

VALUES AND MOVEMENT TOWARD A FUTURE PSYCHOLOGY IN ALBANIAN HUMANISTIC EDUCATION

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Abstract

All education is derived from an image that we have for the future. The movement to raise awareness and educational value should be a step towards building a future psychology. The historical development of psychology always awakens the interest of different researchers. What about Albanian education? Which has been the form of psychology in the past and is in the present? Which is the movement towards a future psychology? *The aim* is to present an overview of origins of psychology in the curricula of “Luigj Gurakuqi” University, in its current development and the submission of a further approach for the transmission of values and possible premises of future psychology in Albanian humanist education. It is used as *method* a three-dimensional description analysis in three different time phases: a) *the Past Movement*- opening of psychology branch in 2004, inclusion of the subjects in academic curricula characterized with different challenges and censorship in the university “Luigj Gurakuqi”, b) *the Present Movement*- the current development: influential factors in getting the proper direction for the future movement, c) *the Future Movement*- values issue and possible directions towards a future psychology. Some *suggestions* are given: the curricula defined for students should not have as an objective just to learn, develop and explore certain skills, the absorption of important issues on the subject but as well to be orientated toward a possible and favorable future. As a result, we address to all professors, but above all young professors that represent the greatest responsibility in the transmission and modification of existing values of psychology, the stimulation of inherent values for future psychology.

Keywords: *Values, Movement, Future Psychology, Humanistic Education, A three- dimensional description analyses*

Introduction- A caveat before we begin

In a troubled world comprising Albania where is being experienced psychological abuse, conflict, violence, and risks of dehumanization, there are persons who have worked and still work to build peace and promote human development in all the circumstances. Trying to give an answer to social problems, in 2004 was opened the Branch of Psychology at *Luigj Gurakuqi* University, in the city of Shkoder, in the Nord of Albania. In this case, we as new researchers tend to go on the challenging work by providing a further approach of a future movement psychology in our education. All education is derived from an image that we have for the future. But it is not something that merely happens in our head. This is why the broad movement aimed at shifting education into the future tense also brings with it a heightened concern with values. While students should be at the centre of educational processes, professors play critical roles as guides or learning facilitators. The movement to raise awareness and educational value should be a step towards building a future psychology. The historical development of psychology always awakens the interest of different researchers. What about Albanian education? Which has been the form of psychology in the past and in the present? What is the movement towards a future psychology? These are questions that require a broader research and therefore it is valued to focus on our experience at *Luigj Gurakuqi* University which started in 2004 and 2006 as students of psychology branch and actually as lectures in the Department of Psychology and Social Work. Therefore, we set out to work in the following direction by providing: an introduction to a search of a further approach, clarification and the importance of values as a process, the movement toward a future psychology, a range of humane education, role of professor going further with a three-dimensional description analyses, and suggestions.

1. In search of a further Approach- system based values?

The advent of Psychology Branch as we may know at *Luigj Gurakuqi* University was in 2004. Thus, the development of psychology although experimental¹, was clearly energized by the considerable efforts of the Head and staff of Pedagogy and Psychology Department and the other major players in the field. Their deliberate an approach of sociology and education science, recognizing and building on the structural forces that shape the discipline of psychology. However, there have been and still are many different points of views on what is the best approach that professors should follow to teach the students of Psychology Branch. One important view to consider when deciding which approach to follow let us say is the humanistic view of education. The major focus of humanistic education is the development of the whole person based on values. Learning to guide one's life is a special skill. But we have to take into account that we are not talking to moralizing because often it gives contradictory sets of values. As an Albanian nation, what else could be more important for us than the support of the universities for the healthy development of our young people? In the name of our future, we should take an orientation towards values. The communications media- television, radio or magazine literally are bombarding the growing person with all sorts of stimulus and inputs about what to believe, how to behave, how to dress, what type of lifestyle to follow. Here they are taking an implicit message: this is how you should think and act. Therein lays the problem: *It seems to believe that it is possible to teach psychological concepts or definitions to the young without imparting values.* But the question is: how will they learn the process of values?

1.2. The clarification and importance of values as a process - In the article "Values. *Educational Psychology Interactive*" (Huit, W. 2004) is cited: *The values*

clarification approach arose primarily from humanistic psychology and the humanistic education movement as it attempted to implement the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969), and others.

The central focus is on helping students use both rational thinking and emotional awareness to examine personal behavior patterns and to clarify and actualize their values. It is believed that valuing is a process of self-actualization (Maslow H. A, 2008), involving the sub processes of choosing freely from among alternatives, reflecting carefully on the consequences of those alternatives, and prizing, affirming, and acting upon one's choices².

So, if we want to prepare the youngsters to face the unknown challenges of the future life not only the academic life but also being able to guide their lives through all the difficult value choices ahead, it is necessary teaching them the process of valuing. In this way we are able to teach them how to become a whole person. Traditionally we know, based on our academics experiences that *subject matter has been regarded as a fixed body of knowledge which all the persons needed to know or learn*. But growing up we have learned that we need to change our emphasis from *what* to learn and *how* to learn. Well, we can give as an example when some students during a seminar have said. *We have the subject program but make it worth? Does it serve to us? If it does how can we absorb it or use it?*

A similar change happens with the changing of programs, subjects. The academics themselves note, at the base of the experience, that a certain subject was not successful for the studies of the students and try to add another version of it. The process how to develop a process of values (*process of prizing, choosing and acting out*) must receive increasing emphasis in the curriculum and in home. (Toffler A.1974, 267).

2. Professors as key players - The Human facilitator

Teaching for the humanities approach professor, starts with a relationship with students. Until then, we are nothing more than circus performer. Carl Rogers (1969) describes three conditions for learning based on his work in creating relationships. They are Respect, Empathetic understanding, Genuineness or congruence. (Nietzel T ed al 1991,1998). The human professor recognizes that learning is most powerful when it employs authentic human learning experiences (AHLE)³.

3. Humanistic Education in Albania

The elements of humanistic psychology are not new. But it is true that two researchers in recent years have been particularly associated with its evolution and development: Abraham Maslow (1908-1970) and Carl Rogers (1902-1987). The goal of human education is *to develop fully functioning, self-actualized human beings, who have the capacity to nurture themselves, others, and their environment; who are responsible world citizens capable to contribute to democratic societies, and who are life-long learners*. Would it be appropriate in Albanian Education? The following supporting principles can help in achieving this goal:

1. Students' learning should be as self-directed as possible.
2. The subject matter to be learned should be relevant to the personal interests of the students.
3. The full spectrum of the human experience (*emotions, relationships, creativity, imagination, intuition, real life problems*) should be included in the educational experience.
4. Universities should produce students who want to learn and know how to learn.
5. Students learn best in a non-threatening environment.

According to article *Learning to be: A holistic and integrated approach to values education for human development is given that*: In the humanistic model however, there is a shift. The

stress is from content-to process based, values- to value-focused and professor - to student-centred orientation.

4. Educational choices and curriculum/programs

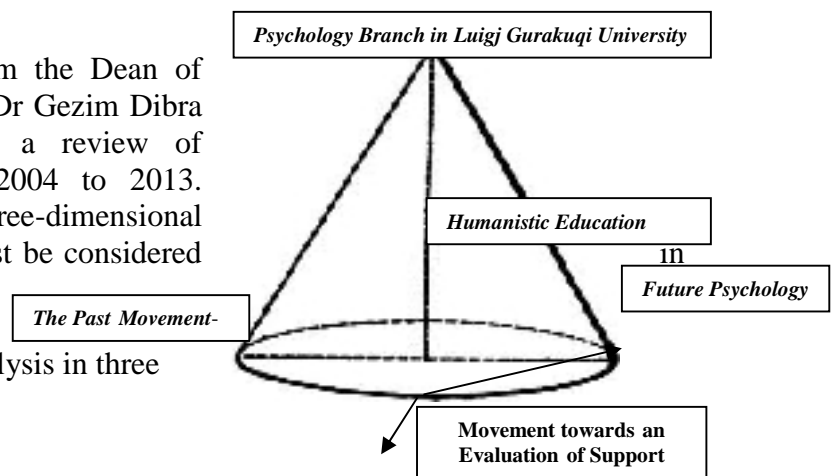
Among others, one of the major questions that this paper seeks to answer is, “How well are understanding and addressing the elder professors and younger ones the needs of Albanian education specifically the needs of the students and the population as whole?”. For this question we can only give answers through a rigorous evaluation of the existing student’s education programs, including minimally the following key elements: definition of terms and evaluation criteria, program accessibility and availability. There are two very important reasons why evaluation is important, “evaluation can contribute to an improve quality” and “evaluation can contribute in increasing the knowledge among group members”. The latter reason or better arguments help program developers gain a better understanding of the students that follow a certain program, which is instrumental in deciding how to meet the needs of the adult learner in Bachelor Degree in Psychology. Do these reasons meet the student needs? Ultimately, based on the beginning premise of this paper, the judgment regarding the success of an educational program may be revealed in the relationship that student and professor establish, develop and maintain. Taking small steps toward this will enhance the curriculum, student achievement, and the human condition.

Part IV- Method

Data collection and Analyses Strategy

In April 2013, we collected data from the Dean of Faculty of Science Education, Prof.As.Dr Gezim Dibra through a structured interview and a review of psychology branch programs since 2004 to 2013. Responses item were included in three-dimensional description analysis. Several issues must be considered interpreting the results.

A three-dimensional description analysis in three different time phases:



- a) **The Past Movement-** the opening of the psychology branch in 2004, inclusion of the subjects in academic curriculums characterized with different challenges and censorship in the University “Luigj Gurakuqi”. Based on to the interview, it is evident that:

1. Region of Shkoder, the biggest center of Northern Albania, with a consolidated University over the years, with a profile of the Faculty of Education presented the need to open the Psychology Branch. Another motivation for opening this branch was the various problems which region of Shkoder had during the years. Many problems were inherited from the past and the transition period was coupled with many other economic, social and political problems which have reflected psychological problems in people. In thereby the lack of a center to prepare the psychologist made it necessary to open the psychology branch and then followed by the opening of social work branch. The primary objective of the Department of psychology was “to change the concept of the people” for the job of a psychologist as a

profession. The main objectives were: a. The preparation of psychologists; b. The start and the opening the University Counseling Centre; c. The introduction and the extension of the psychologist figure in state institutions.

2. Among others, choosing the Bologna system it was not done at the moment it was open psychology as a branch. Elements of this program have been introduced years before for other branches of the University of Shkoder. Since the year 1996-1999 is introduced the credit system for the branches of Faculty "Education Science" and for others branches of Shkoder University.

3. Elements that have greatly attracted the interest and attention to the Bologna system to be adopted from the University of Shkoder were: a) Academic quality assurance b) A system of credit accumulation and transfer. Each grade corresponds to a certain number of credits, facilitating the transfer of students in other universities within the European space; c) An academic evaluation system that is easy to read and compare, accompanied by a supplement of a diploma that shall facilitate recognition of academic and professional qualifications between states. These elements constitute the greatest importance of the Bologna System and the reasons that we adapt to our culture and the university. The main purposes of the Bologna system are not the cycle's duration 3 +2 or 3 +1, but the elements above are the primary for this type of system. According to the Bologna system an institution to be called a university needs to have three levels of cycles of studies on it. Up to now we have two cycles, the first cycle bachelor and second cycle of scientific master. PhD requires more time and also human resources.

4. The number of the students was sufficient but has gone beyond the expectations regarding the high interest of student, the high level of students and the great desire to study an area not yet explored as psychology. So a large number of the application by the students, great desire to study and well prepared students. The reason why this quota has been set was because of the low and limited framework of professors with scientific titles. Some of the subjects which have been directly linked to psychology are covered by the professor of the Department of Psychology of the University of Tirana. The rest of the subjects were covered by professors of the faculty "science of the education" and teachers who had received certain qualifications.

5. In 2003 it is presented the request at the Education Ministry with arguments on physical infrastructure but also on the human resources, where some of them will be supported by Department of Psychology, Faculty of Social Sciences University of Tirana. Their support was not only in human resources but also in programs and in literature. At the beginning of psychology was followed such a policy during the first year of psychology was thought for the second year of studies in subjects, professors, literature etc. This has been one of the greatest challenge and difficult to be managed in the early years of psychology which over the years these problems are resolved. A major difficulty has been the limited number of professors. Before opening the psychology branch, there were a limited number of professors which covered psychology subjects at the branches of Faculty "Education Science". These professors over the years are being replaced by the professors that have the right graduation and relevant specialization in this field

The Present Movement- the current development: influential factors in getting the proper direction for the future movement.

The Honored Prof. Asoc. Gezim Dibra in relation with constituent element has been most important in establishing a Branch of Psychology nowadays says that:

1. It is working hard based on of the program of "La Sapienza" University. It is trying to adapt the curriculum, materials, literature in order to be more coherent with development of psychology as a university curriculum. Contemporary literature and some of the professors

who were graduated after the years 90 abroad have brought the western experience in psychology curricula.

2. Opening the University Counseling Center has been a challenge and at the same times a milestone for the University of Shkodra. The graduation of the first generations of the students for the first level bachelor "Psychology" followed with the specialization of them for different profiles at the University of Tirana made it possible to open the Second Level of the studies for psychology.

3. Regarding scientific literature it is enriched over the years and is focused on western literature. This is an indicator that not only professors help students in their study path but at the same time they grow professionally. Over the years 90 the professors have done different qualifications in the field of psychology in western countries and these experiences are used by them in the publication of the literature.

4. Over the years the number of students has decreased and this has been for various reasons. Firstly quotas are reduced connected to the education ministry's priority. In the determination of the quotas we consider also the needs of the labor market for psychologists which are lower. One of the reasons that the labor market is shrinking for the figure of the psychologist is the fact that we do not have a concept, a complete image for the Psychologist figure. The political state in themselves is not favoring the figure of a psychologist as a profession. A common example is that many school psychologists are employed and have two or three which runs to six schools' responsibilities. This is not effective for the psychologist position. We have many institutions that do not have the figure of a psychologist even though is necessary. Another reason not directly related to the determination of quotas but that we have noticed from year to year is a decline in the interest and desire of the student for psychology branch. If the first generation were well prepared with a great desire and interest for the branch of psychology and that is reflected in their results and now are also part of our department as a professor, this is not seen in current generations.

5. The physiognomy of psychology is quite different than it was in its beginnings and currently now, more and more professors are replaced, and the number of internal and external professors is increased. The number of external professors is higher than internal professors and from a point of view is not good. Something that should be noted is the increasing number of departments; the departments have a differentiation from each other. At the beginning have had the same department which was for the education, psychology, social work, and physic education branches now there are three departments separated from each other and this is a positive thing.

6. The changing of curriculum has come only as a result of the experience created within the branch. Every year is trying more and more to improve the curriculum. These changes come as a result of analyzing the experience, the results and priorities of psychology. All these changes input and output of subjects is done only on the basis of the development priorities. We should highlight the fact that the faculty of Education Science, especially Psychology-Social Work Department is one of the all departments who discuss more with all the staff to improve the curriculum. But even though there have been many changes for our curricula we should know that we did not do a reversal of the curriculum. The curricula are just improved to achieve the development priority.

The analyses of programs during the academic years:

- The first four years of psychology are associated with frequent changes of subjects. The early years served for the birth of a new branch, formation, development and in achieving sustainability during continuity.
- The first two years have been challenging proofs for didactic staff in the selection of curricula, the transmission of knowledge, and also to students and the community. For the first generations of psychology has been challenging not only their years of study

(undergraduate) but also outreach, involvement in the labor market is associated with numerous problems.

- The first generation of psychology will be held as the cornerstone for the discipline of psychology, for the construction of university curricula as well as the first to break the collective mentality that existed for the image of the psychologist.
- Going back to what we said above, psychology in its teaching curriculum has undergone many changes, especially in the early years. From an analysis that is made to the curricula of programs from 2004-2007 and up to the current year 2012-2015 we note that numerous changes. In the first four years we noted that there is a similarity regarding the subjects of the first year in the first semester in an extent 90%. The only difference with respect to the first program year for four years is to optional subjects.
- If the first two years have three elective subjects 1) Methodology of Scientific Research, 2) Computing, 3) Nerve Physiology and there are chosen two subjects by the students Physiology and Informatics, otherwise occurred in the third generation that has chosen MSR and Physiology nerve since in the first year. This change in the selection of subjects may have come from suggestions from professors, from what the subject conducts or even from need that they have had to take knowledge in those areas where they felt incomplete.
- One difference to be noted is the load of subject from first generation to fourth. The fourth generation of years 2007-2010 has a load with a more subjects being associated with a lower rating credit score of previous cases, in order to maintain a similar total credit points at the end of each year the university which is 60 credit points.
- Establishment of the subject Academic Writing since in the first year should always be considered for the subsequent years. Having the Academic Writing subject since in the first year students have the possibility to learn early the rules of preparing and writing a subject task, an essay, research, etc., and to know the differences between them. From this subject they can develop and improve the speaking and the writing skills.
- It is not enough just to think rationally, logic or critical, we should find appropriate forms of expression and writing which wear and give form to our opinions, ideas and arguments. It is noted that it is a similarity in the subjects, in duration and program evaluation points between 2005-2008 program and between 2006-2009 program, it seems that the experience of the 2005-2008 program has been a success and has been followed and the next generation.
- While for the program of the year 2007-2010 we note an addition of new subjects followed by changing the duration and the evaluation with a lower credit score of previous subjects in order to have the same final total credit point 60 ECTS.
- In subsequent years has been noticed that the educational curriculum content has reached at least a sustainability is consolidated and are little changes in terms of allocation of the subjects over the years and periods semester.
- Also there is a difference with regard to credit score assessment and increased raw modules, as e.g. Philosophy & Sociology of the Family. Over the years there has been a proliferation of subjects that are directly related to the object of study of psychology. If in the first year are observed that some subjects were significant as e.g. English language a subject for a year but not for two years as it was programmed with a duration two years of the course 2004-2007, these subjects continue to be part of the curriculum psychology but with a shorter duration, leaving space for other subjects that serve the formation of a psychologist as for egg school psychology which has not been included in the first generation.

7. Turning back to the interview with Prof. Dibra, he mentions that one of the changes that are made was for example the removal of subject physiology and replacement by adding human biology and ecology another subjects, but this was not successful. It is necessary to include other subject as Neuropsychology in order to study the nervous system associated with psychological problems.

8. Also, the Counseling Center is the first center that was opened at the University of Shkoder. In the Psychology Department at the University of Tirana, they do not have such a center in their faculty yet. This was an initiative of the department of psychology professors. Therefore the opening of this center was to come to the aid of the community and students in order to take free psychological services, to do their practice especially the students with clinical profile, in order to develop and practice some skills and counseling skills. The reasons that prevent this center to be used by students as counselors are logistical shortcomings. The student needs to be supervised by professors during counseling sessions. To be supervised we should have the camera, microphone, audio and many other tools. Having these shortcomings we have decided that the professors of the Department to handle the cases and these cases serve as sample, experiences during their teaching, practice example for the professors while always maintaining anonymity of the cases.

- b) ***The Future Movement***- values issue and possible directions towards a future psychology. What is really psychology? Where has it come from? Where is it now? Where is it going? These are fundamental questions about this issue. It is not easy trying to give an answer to them. In this paper we are trying to achieve a framework in the shape of a movement's evolution taking into consideration as well suggestions by Prof. Asoc. Gezim Dibra as follow
- It would be very tempting to criticize the others for many education difficulties that the systems as a whole encounter. Although Albanian societal issues should not be ignored and systemic injustices should be addressed as part of the plan for a democratic education, professors at all levels should be encouraged to assume the role of leaders in their communities as they develop their mentorship roles. Because as Prof. Dibra emphasis: ***In a city as Shkoder and in a society like ours that is not still socialized we will have always problems. Every day more and more problems are generated, not to mention child abuse, sexual abuse, pedophiles. In the coming years the society will face various problems. We have a number of people who remain anonymous, unidentified as a result of sexual orientation that they have. The students of psychology have to face these problems***"
 - Parents and administrators should not fear from professors who challenge youngsters to go beyond their limitations by exploring and questioning their world based on values issues. On the other hand, professors who are choosing the safe route and relying on the reassuring comfort of prescribed programs should seriously reconsider their roles and their motifs for teaching. In this regard Prof. Gezimi says that ***Draft program of courses is determined by the main professor and it is defined in the university regulations. This is not conditioned by our desire. The professor has his own a professional and moral code. The holder can cooperate with the assistant for drafting the program but is not mandatory this collaboration. The main professor according to its regulation is one that builds and runs the program. But this does not mean that there the assistant has not any competence, or simply his duty is to do the seminars, exams and to calculate the points of the exams. The assistant of a professor is a person which will inherit the subject of the main professors after some years. The assistant professor prepares even more to be an able lecturer but also he is being prepared scientifically. The main professor helps the assistant professor to grow professionally and to participate in various conferences and researches.*** In addition to this we may say that the main professor and the assistant should absolutely collaborate together because they need to help students find out who they are and what their talents are as individuals. ***It is a call to action:*** looking back, analyzing the present, moving forward. This can be translated into a Movement toward a future psychology. Which could be a kind of this movement?

Three dimensional description analyses

Based on three dimensional description analyses of three different times we found something important which led us to suppose this kind of movement but firstly we would like to highlight it resembles with a cone⁴. So we describe as follows:

The *volume* of cone which derives from the *past movement* in a Decade of Opening Psychology in 2004, where *r* the radius is the circular base, the efforts of Prof. Asoc. Gezim Dibra with all the other staff and *h*- the height - the perpendicular distance from the base to the vertex that are the frequentation of students in the branch of psychology.

The *surface area of the cone* where the area is the *present movement* which is equated with the *r*- the circular base, the continuous efforts of Prof. Asoc. Gezim Dibra with all the other staff of the Department of Psychology and Social Work and *so* is the slant height of the cone –different factors that change during the time (*egg frequentation of students, programs, curricula etc.*)

The right and oblique cone- If the apex is directly over the center of the base as it is above, it is called a **right cone**. If the apex is not over the center of the base, it is called an **oblique cone**. Thus, if the apex is Branch of Psychology and goes directly to the center of the base, could this be going toward a right future or oblique one? Then if this apex could go right the center could have a relationship to a pyramid with an infinite number of faces comprising other significant factors and elements to build a future?

Towards an Evaluation of Support⁵

In fact, psychology (*apex of the cone*) has always been with us, but as a holistic and integrated body of knowledge it has passed unrecognized and uncelebrated, and one of the major achievements of the branch psychology evolution to date has been its efforts with the adoption of curricula and frequentation of students (*r of cone*). Therefore looking the *present surface of the area of the cone*, we propose that the base for an evaluation support, a general evolution support lies in a conjunction of values, beliefs, and - feelings of personal awareness that are linked to one's self- expectations that impel individuals to act in ways that support movement goals.

We propose that movement success depends on movement activists, institutions and organizations building support by activating or reshaping personal norms to create a common life. Such movements work to activate personal norms tied to those values. Let us stress that we are not criticizing priorities and actual initiative on the Decade of Opening Psychology and the continuation. We support them wholeheartedly. But if some issues are still under question, how can this field expect society as a whole to embrace it? In fact, even if we're to embrace the Decade of Opening Psychology idea, would that benefit the field?

In other words our honored Prof. Asoc Dibra mentions: *What makes me feel good is the fact that every final academic year we as a department notice things that are incomplete, not accomplished yet. We have to face new challenges in order to accomplish our objectives and to be improved more and more our psychology courses. Educational challenges will be faced just by being open to change*". Then let us ask: Why have we adopted the premise - without a shred of evidence - that values are important? There are possible explanations. Academic experiences driven by values may be more urgent than absorbing simply theories in psychology. This would make evolutionary sense. Since certain programs in psychology often reflect difficulties, the values should be powerful enough to force us to stop, increase vigilance and change our actions if necessary. It is intended for the students of psychology to be prepared in order to be able to cope with various psychological problems and to be clear in their choices for depth studies in a specific field of psychology.

Furthermore these years will serve to encourage the formation and the development of personal capacity, counseling ability and psychological support. So; on Bachelor Level psychology's focus on the values may reflect differences in a better education in Albania. The common denominator underlying a further approach represented here is a perspective on *transmission of values and possible premises of future psychology in Albanian humanist education* having human beings as self-organizing, self-directed, adaptive entities in a social context. What makes one moment "better" than the next? We hope that the animosity that has sometimes characterized previous exchanges will be replaced with increasing respect and collaboration through between movements. Thus a future psychology needs to be supported as a further and an ongoing evolutionary perspective.

Problems in putting values into practice- We would also like to mention two areas of difficulty that may face us when we try to put humanistic values into practice in the classroom. The first area concerns the difficulty of managing change in ourselves, especially at the level of our values and attitudes, and how we manifest them in our behaviour in class. When we try to change we may find that we are locked into patterns of teaching, and that these patterns may be rooted quite deeply in our experience of our own professors and authority figures from the past. If we are unclear about what is proposed by humanistic education, it could also be symptomatic of our not wanting to be clear. A second area of difficulty arises from the various external pressures operating against our wishes to try different things. Students may find it disturbing to be asked to take more responsibility for their learning and professors may have lack of knowledge, experience, confidence, and skill in facilitating this change. Young professors may experience various staff, cultural, political difficulties in their work environment. Materials, program schemes, and university organization can also be still loyal to the previous methods. Even when there is a support for something new and are open to change, it has been often only for innovative techniques rather for innovative process.

Suggestions

Psychology as a science, branch and subject should be much more open to the changes, new approaches and handling the problems in order to serve us better to the Albanian humanistic education and not only. It is imperative we recognize that education is made by individuals for individuals, who bring with them unique gifts and inclinations. Realizing all this alone is impossible, if we want to see the future generations flourish and thrive their creativity we should create a stimulating learning environment based on ideology of human resource, innovative techniques and also the physical infrastructure of the University. We need to provide that students feel supported in developing their talents and individualities by designing right curricula (*vertex of the cone*) that allow flexibility and freedom of intellectual exploration. Two main goals of Bachelor studies should be student orientation towards deepening in a particular area of psychology and promoting the values (*base of the cone*) enabling them to serve the community as a whole and individuals on community individually. Therefore curricula defined for students should not have as an objective just to study, develop and explore certain skills, the absorption of important issues on the subject but as well to be orientated toward a possible and favourable future. We hope collaboration, spaces and respect between the past, present in order to *form (a right cone)* in future phases. As a result, we address to all professors, but above all the young professors that represent the greatest responsibility in the transmission and modification of existing values of psychology, the stimulation of inherent values for future psychology.

Footnotes:

- 1- Here *experimental* has the signification of preliminary trial, tentative.
- 2- Here from this perspective, the individual, if he or she is allowed the opportunity of being free to be his or her true self, makes choices and decisions affected by the internal processes of willing, feeling, thinking, and intending
- 3- Here *authentic human learning experiences* comprises eight characteristics according humanistic perspective
- 4- Here cone although is a solid that has a circular base and at a single vertex, it is figurative.
- 5- Here *evaluation of support* means that by learning how to evaluate our own activity we will discover what works or doesn't, and how to make use of that learning to measure the difference we are making in order to fulfil one's self- expectations toward a further movement tied with values.

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Appendix

Interview with the Dean of the Faculty of Education, University "Luigj Gurakuqi" -Prof. Asoc. Gezim DIBRA

Part I:

1. Can you provide us a brief description of your motivation to open for the first time psychology which dates back to 2004 in the University "Luigj Gurakuqi"? We assume that among others, your psychological education has been undisputed in this role. Can you also talk briefly about your psychological background which helped you to take this major step for the future of Albanian youth?
2. Why did you choose psychology program in the Faculty of Education on the basis of the Bologna Charter system meanwhile no other university in Albania had not yet applied the system, talking about public education?
3. Was there any aspect of the psychology program that seemed particularly special by the Bologna Charter to be adapted to the Albanian culture speaking here specifically for the North?
4. Honoured Professor, as you know, the opening of psychology in the first year included an enrolment of 100 students. Does this number coincide with the expectation raised for this new branch?
5. It is very interesting to know which approach is followed in opening this branch in 2004. What are the strategies? What about facilities and opportunities and challenges? How were they overcome?

Second part:

1. In your opinion, which constituent element has been most important in establishing of a branch of psychology nowadays?
2. The branch of psychology as an early discipline but a new entry in our curricula, which are some of the highlights of this discipline at the University of Shkoder?
3. Since the opening of the first year of psychology and till now, how much is enriched the literature dialed with psychological issues in Albanian language from the professors of Luigj Gurakuqi University
4. In comparison to the beginning, starting from 2004 till now, is there a growing number of the student which want to study psychology or estimated a decline of interest? If yes or no why?
5. The number of teachers (*internal and external*), is it grown over the years? What about their qualification, is in accordance with the requirements of the university?
6. There is a curriculum change over the years. Can you tell us how this change has been conducive in the formation and development of academic and professional profile of the students?
7. How helpful has been the opening of the Psychological Counseling Center in the University for the Practice and the professionalism of the students?

Third part:

1. Prof. Gezimi, it is noticed during the years an affirmation of discipline regarding public level. What should consider a student when choose to study psychology, a branch which is not explored before by him?
2. In the Regulation of University is defined that the main professor should be the program drafter of the subject. Do you consider that the assistant professor should be collaborative in its design?
3. Finally, according to your academic experience, how much are well developed the curricula/programs of the psychology courses as a discipline to face the education challenges for the future? If yes, in which aspects?