li> </ul> |
| The benefits of pedagogical practice | <p><i>Students' opinions about the benefits of pedagogical practice</i></p> <p><i>Opportunities for students to plan and teach their own lessons during practical learning</i></p> <p><i>Preparation of diary and portfolio during practice</i></p> | <ul style="list-style-type: none"> <li>- I have learned very valuable things about the teaching profession</li> <li>- I have learned that the most valuable thing about teaching is that you must always be honest</li> <li>- The teacher should transmit happiness,</li> <li>- good classroom teachers are happy</li> <li>- teaching is an art itself</li> <li>- it is a saint profession</li> <li>- Successful teacher offers students himself, his character</li> <li>- I have seen how a teacher becomes an inspiration to students</li> <li>- we have benefited from learning how important it is to be a teacher</li> <li>- to love the profession very much</li> <li>- teachers provide us with the lesson plan</li> <li>- they helped us how to plan</li> <li>- the combinations of how the students sit on the benches are also of great importance</li> <li>- The Kosovo curriculum and accompanying documents help a lot in the way of planning,</li> <li>- with the help of the teacher, I realized my plans</li> <li>- during the lessons, the students were in the center of attention</li> <li>- students really like working in groups</li> <li>- every day of the practical lesson I learned something new</li> <li>- I wrote constantly in the diary</li> </ul>  |

|   |   |  |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>- I have prepared the portfolio with my works realized together with the students and the teacher</li> <li>- writing in the practical journal was one of the best things I did during my studies</li> <li>- the journal has helped me highlight my thoughts</li> <li>- in the diary I started to think clearly about the practice</li> <li>- the hardest thing was to write about the first day of practice</li> <li>- My portfolio contains completed lesson plans</li> <li>- writing in diaries is part of the student's tasks</li> <li>- we must have the diary and portfolio with us at all times during practice.</li> </ul>   |
| Difficulties and shortcomings in the implementation of pedagogical practice | <i>Students' opinions about the difficulties and shortcomings in the implementation of pedagogical practice</i> | <ul style="list-style-type: none"> <li>- difficulty was managing the class during the lesson</li> <li>- lack of literature on pedagogical practice</li> <li>- the difficulty I had was the communication I had with children.</li> <li>- Comprehensiveness</li> <li>- realization of lessons</li> <li>- age of mentor teachers</li> <li>- teachers are not trained</li> <li>- can't help enough</li> <li>- keeping the activities and writing in the diary, the tasks given by the supervisor</li> <li>- adaptation to the school environment</li> <li>- difficulties in documenting the work we did</li> <li>- cooperation on the part of the teacher</li> <li>- we are not provided with didactic materials for the realization of the practice</li> </ul>   |
| Expectations  | <i>Students' expectations from pedagogical practice</i>   | <ul style="list-style-type: none"> <li>- school schedule on work</li> <li>- I expected to be filled with knowledge, information, advice, new methodologies</li> <li>- to continue the mission of a teacher is difficult and very challenging,</li> <li>- I think I will manage with what I have learned from practice, change my approach with students</li> <li>- Role of the teacher and parents is very decisive and important</li> <li>- teachers adapt units to different interests</li> <li>- I learned appreciation, comprehensiveness, commitment</li> <li>- I took them with great love in the practical lesson</li> <li>- I was filled with something new</li> <li>- Teacher must be a good manager</li> <li>- Purpose of practical learning is the holistic development of the student, planning for the future</li> <li>- raising creativity, critical thinking, encouragement, Comprehensiveness</li> <li>- I expected a better school environment</li> </ul> |

- **Expectations**

### Students' expectations from pedagogical practice

“The teacher's work schedule at school is a "deception" for people outside the school, because at first glance it seems that time is at the advantage of the teacher and there is freedom in making

personal preferences and there is enough time after the completion of the task of him as a teacher, this is what I also thought before the pedagogical practice, but it was not as it seems” (S1).

“I expected to be filled with knowledge, information, advice, new methodologies for the profession that I will continue, I believe that I have succeeded” (S2, S5).

“To continue the mission of a teacher is difficult and very challenging, I think I will succeed with what I got from practice” (S3).

“My expectations from practical teaching were to change my approach with students to be closer and I succeeded, to increase confidence, motivation, will to work” (S4).

“The influence of the role of the teacher and parents is very decisive and important, because their commitment directly affects the work and behaviour of students in general towards learning and their relationships in the classroom” (S6).

“Teachers are not rehashing the elaborate units for different generations that they receive over the years, quite the opposite, teachers adapt the units to the different interests, learning speeds, needs and challenges of the students” (S7).

“I learned appreciation, comprehensiveness, commitment as a teacher, which I took with great love in practical teaching” (S8).

“Every day I was filled with something new, techniques, mentoring, observation, assessment and many other things thanks to pedagogical practice and mentor teachers” (S9, S10).

“The teacher must be a good manager, must understand how children learn and develop, use an understanding of motivation and individual and group behaviour to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation” (S11).

“The purpose of practical learning is the holistic development of the student, raising creativity, critical thinking, encouragement, comprehensiveness for quality teaching” (S12, S13).

“I expected a better school environment, more fruitful collaboration and better-quality equipment which I did not find in the practical teaching” (S14).

“Every result from the practical lesson that I expected I achieved very well with the help of the supervising professor and the mentor teacher, since the practical lesson has its own importance in teaching and in the activities that accompany teaching” (S15).

## Discussion

This study and other studies show the importance of practical learning for the students of the faculties of education, which prepares them for service in the future. Precisely in this study we obtained the attitudes of the students of the faculties of education regarding the pedagogical practice in their preparation for service, who gave their opinions in a very convincing manner and without hesitation (Signorini, 2023). Based on previous research, pedagogical practices in the faculties of education have shown positive results by connecting the faculty-student-teachers in schools and always producing positive results through this interaction. The results of this study support the earlier findings, the positive results and genuine and collaborative interaction between the actors in the realization of the pedagogical practice in the faculties of education which the students stated during the semi-structured interview.

Our study is focused on the attitudes of the students of the faculty of education about the pedagogical practice in their preparation for service, the benefits of the students from the pedagogical practice, the difficulties they encounter in its realization, as well as the expectations that the students of higher education have from the pedagogical practice. The recent studies that have been researched for this paper show that the focus of the research is concentrated on the realization of practical learning and what the students benefit from the practice for further service

in their profession. Also, from the findings of this study, we understand that there is a need for additional research in the context of the resolution of practices at school and to take the attitudes of teachers, supervising professors, expanding the research further to all the actors who resolve this part of preparing students for service, pedagogical practice.

The experiences that the students have had in the classroom and the attitudes that they have given for this research are related to the researched literature as well as the theoretical aspects that they have followed in the faculty of education. The findings from this research show the importance of pedagogical practice in preparing students for service, their meaning for the profession, planning, comprehensiveness, completing the diary, etc. From everything in this research we can say that the role and importance of the cooperation between the faculty-school-student in the realization of practical learning, also in the study of Martin et al (2012), it is well shown for the pedagogical practice and the keeping of the diary by the students which are presented in the findings of this research, the issue and the organization as in the faculty where this research was carried out (Martin, Rees, & Edwards, 2012).

In addition to the attitudes of students regarding practical learning, in this research we have found a strong support in the researched literature, as well as the university literature that students use as an additional tool for the realization of practical learning. Such as Tsui and Law, (2007) asserted that students during practical learning receive great benefits in their preparation for service, at the same time the literature also advises them in the realization of practical learning, where educational professionals must learn continuously to achieve results in their profession (Tsui & Law, 2007).

The findings of this study serve and are of particular importance to students of the faculties of education and higher education professionals helping you in how to take into account the implementation of practical learning in the preparation of students for service, also this study helps politicians or leaders of pedagogical practices in the faculties of education in planning deeper collaborations Faculty-School-Students, in order to obtain even higher results in preparing students for service, in building capacities in more efficient and better quality programs in higher education.

## **Conclusion**

Following pedagogic practices brings students innovation and understanding in their future work, changes their attitudes towards teaching and improves critical, creative and inclusive thinking. (Santos, Figueiredo, & Vieira, 2019).

During the realization of practical learning, students should take into account the innovations that are in the best interest of their preparation for future service, the influence of the teachers' experiences on the results of the students, the cooperation they have with the faculty-School-Student, the cooperation in more students to achieve the right results.

Also, students from internships in different institutions have benefited from different experiences, different cooperation links, planning, comprehensiveness, implementation, etc., and students should use these potentials for their benefits regarding their preparation for teachers in the future. Cooperation with teachers should be the main focus because the student and the teacher are the two main factors in the realization of practical learning by the Faculty of Education (Aglazor, 2017).

Students of the faculty of education with their attitudes showed us that they had a different opinion about their profession that they will realize in the future, starting from the work schedule, the expectations for obtaining new knowledge. The mission of the teacher, classroom management,



comprehensiveness to them seems more difficult and challenging than it seems from someone else's perspective, but really the practice has helped them a lot to overcome many thoughts and attitudes that they had and has helped them to continue further in the profession of their dreams (Kravchenko, Galustyan, Kovtunenکو, & Kolosova, 2018).

Researchers can also use other approaches and methodologies to measure the attitudes of students of the faculty of education about pedagogical practice in their preparation for service, e.g., quantitative research can offer you different results than the one we have carried out, or they can take focus groups from other students and measure their attitudes.

As a conclusion, findings from this research on attitudes of the students of the faculty of education regarding pedagogical practice in their preparation for service, show that pedagogical practice directly affects their preparation for service, practice plays a key role from the first year of studies and until its completion, strongly supporting students in achieving the right results, better knowledge of the profession. Preparation for planning, carrying out teaching practices, keeping hours, preparing the diary, preparing the portfolio, supervision by the professor supervisor, supervision by the mentor in the class (class teacher) are a very good indicator of how students prepare for their profession, where our students have the potential and desire to prepare for their profession. These findings greatly support the literature related to pedagogical practice in faculty of education in higher education, the need for additional research related to this issue is always necessary (Antoni & Mustafa, 2023).

### Limitations of the study

The study was limited to research conducted in two faculties of education of two public universities in Kosovo. Participants in this study were 15 students of these universities who attended all internships from the faculties of education in educational institutions. The field of research is focused on obtaining attitudes of the students of the faculty of education for the pedagogical practice in their preparation for service. The authors think to expand the study in the future with university teachers, primary school teachers and other actors of the implementation of pedagogical practice in the faculties of education. If we used other research methodologies and instruments in the study, we could get other results in the study.

### References

- Aalto, E., Tarnanen, M., & Heikkinen, H. L. (2019). Constructing a pedagogical practice across disciplines in pre-service teacher education. *Teaching and Teacher Education*, 85, 69-80. doi:<https://doi.org/10.1016/j.tate.2019.06.006>
- Abdullayev, S., & Hamroyev, J. (2021). Features of the Organization of Pedagogical Practice." (2023). *European Journal of Life Safety and Stability*, 12, 53-59.
- Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *Journal of the American college of clinical pharmacy*, 4(10), 1358-1367. doi:10.1002/jac5.1441
- Aglazor, G. (2017). The role of teaching practice in teacher education programmes: designing framework for best practice. *Global Journal of Educational Research*, 16, 101-110. doi:<http://dx.doi.org/10.4314/gjedr.v16i2.4>
- Andreasen, J. K. (2023). School-based mentor teachers as boundary-crossers in an initial teacher

- education partnership. *Teaching and Teacher Education*, 122, 103960. doi:<https://doi.org/10.1016/j.tate.2022.103960>
- Anghelache, V., & BenÇea, C. (2012). Educational changes and teachers' attitude towards change. *Procedia-Social and Behavioral Sciences*, 33, 593-597. doi:<https://doi.org/10.1016/j.sbspro.2012.01.190>
- Antoni, R., & Mustafa, J. (2023). Pre-Service Teachers' Pedagogic Practices on Recognizing Students' Characteristics During Practicum. *Interdisciplinary Social Studies*, 2(4), 1786-1793. doi:<https://doi.org/10.55324/iss.v2i4.375>
- Arndt, S., & Tesar, M. (2019). Posthuman Encounters in New zealand Early Childhood teacher Education. In C. A. Taylor, & A. Bayley, *Posthumanism and Higher Education Reimagining Pedagogy, Practice and Research* (pp. 85-101). London: Springer. Retrieved from [https://www.google.com/books/edition/Posthumanism\\_and\\_Higher\\_Education/ohCTDwAAQBAJ?hl=en&gbpv=0](https://www.google.com/books/edition/Posthumanism_and_Higher_Education/ohCTDwAAQBAJ?hl=en&gbpv=0)
- Avdiu-Kryeziu, S., Agaj Avdiu, T., & Avdiu, A. (2021). Examining the Teachers, Administrators and Parents' View on Drawbacks of Technology Use in Education. *Elementary Education Online*, 20(2), 206-215. doi:<http://dx.doi.org/10.17051/ilkonline.2021.02.26>
- Balogun, I., Oladele, J., & Jamiu, Z. (2018). Students' Perception on Teaching Practice Assessment: Implications on Teacher Professional Performance in Nigeria. *Anatolian Journal of Education*, 3(2), 25-34. doi:<https://doi.org/10.29333/aje.2018.323a>
- Belina, A. (2023). Semi-structured interviewing as a tool for understanding informal civil society. *Voluntary Sector Review*, 14(2), 331-347. doi:<https://doi.org/10.1332/204080522X16454629995872>
- Billett, S. (2011). *Curriculum and pedagogic bases for effectively integrating practice-based experiences*. San Francisco: Australian Learning and Teaching Council. Retrieved from <http://www.altc.edu.au/>
- Chittaranjan, A. (2021). The Inconvenient Truth About Convenience and Purposive Samples. *Indian Journal of Psychological Medicine*, 43(1), 86-88. doi:<https://doi.org/10.1177/0253717620977000>
- Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating Teacher Participation in Teacher Education: A Review of the Literature. *Review of educational research*, 163-202. doi:<https://doi.org/10.3102/0034654313499618>
- Cordie, L. A., Brecke, T., Lin, X., & Wooten, M. (2020). Co-Teaching in Higher Education: Mentoring as Faculty Development. *International Journal of Teaching and Learning in Higher Education*, 32(1), 149-158.
- Denny, E., & Weckesser, A. (2022). How to do qualitative research? *Qualitative Research Methods." Bjpg* 129, no. 7 (2022): 1166., 129(7), 1166–1167. doi:<https://doi.org/10.1111/1471-0528.17150>
- Devetak, I., Glažar, S. A., & Vogrinc, J. (2010). The role of qualitative research in science education. *Eurasia Journal of Mathematics, Science & Technology Education*, 6(1), 77-84. doi:[10.12973/ejmste/75229](https://doi.org/10.12973/ejmste/75229)
- Devolli, A., Kryeziu, V., & Bujupi, D. (2023). The most common parenting styles in Kosovo:

- perceptions of secondary school students." 45 (2023):. *Acta Scientiarum*, 45, e63804. doi:<https://doi.org/10.4025/actascieduc.v45i1.63804>
- Dewey, J. (1904). The Relation of Theory to Practice in Education. *Teachers College Record*, 5(9), 9–30. doi:<https://doi.org/10.1177/016146810400500601>
- Drew, S., & Klopper, C. (2014). Evaluating faculty pedagogic practices to inform strategic academic professional development: a case of cases. *Higher education*, 67, 349-367. doi:<https://doi.org/10.1007/s10734-013-9657-1>
- Fischer, E., & Guzel, G. T. (2023). The case for qualitative research. *Journal of Consumer Psychology*, 33(1), 259–272. doi:<https://doi.org/10.1002/jcpy.1299>
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291-295. doi:<http://dx.doi.org/10.1038/bdj.2008.192>
- Goubeaud, K., & Yan, W. (2004). Teacher educators' teaching methods, assessments, and grading: A comparison of higher education faculty's instructional practices. *The Teacher Educator*, 40(1), 1-16. doi:<https://doi.org/10.1080/08878730409555348>
- Grossman, P. (2005). Research on Pedagogical Approaches in Teacher Education. In M. Cochran-Smith, & K. M. Zeichner, *Studying Teacher Education* (Vol. 1st Edition, p. 52). New York: Routledge. doi:<https://doi.org/10.4324/9780203864043>
- Hayashi, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *Qualitative Report*, 24(1), 98-112. doi:<https://doi.org/10.46743/2160-3715/2019.3443>
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), 66-67. doi:<http://dx.doi.org/10.1136/eb-2015-102129>
- Hill, Y., Lomas, L., & MacGregor, J. (2003). Students' perceptions of quality in higher education. *Quality Assurance in Education*, 11(1), 15-20. doi:<https://doi.org/10.1108/09684880310462047>
- Husband, G. (2020). Ethical Data Collection and Recognizing the Impact of Semi-Structured Interviews on Research Respondents. *Education Sciences*, 10(8), 1-12. doi:<https://doi.org/10.3390/educsci10080206>
- Jansen1, C., & Merwe, P. v. (2015). Teaching Practice in the 21st Century: Emerging Trends, Challenges and Opportunities. *Universal Journal of Educational Research*, 3(3), 190-199.
- Khoa, B. T., Hung, B. P., & Hejsalem-Brahmi, M. (2023). Qualitative research in social sciences: data collection, data analysis and report writing. *International Journal of Public Sector Performance Management*, 12(1-2), 187-209. doi: <https://doi.org/10.1504/IJPSPM.2023.132247>
- Kihwele, J. E., & Mtandi, R. (2020). Impact of Teaching Practice on Pre-Service Teachers' Pedagogical Competencies in Tanzania. *East African Journal of Education and Social Sciences*, 1(1), 101-111. doi:<https://doi.org/10.46606/eajess2020v01i01.0011>
- Korthagen, F. A., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. London: Taylor&Francis.
- Kravchenko, E. V., Galustyan, O., Kovtunencko, L., & Kolosova, L. (2018). Pedagogical practice

of students. *Espacios*, 39(31), 1-7.

- Kurti, E. N. (2023). Exploring the Contribution of the Five-Factor Mentoring Model in Advancing the Pre-Service Teachers' Personal and Professional Growth. *International Journal of Instruction*, 16(1), 469-488. doi:<https://doi.org/10.29333/iji.2023.16126a>
- Mahat-Shamir, M., Neimeyer, R. A., & Picho-Prelorentzos, S. (2021). Designing in-depth semi-structured interviews for revealing meaning reconstruction after loss. *Death Studies*, 45(2), 83-90. doi:<https://doi.org/10.1080/07481187.2019.1617388>
- Mannathoko, M. C. (2013). Does Teaching Practice Effectively Prepare Student-Teachers to Teach Creative and Performing Arts? The Case of Botswana. *International Journal of Higher Education*, 2(2), 115-121. doi:<https://doi.org/10.5430/ijhe.v2n2p115>
- Martin, A., Rees, M., & Edwards, M. (2012). An organization overview of pedagogical practice in work-integrated education. *Journal of Cooperative Education*, 13(1), 23-37. doi:<https://hdl.handle.net/10289/7296>
- Morris, L. V., Xu, H., & Finnegan, C. L. (2005). Roles of faculty in teaching asynchronous undergraduate courses. *Journal of Asynchronous Learning Networks*, 9(1), 65-82.
- Mustapa, S. I., & Miskon, A. (2023). Pedagogical Practices among Teachers in a Private School: A Survey. *International Journal of Social Science and Education Research Studies*, 3(6), 963-969 . doi:<https://doi.org/10.55677/ijssers/V03I6Y2023-01>
- Naz, N., Gulab, F., & Aslam, M. (2022). Development of Qualitative Semi-Structured Interview Guide for Case Study Research. *Competitive Social Sciences Research Journal* (, 3(2), 42-52.
- Ruslin, R., Mashuri, S., Rasak, M. S., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies. *Journal of Research & Method in Education*, 12(1), 22-29. doi:10.9790/7388-1201052229
- Santos, J., Figueiredo, A., & Vieira, M. (2019). Innovative pedagogical practices in higher education: An integrative literature review. *Nurse Education Today*, 72, 12-17. doi:<https://doi.org/10.1016/j.nedt.2018.10.003>
- Schatz, E. (2012). Rationale and procedures for nesting semi-structured interviews in surveys or censuses. *Population Studies*, 66(2), 183-195. doi:<https://doi.org/10.1080/00324728.2012.658851>
- Scott, L. A., Gentry, R., & Phillips, M. (2014). Making preservice teachers better: Examining the impact of a practicum in a teacher preparation program. *Educational Research and Reviews*, 9(10), 294-301. doi:<https://doi.org/10.5897/ERR2014.1748>
- Signorini, A. (2023). *Design Study of a Student-Faculty Partnership Program Implementing Assessment as an Equitable Pedagogical Practice at a Research-Intensive MSI*. Stanislaus: California State University.
- Trif, L., & Popescu, T. (2013). The Reflective Diary, an Effective Professional Training Instrument for Future Teachers. *Procedia - Social and Behavioral Sciences*, 93(21), 1070-1074. doi:<https://doi.org/10.1016/j.sbspro.2013.09.332>
- Trolan, T. L., & Parker, E. (2022). Shaping Students' Attitudes Toward Diversity: Do Faculty Practices and Interactions With Students Matter? *Research in Higher Education*, 63, 849–870.

doi:<https://doi.org/10.1007/s11162-021-09668-2>

- Tsui, A. B., & Law, D. (2007). Learning as boundary-crossing in school–university partnership. *Teaching and Teacher Education*, 23(8), 1289-1301.  
doi:<https://doi.org/10.1016/j.tate.2006.06.003>
- University of Prishtina “Hasan Prishtina” (A). (2021). *Programi Fillor-Bachelor*. Prishtina: Faculty of Education.
- University of Prishtina “Hasan Prishtina”. (2021). *Programi Edukimi në Fëmijëri të Hershme (0-6 vjet)-Bachelor (Early Childhood Education Program (0-6 years)-Bachelor)*. Prishtina: Faculty of Education.
- University Public "Kadri Zeka". (2021). *Planprogrami Arsimi Fillor 2021-2024 (Primary Education Plan 2021-2024)*. Gjilan: Faculty of Education.
- Winsor (A), P. (2004). *Mësimi Praktik Doracak për Studentët e Fakultetit të Edukimit, Programi Parashkollor (Practical Learning Manual for Students of the Faculty of Education, Preschool Program)*. Prishtina: University of Prishtina/KEDP.
- Winsor, P. (2004). *Mësimi Praktik Doracak për Studentët e Fakultetit të Edukimit, Programi Fillor (Practical Learning Manual for Students of the Faculty of Education, Elementary Program)*. Prishtina: University of Prishtina/KEDP.

#### ANNEX:

1. What are students' attitudes about pedagogical practice?
2. How do you think you were prepared for service during your teaching practice?
3. Faculty-school-student coordination, during practical lesson if you were at the right level?
4. What do students think about the benefits of pedagogical practice?
5. During the practical lesson, you had the opportunity to plan and hold lessons by yourself, explain how you did it?
6. How did you prepare your journal and portfolio during the internship?
7. What do students think about the difficulties in the implementation of pedagogical practice?
8. What are the shortcomings in the implementation of pedagogical practice by the faculty of education?
9. What are the students' expectations from pedagogical practice?

*Received: 27/11/2023*

*Final version received: 08/02/2024*

*Accepted: 10/02/2024*

*Published online: 16/02/2024*