

SYLLABUS CHANGES TO FIELD TRIP HOURS IN BIOLOGY COURSES FOR 6TH TO 9TH GRADES. INNOVATIONS AND PROBLEMS FOR AN EFFECTIVE, LONG-LASTING LEARNING

Sadik Malo¹ Lavdi Hasani²

¹Department of Biology and Chemistry, FNS, Gjirokastra University

²Department of Biology, FNS, Gjirokastra University

¹E-mail: sadikmalo@gmail.com

²E-mail: hasanilavdi@yahoo.com

Abstract

The new biology syllabus at school aims at describing and explaining living things as well as the organization of nature from a scientific point of view. Field trips account for a total of about 12 hours, 5 of which are pre-planned while the rest are included in what are called free classes. Field trips in the new syllabus enable a cross-curricular integration of biology with the other subjects. In the old syllabus they involved 22 totally planned hours lacking in cross-curricular integration. On the basis of the above syllabus changes, this article intends to shed light on the innovations and problems arising from them; whether or not these changes are motivated, whether the harmonization of knowledge planned to be gained through field trips with that of the other topics creates the needed correlations etc. Through didactic-scientific arguments, we have tried to express our opinion regarding the effect of these changes in the learning process on the part of the student, the sustainability or not of the knowledge dealt with during these classes, the opportunities they offer for an effective realization of this portion of the curriculum, how to make them an integral part of the whole curriculum as well as to what degree these innovations have made the learning process more profitable for the students.

Key words: *Syllabus, cross-curricular integration, organization, innovations, field trips*