Conference Proceeding Book

TEAVET Project   Final Conference
10 and 11 November 2020

Vlore, Albania

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Online /on-site Conference
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Pinagreti, Vlore, 1573

Teachers encourage minds to think, hands to create and hearts to love!

TEAVET Project. Conference Proceeding Book

Editors:

Eva Cipi

Mariglena Meminaj

Conference Proceeding Book

Introduction

TEAVET conference is an international conference supported by the European Commission in the framework of the Erasmus plus Programme has been held in Vlora City, 10, and 11 of November 2020.

This is the final event of the project where the results have been proudly shown and disseminated by partners according the conference program and agenda. Members of project teams, academic and administrative staff engaged in several activities, teacher trainers, heads of schools and teachers are going to attend the conference sessions. The conference gathered researchers and academic experts in ten sessions and nine rooms with proposals and discussions on some topics related to the education and teacher qualification with new competencies in order to face successfully the new challenges of schools in Albania and the European integration objectives of the country.

The sessions have been developed and combined online and onsite because of restricted conditions caused by COVID 19.

The conference was free of charge and the proposals have been published in the conference proceeding book of abstracts with ISBN supported by the European funds after a double review process by national institutions and internationally recognized by the project editorial board.

About 100 proposals have been presented and discussed interactively in some several field of educational system and teacher competences in the new decade.

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42. Blerina Mema   SUT Albania

Secretary

teavetconference@gmail.com   conference@unipavaresia.edu.al

Partners of the conference

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University of Turku, Finland

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Ministry of Education, Youth and Sport, Albania

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University of Vlora Ismail Qemali

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General Overview of TEAVET Project and the Approach

Javier Vidal, Camino Ferreira

University of León

Abstract

In Albania, the Ministry of Education and Sport (MoESY) is working on the national strategy for the Development of Pre-University Education that includes the implementation of a comprehensive Vocational and Educational Training (VET) System for the professional development of teachers that are in service at pre-university levels. The Developing teacher competences for a comprehensive VET system in Albania (TEAVET) project aims at contributing to the comprehensive VET system for teachers by developing lifelong learning (LLL) Teacher Training System of high quality through an accreditation procedure and through the establishment of specialized LLL centres in Albanian universities.

Keywords: Vocational and Educational Training (VET), lifelong learning, teacher training, Albania.

Introduction

The Developing teacher competences for a comprehensive VET system in Albania (TEAVET) project was one of the projects selected in theCall for Proposals 2017 of Erasmus+ programme - EAC/A03/2016 by the Education, Audiovisual and Culture Executive Agency (EACEA). Specifically, this project is framed within Key Action 2: Cooperation for innovation and the exchange of good practices- Capacity Building in the field of higher education as Structural Project since one of the partners is the Ministry of Education and Sport (MoESY) of Albania.Based on the objective of the project and the type of developed activities, this Capacity-Building Project laststhirty-eight months (2017–2020).

Specifically, the general objective of this project is to develop of academic expertise through the establishment of specialized centres in Albanian universities and delivery of high-quality standard training programs in the field of lifelong professional competencies development of teachers in Albania.

This general objective is concretized in the following specific objectives:

1. Creating a new strategy of teacher training for a high quality of the teacher qualification process lifelong according to the needs of teachers.
2. Establishing new expertise and standard of teacher training in Albanian universities through organizing seminars in Albanian universities and training visits in European universities.
3. Establishing specialized centres of teacher training according to the needs of MoESY.
4. Developing training course programs for different levels of education in scientific methodologies, pedagogical issues, ethics and ICT use in learning.
5. Applying for credits in 16 training courses with twocredits each and discover the equipment to support the training process.

6. Developing digital structures (video projectors, interactive laboratories, smart board, laptops, etc.) in Albanian universities that support the training process for teacher qualification and their lifelong learning.
7. Developing a national management system & database of teacher training that can register teachers in training courses, to manage the assessment processes, exams, course materials delivery, etc.

Consortium

The consortium is composed ofthe Albanian partners and the EU partners.The Albanian consortium is composed by the Ministry of Education and Sport, and by representatives of eight universities. The EU part of the consortium is composed of institutions and experts with a strong experience intraining educators and in LLL. The EU partners and the persons in charge of the project provide a full range of capacities and skills for covering all the aspects that are necessary for effective and efficient development of the project, being experts on higher education and specifically on the implementation of training courses. They have a long experience of working together in different projects and most of them have been coordinators of major cooperation projects with developing countries and especially in the Albania region.The list of partnersunder TEAVET project are:

From EU:
1. University of León (Coordinator) (ULE)
2. University of Turku (UTU)
3. Danube University Krems (DUK)

From Albania:
4. Ministry of Education and Sport (MoESY)
5. Sports University of Tirana (SUT)
6. University of Durres (UAMD)
7. University of Elbasan (UNIEL)
8. University of Gjirokastra (EÇUG)
9. University of Korça (UNK)
10. University of Shkodra (UNISHK)
11. University College "Pavaresia Vlore" (KUPV)
12. University of Vlora (UV)

Work packages and timeline

The project objective has been achieved with the expertise of the consortium and its experiences. The objectives mentioned abovehave been developed in work packages, results and activities. The project activity plan carried out is the following:

European add value

Ensuring quality standards of education performance comparable with EU countries: this is one of the requirements in the strategy of Albanian education. In this project, we have integrated a concept of quality in education that needs specific support operations producing and providing high quality. These actions include aspects that affect the structure and organization of the LLL Teacher Training System and the functioning of each LLL centre inside the Albanian university partners. Quality assurance system requires experiences and responsibility of key stakeholders,

including European educational institutions partners. They guarantee to achieve high standards and to manage the collaboration between stakeholders.

Albanian partners need to harmonize proffesional development of in-service teachers according to educational policies of the Ministry and international standards. They need to provide new quality teacher training as for LLL, to creaty sinergies between teaching trainig programs of study and teacher's research in educational practice, within a broader framework of VET for teacher training and the European level of competencies development.
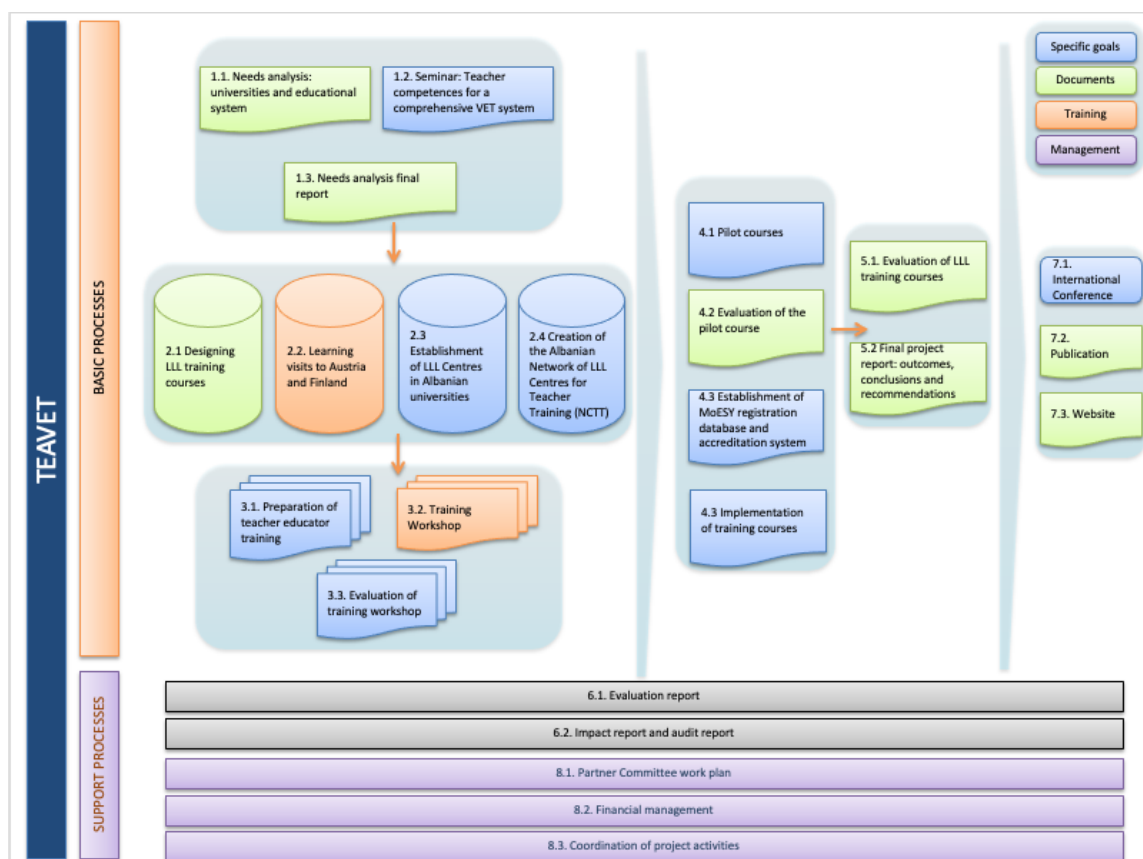
Figure 1. Deliverables Chart of the TEAVET project

Innovative character

This project is a new innovative way to reach some objectives of different educational institutions that converge atthe same point. From one part, the project develops thecapacity needed for in-service teacher professional development assessment assuring the quality success of the strategy implementation for pre-university education. In the other side, the project creates new university LLL Centres for Teacher Training that implement administrative guidelines for teacher professional development harmonized in a legal framework offered by the Ministry that manage the local teacher education units with training programs accredited.

The project brings anexcellentopportunity to create networks and to collaborate using digital information facilities that help teachers to study easier and to improve their relationship with digital formats of learning. The centralized system is used to have a greater perspective of new competencies in the field of teaching. As a result, the project has improved the teacher

qualification process because of monitoring and managing mechanisms included in the implementation of the information system.

Through this project, the higher education institution of teacher programs can be better aligned with the educational policies of the Ministry and international EU standards.For the first time, universities through the LLL Centers of Teacher Training are key agents that put in place mechanisms and procedures for the licensing process of short programs of training according to the guidelines of the Ministry for teacher professional development.

Results and conclusions

This project is the result of the collaboration of the consortium that has been working since 2012. Specifically, it began working together with the TEMPUS project Developing Third Mission Activities in Albanian Universities (U3M-AL) from 2012 to 2014. This TEAVET project has been subsequently granted in 2017 and ends in 2020. However, it continues with the project Entrepreneurial skills for modern education in Albania (EntrAL) for the period 2020-2023, being the coordinator the University of Turku (Finland).
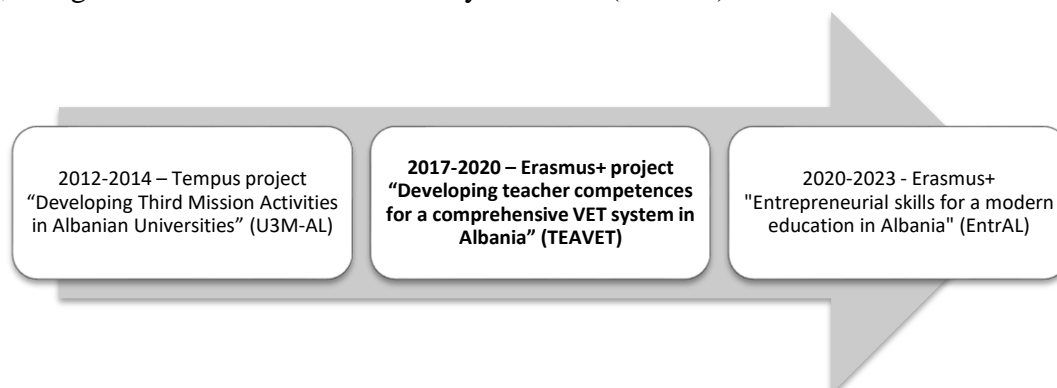

| 2012-2014 – Tempus project "Developing Third Mission Activities in Albanian Universities" (U3M-AL) | **2017-2020 – Erasmus+ project "Developing teacher competences for a comprehensive VET system in Albania" (TEAVET)** | 2020-2023 - Erasmus+ "Entrepreneurial skills for a modern education in Albania" (EntrAL) |

Figure 2. Past and future projects of TEAVET project

Theprimaryoutcomes of the TEAVET project are:
1. Definition of a strategy for a comprehensive VET system for teachers.
2. Establishment of new expertise and standard of teacher training in Albanian universities.
3. Establishment specialized LLL Centres for Teacher Training.
4. Development teacher training course programs for different levels of education in scientific methodologies, pedagogical issues, ethics and ICT use in learning according to European standards.
5. Design and development a new academic methodology that consistsofcredits application to MoESY for 16 new teacher training courses with twocredits each and design classrooms and equipment to support the training process.
6. Creation digital structures (video projectors, interactive laboratories, smart board, laptops, etc.) in Albanian universities.
7. Development a national information management system & database of teacher training.

The project was designed to meet the immediate demands of a big target group like teachers and academic staff as well as to integrate sustainability into HEI activities. To help teacher better understand the changing context within which they were trained, the project has been designed to develop cutting-edge methodologies and tools for robust internal and external assessments on creating University benchmarking. These were focused on education issue prioritization, developing a better management approach, and having more possibilities for materiality review

of the process. In the other side, we have a guaranty element: a law package of Ministry of Education and Sportthat supports the sustainability context of the project.

Digitalizing the process and the platform of teacher qualification by the university, we ensure mechanisms for faster trend analysis in order to forecast the next actions in the framework of teacher training centres activities.

The project promoted networks and support to ensure sustainability strategies can succeed through engaging stakeholders at every level, both inside and outside the university. The strategy of education was well designed coordinating the activity of design and implementation by stakeholders with a sustainable contribution.

European partners have worked with Albanian partners to set direction and design, and to implement a sustainability strategy that drives education value and benefits academic staff and teachers alike ambition setting, establishing goals, new programs for strategy, governance and operating model design, policy and process development and risk analysis.
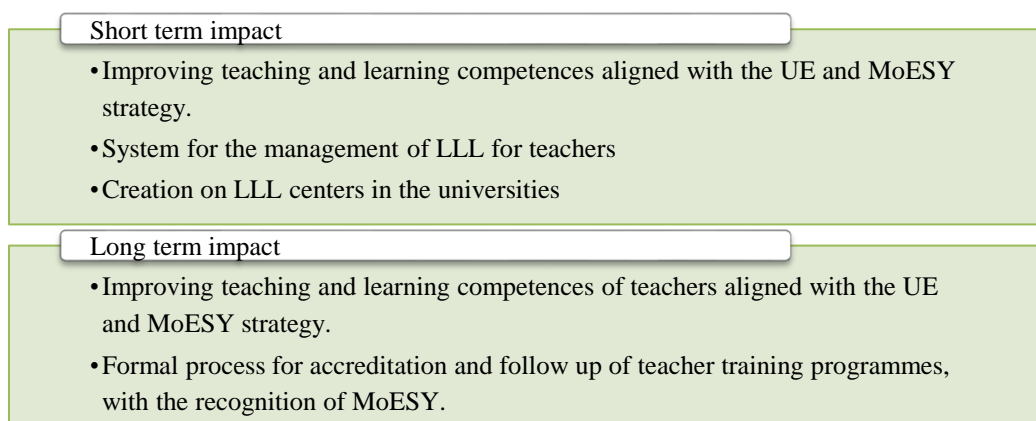
Short term impact
- Improving teaching and learning competences aligned with the UE and MoESY strategy.
- System for the management of LLL for teachers
- Creation on LLL centers in the universities

Long term impact
- Improving teaching and learning competences of teachers aligned with the UE and MoESY strategy.
- Formal process for accreditation and follow up of teacher training programmes, with the recognition of MoESY.

Figure 3. Short and long term impact indicators of TEAVET project

Management and Preparation Activities: the Key of the Success

Camino Ferreira
University of León

Abstract

This document analyses the factors of success in the management and preparation activitieswithin the Developing teacher competences for a comprehensive VET system in Albania (TEAVET) project. In this TEAVET project, twelve partners from four different countries participate in which the coordination of the project has been divided in two main partners: one from European Union partners as coordinator of the entire project and one from the Albanian partners as co-coordinator.It should be noted that most of the partners have been working together on European projects for eight years ago, creating a network and synergies for collaboration and teamwork.

Keywords: Project management, preparation activities, Albania, European Commission.

Introduction

One of the strengths of the planning and structure of the Developing teacher competences for a comprehensive VET system in Albania (TEAVET) project has been the time devoted to the preparation of the proposal. In this regard, previous meetings were held with key people in this project, including the Ministry of Education and Sport (MoESY), to respond to a real need in Albania through the objective set out in the project: *to develop of academic expertise through the establishment of specialized centres in Albanian universities and delivery of high-quality standard training programs in the field of lifelong professional competencies development of teachers in Albania.*The list of partners organizations participating in TEAVET project are:

Table 1. List of partners organizations

N	Institution name	Acronym	Country
P1	University of León (Coordinator)	ULE	Spain
P2	University of Turku	UTU	Finland
P3	Danube University Krems	DUK	Austria
P4	Ministry of Education and Sport	MoES	Albania
P5	Sports University of Tirana	SUT	Albania
P6	University of Durres	UAMD	Albania
P7	University of Elbasan	UNIEL	Albania
P8	University of Gjirokastra	EÇUG	Albania
P9	University of Korça	UNK	Albania
P10	University of Shkodra	UNISHK	Albania
P11	University College "Pavaresia Vlore" (Co-coordinator)	KUPV	Albania
P12	University of Vlora	UV	Albania

As any European project, the TEAVET project has been organized in Work Packages (WP). In this case, this project has 8 WPs, each of them having a coordinating partner:
- **WP1. Needs analysis on LLL for teachers**

- WP2. Designing of training courses and creation of LLL Centres
- WP3. Training of teacher educators
- WP4. LLL teacher training system
- WP5. Evaluation LLL teacher training system
- WP6. Evaluation of the project
- WP7. Activities of dissemination
- **WP8. Project management and committee**

]Among these WPs, the first and the last stand out corresponding to the topics of this presentation. On the one hand, the preparation WP is compulsory and preliminary. On the other hand, the WP management is conceived as transversal and essential for the control and monitoring of the project.

Preparation activities

Each CBHE Project has at least one Preparation WP. In the case of TEAVET project, this WP is based on the needs analysis on LLL for teachers, and it is composed ofthree deliverables:

D.1.1. Needs analysis: universities and educational system
D.1.2. Seminar: *Teacher competences for a comprehensive VET system*
D.1.3. Needs analysis final report

The objective of this WP was to have an in-depth analysis of the lifelong learning training needs of teachers from different views: Ministry, universities, teachers associations, schools representatives, etc. All partners had a role, in the case of Albanian universities, providing information about how teacher training activities are developed in their universities, and in the case of the Ministry of Education and Sport, on the needs for comprehensive VET system for teacher training. This WP has prepared Albanian universities to undertake the following steps of designing and implementing training courses for teachers within a permanent LLL center.

The lead organization of this WP was the University of Elbasan. All partners have participated in this WP especially in the elaboration of the report on needs analysis: universities and educational system; and in the participation at the Seminar: Teacher competences for a comprehensive VET system in Elbasan. The tasks of each partner have been the following:

Table 2. Needs Analysis ofLLL for teachers tasks per partner

Tasks	Partners											
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Elaborating the report on needs analysis: universities and educational system				✓	✓	✓	✓	✓	✓	✓	✓	✓
Reviewing the report on needs analysis: universities and educational system							✓					
Organising the Seminar: *Teacher competences for a comprehensive VET system* in Elbasan	✓						✓					
Participating at the Seminar: *Teacher competences for a comprehensive VET system* in Elbasan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elaborating the final report on need analysis							✓					
Reviewing the final report on need analysis	✓											
Coordinating the whole WP1 (Lead organisation P7)							✓					

The Seminar on *Teacher competences for a comprehensive VET system* was an opportunity to present and discuss the required competencies and other teacher training needs in Albania and VET systems for teachers by universities in other European countries. About 80 participants attended the seminar and participated actively in discussions on teacher's training needs.

Project Management and Committee

The project plan includes a WP for the project management and committee (WP8). Its purpose is to ensure that the project meets its objectives within budget and scheduled time. The main tasks of this WP are monitoring the project progress, tracking deliverables and reporting back to the consortium. The project coordinator, with the support of the co-coordinator, are responsibles for the overall coordination and management of the project.

This WP is also composed by three deliverables:
- Partner Committee Work Plan
- Financial Management
- Coordination of Project Activities

Partner Committee Work Plan

Communication with members has been conducted by means of one contact person in each institution. Additionally, mainly for quick enquiries and reminders, there were also email facilities for bilateral or multilateral communication between coordinator and partners.

Throughout the project, eight project meetings have been held with all partners and people involved in project activities depending on the stage of the project (in León, Elbasan, Turku, Krems, Durres and Gjirokatra). Two of them have been held online due to the situation caused by the COVID-19.

1. León (Spain) - November 2017
2. Elbasan (Albania) – February 2018
3. Turku (Finland) – April 2018
4. Krems (Austria) – May 2018
5. Durres (Albania) – March 2019
6. Gjirokastra (Albania) – September 2019
7. Online – June 2020
8. Online – September 2020

In these meetings, important decisions have been taken for the good development of the project. For instance, in León, at the Kick-off Meeting, the University of Vlora was incorporated as a full partner. In the following meeting held in Elbasan, the procedure for the purchase of equipment was defined in detail, which has been a fundamental part in the development of the training courses of this project. Regarding these training courses, after some discussions at the Turku meeting, some of the modules were included inteaching and learning strategies, inclusive education and learning culture. Later, at Krems meeting, the Ministry of Education and Sport prepared the framework for the creation of the Albanian Network of LLL Centres for Teacher Training. The main development WP of the project was defined at Durres meeting where the phases for LLL training system were agreed, and it was evaluated at the Gjirokastra meeting.

The last two meetings were online due to the COVID-19, and they were focused on the International Conference of TEAVET project, the project dissemination and on the requested for the extension of the project to the Commission until 15th December that was approved. At this point, the collaboration of the European Commission has been key and has facilitated the culmination of the project despite the circumstances.

Financial management

The University of León was in charge of the financial management of the project. Partners have cooperated sending financial reports when required and have developed all the requested tasks for proper management of the project.

This project has received funding of more than seven hundred and fifty thousand EUR from the European Commission (750.820 EUR). The International Project Office of the University of León has contributed to the control and monitoring of expenditure on staff costs, travel costs and costs of stay, equipment costs and subcontracting costs. Five different periods were established, which has made it possible to keep better track of the justification for expenditure.

Coordination of Project activities

Finally, other activities to highlight in the coordination of the project that were organised by EACEA are:

- The Kick-off Meeting for newly selected Capacity Building projects held in Brussels (January 2018).
- Regional Cluster Meeting on the impact of Capacity Building in Higher Education (CBHE) Projects in the Western Balkans celebrated in Durres (October 2019). This last meeting was important because our project was chosen as a good example in the planning and development of this type of project.

In addition to all the above, a key factor in the success of this project has been that the European Union partners and the people in charge of the project had provided a full range of capacities and skills for covering all the aspects that are necessary for an effective and efficient development of the project, being experts on higher education and specifically on the implementation of training courses.

Annex I

Figure 1. TEAVET Kick-off meeting, León 2017

Figure 2. Seminar on Teacher competences for a comprehensive VET system, Elbasan 2018

Figure 3. TEAVET project meeting, Elbasan 2018

Figure 4. TEAVET project meeting, Turku 2018

Figure 5.TEAVET project meeting, Krems 2018

Figure 6. TEAVET project meeting, Durres 2019

Figure 7. TEAVET project meeting, Gjirokastra 2019

Evaluation of Lll Training Courses for in-Service Teachers in Albania

María-José Vieira
Agustín Rodríguez Esteban*

University of León, Spain
*Correspondingauthor: arode@unileon.es

Abstract

The aim of this study is to evaluate the implementation of training courses for in-service teachers developed under the TEAVET project (Developing teacher competences for a comprehensive Vocational Education and Training system in Albania, 2017-2020, Erasmus + Programme). The evaluation has been carried out through a survey that collects the opinions fromin-service teachers who attended the courses and teacher educators who taught the courses. Additionally, nine self-evaluation reports from MoESY and people in charge of the LLL Centres in Albanian universities have been analysed. The results show a high level of participation (in terms of number of courses implemented, teacher educators and in-service teachers who attendedthe courses) and a high level of satisfaction. However, as shown in the self-evaluation reports, there are several recommendations for improvement that will be considered on the future steps of the VET system for in-service teachers in Albania.

Keywords: lifelong learning, pre-university teachers, in-service training, Albania

1. Introduction

The project *Developing teacher competences for a comprehensive Vocational Education and Training (VET) system in Albania* (TEAVET project https://teavet.org, 2017-2020), funded by the Erasmus+ programme, aims to raise the competencies of in-service teachers at the non-tertiary education level. To reach this goal, Albanian universities in cooperation with the Ministry of Education, Sports and Youth (MoESY), have built a lifelong learning (LLL) Teacher Training System in which Albanian universities are the main providers by the creation of LLL Centresrecognised byMoESY. One of the core products of the TEAVET project has been the implementation of teacher training courses during the academic year 2019-20.

As shown in Table 1, 14different courses were implemented by the 8 Albanian partner universities (University College Pavaresia Vlore, Sports University of Tirana, University of Durres, University of Elbasan, University of Gjirokastra, University of Korça, University of Shkodra and University of Vlora). Most of them have been implemented by several universities summing up a total of 41 courses.

The aim of this study is to evaluate the implementation of training courses for in-service teachers developed under the TEAVET project considering the opinions from in-service teachers who attended the courses, teacher educators who taught the courses, and from MoESY and people in charge of the LLL Centres in Albanian universities.

2.Methods

A survey was conducted to the in-service teachers who attended the courses and to the teachers' educators by means of an on-line questionnaire (google forms) about their professional background, motivations and their level of satisfaction with the courses.

Table1. Courseimplementation data

COURSE TITLE	Number of universities per course
1. Active citizenship in a global society	2
2. Inclusive classroomstrategies	4
3. Foster critical thinking through media analysis	3
4. Basic skills for active citizenship	3
5. Teachingmethodology	6
6. Media Literacy and online communication	3
7. Media Literacy in a digitalized world	3
8. Digital tools for learning/teaching	2
9. Psychology of childdevelopment	4
10. Blended learning with Learning Management Systems	3
11. Classroommanagement	4
12. Communication and conflictmanagement	1
13. Learning Design for all: Instructional formats and learning modalities	2
14. Project-based teaching and learning	1
Total	**41**

Considering in-service teachers, 1775 teachers out of 2342 responded to the evaluation questionnaire (response rate 75.8%). Most of them were women (89%), among 36 to 45 years old (79%), who have worked as teachers in Lower Secondary and Primary Education for an average of 12.5 years. Table 2 shows the percentage of respondents by university.

Table2. In-serviceteacherrespondentsbyuniversity

University	%
Sports University of Tirana	4,3
University "AleksandërMoisiu" Durres	25,8
University "Fan S. Noli"	2,8
UniversityCollege "Pavarësia Vlorë"	9,5
University of Elbasan	4,7
University of Gjirokastra	16,4
University of Shkodra	8,7
University of Vlora	27,8

Regarding teacher educators, 44out of 54responded the Course Evaluation Questionnaire (response rate 81,5%). Almost 80% of them were women, half of them between 36 and 45 years old, and the average number of years working at the university was 6.6.

Additionally, people in charge of the LLL Centers of the 8 Albanian universities and the MoESYprepared a self-evaluation report that focused on identifying strengths, weaknesses, and recommendations for improvement of the VET system.

3. Results

Evaluation of in-service teachers

Respondents were evaluated on aspects such as course content and organisation; learning resources and facilities; attendants'participation; teaching methods; trainers, and feedback and assessment. Table 3 shows the mean with the satisfaction of related items (scale 1 to 5).As can be seen, the degree of satisfaction expressed by the in-service teachers was very high (close to 5) on all aspects, being slightly lower on the attendants 'participation items.

Table 3. In-service teachers' satisfaction with courses

Questionnaire items (grouped)	Mean
COURSE CONTENT AND ORGANISATION	
The course learning outcomes were clear	4,86
The course syllabus (content) was explained at the beginning of the course	4,85
The course was delivered as outlined in the syllabus	4,86
The course was well organised (e.g. timely access to materials, notification of changes, etc.)	4,86
The amount of workload/homework was manageable	4,79
LEARNING RESOURCES AND FACILITIES	
Classrooms were satisfactory (space, light, ventilation, etc.)	4,80
Equipment for learning was appropriate (computers, internet, etc.)	4,78
Learning documents were useful (lesson plans, course notes, ppt, etc.)	4,81
ATTENDANTS' PARTICIPATION	
I participated actively in the course	4,70
Attendants participated actively in the course	4,71
TEACHING METHODS	
Contents were presented clearly	4,87
The pace of the course was appropriate	4,81
The course stimulated my interest on the subject area	4,84
The course is useful for applying learning outcomes in my current work as teacher	4,82
The practical activities were appropriate	4,79
Teaching methods encouraged participation	4,84
TRAINER(S)	
The trainer(s) demonstrated in-depth knowledge of the subject	4,86
The trainer(s) encouraged discussions	4,86
The trainer(s) responded to questions	4,87
The trainer(s) gave guidance on where to find resources	4,86
Information about assessment was communicated clearly	4,83
Feedback showed how to improve my work (e.g. corrections and comments)	4,79
FEEDBACK AND ASSESSMENT	
Feedback on assessment was timely	4,80
The methods of assessment related to the course learning outcomes	4,81

Almost all respondents (99%) indicated that the course had been worthwhile. 97% stated that, if they could, they would re-enroll and almost all (99.5%) would recommend the course taken to their colleagues.

Evaluation of teacher educators

In general, the satisfaction expressed by teacher educators was also very high (seeFigure 1). The overall experience and the teaching methods were the most valued aspects. More than 80% of those surveyed were totally satisfied with them. Items such as classroom, course content, course organisation, learning documents/materials and practical training (useful at work) were also highly valued, with percentages of maximum satisfaction higher than 70%. Only items like the attendants' performance/achievementor the participation received slightly lower evaluations, although, in these cases too, the maximum satisfaction percentages exceeded 50%.
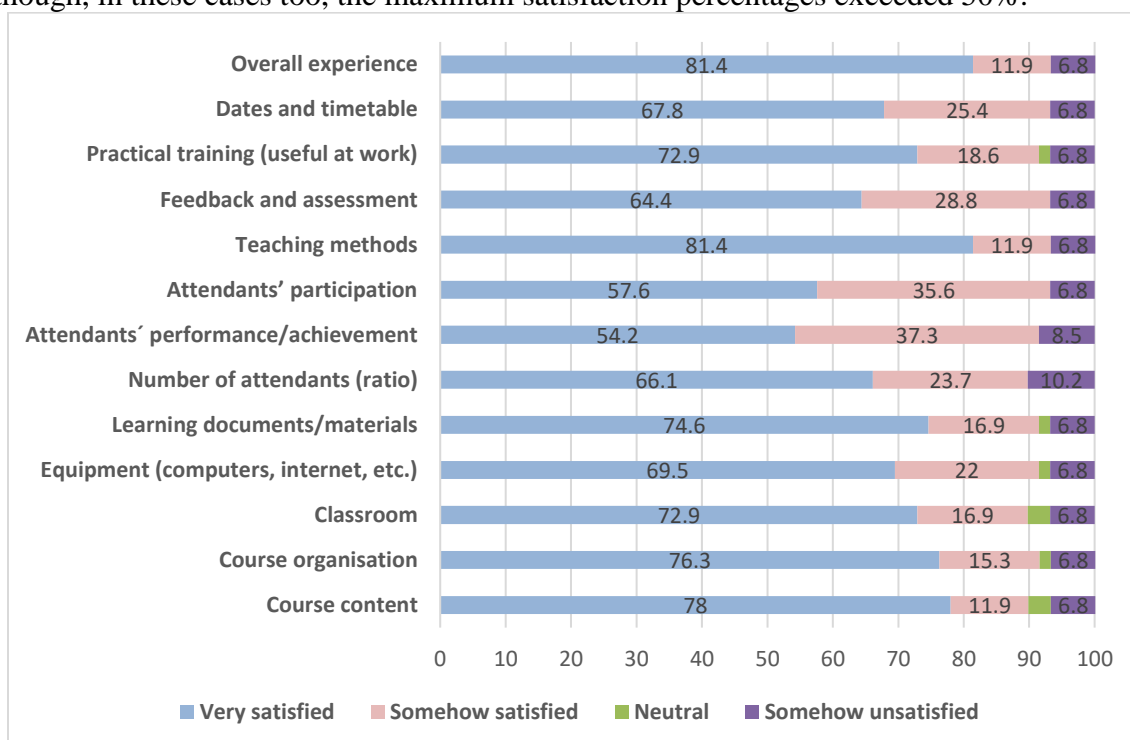
Figure 1. Teachers educators satisfaction

In this questionnaire, teacher educators were asked about global aspects related to the course taught. 100% of those surveyed would teach again in that course and would recommend it to an in-service teacher.98% of them considered that the time of the year was suitable to implement the course.

Self-evaluation from MoESY and LLL Centres

The self-evaluation reports include recommendations for improvement in two directions: the design and implementation of courses for in-service teachers and the training of teacher educators.

In the one hand, considering courses for in-service teachers, recommendations are the following:

- About the content: designed courses are still relevant but tittles should be modified (some of them are too similar, and little informative). It is advisable to include content for specific subjects, address new challenges that emerged during COVID-19 lockdowns

(on-line teaching, digital team-work, communication on-line, etc.), and make courses more practical oriented in collaboration with schools.

- About the organisation of the course: reduce the number of participants to 30 and consider selection of applicants (by subject, more/less experienced, with/without computer skills); determine the best delivery methods (on-site, blended, or on-line); improve communication with participants and expand the training (longer access to the Moodle); and finally consider other learning sites for courses that can be taken in rural or far areas.

On the other hand, considering the training of teacher educators, recommendations for improvement are the following:

- Continuous updating of teacher educators related to professional practice of in-service teachers (reforms in pre-university education, needs of teachers, etc.)
- More collaboration and sharing among universities that implement the same courses (share materials, experiences, etc.)
- Literature translated into Albanian language.
- Improve the institutional conditions (rewards) for academics that are teacher educators.
- Allow collaborations of external teacher educators (experts from Regional Education Directories or other institutions).

4. Conclusions

TEAVET has been a successful project in all its phases, and specifically in the training of in-service teachers that took place during the academic-year 2019-20. Indicators that show this success are both the high level of participation (number of courses implemented, of teacher educators and of in-service teachers who attended the courses) and the high level of satisfaction with all aspects. However, as stated in the self-evaluation reports, there is still room for improvement in the designing and implementation of courses for in-service teachers and in the training of teacher educators.These recommendations will be considered in the next steps for sustainability of the VET system for in-service teachers that are already on the agenda for the future. Networking between stakeholders is the key element for perdurability of the VET system that has already been expressed by MoESY and Albanian universities in order to effectively respond to the needs of in-service teachers.

The significance of CLIL in the life courses of former pupils: A qualitative case study

Anssi Roiha
University of Turku, Finland

Abstract

This article examines the long-term effect of Content and Language Integrated Learning (CLIL) on former pupils' lives. The data are in-depth interviews with 26 adults who took part in CLIL education in primary and lower secondary school in the 1990s. The data were analyzed using thematic and narrative analysis. The results showed that CLIL had been a very positive experience for the participants, particularly from a psychological perspective. That is, most participants felt that CLIL had had a positive effect on their attitudes towards English and even increased their general motivation to learn. In general, most participants considered that CLIL had partly constructed or supported their life courses, for instance related to their study paths or career choices. The study implies that early and relatively small-scale CLIL education can have a long-standing impact on pupils' lives.

1. Introduction

Teaching through a foreign language has become increasingly popular in Europe in the past few decades. The European model for such an approach is most often labelled Content and Language Integrated Learning (CLIL) and it can be seen stemming from the Canadian immersion education that started in the 1960s. As the name CLIL indicates, the main idea of the approach is to teach content through a foreign language with the dual objective of learning both the subject matter and the language of instruction (Coyle et al., 2010). In general, studies indicate that CLIL has a positive effect on the target language proficiency and it seems to have a neutral effect on content learning (Dalton-Puffer, 2011; Pérez-Cañado, 2012; Graham et al., 2018). In Finland, CLIL officially started in 1991 due to changes in legislation which allowed schools to implement teaching in a foreign language. Ever since its inception, CLIL has been an essential part of the Finnish education system (Nikula & Marsh, 1996; Lehti et al., 2006; Kangasvieri et al., 2012; Peltoniemi et al., 2018). This article summarizes the main results of the author's doctoral dissertation (Roiha, 2019). In it, former CLIL pupils were interviewed to find out their perceptions of the effect of the approach on their lives. The study examined different themes in relation to CLIL in considerable depth, that is, attitudes, language and content learning, English self-concept and life course. English self-concept was defined as a subcomponent of the global self-concept which represents people's perceptions of themselves as English language users (Mercer, 2011). Life course, in turn, was conceptualized as an interdisciplinary framework to study human lives from different perspectives (e.g. biological, psychological, sociological, institutional, demographic and historical) (Elder, 1998; Neale, 2015). In the present study, the focus was predominantly on psychological and sociological perspectives.

The overarching research question of the study is: *How do the participants perceive the effects of CLIL on their lives?*

1   Methods

1.1   Participants and context

The participants of the study are 26 adults who took part in English-medium CLIL education during their basic education (i.e. grades 1–9, pupils' age 7-16) mostly in the 1990s. At the time of research, the participants were approximately 30 years old. They were all contacted via Facebook. Sixteen of the participants were male and 10 female. The participants received English-medium CLIL for nine years starting from 1992. Most of the participants studied in the CLIL class the entire nine years. Some had also received minor CLIL instruction already in preschool. Some participants left the CLIL class due to a move to another municipality whereas others joined the class later on. The researcher also studied in the CLIL class for the whole 9-year-period. All the participants were given pseudonyms to ensure their anonymity (see Table 1 for more details).

In primary school, approximately 25 percent of the overall teaching was CLIL. In secondary school, the amount decreased and it was implemented more sporadically. CLIL was given in most subjects and it did not replace formal English which was provided alongside CLIL. The CLIL program was open to everyone and there were no pretests. However, priority was given to pupils with some background in English. The remaining places were filled by drawing lots.

Table 1: The participants of the study

Participant	Time spent in CLIL class	Total
Anna	preschool – 9th grade	10 years
Annika	1st – 6th grade	6 years
Arttu	7th – 9th grade	3 years
Eemeli	preschool – 9th grade	10 years
Emmi	preschool – 9th grade	10 years
Hanna	preschool – 6th grade	7 years
Jere	preschool – 9th grade	10 years
Jonne	1st grade – 7th grade	9 years
Juho	1st grade – 9th grade	9 years
Jukka	preschool – 9th grade	10 years
Kaapo	1st – 6th grade	6 years
Kalle	preschool – 9th grade	10 years
Kimmo	1st grade – 9th grade	9 years
Lotta	preschool – 4th grade	5 years
Maria	1st – 6th grade	6 years
Marko	1st – 4th grade, 6th – 9th grade	8 years
Niko	preschool – 9th grade	10 years
Olli	1st – 9th grade	9 years
Pasi	preschool – 9th grade	10 years
Riikka	7th – 9th grade	3 years
Roni	1st – 9th grade	9 years
Samu	3rd – 9th grade	7 years
Sanna	2nd – 7th grade	6 years
Tuukka	preschool – 9th grade	10 years

1.2 Data collection and analysis

The date are in-depth interviews conducted with the participants between August 2016 and January 2017. The average interview time was about 45 minutes. 22 of the interviews were held face-to-face and 4 via Skype. The interviews were semi-structured in nature and loosely followed themes that were sent to the participants beforehand. The interviews were audio-recorded and transcribed verbatim by the researcher. The data were analyzed qualitatively using thematic and narrative analysis. The thematic analysis can be labelled theory-oriented as it was informed by loose theoretical underpinnings but was still open to the themes emerging from the data (Braun & Clarke, 2006; Eskola, 2018). The narrative analysis was informed by Polkinghorne (1995) and Kuronen (2010). In it, a framework was created to analyse the participants' life stories holistically. The framework consisted of an introduction, episodes, evaluation and conclusion (see Roiha, 2019 for more details).

2 Results

The study showed that CLIL had been a very positive experience for most of the participants. Overall, the participants felt that CLIL had had a positive effect on their English learning, particularly oral language skills and vocabulary. The majority of the participants felt that CLIL had had a neutral effect on their content learning. However, about one-fifth of the participants thought that CLIL teaching might have even promoted their learning in other subjects. Only three participants mentioned occasional learning difficulties posed by English-medium instruction.

The main finding of the study is the strong and robust English self-concept for which CLIL created a foundation. The participants' positive English self-concept had been constantly constructed by social comparisons and external feedback. In particular, the comparisons the participants made to their non-CLIL peers with regard to their language skills as well as the positive recognition from parents were seen as important factors in creating their strong English self-concept. Many participants had compared their own language skills to others throughout their lives and felt that they had always been better at English. The strong English self-concept had guided and supported many participants' life course from primary school to working life. More than half of the participants worked in jobs where they used English at least regularly. Many of them felt that strong English language skills would bring them appreciation among colleagues. The majority of participants still felt confident language users who relied on their own language skills, which can be considered one of the main goals of any language teaching.

The participants particularly emphasized the importance of early CLIL for creating a basis for their strong language skills. Studying subjects through a foreign language had started already in the first grade, and thus felt very natural learning approach. Therefore, the study encourages schools to provide CLIL already in early years. In Europe, CLIL is most often offered at secondary level (Dalton-Puffer, 2011). In Finland, the implementation of CLIL in early childhood and primary education has increased (Peltoniemi et al., 2018), which, in light of the present research, can be considered a favorable trend.

The moderate amount of CLIL in the target school, that is approximately 25 percent of all teaching, is also likely to encourage schools to increase the implementation of CLIL. A small-scale CLIL program does not require similar resources as larger-scale CLIL programs. For example, providing CLIL in only a few subjects or in small sessions within the school day does not require as much teaching material or teachers with the same qualifications as the larger CLIL models do, where the amount of foreign language teaching is significantly higher. Based

on this study, a small-scale CLIL program can still have significant benefits with regard to language skills and attitudes towards the language.

CLIL has often been proposed to create a positive attitude towards multilingualism and language learning in general (Coyle et al., 2010). However, previous research on the subject has been relatively scarce. The majority of the participants in this study felt that the CLIL experience had had a positive effect on their attitudes towards the target language of CLIL, namely English. Through CLIL, English had become an integral part of many participants' lives and some even equated it with their mother tongue or a second language as opposed to a foreign language. Interestingly, however, many felt that CLIL had contributed negatively to their attitudes towards other languages and hindered their learning. This was justified, among other things, by the fact that a strong focus on one language from the first grade onwards and learning it through content was a very different approach to language learning compared to how other foreign languages had been studied. Other foreign language (mostly German and Swedish) were taught following more form-focused instruction. Some also stressed that they had not learned the skills needed for explicit language learning due to CLIL.

The study thus suggests that it would be important to offer CLIL in a broad range of different languages and acknowledge multilingualism in a positive light in CLIL education. It would be useful for schools to provide CLIL in languages other than English, as pupils' attitudes towards English are often very positive, regardless of the form of education. Thus, CLIL could have a positive effect on attitudes towards other languages. In Finland, however, English has been by far the most popular language used in CLIL since the early 1990s (Peltoniemi et al., 2018).

CLIL has been advocated for developing pupils' intercultural awareness (e.g. Coyle, 2007), although empirical research on the subject has remained scarce. The views of the participants in this study with regard to the effect of CLIL on their intercultural awareness were not entirely consistent. Some felt that CLIL had had a positive impact on their intercultural awareness, for example through the heterogeneity of the classroom or the materials used. They perceived that CLIL had aroused their interest in other cultures and increased their tolerance and understanding of difference. Some saw CLIL as having a more indirect effect on their intercultural awareness. That is, strong language skills had encouraged them to seek interactions with foreign people at an early age. These situations, in turn, had created a positive image of foreigners and aroused interest in people from different countries. Some, on the other hand, did not give CLIL much credit in developing their intercultural awareness. They placed more emphasis on the importance of home background and extramural experiences as shapers of their intercultural attitudes. Thus, CLIL seemed to provide the participants with a potential context for intercultural awareness, but it should have received systematic and more specific attention in order for it to have a deep and long-lasting effect.

In general, the present study suggests that language teaching would benefit from an approach where language is learned through language use and communication, as these seemed to have a positive effect, especially on motivation and attitudes towards the target language. For example, modern technology could be used more as it makes it easy to organize various communicative and interactive situations. In addition, following the CLIL approach, there could be greater integration between different subjects and foreign languages.

3   Conclusion

In summary, the study demonstrates the effect education and school experiences can have on people's lives. However, when interpreting the results of the study, it should be borne in mind that life courses should always be placed in their historical time and place (Elder, 1998). For

example, in the case of this study, it is important to note that the linguistic landscape of Finland in the 1990s was somewhat different from what it is today. Although English was already by far the most dominant foreign language in Finland, its position has since been emphasized in many sectors of society and a good command of English has become more common.

The main aim of the study was to bring new perspectives to CLIL and to illustrate its long-term effects. In particular, the study sheds light on CLIL as a psychological phenomenon. That is, CLIL had been a positive experience for the participants and had contributed to the participants' strong language skills and self-concept in English. In the future, it would be important to conduct similar research in different CLIL settings.

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Interactive Activity As A Pedagogical Tool In EFL Classes

Marsela Harizaj
University College"LOGOS", Tirana, Albania
marselaharizaj@yahoo.com

Abstract

Foreign language curriculum has evolved to meet the needs of global communication. English as an international language is used widely in every study programme regardless the language level. Teacher's training requires the use of new achievements in educational field and contemporary teaching methods. Regardless the reason of studying, the goal remains the same: achieving communicative skill otherwise called communicative competence. With interactive activity, we will understand any kind of task, which aims to equip the student with grammatical, linguistic, sociolinguistic, discourse, pragmatic and communicative competence.
The language used in the foreign language class is different from what is spoken outside in the real life. For this reason, there is a need to implement interactive real- life tasks and activities where authentic language is practiced. In this paper, we will deal with speaking skill, strategies, and some suggestions on different types of effective interactive activities used in EFL classes.

Keywords: interactive activities, discussion, communicative context.

1. Introduction

The foreign language teacher throughout his/her university studies, gain the necessary information and knowledge to become professional and respond to student's needs. Speaking fluently requires several stages from acquiring simple words to the most difficult ones reaching that phase that enables you to practice language and not just to communicate but expressing clearly thoughts and meanings. In this paper, we will focus on the importance of interactive activities, communication strategies and effective techniques in language proficiency, some types of activities to be implemented in the English language class, difficulties encountered, choice of topics based on language level, age and priorities.

2. The language and the user

Communicative skill in foreign language learning involves knowing what to say, how to say, in accordance to the situation, participants and intentions. Thus, communicative linguistic skill includes in itself several components: a linguistic, a sociolinguistic and a pragmatic one.[1] As described in the National Language Curriculum[2] acts of speech include what you are able to acquire, beginning with the use of simple words, using audio visual aids, gradually acquiring language expressions used for wishes greetings ect.

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1 Canale, M & Swain, M, 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics 1, 1-47

2 Kurrikula Kombëtare e Gjuhëve moderne për Arsimin Parauniversitar. Ministria e Arsimit dhe Shkencës. Grup Autorësh.(2000). f.42-43.

According to Richards[3] Communicative, competence in relation to aspects of language includes:

- *Knowing how to use language for a range of different purposes and functions*
- *Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)*
- *Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)*
- *Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)*

Nowadays the various textbooks used in our schools are diverse offering a range of choices for different language levels and age. In every language class, textbook plays a key component in language learning. How do we use a textbook depends on various factors as methodology varies from teacher to teacher and students are not the same regarding the language level. The text is defined in terms of teaching, as a tool that serves the teacher for various purposes such as the main source, the source for using additional materials and as a promoter of classrooms activities.[4]

Thus, in foreign language teaching should be used different methods that fulfill student's needs and both active and passive students should be interactive in discourse. Teachers need to know what method to use and how to use it. Students have different learning styles. In relation to this, teachers should try to use and to adapt activities and tasks to fulfill language needs. Different types of activities include language games, discussions, descriptions, songs, projects, working in pair and group work, etc.

3.   Some suggestions on the types and uses of interactive activities

In this part, we will focus on some types of the above-mentioned activities. The foreign language speaker has the same problems as the native speaker.[5] For this reason, discourse should be well structured, should follow socio- cultural rules, should understand styles and genre of language and interact with the listeners. There are two types of tasks: structural and communicative. Students practice grammar with the former types and all language skills with the second type.

Task based activities. These types of tasks are interactive and develop both language skills and critical thinking of the foreign language student. The use of cognitive activities should be monitored by the teacher and allow students to participate actively. In student- centered classes, a great importance is played by the time given to resolve these tasks: listen and do not interrupt, encourage him/her to speak.

Give instructions for every task:

- *Purpose*
- *Expectances*
- *Necessary explanations and instructions*
- *Time given*

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3 Richards, Jack C. Communicative Language Teaching Today p. 3 (2006) CUP

4 Delija, Shpresa & Tabaku, Elida, Th.(09). Language Teaching methodology.Geer. Tiranë. fq.241.

5 Didaktika e gjuhëve të huaja .(2008). A,Haloçi, Sh,Delija,L,Tabaku,A.Sula. SHBLU. fq.95

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- *Group or pair assignment*

Language games, simulation games and role- plays. They are very good especially with passive students. They also motivate, attract attention and may be used with different language levels, ages, purposes, skills. They are relaxing, interactive. They are very good for vocabulary practice. Crosswords and puzzles are favorite ones. Teachers may use language games in different levels. They are a powerful tool to attract attention and practice language. Level of difficulty varies from interest, aim, language level. If we know our student is learning styles, then language games are great.

The aim of tasks and their use stimulate communication. In communicative activities students practice skills and all types of conversations, using different communicative expressions and language knowledge. Students work together, interact and exchange information. They combine both role- plays and problem solving.

The teacher may prepare simulation games. Before assigning a task like these mentioned, the teacher should give instructions:

- *Preparing the material that is needed for the language games*
- *Introduction of the situation*
- *Explain the purpose*
- *Dividing students and assign roles*

Projects. Projects in the same way are interactive activities. They include both cognitive and communicative abilities. From the experience, students work better if they work with others because they themselves assign roles and exchange information. When we assign a project, it is given the purpose and the necessary instructions. The topic varies on the level of studies, priorities and expectances. In all the cases it is defined the topic according to the field of study.

Below we will have a look at some activities used with different students.

Example 1. Discussion, creative tasks, projects assigned to students of "LOGOS" University College, Faculty of Economics, first year Bachelor:

Topics for discussion:
- *Job interview.*
- *CV*
- *Advising your client.*
- *Discuss about regulation of a company.*
- *Write a case.*
- *Write a complaint letter*
- *Project (topic here varies according to the issues as these: Advertise your product, create a company, ect.*

Example 2. Discussion, creative tasks, projects assigned to students of "LOGOS" University College, Department of Greek Language and Civilization, first year Bachelor:

Topics for discussion:
- *Write about a famous writer*
- *Write about a favorite novel*
- *Project: 2 Topics:*
  o *-Greek and English language: similarities and differences.*
  o *-Greek culture and civilization*
  o *-Topic: free choice*

Example 3. Discussion, creative tasks, projects assigned to students of "LOGOS" University College, Department of Pedagogy and Psychology, first year *Bachelor in Pre-School Teaching*:

> ***Topics for discussion:***
> - *Write about dealing with kindergarten children*
> - *Write about a favorite story to tell to kids*
> - *Project: 2 Topics:*
>   - *-The Phenomenon of Bullying in our schools. How to prevent it.*
>   - *-Techniques and strategies of teaching kindergarten children.*
>   - *-Topic: free choice*

Topics of discussion or projects can be defined even through students' suggestions. In all the above-mentioned examples, topics are related to the field of study. In all the activities students participated, enjoyed and collaborated and interacted with each other. As a result, the tasks were efficient.

4. Conclusion

Speaking in itself evolves mutual interaction between different actors such as teacher- student and student- student. Communicative skill is an essential part of the learning process. Communicative activities are used to practice skills, grammar and vocabulary. The teacher should be interactive to facilitate this process. The use of "interactive activities' as pedagogical tools in foreign language learning is connected to the development of linguistic, cognitive and interpersonal factor which are present in any meaningful discussion. Tasks may differ from each other both in terms of difficulty and skill activities like: written task activity, problem solving activity ect. Some types of tasks are"pedagogical" and are based on the social interactive nature, where students believe that is better to use foreign language than mother tongue to solve tasks based on extracting meaning.[6]

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Using Peer-Assessment to Enhance Student Motivation in Teaching English as a Foreign Language

Anita Muho[1], Majlinda Bobrati[2]

"Aleksandër Moisiu" University, Durres, Albania[1]
"Eqerem Cabej" University, Gjirokaster, Albania[2]

Abstract

This study aims at identifying the importance of Peer Assessment to enhance student motivation in teaching English as a foreign language. Peer assessment enables students to develop skills and abilities, which are not given in a learning environment, where the teacher assesses their work. In other words, peer assessment gives students the opportunity to analyse, monitor and assess simultaneously two aspects: himself/herself and the other peer. Empirical studies have found that this form of assessment promotes a high level of thinking, it helps the student-centred learning, encourages active learning and flexible and facilitates a deeper, instead of an indirect approach to learning. (Gipps,1992) This study made use of quantitative methods, we have used the questionnaire, which was administered in 2 high schools in Durres, Albania. Quantitative data analysis has shown that peer assessment helps students to believe in their skills consequently enhancing their motivation to learn. Peer assessment helps also in understanding what they have not understand because they analyze themselves and their friend at the same time, comparing answers with each other. This study will contribute to help teachers using peer-assessment as a motivating factor in teaching English as a foreign language.

Keywords: Students motivation, enhance, peer assessment

1. Introduction

This study aims at identifying the importance of Peer Assessment to enhance student motivation in teaching English as a foreign language. Peer assessment enables students to develop skills and abilities, which are not given in a learning environment, where the teacher assesses their work. In other words, peer assessment gives students the opportunity to analyse, monitor and assess simultaneously two aspects: himself/herself and the other peer. How can Peer Assessment enhance student motivation to learn?

2. Literature Review

Peer assessment consists in students who assess the work of their classmates, compared with assessment criteria set by the teacher or by students and teacher together. An important aspect of peer assessment is that this type of assessment involves students in dialogue, commenting and discussing their own work. To enrich the appreciation of each other and use it productively, Black and William (1998) have proposed that students should be trained to accurately assess their peers, to improve learning. When students comment on the work of their peers, they use informal language, which is understandable for them. In addition, according to Herrera et al., (2007), according to the concept of peer assessment, students compare the work of other

students with assessment criteria, what enables them to distinguish the unsolved elements of friends' work, but also of their work.

According to Gipps (1992), peer assessment enables students to develop skills and abilities, which are denied for them in a learning environment, where the teacher assesses their work. In other words, peer assessment gives students the opportunity to analyse, monitor and assess simultaneously two aspects: yourself and your partner. Empirical studies have found that this form of assessment promotes a high level of thinking, it helps the student-centred learning, encourages active learning and flexible and facilitates a deeper, instead of an indirect approach to learning.

Leachy et al., (2005), explained that from peer assessment can benefit both students; the assessor and assessed person. This is because it is proven that students who receive feedback and are assessed are not the only beneficiaries because students who give feedback and assess, often benefit more than those who are assessed. Students who assess their peers should understand the task and assessment criteria, but in a different context, when they assess their classmates, a process which is less emotional (p. 22). This finding reinforces the theory according to which peer assessment is a motivational tool of assessment. In this case, students can be more objective because they assess their work at the same time, it will be easier to communicate with each other than with the teacher. In this way, not only can improve in the future, but will also enhance their ability of self-regulation and, most importantly, will promote motivation. Jalongo also argues (2007); "Self-assessment is an important mechanism in fostering internal motivation. If students realize when they must move to the next challenge, this calculation will help them gain self-confidence and avoid failure (p. 405).

According to McDowell and Mowl (1996), peer assessment is a form of innovation assessment, which aims to improve the quality of learning and empower students, where summative assessment overlooks the needs of students. It includes students not only in assessing the work of each other, but also in the establishment of assessment criteria (Biggs, 1999, Brown, Rust and Gibbs, 1994).

Advantages of peer assessment include the development of skills assessment and judgment. Judging the work of others, students acquire knowledge and develop reasoning ability, necessary skills to promote learning (Brown, Rust and Gibbs, 1994)

Some scholars like, Brown, Rust and Gibbs (1994), Zariski (1996), Race (1998) have described some advantages of peer assessment:

- Give a feeling of mastery in assessment process, encouraging motivation.
- Encourage students to take responsibility for their learning and development of students as autonomous.
- Assessment as an integral part of learning, considering mistakes as an opportunity to improve and not feel as a failure.
- Practice transferable skills needed for lifelong learning, especially, assessment skills.
- Use external assessment to provide a self-assessment model for students.
- Meta cognition
- Promoting deep learning instead of a surface one

Self-assessment and peer assessment induce lifelong learning, helping students to assess their achievements and friends, and not just rely on teachers' assessment. (Brown, 1996).

3. Methodology

This study was done at "Leonik Tomeo" and "Naim Frasheri" high schools of Durres, Albania. The participants of this study were 250 students. Albanian is the language of

instruction in these schools and English is taught as a foreign language. This study made use quantitative methods of data collection, such as questionnaire. Sampling technique used in this study was probability sampling technique. Quantitative data collected from questionnaires with students were analysed using SPSS 16 to answer the research questions of this study.

3.1 Findings

The findings of this study identified that 78.4% of students answered "Yes", the question – Does peer assessment motivate you to learn more? - While 21.6% of them answered negatively. (Graph 1).

Graph 1. Peer assessment
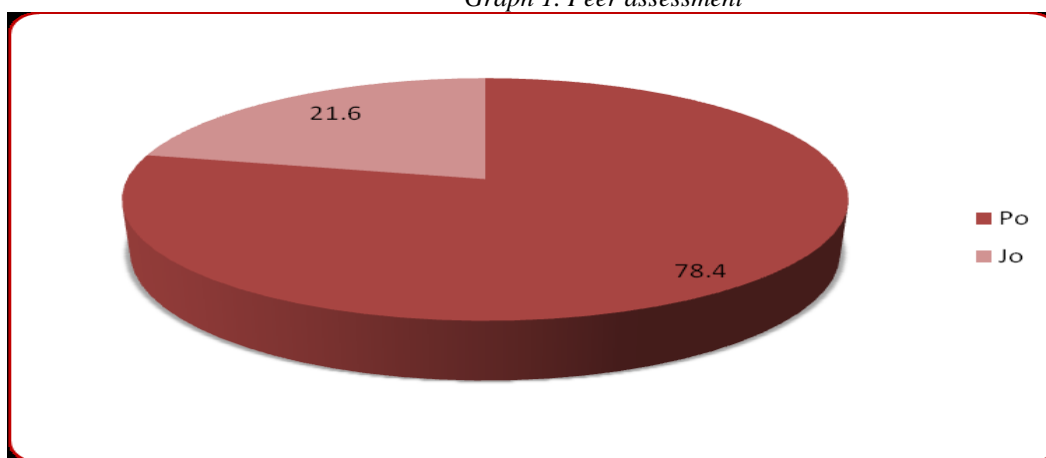
Students who responded positively about peer assessment opportunities are further asked about- *I gain confidence in my abilities* - 72.5% of them. - *First, I understand and then use the assessment criteria-* is response with maximum of responses, 70.2% of them. Statements like – *I clarify myself and my peer at the same time.- I analyze myself and my peer, at the same time.- and- I assess myself and my peer at the same time.- with* respectively 69.5%, 63.9% and 66.7%. - *I get feedback from my peer who assess my work-* with 61.3% while the other statements - *I like that classmates correct my work.-* and- *Peer assessment makes me feel frustrated.-* have lower values respectively with 46.5% and 20.8%. (Table 2).

4. Conclusions

Peer Assessment has many advantages because when they assess the peer, they can also enhance reflection, self-analysis, and a high level of critical thinking. Peer assessment helps also in understanding what they have not understand because they analyze themselves and their friend at the same time, comparing answers with each other. Consequently, peer assessment affects positively student motivation to learn in English as a foreign language.
This study has shown that peer assessment prompts a high-level thinking, helping in this way student centered methodologies. It encourages active and flexible learning and develops a deep approach to it.
The same priorities of peer assessment in developing resourcefulness are also supported by (Brown, Rust &Gibbs, 1994, p.43).According to them, while assessing their friends work; students gain knowledge and develop the judging skills which are necessary skills in prompting

the learning. This study will contribute to help teachers using peer-assessment as a motivating factor in teaching English as a foreign language.

Table 2. Descriptive statistics about peer assessment

Alternatives	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I clarify what I do not understand	9.4	8.8	12.3	39.7	29.8	100.0
I analyse myself and my peer at the same time.	7.5	13.6	15.0	37.9	26.0	100.0
I receive feedback from the peer who corrects my work	7.1	11.8	19.8	36.4	24.8	100.0
I assess myself and my peer at the same time,	5.8	9.3	18.2	36.3	30.4	100.0
First, I understand assessment criteria	3.4	11.3	15.2	39.1	31.1	100.0
I gain confidence in my abilities	7.5	5.9	14.0	32.8	39.7	100.0
Assessing my peer makes me feel a failure.	49.5	14.4	15.3	11.3	9.5	100.0
I like that my peer corrects my work.	17.4	18.6	17.5	23.0	23.5	100.0

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Teacher networks in Albania: situation, needs, challenges for the future

Mariglena Meminaj[1]   **Roland Zisi[2]**

[1]University of Vlora "Ismail Qemali"

[2]University of Vlora "Ismail Qemali"

Abstract

Trainings with teachers within the TEAVET project made us understand the isolation in which teachers in Albanian schools are stuck in terms of communication, getting to know each other, sharing concerns, problems, and experiences. Based on this concern, in an attempt to understand the reality of communication between teachers, we undertook a survey to measure the needs of teachers to be organized in networks, the impact of TEAVET trainings in their need to be part of a network of teachers and their suggestions on how to organize and operate these networks. The survey questionnaire was completed by 114 teachers of Vlora and Fier schools. Data analysis suggests that communication of teachers in our schools for professional reasons is not at its best, and that there is a great need for teachers to organize in networks where they can share and communicate with each other for professional reasons.

Keywords: teacher networks, Albania, education

1. Introduction

Few definitions exist for teacher networks; one of those few to be found in education was offered by Hadfield, Jopling, Noden, O'Leary and Stoll (2006), on behalf of the National College for School Leaderrship (NCSL) in England. A network is defined by them as interconnected groups or systems of people or organisations (including schools), whose aims include: improvement of learning and the aspects of wellbeing that influence learning[7]. This definition, though, does not seem to determine the forms of interconnection among teachers as education environment has nowadays changed radically due to technology.

Teacher networks around the world today exist in multiple levels: within schools, across schools, at national and international level. This reality, which is under constant change, has enhanced collaboration and communication among people, from personal to virtual, through the technological devices of communication and the social media. That is why, in response to the reality as it is and is expected to be, teacher networks need redefining. A more appropriate definition to the present reality would be one that names teacher networks as: communities supported by technology through which the participants share knowledge and develop new knowledge together.[8]

Like training programs and lifelong learning, teacher networks have also started to take the attention of teachers, institutions, and policy makers, such as the Ministry of Education. In the educational practice of those countries where they have found a more widespread application,

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the networks aim to improve school and share the best experience and ideas. Their chief goal, though, is to contribute to both the quality of teaching and the learning experience of pupils and students by encouraging cooperation and the sharing of knowledge by both teachers and students.

In Albania, teacher networks have been functioning since 2017, when a directive issued on January 20, 2017, "*On the functioning of the continuous professional system of the education workers*" defined professional networks as one of the forms of workers' professional growth. A directions manual was sent to the regional boards of education on the functioning of the professional networks. This manual set the task to establish the professional networks to each Regional Board of Education (RBE) or municipal Office of Education (OE). These boards set up the networks in response to the priorities that each of them has identified according to the needs at local level as well as the priorities at national level. The networks' organization and operation is monitored by the RBE/OE, whose duties comprise establishing the networks, making them operative, and monitoring them to ensure that they work well.

Nevertheless, the training sessions with teachers in the framework of the TEAVET Project have made us realize the isolation in which the teachers in Albanian schools have got stuck as far as communication, getting to know one another, and sharing their worries, problems or experiences are concerned. The participating teachers saw the trainings as an opportunity to share experiences, showing an eagerness to communicate with each other for pedagogical purposes. Based on this concern, as well as the embryonic level of the teacher networks state in Albania, in an effort to get to know the reality of the communication among teachers, we compiled a questionnaire for assessing the teachers' needs to organize in such networks, plus their suggestions concerning their organization and operation.

In this paper, we present the outcomes of the said questionnaire, along with the data analysis, in order to shed light, from the teachers' viewpoint, on the reality of the communication among teachers at schools, on the impact of the trainings and contacts with each other in the framework of the TEAVET Project, as well as the needs they have to organize in networks and how they feel these networks should function.

2. Methods

With the present quantitative research, we aim to examine to what extent the Albanian teachers are involved in professional networks, what their needs are relating communication with each other for pedagogical purposes, their evaluation of the networks in which they take part and what changes they would like to take place, as well as their suggestions to the effect of making the networks as efficient as possible.

2.1 Instrument

We conceived, discussed, and compiled an online questionnaire with a view to collecting data on the teachers' need for communication throughout their career, as well as their need to organize in networks. The teachers were required to respond as to what they would like to change with the networks in which they were taking part, and to offer their suggestions on how to enhance the efficiency of the networks.

2.2 Sample

A total of 114 questionnaires were completed; 29,8% came from elementary education, 47.4% were nine-grade school teachers, and 22.8% high school teachers; most of the participants were females, and they worked at schools in the towns of Vlora and Fieri. The teachers were

contacted through the TEAVET teachers network contact points, which has started to operate thanks to the TEAVET project "Developing Teacher Competencies for a Comprehensive VET system in Albania".

3. Findings

3.1   Communication among teachers

The questions contained in the questionnaire were intended to measure, first and foremost, the level of communication at schools among the teachers on pedagogical issues, the existing situation and the need for teachers' professional networks at our schools, and it allowed space for the teachers' suggestions on what they wished or thought should happen at the teacher networks.

The questions about the communication among teachers at schools aimed to collect information on the state of communication among the teaching staff to the benefit of their work; they did not include teacher-student communication, but only the communication among the teachers. The goal of these questions is to assess the difficulties of communication among teachers, as well as how far these difficulties affect the teaching process and communication with the pupils/students. The responses to these questions clearly showed how eager the teachers are for a good communication with each other and how much they have felt this need along their career.

An overwhelming majority of 91% answered positively to the question whether they had had difficult moments in their work, when they needed to consult or organize discussions with their colleagues, whereas 34.5% of them specified that they had needed such trainings, especially during the first years of their work. A mere 9% of them said they had not had hard moments or a need for advice.

As to the question 'which problematic situation the teachers had found themselves in might have been resolved more easily if…', 93% of the teachers responded that such situations could have been solved more easily if some colleague had given them information about a student or situation, if they had had a more comprehensive view of a class, a group of students, or a particular student/schoolchild, or if they had had some advice from a more experienced teacher relating challenging situations. Only for 7% of the participants none of the above mentioned opportunities would have facilitated their problematic situations.

The question concerning an evaluation of the staff meetings and their effectiveness received 61.6% of responses stating that such meetings meet the needs for a better awareness of the situations and frustrations, as well as directions for teachers, while 38.4% of the participants responded that such meetings cannot cover all of the problems and that, at times, they even fail to touch upon the real issues the teachers face in their communication with the students.

Based on what the teachers state, the situation of communication among teachers in Albanian schools is far from satisfactory. In the school where they work, there is no form of communication or meeting between colleagues on issues related to students and their problems. They judge that peer communication for pedagogical purposes sometimes does not meet the needs of teachers. Teachers have had difficult moments, in which they have felt the need for consultations with colleagues or for organized discussions inside and outside the school.

Most teachers think that the problematic situations where they find themselves could be solved more easily if they had free conversations with experienced colleagues on issues such as communication with students, and alike. Teachers would like the communication in their

school to be more focused on the interests of the students, and that the teachers should have joint thematic and spontaneous meetings from time to time regarding the progress of teaching and communication with the students.

3.2   TEAVET training and TEAVET teachers network

The trainings offered by the TEAVET Project as a contribution of the centres set up in Albanian universities opened up a new space, not only for the training of teachers but also for communication among them. The teachers have been invited to become part of a teachers network to be trained by TEAVET, and through that to communicate with the trainers, share experiences with each other, be informed relating the trainings, etc. the questions pertaining to the TEAVET trainings intend to measure the impact of these trainings and the communication atmosphere created by them for the teachers.

52.7% of the teachers in the questionnaire have taken part at least in one of the trainings offered by TEAVET. For 55% of them, the conversations and discussions among teachers at these trainings have helped them to better understand the value of communication between peers towards coping with their common difficulties. Such communication has helped 17.1% of the questionnaire participants to see more clearly how much they have missed real communication among peers for professional purposes. Such opportunities of communication have provided 23.4% of the participants with new ideas within a short span. Only 4.5% of the participants state that such communication has left them untouched. For 91.8% of the participants, these trainings served as incentives of thinking more positively of their peers, and of openness to other models to be discovered and followed. The responses to the question which are more efficient, the trainings or the teacher networks, fall under the following: to 6.7%, the trainings are more efficient; the teacher networks, when working well, are more efficient than the trainings to 35.5%, whereas to 58.2% of the participants, the trainings have a two-fold value, for what they teach the teachers and the opportunity they offer to share ideas and experiences, thus, helping participants to get organized in networks.

The survey responses clearly indicate that the trainings impact on the trainees also touches communication among teachers, with all its benefits, such as a positive attitude towards other people's models, sharing of ideas, initiative and joint efforts, to the effect of problem solving. The teachers think that a combination of training at centres with the teacher networks better serves to both their continuous education and enhancing communication with one another for professional purposes.

4. Teacher networks in Albania

Even though teacher networks started to be established and operate in 2017, their propagation and effectiveness in pre-college education seem to be far from satisfactory. The aim of the questions pertaining to the teacher networks was to evaluate the situation and the teachers' need to be organized in networks, as well as collect their suggestions to the benefit of their fruitful operation.

An analysis of the survey responses showed the following.

Of all the survey teachers, 89.1% are now part of a network, whereas 9.9% of them are not yet. In addition, 77.5% of those who are part of a network state that the network has helped them for a better communication within their school, while 22.5% say that involvement in a network has had no influence on such communication.

For those who gave a No response to the question whether the network had helped them for a better communication within the school, some of the main reasons were: the network does not function at school level but at field level; the teachers feel reluctant to discuss such issues with their peers at school; the network meetings are form- rather content-oriented, failing to pay due attention to strengthening the communication among the teachers, as well as sharing experiences.

The participants that answered positively to the question whether the network had helped them for a better communication within the school provided the following chief reasons. The teachers in the network have shared problems and experiences across schools, beyond the community of the same school, this way, benefiting alternative solutions to situations. They have exchanged among themselves different experiences of teaching classes, particularly in the present pandemic situation. They have come out with solutions to various problems as they acquired a deeper and clearer comprehension of the new developments of the education system taking place over the last few years.

To the question how the network in which they take part has helped them, 55.4% of the interviewed state that the network has mostly helped them to share problems and receive ideas towards solutions. Another 33.7% have been aided to better adapt to the changes in curricula and ways of assessment, and 10.9% have helped them to get to know cases of success and benefit from them.

The teachers' suggestions on how to make the network concept more efficient are most varied. They think the network should mainly function by using online communication, but also combined with direct, rather spontaneous meetings. In addition, they seek setting up and strengthening networks within the schools they teach at, in order to promote communication within the schools and solve the problems with the students more easily. The teachers also demand certain infrastructure for the networks, as well as more freedom for them to start discussions. Finally, they feel there should be more networks for them to choose from.

5. Conclusions

Teacher networks are a new reality for Albanian education. They have been in operation for three years now, but they still do not fully meet the the teachers' needs to communicate, share and learn from one another.

As far as communicating is concerned, the teachers have neither had nor have any organization within the schools to the effect of communication, except for the staff meetings, which fail to meet the teachers' need to communicate with one another, and, in many cases, whose subject does not relate to their needs. The teachers still feel the need to strengthen communication with each other both within their schools and further than that, across schools. They are aware of their need for one another's experience and for novel approaches in the way they work. They feel the schools should be more interested in organizing networks within and beyond them, by arranging "Thematic Coffees", seminars, and other like activities with a view to strengthening teacher-teacher and teacher student communication.

Relating the networks, the better part of the teachers interviewed in the survey are involved in a network, and that involvement has helped them to keep pace with the developments that have recently taken place in the educational system as a result of the reforms undertaken by the Ministry of Education. Participation in the networks has also benefited them towards communication within their schools and beyond them for professional purposes, but yet, the networks where they take part suffer from formalism and do not offer much space for doing things of a more practical nature concerning their work. The teachers require that the networks

be more varied, and that they have the opportunity to choose the network suitable to their interests. They would like to see the networks arranged both through direct meetings and online. In this respect, they seek for some infrastructural support. The teachers think that setting up the networks could be combined with the training activity, since that would provide the opportunity to acquire and disperse information concerning the trainings, offer opinions on new needs for trainings, for better communication with the trainers, among themselves, as well as numerous topics of discussion among the teachers, derived from the work done in the training sessions.

The teacher networks are still a necessity for Albanian education. The steps taken along these years to enhance lifelong learning and to establish networks and set them to operation are important, but they still do not fulfil the teachers' needs. The way education is done in this new century, the challenges that educational processes are facing on account of the pandemic, the role of technology, the economic crisis, and other changes relating to the respective contexts, make us think that the needs of the teachers and students are increasing and endless. In this view, the teacher networks comprise a challenge for the future of Albanian education, but also an invaluable opportunity to turn the teacher into an actor that brings change to society.

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Basic standards of distance language learning platforms

Frosina Londo Qyrdeti[1]   Kozeta Hyso[2]

[1]University " Ismail Qemali" Vlora
frosina.londo@univlora.edu.al

[2]University " Ismail Qemali" Vlora
kozeta.hyso@univlora.edu.al

Abstract

The outbreak of the Covid-19 pandemic has significantly changed our daily lives.The university is also experiencing an alternative teaching process. Throughout the academic year 2019-2020, due to the pandemic, it has been impossible for lecturers and students to attend physical classes. Therefore, in order for the learning process to go on, some forms of distance learning have been employed. The use of distance learning platforms were able to provide some basic standards of the teaching process. Lecturersused video or audio platforms to perform their lectures, in addition to other poëerpoint, excel, pdf, or similar applications. Online platforms provide the transfer of physical teaching to virtual one, wither in the classroom or in every student's homes. But what are some of the features of this process in learning a foreign language? What are the facilities? What about the difficulties? Assuming that coexistence with Covid may longlastingwhat role will alternative forms play in foreign language learning?

Keywords: Teaching process, basic standards, online platform,hardships of circumtances .

Introduction

The pandemic circumtances has just put us into another point of view toward the life, health and human relationship in general, but also another angle of process of education. Last academic year due to global pandemic Covid 19 the process of education in the institution was deprived. Not only in Albania but overall the globe.

Anticipated that this situation may be long lasting the reforms were undertaken for developing the education process through on line platforms. Rarely have these forms been known to us before. The usage of these distance learning platforms need some measures and knowledge to get the safe and secure process somehow the basic standarts of the process of teachin and learning in distance.

First, the lecturer must realize the process of explonation in the video and audio platforms negletless the other elements such as power points, excel,pdf etc.

Second, either lectures or seminars must be scheduled precisely not to have clashes with one another. They must be tought in real time or recorded before the process in order for the students to rise up questions and being consulted at the same time.

Third, the lectures must be save and optional for the students who ve no oportunity to get in tune with on line classes.

Forth, all these processes must be tracked and than save on the on line platforms, moreover the statistics of the participation of the students in the on line classes.

Whole this process demands its own time and responsibilities. There s a need to be sensibilize and put in use various kinds of platforms sometime combined with different kinds of aplications. Of course it was a new experience which show us that we' ve fully creative capacity that improve the process of teaching and learning in the University.

Advandages of on line learning and teaching

- Increases the teaching capacity of teachers, using more hours during the day. Students learn to be self-disciplined, they have the opportunity to set schedules according to their activity, the emotions and anxiety associated with performance are no longer limits, and each learns according to the time it takes to absorb knowledge
- Eliminates borders, enables communication beyond geographical and administrative restrictions.
- Improves students' digital skills. Teaches students to use the Internet to gain knowledge.
- Enables the enrichment of the process with new forms (video, etc.). The quality of learning increases significantly.
- Increases students' independent work.
- It enables the construction of the richest curricula, thanks to the access of pedagogues from all over the world.
- The relationship with knowledge is individual and focused.
- The lesson can be taken at any time and is not limited to hours and the place from which the lesson can be taken is not necessarily the classroom, but it can be the house or any other environment in which the student is.
- Lectures, transcripts, live discussions and teaching materials are archived and recorded so that they can be found in the e-mail or on the website to read, download and print at any time.
- Educators are available to respond quickly via e-mail and are generally willing to work with different students with a variety of styles and tools.
- Reduces the cost of teaching. So the online learning process is very economical.

Teachers and students can have better interaction, independent of distance and time. Automated testing, easier and faster administration can be done through computers and smartphones.

Some disadvantages of online education

- Learning online is not completely effective because there are students who cannot attend it completely, compared to traditional lessons in the auditorium.
- Most internet communication is done through special applications and e-mail, which may not be the most effective and possible method for all students. The reason for this may be technical problems that depend mainly on the quality of the Internet and the application.
- Current books and curricula are not suitable for this type of teaching.
- Educators are not trained to teach online.
- Teachers usually prefer to teach face to face with students as they may ask freely about something that is difficult to understand, but the burden on teachers would not be as great as it is now.
- There are opinions that online learning is insufficient, not at all qualitative and even discriminatory, as it is not offered to everyone due to the fact that not all students have the right equipment, such as computers or smartphones and internet access.

Various platforms of on line education

- **Google Classroom :** This is the most common platform of teaching and learning on line process. Whole the enterchange of tasks, power points , asking questions are recoreded to the individual classes within this platform. We've a fully cooperation of delivering instructions ,attaching documents, interactive projects etc.
- **Zoom:**This platform is very flexibile for inrolling the students and also allow them to download all the materials needed This is a very interactive system that enables lecturers and students to presents the projects , to organise the smaller grups within the largest one ,to check individually the tasks etc.
- **Google Meet:**This is a audio/video and text platform in on line prosess of education. It has an option to seperate the screan into the smallest parts for the wide gamas of people participating.
- **Electronical adress**(email): This is the most well known by each of us as the basic form of communication just sending lecturers and tasks either discussing and interfering different forms of ideas and questions. Actually our all electronic post is- *@univlora.edu.al*

Conclusions

This paper presents a new experience of online teaching and learning, which is being realized through communication technology, in isolation conditions of covid19. Universities and high schools need to implement this technology in the future. Its described in the general points our experience in English and Italian language process of mutual teaching and learning.Students, along with lecturers, must use it for all subjects, even under normal conditions. In our universities it is necessary to determine the criteria for the use of information technology for online learning. Curricula require the preparation and qualification of pedagogues. Curriculum preparation should be done according to the standards required by online teaching. In addition to designing textbooks, it is necessary to use didactic methods based on the use of tools provided today by information and communication technology.

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Digital teacher competencies for digital tools in Education

[1]Eva Cipi [2] Edvina Cipi [3] Marsia Cipi

[1]University Ismail Qemali Vlore , Albania
eva.cipi@univlora.edu.al

[2]Institucionet Arsimore Jopublike Elite , Albania
cipivina@gmail.com

[3]Technological University of Istanbul, Turkey
cipi.cipi.m@gmail.com

Abstract

Digital teacher competences are required to be gradually introduced into school curricula, use of quiz's assessment and classroom practice. There has been in the focus several policy processes with the results of the education and implementation of digital skills as one of the five basic skills for learning in school. This is a study that aims to describe what should comprise the specifics of a teacher's digital competence that enables the teacher to foster students' digital skills through work with academic subject material. In this context, teacher education is of foremost importance for the development of digitally competent teachers. What is then known about the use of ICT for pedagogical and didactic purposes in Albanian teacher education programmes?

Keywords: digital skills, digital competences, competence based learning

Introduction

Digital competence has been introduced into school curricula, assessment tests, classroom practice, and other fields. The objective is digital teacher qualification. The purpose of this work is to understand the way how to achieve the objective. The objective is based on some incentives for new policy processes by government and new academic initiatives. Digital competence enables the teacher to foster students' digital skills through work with academic subject material.

Problem statement

There have been many studies and initiatives to discover and to map the real situation of education system in Albania regarding the teacher needs. These reports or studies show positive attitudes to the administrative use of ICT among teachers. Also, teachers understand digital tools as key tools in academic life that greatly affects the quality of their education. They evaluate the digital skills as ability for easier access to information and literature, and more variation in the use of learning materials. Most of them see the digital skills as an professional alternative that gets more possibilities for easier collaboration and contact between students and teachers

Some Findings from personal experiences

The collaboration for a long time in the studies and analysis gives me a general perception

regarding actual professional ICT skills of teachers. The development of professional digital competence all over is weakly instituted at the management level of teacher education programmes. We can say that exist a gap on having a structural model of teacher digital competences due to the fact that there is a misunderstanding digital competence and digital skill. The reasons are different but we can list as below:

- The lack of a comprehensive approach.
  - Most programmes lack of a comprehensive approach to the development of such skills
- Lack of teaching academic profiles.
  - Teacher educations institutions' academic profiles on the topic are poorly developed
- Lack of academic expertise.
  - The expertise of the academic staff is highly variable.

The challenge

Let us be focused on: What a good teacher should be? What kind of teachers one will educate? What kind of teachers' digital skills qualifications training will bring about? How to have better cooperation between practice schools and teacher training institutions; how to supervise teachers need higher digital competence and schools need better digital equipment.

Referring to the teacher needs report (case Teavet project) – teacher needs report, we have selected some conclusions

Teachers were found to be very interested in further evolving and deepening their digital competence. The schools they work in do not articulate clear requirements for the use of ICT for teaching and learning. The research suggests that teacher education institutions and programmes still have some ground to break before they fully integrate digital competence into their practice. Teachers are most likely not prepared to integrate the fostering of mandatory digital competence in their subject teaching even when they graduate.

The digital competence is often reduced into more shallow and instrumental activities, like learning to use the computer or searching the Internet. On the other hand, it is also necessary to provide a clear concept of pupils' digital competence for teachers to use. Even this might be a demanding task, as digital competence is by no means clearly or unambiguously defined. The final objective is referred to the slogan: Happy students when we have happy teachers. Figure 1

Digital Skills and Digital Competences

Digital skills. They are specific digital competences. A good place to start for understanding the specifics of digital competence is the national framework for basic skills. Digital skills are given as a general definition,

- search and process,
- produce,
- communicate and
- digital judgment.

The skill is also described in alignment with subject learning. The development in digital technology has changed many of the conditions for reading, writing and oral forms of expression

Consequently, using digital skills is a natural part of learning both in and across subjects, their use provides possibilities for acquiring and applying new learning strategies, requiring new and increased powers of judgment
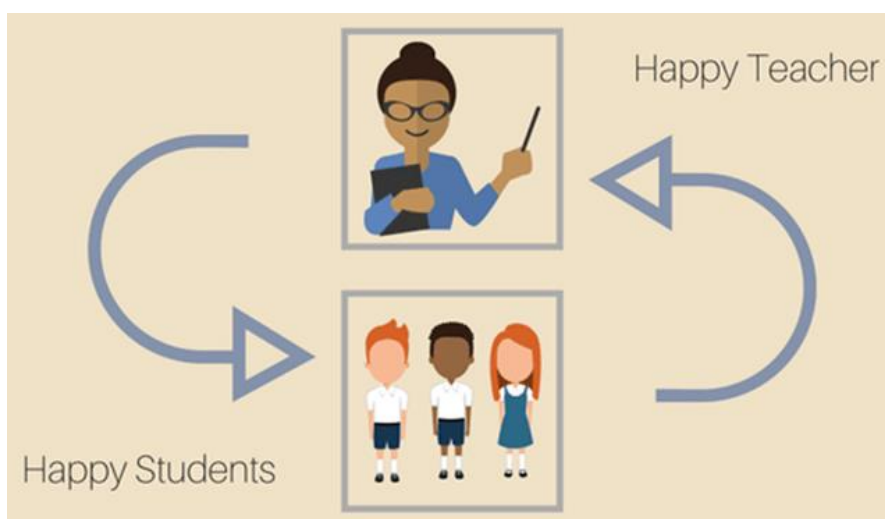

Figure 1. Happy students and happy teachers

Digital competences. The concept of digital competence has been given by Erstad (2005) who writes that competence is a more comprehensive term than skills. Competence includes both the technical aspects relating to the management of hardware and software and the more cognitive aspects related to knowledge and education.

Digital competences- teacher and students. Students' and teachers' digital competence are two different concepts. Why should be handled in different ways. Based in accordance with the framework of basic skills in the Albanian curriculum, the report of teacher needs defines five dimensions of digital skills:

- operational use of ICT (formerly called digital skills),
- acquisition and processing of digital information,
- production and processing of digital information,
- digital judgment
- ability to communicate digitally

Digital competences **have** been expanded with problem solving and collaboration as key dimensions associated with the necessary skills in a network society**.** These dimensions can also be found in newer definitions of digital competence in international studies by researchers. Figure 2.

Digital teacher qualification. There are some facts during Teavet courses implementation – teachers are satisfied with their knowledge and skills acquired in initial teacher training – knowledge about working in classroom equipped with digital tools, they are very interested in further evolving and deepening their digital competence. Teacher education institutions and programmes still have some ground to break before they fully integrate digital competence into their practice**, t**hus digital competence - like learning to use the computer or searching the Internet.

As conclusion, it is necessary to provide a clear concept of digital competence for teachers. This might be a demanding task, as digital competence.

Digital competences for pupils in schools. Specifics of digital competences in Albanian schools are given by the national framework for basic skills. Regarding digital skills, they are categorized into four sub-categories:

- Search and process,
- Produce,
- Communicate
- Digital judgment
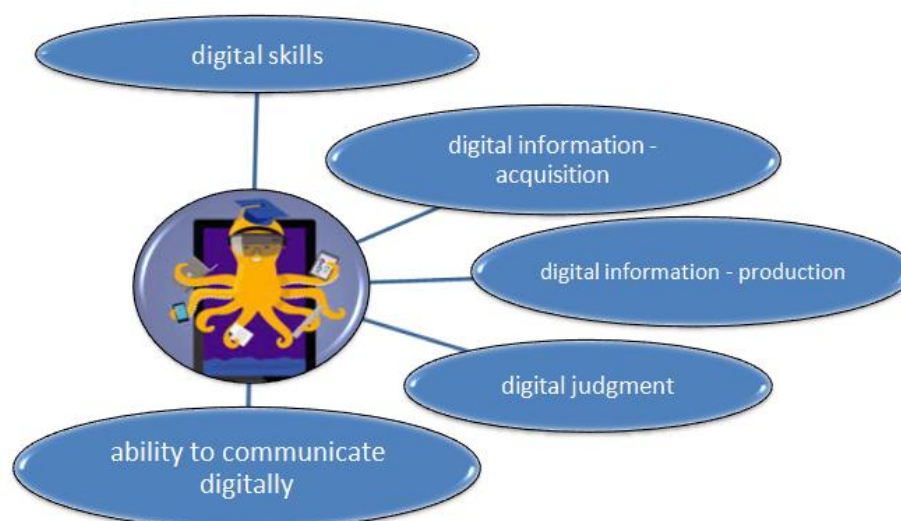
Figure 2. Digital Teacher competence

The skill is also described in alignment with subject learning conditions of reading, writing oral forms of expression. As conclusion, using digital skills is a natural part of learning both in and across subjects, and their use provides possibilities for acquiring and applying new learning strategies while at the same time requiring new and increased powers of judgment.

Digital competences are more than digital skills. The evolution of the definition of the concept of digital competence is based on understanding of the concept is influenced by technologies and the characteristics of ICT that require new skills and applications.

General definition of digital competence

The European e-Competence Framework defines it as: *Competence is a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results. This is a durable concept and although technology, jobs, marketing terminology and promotional concepts within the ICT environment change rapidly, the e-CF remains durable requiring maintenance approximately every three years to maintain relevance.*

Professional digital competence as a specific teacher competence is necessary to discuss the specific conditions that apply when teachers use ICT in their work, and to discuss teacher education as one of the crucial areas where the implementation of the concept takes place. Teacher digital competences meaning is specific and one researcher says: *Digital competence is the teacher's ability to use ICT with a good pedagogical-didactic ICT understanding and to be aware of how this might impact the learning strategies and educational formation of pupils"*

For teachers, this means what kind of digital tools should be used in each teaching situation, how they should be used and why. At the end, we conclude:. It is important to develop this type of awareness during initial teacher training

Digital classroom management

Use of ICT in the classroom puts forward major challenges related to classroom management that must be included in an expanded understanding of teachers' digital competence. This involves some relationships like:

- The relationship between teacher competence and student learning should be established.
- The teacher must be competent to establish a social relationship to the individual learner,

In relation to the entire class (all students) the teacher must direct the teaching work through being a visible leader

The teacher must possess didactic skills in relation to teaching content in general and in individual subjects.

These competencies are important for the development of overall objectives for strengthening pupil motivation and autonomy, and play a key role in promoting academic learning

Modeling a digital teacher

The model is focused on teachers' digital competence development. The model consists of five core areas of professional digital competence:

- Preparing and inspire students in a digital environment,
- Designing and develop learning experiences and a learning environment
- Modeling and designing work environments
- Promoting and modelling digital democracy and accountability
- Participate in professional development.

Structuring models of classroom. UNESCO framework for teachers' ICT competence describes various aspects of teachers' digital expertise and levels of progress within them.

- Policy and framework,
- Curriculum and assessment
- Pedagogy
- Knowledge and skills
- Learning environments and administration
- Personal development and professional understanding (UNESCO, 2011).

There is a research project ITL (Innovative Teaching and Learning Research project) that presents a concrete description of the requirements for good didactic use of ICT in the design of educational programmes. This description is one of six 'categories' for '21st century learning' and concerns specifically ICT in learning processes. Digital education is in this perspective narrowed to the specific activity of 'designing learning programs'.

Conclution: - New definition of digital competence

New definition of digital competence has been generated as *professional competence as expertise that is central to teachers' professional practice. This new definition includes*
the teachers' digital, pedagogical and subject-specific skills
awareness of the need to continually develop through teacher education and teaching practice in class.
As conclusions for teachers, there is a thematic definition of professional digital literacy: "*In practice, this means being able to use ICT to prepare educational programmes, educational use of ICT in their teaching, in their own administrative work and in evaluation and research*". The use of digital technology in teacher education should be aimed at promoting pupils' knowledge construction in the classroom. This means that student teachers need to learn how to transform their theoretical knowledge into subject-specific didactics, classroom management, and assessment of how students make productive use of available cultural resources.
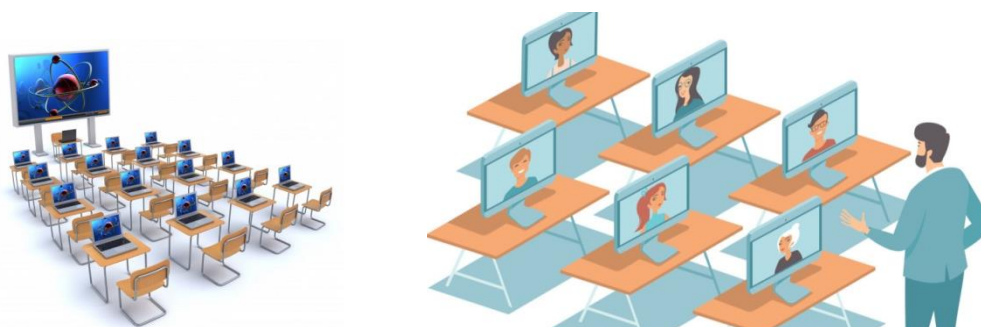
Figure 3. Structuring models of classroom

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The importance of gender socialization at children

Ortenca Kotherja

University "Aleksander Xhuvani" Elbasan
kotherja_ortenca@hotmail.com

Abstract

The purpose of this study is to present in terms of literature the importance of socialization in children during their development.Many environments play important roles in the socialization including family, peers, schools and the media which interact by inducing in the child different behaviours, attitudes and reactions. Based in this purpose in this study are given two important environments that clearly reflect of the aim of this study. Family is the primary human community where the individual first meet the conditions of social life which determine the framework in which he/she can develop the person so we can say that human personality is formed in the process of social interaction. The socialization that appears from the primary environment directly affects the behaviours, reactions, attitudes with other environments. Another important environment that directly affects the socialization of children is school. Characteristics of teachers. colleagues all effect the socialization of children within the school environment. The article examines some important steps in the field of socialization that require special attention from researchers. The whole work is an example of the actuality of social and environmental relations that strongly influence in the behavioural and social aspect of the children with each other and society as a whole.

The aim of this study is to contribute in the aspect of knowledge and to explore the important of environment of family and school at the gender of socialization. To emphasize the factors that enriches the gender socialization to communicate and work in the relationship.

The objectives of this study are:
- To emphasize the role that the environment of family has in gender socialization
- To show the role that the environment of school effect in gender socialization
- To show the importance that have to environment together at gender

Introduction

The success of any child depends on the ability of parents to provide a motivating environment for gender socialization. The challenge for parents today is to know for children all the need and also everything that they do because in this way they can get the strategy for the best beginning of development. Although the technology is developed but is very important the connect of physical and the discuss with children than using the technology that sometimes help us do communicate with children. The second environment is school that influence in the gender socialization of children and help us too understand in different ways how to get relationship and the important of it during the life.The school is an institution where the individual learns respective goals within the context of life and social norms. The main subject that helps in achieving the objectives that the school is teaching staff of each school. Nowadays teachers must know to communicate and socialize with different cultures different linguistic and social contexts. Their work is such that dealing with pupils and students of different contexts socio-economic requires adjustment and patience on their part. So all the parents have to know the important that they have in the life of their children and also the important of school to. Parents

and teachers have to discuss with each other for every problem that children have with their gender socialization and to understand this problem and to used strategy to help them. In this way we can a have civilized and cooperative societies.

1.Socialization and family environment

The family plays an important role at the socialization of children. Gender condition and sex stereotyping messages are reinforced through distinct level where interactions at home by gender serve the main gender models that accompany female or children (Wahamahiu, 1992; Chege and Sifuna 2006). In the family he/she learns how to behave out of it. All this happen in early childhood then in the period of puberty and adolescence and then continuing with the period when the individual becomes and adult and goes through complex processes of maturity during the formation of his/her personality.

What will build in the family and influence in the childhood also depends on the future development of child as a member of society and personality. In his book "WozuLebenWir' "What we live for he claims that from the moment of birth the baby seeks the connection with the mother which it its purpose. In this situation the skills for community life are developed." For better or worse. Each of us is a product of our family of origin, both physically and psychologically, socially and morally. "Parents exert a physical, psychological and social influence on their children.

Researcher Ross.D.Parker&Buriel.R said that relationship parent –child is the most important join that the child has because different parenting styles lead in different ways in interactions with others. This is most important component in the form of the child's view of them self and their world. Parent's gender belief makes them and make them to have gender stereotype in their minds, they are more inclined to treat girls and boys differently.

Parents play an active role in setting their children's gender development course in terms of structuring, channelling, modelling, labelling and evaluating gender-related behavioural feedback. To enhance children's cognitive and verbal abilities parents expand the concept of gender related with behavioural styles and the roles that extend beyond the classification of objects, people and discrete activities into male and female categories. Santrock (1999) reports a change in the type of parental influence during the school. Although if the time spent a less with children also the influence of parents is very strong. Even the foundations of parental influence are so strong that they are thought to be present during life.

2.Socialization and the important of school

At school level, gender socialization take place through various aspects, for instance, through interaction with teachers, schoolmates, the curriculum and engagement in co-curricular activities. As mentioned above, primary socialism is based on the family environment and is the place where children first learn their individual identity and acquire cognitive skills. One of the functions of education is the socialization of children starting with the interaction and cooperation between friends and peers at the class.Benars.G.A, Otiende,J.E and Boisvert,R. (1994) see education as a process in which man acquires attitudes and cognitive skills that society considers important and desirable.

Perceptions of gender roles come from attitudes of girls and boys in society. Attitudes and behaviours that are from gender perceptions and socialization process affect the education of man and women in different Kangethe.S.N., Lyria .S.K,.Nyamaga .M.A (2014). School and family have a great importance in the gender socialization of children. These two environments

strongly influence the definition and identification of children's gender identity by making them more aware of gender roles that they have in society.

Conclusion

In conclusion, the importance of two agencies of development of child as family and school can be emphasized. It is very important that the main actors of these environments interact strongly with each other and in this way they will help in the best possible way and gender development of children to have more educated and interactive generation in society. There are studies on this topic but it would be ever better to emphasize the work and importance of continuous interaction of parents and teachers with each other. In this way children emphasizing the fact that thanks to their work society will have an educational receptive and cooperative generation.

Recommendations:

- Design effective gender-sensitive guidance and counselling programs
- School administrators should invite people as often as possible like psychologist of school to discuss topics that affect gender socialization
- Parents should interact and communicate as much as possible with their children as this also affects the gender development of their children.
- Teacher training on topics based on student's gender socialization.
- Occasional creation of focus groups with students on the importance of gender socialization

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ESL in Albanian vocational schools. Durrës case in 21st century

Piro Tanku
University "AleksandërMoisiu"Durrës
piro.tanku@gmail.com

Abstract

This article will be focused on English teaching as a Second Language in Vocational Schools. First of all, a vocational school is a type of educational institution, which, depending on the country, may refer to either secondary or post-secondary education designed to provide vocational education, or technical skills required to complete the tasks of a particular and specific job. In the case of secondary education, these schools differ from academic high schools which usually prepare students who aim to pursue tertiary education, rather than enter directly into the workforce. This is a semantical approach to a problem that is being seen but rather no action is taken and there are no quantitative data or in-depth research from official institutions. The findings are extracted from documents and reports from foreign official institutions residing and working in Albania, particularly in the region of Durrës.

Keywords: ESL, Albania, Durrës, VET, EU,

Introduction

In Albania, English is one of the most studied foreign languages and it still remains very spread in all schools, from Elementary Schools to Universities. British Council Albania[9] in collaboration with The Ministry of Education and Sport in Albania aim to promote ESL in vocational schools, mainly IT schools. Their aim is to make the vocational schools in Albania with European standards and reaching Millennium Goals set by the United Nations. Vocational Education and Training, ICT and vocational skills and Languages remain the main priorities of Ministry of Education and Sport in Albania and also British Council Albania. Strengthening the education and vocational training, restructuring it according to the requirements of the domestic labor market and wider, adaptation to EU standards and developments as well as increase of the number of students are the priorities of our education system. This project reaffirmed that extensive and successful cooperation between the Ministry of Education and the Science with British Council can bring about positive changes and a better and modern education system. Two of the projects of British Council Albania and Ministry of Education was the publishing of two books aiming the IT vocational schools. According to the Riga Interim report on Albania for European Training Foundation, it is stipulated that two-separate state-funded VET provider systems (vocational schools and vocational training centers) operated from 2014 until 2017 under the Ministry of Social Welfare and Youth. Initial VET (IVET) (ISCED 3) was delivered at three levels.

1. The first level, 2-year program, trained semi-skilled workers and led to a basic professional training certificate for entry into the labor market or continuing study.
2. The second level, 2+1-year program, prepared technicians and led to a certificate of professional training.

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[9]For more, see: https://www.britishcouncil.al/programmes/education/professional-development

3. The third level, 2+1+1-year technical and vocational programs, gave access to post-secondary and/or higher education on attainment of the State Matura.

Cooperation between VET and industry was weak and curriculum implementation was mostly theoretical, often lacking the relevant practice. Continuing vocational training (CVET2) was limited. The participation rate in upper secondary VET was comparatively low (19.8% in 2018) although improving (17% in 2014). The upper VET student population was also limited (25 119 students in total), with females comprising about a fifth of this number (2018 data). This is the most prominent gender gap in all the candidate countries. When it restructured ministry portfolios in 2013, the government transferred all VET responsibilities from the Ministry of Education to the Ministry of Social Welfare and Youth. Despite limited resources, the National Agency for VET and Qualifications (NAVETQ) led these reforms. The EU and bilateral donors supported about half of the VET institutions, aiming to bring VET provision up to modern standards in certain occupational profiles. Interventions typically included the revision of qualifications and curricula, teacher training, the upgrading of workshop facilities and the organization of students' work practices. VET and employment policy reforms were conducted within the framework of the National Employment and Skills Strategy and Action Plan (2014–2020), adopted in November 2014. These reforms included the development of an Albanian qualifications framework (AQF) and individual qualifications; the revision of framework curricula; the organization of basic pedagogy training for all VET teachers and instructors; the creation of multifunctional centers catering to the needs of both young people and adults; and the development of flexible offerings for jobs and VET delivery (including active labor market policies and school- and work-based VET). In 2017, responsibility for public VET provider administration was shifted again, this time to the Ministry of Finance and Economy. Staff shortages in the VET and employment departments of the latter ministry limit its capacities to effectively monitor and steer the system.

(https://www.etf.europa.eu/sites/default/files/2020-05/riga_interim_report_albania.pdf).

Unfortunately, in all these reports there is no mention of the ESL for such schools that shape the future technicians and labor force of the country in the most underrated aspect of life, communication. What results also from the terrain, unofficially, most of the VET schools in the region of Durrës do not have and are not equipped with ESL texts conform to the program. Instead, they use general ESL texts from the curricula of the general high schools.

The importance of having a good ESL curriculum for VET

The curricula are a very important aspect in a class where English is taught as a second language, especially in vocational schools. The current National Curriculum for English, in general, presents three major challenges for teachers:
1. one is to plan their syllabuses and schemes of work so that all students have the best opportunities to perform to the best of their abilities in terms of the requirements of the programs of study and of public examinations.
2. The second is to plan for continuity and progression for all students.
3. The third challenge is to the teacher's own subject knowledge; student teachers start their training with different experiences of studying English and have different strengths and gaps in terms of the school curriculum requirements.

Although students will benefit from individual work, pair-work, and small group activities, it is important that a large group of students also develop a whole class identity. Questionnaires, interviews, and group surveys can result in whole class profiles. Ask groups of students to create simple charts that can be used to record data about interests, preferences, special skills, and

study habits. Class charts are simple assessment tools that build cohesion, develop greater understanding, and provide the basis for future class goals.

Environmental themes lend themselves well to this approach. While improving their language skills, students can reinforce subjects such as art, geography, mathematics, and science. For example, if your students seem interested in wildlife, you might decide to develop a unit to learn about the endangered species of your country. To combine listening skills and art, ask your students to listen carefully and draw a picture as you describe the shape of an endangered animal. To improve map reading skills, have your students go to a map and identify the region where the endangered animal is found. Students can matt a passage to answer specific questions about the habitat preferred by the animal and the geographic features of the region. Comparisons of distances, weights, and lengths reinforce mathematical skills. Using numbers and units of measurement, students might trace and measure migration patterns. Discussions about the characteristics of an animal (mammal, reptile, insect, etc.) help students to review scientific categories. Another assignment that improves public speaking skills is to ask students to adopt an endangered animal and give an oral report that includes a visual aid and a description of the animal and its behavior. Such communication skills are important in achieving the involvement of communities for later stages of professional life. Below is a table with skills that professionals need to master for the 21st century:

Table 1. 21st Century skills

21st Century skills	Technology uses
Digital literacies	
	decipher meaning and express ideas in a range of
Functional literacy	media: this includes the use of images, graphics,
	video, charts and graphs;
Scientific literacy	understand both the theoretical and applied aspects of
	science and mathematics;
Technological literacy	be competent in the use ICT;
Information literacy	find, evaluate and make appropriate use of
	information;
Cultural literacy	learn and appreciate the meaning of multiculturalism
	in the modern society;
Global awareness	understand how nations, corporations, and
	communities all over the world are interrelated;
Inventive Thinking	
Adaptability	adapt and manage in a complex, interdependent
	world;
Creativity	be innovative and create new things;
Risk-taking	predict the outcomes where risks are taken;
Higher-Order Thinking	be creative problem-solver and logical thinker that
	make sound judgments;

Effective Communication	
Teaming	facilitate work in a team;
Collaboration and interpersonal	
Skills	interact smoothly and work effectively with others;
Interactive communication	competently convey, transmit, access and understand information;
	prioritize, plan, and manage programs and projects to achieve the desired results;
High productivity	Ability to apply what they learn in the classroom to real-life contexts to create relevant, high-quality products;

Note: this table has been extracted from Tinio, V. L. (2003, p.7). ICT in Education. UNDP -APDIP. Retrieved(July 31, 2010, from
http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf).

How should ESL be taught in vocational schools. Recommendations for improvements.

The rapid changes that have taken place in today's world, emphasize new challenges and put new demands on the education system in teaching ESL in vocational schools but not only. There has typically been a fundamental awareness of the need to alter and improve the preparation of learners in the continually changing and highly demanding environment.With the invention of new technological devices everything has become much easier than before[10]. Davis and Botkin (1995) described the changes of modern society and realized that if people adjust to a new way of doing things than those things will bring changes again. For example, the fast development of technology meant that education must be updated throughout the individual's working life.

In comparing the traditional and modern teaching methods,there are a lot of varieties to consider. To begin with, in the tradition method we have a class teacher who takes classes and teachesstudents the ethical things with her physical presence. The teacher observes all the activities of each student, identifies their problems and tries to find a solution to them. In this method we have to rely on the teacher's explanation about the topic and there won't be any collaboration and interaction among students. This methods gives a high importance to exams rather than students understandings. John Dewey[11] described traditional method as being "imposed from outside and from above", the students are expected to obediently believe and receive these answers from their teacher.Teachers are the means by which this knowledge or information is transmitted and these behavioral standards are enforced.This strategy does not enable student to learn on their own skills,but the lesson is based on strict instructions.This method does not include any digital device and communication is very restricted[12].

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[10]**Bonwell, C. C., &Eison, J. A. (1991). Active learning: Creating excitement in the classroom.**
[11]**John Dewey, Experiential learning. Englewood Cliffs, NJ: Prentice Hall.**
[12]*Beck, Robert H. (2009). The Three R's Plus: What Today's Schools are Trying to Do and Why. U of Minnesota Press. pp. 3–6.* ISBN 978-0-8166-6017-9*.*

On the other hand, the modern teaching methods are transforming the traditional methods,replacing "blackboard"with "digital devices".In this methods students are more exposed to learning independently and focus on using new technological devices in order to expand their knowledge and interact with each other.In modern methods students remain focused as there is no strict control over them.Teachers can share their study material over soft copies or create blogs for teaching, use microphones for delivering lectures to enhance their teaching method.

Many studies on new teaching methods that have been conducted about by Momeni Danaie, Noroozi and Zarshenashave shown that new modern methods of teaching are more approachable and adaptable in the education system. They have also emphasized that traditional methods have lost their effectiveness.The problem-oriented approach in additionto improving communication skills among students not only increased development of critical thinking but also promoted study skills and an interest in their learning.[13]

Many authors who have studied modern methods of teaching believed that grouping people in the same room and telling them to cooperate with each other,for a specific purpose, will motivate them to collaborate in an effective way with their mates,promoting social interactions,reflections and basic skills.

Other authors claim that a combination of both traditional and modern methods of teaching would encourage teachers and learners to promoting their knowledge.They think that modern methods of teaching include many technological devices and not all people have these kind of possibilities in the process of learning,so a combination of them would be quite appropriate[14].

To sum up,the modern methods of teaching English as a Second Language are the most effective teaching methods that teachers and authors prefer in terms of increasing students awareness about their future career, enhance their knowledge and prepare them in a professional way to face all the problems that they might encounter during their life.

An English teacher of ESL may think: How can teachers and educators provide a more appropriate fit between student needs and the classroom environment? In a particular research project, psychologists asked both teachers and students two questions: "What kind of work do you find totally engaging?" and "What kind of work do you hate to do?" In this kind of research method, the concept of students being engaged in their work referred to them exhibiting three characteristics: being attracted to their work, being persistent in their work despite challenges and obstacles, and being satisfied in their ability to accomplish tasks.Engaging work, according to many studies conducted on teaching methodology, was work that tapped into their curiosity, allowed them to express their creativity, and encouraged positive relationships with others. As for activities most disliked, both teachers and students listed work that was repetitive, that required little or no thought, and that was forced upon them by others.

When students are engaged in their work, they are driven by the four following elements: success and the need for mastery, curiosity and the need for understanding, originality and the need for self-expression, and relationships with others. These four basic elements form the acronyms' model of student engagement - SCORE. According to this model, under the right classroom conditions, teachers can create the motivation and Energy (the E in SCORE) to help students become successful in school and go on to lead productive lives. For this to happen,

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[13] Zarshenas L, MomeniDanaei, Oshagh M, Salehi P. Problem based learning: an experience of a new educational method in dentistry. Iranian Journal of Medical Education. 2010; 10(2): 171–9. Persian.

[14]Bonwell, Charles; Eison, James (1991). Active Learning: Creating Excitement in the Classroom . Information Analyses - ERIC Clearinghouse Products (071). p. 3. ISBN 978-1-878380-08-1. ISSN 0884-0040.

teachers must take into consideration the above-mentioned recommendations and needs, then ask themselves the following four questions:

1. Under what conditions are students most likely to feel successful?
2. When are students most likely to become curious?
3. How can we help students satisfy their natural drive toward self-expression?
4. Howcanwemotivatestudentstolearnbyusingtheirnaturaldesiretocreateandfostergoodpeerrelationships?

Regarding the first question, "Under what conditions are students most likely to feel successful?" the most important thing to keep in mind is to convince students that they can indeed succeed. In their drive towards mastery, students want and need activities that allow them to show that they are capable of the work and can improve upon themselves in the classroom. However, before teachers can convince students that they can be successful at producing quality work, three conditions must be met:The criteria for success must be made known to all students and constructive feedback should not be delayed.

The ESL students should be shown that they are capable of carrying out the necessary skills by providing a model of how to do so.The students should understand that being successful is a valuable part of who they are.

Teachers of ESL can help students feel capable of achieving success by assigning tasks that are challenging but within their capabilities. This should be done for all students, for those who are remedial and learning disabled as well as for those who are average, advanced and even gifted. Assignments that are too repetitive discourage learning, as do those which are too easy, because students need to feel they've earned their success.

It is also important to help each ESL student set goals and to provide informative feedback regarding progress toward those goals. Setting a goal demonstrates to the students that there is a definite intention to the tasks at hand and encourages their learning from one day to the next. It also directs the student's activities toward the goals and offers an opportunity to experience success. Because learning requires changes in beliefs and behavior, it normally produces a mild level of anxiety. This is useful in motivating the individual. However, severe anxiety in students can paralyze their ability to learn. A high degree of stress is a part of some educational situations, but if anxiety is too severe, the student's perception of what is going on around him or her is limited. Therefore, teachers must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by not setting unclear or unrealistically high goals for them.

The following are a few examples of how teachers can help students become successful in various literary skills. An ESL teacher can ask the students to offer a poem he or she has never seen before, then interpret it with them. If students are learning to analyze stories, teachers can show them how to find the main idea and reasons or evidence to support it. If students have difficulty with writer's block, the teacher can model brainstorming for them and assure them that each idea, no matter how unusual or outlandish, is at least worthy of consideration.

Regarding the second question, "When are ESL students most likely to become curious?" it is important for teachers to keep in mind that students want and need work that stimulates their curiosity and desire to understand things. Human beings are naturally curious about a variety of things, so how can teachers ensure that classroom activities arouse this curiosity? They can do this by using two strategies. The first involves the "mystery" approach in which information about a particular topic is presented in fragments, with important details missing. The lack of information will help stir students' curiosity and encourage them to learn more. The idea is that they will then "discover for themselves" something they did not already know. An example might be that a teacher asks a question about a particular topic, a class discussion ensues to

allow students to offer what knowledge they do possess on the subject, brainstorming takes place, and student are then to research in books and try to fill in as many blanks as possible. Doing this not only helps them resolve their curiosity but also teaches them independence in their learning.

Another strategy is to relate the topic to the ESL students' personal lives. The connections should be real, not superficial, and must involve issues that have yet to be resolved amongst the students. The ESL teacher should point out ways the learning can be applied to real-life situations both inside the school building and out. Students are more engaged in activities when they can build upon prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts".

Regarding the third question, "How can we help students satisfy their natural drive toward self-expression?" teachers should work from the idea that students want and need tasks that allow them the freedom to express their independence and originality, and enable them to discover who they are and who they want to be.ESL students should also have some degree of control over their learning. This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress. This doesn't mean ESL teachers must give up all control of the classroom though, because giving students even small opportunities for choice, such as whether to work with a partner or independently, gives them a greater sense of independence and control. Unfortunately, the ways schools traditionally view student choice and creativity are as a form of play and schools therefore fail to create high standards for it. Schools and ESL teachers also tend to focus attention on students with the most talent, thus limiting feedback to the remaining students who are considered to be average or below average.

Despite the traditional view of many vocational schools concerning creativity, is it possible for teachers to encourage self-expression in their students? There are actually several ways in which this can be accomplished. Teachers can connect creative projects to students' personal ideas and concerns. They can also redefine the definition of what counts as an audience, for in the real world it goes beyond the teacher and fellow classmates. Teachers can also consider giving students more choice. The way students choose to express themselves is often as important as their actual expressions.

Regarding the fourth and final question, "How can we motivate ESL students to learn by using their natural desire to create and foster good peer relationships?" students want and need work that will enhance their relationships with people they are close to, and most will work hardest on relationships they believe to be reciprocal.That is, each person in a relationship has something to offer the other. When ESL students work on assignments that only the teacher will read, they are in a nonreciprocal relationship because most often, the teacher already knows the information students present them with and have no real need for it. Given this, it is possible to develop students' tasks and activities so that their work makes use of the "jigsaw" strategy.

Using this strategy, students work in groups, each with a different task, but with each task acting as a jigsaw piece that is part of a whole "puzzle". For example, if a group of students is to prepare a report about reptiles, one student could read and gather information about turtles, another about snakes, and another about lizards. The students could then compile their information and use it to present their work as one project. The key factor in the jigsaw strategy is that students need each other's knowledge.

In addition to the various teaching methods discussed so far, below is a list of general recommendations for teachers that have been proven to be successful in motivating students in their curiosity and eagerness to learn:

a. Change style and content of the learning activity.
b. Make student involvement an essential part of the learning process.
c. Tap into student concerns to organize content and to develop themes.
d. Use a group cooperation goal to maximize learner involvement and sharing.
e. Eliminate the need for constant supervision by promoting independence.
f. Keep competitive behaviors to a minimum.

Because student's intrinsic motivation is often affected by the nature of a task itself and the way information is organized, the curriculum plays a valuable role in maintaining student's natural interest in school. In general, the best organized material makes the information meaningful to the individual. One way of going about this is to ensure that new material and tasks relate to those already known. A child will assess an activity's motivational value based on perceived enjoyment, arousal, control and interaction. Arousal is achieved through challenge, curiosity, and fantasy, while control levels are obtained when a child feels he or she has free choice in an activity. Researchers found that student who felt they had more control in regard to decision making had higher intrinsic motivation.

None of the above-mentioned techniques will produce sustained motivation unless the goals are realistic for the learner. That is, the tasks themselves should be challenging but not too difficult. The basic learning principle involved is that "success is more predictably motivating than is failure". Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult with little likelihood of success, or easy with a high probability of success.Establishing a caring, cooperative learning environment is necessary for fostering intrinsic motivation in students. When they are encouraged to take risks, to become independent thinkers, and to be responsible, a successful classroom community can be developed.

In conclusion, it is likely that foreign language teachers will see an increase in the number of vocational classes they are required to teach and will have to adapt to the new conditions. They can either dread the experience, or answer the challenge. In the end, a positive attitude—facing the challenge—is the better approach. The skills involved are not impossible to learn. Many foreign language teachers already have a strong knowledge of educational methods, and thus conceivably have a head start. On the managerial point of view, such people with these skills are needed to make professionals stand out for the community and reach higher standards for the society.

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An Empowering Experience with Critical Pedagogy for Student-Teachers

Athina Sylejmani[1], Eriada Çela [2]

[1]University of Elbasan, "Aleksandër Xhuvani", Albania
[2] University of Elbasan, "Aleksandër Xhuvani", Albania

Abstract.

Critical Pedagogy is a philosophy of teaching that emphasizes teachers' need to engage in teaching practices that question power structures, challenge domination, and invite students to achieve critical consciousness through dialogue. This paper highlights the importance of Critical Pedagogy in teacher education programs as one of the most timely topics for student-teachers. It presents the student-teachers' insights into two domains, mainly related to their study program and observation/practicum experiences during their MA studies at the University of Elbasan, Aleksandër Xhuvani. Firstly, we present their insights regarding the extent to which theoretical elements of Critical Pedagogy are present in their teacher education formation. Secondly, we share how concrete situations observed in English Language classrooms consider Critical Pedagogy as a tool for inclusion and justice. The conclusions and recommendations of this paper are drawn with a special emphasis on the benefits of implementing Critical Pedagogy and consequences when Critical Pedagogy is neglected.

1. Introduction

"A profession is created not by certificates and censures but by the existence of a substantive body of professional knowledge, as well as a mechanism for improving it, and by the genuine desire of the profession's members to improve their practice" (Stigler & Hiebert, 1999, p. 171)

Being a teacher involves having one of the hardest professions with a great responsibility in a society where dedication is required by continuously exploring methodologies, strategies, and techniques of successful contemporary teaching. Yet, teaching is not just about strategies and techniques; it is more than that. First of all, before being a teacher, someone must be human first and a teacher second. Hence, in order to achieve professional results, teachers must love their profession and do it with pleasure and devotion, which eventually makes teaching no longer just a profession but transforming it into a mission.

In this paper, Critical Pedagogy is addressed as an important part of the formal student-teacher training so that future teachers can enable an inclusive and professional teaching process and achieve the right results in this process. Emphasizing the importance of Critical Pedagogy does not mean that only Critical Pedagogy is important, because each subject has its importance and plays a great role in the students' formation. As it is written above, for a successful and contemporary teaching process, teachers should continuously explore different methodologies, strategies, and techniques, which is achieved through different subjects and extra materials. Therefore even Critical Pedagogy as a part of the educational process has great importance in the training of the student-teacher which should not be neglected.

Since a classroom is a place that gathers pupils from different socio-economic levels, from different cultures and with different backgrounds who deserve to be equally treated, the student-teacher should receive training even about this aspect. The future teachers should be prepared for every possible situation and every unique student. Critical pedagogy is a subject that focuses

on the sensitive issues facing students during the learning process, which need to be dealt with with particular care and dedication as a good, successful, and effective philosophy of teaching requires.

Next, the paper explains what critical pedagogy is, providing an overview of definitions about critical pedagogy, of the major issues, and its most prominent scholars. Also, it presents a historical background of critical pedagogy as well as its aim through the perspectives of different authors supporting the reason why critical pedagogy is important in the formation of the student-teacher.

The third part explains the methodology, while the fourth part is about the findings and the analysis, based on primary data gathered through online questionnaires. The purpose of the questionnaire was to provide an insight into the situation of children in Albania through the elements of critical pedagogy that student-teachers noticed in the classroom during their teaching practice, and also to point out the importance of critical pedagogy as part of the student-teacher training.

The last part is the summary and recommendations, resulting from the online questionnaire.

2. Theoretical Considerations of Critical Pedagogy

"The most influential of all educational factors is the conversation in a child's home." (William Temple, n.d)

This part of the paper presents different definitions of critical pedagogy and related terms to it, which eventually shows the bigger image of critical pedagogy. A classroom in itself is like a microcosm of society gathering children with different backgrounds, different cultures, traditions, religions, from different socioeconomic statuses, and so on. Children with so many differences come together in the classroom where they spend a considerable amount of their time. Often it is a hard endeavor for teachers to create a healthy environment, and to build a community with children that respect and accept one another as they are, with all their differences, by maintaining equality for all. Therefore, here is where critical pedagogy plays a great role.

As Douglas Kellner argues, "Critical pedagogy considers how education can provide individuals with the tools to better themselves and strengthen democracy, to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change" (2000, p. 197). So, critical pedagogy offers an education so that people can have the right tools to make social change. Since the classroom is a place of education, then it is also one of the environments where tools of change are given. Although pupils enter the classroom to learn about specific subjects, a teacher cannot continue teaching the subject, regardless of the subject they are teaching, if the classroom is not a welcoming environment for every pupil, where children do not offend each other for their race, traditions, religion and the different beliefs influenced by their home environment.

Critical pedagogy does not only consist of providing a warm environment for all students, but it also addresses how knowledge is constructed. Therefore, critical pedagogy raises important questions such as:

- Why do we value scientific knowledge over informal knowledge?
- How does school knowledge reinforce stereotypes about women, minorities, and disadvantaged people?
- What accounts for some knowledge having high status (as the great works of philosophers or scientists) while the practical knowledge of ordinary people or marginalized or subjugated groups is often discredited and devalued?

- Why do we learn about the great "men" in history and spend less time learning about the contributions of women and minorities and the struggle of people in lower economic classes?

(McLaren, 2009, p. 64)

The idea that critical pedagogy involves within itself different aspects that link school with life is also reinforced by Joan Wink too, who says that: "Critical pedagogy is a prism that reflects the complexities between teaching and learning. It is a prism that sheds light on the hidden subtleties that might have escaped our view previously. The prism has a tendency to focus on shades of social, cultural, political, and even economic conditions, and it does all of this under the broad view of history (Wink, 2005)". Therefore, we can say that critical pedagogy is a particular set of tools that teachers can use in their lesson plans to consider and deal with those complexities that appear during the teaching and learning process, and that are closely connected to different power relations.

2.1. The origin of critical pedagogy: Paulo Freire

Critical pedagogy was developed during the twentieth century as a way of bringing democratic schooling in the United States. It brought a variety of different views and perspectives so radical educators could engage critically with the impact of capitalism and gendered, racialized relations upon the lives of students from historically disenfranchised populations. Although the idea of a critical pedagogy lies earlier, the term 'Critical Pedagogy' was found for the first time in the textbook of Henry Giroux "Theory and Resistance in Education" published in 1983 (Darder, Baltodano& Torres, 2003).

Apart from Henry Giroux, a great contribution has been given by other influential authors such as Paulo Freire, Peter McLaren, bell hooks, Maxine Greene, John Dewey, Ira Shor, and many others, all of them wanted to link the practice of schooling to democratic principles of society and to transformative social action in the interest of oppressed communities (Darder, Baltodano& Torres, 2003).

One of the most influential figures in critical pedagogy is the Brazilian professor Paulo Freire. Freire was born in a poor rural family in Brazil, therefore his economic condition influenced his way of writing. So this influence can be seen even in his books where he writes about those conditions and what can cause learning. In one of his books, "Pedagogy of the Oppressed", he treats the issue of the banking concept of education. Freire disagrees with this kind of education and considers it as an instrument of oppression. The main idea of this concept is that students are seen as empty vessels that wait to be filled with information by knowledgeable teachers. Freire describes teachers who use this way of teaching as "bank-clerks" that make deposits into empty students. So, teachers are considered to know everything, and students know nothing; also they are the ones who talk by performing this through narration and lectures and the students listen.

Another concept that Freire develops is the problem-posing concept of education that is considered as an instrument for liberation. This concept is also described by Ira Shor, and they both describe it as an education where students treat issues of their everyday life and that are familiar, but in this case, they treat these issues in a new way that makes them think.

Paulo Freire in his book "Pedagogy of the Oppressed" states that:

In problem-posing education, people develop their power to perceive critically *the way they exist* in the world *with which* and *in which* they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation (Freire, 2005, p. 83).

People also reach such a reality through dialogue, which is another important theme in Paulo Freire's *Pedagogy of the Oppressed* where dialogue is used as a way of liberation where the oppressed takes away also the fatalistic thinking. These concepts serve a lot to the Albanian classroom regardless of the subject that is being taught.

2.2 The aim of critical pedagogy

The most important feature of critical pedagogy is justice: the right of everyone to get an education, to reject injustice, discrimination and violation, and not to have fatalistic thinking. Critical pedagogy does this through different educational practices that transform oppressive institutions. Vandrick (1994) claims that the major goal of critical pedagogy is that all people be given the opportunity to be educated and become critically conscious despite their gender, class, race, or other differences.

Furthermore, in the article *Critical Pedagogy, Pedagogy for Human Rights Education,* Gor states that:

> Critical pedagogy tries to give a voice to marginal groups. It tries to change the point of view from which we are used to look at different social phenomena. It focuses on power relationships between different groups and how power is used. It offers to replace the oppressing existing education with an education that is more equal, fairer, and just. Critical pedagogy is an education process that humanizes the learners and empowers them, it is an education that widens the horizon and opens the eyes of the students to see the social environment, and encourages them to act to change it for the better (2005).

Linda Kessing-Styles (2003) also confirms that "Critical pedagogy, however, is preoccupied with social injustice and examines and promotes practices that have the potential to transform oppressive institutions or social relations, largely through education practices" (Kessing-Styles, 2003). Whereas, McLaren (2015) says that the major concern of critical pedagogy is the centrality of politics and power in our understanding of how schools work (McLaren, 2015, p. 121).

2.3 Why does critical pedagogy matter?

In fact, the question should be "why doesn't critical pedagogy matter?" An education that as mentioned above aims for social justice? Therefore, this part presents some of the reasons why it is important for teachers to include critical pedagogy in their teaching philosophy and practice. The school is a place of diversity by gathering in itself so many different people with different beliefs, with a different way of looking, acting, etc.; therefore the school might also be a place where inequality and prejudice are formed, thus becoming a reason for pupils to leave that place.

Pupils might experience inequality in many ways, but the most dangerous form is the one done in a "tacit" way as described in the hidden curriculum. Peter McLaren in the book "Critical pedagogy: A look at the Major Concepts" says that *"the hidden curriculum deals with the tacit ways in which knowledge and behavior get constructed, outside the usual course materials and formally scheduled lessons"* (McLaren, 2009, p. 75). As it is mentioned above, this tacit way is dangerous because 'tacit' means unspoken, meaning that doesn't happen directly or openly but it is an implied manner. McLaren describes this by giving an example of a study reported on *Psychology Today*. This study points out the stereotypical opinions that exist towards female students, seen as gossipy women. The study is done with groups of administrators and teachers and as part of the study, they have to see films of classroom discussion. After they see the

different films they are asked to tell who is talking more in the movie. The majority of them say that girls talk more despite the fact that in reality, the boys in the film are those who talk more, and not the girls.

The study also points out the fact that teachers behave differently when boys respond during a class discussion and differently with girls. For example, in general, girls are reprimanded when they comment without raising their hand, whereas boys are not. In this way, McLaren highlights the fact that *"this classroom sexism as a function of the hidden curriculum results in the unwitting and unintended granting of power and privilege to men over women"* (McLaren, 2009). These are only two examples showing just a part of the hidden curriculum, whereas in school life we can find more than that.

Therefore, critical pedagogy becomes important for student-teachers in the aspect of making them acknowledge these issues and preparing them on how to have an approach as that of critical pedagogy in their lesson plans. Teachers might even find themselves unprepared towards certain cases and so unprepared to protect and help pupils. For example in a situation where a Roma pupil in class is scorned with the justification because they smell, this thing not only would affect their learning but also they would suffer psychologically and as a result, this would affect their personality. In this way, the school and classroom become a judging, frustrating, and unwelcoming environment by forcing the pupil to that point of leaving the school or changing it. But still, even by changing school, no one can promise to this child that s/he will not be confronted again with similar situations. Therefore, changing schools is not a solution. The only thing that should be changed is the teaching approach; it should firstly be an approach that makes the environment in a class welcoming and not judging, an environment where first students feel secure that they will not be judged for what they say, for what they are, their gender, for their skin color or their socio-economic status.

Critical pedagogy does matter and it matters a lot since these situations are real and happen in the everyday classroom since there are pupils who come to class without eating because there are pupils that come from different socio-economic environments. Student-teachers need to be aware and need to be prepared about these issues in order to have an inclusive education and to properly deal with what they will be facing in their classrooms. The critical pedagogy practice allows and equips the student-teacher to not just teach the pupils with just some data or facts but to go more in-depth into it by incorporating the information they learn with their life by making it useful for them. In this way, they develop different perspectives by changing their lives and of those that surround them. Schools are the most important environment for making social change, but this can only happen by using the right practices and these practices should be learned by student-teachers in order to prepare them to firstly be human and to take care of these generations in the best way possible.

3. The methodology of the study

This chapter explains the methodology that is used to gather data about the importance of critical pedagogy as part of the student-teacher training from the perspectives of student-teachers. The methodology helps in attaining the specific aims of this study. Firstly, we gain an understanding of the students' insights regarding the extent to which theoretical elements of Critical Pedagogy are present in the teacher education formation. Secondly, we gather information needed to discuss how concrete situations observed in English Language classrooms consider Critical Pedagogy as a tool for inclusion and justice.

The information of this research was gathered through an online questionnaire as a research instrument for providing the primary data regarding critical pedagogy. The questionnaire

focuses on the importance of the subject of critical pedagogy in the formation of student-teachers and the importance of practicing critical pedagogy in teaching.

The participants in this study were students of the second year of MA in Education who attended the Critical Pedagogy Course. The student-teachers' questionnaire was posted on the social group page of students attending their Professional Master's Degree in English Language Teaching at the Faculty of Education at the University of Elbasan "Aleksandër Xhuvani" for the academic years 2016-2018.

4. Findings and Analysis

For successful and qualitative teaching and learning with professional standards, teachers should use different contemporary methodologies where even critical pedagogy is included. This means that teachers should strive to involve all students when preparing their lesson plan, including all children's learning needs, experiences, and cultures by reinforcing their learning in this way. Therefore, here we present how important critical pedagogy is considered by the students who have had it as a course at university, how willing they are to practice the critical pedagogy in teaching, and so on.

4.1 Do student-teachers see critical pedagogy as an important part of teachers' formation?

In order to receive primary data about students' perception of critical pedagogy, we have addressed all the students attending the second year of their MA degree to become teachers of English Language. In a class of thirty-six MA students, twenty of them filled in the questionnaire, whose questions and answers we present below.

Question 1: Have you faced any of the issues treated in critical pedagogy during your teaching practice period?
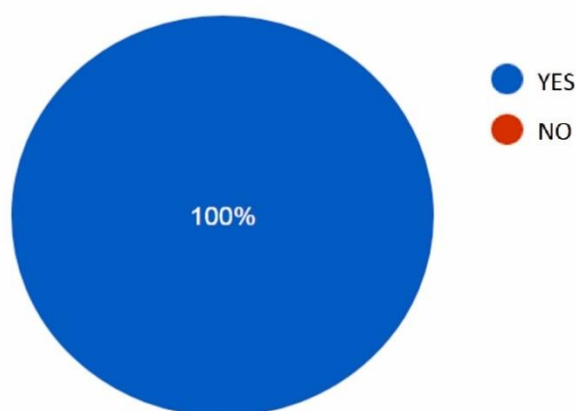
In the first question of the students' questionnaire, all the students participating in the questionnaire answered YES, so they claimed to have encountered issues that are treated in critical pedagogy during the teaching practice period. From these affirmative answers, we can conclude that the students have a clear understanding of what critical pedagogy includes. Therefore, since all the students that filled in the questionnaire have encountered these issues, then we conclude that the issues of critical pedagogy are very important and inevitable because they are constantly encountered during the teaching process and therefore cannot be ignored . On the contrary, they deserve a study and dedication in knowing and treating them

. **Question 2: What issues of critical pedagogy have you faced mostly during your practice period?**

The second question of the students' questionnaire is a continuation of the first question, where they could choose more than one option. The issues that they encountered mostly during the practice period were Social Issues and Prejudice by 60%. These two issues were faced by 12 students each. Then as the third most commonly encountered issue is Hegemony and more issues, as they appear in the chart below.

If we analyze the responses of the students, we can see that the issues of critical pedagogy are quite present in our society, with the most predominant social issues and prejudice. From this can be said that critical pedagogy needs to be part of the training of a student-teacher so that they, first of all, can diagnose the most sensitive problems or issues that our education system faces, and develop pedagogical skills for professionally dealing with those issues.

*Fig. 1 Issues of critical pedagogy in the classroom*

Question 3: Is critical pedagogy the first subject at university to raise awareness about these issues? If not, mention the other subjects.

Again,   twenty students answered the third question of the questionnaire, of which 60% (12 students) have responded YES so that critical pedagogy is the first subject that has informed them about the issues of critical pedagogy. Whereas 36% (8 students) answered NO, which means that they are informed on issues of critical pedagogy also from other subjects, but they didn't write which the other subject was. So from 8 students who have responded NO only one responded to the second part of the question (If not, mention the other subjects), where they have mentioned the "School Psychology".

From the analysis of the responses that students have given we can come to the conclusion that since most of the students (60%) answered that critical pedagogy is the only subject that has informed them about those issues, therefore apart from critical pedagogy the other subjects do not address the issues that critical pedagogy deals with. These issues are very important in the educational process, so if the student-teacher is not aware of the issues of critical pedagogy, his/her education and professional formation as a teacher wouldn't be completed and would leave a gap that other subjects could not fill.

Fig. 2 Issues of critical pedagogy encountered by students during their teaching practice
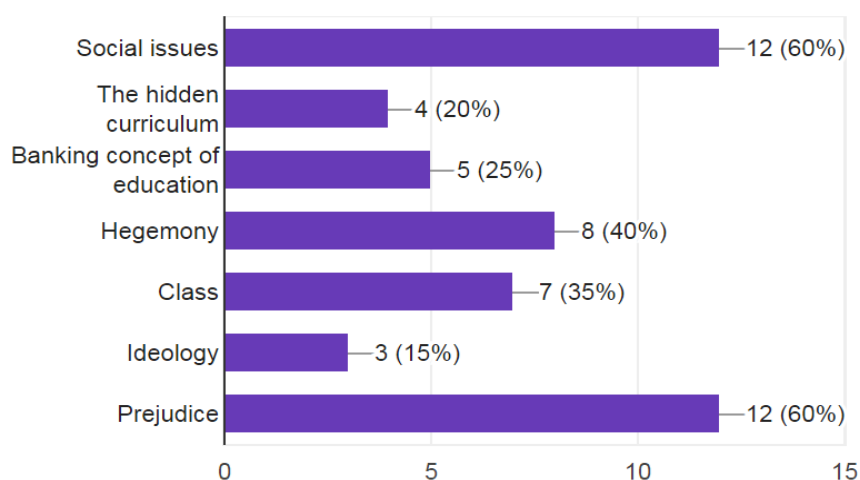
Therefore, if other subjects do not treat at all the issues and problems that Critical Pedagogy addresses, then it will leave a gap in the student-teacher training. This shows that the importance of critical pedagogy is enormous and irreplaceable, especially in training future teachers.

If we analyze the responses of the eight students who answered NO, we might think that they are informed even by other subjects about the issues that critical pedagogy deals with, but the fact that they have not responded to the second part of the question (If not, mention other subjects), it makes one doubt whether they are informed about the issues of critical pedagogy from other subjects. The fact that they have not responded to the second part of the question also shows that they might confuse them with issues that look similar to those in critical pedagogy. So from all the answers, we can conclude that Critical pedagogy has an irreplaceable and important place in the education and formation of future teachers.

Fig. 3 Is Critical Pedagogy the only subject that raises awareness on these issues?
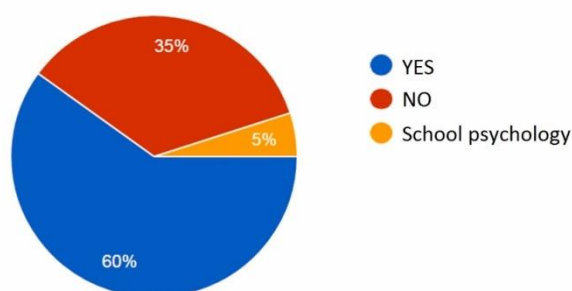

Question 4: Has the subject of critical pedagogy encouraged you to react?

Even the fourth question of the questionnaire was answered by 20 students. The majority, so 90% (18 students) responded with YES, which means that the subject of Critical Pedagogy has stimulated them to react, and only 10% (2 students) responded with No, so that critical Pedagogy didn't stimulate them to react.

From the examination and analysis of the vast majority of students (90%), this conclusion can be derived: that first of all the role of critical pedagogy is very important because it affects or encourages students to react where appropriate, and for issues that they should not remain indifferent. Critical pedagogy makes individuals that respond to the protection of their rights or various injustices responsible. It makes them understand that reaction is the one that makes them see things from a critical point of view, creating the possibility and the climate for injustice not to be accepted or to happen. Therefore creating an environment where everyone feels equal.

Fig. 4 Critical Pedagogy encourages reaction
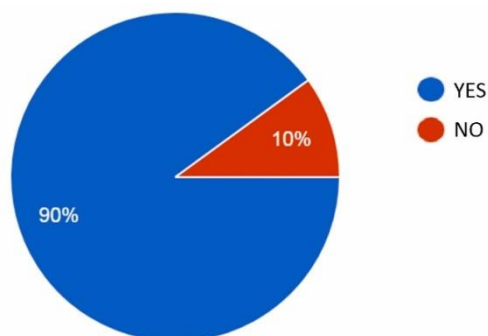
Question 5: Do you as a student find the fact of awareness-raising valuable and taking action towards these issues? If yes why? If no why?

The fifth question is answered by all the students who participated in the questionnaire so a total of 20 students. Even here 90% of the students (18 students) answered YES, so that the information and the reaction to these issues are valid, while only 10% (2 students) answered NO.

If we firstly analyze the answers of the majority of the students who answered with YES, we conclude that these students understand the role and importance of critical pedagogy and appreciate the fact of being informed and responsive about the issues mentioned above. Moreover, even in the second part of the question (If yes why? If no why?), all the students answered, and if we analyze the individual responses of each one of them they all highly value critical pedagogy and its importance in the formation of the future teacher. We can briefly summarize like this that being informed and responsive about these issues is important because it makes teachers more responsible; it makes them see and analyze situations deeper; it raises the quality of teaching; teachers know how to react in different situations and understand more students by raising the results of learning of their learners etc.

Based on what all the students have written on this questionnaire, once again it is confirmed the belief that the subject of critical pedagogy has an important role in the proper handling of important and sensitive issues in the educational process, therefore it plays an important role in the student-teacher formation.

Question 6: During your teaching practice period, have you used any of the issues treated in critical pedagogy? If yes, has this been helpful for the pupils? In what way?

The sixth question is also answered by 20 students, so from all those participating in this questionnaire. 75% (15 students) answered yes, so during their practice they had implemented some of the issues of critical pedagogy, while only 15% (3 students) answered NO.

From the analysis of the responses of the majority of students, (75%) we can draw the following conclusions, that the students prove that they have recognized and understood the issues of critical pedagogy, have realized that they are inevitable issues with which it is almost impossible not to confront any of them during practice, and for which one needs to be prepared to know how to apply them so that this can be helpful for the students. So, students have succeeded in applying in practice what they have learned in theory, being convinced that the need for critical pedagogy is of special importance, without the study of which besides not knowing how to approach it, we wouldn't first be able to identify them. From the individual responses that the students have given we can see that the issues that they have most often faced in the practice period are primarily prejudice, then discrimination, inequality, etc., by giving some example of how they have dealt with these issues and how helpful has this been for the pupils.

Below are some of their responses:
- Yes, because pupils feel more equal.
- Yes, I have implemented them, such as reducing the level of discrimination.
- Yes, I have treated prejudice and the social class; it has been helpful because the pupils began to be more compassionate with each other by leaving apart the prejudices!
- Yes, I have implemented some issues. The students felt more cooperative with me and with their classmates and were freer to express their ideas.
- Yes, it has been a great help to learn to react in a case in a class where a girl was prejudiced especially by boys.

- Yes, I have implemented the banking concept of education. It helped me a lot because, in the beginning, I started with the idea that I knew more than them and they would only listen to me. That made me reflect right and see the students equal to me.
- Yes, I have implemented them and the pupils feel that they have someone to support them.
- Yes because I tried to eliminate these problems that exist in the classroom
- Yes, it has been helpful especially for the issue of prejudice that is strangely widespread.
- Prejudice was more present, but that can be overcome with the help of the pupils and with the collaboration of the parents

Question 7: Would your formation as a student-teacher be considered as completed or full even without studying critical pedagogy as a subject at university? If yes why? If no why?
In the seventh question answered 19 students, from which 65% of the students (13 students) answered NO, meaning that without studying critical pedagogy as a subject, their formation as a student-teacher wouldn't be complete, while 15% (3 students) responded that the subject of critical pedagogy is not the only subject, but the one which helps and completes the formation of the student-teacher. Furthermore, 15% (3 students) answered that their formation as a student-teacher would be complete even without studying the subject of Critical Pedagogy.

From the overall analysis of students' responses, we can see that those who have studied this subject, 65% of students have come to recognize critical pedagogy and realize its importance in forming student-teachers. From the individual responses, they point out and emphasize its importance by giving their reasons where in general the dominant response is that they didn't have this information before, and which helps them to be teachers who know how to handle those teaching issues.

Here are some of the responses of the students regarding the question below:
Would your formation as a student-teacher be considered as completed or full even without studying critical pedagogy as a subject at university? If yes why? If no, why?

- No, because we would lack in information.
- No, my formation wouldn't be completed because this subject helps you to look closer to the teacher-learner reality.
- Yes.
- No, it would not be complete because in order to be a worthy teacher it is important to know these issues, and without critical pedagogy, we might simply know these issues as existing concepts but not how to treat them in practice.
- No. I learned a lot that I didn't know before.
- In my opinion, it would not be completely complete because for some of these issues we might have known something in general, but through critical pedagogy, we had the opportunity to get more information and learn how to react.
- No, because I see many issues now with a different point of view, not as before.
- No, because other subjects do not inform us about such issues.
- No, because from the course of critical pedagogy I am informed about any issue that I might encounter as a teacher and how to solve it.
- No, because critical pedagogy does not affect the general formation of the future teacher but his/her specific formation.
- I believe it would be. For the fact that today there are many ways of being informed about the problems of this kind.

- No, because we have only had some knowledge of these concepts superficially, but because of this subject we know the importance of the situations related to the different concepts we have learned.
- Critical pedagogy has been a very important help for us, teachers.
- No, because as any subject, even critical pedagogy has its own importance.
- Studying critical pedagogy completes the formation of the teacher.
- No, because critical pedagogy makes us understand situations deeply and prepares us for the current problematic issues in the classroom.

In conclusion, as can be seen by their responses students have said it all. They have pointed out the importance of the information that they have learned through critical pedagogy in their formation as teachers. One of them said that their formation as a student-teacher could be considered as completed even without critical pedagogy as a subject, and as an argument for this response the student said that nowadays people could be informed about these issues in many ways.

I agree with the fact that this information can be found in many ways, but the problem is that even though the information about the issues of critical pedagogy is out there available for everyone, not everyone knows that they exist meaning the terms that they are under of. So with what names can someone search the phenomenon of hegemony, hidden curriculum, problem-posing, or critical pedagogy when a person doesn't know that the word 'hegemony' exists; when a person doesn't know that critical pedagogy exists. So yes, these are issues that people, in general, can notice, but the problem lies in the fact that people might not know under what names these issues are categorized. Therefore for such valuable information as that of critical pedagogy, there doesn't seem to exist much information or awareness from the Albanian teachers and people in general. So. despite the fact that critical pedagogy is considered as very important in the educational process as the student-teachers valued by showing how much it helps them and the pupils, still there is a huge lack of awareness about it.

5. Conclusions and Recommendations

5.1 Summary and conclusions of findings

Students prove that they have recognized and understood the issues of critical pedagogy; have realized that they are inevitable issues with which it is almost impossible not to confront during practice, and for which one needs to be prepared to know how to apply them, in order to be helpful for the pupils and to increase their quality of learning.

5.2 Recommendations

This part of the paper presents the recommendations that have come as a result of the conclusions drawn from this study. First of all Critical Pedagogy is not only for teachers but includes everyone. Therefore the recommendations presented here are directed even to parents since they are part of the school-teacher-parent-pupil chain and that have an important role and influence on their children. So the advice that we can give to parents especially when they have children that will start school for the first time is that it would be better if they have a conversation with their children by explaining to them that in the environment that they will go to learn, there will be also other children that look different from them, who might have a skin color that is different from them, in that classroom s/he will encounter children that dress differently from them, that have a different belief and that all of this is okay because being

different it is not a bad thing. If pupils don't judge one another for their skin color, for their socioeconomic status etc, so if they are prepared with the right values they will create a hospitable environment.

Nelson Mandela has said that "*Education is the most powerful weapon which you can use to change the world*" (Mandela, n.d). From this sense, teachers by being educators and by educating others become double powered. So, this power that they have, when used badly, can destroy the personality of a pupil very easily by making them "paralyzed" for the rest of their life, but when this power is used well they will only make them flourish and grow in the different beautiful forms that they have. So my advice to teachers is to use that power well. I also advise teachers to be constantly informed about the different methodologies that exist in teaching despite the fact that they might have done it as a subject or not they should constantly search for knowledge. Because in the teaching process and environment might come up different issues and problems such as those that critical pedagogy treats and teachers by being uninformed may find themselves unprepared towards these issues, therefore without knowing how to properly deal with it their pupils might get damaged through the process by even lowering their quality of learning.

The overall recommendation for teachers is to incorporate as much as they can in their lesson plans a critical pedagogy approach because this will first of all maintain the pupils' desire to come to school and then will also increase their quality of learning and mental health by forming in this way a healthy individual that knows her/his rights and responsibilities in this world. There are a lot of materials that come in help for teachers to implement this approach in their lesson plans, but one that I would highly recommend and that was part of the course of critical pedagogy is the book that UNESCO has done titled *Changing Teaching Practices using curriculum differentiation to respond to students' diversity.*

We hope that this paper and our recommendations can help to facilitate as much as possible the beautiful and difficult profession of the teacher. By also serving as an acknowledgment of the different educational approaches that exist out there and that by being constantly informed teachers can find treasures that can make miracles in the classroom with the pupils. As far as the profession of the teacher is to teach the pupils then let's care a little a bit more about them by implementing a methodology that makes them feel welcomed, that makes them feel as important as others in the class, that makes them feel secure and self-confident, and that makes them feel that somebody cares about them. This is empowering.

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The Challenge of the Lecturer's in the Process of Education Versus Student's Expected Results/Grades

Rudina Duraj (Hoxha)

'Aleksander Moisiu University',Durres, Albania
rudihoxha@yahoo.com

Abstract.

There is an 'eternal' struggle in my experience between students and lecturers/teachers in the process of education during the academic year. This paper explores the importance of education through independent learning and skill development to make students realize the importance of education versus their expected results/grades.

This paper is informed by best practices worldwide about-level teaching, learning, assessment and course design, and is supported by validated reference to research findings. The focus is primarily on teaching at university level. A particular added value this paper seeks to bring in is that it reviews assessment and impact issues in teaching and learning that will be common to most practitioners, and also explores, separately, practices in a dealing with students' expectations. .

In the discipline of education a theory is something built from research evidence, which may have explanatory power; much educational research is not about proving or disproving theories, but about creating them from research data.

Keywords: quality education, assessment, students' expectations, adult learning, inclusive education.

1. Introduction

This paper is built upon four important perceptions that arise from the evidence base:

- Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
- Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.
- It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organised into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.
- Professional learning is strongly shaped by the context in which the teacher practises. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

Assessing the progress of every student is an essential feature of a school that is committed to being inclusive. Assessment should not be seen as a one-off event in which classroom life stops in order that

assessment can 'be done'. Neither is assessment the day in the academic calendar on which a university lecturer administers a knowledge test to the course students. Instead, assessment should be the responsibility of all teachers and should be a continuous part of all teaching. This means that assessment becomes a continuous process, which involves reflecting upon and interpreting events and activities in the classroom as they happen. More than anything else, therefore, assessment requires an attitude of mind that seeks out relevant information and responds to events as they occur. All of this sounds rather grand and, perhaps, somewhat intimidating. It must be stressed, however, that it does mean that a radically different approach be adopted. Rather, it simply means that, as teachers, we look for ways of improving our capacity to learn from, and respond to, our own classroom experiences. In other words, the major element necessary for assessment in the classroom is an attitude of mind. It involves a recognition that what we already know and what we can find out as a result of our normal interactions with our students are the most significant forms of information that will lead to improvements in our teaching. This 'assessment for learning' approach relies heavily on teacher observation.

This emphasis is based upon the following assumptions:

- Since all teachers observe their students, it need not be a time-consuming affair to systematize this process so that the observations can be used to record relevant information.
- It is a flexible process capable of being adapted to meet varying needs and provide information about different aspects of classroom activity.
- It can be carried out regularly and form a normal part of classroom routine.
- With care, observations can be an accurate method of monitoring.

This paper is informed by best practices worldwide about-level teaching, learning, assessment and course design, and is supported by validated reference to research findings. The focus is primarily (but not exclusively) on teaching at university level. A particular added value this paper seeks to bring in is that it reviews assessment and impact issues in teaching and learning that will be common to most practitioners, and also explores, separately, practices in a dealing with students' expectations. .

When debating on adult learning, a good starting point is to recall a useful definition that Marton and Booth offer on this concept. They conclude that learning is about how we perceive and understand the world, about making meaning (Marton and Booth, 1997). Indeed from this point we may elaborate that learning it may involve mastering abstract principles, understanding evidence , remembering data, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations; learning is about change.

Despite many and diverse research practices on learning, it is still challenging to translate the acquired knowledge into practical improvements for teaching. We still cannot formulate simple and short answers to the question 'how do we learn?' This first challenge is partly because education deals with specific purposes and contexts that differ from each other and with students as people, who are diverse in all respects, and ever changing. Indeed adults do not learn in the same way, or equally readily about all types of information sources. The discipline and level of difficulty of information to be learnt have an influence. In any university classroom students bring different backgrounds and expectations to learning. Our knowledge about the relationship between teaching and learning is incomplete and the attitudes and actions of both parties affect the outcome, but we do know enough to make some firm statements about types of action that will usually be helpful in enabling learning to happen. In this paper some of the major learning theories that are relevant to higher education are examined. In the discipline of education a theory is something built from research evidence, which may have explanatory power; much

educational research is not about proving or disproving theories, but about creating them from research data.

During the last decade and in COVID 19-affected world of 2020 teaching takes place increasingly at a distance and/or online rather than face-to-face, but the theories and policies on adult learning still need to be considered. Motivation and assessment both play a large part in student learning in higher education. The paper is also intended to give a general overview of some key ideas about student learning. It describes some of the common learning models and theories relevant to higher education, presents case studies in which lecturers relate their teaching to some of these ideas, and indicates broad implications of these ideas for teaching and assessing. The author's objective is to assist readers and peer colleagues in considering the articulated ideas, and use those that are helpful in organising, understanding and enhancing their teaching in their discipline and context.

2. Revisiting adult learning theory

In current debate amongst scholars it is still debateable how far theories of adult learning can go and whether adult learning differs in character from that of children. Despite the key questions there are important conclusions concerning the learning of adults which have had much influence on higher education. Adult learning theories are thought by some to be particularly relevant to an ever more diverse student body (whether considered by age, mode of study, or ethnic, economic or educational background) and to postgraduate work.

Scholar Malcolm Knowles is known for using the term andragogy when referring to adult learning and defining it as the 'art and science of helping adults learn' (Knowles and Associates, 1984). His definition has changed over decades of work, though. Andragogy is considered to have five principles:

- As a person matures he or she becomes more self-directed.
- Adults have accumulated experiences that can be a rich resource for learning.
- Adults become ready to learn when they experience a need to know something.
- Adults tend to be less subject-centred than children; they are increasingly problem-centred.
- For adults the most potent motivators are internal.

Scholars today are still unable to provide sufficient empirical evidence to support a differentiation from childhood learning. Despite many critiques of andragogy (see Davenport, 1993) this theory has scored a significant level of attention and influence due to the fact that several university lecturers recognise characteristics they have seen their students performing. The 'types' of learning, very often used and discussed in university teaching practice, including experiential learning, student autonomy and self-directed learning, belong in or derive from the tradition of adult education. Moreover , significant areas of work in university education around the student experience, supporting students and widening participation are closely linked to practice in adult education.

3. Students' [poor] achievement and their assessment expectations

The belief that school inputs significantly help to enhance learner achievement is not always supported by research evidence. Many studies, including those by PISA, have shown that higher national income or higher levels of educational expenditure do not necessarily enhance student learning. What is perhaps more important is where school resources are invested and how the resources available are used. Furthermore, there is a need to focus on teachers and their competencies, teaching and learning conditions, classroom practices, and teaching and learning

processes. There is also a need to develop accountability measures and enforce them at all levels, from that of the system down to the classroom. One proposal scholars offer to current practice is to develop cohort learning goals and appropriate metrics for the learning agenda including all students in a given social setting . Tracking the distribution of achievement for an entire cohort each year enables the impact of student attainment and student learning to be examined simultaneously.

Combining grade attainment profiles with distributions of grade learning achievement will help to extrapolate cohort learning distribution and track its changes over time. It is argued that this is a powerful metric which allows simulation both of the effects of increased student attainment (schooling goal) and improved learning accomplished over one year of school (learning goal). A closer analysis of cohort learning goals indicates that: (a) only a small fraction of students who have not mastered a skill in a given school year gain mastery of it during the following year, implying that very little learning occurs from one year to the next; and (b) the learning profile of students needs to be increased significantly, as improving student attainment at the existing rate of learning will not yield large improvements in learning. The increase in cohort learning profiles can be attained not by increasing inputs, but through empowering primary stakeholders to search independently for ways to meet performance metrics and find solutions.

Teachers no doubt play an important role in facilitating gains in student learning. Studies show that teacher quality is a significant factor in improving student learning, underlining the importance of recruiting quality teachers and providing them with support and opportunities for continuing professional development (CPD) – mentoring, communities of practice, etc. Some of the widely disseminated results of large-scale international assessments have furthered – if not resulted in – innovative targeted ways of working with schools and teachers. Similarly, a US government practice to develop a document that teachers could sign, called 'Transforming the Teaching Profession', are a good example of ways to strengthen joint efforts to increase student achievement. Classroom learning is also affected by what goes on outside the classroom and the school. Health and safety factors, are also important factors affecting student learning.

4.   Effective systems for improving learning outcomes

Recent experience as evidenced by OECD indicates that students who stayed at school without dropping out performed better in studies. Better student learning conditions could help get more students actively engaged in schooling. One possible conclusion is that learning and equity should be considered together, and that school attendance is connected with learning outcomes. This requires systemic intervention and improvements.

Appropriate metrics for the learning agenda, although important, do not drive the learning improvement process. Metrics should be seen as a support mechanism. It is important to set high standards and establish effective measurement tools, but only in conjunction with a support system to help teachers improve their practice and teaching and learning processes. In other words, measuring systems and the progress they make are necessary and important, but one needs to take care during implementation and when interpreting results. It is important to avoid the 'blame game', particularly with teachers, as otherwise nothing may change. In short, teachers need more support in order to effect change.

Although the proposed elements and interventions are all important, the emphasis needs to be on developing effective systems to improve learning of all students in every context. The World Bank approach may be summarized as 'scan globally, act locally' and its strategy as 'invest early, invest smartly, and invest for all'. The World Bank also adopts a systems approach to

implement this strategy, relying on a set of knowledge tools, of which the main four are (a) student assessment including education management information systems (EMIS), robust tracking of learning, and Steps Skills Measurement; (b) implementation of policies via service delivery instruments; (c) a systems approach for better education results (SABER) with data on policy and institutional choices; and (d) impact evaluation.

No single education institution may be strong in all these four areas of knowledge tools. Efforts to improve learning require a consensus on what learning is. Building this consensus is the first step in effecting system-wide reform in education. This change should be aligned to all elements and be coherent at all levels of the system, and among all actors. Important aspects of improving the learning process are (a) an emphasis on the philosophy of support and positive pressure; (b) shared leadership and respect, and a professional, collaborative approach with internal accountability; and (c) reliance on research as the basis for improvement strategies. Needless to say, the formulation of policy is easier than the implementation of reform measures. It has been said that policy is only 10 per cent of the equation and implementation is 90 per cent. The main difficulty in formulating and implementing education reforms is that there are 'black boxes' in education. There is plenty of evidence from research regarding what constitutes effective learning in the classroom, but this information rarely enters policy dialogue and decision-making, and lessons learned are not integrated into the classroom. In many cases no clear definitions are available for the minimum facilities necessary to create a conducive teaching and learning environment. Is it possible to establish a mechanism to define the minimum teaching and learning conditions in the classroom? While it is true that several countries have defined these standards, there is limited enforcement of these norms uniformly across all segments of the process. All agree that the key black box is the learning process that takes place in the classroom. Classroom practices centre on the teacher and therefore the key to reforming them is a highly capable and passionate teacher. Even where teachers are neither capable nor passionate, it is important to treat them as though they are, and to provide the training and resources needed for their development. Unfortunately, efforts to closely monitor the effect and relevance of teacher training on classroom practices are not systematic, and the results necessary for follow-up actions are not readily available. Any problems in the teaching and learning process are not the sole responsibility of just one element. In the case of the teacher, his or her effectiveness depends on their response to a given teaching and learning situation. The capacity and ability to improve learning is found in different elements and all aspects of the system. A systemic intervention thus requires an integrated view of the education process. No single element can effectively support learning in isolation from the other elements. Unfortunately, adequate evidence on the impact of each of the interventions on student learning is not available.

5. Evaluating the impact of learning

Evaluation of the learning process measures changes in outcomes that can be attributed to a specific intervention. For example, it may be useful to assess the impact of interventions to improve the teaching and learning process on gains in levels of learner achievement. Impact evaluations make a serious methodological effort to establish cause and effect relationships between inputs and outcomes. Some of the key issues on impact evaluations include: (a) how programmes work, which is more difficult than assessing whether or not programmes worked; b) how to generate and use more effectively administrative data for impact evaluations; (c) how to communicate more effectively the results from impact evaluations; and (d) the extent to which an institutional decision is based on the results of impact evaluations. Evaluating the cost of interventions and the direct benefits of such interventions is not always easy. A number of

impact evaluation studies do not collect reliable data on costs and benefits of interventions. These studies do not provide conclusive empirical evidence for the importance of and need for retaining some of the intervention strategies. Impact evaluation studies raise a number of difficult questions. At what level should impact be measured? Should it be measured at the individual level, institutional level, or system level? What periods of time are usually taken into account for measuring impact? Because the effects of interventions on learner achievement take time to become apparent, a realistic timeframe is necessary to measure their impact. In any study, the problem of maintaining the differences between the treatment and control group may arise over a long period of time. Therefore, in addition to a rational timeframe, it is important that such measurements be continuous and rely on long-term panel data. Unfortunately, funding agencies and governments often expect immediate results – an expectation that is difficult to meet. It is also important to assess the external validity of findings of impact evaluation studies. How far can one use a specific evaluation in a specific context to apply those results in a totally different context? It is also important to specify the core ideas that are being evaluated. The results of these core ideas can be applied to varying contexts, and they can help improve the external validity of impact evaluation studies. One common trend in all these efforts is that only what gets measured gets done. Reliable measurements are therefore important. However, collection of extensive data is not only time-consuming but also very expensive.

6. Student assessment

There is convincing empirical evidence that skills, both cognitive and non-cognitive, are key to economic growth, happiness, and sociability. This may be one of the reasons why a good share (nearly 60 per cent) of the wealth of nations is vested in the skills and knowledge of their citizens. Empirical analysis in the past attempted to establish a relationship between number of years of schooling and contribution to productivity and national income. However, more recent studies have indicated that the role of cognitive skills, rather than the number of years of schooling, is a better predictor of contributions to national income. It is important to assess the skills gained by students during their education. There are several international, regional, and national surveys on assessing students with regard to the skills they learned during their schooling. International student assessment studies may have a more instructional focus, as in the PISA programme led by the OECD. Irrespective of the focus, these studies are regarded as the best available source of cross-nationally comparable information on learning outcomes in participating countries. International surveys on student assessment make learning outcome statements or standards, develop sample constructs or items and assessment standards, help countries to specify standards and sample items, and at times extend funding support to carry out national surveys. National surveys can decide how their current standards for both learning and assessment of learning are defined, and how they match international standards. They can also help national authorities to decide whether or not to share the results of the assessments with other countries.

Regardless of the nature of the surveys – national or international – it is important to link these assessments to classroom assessments. This will be of interest to teachers and help them use the results to improve instruction, although this will be a complex, difficult, and challenging task. Another equally important matter is how to link assessment to accountability in relation to those actors involved in the educational process.

Very often, the correlation between investment in education and test results is not very high. Yet the education sector receives some of the highest levels of investment. The indicative framework developed by the Global Partnership for Education (GPE) is relied upon to monitor

plan implementation and assess progress. Some proponents of this approach argue that establishing such targets and accountability measures exerts pressure on national governments to initiate steps to ensure that schools function effectively. In any case, empirical evidence of student learning is a very useful tool, as it enables governments to monitor progress and encourages funding agencies to extend support to governments and educational institutions.

7. Investment priorities and intervention strategies

Research evidence on factors influencing student learning points to a large number of variables. The time students spend in school (years or days), teacher attendance, the subject competency of teachers, the availability of desks and chairs in the classroom, the availability of library facilities, tutoring programmes for students, and so on, all influence student learning. However, level of qualification, length of experience, and training status do not always emerge as influential variables for predicting student achievement. A recent review of World Bank interventions found that teacher incentives and contract programmes, such as pay for performance on learner achievement, produce strong results, and that accountability and school-based management produce weak results. Interventions that combined school-based management and teacher incentives produced the strongest results, perhaps demonstrating that programmes for accountability need to create links between powers given to the community and teacher motivation. Similarly, studies on interventions showed that students with access to book banks and other services perform better in tests. This is more so for students from poorer socio-economic backgrounds, where there are fewer learning resources at home. Although many interventions are school-based, investment is also necessary to promote learning throughout the day.

8. Challenges in improving teaching and learning

Teaching and learning is a broad area, potentially encompassing all of the many challenges at the learner, school, household, community and national levels that affect students' learning outcomes. In particular, evidence from Western Balkan countries making progress in improving teachers and teaching suggest three main "wheels" have to work in tandem to secure the improvements. These are (a) quality of support to teacher development, (b) teaching methods and learning materials that are sufficient and aligned to the context; and (c) strengthening systems for recruiting, managing and engaging teachers.

8.1. Challenges in support to teacher development

Teacher training is one of the fundamental areas for support for teacher development and improving the quality of teachers. The scale of the challenge in producing quality teachers is huge for many developing countries. According to the 2013/4 Education for All Global Monitoring Report, from 31 of the 96 countries with data after 2012, less than 75 percent of teachers were reportedly trained according to national standards in 2014. To compound the problem, many trained teachers lack the competencies required to make them effective teachers. It is well established in the research literature that having access to quality teachers is a life-changer, especially for students from disadvantaged backgrounds.

Understanding the inputs that make a quality teacher is key to improving learning and the life chances of millions of disadvantaged students. From a synthesis of the research evidence there are three main areas that highlight the challenges we may face in supporting teacher

development: (1) weak subject content and pedagogical knowledge, and classroom skills; (2) poor quality pre- and in-service teacher training, and inadequate standards, certification and accreditation procedures; and (3) lack of ongoing support from head teachers, schools and districts.

First, the relationship between teacher quality and student achievement strongly suggests that teachers' subject matter (or content) knowledge matters. Evidence suggests that teachers with higher subject content knowledge also produce students with higher scores overall, and interventions that increase teacher subject knowledge also help raise student achievement. Besides, when weaker students are taught by teachers with strong subject matter knowledge, they learn better and increase their learning outcomes.Low cognitive attainment among prospective teachers can impede learning outcomes among their future students, which in turn affects the quality of the future teacher recruitment pool. There is also mounting evidence that in many countries, the school teachers' pedagogical knowledge base is weak; as a result, many teachers are unable to produce conceptual understanding in the students they teach.

Teachers with effective classrooms practices have shown to improve learning outcomes for students . However, this is an area where classrooms lag behind; for instance, classroom observations show that teachers do not ask questions or provide feedback to gauge and inform students' learning. Moreover, classroom practices is an area that can be leveraged by teachers, for instance, to challenge gender stereotypes and set positive behaviour expectations for students that facilitate improvement in outcomes beyond the classroom. Evidence shows that a teacher's value added in a single year predicts key later-life outcomes such , successful attendance and conclusion of university studies and labour market earnings long after students have left a teacher's classroom.

The challenge of training teachers in classroom practices is usually addressed through a classroom observation tool that can highlight areas for improvement for teachers. In the Albanian context, there has been some progress in developing technical tools; however, more research and evidence are needed to identify practices and supporting structures for improving teachers' classroom practices. Second, many pre-service training (or initial teacher education) programs are considered too weak to produce teachers capable of improving student learning. Pre-service training is important but not sufficient for the preparation of teachers to improve student learning. The reality is that teacher preparation is front-loaded, with most inputs allocated to formal initial teacher education, leaving little to be spent on services to support early career teachers to improve their practices. In addition to formal training, access to continuous professional development (CPD) is necessary to hone teachers' competence on an ongoing basis. But CPD does not necessarily boost learning outcomes unless it provides teachers with specific skills that can directly improve student learning, such as skills to interpret and act on student learning data.

Also, CPD that combines theory and a strong component of practical experience is often lacking including mentorship, coaching and participation in teacher and professional development networks. The follow-up support after the training is crucial—teacher training by itself does not translate into changes in instructional practice or in outcomes. Hand-holding, demonstrating, mentoring and monitoring need to happen on an ongoing basis to support teaching. There is also insufficient training for head of departments to provide leadership for learning and impact assessment in many universities across the region. Whereas the professional development needs of teachers have been highlighted in several education sector plans as needing policy attention, training to improve the capacity of head of educational /research units to provide quality leadership for school improvement has not received that much consideration.

8.2.Challenges in teaching methods and learning materials

Inputs such as teacher training and support and effective teacher management are necessary but not sufficient for improving teaching and learning. Other inputs like structured teaching content, teaching materials (for example, teacher guides, scripted lesson plans) and their coherence with contextual factors like technology tools and learning levels of students are important for improving learning. Analysis of various interventions that boost learning points to the importance of ensuring that investment is spread across the key inputs of initial teacher education, ongoing teacher support, adequate teaching and learning materials, and mother-tongue instruction in the early years. All these elements contribute to improving teaching as a whole. Synthesis of research evidence highlights three challenges in this area: (1) Lack of quality inputs like structured teaching content and materials; (2) teachers are often expected to teach in a language/modality that they, or their students, do not know well; and (3) lack of alignment between teaching and content with learning level of students in classrooms.

First, providing inputs and ensuring that there is alignment within inputs (like teacher training, structured content and teaching materials) result in better student outcomes. A recent study found that structured teachers' guides improve learning outcomes, but that overly scripted teachers' guides are somewhat less effective than simplified teachers' guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide. An essential caveat here is that simply providing textbooks and instructional materials has been found to be ineffective Instead, interventions that combine instructional materials with well-aligned efforts to improve teacher capacity produce strong results. Second, teaching in a language and/or through a communication technology tool which the students and teachers find not convenient is still a challenge.

9.   Conclusion

As concluding remarks it is very useful to note some important considerations Alton-Lee (2003) made on quality teaching. Lee emphasising the importance of attention to student learning, outlines 10 inter-related characteristics of quality teaching for diverse students.
These are:

- Quality teaching is focused on raising student achievement (including social outcomes), and facilitates high standards of student outcomes for diverse learners;
- Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities;
- Effective links are created between school cultural contexts and other cultural contexts in which students are socialised to facilitate learning;
- Quality teaching is responsive to student learning processes;
- Opportunity to learn is effective and sufficient;
- Multiple task contexts support learning cycles;
- Curriculum goals, resources including ICT usage, task design and teaching are effectively aligned;
- Pedagogy scaffolds and provides appropriate feedback on students' task engagement;
- Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse; Teachers and students engage constructively in goal-oriented assessment.

Hence, our work as researchers and lecturers at Universities in virtue of the Key Principles for Promoting Quality in Inclusive Education should focus and   further reinforces these 10

characteristics ideas by outlining the following six areas concerned with the quality of education for all learners:

i. Responding to learners' voices;
ii. Active participation of learners;
iii. Positive teacher attitudes;
iv. Effective teacher skills;
v. Visionary school leadership;
vi. Coherent inter-disciplinary services;

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Online classes and students experiences during the new reality brought by the pandemic

Enkelejda Cenaj

Aleksander Moisiu University, Durres
enicenaj@gmail.com

Abstract.

Albanian universities for years have been striving to adopt and integrate new modern methodologies and technologies in the teaching and learning process but the pandemic forced them to face and act to the new reality brought by it. Universities had to use and integrate online classes approach in order to continue the academic year and keep their students and staff safe. The results brought in this article are based on the experience faced during spring semester by the students in their struggle to adapt, keep up and be safe. 150 interviews were administered with students from Aleksander Moisiu University and Tirana University in the end of the online classes on July 2020. The situation caused by the pandemic, fear and insecurity associated with it had its impact on the reaction of young people to online learning. One of the findings suggest that the online classes were not taken seriously by most of the students which considered them as a temporary approach, which might end in every moment.

Keywords: student experiences, online classes, pandemic, Albanian Universities,

1. Introduction

For almost a year the whole globe has been facing a series of added challenges as a result of the coronavirus -19 pandemic. All societies are challenged to cope with the situation and control the spread of the virus. Many of us may have thought that economically developed countries would find this confrontation easier, but from the developments it seems that this pandemic is a challenge for everyone. In this situation, governments and authorities all over had to take precaution or caution measures to face the pamdemic. One of those measures was suspending the onsite teaching and closing schools of all levels. Here it came the challenge. In the 21st century we are facing a pandemic that disrupted the education system and in the other hand all the techonologies, achievements and knowledge attained was going to go through a tough test. There were already lots of developed platforms available that were mainly used for chatting or meeting, but also for online teaching, but all this knowledge, developments and tools were put to the test by the emergency situation and odd circumstances they had to be used.

Albania was involved in a critical situation before the pandemic was declared due to the earthquake of November 2019. The consequences of the earthquake and then the pandemic added a series of health, economic and social challenges that are increasingly complicating the well-being of its citizens. These events are too big for a small country with many socio-economic problems like ours.

According to the report of World Vision Albania (May, 2020), in the situation of pandemic, the Albanian society has difficulties in meeting the basic needs such as food or protective sets such as masks or disinfectants "…. which are essential in the time of pandemic (World Vision, 2020: p. 7). Unemployment, poverty levels, business closures, and many other socio-economic issues have become even more acute due to the pandemic. According to INSTAT (2020b)

report, in 2018, about 23.4% of the population is at risk of poverty. Young people as one of the most delicate but also the most vital age groups of our society are also one of the most challenged age groups in this period. According to the CRCA (2020) study, insufficient income is considered as one of the main concerns during both quarantine and post-quarantine from youth (CRCA, 2020: p. 6, 11).

The pandemic disrupted and has put in crisis the health aystem, the evonomial system, all society. In this article attention will be focused on the impact of the pandemic on the education system, and in particular on the experience of bachelor students with online learning. We must acknowledge that along with the economy and health care system, schools are an essential third pillar in promoting community resilience and rebuilding communities 'physical, economic, emotional, social, and cultural health. (Edmond J. Safra Center for Ethics, 2020: p. 4).

Even before the pamdemic, the education system had its challenges and problems to adapt to the developments and needs of society. The pandemic made the problems of the education system even more critical, risking to reverse the progress made so far and facing the education system with challenges that are causing powerful consequences and long-term impact on society (World Bank Group, May 2020)

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (United Nations, August 2020, p. 2).

Providing online education was one of the main responses to the pandemic, as a preventive measure for the spread of the virus but also as an opportunity to save the academic year and to continue the activity of the education system. According to the UNESCO COVID-19 Education Response (April 2020), almost overnight, learners, teachers, and parents or caregivers have to ensure school education activities without the formal school settings. The effectiveness of distance learning strategies is conditioned by levels of preparedness from various perspectives:

1. Technological readiness: This generally includes levels of readiness in both technological capacities of digital learning platforms or TV and radio broadcasting systems to provide curricular courses remotely to all learners, as well as in household access to electricity, telephones, televisions, radio, digital devices, internet connectivity and data.

2. Content readiness: This includes accessibility to teaching and learning materials aligned with national curricula that can be delivered through online platforms, TV or radio programmes, or used for print-based home learning.

3. Pedagogical and home-based learning support readiness: This includes preparedness of teachers to design and facilitate online learning, TV or radio based distance learning, or print materials based home learning; and availability and ability of parents or caregivers to facilitate effective home-based distance learning.

4. Monitoring and evaluation readiness: This includes capacities: to monitor distance learning processes, to track the access to courses and engagement, to assess learning outcomes, and to sustain immediate distance learning responses for achieving long-term goals.

In the context of online learning, it is critical to monitor differences in the level of participation and engagement of students who often have weaker self-regulation and self-organization skills (UNESCO, April 2020, p. 2-3).

In the context of this analysis, the question arises how capable is our higher education system to provide online classes?

Higher education institutions have made progress in providing opportunities and diversity of access to digital platforms and devices, but nevertheless, online learning in pandemic-dictated

conditions is difficult to successfully cope even with institutions with experience in online learning. "In many regions, this has resulted in online delivery, although issues of equity, infrastructure, broadband capacity, and pedagogical capacity immediately arose as challenges in remote delivery." (World Bank Group, p. 2).

Our universities are progressing every year in their approaches by incorporating strategies and reforms to adapt the services offered from them with the needs and society developments. But, this challenge has a long way to go through. Still in most universities the classes have the traditional methodologies of teaching and lack appropriate technology. In the situation of the pandemic we have to accept that even if the universities had the technology required those could not be used as university facilities were closed. We have to remind that the pandemic forced online distance learning, and that had to be done on home based conditions mostly without any previous experience from the lecturers and students and in a situation of lack of technology and knowledge. Most students had only their mobile phone as their technology, and lecturers faced technology problems too. Even the university facilities offered modern technology, in this case they could not be used, but for sure the experience gained by using them would have come in hand to lecturers and students.

Our students and lecturers found themselves in a situation where they had to adapt overnight, gain the ability to use, conduct lectures and attend them, prepare materials to be sent online, etc. Both students and lecturers had to return and gain to multi technological skilled overnight. The result from the student experiences with online classes show that online distance learning was very challenging and with lot of complex issues. But knowing that most of our students and lectures were facing online distance learning for the first time, and in extremely stressful conditions created by the pandemic, beside issues encountered, they have to recognize their abilities.

Despite the difficulties, students and lecturers managed to close a complicated online academic semester. However, it seems that the challenge has just started as the new academic year 2020-2021 started away from the auditoriums. Let's hope that the experience gained during last semester will be used as a lesson learned and help to fix as much as it can the issues faced last semester and offer a better quality educational service for as long as it needed.

2. Methodology

To study student's experiences on online classes qualitative and quantitative data were gathered. Reports and studies conducted on the field were reviewed and consulted. Also a semi-structure interview was administered online through Google forms to bachelor students of Aleksander Moisiu University and the University of Tirana. The interviews were completed by 150 students at the end for March - June 2020 online semester. The interview questions were semi-structured, where students were invited to share their experience with online learning by asking them to focus especially on the positive elements, issues encountered, comparison with classroom learning, the effect of the pandemic situation, etc.

The interview template was designed with fully structured, semi-structured and open ended questions in order to give students more possibilities to express their experice in the way they find it more suitable for them. Also, the semi-structured interview was chosen as the main field data collecting method to have the opportunity to gather statistical data beside giving students the opportunity to express themselves with their own words. From the completed interviews returned it resulted that most students chose to reply to the structured questions, but there were many of them that shared their own words on the experience broadly which enricherd the study with more deep information on the matter.

From that data it results that out of the students who responded, 103 were female and 47 male. Also, regarding to their living wherabouts, 98 of the students intwrviewd were living in a rented house or dormitory, so during the lockdown 71 of them returned home to their parents. Regarding the Faculties to which they belonged, and their year of studying the data as follows:

Table 1. Table of general data of the respondets

University	Faculty	Number of students	First year	Second year	Third year
Aleksander Moisiu, Durres	Business	20 students	3	12	15
	Education	50 students	15	15	20
University of Tirana	Social Sciences	20 students	10	5	5
	History and Philology	45 students	20	15	10
	Economic Sciences	15 students	10	5	5

3. Results And Discussions

"Talking about online classes is not as easy as it seems, in fact I do not know where to start" - stated a student at the beginning of the interview. *"Online classes may seem simple but in fact it is very complex and there are many challenges in it for us and for the lecturers too"*- stated another student. Below are some of the key findings from the analysis of interviews conducted by students on their online classes experience during the second academic semester March - June 2020. From the data it results that, the first year bachelor students and the third year students of the bachelor degrees felt more the distress of the situation than second year students. The first because they were still not used with academic life and the latest because they were concerned about their last exams and diploma.

The situation caused by the pandemic, fear and insecurity associated with it also had an impact on the reaction of young people to online classes. According to the interview data, the stress and fear created by the pandemic was the spirit with which they faced coping with online classes, seeing it as a coercive measure as well as home confinement and other restrictions. More than 60% of the student stated that their online classes experience was stronly affected by the pandemic stressful and frustrated situation and circumstances. The high level of stress created by the closure inside home and the pressure caused by other restrictions, the endless stressful news on television, the uncertainty that surrounded every aspect also affected the attendance of online classes. *"We were very stressed and scared, not knowing what was happening and when was going to end, so the attending and coping with online classes was very difficult "*- stated a third year student.

The data show that 45% of the students agreed that their experience with online classes was stronly influenced by the fact that *online classes came as a restrictive measure* as well as quarantine, which focused them more on issues than positive elements of the experience. One of the first elements that is noticed in most student interviews is a kind of focus mostly on the issues encountered during online classes, which is shown by the analysis of findings, where issues stated by the respondents outweigh the positive aspects of their experience.

However many students have described as positive online classes aspects the fact that they find it being fun and flexible and a good challenge to learn new things. Many students say that despite the difficulties encountered, online classes have been an interesting experience that has brought them somehow closer to each other and with the lecturers. According to them, even having lot of challenges, online classes was the best opportunity regarding the circumstances for them not to miss the academic year (45% of the students stronly agreed).

Some students have expressed that online classes has made young people use the internet for something more beneficial for them, in this case taking lessons. According to some students, online classes somehow limited the time spent on social networks and focused them on using the internet to get information about lectures, discussing and talking about them and the tasks they had to prepare. According to the data gathered, online classes increased the time of using the Internet in function of the learning process (54% strongly agreed). As one student stated - *"online classes forced us to use the internet for something in our favor because we had fallen prey to social media spending time that does not come back through endless photo uploads"*.

There are many dicusion on internet and its impact and youth life. According to Albanian Youth 2018/2019 study, albanian youth spend an impressive amount of time online, about 3.9 hours a day and about 93 percent have regular access to the Internet. The amount of time spent online dictates many elements of young people's lives as they use the Internet for many purposes. They should be able to use the Internet for more utilitarian purposes such as assistance for education, employment, but also for social /civic engagement. Young people spend hours talking or checking social media, while their time online with constructive use is very limited (Friedrich Ebert Foundation, 2020: p. 11, 16).

''Often we felt separated from each other"

Technological, logistical and economical issues have had a significant impact on student participation and experiences in online classes. For many students their online experience was affected stronly by:

1- Lack of proper technology to follow and meet the requirements of online classes (Approximately 70% of the students stated that the technology they had to use was far from enough).

2- Having internet access at home (Only 45% of the students stated they had (or did get) home internet connection, but that too had connection problems).

3- Expensive internet offers through mobile phone packages (90% of the students stated that the mobile internet package was very expensive and was consumed very quickly).

4- Uninterrupted electricity (65% of students stated that their electricity was interrupted at least once during their online classes).

5- Other family members who were studying or working at home (45% of the students stated that they were not the only person in the family needing to be online).

6- A special environment to be used without being constantly interrupted by family members (This was stated as very disturbing especially for the students leaving in the building apartments, they had to keep the microphone closed most of the time because of the lack of separated space).

These are the main factors stated in the interviews that contributed to the increase of dissatisfaction with online classes and student commitment to it.

According to the data extracted from student's interviews on online classes, it turns out that many of them have expressed that online classes has caused a kind of division between students, between those who could have modern equipment available and conditions and those who did not even have internet connection in home. Many students live in villages and towns where having the internet was difficult and a challenge in itself, to not mention the economic issues related to it. From the data, about 70% of the respondents stated that they have had problems with the Internet during online classes, *whether it is lack of it, insufficient volume of the Internet, low quality or interruption of it. "I only had the cellphone and the intrenet connection was miserable and was consumed quickly." - stated one student. "Beside the phone connection kept interrupting, the online tutoring programs consumed large amounts of internet, which could not be covered by the offers made through the mobile phone." -* stated another one. Approximately

45% of the interviewed student reported that they had home internet connection, others did not have this opportunity either because of economic opportunities, because of living in remote areas or because they felt it was not worth it (and according to them the installation of home internet was not cheap) to get internet at home as they *"were going to leave soon"* and return to Tirana or Durres to back to school.

According to the interviews, 82% of the students reported that the only technology they could use mostly to follow online teaching was their mobile phone, which in some cases was not a good enough model that made it more difficult for them. *"I live in the countryside and I have a simple phone "* stated one of the interviewed student, *"to attend and then be able to read the lectures through it was a bad experience"*.

The lack of proper technology has made many students face difficulties in attending and learning online and especially in completing the tasks required. *"The development of the projects that were required from us has been very difficult. What can you do with just a cellphone ?! "*- stated a student.

To the lack of the proper technological equipment, lack of proper knowledge on the platforms used was added as another issue. Although most students know how to use social networks such as Instagram, Facebook, Snapchat, WhatsApp and others very well, it seems that they have encountered difficulties with the platforms used or with communication via email, zoom, etc. On the other hand lectures and assignments were very difficult to follow, read or accomplished over the phone and many students had only this tool as an opportunity. Moreover, in some cases, there were many people in the family doing work or school online too that created a state of tension and stress between family members.

Online classes "can be closed at any time"

According to the interviewed students, this is the idea that accompanied them during the online semester of the last academic year. From the interview data it results that the way the situation was managed and the decisions for online classes greatly influenced their attitude and commitment towards it. About 70% of the interviewed students stated that they were very much affected by the uncertainty of the created situation which could change every day. *"Just as the call for online classes came suddenly, it also seemed to us that the call to return to the auditorium would come every day,"* stated a third-year student.

According to the analysis of the interviews, it seems that many students did not take online classes very seriously, especially at the begining, because they considered it as something very temporary that could end as suddenly as it started (60% of the respondents strongly agreed). Many students have expressed that this kind of perception has caused many of them to be incorrect in attending online lessons and then have difficulty catching up with the many backlog requests. But as the weeks went by, the online reality became more and more real and the onsite attendance more and more distant. *"We took the first few weeks very easily, they were more like an attempt to adapt to online classes, while the last few weeks were an endless discussion of how to proceed with the exams,"* stated a third-year student. It seems that the ambiguity and lack of consistent decisions, or temporary decisions that did not provide clarity about what will happen have added to the dissatisfaction and lack of correctness among students. *"I think it would have helped our commitment towards online classes if it was stated at the beginning that the semester will end online… ..expressions like - let see what the situation will be and decide - have not helped us at all"* - stated a student of the first year.

"We can understand the sudden decision to go online because of the pandemic, but that should not have been the situation throughout the process. Maybe after the first month they should have come up with a final decision and not leave us with the idea… to see how it goes"- stated a third year student.

According to the data from the interviews, it seems that when the students started to accept the reality of online classes, the semester was coming to the end and discussions had started for the development of the exams, which were accompanied by another wave of stress and uncertainty according to the students.

''Not all courses can be done online''

According to the students interviewed there are certain courses or programs that are very difficult to develop online or in order to do so it requires the presence of a very modern technology. Many subjects and programs that belong to the field of natural sciences, engineering or medicine are far from the possibilities of developing online classes. About 86% of the respondents strongly agreed that there are courses that cannot be done online because the onsite attendance according to them is a must. Some courses and programs according to them can be done only in the auditorium, or if the right technology is possessed can be conducted in a combination of online and onsite, but never online only. According to them, our education conditions, economic situation bring as far from having such opportunities for most students, and most of the lecturers themselves.

"We were not the only ones neglecting, many of the lecturers did not conduct properly online teaching"

"There have been many cases where I only logged in, the camera was off and the voice was off and I did not attend the lesson at all" - stated a student. According to the data, many students have reported that they or their classmates in many cases simply entered fictitiously in online classes and did not follow them at all. According to the data, 90% of the students strongly agreed that at least once they just logged in and did not attend the class. But they were not the only neglecters. Among the issues expressed by students in relation to online classes was the lack of engagement of lecturers in its implementation. Students have expressed that there have been lecturers who were little or not engaged at all in the conducting of online classes. *"There were those who just uploaded lectures to us online without providing any further explanation or communication,"* stated a third-year student. *"Not all lecturers were engaged, there were those who did not answer us or give explanations"* - stated another student. From that data it seems that one of the issues that concerned students has been the lack of engagement of some lecturers in online classes (65% of them agreed that they had at least one lecturer that did not engage much in the online classes).

"Concentrating during online classes was a challange"

From that data it results that students have encountered problems with the concentration in online classes more than that in the auditorium, which was made worse when other distractions were added such as: interruption of the internet line or weak internet; lack of knowledge about the platform; the appropriate technological tools; talking at the same time; noise in the respective homes or the inability to have a separate environment from other family members, etc. According to them, there were many elements that attracted their attention and made them detach from the lesson. And we should not forget the main stress generator, the situation created by the pandemic which made students lose their focus on learning. All the mentioned emotional and psychological factors, economic and logistical factors created the circumstances for lack of correctness and concentration by both students and lecturers. *"At home, It seem my concentration gets lost over everything, even from a small noise"* - stated a student. *"Strange, at home even a mosquito distracted me while in the auditorium we resisted the noise of workers knocking down walls and plaster next to the auditorium "*- stated another student.

"Appearing on camera another added hesitation to participation"

Many students have expressed that another issue that made them hesitate to involve properly to online classes was a certain dislike and lack of comfort towards their appearance on camera.

The appearance on camera, especially for the first time, according to them has caused a kind of embarrassment, a kind of anxiety and stress even though they knew each other and most of the lecturers. Many of them (40%) have stated that one of the reasons they were having resistance to attend classes when they had other needed means required, was that they did not feel comfortable appearing on camera.

"Good students" do not have as many complaints about online classes

The students were asked what they think about the statement: The students that mostly complained about the effectiveness of online classes (when they had at least good internet and technology to log in) were the same that have been inactive in the onsite teaching, 45% strongly agreed. Many students have expressed that "good students" as they call them have not felt many gaps from online classes. Students who have been engaged in auditorium are the one that made more efforts to get the most benefits possible from the online classes.

Change of daily routine, change of residence and financial costs added issues for students.

While in Tirana or other large cities it has become common to have an internet connection at home, the situation is not the same in other cities, especially in villages where internet connection is not possible. In addition to economic and social issues, issues related to student accommodation affected the possibilities of their engagement in online classes. About 65% of the interviewed students lived in rented houses or dormitories before the pandemic and returned to their families during the first lockdown. This whole situation brought another routine for them where they often found themselves staying up late at night and sleeping late into the day. All these changes had consequences not only for the routine and opportunities of young people to engage in online classes but also had economic consequences.

4. Conclusion

The situation caused by the pandemic, fear and insecurity associated with it also had an impact on the reaction of young people to online classes. According to the interview data, the stress and fear created by the pandemic was the spirit with which they faced coping with online classes, seeing it as a coercive measure as well as home confinement and other restrictions. According to the analysis of the interviews, it seems that many students did not take online classes very seriously, especially in its first weeks, because they considered it as something very temporary that could end as suddenly as it started.

Economical, technological and logistical problems have had a significant impact on student participation in online classes. For many students, factors such as: not having the proper techonology, internet access issues, knowledge of using programs, uninterrupted electricity, etc., have contributed to the increase of dissatisfaction with online classes and their commitment to it. According to the data extracted from students' experiences of online classes, it turns out that many of them have expressed that online classes has caused a kind of division between students, between those who could have modern equipment available and those who did not even have internet connection. According to students, there are some courses or programs that are very difficult to develop online or require the presence of a modern technology that is lacking in our universities, and for sure students or lecturers themselves lack it.

From that data it results that students have encountered problems with the concentration in online classes more than that in the auditorium, which was emphasized more when other distractions were added. However many students have described online classes as fun, resilient and challenging. Many students say that despite the difficulties encountered, online classes has been an interesting experience that has brought them closer to each other and even with their

lecturers. According to them, online classes was somehow the best opportunity to not miss the academic year.

Our universities are progressing every year in their approaches by incorporating strategies and reforms to adapt the services offered from them with the needs and society developments. But, this challenge has a long way to go through. Still in most universities the classes have the traditional methodologies of teaching and lack appropriate technology. In the situation of the pandemic we have to accept that even if the universities had the technology required those could not be used as university facilities were closed.

Our students and lecturers found themselves in a situation where they had to adapt overnight, gain the ability to use, conduct lectures and attend them, prepare materials to be sent online, etc. Both students and lecturers had to return and gain to multi technological skilled overnight. The result from the student experiences with online classes show that online distance learning was very challenging and with lot of complex issues. But knowing that most of our students and lectures were facing online distance learning for the first time, and in extremely stressful conditions created by the pandemic, beside issues encountered, they have to recognize their abilities. Despite the difficulties, students and lecturers managed to close a complicated online academic semester. However, it seems that the challenge has just started as the new academic year 2020-2021 started away from the auditoriums. Let's hope that the experience gained during last semester will be used as a lesson learned and help to fix as much as it can the issues faced last semester and offer a better quality educational service for as long as it needed.

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Continuing Education Centers as an opportunity for universities to realize lifelong learning
(The case of LLL Center-University of Korca)

Olger Brame

LLL Center, University of Korca-Albania

Abstract

Education and training is a key dimension of the circumstances, experiences and transition paths in the teaching profession, being also a key policy area at all levels. Lifelong learning as a form of self-initiated education focuses on personal and professional development. The speed at which society is changing and the quality of knowledge requires people to learn more, at many intervals throughout their lives. The European Council statement shows that the transformation of the knowledge society is very important in the political agenda. The economy relies mainly on the use of information and knowledge, rather than on physical power, more on the application of technology than on the simple production of goods. Our paper aims to focus on the role and importance of continuing education centers in the faculties of education, as an opportunity for universities to realize lifelong learning, both for in-duty and pre-service teachers.

Keywords: Continuing education, lifelong learning, universities, opportunity, professional development

1.   Introduction

Today, there is an ever-increasing need to continue education and acquire the skills needed to adapt to an ever-changing society. In the tradition of the education system in Albania, continuous teacher education has been the focus of every reform that has been undertaken in the system, but in most cases this has implied that this education includes formal training conducted by local educational institutions, at the beginning of the year or during the school year, internal qualifications within the school, as well as the finalization of the exam for obtaining qualification degrees, or special programs offered mainly through various projects by NGOs and donors.

In recent years, in the framework of educational reform, the reform of the teaching profession has been undertaken. The two main pillars of reform for the teaching profession have been: drafting a comprehensive legal framework and implementing a new policy[15].

In 2013 the Ministry of Education, with Instruction No.11. dated 17.05.2013, clearly defined the functioning of the professional development system of educational staff. The guideline also defined how training would work through public or private training agencies. In legal terms, the establishment of the Training Program Accreditation Commission would play a key role in the smooth running of the whole process. From 2013 to 2017 MASR changed several times the instruction on the functioning of the professional development system of educational employees (Instruction No. 26, dated 15.08.2014, Order 421, dated 04.11.2015,

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Instruction No. 1, dated 20.01.2017), by already established a registration-monitoring portal of teachers and trainings conducted by them. Despite the changes made in these guidelines, the purpose of professional development of educational staff (principal, deputy principal, and teacher) in pre-university educational institutions is clearly stated and related to the updating of knowledge and the development of their competencies, in order to ensure quality education service for all students. Professional development referred to an educational or training process that is the main essential tool for an organization, such as a school, to have the desired success. But, despite the continuous improvements or efforts in this direction, it is again noticed that the continuous professional development of the teacher is still a prey of formalism, where in most cases he is considered only as an obligation to obtain a certificate, despite how much and what the teacher himself benefits.

2.   Theoretical approaches

As the society develops towards what is considered as the knowledge society, the demand for continuous professional development and the achievement of the necessary skills is further encouraged. An effort is being made to create opportunities for improving professional and personal skills. This is related to increasing access to information, rapidly changing technology, rapidly changing global interactions, as well as changes in industry and skills requirements[16]. Taking into account all these factors, it is necessary that the acquisition of knowledge, values, skills and understanding that we as professionals will seek throughout our professional career, be oriented towards a system of lifelong learning.

For many decades, initial teacher education appeared to be an end rather than a beginning. However, induction programmes represent a major and relatively recent shift within the education community, and countries have taken various paths to explore and institutionalise them[17].

The birth of the Information Era and the establishment of a knowledge society have transformed the world.[18] Society has already made an intellectual and conceptual shift, as have numerous businesses and industries[19]. Education is slowly absorbing the new shift in thinking and is beginning to implement changes that encourage teachers and principals to engage in learning together for the purpose of improving teaching and, by extension, learning for the children in their care.

There is no one-size-fits-all definition of lifelong learning. There are interpretations that limit the scope of learning in formal education and training systems. Other interpretations link lifelong learning as something that encompasses all types of informal learning.[20] However, in the context we are talking about, it seems more appropriate to emphasize the definition made by UNESCO for lifelong learning, defining it as: ... all lifelong learning activity, aimed at improving knowledge, skills and / or qualifications for personal, social and / or professional

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reasons[21], a principle which, in this context at least, has been reaffirmed as a guiding principle and operational framework for education systems and policies[22].

When we talk about a lifelong learning system we are not inventing a new or contemporary concept. Lifelong learning dates back to prehistoric times, where from ancient Roman, Hebrew, Greek and Chinese teachers, teaching and learning expanded and extended to adults, aiming at the realization of human potential[23]. When we talk about learning throughout life we must keep in mind the fact that we are dealing with a process through which new knowledge and skills are acquired continuously. Many people continue their education to develop and complete on a personal level, just as others see it as an important step towards career advancement. This type of learning is a more flexible way of learning because it creates opportunities and it is diverse compared to traditional formal learning. Lifelong learning is considered to be a process that continuously supports and stimulates individuals by empowering them to acquire all the knowledge, values, skills and understanding they will seek throughout their lives and to apply them with confidence, creativity and fun, in all roles and environments[24].

The importance of lifelong learning has been further strengthened by its inclusion as a key feature of the 2030 Agenda for Sustainable Development, where in Goal 4, United Nations member states are committed to providing inclusive and equitable quality education and promoting opportunities to learn throughout life[25].

To promote lifelong learning a variety of actors can be engaged and including the state, social partners, professional sectors or organizations . On the other hand, it must be acknowledged that these various promotional and implementation approaches and initiatives must be embedded in the national institutional environments of the education and training system or other systems of this nature that exist. At this point the faculties of education in universities and moreover the continuing training centers within them, may be the best opportunity for this approach to be realized successfully.

3. **Analysis of in-duty teacher training needs - an important element for professional development**

A thorough analysis of the training and professional development needs of te in-duty teachers is an important issue that should be carried out before any professional development training program. The national report on the identification of training needs of school leaders and teachers in pre-university education, conducted by the Ministry of Education in 2016, shows that the lowest results were achieved in the field of professional development, where the number of teachers evaluated with level 1 and with level 2 (teachers have necessary or significant needs for improvement) reaches figures of 35% and that the category of teacher qualification has not affected the results achieved by him in this process[26].

The analysis of training needs in this phase of preparation of training programs reveals what skills and expertise have in-duty teachers   but also those pre-service teachers who are

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[21] UNESKO (1984). *Terminology of technical and vocational education,* UNESCO Publishing, Paris.

[22] UNESCO (2018). *Domestic Financing in Education: A Smart Investment,* Report of the SDG4 Steering Committee, UNESCO Publishing, Paris.

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candidates for teachers. At the same time, this analysis identifies areas where skills and knowledge may be lacking.

This is very valuable information because it identifies priority areas that need training. In this way training programs can focus on filling these gaps by working on conceiving content, before moving on to things that are better understood.

Thus, it will be possible to create a training program which is personalized to suit the specific needs of the participants. On the other hand, maintaining regular training needs analysis is also a very effective way to help measure the quality of training programs provided by continuing training centers. In this way, as pointed out by researchers in this field, from the needs analysis we try to identify such goals, to examine the features and questions, which determine the future priorities for action[27].

4.   Method

This paper focuses on data analysis, which includes the administration of a questionnaire on a sample of 194 teachers trained and certified at the UNIKO Center for Continuing Education. The research was conducted by combining quantitative and qualitative research. Considering the fact that the teachers participating in the trainings have an important role in the successful implementation of the training programs, they became the focus of this research, to identify all the problems and strengths, in order to improve the professional development practices of teachers towards lifelong learning. The research was extended during the 2018-2019 academic year and the focus group consisted of in-duty teachers and teacher candidates who participated in periodic trainings conducted by the Continuing Education Center at UNIKO. The sample was about 10% of the teachers trained at this center. The research was based on two questionnaires, conducted at the beginning and end of the training. The selected sample was intentional, as it was conducted only with those in-duty teachers or teacher candidates who received training during this period at the center. The population included participants from educational institutions of Korça region.

5.   Results research

The professional development of teachers offered at the UNIKO Continuing Education Center is considered as a process based on the concept of lifelong learning. In this regard, a valuable contribution to the professional development of teachers in the teaching career is considered continuous training, especially through the results achieved during the process and their implementation in the teaching process, in terms of increasing its efficiency. All participants agree on the necessity of continuous training of teaching staff, but on the other hand they say that they are not oriented by the heads of institutions towards the priority areas that have emerged from the needs analysis, but in most cases the choice is by chance and their personal choice, by accessing the training portal: www.trajnime.arsimi.gov.al , but also here, in most cases being randomly informed by other sources and in some cases by the principals who follow staff announcements of the training center, but this is not coherent. Most of the participants admit that they have received information about the activity of the center from the official website of UNIKO or the center, social networks that promote this center and less

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[27] Witkin, Belle Ruth and James W. Altschuld (1995). *Planning and Conducting Needs Assessments*: A Practical Guide. Thousand Oaks, CA, London, New Delhi: Sage Publications

officially from the institution where they work. In most cases the information obtained includes the abbreviated description of the modules or training programs, the provider and the lecturer who develops the module or program, the duration, the content, the methodology and the certification process.

In terms of their conception of lifelong learning, over 70% of participants admit that training and certification, rather than lifelong learning, they consider annual obligations in compliance with legal provisions in school or impediments due to trying out qualification.

About 55% of the participants in the questionnaire admit that they are well informed about the general requirements for the professional development of teachers, while the rest, especially teachers who have received all qualifications, do not consider continuous training mandatory. In this view, the lack of appropriate information on professional development programs and in general on the continuous training of teachers, poses a risk to the realization of the goals of this system and in particular efforts to consolidate a sustainable learning system throughout life.

The biggest demands for training are considered issues related to the implementation of the new curriculum, aspects of inclusion in education, the application of technology in teaching, new assessment issues in pre-university education, new teaching strategies, etc.

About 65% of the participants accept the fact that the need for training increases in the field of knowledge acquisition. Thus ongoing training in the use and support of Information and Communication Technology (ICT) is considered to have a significant impact on education by teachers and as an ongoing training need.

From the data recorded in the questionnaire, of course limited to the participants in the study, it is found that about 70% of them do not agree with the number of hours for training credit, when it is known that according to applicable provisions a teacher has 18 hours of training per year equivalent to 1 credit, while high-achieving countries in PISA offer on average about 60 hours of training and professional development per year for each teacher.

On the other hand, almost all study participants agree that the quality of teachers, their qualification and continuous professional development are considered key elements in student achievement.

Regarding the quality of trainings conducted by the Continuing Education Center, compared to the trainings conducted by other licensed training centers, there is a relatively large percentage of participating teachers who had conducted trainings near both structures, about 83% are not satisfied with the process of organizing trainings by NGOs, compared to the quality and seriousness offered by the e-Training Center at UNIKO, despite their high motivation to participate in the training. Thus they show a high degree of distrust regarding the quality, the time used for training, the quality of the materials that for the most part nothing is offered and the seriousness of the tests at the end of the testing - despite earning the credit certificate.

Regarding the quality of materials used in the training programs offered by the center, about 90% of participants say that their quality and assistance in daily work has been high and quite valuable.

Approximately at these levels 92%, the performance of trainers in the training modules they have attended near the center is evaluated.

Another aspect evaluated by the participants was the level of expected results in the trainings conducted, where about 95% of the participants are satisfied or very satisfied with their expectations and achievements.

Among the suggestions made by the participants in the study, regarding the increase of quality in trainings, the fact of improving the way a training should be carried out is strongly

mentioned, not considering it as a lecture hour, but in an hour where each participating actor becomes part of strategies, discussion and solutions.

6.   Conclusions

Continuous training and professional development is still considered a challenge, but also a necessity for teachers, in order to increase their professionalism, update and deepen their knowledge through professional development. Improving professional development and improving strategies in training processes are sources of professional continuity and lifelong learning in what is considered a knowledge society.

Realizing an effective process of continuous professional development, leads to good lifelong learning practices, helping educational staff to develop new skills and increase their knowledge. This will lead to improved efficiency and productivity of teachers as individuals and as members of a team or organization. In this way the in-duty teachers will be motivated and resize their goals, requirements and professional level.

Universities, and in particular faculties of education or continuing training centers, can become important and irreplaceable assets to pursue the careers of generations of graduates in the field of teaching, as well as the real opportunity to return to training centers for realize lifelong learning. Only in this way will it be possible to ensure a continuity of continuing teacher education to ensure a co-ordination of initial teacher training, early career support and further professional development.

Ensuring the continuous education of high quality teachers and continuous professional development can best be realized by those institutions that train teachers, offering programs that meet the growing needs of schools, teachers and the rapidly changing society . In this way, the continuous training centers near these institutions, in addition to the realization of this mission, will be a good opportunity for universities to realize the process of lifelong learning.

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Teaching through technology

Anita Neziri

University of Aleksander Moisu, Durres, Albania.

Abstract

An instructor who is focused on working with textbooks only or merely monitors class tasks does not provide a very productive or an efficient approach to the classroom. However, innovative teachers who are eager to search new ways to implement technology in the classroom often help students pick up on abstract and creative ideas. By presenting information in different ways, from readings and debates regarding videos and computer applications, teachers utilize abstract thinking that extends beyond classroom walls. Cutting edge technology have given the professors new ways of enriching materials, allowing teachers more freedom in presenting information and giving students more chances to get involved. Even though nowadays we are obliged to make use of them i.e. various kinds of technological tools being under the restricted conditions of COVID-19. In conclusion, I want to figure out the problems and the advantages we come across through presenting and having our lectures in videos and ppt. We raise a question such as are there more pros or cons when we have classes and present information?

Key words: technology, instructors, methodology and teaching.

1. Introduction

Technology, nowadays is transforming drastically the lives of mankind especially education how, when and where the students study by empowering every stage of their career path. On their journey into their education, they can personalize the way they study by using technology and making themselves an owner of schooling education. Accessing into different tech resources beyond classrooms environment, students are inspired to become problem solvers, critical thinkers and empowering their creativity at high levels. Technology in the classrooms, recently have affected them positively in reinforcing their eager to learn more and finding lectures and seminars far more interesting.

Technology is helping them to achieve higher levels of reaching data and information relevant to their interest in real time. It is preparing them with technical skills to be successful today and skillful enough in tomorrow s workforce and marketplace. Although they are acquiring these skills and craving for problems solving by their own and being critical thinkers in their respective fields; it is important to stress that while building their interest and dreams they must be engaged with the right technology.

2. How to start? Technology in class (tools, equipments, blended teaching and interactive whiteboards).

Technology is allowing teachers to work more easily and integrating their methodologies, activities and skills through labs, mobiles and other platforms, servers and other technology in their teaching systems. Unfortunately, in this period for almost one year and half the world is going through a very difficult time, which is taking place all over the world, the pandemic time.

Millions of people have died so far and the situation has become worse than ever. This has affected education as well as economy globally. Technology in this case has made learning process possible by using some tech tools and a new easy learning management   system such as Google classroom to store lesson files, to share lectures with students, and create assignments, quizzes and exams. This kind of online management tools now expose to students in many colleges and universities worldwide. It also lets professors' grade students and leave comments for each student individually that can be accessed anytime and anywhere. It is such a facilitator for both parties.

(a) Introduce podcast

This tool provides some useful insights on why teachers should start using this medium. Podcasts are fantastic tools to explain by supplementing classrooms lectures particularly for those instructors who do not have the talent or skill to engage their students enough. In contrast, a podcast is usually fast-paced and entertaining, easily capturing the listener's attention. Students can also be encouraged to make their own podcasts. A project like this can test their skills in research, writing, speaking, and editing. As for equipment, most smartphones can already serve as a recording tool.

(b) To go on virtual lecture or zoom meeting classroom

While in lesson materials or presentations can help students by using various kinds of images empowering them to have interactive experiences and sharing with each other different videos or information.

(c) Collaboration through social media

Social media is not only for connecting with people online worldwide, as various platforms can as well be used for collaborative educational activities. Google Docs, Slides, and Excel sites are free tools that students can use for exchanging, allowing different people to work on the same document, presentation, or spreadsheet together. The same can be said about a Facebook group or Whatsapp group, Twitter hashtag, Moodle online system etc which can be used to gather information from different sources.

3. The technology teaching usage for feedback and assessment

The first phase in successful technological integration is recognizing the change that is needed to happen inside of yourself and in your approach to teaching. When any instructor brings technology into the classroom, he or she will no longer be the center of attention. The level of refocused attention will depend on the amount and the type of technology (e.g., mobile device, e-reader, laptop, interactive whiteboard) being brought into the classroom. Though, this does not mean that the teacher is no longer essential to the learning process. While students may be surrounded by technology at home, it is dangerous to assume that they know how to use it for learning. One of the most thrilling aspects of bringing technology into your classroom -- and into your students' hands -- is the enhanced chance for timely and meaningful feedback. If we want to check the quizzes and exams, or to create open-ended questions, of course, this tool is going to provide an excellent way of assessing and taking the feedback of students by assessing them in the right and honest way. By creating a short quiz or open-ended response question

using one of these tools and having your students use an internet-enabled device to answer, you can get quick and easy feedback that will help inform your instruction.

(a) *Personalized Feedback:* Through the use of course-management tech means such as Google classroom, Moodle, it is possible for teachers to provide personalized feedback swiftly and efficiently to their students. All three tools provide the ability for teachers to leave personalized comments and notes on student work, and they provide a messaging service for students who may want to send emails with questions or concerns about the course.

(b) The results and assessments are available at anytime students want to access and recheck theirs. Everything is stored and filed for each of the students reflected and exposed to them. In my experience, it is such a quick and efficient evaluation. No errors could be made. A precise correction and editing is available for them.

4. Dicussion on Advatages and Disadvantages

On the on the one hand, we can say that the tools of tech enhance and boost the process of learning and provides an easy way for both students and teachers, on the other hand it displays the potential dangers students should be aware of. It may cause various problems while dealing and handling with it. Recently, technological advancements have deeply influenced education. In the fields of medicine, engineering, and architecture, modern technology has made things better and easier. But technology, like other things, has its drawbacks. There are widespread allegations that some recent inventions are making students lazy and contributing to obesity and other issues. Mobile devices, computers, and other technological wonders are now being used in the classroom. There is no doubt that they are beneficial, but in some cases, they have negative implications too. So I would like to discuss the pros and cons of modern technology in education.

Advantages . Modern technology is mostly seen as a blessing for learners. The widespread use of mobile devices and the internet have made learning easier.

Here are a few advantages of modern technology in education: **Independent learning has become easier and more effective**. The internet can provide you with information in any field. No matter what you need to know, you can easily find that online. You cannot always trust the data and the source, but you can still use them as educational resources. Students can use the internet without the assistance of their teachers or parents. It is noticed that many students get too busy with other activities and fail to focus on their assignments. Many students use writing services to get their academic papers written by professional writers.

Good preparation for the future. It is pretty obvious that learning in the future will be technology-based. Students who are using technology now will find it easy to compete in the future. That is why students should be encouraged to collaborate and communicate using digital technology.

Modern technology has lowered tuition and textbook prices. More resources are available now, and those resources are easily accessible. Students are now less dependent on textbooks, and as a result, the cost of textbooks has decreased. Many learners are not buying physical textbooks. Rather, they are now using e-books. Hundreds of thousands of books are now being converted into digital format.

Disadvantages. It is also important to remember that modern technology is not an unmixed blessing for students. The main allegation against digital devices is that these devices are making students lazy. Now we are going to discuss the disadvantages of modern technology.

Lack of interest in hard work. Due to the availability of all types of information online, many students are now becoming lazy. They no longer want to study the hard way. Some students even do not attend classes, mistakenly thinking that everything can be found online. They think that teachers are no longer necessary. As a result, many students are neglecting the basics of education. As they forget the basics, they cannot learn advanced lessons. Due to using spell checkers, many boys and girls are not learning how to spell words correctly. When it comes to solving mathematical equations, students rely on computers. Using search engines, they try to find the answers directly.

Potential pitfalls .There is no doubt that computers are an amazing educational tool, but computers also create a lot of problems. Sometimes students miss assignments due to computer malfunctions and other technical problems. As a result, sometimes, students have to deal with a lot of stress. Students have to face issues due to slow internet connections, and they feel de-motivated.Students also browse websites that are not related to their studies, and thus, they waste a lot of time. Digital devices create distractions, and students find it hard to focus on what really matters to them.

Misuse of technology. Mobile devices, computers, and other technologies are usually seen as tools of entertainment, not of education. Textbooks are known as just tools for learning. This is the teaching of consumerism, and it has a negative effect on students. When it comes to teaching and learning, technology has both advantages and disadvantages. But the drawbacks can be kept to a minimum if we can figure ot the right way to use technology in education

Conclusions

While speaking for technology tools in teaching, I daresay that I feel lucky I belong to this epoch. The epoch of internet has made anything seemed possible but death. Teaching through tech is as productive as entertaining for both teachers and students. It has not only provided a wide network of info but has also made both participants very creative and independent. Teaching through tech has immersed pleasantly everybody and urge infinitely to study more and more apart from the given and framework textbooks and has opened a window into the world. The technologies principles provide students with problem based learning skills and prepare them for a better education and get them ready for a better certain field based not only on conventional process but making the most it by updating excessively their knowledge.

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Assessment on the Impact of Teachers Reliable Training in Achieving Education Standards and Improving Students Results

Anila Bitraku

Korçë-Pustec Education Office

Abstract

Educational staff training is a complex, continuous and a never ending process. The teacher is constantly seeking to improve his performance through being updated to new strategies in education, communication, technology so he can ensure success in his work and career. The training should take into account the needs and interests of each teacher. For this purpose, the Ministry of Education and Sports in cooperation with the Institute for the Development of Education and the Albanian Academic Network conducted the National Assessment of Teachers to identify the training needs of the headmasters and teachers in the Albanian pre-university educational system, a study which identified issues that should be priority to the training process. Through meetings and class-monitoring conducted from Korça Education Office in each school, teachers always requested training on certain issues, some of which are unidentified in the MASR study. The COVID-19 situation revealed the lack of some proper skills such as: using technology, using alternative methods and activities to encourage learning. There are many units that offer teacher training such as: institutions, agencies, associations working in the education field, universities, etc. The modules offered by the UNIKO Education Center are valuable to the teacher, especially the teaching strategies, classroom management, project-based teaching. In order to meet the training needs, we recommend the UNIKO Education Center to update its modules based on requests from teachers. Being in touch with the head of each "professional network" would serve as a link between training needs and remodeling the center's modules. Is essential for teachers' continuous qualification, the quality of training sessions, motivation, experimentation, class study of training issues, sharing experiences, feedback and certification. As it is important for students, it is also important for us to encourage teachers in acquiring higher achievements, bigger motivations and inspirations, to engage them in achieving higher teaching standards. If the teaching standard improves, higher scores among students of pre-university education can be reached.

Keywords: teachers' training, process quality, teacher standards

1. Introduction

Albanian education system has been continuously evolving and undergoing reform, in order to develop schoolwork, teaching and learning, and therefore create and convey life skills to students. The teacher is the key to success in reaching optimal results in the teaching process as well as students' achievements. Improving professional skills through training is a basic condition in raising successful students. Nowadays teaching demands a teacher that is far away from the traditional role of giving and receiving theoretical knowledge. Teachers of our schools

should guide the students toward social, cultural, intellectual and civic skills, with respect to their distinct abilities.

There are many entities that offer teacher training such as: institutions, agencies, associations engaged in education, universities, etc. However, there is little evidence that any of the abovementioned, investigates if the training results are translated in practice, or how they impact teachers' work or students' achievements. This article tries to put in evidence those that are considered some of the best training formats, after a process of careful monitoring and numerous discussions held with school teachers from Korça municipality.

1.1 The training process through the years

Teachers have always demanded training on certain issues that affect their knowledge and professional career progress. Most of them search sample models on planning and organizing work in the classroom. Teachers gain more confidence by using sample models than by drafting their own original ones. Tradition might be affecting this kind of choice, as well as the insecurity of putting to test new practices.

1.1.1 Training needs assessment

The teacher is constantly looking for further improvement in his or her performance, by adopting new strategies in education, communication, and technology, in order to achieve success in his work and advance his career. Therefore, training should also take into account the needs and interests of each teacher. That is why, the Ministry of Education and Sports in cooperation with the Institution for the Development of Education and the Albanian Academic Network conducted a National Assessment of Teachers. Its target was to identify training needs of headmasters and teachers employed in the Albanian pre-university educational system, issues that should be a priority to the training process. Almost all teachers have been trained on the topics of the New Curricula, but teaching experience, classes and subjects, interests in personal career vary from teacher to teacher. Finding the best way to encourage teachers in acquiring higher achievements, broader motivation and inspiration and engaging them toward higher teaching standards, higher scores among pre-university students is a target that can be reached.

2. Impact of Training in Teachers' Everyday Work

2.1 Training centers and their outcome

ASCAP – the agency of quality attainment in pre-university education
Local Education Offices
Teachers' professional network
Qualification process in schools
Universities and their training modules, as approved by MASR

2.2 Monitoring outcome on training topics for Korça Municipality teachers

- The philosophy of competency-based curriculum has not become an integral part of the vocational teachers' understanding and work.
- Teaching strategies, interactive techniques and methods find poor application in the classroom.
- The design and implementation of curricular projects do not provide the requested standard.

- Working in inclusive classes turns out to be problematic.
- Competency-based curriculum evaluation needs more attention and training.
Other topics that ask for training sessions:
- Class management and students with problematic behavior
- Ethics and communication issues
- Design, standardization and evaluation of subjects' tests
- Specific learning difficulties in different subjects
- Specific teaching in collective classes
- Computer skills

2.3 Discussion:

There is too much energy put into teachers' training, but more than most, the impact in the teaching methods seems poor.

There is evidence of good progress results from training conducted by local or international partners. This kind of training is a long-term one according to its objectives; it offers support and tests the achievements of teachers and students.

On the other hand, teachers' professional networks do not engage the attention of a great number of teachers. Participation in these professional networks is not active or in complicity to problem discussions or experience sharing.

Korça University trainings are of major interest as they match topics the teachers need more information about (as above mentioned), do have quality instructors: able to organize discussion and debate during the sessions, and always bringing the latest news in the field of education. These sessions often come with teachers' certificates of attendance, but there is no follow up evidence whether the knowledge gained is used to practice or not.

3. Conclusion

- Training programs should be designed based on local level or educational institutions'needs.
- Training should be an ongoing process which supports the teacher on a regular basis and for a long time. Training must follow teachers throughout their career path, aiming to meet contemporary requirements.
- The training program should be as qualitative and as practical as possible. It should encompass participants' involvement in interactive discussion, as well as encourage the study and research of the issues addressed. Training should address activities that our everyday teaching conveys to students.
- Training should take in consideration teachers' practices, to understand how well the knowledge gained during the training is put to use. It should support and encourage teachers towards continuous knowledge acquisition and improvement. In order to accomplish such a target, there's need of monitoring and open discussions on the impact, as experimented in the classroom.
- The training certification process should be carried out after a phase of reflection and investigation of the benefits attained.

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Rethinking Education for Sustainable Development and Global Citizenship after the COVID-19

Siri Hoxha, Ervin Muço

University College Pavaresia Vlore, Albania
University College Pavaresia Vlore, Albania

Abstract

Education is an essential precondition and must be sustainable. In addition to literacy and math skills, education for today and tomorrow should equip students with higher-level thinking skills such as critical thinking skills, imagination, creativity, innovation and the ability to make a constructive approach to a world that is changing rapidly. It is not enough for education to simply adapt to change and social needs. Referring to the United Nations, COVID-19 pandemic impacted about 1.6 billion students around the world. Meanwhile, the school closure affects 94% of the world student population and 99% of students in the country with low and middle income. The paper presents the challenges of achieving SDG 4.7 objective for. Its impact and implication are a particular focus to make the conditions of impact of COVID-19.

Keywords: Education, SDG, COVID-19, Online, Digital

Introduction

The current model of education is in crisis precisely because of the COVID-19 pandemic. Currently, distance learning, for higher education institutions, has been found as a way to respond to the situation created by the pandemic. A return to normalcy as before has begun to be perceived as an aspiration to achieve and the widespread desire for a quick return to our daily lives.

The COVID-19 pandemic impacted about 1.6 billion students around the world. Meanwhile, the school closure affects 94% of the world student population and 99% of students in the country with low and middle income. Globally, 3 out of 4 students who cannot be reached by the remote learning policies come from rural areas and/or belong to the poorest households.[28] Also, a further, 262 million children and youth are out of school. Six out of ten are not acquiring basic literacy and numeracy after several years in school. 750 million adults are illiterate, fuelling poverty and marginalization.[29]

As the world looks to the future and ways to safely return to normalcy, in light of the Covid-19 pandemic, we have a unique opportunity to restore our priorities and redefine what seems normal. For educational communities, this is a chance to take a closer look at aspects of education systems that we have taken for granted for a long time.

There are very few elements of human life that remain unaffected by the Covid-19 pandemic. All over the world, we have gotten stuck, adapted our working lives or stopped altogether,

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[28] https://data.unicef.org/topic/education/covid-19/ (accessed on 6 November 2020)

[29] https://en.unesco.org/themes/education2030-sdg4 (accessed on 6 November 2020)

changed our habits and lost our families and friends. Perhaps one of the most striking effects of the pandemic has been the mass closure of schools, the impact of which has been felt by educators, parents and children across the globe.

The COVID-19 pandemic negatively affected global society, but with more serious consequences for vulnerable groups. This crisis has highlighted the inadequacies and inequalities in our education systems - from internet access, technology (necessary for the development of the learning process) to the quality of teaching in all its components. While the educational community has made joint efforts to maintain the continuity of learning during this period, children and students have had to rely more on their resources to continue learning at a distance through the internet or television.

Teachers also had to adapt to new pedagogical concepts and ways of delivering teaching, for which they may not have been trained before. In particular, students in the most marginalized groups, who do not have access to digital learning resources or lack sustainability and commitment to self-learning, risk falling behind.

Also, the COVID-19 pandemic had (and continues to have) a major impact on higher education where the closure of universities brought difficulties not only in the teaching process but also in research, mobility of academic staff and students. Although higher education institutions reacted rapidly to replace lectures from the auditorium online, the closure affected the learning process and student assessment.

At the same time, the closure of schools brought negative consequences on the psychological health of children, adolescents and students, as a result of staying within four walls for several months, in the absence of a perspective towards the future. In addition to the impact on the learning process, pupils and students experienced the isolation that negatively affects the fulfilment of their needs for socialization and entertainment. They lacked physical space where they could share interests, thoughts, hopes and emotions with their peers. Schools provide a structured environment in which children learn and develop social competencies, such as self-confidence, friendship, empathy, participation, respect, gratitude, compassion, and responsibility. Social and emotional learning is essential for children for them to become conscious members of a solidarity-based community.

The importance of Sustainable Developmental Goals

The new normal post-COVID-19 era opens an opportunity for rethinking the goals of education. Education is understood as a human right. Taking this under consideration the United Nation developed the following goals to ensure all the people enjoy education:

- **4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- **4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- **4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- **4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

- **4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- **4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.

    4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

    4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

    4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.[30]

The 2030 Agenda for Sustainable Development provides many of the necessary signposts and guidelines. In this report, the International Commission on the Futures of Education—established by UNESCO in 2019 and composed of thought leaders from the worlds of academia, science, government, business and education—presents nine ideas for concrete actions today that will advance education tomorrow.

- Commit to strengthening education as a common good.
- Expand the definition of the right to education so that it addresses the importance of connectivity and access to knowledge and information.
- Value the teaching profession and teacher collaboration.
- Promote student, youth and children's participation and rights.
- Protect the social spaces provided by schools as we transform education.
- Make free and open source technologies available to teachers and students.
- Ensure scientific literacy within the curriculum.
- Protect domestic and international financing of public education.
- Advance global solidarity to end current levels of inequality.[31]

Rethinking education after the COVID-19

Today's world is advancing towards uncertain scenarios of the future and we must strive to address and resolve them as effectively and efficiently as possible. This means focusing on sustainability, new ways of doing things to improve the environment and at the same time achieve justice, social equality and economic stability. However, change is impossible without

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[30] UNESCO. Sustainable Development Goals. https://www.un.org/sustainabledevelopment/education/ (accessed on 6 November 2020)

[31] UNESCO. 2020. Education in a post-COVID world: Nine ideas for public action. International Commission on the Futures of Education, pp. 5-6. https://en.unesco.org/sites/default/files/education_in_a_post-covid_world-nine_ideas_for_public_action.pdf (accessed on 6 November 2020).

learning, just as learning is impossible without change. On the other hand, today's society is overflowing with information, which to a considerable extent is untrue or difficult to verify.

The first reason is economic. Education has a great impact on the development of the economy. In the last twenty-five years, the business has been transformed by rapid developments in digital technology and massive population development. In this process, competition has intensified in trade and services.

The second reason is cultural. Education is one of the main ways in which communities transmit their values and traditions from one generation to the next. For some, education is a way to protect culture from outside influences; for some others, it is a way to promote intercultural tolerance. This is another reason why there is a heated debate about the content of education.

The third reason is social. One of the stated goals of public education is to provide students, regardless of their cultural background or personal circumstances, to move forward and be successful as well as become active and committed citizens. In practice, governments seek education to promote whatever attitudes and behaviours they feel are necessary for social stability.

The fourth reason is personal. Many public policy statements on education contain ritual passages about the need for all students to realize their potential and live fulfilling and proactive lives.

Take steps to cope with COVID-19

The main mission of any school system also includes promoting student well-being, which is closely linked to school performance. Educational institutions should act as health promoters for their students from an early age, actively promoting healthy habits (physical activity, good personal hygiene and a balanced diet) and raising awareness of the consequences of behaviours.

For a more inclusive and student-centred education, didactic methodologies, such as collaborative learning (based on student collaboration), should be used to convey health topics among students, to encourage personal knowledge reconstruction, and to 'engaged them in adopting healthy lifestyles. A wide range of participatory activities can be used, including debates, small working groups, authentic learning activities (related to real-life situations), storytelling, role play, educational games and simulations, audio labs and visual, or visual labs, or arts, music, theatre, and dance.

One of the goals to make the curriculum relevant, appropriate, and responsive is the development of preparedness in times of disasters, diseases, and emergencies. Within the current global COVID-19 outbreak, the following three considerations suggested by Cahapay are important:

1. Significance. The criterion of significance applies where content is considered in terms of how fundamental it is to the theme under study. Where the content is contemplated as valuable to the subject, it is deemed significant, thus recommended for inclusion in a curriculum.

2. Relevance. This criterion is anchored on the reality that content should be related to the perspectives of the community values, aspirations, principles, and problems that would help learners become effective citizens.

3. Utility. Curricularists should consider two usefulness of the content: current and future. There is some content that learners need to learn to apply in the immediate present and other content to prepare them to deal with the future.[32]

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New Trends In Teaching Chemistry For The Next Decade

Edvina Cipi, Flora Qarri

[1]Institucionet Arsimore Jopublike Elite, Albania
[2]University "Ismail Qemali", Vlore, Albania

Abstract

In this article we will explore the topic concerning the analysis of teaching methods in scientific teaching subjects, specifically chemistry (i.e. strategic teaching actions) and we will study the so-called "active techniques" (i.e. procedural activities that actively involve the student in the process of learning). The expository method, the lesson, in its various meanings, is certainly the most frequented teaching method in high school but this does not mean that it is the most effective method for each discipline and for each learning method. On the contrary, in all disciplines (even in the more theoretical ones) different methods should be used: to develop different and more autonomous learning processes (not only that for reception, but also for discovery, for action, for problems, etc.), to ensure a customizable training offer (the student who does not learn with one method, can learn with another), to promote and / or consolidate the interest and motivation of students (in the long run every method is boring, especially a teenager). We will consider here the laboratory (operating method), the experimental research (investigative method), the action research (heuristic-participatory method) and mastery learning (such as exemplification of individualized methods). These methods are representative of entire methodological families and each of them activates specific training processes (like operation, investigation, participation in research, the individualization of paths).

Keywords: methodology, teaching, technique, chemistry, student.

1. Metodology

The operating method: the laboratory. Before being "environment", the laboratory is an "equipped mental space", a mindset, a way of interacting with reality to understand it and/or to change it. So the term laboratory should be understood in an extensive sense, like any space, physical, operational and conceptual, suitably adapted and equipped for holding a specific training activity.

With the work in the laboratory the student dominates the sense of his own learning, because HE/SHE produces, because HE/SHE works concretely, because while "Doing" , HE/SHE knows where HE/SHE wants to get to and why. If in the basic school the laboratory can also make use of tools and "poor" materials, in high school, instrumental poverty is the bearer of conceptual distress. Sometimes, due to the lack of funding, the laboratory comes understood not as productive work, but as mental simulation or as a conceptual representation of such work. These representations, in chemistry, in which often we do not make use of specially equipped spaces, are conceptually metacognitive: by not referring to the operational method, but going beyond it by presupposing its marginality. In more concrete terms: in schools there is a widespread primacy on the verbal approach in learning and not in action learning, which it is relevant when pursuing verbal and linguistic skills, but it is inappropriate when the required competence is highly operational; **if I want the student to learn to do something I have to see him/her at work. If instead of observing him while he is doing, I ask him to tell me "How**

would you do ..." I do not check his operational competence, but his metacognitive representation. Fig.1.

This last one is very important after the student has carried out the action, and is used to think about the action, to build concepts, to customize and consolidate them. With students who have difficulties in verbal learning, the laboratory ("operational") is essential as a starting methodology; only afterwards it will be possible to continue with processes of "verbalization", comparison and reasoning (combining action and reflection).
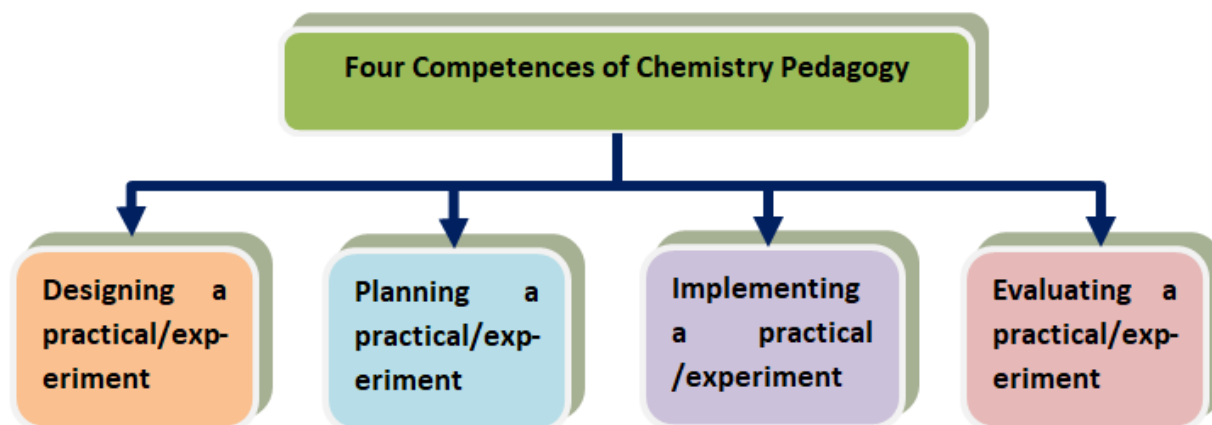
Figure 1. Four Competences of Chemistry Pedagogy

In the laboratory, as with other "engaging" methods, the student acts, is active. The student's active being can be expressed in many ways and at two extremes we find two types: reproductive and productive activity; the student is active when he/she copies, when he/she traces the required procedure which reproduces what he/she has studied; but also the student is active when he/she invents, hypothesizes new solution strategies and produces something from scratch. In the laboratory we operate on both levels: but the educational purpose of the laboratory is to produce thought starting from action and it never is purely applicative (i.e. reproductive).

What are the fundamental elements of the laboratory method? Munari (1994) indicates some characteristics for a laboratory of operational epistemology (knowing through action).

The proposed activity in the laboratory:

- the student must lend himself to concrete manipulation (verbal or symbolic linguistic codes are not enough);
- it must involve crucial operations (main steps of a procedure must be presented);
- there must not be a unique solution (the experience should give the possibility to choose and decide; the laboratory that offers a single solution boils down to an application algorithm);
- it must cause a cognitive "displacement" (it must make the student to discover something new, putting old acquaintances in crisis);
- it must be located at the right distance (the "new" must not be neither too close nor too far to the "known");
- it must involve different levels of interpretation (plurality of points of view);
- it must possess metaphorical values (it must recall distant and heterogeneous experiences);

- it must involve the student's relationship with knowledge (in laboratory apprehension is knowledge in action).

Among the different types of laboratories that should be present in schools are the specialized ones in chemistry, involving IT laboratories(computer based as e resource) and multimedia laboratories for a scientific, technical and professional use in behalf of research and experimental procedures.

A chemical reaction can be described in the classroom from the teacher; it can be simulated with software in the computer lab or can be "realized" in a chemistry laboratory: there are three didactic environments that activate and produce three different types of learning.

2. The investigative method: experimental research

Research study can only be activated through research teaching. Today, basic research operates along two lines: classical experimental research, connected to the hypothetical-deductive method and action-research expression of the heuristic participatory method. It is appropriate for high school students deepen both types, although the first tends to be aimed at the natural sciences and the second to human sciences.

In its classical form, the investigative (or hypothetical-deductive) method follows the path of experimental research with the following steps:

- Identification and definition of the problem.

(The problem must be something that arouses interest, curiosity, cognitive conflict. The student must experience the problem as a solvable challenge by using his knowledge, skills and previous experiences.)

- Analysis and selection of hypotheses.
- Delimitation of the research field (of the factors that interact with the problem).
- Sampling (selection of representative elements).
- Selection of sources (from which to collect data and information).
- Recording and processing of collected data.
- Comparison and verification of hypotheses.
- Definition of the general principle.

The principle of specularity applies to all teaching methods, and presupposes one basic homology between epistemological processes, teaching processes and learning processes. Let's try to understand: all academic disciplines proceed with the research (epistemological processes), if I want the students to learn to do research (learning processes) I have to develop research teaching environments (teaching processes).

3. The heuristic-participative method: research-action in the classroom

Action research is done especially in the social sphere where research cannot disregard the action; in it there is no distinction between those who do research and the ones who are the object of the research, between the (external) researcher and the one who performs the action (internal).

With action research, students learn both to carry out research in the social field and to discover their way of being "researchers".

In action research, objectivity is not the main concern (an essential methodological element in classical experimental research) as much as *the documented reconstruction and organisation of the action process in its making.*

Methodologically, the action research cycle includes a series of stages:
a) Identification of the problems to be solved, the causes of those problems and the contexts and environments in which the problems are located, of the resources available and the constraints that forces to do certain choices.
b) Formulation of the hypotheses of change and implementation plans.
c) Application of the assumptions in the target contexts of the formulated plans, (we no longer speak, we act);
d) Evaluation of the changes that have occurred and revision of the projects and the adopted plans.
e) Deepening, institutionalization and widespread dissemination of applications with positive evaluation.

Why do action research with students? Because with action research they understand the complexity of the systems (in which man intervenes), the fluidity of the hypotheses and in particular:
- *the mutiny of the variables* (when the human factor intervenes it is quite difficult to isolate and block the variables, "the paradigm experimental botanical ", as Huberman says, does not suit experiments with humans) ,
- *the partiality of the researcher's point of view* (and the consequent need to compare all points of view, in so doing the relativity of the individual is not a limit, but it turns into value if all the individuals are researchers),
- *the need to immerse oneself in the studied situation* (doing research on the situation-problem, the student does research on himself; ***with action research one is not external, detached, but involved, jointly responsible***),
- the management of heuristic research paths (open logic)

Virtuous Circle: Reflect-Hypothesize-Plan-Act

4.   The individualized method: mastery learning

The mastery learning is a mode of organizing the didactic intervention by being very attentive to individual differences in the rhythms and times of student learning. Fig. 2. The mastery learning implementation scheme recalls the technique of scheduled instruction, in which each phase of teaching is foreseen in advance and then programmed and standardized in every detail. It is characterized by framing the teaching subject into short passages, called frames, and these frames contain one or two basic information and / or require the subject to formulate an answer,
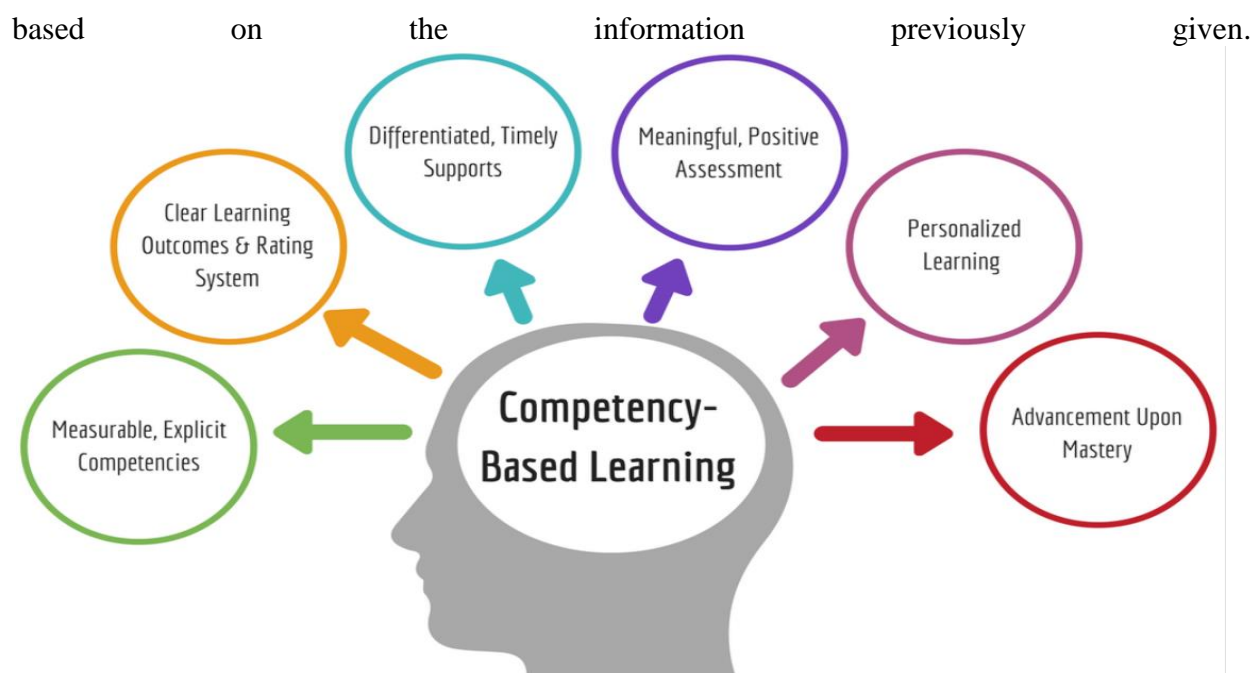
based   on   the   information   previously   given.

Figure 2. Bloom's Diagram on basic learning competences

In chemistry, mastery learning can be profitably used as an individualized teaching method for the training of specific technical and / or professional skills, or with students with disabilities, or in the presence of hardships in learning by being more or less severe, even temporary.

Founded on the principles of B.F. Skinner, education programmed is presented according to linear sequences of small steps, of the same Skinner, or according to branched sequences, proposed by Crowder. In the linear sequence each frame consists of a simple period that includes little information e from a question involving the information just presented. With the sequence branched out, depending on the answers given by the student, the program can foresee different developments, for example specific recovery programs, or the possibility to skip a few frames and proceed faster for more skilled subjects.

The first teaching machines and the first computer applications in teaching followed the settings of programmed education.

Unlike mastery learning, the sequences of programmed instruction do they are rigid and binding, they are not at all respectful of individual differences and they convey a conception of teaching understood as modelling, since founded on the belief that any knowledge can be gained from anyone, as long as it is associated with positive reinforcement.

Procedures (as established by Block):

- the teacher defines the conceptual and **operational skills** that students should reach at the end of the teaching intervention;
- with the analysis of the task establishes **the intermediate levels** defining the particular objectives in a succession of teaching units capable of progressively promoting final skills;
- elaborates **the tests** able to verify the achievement or not of the objectives in the identified didactic units;
- then prepares **the teaching units** taking into account as much as possible the state of initial preparation of students;

- subsequently structures the **supplementary and recovery activities** that should propose to those students who have not yet reached intermediate level skills in individual teaching units;
- check that the students do not face the next unit if they have not conquered **the bare minimum of knowledge domain** of skills foreseen by the previous units.

After reviewing the methods, let's consider the techniques, and in particular the so-called active techniques.

5. Active techniques

These techniques reject the passive, dependent and substantially receptive role of the student; and on the contrary, they involve felt and conscious participation of the student, since contextualize learning situations in real environments, similar to those that the student has experienced in the past (actualization of experience), the student is currently living (integration here and now of the plurality of contexts) or that will live in the future (prediction and virtuality).

The techniques that we will examine are characterized by:
1. the "lived" participation of the students (involving the whole student's personality),
2. constant and recursive control (feed-back) on learning e self-assessment,
3. training in situation,
4. group training.

Let's consider four groups of active techniques:
- **Simulation techniques**, in which we find:
  - role playing (game of roles) for the interpretation and analysis of behaviors and social roles in interpersonal relationships,
  - 'in basket (mail basket) for decision making in office scope,
  - the action maze (action in the labyrinth) for the development of decision-making and procedural skills.
- **Situation analysis techniques that make use of real cases: common and frequent situations** are analyzed in the study case, in the incident emergency situations are faced. With the study of case, analytical skills and ways of approaching a person are developed problem, in the incident, decision-making skills and those are added predictive.
- **Operative reproduction techniques** like demonstrations and exercises: they point to refine technical and operational skills by reproducing a procedure. They are complementary and require the decomposition of the procedure in operations and phases to be placed in succession and to be verified at each step.
♦ **cooperative production techniques**, among which we can include the technique of brainstorming, for the development of creative ideas in groups, and the cooperative learning method, for the integrated development of cognitive, operational and relational skills.

Conclusion

The methodologies and techniques define the relationship between the learner and the learning situation.

With simulation techniques the student is learning immersed in the situations; with those of analysis of the situation he is learning from situations (by reading them); with operational reproduction techniques he learns by operating on the situations, and with those of production cooperative learns to modify (or invent) situations. Of course, the emotional involvement of the

people is also variable meaning students: deep in simulation techniques, with immersion in reality and with the assumption of specific roles, are more detached in the analysis situations and operational reproductions.

An evolving understanding of how best to teach science, represents a significant transition in the way science is currently taught in most classrooms and will require most science teachers to alter the way they teach. The available evidence suggests that many science teachers have not had sufficiently rich experiences with the content relevant to the science courses they currently teach, let alone a substantially redesigned science curriculum. Very few teachers have experience with the science and engineering in help of chemistry teaching. These trends are especially pronounced both for high school teachers and in schools that serve high percentages of low-income students, where teachers are often newer and less qualified.

Typically, the selection of and participation in professional learning opportunities is up to individual teachers. There is often little attention to developing collective capacity for science teaching at the building and district levels or to offering teachers learning opportunities tailored to their specific needs and offered in ways that support cumulative learning over time.

Chemistry teachers' learning needs are shaped by their preparation, the grades and content areas they teach, and the contexts in which they work. Three important areas in which chemistry teachers need to develop expertise are:

- the knowledge, capacity, and skill required to support a diverse range of students;
- content knowledge, including understanding of disciplinary core ideas, crosscutting concepts, and scientific and engineering practices; and
- pedagogical content knowledge for teaching science, including a repertoire of teaching practices that support students in rigorous and consequential science learning.

Chemistry teachers' professional learning occurs in a range of settings both within and outside of schools through a variety of structures (professional development programs, professional learning communities, coaching, and the like). There is limited evidence about the relative effectiveness of this broad array of learning opportunities and how they are best designed to support teacher learning. Chemistry teachers' development is best understood as long term and contextualized. The schools and classrooms in which teachers work shape what and how they learn. These contexts include, but are not limited to school, district, and state policies and practices concerning professional capacity (e.g., professional networks, coaching, partnerships), coherent instructional guidance (e.g., state and district curriculum and assessment/accountability policies), and leadership (e.g., principals and teacher leaders).

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Implementation of digital tools for teaching and learning in the pre-university system. A comparative study of some digital tools.

Esmeralda Hoxha[1], Anduel Mehmeti[2], Blerina Dhrami [3]

1 University College "Pavaresia Vlore",
esmeralda.hoxha@unipavaresia.edu.al, Albania
[2] University College "Pavaresia Vlore",
anduel.mehmeti@unipavaresia.edu.al, Albania
3   University College "Pavaresia Vlore",
4   blerina.dhrami@unipavaresia.edu.al Albania

Abstract.

Optimizing the use of digital tools in the teaching and learning process has, already, become an important challenge for the pre-university system in Albania. As evidenced by the situation created by the COVID-19 pandemic, all educational institutions in the country, took a new approach, that is the implementation of digital tools in the context of fulfilling their obligations in teaching and learning process.

This scientific paper aims to assess the current situation and the importance of the implementation of digital tools in teaching and learning, for pre-university education in the city of Vlora and their impact on achieving the best results. The evaluation is based on the comparative assessment between some most widely used digital tools, helping us select the most practical and successful digital tools.

The research methodology in this scientific paper has as its main source the measuring instruments, such as questionnaires and interviews for teachers and principals of pre-university education schools in the city of Vlora.

Keywords: Digital tools, teaching, learning, pre-university system.

1. Introduction

Nowadays there is a growing trend that enables distance learning and the integration of information and communication technology in teaching and training. There are a number of applications and e-learning tools that offer teachers great opportunities, but not without challenges, to build e-learning platforms to support e-learning.

Optimizing the use of digital tools in the teaching and learning process has, already, become an important challenge and for the pre-university system in Albania. As evidenced by the situation created by the COVID-19 pandemic, all educational institutions in the country, took a new approach, that of implementing digital tools in the context of fulfilling their obligations in teaching and learning process.

Although a successful approach, the education system in Albania will need to reformulate teaching curricula in the context of digital teaching and learning. For this reason, the Ministry of Education, Sports and Youth should create policies for the design of teaching curricula with a

focus on online learning, as well as develop a guide for defining some of the digital tools that meet all expectations in relation to the learning process and academic obligations.

Innovative learning in the classroom, influences the quality of teaching and learning performance. The purpose of this paper is to contribute to the comprehensive discussion that is taking place on education reform in our country, to encourage the responsible factors to think and take appropriate concrete measures in reforming the concept, organization, content, new tools, forms and methods in teaching.

Also, this scientific paper aims to assess the current situation and the importance of the implementation of digital tools in teaching and learning, for pre-university education in the city of Vlora and to choose the right e-learning platforms to support e-learning. But we should not forget or overlook, that this platforms, like Moodle, Edmondo, Socrative, Projeqt ect.., can be e muddily environment and approaching them without a proper guidance can be a time-consuming task.

Therefore, the challenge is not only the choice of the appropriate platforms but also ways of implementing these platforms, the importance of teacher training courses and management of pre-university education institutions.

2. The importance of digitals tools on e-learning

E-learning is becoming an increasingly popular training option as technology developments have made it less costly. E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance.

E-learning - a comprehensive investigation of course developers' and language teacher trainees' views regarding the usefulness and effectiveness of a multimedia self-tuition course. Moreover, some people confuse the concept of e-learning with the concepts of a virtual campus or online courses, which can be part of the e-learning universe but do not sufficiently define it.

Evolution of distance education as a result of new technologies and contributions of computer scientists in the field of education coincides along with education concept as a lifelong process, LLL, and poses a major challenge for educational institutions: how to integrate these technologies in their organization and, in particular, in their teaching. The four categories that define e-learning are: technology-driven; delivery-oriented; communication-oriented, and paradigm-oriented.

Technology is required to produce and deliver e-learning. Different tools can be used to produce e-learning content, depending on which file formats will be used and the nature of the desired final product.

A sufficient number of digital tools support e-learning. Many of us have encountered or even used these digital tools for various purposes. Some of these digital tools were also discussed in the TEAVET project, which were implemented in e-learning and blended learning. Some of them are, Moodle, Edmondo, Socrative, Projeqt, but which of them are more efficient and serve our to purpose?

3. A comparative evaluation of some e-learning platforms

This article will provide a qualitative comparison between three of the most widely used e-learning platforms in pre-university education. The platforms that will be considered in our paper are Moodle, Edmodo and Google Classroom.

Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Founded and developed by Martin Dougiamas in 2002, Moodle was designed to provide educators, administrators, and learners with an open, robust, secure and free platform to create and deliver personalized learning environments. Moodle is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organizations across the globe. Today, Moodle is the most widely used Learning Management System in the world, with well over 100,000 registered implementations worldwide supporting over 150 million learners.

Edmodo, also known as "Facebook for school," is the premier social media and learning platform for teachers and students alike. Edmodo is an educational network that aims at providing teachers with tools to help them connect and communicate with their students and parents. Via the Edmodo app or website, teachers can share content, texts, videos, homework and assignments with their students online. Founded in 2008, the site has since gained over 20 million users. The K-12 social media network continues to grow and is now available in six languages, including Spanish, German and Greek.

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom integrates Docs, Sheets, Slides, Gmail, and Calendar into a cohesive platform to manage student and teacher communication. It is estimated between 40 to 100 million users use Google Classroom.

To evaluate these platforms, we will need to consider the distribution method, cost, accessibility, ease of use and utilities that each platform offers. In terms of distribution Moodle as an opensource platform can be distributed through private hosting or even webhosting service; Edmodo is a platform which can be distributed only through webhosting service; meanwhile Google Classroom is a platform which is offered only through cloud hosting service. In terms of cost all three of these platforms are offered free of charge for teachers and students, with the only difference being that Moodle offers a subscription with additional utilities with an annual hosting fee for the cloud service.

In terms of accessibility all three platforms offer the same access, all offer access through an account identified by username and password.

In terms of usability, the platform that offers the easiest access to design and use is Edmodo, as this platform provides a friendly interface integrated with all services in a single dashboard where teachers, students and parents can easily orient themselves to access the study courses, assignments, quizzes, materials and electronic conversations. The other two platforms offer a more complicated interface in terms of usability and access to the courses offered on the platform.

In terms of utilities that these platforms offer are as follows:

    a. Moodle features:
- ✓ Modern, easy to use interface;
- ✓ Personalized Dashboard;
- ✓ Collaborative tools and activities;
- ✓ All-in-one calendar;
- ✓ Convenient file management;
- ✓ Simple and intuitive text editor;
- ✓ Notifications;
- ✓ Track progress;
- ✓ Customizable site design and layout;

- ✓ Secure authentication and mass enrolment;
- ✓ Multilingual capability;
- ✓ Bulk course creation and easy backup;
- ✓ Manage user roles and permissions;
- ✓ Supports open standards;
- ✓ High interoperability;
- ✓ Simple plugin management;
- ✓ Regular security updates;
- ✓ Detailed reporting and logs;
- ✓ Direct learning paths;
- ✓ Encourage collaboration;
- ✓ Embed external resources;
- ✓ Multimedia Integration;
- ✓ Group management;
- ✓ Marking workflow;
- ✓ In-line marking;
- ✓ Peer and self-assessment;
- ✓ Integrated Badges;
- ✓ Outcomes and rubrics;
- ✓ Competency based marking;
- ✓ Security and privacy.
b. Edmodo features:
- ✓ Accelerate learning goals;
- ✓ Activate your free admin account;
- ✓ Award badges to individual students;
- ✓ Build a network of communities;
- ✓ Create polls for students;
- ✓ Measure student progress;
- ✓ Network that connects students, administrators, parents;
- ✓ Online classroom discussions;
- ✓ Personalize with apps.

c. Google Classroom features:
- ✓ Set Classroom themes with school colors or logo;
- ✓ Reuse assignments, tests or other course content in future classes;
- ✓ Add content to assignments, such as video, PDFs, Google Docs or Google Forms survey;
- ✓ Share videos, links or images from other websites with students;
- ✓ View assignments, announcements and other resources on a class resource page;
- ✓ Draft assignments or announcements and schedule them to post on a later date;
- ✓ Use Google Calendar to track assignment due dates;
- ✓ Export grades to Google Sheets or a .CSV file;
- ✓ Set permissions on whether students can make posts or comments (or mute individual students);
- ✓ Set permissions on which teachers can create and manage classrooms, or which schools within a district can use Google Classroom;
- ✓ Grade book beta, where teachers can view, edit and share student's grades via the new Grades page;

✓ Ability to edit class details, such as class description, subject and room number;
✓ New Classwork page, where teachers can post assignments, questions and materials for students to view;
✓ Student selector and bottom-tab navigation functionalities added to Android devices.

Each of the platforms has its advantages and disadvantages in terms of their implementation and use. Their selection to be implemented in the teaching process is usually preferential depending on the requirements of the curriculum or the teacher. Having assessed all the elements considered above, we estimate that the platform which offers a complete package of services and services for the development and organization of the learning process, tasks, quizzes, distribution of materials, evaluation system, electronic communications and video conferencing is Google Classroom.

4. Research methods and methodology

- Desk research, a literature review on digital tools and a limited number of questionaries-based interviews were the basis of this study. The aim of the survey was explanatory rather than generating data for empirical evidence based on a hypothesis.
- The questionnaires were distributed electronically, and the number of respondents was 61.
- The article has taken into consideration only the questions whose content is relevant for the paper purpose.

5. The implementation of digital tools for teaching and learning

In the framework of the development of the TEAVET project, which among its goals has the lifelong training of teachers and the creation of digital competencies for the use of ICT in teaching and learning. University College "Pavaresia Vlore" in the framework of the implementation of the WP1 package of this project, has designed and distributed an electronic questionnaire through Google Forms, to teachers and school principals, as well as teachers of the city of Vlora to assess their knowledge in use of digital tools and ICT for teaching and learning. This questionnaire included 61 respondents, of which 47 respondents (76.2% of respondents) are teachers and school principals of pre-university education and 14 respondents (23% of respondents) are lecturers in university education.

To the question of how much teachers know about some of the digital tools like Moodle, Mahara, Prezi, Kahoot, Padlet, One Note Classroom, Socrative, Google Forms and Google Classroom, they answered as follows:

Table 1: Evaluation of the knowledge of teachers, headmasters and lectures of digital tools

Digital tools for teaching and learning	I don't know it %	I know it	I use it personally	I use it on teaching
Moodle	96.6	2	0	1.4
Mahara	100	0	0	0
Prezi	89.7	7	2	1.3
Kahoot	100	0	0	0
Padlet	100	0	0	0
OneNote Class Notebook	72.4	20.7	3	4
Socrative	96.6	3.6	0	0

Google Forms	62.1	24.1	5.2	8.6
Google Classroom	70.7	17.2	3.5	8.6

Source: TEAVET Project, WP1

96.6% of respondents do not know the Moodle platform, 2% of respondents know it and 1.4% of respondents use it for teaching. The Mahara platform is not known by 100% of respondents. 89.7% of the respondents do not know the Prezi platform, 7% of the respondents know it and 1.4% of the respondents use this platform for teaching. The Kahoot and Padlet platform is not known by 100% of the respondents. About 72.4% of respondents do not know the OneNet Class Notebook platform, 20.7% of respondents know it, 3% of respondents use it for personal purposes and 4% of them use this platform for teaching. About 96.6% of respondents do not know the Soctative platform and 3.6% of respondents know it. About 62.1% of respondents do not know the Google Forms platform, 24.1% of respondents know it, 5.2% of respondents use it for personal purposes and 8.6% of respondents use it in teaching. 70.7% of respondents do not know Google Classroom platform, 17.2% of respondents know it, 3.5% of respondents use it for personal purposes and 8.6% of respondents use it for teaching.

So as a result of the questionnaire we evaluate that most of the respondents have a very low knowledge of these digital tools for teaching and learning, and the platform which is best known and finds the most widely usage by teachers in teaching is the platform Google Forms.

6. Reccomendations

According to the Action Plan for Digital Education of the European Union 2021-2027, which is also affected by the situation of the COVID-19 pandemic, there is the need for2 new strategies which are: 1) Fostering the development of a high-performing digital education ecosystem; and 2) Enhancing digital skills and competencies for digital transformation; the Ministry of Education, Sports and Youth will have to create policies for the design of teaching curricula with a focus on online learning, as well as develop a guide for defining some of the digital tools that meet all expectations in relation to the learning process and academic obligations. Also another important aspect highlighted throughout the pandemic situation is the need to train teacher competencies in relation to the use of digital tools.

According to our evaluation of digital tools for teaching and learning, we recommend the inclusion of platforms such as Google Classroom, Moodle and Edmodo in this guide as the most suitable digital tools to be implemented in the pre-university education system in Albania. Also, educational institutions in Albania will have to take concrete steps in encouraging teachers in the training of digital competencies in relation to teaching and learning.

Conclusions

The general aim is to foster excellence in education by empowering teachers, trainers, headmaster, and other education staff to integrate the right e-platforms into teaching and education. So, implementation of appropriate digital tools, for teaching and learning in the pre-university system, is very important;

There are a number of applications and e-learning tools that offer teachers great opportunities but not without challenges;

Platforms like Moodle, Edmodo, Google Classroom, can be a confusing environment and approaching them without proper guidance can be a time-consuming task, therefore, the proper course must be followed;

E-learning is part of the new dynamic that characterizes educational systems at the start of the 21st century, resulting from the merge of different disciplines, such as computer science, communication technology, and pedagogy, since all the collected definitions contained characteristics of more than one discipline. Consequently, the concept of e-learning can be expected to continue to evolve for a long time.

Figure 1: Evaluation of the knowledge of teachers, headmasters and lectures of digital tools
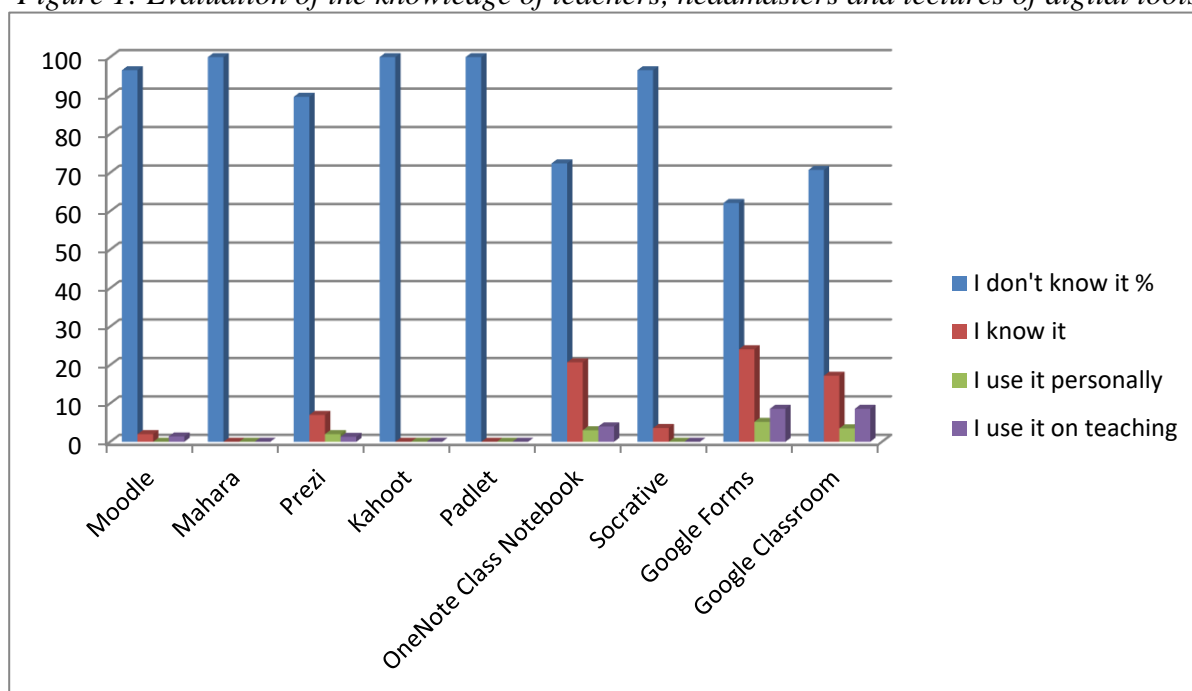
Source: TEAVET Project, WP1

Choosing platforms like Google Classroom, Moodle and Edmodo to support e-learning.

The National Strategy 2014-2020 for the Pre-University system has only touched slightly the digitalization of the Education System but has not given positive and touchable results. We should be committed on order to have a new strategy inspired by the Digital Education Action Plan 2021-2027 of the European Commission.

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Online learning in Albanian Higher Educational Institutions amid the COVID-19 pandemic

Jonida Çarka Mimoza Çarka

University of Tirana, Albania
"Eqerem Çabej" University, Albania

Abstract.

The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world, so in order to fight the spread of coronavirus and maintain healthy social-distancing, schools across the country were temporarily closed and quickly transitioned from on-campus, face-to-face learning to distance learning. Before the current pandemic, Higher Educational Institutions in Albania were based only on traditional methods of learning, and they followed the conventional set up of lectures in a classroom; although many academic units had also started blended learning, still a lot of them were stuck with old procedures.This situation challenged the education system across the world as well as in Albania and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online education–learning.

However, with the obligatory usage and remarkable rise of e-learning, whereby teaching is undertaken remotely and on digital platforms, there is an emerging need to understand the impact that this change has had in the effectiveness of the teaching and learning process, as well as whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. This research study examines Albanian higher education students' attitudes towards compulsory digital and distance learning university courses amid Coronavirus (COVID-19). Undergraduate and postgraduate were surveyed to find their perspectives about online education in Albania. This article includes the importance of online learning and strengths, weaknesses, analysis of e-learning modes in the time of crisis.

The study's findings highlighted that online learning is faced with many challenges in countries like Albania, where a vast majority of students are unable to access the internet due to technical and monetary issues. Furthermore, the lack of face-to-face interaction with the lecturer, the usage of different not unified online platforms, response time, and absence of traditional classroom socialization was among some other issues highlighted by higher education students.

Keywords: COVID-19, online learning, higher education, ICT, technology, Albania

1. Introduction

The World Health Organization (WHO) declared COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020 (Cucinotta & Vanelli, 2020). The first two cases of COVID-19 in Albania were confirmed by the Ministry of Health in Tirana on 8th March 2020. In reaction to the COVID-19, Albanian government closed all educational institutions across the country on March 2020 and issued directives to higher education institutions to start preparing for distance learning (DL) modes, reschedule the ongoing exams and assist their students online regularly until the COVID-19 crisis remains unchanged. This deadly and infectious disease has deeply affected the global

economy and has also shaken up the education sector since the COVID-19 pandemic outbreak forced many schools and universities to remain closed temporarily. Various schools and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020).

This rapid transformation is linked to various obstacles and challenges at this point (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020). But because nobody knows when this pandemic will disappear fully, educational institutions across the globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020). In the Albanian case many Universities have put in place the usage of different online-teaching platforms such as Microsoft Teams or other free platforms and applications like Google Classroom, Zoom, etc.

A few recent research studies have explored the challenges and opportunities associated with e-learning during pandemics (Mailizar et al., 2020). Since the students' voices are important on this issue, this paper tries to explore the advantages and challenges of recent e-learning initiatives mainly from the perspective of various students by investigating their opinions regarding online learning.

More research is needed to explore the challenges of utilizing e-learning that hinders students from achieving their learning goals and also the quality of learning online should be investigated in future research studies.

2. Problem statement

Online courses are provided by hundreds of Higher Educational institutions but two problems exist. First, from a macro viewpoint, very little is established regarding the effects and efficacy of online education (McPherson & Bacow, 2015). Second, the capacity to successfully teach digitally is likely to differ based on the wide range of learning goals that guide our instructional and educational priorities (Liguori & Winkler, 2020).

Online learning can be effective in digitally advanced countries (Basilaia & Kvavadze (2020) which is why in countries like Albania the impact tends to change for the worst. However, in Albania, due to the fact that a significant deal of public services, as well as administrative activities of public administration are handled online and with the help of ICT ([Electronic services],2013), there may be a more positive approach towards online learning and teaching compared with other compared with other countries having similar economic and social development.

Lack of access to fast, affordable and reliable internet connections hinders the process of online learning especially for those who are living in rural areas of mountainous Albania. Students who access the internet through smartphones are unable to take advantage of online learning because a significant amount of online content is not accessible via smartphones.

In a common scenario, just like conventional learning, there is satisfactory interaction in distance education among teachers and learners, the content is well-designed and up-to-date, the professors are committed, and trained with the skills and possess the required knowledge.

However, the present-day situation is entirely different from the normal distance learning programs, where all higher education institutions across Albania are forced to implement distance learning methodologies regardless of limited resources and funds.

3. Goal & Objectives

In light of the overarching challenges, this paper aims to go beyond a systematic study of the usage of online learning platforms in HEI in Albania and further the challenges and opportunities associated with online learning during pandemics, with a particular focus on the students' perspective.

 Objectives that come as a result of this goal are:

[1] To explore the growth and know the effectiveness of online learning in Albania from higher education students' perspectives.

[2] To highlight the challenges and obstacles of online learning faced by higher education students in Albania.

[3] To perform a meaningful cross-study comparisons of different expectations and perceptions of learning environment labels: distance & online learning, e-Learning, blended learning.

[4] To give some suggestions and recommendations for the success of online mode of learning during a crisis-like situation.

4. Online Learning vs. E-Learning vs. Blended Learning

Several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students(Dhawan,2020). Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The Albanian government and HEI also recognize the increasing importance of online learning in this dynamic world. The severe explosion of Corona Virus disease can make us add one more argument in terms of online learning, that is, online learning serves as a solution in the time of crisis.

It is not uncommon that researchers, professors, teachers and students face difficulties when distinguishing between the difference in these various forms of learning (Moore, 2011).We implemented a mixed-method analysis of research articles to find out how they define the learning environment. In addition, the results of the survey also revealed that there are different expectations and perceptions of learning environment labels: distance learning, e-Learning, blended learning and online learning.

Before examining the methodology used in this paper and the results, it is necessary to know differences between these learning options, since some people use these terms interchangeably while others have differing definitions for the same term.

Distance Learning was introduced to attract the students globally and today it is also understood as a synonym of online learning. Many universities are offering degrees in distance learning courses to everyone who meets the qualification and entry requirements. Whereas, E-Learning allows the students to interact with their teacher only through the internet. It utilizes digital tools for teaching and learning, and the technology facilitates the learning process. E-Learning can be used online or in a classroom setting. Online learning, on the other hand,

always involves an internet connection and can include virtual face-to-face interactions (webinar, online lecture, virtual meeting) thus allowing the students to use a virtual conferencing software like Zoom or Google Meets etc. On the contrary, Blended learningis a combination of traditional classroom learning and online learning by using a video conferencing tool (Moore, 2011).

5. Methods:

a. Sample & Survey

The key purpose of this research study was to find the general attitudes of Albanian higher education students towards compulsory digital and distance learning university courses amid Coronavirus (COVID-19). The sample of the study included 158 higher education students: 97 female and 61 male participants. The participants included undergraduate (n =88, 55.7%) as well as postgraduate (n =70, 44.3%) students. All the students participated in the survey were currently attending online courses or included those who finished their last semester virtually mainly from the public University of Tirana.

b. Data Analysis

The data obtained through an online survey were analyzed by frequency of common students' responses and were stated in percentages. Demographic data were obtained using the Likert scale and is reported in percentage of students' responses

6. Results

Undergraduate students represented 55.7% (n = 88) of study sample, whereas 44.3% (n = 70) were postgraduate students. Of the total 158 students, 37.3% (n = 39) were between the age range of 18-20, whereas 62.7% (n = 119) were between the age range of 21-24. 83% (n = 131) reported that they have proper access to the internet, 7.5% reported no proper access, while 9.5% (n = 15) reported that they have limited access to the internet through a mobile phone or handheld device.

As shown in Table 1, 55 % of students reported that they feel poorly about distance education, whereas 35.5% feel good and only 9.5 % feel average. Even though 67.7 % of them have easy access to a device for learning online 22.2% do have access but they have difficulties and 10.1% share the device with others. Most of them (49.4% sometimes, 39.9% many times and 9.5% all the time) do encounter problems during their online session, which mostly consist in technical issues and limited internet access as well as the lack of digital and computer literacy. 53.8% of students reported that signals availability/strength are the major problems behind limited internet access, 7% consider internet services too expensive for regular online connectivity, 39.2% reported no problems with internet access. In examining whether students feel qualified to use a computer/laptop for online learning, 84.8% of students feel that they are well qualified to use computer/laptop for online learning. 59.5% of students reported that they are comfortable communicating digitally, while 10.8% feel that they are face problems in digital communication.

While responding to the question whether online is more motivating than conventional, only 10.8% of students feel that online learning is slightly more motivating than conventional learning, while the majority of the students (89.2%) voted against the notion that online learning is more motivating than conventional learning. When exploring the opinion of higher education students about the completion of projects/assignments 41% of students reported that

they feel difficulties while doing group projects or assignments through distance education, while 29% of students feel that group projects and assignments can be completed digitally. While reporting about the effectiveness of face-to-face interaction, 81.7% of students feel that face-to-face contact with an teacher is necessary for learning and distance learning. And 57 % of students think that e-learning techniques and technologies are helpful in their learning and studying process.

Table 1: Students responses regarding Online Learning

No.	Questions & Atitudes	No. of answers per question	Total Percentages (%)
1	How do you feel overall about distance education?		
	Poor	87	55.06
	Good	56	35.44
	Average	15	9.49
	Excellent	0	0.00
2	Do you have access to a device for learning online? (not smartphone		
	Yes	107	67.72
	Yes, but it doesn't work well	35	22.15
	No, I share with others	16	10.13
3	How effective has remote learning been for you?		
	Not at all effective	32	20.25
	Slightly effective	98	62.03
	Moderately effective	19	12.03
	Very effective	9	5.70
	Extremely effective	0	0.00
4	How helpful your University has been in offering you the resources to learn from home?		
	Not at all helpful	17	10.76
	Slightly helpful	55	34.81
	Moderately helpful	79	50.00
	Very helpful	7	4.43
	Extremely helpful	0	0.00
5	Do you encounter problems regarding online learning?		
	Not at all	2	1.27
	Sometimes	78	49.37
	Yes, many times	63	39.87
	All the time	15	9.49
6	Which is the main problem you encounter during your online learning?		
	Technical Issues & Limited Internet Access	96	60.76
	Lack of space to study at home or crowded environment	24	15.19
	Bad Time Management & Lack of Self-motivation	12	7.59

	Lack of computer& digital literacy	26	16.46
7	The main reason for limited Internet access		
	Cost/Too Expensive	11	6.96
	Signals availability/strength problems	85	53.80
	Don't know how to use it	0	0.00
	No problems	62	39.24
8	Do you feel qualified to use a computer/laptop ?		
	Yes, I do	134	84.81
	Somewhat	18	11.39
	No, I do not	6	3.80
9	Do you feel comfortable communicating electronically?		
	Yes, I do	94	59.49
	Somewhat	47	29.75
	No, I do not	17	10.76
10	Is Online learning more motivating than conventional learning ?		
	Yes, it is	0	0.00
	Yes, but slightly	17	10.76
	There is no difference	0	0.00
	No, it is not	141	89.24
11	It is easy to complete group projects/assignments digitally		
	Yes, it is	45	28.48
	Yes, but it doesn't effect my outcome	28	17.72
	There is no difference from the conventional way	20	12.66
	No, it is not	65	41.14
12	Is face-to-face contact with the professor/teacher/instructors necessary for a better learning process?		
	Yes, it is	129	81.65
	Somewhat	29	18.35
	No, it is not	0	0.00
13	Do e-learning techniques and technologies help you with your learning and studying process?		
	Never	0	0.00
	Sometimes	23	14.56
	Often	45	28.48
	Always	90	56.96

7. Discussion

Majority of the surveyed higher education students have reservations about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and teachers and ineffective technology were among the major challenges faced by higher education students of Albania. The sudden shift from traditional classrooms and face-to-face learning to online learning has resulted in a completely different learning experience for

students. Most students do not have access to high speed or reliable internet services and are thus struggling with online learning.

Online learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching–learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017).

Owing to the limited resources of educational institutions in Albania, only few of them were able to introduce effective online classes during the initial months of COVID-19. The research also indicated additional challenges faced by students like lack of campus socialization, group study issues and teacher response time. Survey participants also reported that traditional classroom learning was more effective as compared to online learning and distance education. One of the less discussed areas of online education is the need of motivation for online learning. In traditional classes, students usually actively participate in academic activities due to their face-to-face engagement with professor and class fellows. 89.2% of students reported that learning in the conventional classroom was more motivating than distance learning. As indicated by the majority of the students, they can manage their study time effectively online and can easily complete assignments in time but complete courses cannot be completed online. To ensure an effective and productive online program, students must not only know how to cope up with the fast-paced online classes but they also need to have a sound computer and technological skills to learn from online lectures. For such students managing study time effectively is possible and they do not face any difficulty but when it comes to doing group assignments without face to face discussion with the group members, they face a lot of problems as reposted by 41.1% of respondents.

Ergo, blended learning as a hybrid approach that combines both traditional face-face and online learning Ideally, each (both online and off) will complement the other by using its particular strength.

8. Conclusion& Recommendations

COVID-19 impacted the conventional learning method of academic institutions across the world. The administrations of schools and universities opted for online lectures/classes as an alternative way to resume education (Zhong, 2020). Although online learning is proving helpful in safeguarding students' and faculty's health amid COVID-19 pandemic, however, it is not as effective as conventional learning. Online learning cannot produce desired results in Second World countries like Albania, where a vast majority of students are unable to access the internet due to technical as well as monetary issues. This study addressed the effectiveness of online versus traditional classes especially for students of higher education. As per this study, 89.7% of students had proper internet facility and 83% students felt that they were well qualified to use a computer/laptop for online classes even then 90.5% respondents felt that conventional classes were more effective as compared to online learning.

Apart from technical and monetary issues students also reported a few other difficulties like lack of interaction with the professor, response time and absence of traditional classroom socialization. The lack of on-campus socialization has caused difficulties for students to do group projects in distance learning mode as reported by 41.1% of students. The result of this study also indicated that educational organizations need to improve their curriculum and design appropriate content for online lectures. While comparing the effectiveness of conventional and

online learning, 81.6% of students felt that face to face contact with their professor was important for effective learning which is missing in distance learning mode.

Even though the current technology helped overcome some of the barriers in these difficult times, since the robust IT Infrastructure is a prerequisite for online learning, it needs improvement to be so strong that it can provide unhindered services during and after the crisis.

Online methods of teaching support and facilitate learning–teaching activities, but there is a dire need to weigh the pros and cons of technology and harness its potentials. Disasters and pandemic such as Covid-19 can create a lot of chaos and tensions; therefore, there is an important need to study the technology deeply and with due diligence to balance these fears and tensions amidst such crisis (Dhawan,2020).

As per the instructions of WHO, both the public and private sector as well as all HEI in Albania now have to adjust their daily activities with COVID-19 for some time at least, which means that educational institutions have to design appropriate and effective content, arrange an effective delivery system and provide digital literacy training to their current faculty so better learning outcomes can be achieved.

This terrible time of fate has taught us that everything is unpredictable and we need to be ready to face challenges. Although this outbreak did not give us much time to plan we should take a lesson from this that planning is the key.

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Phenomenology of English language acquisition in today's school context: an attempt to categorize the phenomena

Erjona Xhindi

ZVA Vlorë - Himarë

Abstract

The process of adaptation, recognition, acquisition of a foreign language, especially English by Albanian students, has entered a new phase. English is no longer, for years now, just an "idiom" which can be taught in school. Setting balanced boundaries with the mother tongue, in this turbulent global era, when English is the only or the principal medium, requires the updating of teaching methods at the methodological, psychological and ethical level. Especially the structural phenomenology of the discipline, especially in the relationship between the quality of speaking and writing, their intertwining and balance, requires intervention through research, discovery, analysis, categorization and study in a pragmatic perspective. Our paper will generally dwell on some principles on a possible approach in this context.

Keywords: English language, speaking, writing, didactic reconstruction, methodology

1. Introduction

The connection between spoken and written language, in the acquisition of a foreign idiom for the student is of particular importance to be explored, in the methodological and didactic context of that idiom, especially when it comes to English language. On one hand, this effort can be supported by the vast amount of data on the object, but not uncommon though, the plurality of data itself can turn into a cause for ambiguity, indecision and solutions far from being pragmatic.

We emphasize the concept of the pragmatic value of this paper, as the English language, becoming increasingly a tool of global interaction not only in economic and political terms, but also in cultural and spiritual areas, has become a civilization medium, with which we must not only inevitably be adapted, but we should also use it in order to preserve and develop a personal, social and national identity from which we cannot give up.

After all, our presence in a global context of communication is essentially an identity role: on this role we enter into dialogue, from it are determined our needs, our behaviors, the content of our acts, our future.

It is clearly pointed out by Chafe and Tannen (1987)[33] that linguists lately defined the difference between written language and spoken language: "for about 1000 years the systematic study of language in the western countries was focused on its written form - in this way it could be collected, stored, observed, studied in ways that until recently were impossible for the spoken language". The beginnings of descriptive linguistics, especially the work of Bloomfield, Sapir and Saussure, almost completely overturned this tradition of study: the emphasis that would henceforth fall on spoken language. Written language would receive a secondary status, even

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[33] Chafe, W. and Tannen, D. (1987). "The Relation Between Written and Spoken Language", *Annual Review of Anthropology*, 16:1, 383-407.

skipped. Of course, a third attitude should not be ruled out, interestingly pronounced outside the circles of linguists: according to this attitude, both spoken and written language have a stable value in themselves, a degree of interaction and obvious interdependence.

In a more articulate way the interaction between them can be classified, according to Moxley (1990)[34] into two theoretical platforms:

- one of them considers that writing has a one-direction connection with speech, in the way that writing derives from speech (discourse) and is its derivative (consequence);
- the other theoretical direction underlines that writing is a consequence of a set of factors.

In the first theoretical assertation, attention is focused on the relationship between speaking and writing, while in the second case (the plurality of influencing factors) attention is focused on the relative differences as well as on the similarities between speaking and writing. Moxley correctly notes the consequences and direct implications of theoretical influence on teaching methodologies, while underlining that while one-direction theory belongs to the behaviorist beginnings of the study of this connection, while modern approaches tend to support the theoretical attitude about the plurality of the factors influencing or affecting writing.

Writing, whether as a text, as a cognitive process or a socio-cultural construct, according to Sperling (1996)[35], in the postmodern context of thought, has been examined against the background of discourse. Sperling rightly asks the question: "*why do only a few students learn to write well, in front of many others who speak fluently*?". In her words (Sperling): "The way teachers teach writing is based on two fundamentally contradictory statements about the spoken-written relationship: first, students should write as they speak; second, students should not write as they speak"!!!

While the theoretical debate on these two subjects of language materialization has a really great complexity, let us add to it an element that makes the picture even richer: *what happens during the process of acquiring a foreign language, in our case of English language, in the relationship between these components*?

Basically, our attitude goes alongside the theory of the polyvalence of the relationship between speaking and writing. The psychological dimension that characterizes the traditionalist attitude must, of course, be taken into account, but in today's contexts of education and communication, of the global nature of phenomena, of life's rhythms, of the extent of the use of not only the mother tongue - the issue of mutual psychological conditioning writing and speaking, as the essence of behaviorism, is just one factor.

2. Definition of the object

The purpose of this paper is limited to the utterance of some issues, in the effort to build a possible typology of them in the case of teaching English to students who have Albanian as their mother tongue. Here, of course, we must dwell on some features of the phenomenon related to the global component in teaching English language and the connection between speaking and writing it, in terms of being a non-native language.

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[34] Moxley, R. A, (1990). "On the relationship between speech and writing with implications for behavioral approaches to teaching literacy", *The Analysis of Verbal Behavior*, vol. 8, 127–140.

[35] Sperling, M. (1996). "Revisiting the Writing-Speaking Connection: Challenges for Research on Writing and Writing Instruction", *Review of Educational Research*, Vol. 66, No. 1, pp. 53-86.

Studies on the subject show that while (ELLs - English language learners) they make good progress on three of the four basic skills of learning English as a second language, namely speaking, listening and reading - they have difficulty writing[36].

The explanation for this relates to the complex nature of the phonological, morphological, semantic and syntactic phenomena of English language structures. Scholars[37] (Goh-Doyle) mention the initial influence of spoken language on written language[38] or the interdependent and dialectical nature of these two abilities according to Kantor and Rubin (1981)[39].

According to Goh-Doyle (2014), while speaking in teaching requires less effort, the development of writing skills requires greater intensity of effort. Explaining the relationship between speech and writing, they define speech and writing interconnected in a code like genes in DNA (same spiral), proposing a teaching model where both components function according to a dialectic, where at different stages one element takes precedence over another, always inevitable.

In fact, the notion of inevitability of the simultaneous presence of the dialectic of the components can be accepted as the basic aid related to the issue. In any case, English globally enters teaching as a second language as a spiral where all four of the above skills cannot be separated from interaction[40] based on an initial typology including receptive (listening and reading) and productive skills (writing and speaking).

In a series of reasoning by some scholars[41] speech is defined as "the interdisciplinary function of language, through which meaning is produced and transmitted"[42] (Hughes, 2013), while writing is given as an attempt to interpret the natural language of speaking"[43] (Meyers, 2005).

According to Hinkel[44], training with an appropriate level of basic language knowledge is essential in building an order of lexical and grammatical skills necessary in writing.

The beforementioned authors of the study (Ehsan Namaziandost, Akram Abdi Saray Fariba Rahimi Esfahani) who refers to Silva (1990)[45], according to whom, estimates that writing "usually follows a standardized form of grammar, structure and vocabulary, which is inseparable from the structure of the lecture. In this way, the practice of writing, not only

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[36] Rao, P. S. (2019). "Effective teaching of writing skills to the English Language Learners", *International Journal of English Language, Literature and Translation Studies* (IJELR), vol. 6, issue.4, pp.196-205.

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increases students' attention to the structures of speech, but also promotes the mastery of speech".

In many cases the influence on speech of good writing skills has been proven, but without clarifying the state of this mechanism, as a methodology or tool with this function[46] (El-Koumy, 1998). It has been observed, however, the similarities between the syntactic structures of writing and speech, their interrelationship[47] (Cleland & Pickering, 2006), the dependence of speech or writing on the level of language proficiency as a whole.

It is obvious that there is a kind of agreement on the interdependence of these two productive functions of language, even a bias on the precedence or important influence of writing on speech, although different aspects of this dialectic are difficult to categorize.

Indeed, the number of factors at work is large, especially when from a functional point of view, the status of English allows us to express ourselves on it, both as a second language and as a foreign language[48] (Golkova – Hubackova, 2014) quoting Littlewood (1991)[49] according to which, "a second language has social functions within the community where it is taught, while a foreign language is taught mainly for communication outside the community where it is taught". We think that Littlewood's statement is particularly interesting to see in our socio-cultural context, where English tends to take on the status of a second language in certain settings.

3. The context of teaching

This is how we come to our teaching environment. The relationship between the components of the generating segment - writing and speaking - is of course closely related to the phenomena that affect the receptive segment, so in principle the review should be built on a structural relationship, within a system. The latter is undoubtedly subject to a number of factors that affect the system as a whole, in time and space.

In the diachronic sense, English has become a dominant part of the profile teaching curricula, fully mastering the offer of foreign language in school (statistics). The texts (system material) have been selected to respond to a rather pragmatic circumstance - we are talking about socio-cultural contexts where interest in the use of the English language has been growing.

Other factors, such as socially reconstructed cultural forms, namely urbanization, emigration, frenzy of social processes, social fragmentation, interest in communication, standardization of some collective idioms, especially the impact of social platforms and digitalization of communication, have had and still have an impact.

From the synchronic point of view, today we are in the conditions when we judge that the same interpretation of the whole process has become necessary, which begins with the analysis of the ability of this system to maintain its internal coherence, in balanced relationships between its elements, on some standards. As stated, the tendency of the English language to gain the status of a second language, in our judgment is emerging as an integral part of all the factors that affect its teaching.

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[46] El-Koumy, A. S. A. (1998). "Effect of dialogue journal writing on EFL students' speaking skill". Retrieved from ERIC database. Available: https://eric.ed.gov/?id=ED424772.

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Our object contains the generative (productive) elements of the system: students' abilities in writing and speaking, their condition, the relationship, the dialectic of the relationship between them, its possible typology, its perspective, the possibilities for intervention in accordance with the data brought.

3.1. Case of Study

Our observations, typological efforts have been made on a sample that has already reached a certain state of maturity in terms of psycho-didactic, social and cultural, we are talking about 20 students of the IX-th Grade, in the non-public school "Aulona". Of course there can be a discussion on the receptive aspects of this community, but in terms of focusing on the generative (productive) aspects, despite its importance, this could be the object once again.

The text with which it was worked was: Click On 3. Over the years it has been worked with other alternatives. The text is generally a balanced version of knowledge and is used in an extensive register of cases.

Respectively, a test was performed, twice, at intervals of about 8 weeks separated from each other. The conclusions are reached on the analysis of the conclusions drawn from the test, including their interpretation and activities performed during this period. We emphasize that the conclusions come as a combination of the results of the written-test and student's daily preparation in the classroom.

The test was structured on two levels: a) components that determined the elements of speech, mainly as a control over the knowledge of grammatical order, as well as the respective planes; b) components of the written order (writing an essay classified in a given genre). The evaluation was performed on a balanced register of columns.

*Graphic 1. The structure of test*
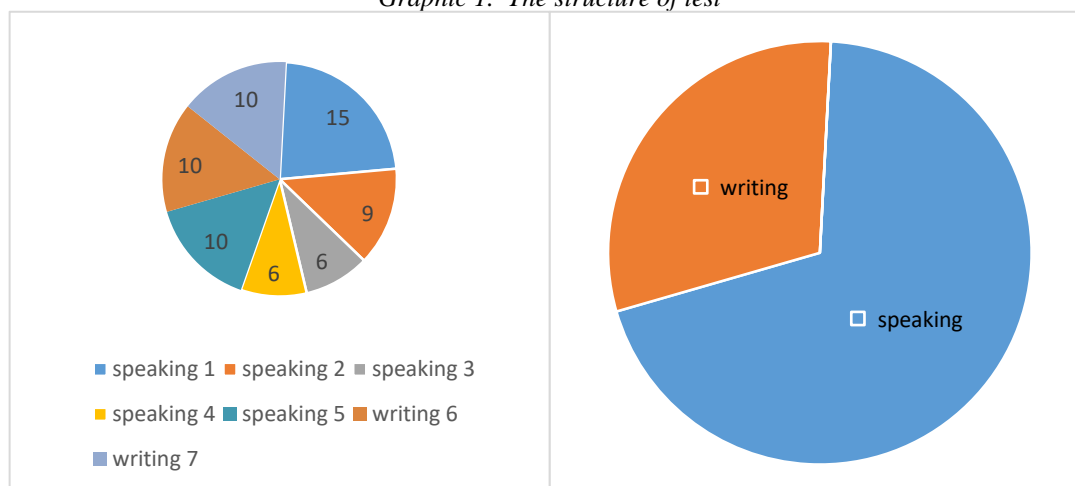
Test content 1

The group as a whole gets good results in grammatical questions, but not always in essays; as far as the test allowed the best students in writing were practically even the best in the grammatical exercises - it was noticed that the higher the order of abstraction in the essay or the stylistically elaborated it, the faster and richer the interventions. We note, however, that depending on the stylistic nature of the essay this was not always the case - there were cases where the rich stylistic expression corresponded with difficulty to appropriate grammatical interventions (!). We also note that the concrete nature of the essay evoked or coincided with

greater grammatical dexterity. The tendency of students with better results if it was to go towards a very extensive lexical-semantic or morphological register.

A possible division the class of 20 students could go according to these groups:

With no difficulty some tendencies were noticed: a) students who performed a good test, balanced in both components, (8 students) - b) students with better results in the grammar part (6 students) - c) students with good results in essay, but unstable in the grammatical part of the test (3 students). Perhaps it can be divided as a separate group d) (3 students) the group of students with high results in essays - which not only fulfilled the grammatical task correctly, but also with a high quality in terms of lexical selection and semantic coherence.

Grapfic 2. Ddistribution of test points based on groups
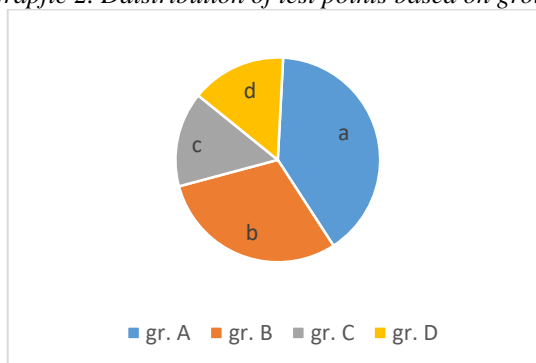
The view offered by the test can also be seen during everyday classes, where the groups witnessed the change in live lecturing: a hierarchy in the quality of lecturing was observed somehow clearly. However, even here, the logical structure of speaking for the best students did not correspond completely: the group with very good results was added, while the division of groups lost the nuances observed in the test. Groups A, D and C tended to form a larger unit in front of group B. What was noticed was that the unification of the group was strengthened as concrete communicative circumstances became.

*Graphic 3. Groups according speaking during the interval between tests*
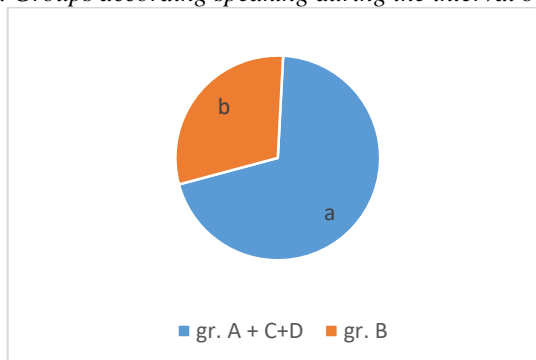
The period between the two tests was built on grammatical and lexical order activities in defined contexts - focused mainly on the elements of speech, namely on the expansion of the semantic and lexical register related to defined topics. It was given less space to writing during this period compared to reading, listening and speaking.

The second test was built on the same structure: it is interesting to note that, as we worked on a categorized system of students promoting the grammatical elements of speech, in the second test, the tendency to move towards assimilation of skills increased significantly. Respectively, the physiognomy of the groups retained its contours, but groups A and B showed a greater

writing dexterity, while group C went towards overcoming grammatical "dyslexia" - group D retained its nature.

Graphic 4. Groups after the test 2.
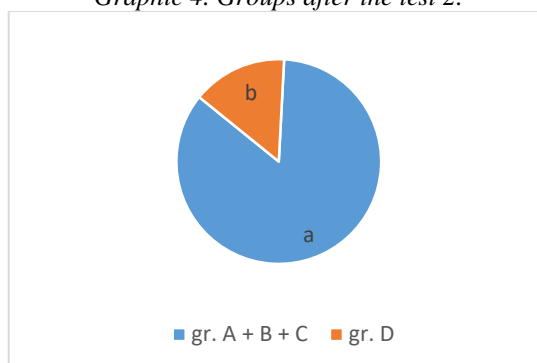
The essence of the picture in the second test is the balance between the elements of speech and writing - where we underline: the students were oriented that if they develop clearly defined texts on a given topic, 2) to strictly apply the gender structure of the essay. It was noted that the differences between the groups in writing were reduced in terms of evaluation

In this regard, group D presented an interesting fact: stylistically the same conciseness (brevity) and directness was found, while the students of group (A + B + C) tried to process the text more stylistically, still the same movement towards a point of equilibrium for the group.

Conclusions.

The comment on the dynamics of this case may follow. However, focusing on some trends or typologies on the generative segment during English language learning we can reach some conclusions:

1. at this stage of student's education stylistic skills are relative. Writing is still a skill to be practiced. It is the same as dealing with language, the first attempt to control language outside the direct conditioning of a particular discourse situation, to which the speaking subject easily adapts. The difficulties are natural. What qualifies writing at this stage is Insufficiency.

2. speaking is expected to be deeply pragmatic, but suffers from a lack of structure. There is a tightening of the features of a foreign language, which on the other hand feels the requirements of functioning as a second language. Speaking is faced with a lack of discourse contexts in the use of a foreign language. What defines speaking at this stage is Improvisation.

3. this relationship between writing and speaking can be accepted as a characteristic condition for this phase of education and development of students. The analysis of the dynamics of group behavior in our case proves that the qualities of speech are significantly more flexible (workable) during teaching.

4. Despite the fact that working with writing helps to structure and process speech, we think that during this phase work with grammatical elements and the practice of speaking takes precedence and that the influence of the elements of speech (in terms of grammatical coherence) is greater on writing that vice versa. The more elaborate speaking ability during this phase is not directly related to the writing skills, as it is related to the student's involvement in complex and concrete discourse contexts.

5. However, this is not a one-way relationship, rather it is a dialectical process between the elements of the generating segment. Only that at different stages a certain element takes precedence. In our case, writing should follow the gradual transition from what we call the communicative stage to that of stylistic maturity.

6. We emphasize that before writing can be achieved, teaching must provide the pragmatic structure of speech, then that of writing. This should follow and correct a satisfactory speech flow.

7. we also hypothesize some possible implications between the processes that take place in the generative segment with the corresponding skills that students have acquired in Albanian (mother tongue), although this may be the subject of a separate research.

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New Curriculum and Student Portfolio Assessment

Judmilla Lalaj

"Sevasti Qiriazi" School, Local Education Office, Korçë –Pustec, Albania

Abstract.

The new curriculum of basic education, at its core, has the creation of competencies in the pupil. Consequently, the process of realizing and documenting learning should be based on what the pupil manages to show, testify and demonstrate. The pupil portfolio is a very useful finding for the organization, development of teaching, pupil performance and their evaluation. Portfolio assessment has been widely utilized in educational settings as a way to review and measure progress, to document the learning process or the change that occurs. It is essential for "authentic evaluation" or "performance evaluation" and this element in educational theory is related to the principle that children should demonstrate, rather than tell what they know and can do. The portfolio as an assessment tool is not only an innovative component and a contemporary approach to education, but an element that is based on quality criteria and documents the contribution of pupils in competence-oriented learning activities..

Keywords: curriculum, assessment , portfolio, innovation, performance

1. Introduction

The new curriculum in pre-university education and in general the knowledge society, today requires different ways, tools, forms, in order to orientate pupils towards the formation of competencies. A very important aspect related to this conception is also the evaluation aspect. It is necessary for teachers to consider alternative ways of assessing their pupils. One method that proves to be effective in gathering and organizing pupil productivity, growth and development, is the portfolio assessment approach, as an important component of assessment.

This paper undertakes an in-depth presentation of some of the issues related to portfolio assessment in primary education classes, identifying the difficulties and problems encountered by pupils and teachers in the portfolio assessment process, as well as providing recommendations on the best ways and techniques of portfolio assessment in primary education. The objectives of this study consist in reflecting the importance of portfolio assessment in primary education as well as the application of the most popular contemporary theories and practices on portfolio assessment in primary education.

The hypothesis that we will try to prove during our work is related to the fact that *the portfolio as an assessment tool is not only a new component and a contemporary approach to education, but an element that is based on quality criteria and documents the contribution of pupils in learning activities. competency oriented.*

The main research question, which arises in function of the purpose and objectives of this paper *is related to how much and how does portfolio assessment affect competency-oriented learning activities?*.

2. Material and method

The methodology used in this paper is interpretive and the paper in question has epistemological character, which means that it is characterized by objectivity and constructivism.

The analysis of data in this paper is performed in two phases:

The first phase, in which a substantive analysis of the literature and bibliographic resources on portfolio evaluation was undertaken, is seen in the comparative plane with the Albanian curriculum. A literature review was conducted, where many research papers and publications were studied and used as a reference.

The second phase is related to the findings, as well as the implementation of questionnaires with a teacher sample. This instrument has been selected to see how this new way of evaluation is perceived.

The sample taken in this study consisted of 140 primary education teachers.

The extracted data were processed in the Excel program and on this basis their analysis was done.

2.1.Literature Review

One of the general principles of evaluation is that it should be an ongoing process[50]. The portfolio as an assessment tool provides more flexibility in curriculum planning and promotes ongoing assessment across all areas of course content. The portfolio is a record of the child's learning process regarding what the child has learned and how he or she has learned it; how he/she thinks, how he/she asks, how he/she analyzes, synthesizes, produces and creates and how interacts intellectually, emotionally and socially with others[51].

If we refer to the portfolio, it is defined as a reflection of evidence-based teaching. Teaching and learning, viewed through the portfolio, helps to explore and develop approaches to effective learning. Through the portfolio, learning approaches based on competencies and pupil performance are translated and documented, making it possible that at its core, the portfolio with the documentation that constitutes, argues the responsibilities of the teacher in relation to teaching and learning.

Portfolio-based teaching is a process that documents:

-teaching philosophy - Why?

-teacher's responsibilities - What? When? Where?

- Achievements (through evaluation evidence) - How? [52].

A portfolio is a collection of data used by the teacher and the pupil to record and reflect on pupil achievement, which is related to the cognitive, social, emotional, physical and creative fields. Portfolios are more than folders, files or collections of pupil performance. Physically it may look more like an extended file of files that includes examples of pupil work documenting his or her growth and development over a period of time. It can be organized according to fields or subjects, developmental knowledge, skills, topics or pupil progress. The location should be a space to motivate pupils and teachers to contribute by sharing documents, new evidence of pupil

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[50] Gronlund, N. &. (1990). *Measurement and Evaluation in Teaching.* New York: Mc Millan Company.

[51] Grace, C., & Shores, E. F. (1991). *The portfolio and its use: Developmentally appropriate assessment of young children.* Little Rock, AR: Southern Early Childhood Association.

[52] IZHA& Kulturkontakt. (2016). *Portofoli i të nxënit-tregues i arritjes së kompetencave.* Tiranë: IZHA & Kulturkontakt Austria.

progress and development on an ongoing basis and reflecting on the information gathered[53]. According to Grace, who emphasizes the learning process, "the portfolio is a record of the child's learning process: what the child has learned and how he or she is learning; how he or she thinks, asks, analyzes, synthesizes, produces, creates and how he or she interacts intellectually, emotionally, and socially with others "[54]

The purpose of the portfolio is to create a balance between product and process. In other words, improving the learner in the learning process is just as important as his or her ability to produce a product that meets the standard criteria, so grading or portfolio evaluation focuses on the learning process as and in the quality of the products. Consequently, the portfolio is valued as a whole and each item in a portfolio can be used to display a pupil's best work or to provide evidence of his or her self-esteem for the learning process and its enhancement.

If we refer to the Albanian curriculum guide related to the portfolio, it is emphasized that the pupil portfolio should contain tasks, works or projects of pupils that show the competencies or learning outcomes to be achieved in a subject. These are important to document the same for each pupil, in each subject, because they make the pupil aware and inform the parent of what the pupil is expected to achieve, guide learning towards achievement and promote the process of reflective learning based on clear criteria. The pupil portfolio should contain works and projects that the pupil has done himself/herself, independently or in collaboration with others, driven by different learning topics, personal interests and situations from the daily life of the pupil; ratings from friends, parents, etc.[55]

So using the portfolio can help document pupils' needs and opportunities. The portfolio can also help to document "thinking" within the progress throughout the school year. Portfolio culture as part of evaluation reform involves more than designing the best instruments to measure and report performance. Assessment is likely to be the unifying concept of education reform, leading to integrated practice in which the boundaries of curriculum, guidance and assessment may be blurred.

2.2. The role and strategies of the teacher in the process of organizing and evaluating the pupil's file

Portfolio assessment has been widely used in educational settings as a way to review and measure progress, document the learning process or the change that occurs. The portfolio extends beyond test scores to include essential descriptions or examples of what the learner does and experiences. It is essential for "authentic evaluation" or "performance evaluation" and this element in education theory relates to the principle that children should demonstrate, rather than tell what they know and can do[56].

The documenting progress toward high-order goals, such as the application of skills and the

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[53] Perkins, Jeffrey I. Gelfer & Peggy G. (1995). *Portfolio Assessment in an Elementary School: A Model to Facilitate Preparation*. International Journal of Adolescence and Youth, *5*(4), p. 251-261.

[54] Grace, C. (1992). *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children.* Eric Digest.

[55]IZHA& Kulturkontakt. (2016). *Portofoli i të nxënit-tregues i arritjes së kompetencave.* Tiranë: IZHA & Kulturkontakt Austria, (pp.14-15)

[56]Cole, D., Ryan, C., & Kick, F.,(1995). *Portfolios across the curriculum and beyond.* Thousands Oaks, CA : Corwin Press.

synthesis of experience, requires obtaining information beyond what can be provided by standardized or norm-based tests. In this "authentic assessment", information or data is collected from a variety of sources, through multiple methods, and over multiple points in time[57].

Contemporary world practice emphasizes various factors that are taken into account in the design and development of a learning portfolio, on the basis of which the assessment of pupil learning is realized. Various studies identify the three main factors that guide the design and development of a portfolio, where they are mentioned: purpose, evaluation criteria and evidence collected.

Purpose. The main concern at the beginning is getting to know the purpose of the portfolio, why it will serve. Based on this element, the instructions that will be followed for the collection of materials are determined. For example: Is the purpose of the portfolio to be used as an element where data is collected to inform the progress of the class? To report progress? To identify special needs? For accountability? For all this?

Evaluation criteria. Once the purpose of the portfolio is clarified, decisions are made about what will be considered a success (criteria or standards) and what strategies are needed to meet the goals. The elements that will be included in the portfolio are then selected because they provide evidence of the collection criteria, or progress towards the set goals.

Evidence. In data collection, many aspects need to be considered. What sources of evidence should be used? How much evidence do we need to make decisions and make good decisions? How often should we gather evidence? Should the sources of materials be in harmony? How can we get the meaning of the materials being collected? How should materials be used to modify the program and evaluation? Evidence may include objects (materials produced in the usual classroom activities), reproductions (documentation of interviews or projects done outside the classroom), certificates (from observations made) and authentic products (items specially prepared for the portfolio as reflections of participants). Each article is selected because it adds some new information about achieving goals[58].

The portfolio serves as a repository of pupils' ideas and findings, which become the basis for discourse and classroom activities. If the lesson should allow pupils to understand their understanding and teachers to recognize and act on this understanding in order to influence changes in pupils' scientific concepts, then the portfolio represents the place where pupils can represent their understanding. The culture of portfolio organization and evaluation in the classroom represents the place where teachers facilitate pupil understanding processes through continuous interaction of assessment and guidance.

Teachers evaluate and help pupils evaluate these representations in order to recognize concepts, strategies or use of language, etc., as a basis for orienting learning activity[59].

2.3. Practice and guidance

Different practices suggest different guidelines as: when to start evaluating a portfolio. They initially suggest evaluating the portfolio at the beginning of the year, regularly reviewing the

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[57] Shaklee, B. D., Barbour, N. E., Ambrose, R., & Hansford, S. J. (1997). *Designing and using portfolios.* Boston: Allyn and Bacon.

[58] Barton, J., & Collins, A., (1997). *Portfolio assessment: A handbook for educators.* Menlo Park, CA: Addison-Wesley Publishing Co.

[59] Dusch, R. A. & Gitomer,D. H. (1997). Strategies and Challenges to Changing the Focus of Assessment and Instruction in Science Classrooms. *EDUCATIONAL ASSESSMENT, 4*(1), (pp. 37-73).

contents of the portfolio every month or every two months, and meeting with pupils regularly to review and discuss the work of each of them (1-4 times per year). The following elements can be listed according to the suggestions given in the various instructions for using the portfolio:

1-*Purpose identification*. Without purpose, a portfolio is just a collection of selected pupil works. Different goals also result in different portfolios.

2-*Selected objectives*. Goals to be met by pupils should be clearly stated. The selected objectives will be directly related to the stated goal for the portfolio. However, the teacher should ensure that the instructions in the classroom support the identified goals, to better match the learning outcomes.

3-*The materials that will be included in the portfolio, should best match the learning outcomes*. These could be: a table of contents, examples of pupil work, especially those that pupils can be particularly proud of.

Reasons for selection, including certain parts; evidence of the pupil's reflection (the most important work for him, without which the portfolio can not be understood, etc.)

Selection. Selection conditions are necessary for pupils because they provide guidance on the types of information that can be included in a portfolio.

Criteria for trial. The selection guidelines are useful for pupils and provide guidance on the types of information that may be included in a portfolio.

4-*Decide how many materials will be included and how to organize them*. For this, teachers may want to take the time to define the purpose of the portfolio, to ensure that the selected sections address the purpose and objectives, and so on. For this reason it is recommended that, for practical reasons, the number of surplus materials should be limited. The pupils themselves, involved in the organization of the portfolio, can complete checklists for keeping records of the elements which are included. This list can be placed at the front of the portfolio, so it is easy to find. The teacher should also think about setting up the portfolio. Will it be held at school and if so, where?

5-*Decide who will select the works*. It is important to determine who will choose the working models for the portfolio; pupils only; only teachers, pupils and teachers together? etc. How will storage and transfer happen?

6-*Who will have access to the portfolios*?

Pupils should be actively involved in the selection of portfolio models and in the rationale for their selection. Parents should be kept informed of the purpose, procedures and benefits of the portfolios and of their children's progress.

7-*Who evaluates the portfolio? Is it appreciated? If so, how*? Regarding this aspect there are two types of criteria: criteria for individual works and criteria for the portfolio as a whole. The assessment of the individual selection of works in a portfolio is different from the assessment of the portfolio as a whole. If the purpose of the portfolio is pupil progress, then it is very likely that some of the first entries may not reflect high quality; however, over the periods, the learner may have shown an increase towards the set objectives.

8-Examine the pupil's progress. Teachers can arrange meetings to review portfolio content and assess whether they are making progress toward the goals[60].

Although there are a variety of portfolio models, in most cases it falls into two basic types of evaluation: portfolio evaluation as a process and portfolio evaluation as a product. Certainly these are not and cannot be considered the only types of portfolios in use, nor are they pure and distinct types different from one another. More than that, they can be taken as two steps in the

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[60] North Carolina State Dept. (1999). *Assessment, Articulation and Accountability.* North Carolina: Department of Education, Washington, DC. (pp.180-201).

portfolio evaluation process. The first step is to develop a portfolio as a process, which documents the progress over time towards a goal. The documentation includes statements of final goals, criteria and plans for the future. This includes basic information or work that describes the pupil's performance or level of mastery at the beginning of the year, class, or subject. At this stage, the portfolio is a formative assessment tool, perhaps most useful for the internal information of participants (pupils) and staff as they plan for the future.[61] The next step is to develop a portfolio as a product (also known as a "portfolio of best parts"), which includes examples of a pupil, or classroom,'s best efforts. This also includes "final evidence", or articles showing the achievement of ultimate goals. The product or "best parts" encourage reflection about change or learning. At this stage, the portfolio is an example of summative evaluation and can be particularly useful as a means of communicating with all stakeholders[62].

It is also important to note that the use of portfolios does not necessarily preclude the use of other types of performance appraisals. Using the portfolio, pupils can be facilitated to work collaboratively, communicate clearly, and apply learning strategies in real-world situations. The portfolio offers the opportunity to involve pupils in their learning, such as e.g. case of active learning. The research literature on metacognition and strategic learning emphasizes the importance of self-regulation in learning and portfolios in particular, those that encourage pupils to reflect seem to be an effective way to increase opportunities for pupils to take ownership of their learning[63].

3. Results

The results of this study are described in accordance with the research question.

The recorded data show that in the selected sample there are teachers with many years of work experience and there is also a small percentage of teachers who have less work experience. The sample taken in the study turns out to be at least 6 years of work experience.

Regarding the opinion of teachers if the preferences of the pupils referred to in this portfolio should be taken into account, 41% of teachers partially agree that pupils should be consulted, 27% of them "agree" and yes 27% "strongly agree" regarding this aspect. 5% of them do not express any opinion, while no teacher opposes this idea. The reasons that some teachers do not agree that the design of the pupil portfolio should be taken into account and the opinion and reference of the pupils that this portfolio refers to the young age of pupils, especially the first and second grade. On the other hand, it is considered as a preparatory work to clarify the necessary portfolio sections that the teacher often does not pay attention to, and sometimes it is also considered as formal work and is not given importance, but becomes simply an introduction to the work done at home, class, etc.

A different picture is presented regarding the perception of teachers regarding the fact whether in designing a portfolio the age group to which this document refers should be taken into account.

The data show that 52% of teachers strongly agree to consider the age group to which the design of a portfolio refers and 46% agree. So there is an almost complete agreement at around

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[61] Cole, D., Ryan, C., & Kick, F.,(1995). *Portfolios across the curriculum and beyond.* Thousands Oaks, CA : Corwin Press.

[62] Winograd, P.& Jones, D. L. (1992). The use of portfolios in performance assessment. *New Directions for Educational Reform, 1*(2), p. 37-50.

[63] Paris, S.G., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. . In (. B. Jones & L. Idol, *Dimensions of thinking and cognitive instruction* (p. 15-51). Hillsdale: NJ Lawrence Erlbaum Associates.

98% and only 2% partially agree. This is because in order to have the most effective result, we must take into account the age with which we work, adapt to them and construct things in such a way that they are accessible and understandable for their age, as , if we were to give something that could be beyond the age of the pupils, we would not get the right result.

From the results of the respondents it results that most of the teachers agree that the pupil's portfolio should hold more written assignments. This is because writing assignments are more practical during lessons, pupils are also encouraged to express their thoughts and imagination in creative assignments. The results show that 39% of teachers agree that the pupil's portfolio should hold more written assignments, 52% say they partially agree, only 2% say they strongly agree. Some teachers agree that the pupil's portfolio hold more written assignments. This result is also related to the fact that the primary skill that the portfolio develops is writing, so it is even more focused on these tasks. A part of the 5% of teachers who partially agree or do not agree at all, connect it with the work and preoccupation that require not only the selection of tasks, but also the careful work that needs to be done in relation to setting the evaluation criteria.

When asked if it is easier to assess with a test or a portfolio, 75% of teachers say that assessment by tests is easier and 25% of them with a portfolio. This is because test assessment requires less time to be done, as the pupil will be assessed for those questions he / she has managed to solve in the test, based on the points that are determined by the teacher at the end of the test, while most portfolios require a longer time to be assessed as a portfolio has different types of jobs like writing assignments, creative work and evaluation is ongoing. This makes it a great workload for the teacher.

When asked how practical it is to use the portfolio in pupil assessment, 5% of teachers say that using the portfolio is very practical for pupil assessment, 27% say it is practical, 63% say it is partially practical and only 5% of them say it is not practical at all. So, as we see, a part of the teachers evaluate the use of the portfolio as an alternative to the evaluation, partly because the portfolio evaluation takes more time and has a certain procedure, often longer, because the works will be evaluated separately and each has its place in the portfolio.

Regarding the statement that when they use portfolio assessment for the pupil, the results of the respondents show that 48% of teachers evaluate the portfolio every quarter, 16% of them evaluate it every month and 36% every week. Based on the observations made, this fact is confirmed and occurs because the portfolio evaluation requires more time and has a different evaluation procedure from other evaluations.

The results regarding teachers' perception of the independence that working with a portfolio creates in pupils, show that 54% of teachers say that they strongly agree that working with a portfolio helps pupils to be more independent and 32% of teachers disagree, while 14% express that they do not know if the portfolio can make this possible for pupils. So most teachers say that working with a portfolio makes pupils more independent. They think this is because through the portfolio pupils know how to work individually, select their own jobs and be more independent.

When asked how much the portfolio helped the teacher to discover the abilities, habits, skills of pupils in different fields, that 59% of teachers answered that it helped them significantly to discover skills, abilities, habits of pupils in different fields, 7% think it has helped them a lot, 23% are somewhat sceptical about it, while 11% think the portfolio helps a little in this regarding to the collection of various tasks.

From the analyzed results it results that the written assignments, creative works and projects are affirmed 100% as material that are not missing in the portfolio. 75% of teachers state that they have collected photographs, versus 25% who do not have such a practice. 39% of teachers answer that they have collected certificates-awards in the pupil portfolio, whereas 61% who

have not had practice in their routine, while regarding the various collections, 48% of teachers answer that they have such experiences, while 52% of respondents do not identify collection as a practice in the portfolio.

In terms of their importance in assessing the types of tasks included in the pupil portfolio, the focus has been on the four most used types of tasks: homework, projects, practical or laboratory work, and various drawings.

The collected results show that:

Very important are projects for 38% of teachers, followed by homework in the opinion of 27% of teachers, followed by practical work in the opinion of 23% of teachers and various drawings in the opinion of 20% of respondents.

Important: from the collected data it results that 43% of teachers evaluate homework as important, 30% of teachers evaluate projects, 41% evaluate practical work and 39% evaluate various drawings.

Less important: 23% of teachers rate homework as less important, 16% rate projects, 18% rate practical work and 16% rate different drawings.

Not at all important: 7% of teachers evaluate homework as not at all important, 16% evaluate projects, 18% evaluate practical work and 25% of teachers evaluate different drawings. In conclusion of this aspect it can be said that:

Importance of homework

According to the results, 27% of teachers say that it is a very important issue, 43% say that it is important, 23% say that it is a little important and only 7% say that it is not important at all.

So as seen most of the surveyed teachers say that homework is a very important issue for the pupil portfolio, while another part of the teachers do not agree with this.

This is also related to the fact that homework is homework and can be done with the help of other family members, or looking at books and for some teachers this is not an indicator of pupil achievement. Therefore, they do not consider it as a very important issue.

Importance of projects

The collected results show that 38% of the surveyed teachers consider the projects very important, 30% of them consider them important, 60% less important and 16% do not consider them important.

So most teachers rate the project as a minor issue for the pupil's portfolio, but there are also 16% of teachers who rate it as not at all important, but only as an hour to complete the program and not as an issue from which pupils learn search procedures, information gathering, its selection, realization which extends in time and requires constant preparation.

Importance of practical work, laboratory work. Surveys show that 23% of teachers consider these very important, 41% of teachers consider practical work important, 18% consider it very important and 18% consider it not important at all.

So from this we see that most teachers express the importance of practical, laboratory work for the pupil portfolio.

*Importance of different drawings.*The results of the surveyed teachers show that 20% of the teachers evaluate the various drawings as very important, 39% consider them important, 16% say that they are less important and 25% not at all important.

As seen by a considerable part of the teachers, drawings are considered important for the pupil's portfolio, because drawing is seen as a job that develops pupils' imagination and creativity.

4.Conclusions and recommendations

4.1. Conclusions

Pupil assessment is one of the most important components of a competency-based curriculum. This assessment, based on learning outcomes, involves judging pupil achievement (knowledge, skills, values and attitudes) versus levels of learning competence achievement.

One method that proves to be effective in gathering and organizing pupil productivity, growth and development is the portfolio assessment approach. Portfolio as an important component of evaluation. One of the general principles of evaluation is that it should be an ongoing process.

The portfolio provides more flexibility in curriculum planning and promotes ongoing assessment across all areas of course content.

The learning portfolio is a contemporary approach that is based on quality criteria and documents the contribution of pupils to competence-oriented learning activities.

Portfolio assessment has been widely used in educational settings as a way to review and measure progress, documenting the learning process or change that occurs. The portfolio extends beyond test scores to include essential descriptions or examples of what the learner does and experiences. It is essential for "authentic evaluation" or "performance evaluation" and this element in educational theory relates to the principle that children should demonstrate, rather than tell what they know and can do.

The portfolio facilitates grading, performs objective evaluation, and completes traditional evaluation procedures. Promoting self-esteem as an integral part of portfolio evaluation, creates a competitive climate among pupils, as well as the improvement of the pupil himself in those areas that he identifies as problematic.

Portfolio management, direction, its rubrics, should take into account the age of the pupil and the level of education.

The purpose of the portfolio is to create a balance between product and process. In other words, improving the learner in the learning process is just as important as his or her ability to produce a product that meets the standard criteria, so grading or portfolio evaluation focuses on the learning process as and in the quality of the products.

The culture of portfolio organization and evaluation in the classroom represents the place where teachers facilitate pupil understanding processes through continuous interaction of assessment and guidance.

Using the portfolio, pupils can be facilitated to work collaboratively, communicate clearly, and apply learning strategies in real-world situations. The portfolio offers the opportunity to involve pupils in their own learning.

The types of information obtained from the portfolio provide more insight into how pupils can actually perform meaningful tasks. The portfolio assesses and documents pupil progress over time and in all assignments.

4.2. Recommendations

Based on the review of the literature on contemporary world experience, the Albanian context of implementing portfolio assessment in the new curriculum, concrete field observations, conversations with colleagues, parents, pupil leaders, based on their perceptions of the study, we suggest some recommendations:

4.2.1.Recommendations for decision makers

- Add and enable more support material for teachers on the design and use of the pupil portfolio.

- Organize more trainings for teachers addressing specific, tangible, current topics related to work and assessment with the pupil portfolio

- To have more cooperation with universities, especially faculties of education, regarding the organization of on-the-job training and portfolio evaluation.

4.2.2.Recommendations for schools

- The work of school leaders should focus on assisting teachers in their professional development, especially in the way of portfolio assessment.

- Within schools, the organization of qualification and training work, to be specified by addressing the problem of portfolio assessment and its impact on pupil achievement.

- Cooperation with the family should be seen as an important element in the proper implementation of this important instrument, as one of the key factors for the success of the new curricular reform.

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Student Centered Learning. Can it be evaluated as a successful method at the University of Vlora?

Irena Toshkallari[1], Rezarta Sinanaliaj[2]

[1]University "Ismail Qemali", Vlore, Albanina
[1]University "Ismail Qemali", Vlore, Albanina

Abstract

Increasing the quality of teaching and learning through the application of innovative methods, is one of the strategic objectives set out in the Strategy of Development of University of Vlora "Ismail Qemali. The implementation of these innovative methods is a process which is supported not only at the micro level by lecturers but also at the macro level through the drafting of policies, strategic documents, guidelines and manuals on the development and use of these methods. This paper is an attempt to evaluate the effectiveness of the student-centered teaching method at the Faculty of Public Health during the academic year 2018-2019, through a quantitative comparative approach between the results of student questionnaires for the evaluation of the quality of teaching, respecting ethics in data processing. Of course, in addition to the method implemented by the lecturers, the quality of teaching in a study program is influenced by a number of other factors such as didactic and laboratory tools, investments in infrastructure and others. This paper analyzes the results of student responses which directly assess instruments such as encouraging dialogue/discussion in classroom, critical thinking. Comparing the results of students' responses of the teaching quality assessment questionnaire during the academic year 2017-2018 and 2018-2019, we can conclude that the implementation of Student Centered Learning method, at the Faculty of Public Health of University "Ismail Qemali" Vlore, has been effective and identified as a good practice.

Keywords: innovative, SCL, quality of teaching, student, effectiveness, questionnaire.

1. Introduction

The idea that learners construct their knowledge better when they are actively taking part in its construction, became increasingly popular in the second half of the twentieth century, forming the basis for Students Centred Learning (SCL). [64]SCL initiates a progressive movement to improve the quality of teaching which aims to expand and turn into a wide educational movement and it includes specialists of all levels in Albanian education system.[65]Even though this is a concept widely used, in the literature that has as its object the study of teaching methods, there is still no universally accepted definition of what is the SCL Method,

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[64]Attard. A, Ioio. E, Geven. K, Santa. R. (2010): Student Centred Learning . An Insight into Theory and

Practice, ESU: Bucharest, pp.31.
[65]Online Source. Aviable : https://edukimi.uni-gjk.org/upload/dokumentet/85584 Valentina%20Dushku%20%20Punim%20diplome.pdf.

nevertheless researchers agree that the philosophy of this teaching approach is: *the student is at the heart of the learning process.*[66]

According to many researchers in the field of innovative teaching methods *the Bologna system necessarily requires to move towards a SCL approach.*[67]In Albania, after the signing of the Bologna Charter in 2003, higher education institutions started the process of adapting the curricula. The University of Vlora"Ismail Qemali"(UV), started this process in 2005 with several study programs, and now all the study programs are offered in accordance with the Bologna system. With the application of a SCL approach in higher education, there is necessarily a shift in focus from academic teaching staff to the learner.[68]In this context one of the strategic objectives of UV Development Strategy 2018-2024is: *increasing the level of teaching and learning through the application of innovative methods, digital and technology tools.*[69]In particular, the Faculty of Public Health has institutionalized this teaching method, emphases it as one of the priorities of its Strategic Plan*: "Strengthening the academic system by placing the student at the center*"[70].

The way in which students react to such a paradigm, is influenced by a number of factors such as previous teaching experineces; the skills of the student centred teacher in higher education; the subject-discipline,   the content of the relevant higher education programme;   personal preference, needs and capabilities, among others.[71]*Buthow did the students of Faculty of Public Health react to the implementation and institucionalization of SCL methods*? *Can SCL methods be evaluated as a successful and applicable method at University of Vlora?*

To evaluate the effectiveness of a teaching method, a number of instruments can be used such as focus groups with the academic staff where teaching experiences are shared, evaluation of students' academic achievements, evaluation of curricula and syllabi of relevant subjects, evaluation of the quality of study programs through internal or external evaluation groups who assess the compliance and the application of quality standards etc.

According to Kember, one of the 5 components to evaluate and promote the SLC methods is*the Student Program Evaluation, which consists of conducting a questionnaire, where students have the opportunity to express their feedback and perception on the quality of teaching.*[72]At UV, as an obligation deriving from the Law on Higher Education 80/2015, at the end of each semester, students of all study cycles evaluate the quality of teaching for all the courses of the study

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[66]Attard. A, Ioio. E, Geven. K, Santa. R. (2010): Student Centred Learning . An Insight into Theory and

Practice, ESU: Bucharest, pp.8.

[67]Ibid, pp 24

[68]Attard. A, Ioio. E, Geven. K, Santa. R. (2010): Student Centred Learning . An Insight into Theory and

Practice, ESU: Bucharest, pg.6

[69]*Development Strategy 2018-2024 of University „ Ismail Qemali", Vlore*. Strategic Line . Nr. 1, objekctive

   Nr.1. pp. 57.

[70]*Development Strategy 2017-2024 of Faculty of Public Health*. Strategic Priority Nr. 1. pp. 12

[71]Attard. A, Ioio. E, Geven. K, Santa. R. (2010): Student Centred Learning . An Insight into Theory and

Practice, ESU: Bucharest, pp.33.

[72]Attard. A, Ioio. E, Geven. K, Santa. R. (2010): Student Centred Learning . An Insight into Theory and

Practice, ESU: Bucharest, pp.18.

program that have followed during the respective semester by completing a questionnaire[73]. Through the statistical analysis of the results of these questionnaire we will try to answers the above raised questions. The novelty of this paper consists in analyzing the students' perception as the main beneficiaries of the SCL method, at the Faculty of Public Health, at UV.

2. Methodology

In these section of the paper is explained in detail the methodological paththat we had chosen to answer the scientific question, trying to give sufficient credibility to the study to be validated and reapplied by other researchers in the future. This study is a quantitativelongitudinal (two academic year 2017-2018 and 2018-2019) and single case study (Faculty of Public Health). In this particular context, among many other strategies, case study is the most appropriate strategy *for an in-depth study of a phenomenon, to make meaning of what people say and do in a real situation.*[74]

The instrument used to collect the data, as mentioned above, is the student questionnaire for the evaluation of quality of teachingwhich students complete in their personal account in the Information Management System (UVMS).[75]The database is automatically generated by the UVMS system while maintaining the anonymity[76] of the participating students.During data processing and publication of the results as arithmetic average of student responses at study cycle level at the Faculty of Public Health, in accordance with the Law No. 9887, date 10.03.2008, amended by law no. 48/212 "On Personal Data Protection", is respected the academic freedom and ethics and integrity of academic staff .

As mentioned above, through a quantitative comparative approach, were analyzedthe results of 8792 questionnaires of students attending the First Cycle of Studies in "General Nursing" and "Nursing &Midwifery" for the two academic years 2017-2018 and 2018-2019, respectively 2711 and 6081 questionnaire.[77]While the percentage of student participation in the study compared to the number of students enrolled in the study program for the academic year 2018-

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[73]These questionnare is approved by Academic Senat at UV, as the highest collegial academic body in Institution.

[74]Qutoshi, Sadruddin & Poudel, Tikaram. (2014). „Student Centered Approach to Teaching: What Does it Mean for the Stakeholders of a Community School in Karachi, Pakistan?"*Journal of Education and Research.* Vol. 4. pp. 24. Aviable:https://www.researchgate.net/publication/261262304_Student_Centered_Approach_to_Teaching_ What_Does_it_Mean_for_the_Stakeholders_of_a_Community_School_in_Karachi_Pakistan

[75]University of Vlora " Ismail Qemali": The report of students'questionnaire results for the evaluation of quality of teaching, the academic year 2017-2018. pp.4 Aviable at:https://univlora.edu.al/wp-content/uploads/2019/12/Analiza-e-pyetesoreve-Hyrje-.pdf

76University of Vlora " Ismail Qemali": The report of students'questionnaire results for the evaluation of quality of teaching, the academic year 2018-2019. pp.7 Aviable at: https://univlora.edu.al/wp-content/uploads/2019/12/Analiza-e-pyetesoreve-Hyrje-.pdf

[77]It is worth to mentioned that each student fills out a different questionnaire for all the subjects he / she has attended during the academic year, so the number of questionnaire do not show the number of students enrolled in the study programs.

2019 is 97%[78] and for the year 2017-2018 is 68.5%, thus making the findings of this paper significant and comprehensive.The questionnaire consists on 16 questions, 14 closed and 2 open-ended questions organized in two sections, where respondents, through a 5-point Likert rating system, have the opportunity to choose between different answers to express their opinion on several statement that are directly related to the quality of teaching.A considerable number of questions of this questionnaire will be used as measuring indicator of the quality of teaching, precisely these questions have been analyzed in details in the following section.

3. Results and Discussion

In this paper the analysis of the results of the questionnaire will be realize through astatistically comparative approach at two levels, which coincide with the following subsections. At the firs level are compered the results of the questionnaire between the two academic years at the study cycle level. This type of analysis will help to evaluate the effectiveness and the impact of SCL implementation in the FPH. At the second level, to identify if the institutionalization of SCL and the application from all the academic staff has influenced the students perception for the quality of teaching, the result of questionnaire will be compared not only between to different years but also between different subject for the same statement.

4. Comparison of results between two academic years

In the following chart are compared the arithmetic average percentage of students that totally agreewith the statements: "Participation in the lesson was valuable for supplementing knowledge that was not included in the text", "The lecturer makes the subject interesting", "The lecturer encouraged critical thinking", "The lecturer encouraged the dialogue /discussion in classroom", "The lecturer was clear", "The purpose of the lesson was clearly stated", "The lesson was Interesting", "The content of the lesson was difficult".
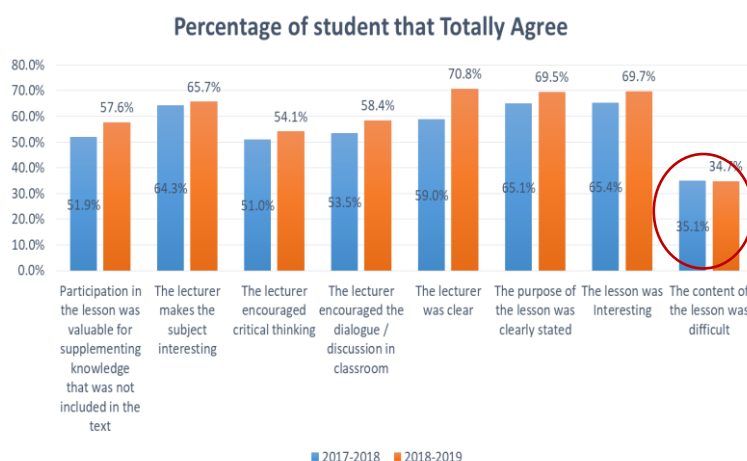

Chart 1: Comparison of the results 2017-2018 and 2018-2019

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[78]The percentage of student participation is calculated as the arithmetic average of the percentage of student participation for each subject of the study program.(The last-mentionedas an estimate of the number of students enrolled in the respective subject and the number of completed questionnaires).

During the data analysis, as can be seen from the graphs, compared to the previous academic year, during 2018-2019 the percentage of students who totally agree with the statements has increased. These increse belong to the interval 1.5% to 11.8%.The only statements that the percentage of students who totally agree has decrease from one year to another is " *The content of lessons was difficul*t", more specifically it is noticed a decrease of 7.6% of students who totally agree and agree with the statement, a result that can be considered positive, even that these difference is very small (the stattemnt will be analysed in details in the next subsection).
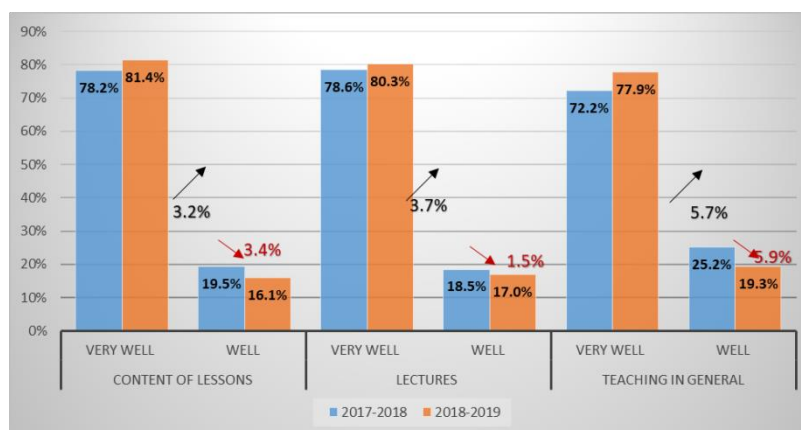
Chart2: Evaluation of "Teaching in General", "Content of Lessons", "Lecturer"

Compared to the previous academic year during 2018-2019, students have evaluated more positively "*Teaching in General", "Content of Lessons" and "Lecturer"*. In the graph can be easily identified two trends, on the one hand the percentage of students who rated the three aspects very well has increased, and on the other hand there is a decrease in the percentage of students who rated them well. More specifically, if for the academic year 2017-2018, the percentage of students who evaluate the content of the lecture very well increases from 78.2% to 81.4%, the same level drops the percentage of students who evaluate the content of the lecture well from 19.5% in 16.1%.So, if a year ago the students evaluated these three statemnets well, for the academic year 2018-2019 they evaluate them very well.So, it can be conclude: if a year ago some students evaluated these three statements well, for the academic year 2018-2019 they evaluated them very well.

In conclusion, referring to the above results, in almost all of the aspects evaluated through the students questionnaire, there is an improvement in students' perception of the quality of teaching in the study programs of the first cycle of study offered by the Faculty of Public Health.

5. Comparison of the results between different subjects

During the analyses of the results of the students 'answers, it is noticed that, in some of the subjects, the students' evaluation was very positive, just as there were subjects that the students evaluated less positively. But how does this difference change between two different academic years? We will try to answer this question in this last section of data analysis. Taking in consideation that *student-centered learning and teaching plays an important role in stimulating*

student motivation, self-reflection and engagement in the learning process,[79]in these section are analised the perception of students fortwo statements " *The lecturer encourage the critical thinking*", and " *The lecturer encouraged the dialogue/ discussion in classroom*".

When comparing the results between subjects, for the academic year 2017-2018 (line 1) and 2018-2019 (line 2), not only the arithmetic average of percentage of students who are totally agree and agree with the statement" *The lecturer encourage the critical thinking*", is increased (please refer to the above subsection) but also the differences between the subjects within the same year has decreased from 44%-3% to 24%- 4%.

We reach the same conclusion when comparing the percentage of students who totally agree and agree with the statement "*The lecturer encourage discussion/ dialogue in the classroom*" ; so if during the academic year 2017-2018, the differences between different subjects for the same answer belongs to the range of 32% - 2 %, for the academic year 2018-2019 this difference belongs to the range from 11% to 1%". Showing once again that the institutionalization of SCL method has had a positive impact on improving the quality of teaching for a significant number of subjects of Bachelor study programs at FPH.

Contemporary teaching means: changing the roles of teaching and students, with the main goal, of facilitating learning.[80]In one of the closed questions of the questionnaire, students evaluated the difficulty of specific subjects. The following graphs show the results of student who Totally Agree and Agree with the statement in all Bachelor courses in FPH.
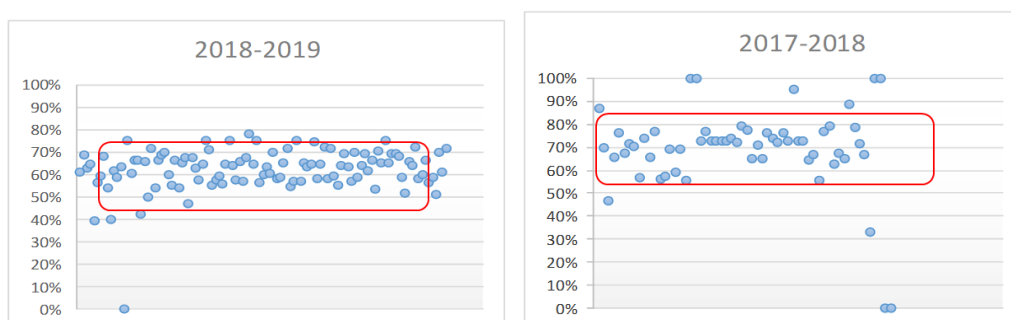

Chart 3: "Results of between subject 2017- 2018 vs subject 2018-2019

As can be seen from the comparison of charts from year to year we have a shift of the concentration of responses of students who totally agree and agree with the statement, from the interval 60% - 80%, to the interval 50% - 70%.

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[79]Agaj. F. „ The implementation and impact of innovation in teaching process in primay schoola in the region od Anamorava in Kosovo". pp. 47. Aviable on:http://uet.edu.al/images/doktoratura/Fatmir_Agaj.pdf,

[80]Agaj. F. „ The implementation and impact of innovation in teaching process in primay schoola in the region od Anamorava in Kosovo". pp. 47. Aviable on:http://uet.edu.al/images/doktoratura/Fatmir_Agaj.pdf,
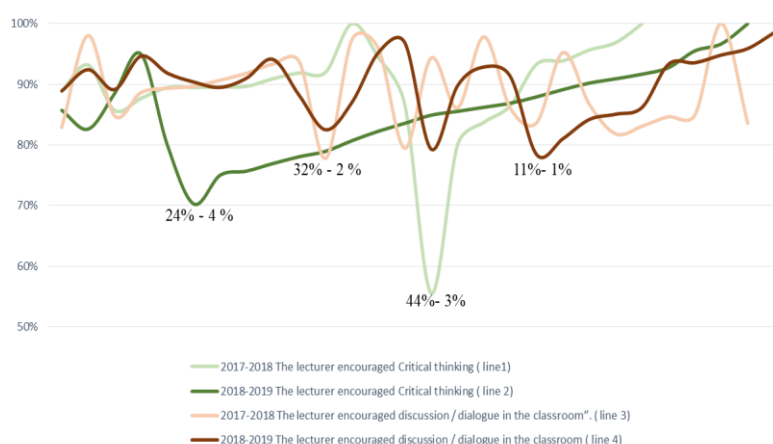
However these results are still high, and indicate that greater effort is still needed from the academic staff. At the same time, we would like to emphasize once again that the teaching method is only one of the factors that influences the learning process of students.

Conclusion

The evaluation of the quality of study programs and teaching methods is always on the focus of the activity of University of Vlora "Ismail Qemali", and students are key actors in this process. They are invloved not only as direct benefitieres of teaching methods but alsothey have an active role on evaluating these methods. As mentioned in these paper, SCL is one of the innovative methods which is being widely implemented by the academic staff of UV, and FPH is one of the initiating units which has institutionalised it. Through a quantitative statistically comparative approach of the results of 8792 questionnaires of bachelor students in this faculty, we tried to answer the scientific questions rised on this paper: *if the application of this method has had a positive impact on students' perception of the quality of the study program.* In this paper SCL methods is treated as an independent variable that affects the quality of teaching, and the instrument to assess this correlation was the questionnaire completed by students to evaluate the quality of teaching, and the results of student responses on some aspects of the questionnaire were indicative indicators.

In conclusion, by comparing the result of student responses that totally agree with the statements ""*Participation in the lesson was valuable for supplementing knowledge that was not included in the text*", *"The lecturer makes the subject interesting", "The lecturer encouraged critical thinking", "The lecturer encouraged the dialogue /discussion in classroom", "The lecturer was clear", "The purpose of the lesson was clearly stated", "The lesson was Interesting", "The content of the lesson was difficult",*for the two academic years 2017-2018 and 2018-2019, the arithmetic average of the percentage of students who totally agree with the statement, at program study level has increased. This increase belongs to the range 1.5% to 11.8%

Compared to the academic year 2017-2018, during the academic year 2018-2019 it is noticed that, as the percentage of students who evaluated very well *the teaching in general, lecture* and *the lessons content* has increased, so has decreased the percentage of students who evaluated these aspects well.

With the institutionalizations of SCL methods in the academic year 2018- 2019, after comparing the results of questionnaire between to years for the same question and same answer for different subject, it noticed that the interval of the difference between different subjects has been reduced in the academic year 2018-2019 comparing with the previous academic year,

indicating that even subjects that were evaluated less positively in the academic year 2017-2018 during the academic year 2018-2019 are evaluated more positively.

As the results of the above arguments, it can be concluded that the application of the SCLmethod in the Faculty of Public Health, has had a positive impact on increasing the quality of teaching in bachelor study programs, and it can be evaluated as an effective applicable method at the University of Vlora „ Ismail Qemali".

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Minimizing the most common threats children face online to ensure their universal right to education in times of COVID-19

Gerta Mehmeti[81], Lindita Liçaj[82]

"Poison is in everything, and no thing is without poison.
The dosage makes it either a poison or a remedy."

Paracelsus

Abstract.

According to UNESCO, as a result of the pandemic and the need to practice 'social distancing' after the total lock down, over 1.2 billion students have been affected by localized school closures. Education is a fundamental right enshrined in Article 26 of the UDHR and Articles 13 and 14 of the ICESCR. These articles do not contain a derogation clause allowing or prohibiting States to limit or derogate from ESC rights in times of emergency. COVID-19 has prompted widespread school closures and physical distancing measures and made online platforms and communities essential to maintaining a sense of normalcy. Children and their families are turning to digital solutions more than ever to support children's learning, socialization and play. While digital solutions provide huge opportunities for sustaining and promoting children's rights, these same tools may also increase children's exposure to online risks. The objective of this paper is to investigate on the possible ways to create a safer and age-appropriate online environment according to the technical notes of UNICEF.

Keywords: *children rights, right to education, covid-19 emergency, online environment, digital dementia.*

1. Introductory remarks

The children's right to education is reflected in various international documents that ensure its fundamental nature. As Universal Declaration of Human Rights[83] confirms in art.26, education shall be free and compulsory, at least in the elementary and fundamental stages and parents have a prior right to choose the kind of education that shall be given to their children. The Article 13 of the International Covenant on Economic, Social and Cultural Rights gives to the States parties undertake to have respect for the liberty of parents ... to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions. According to article 18 the States Parties to the present Covenant undertake to have respect for the liberty of parents to ensure the religious and moral education of their children in conformity with their own convictions. In contrast to other human rights treaties such as the International Covenant on Civil and Political Rights (ICCPR), the ICESCR does not contain a derogation clause allowing or prohibiting States to limit or

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derogate from ESC rights in times of emergency. Article 4 only provides that States parties 'may subject such rights only to such limitations as are determined by law and only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society'. In its General Comment No. 3, the Committee indicated that States cannot derogate from the minimum core obligations of ESC rights, which in the context of Article 13 ICESCR includes, amongst others, an obligation 'to ensure the right of access to public educational institutions and programs on a non-discriminatory basis; to provide primary education for all, and; to adopt and implement a national educational strategy which includes provision for secondary, higher and fundamental education'. Accordingly, the Convention and General Comments can be interpreted as requiring States to ensure that these minimum levels of the right to education are satisfied at all times, including in times of emergency. States parties to the ICESCR have an obligation to take 'deliberate, concrete and targeted' steps towards the full realization of the right to education. In particular, States have the obligation to respect, protect and fulfil human rights. The obligation to fulfil first requires States 'to take positive measures that enable and assist individuals and communities to enjoy the right to education'. General Comment No. 13 simply provides that States shall 'provide the adaptability of education by designing and providing resources for curricula which reflect the contemporary needs of students in a changing world'. However, it is argued that States should take into account global health threats when designing their education systems and prepare for the eventuality of remote teaching. States should ensure that varied delivery systems of education are available, and that curricula are flexible enough to adjust to unforeseen circumstances. This requires investing in the necessary telecommunication and technological infrastructure, in order to remove structural obstacles impeding the full implementation of the right to education. As such, education is a fundamental long-term investment that States must make today in order to reap its benefits tomorrow.

2. Covid-19 and its implication for protecting children online

According to the data gathered and processed by UNICEF[84], more than 1 billion children are at risk of falling behind due to school closures aimed at containing the spread of COVID-19. To keep the world's children learning, countries have been implementing remote education programmes. Yet many of the world's children – particularly those in poorer households – do not have internet access, personal computers, TVs or even radio at home, amplifying the effects of existing learning inequalities. Students lacking access to the technologies needed for home-based learning have limited means to continue their education. As a result, many face the risk of never returning to school, undoing years of progress made in education around the world. While more than 90 per cent of the countries adopted digital and/or broadcast remote learning policies, only 60 per cent did so for pre-primary education. Policy measures taken by the governments to ensure learning continuity through broadcast or digital media allowed for potentially reaching 69 per cent of schoolchildren (at maximum) in pre-primary to secondary education globally, while no policy measure was taken for kinder garden children. Increased internet use can put children at greater risk of online harms such as sexual exploitation and cyberbullying. Not all risks will translate into actual harm, but children facing other issues in their lives may be more vulnerable. It is important that measures to mitigate risks should be balanced with children's rights to freedom of expression, access to information, and privacy. Keeping children informed

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[84]Available from https://data.unicef.org/covid-19-and-children/

and engaged and empowering them with the skills to use the internet safely is a critical line of defence.[85]

3. Online sexual exploitation

The most recent Global Threat Assessment by WePROTECT Global Alliance[86] and ground-breaking investigative reporting by New York Times[87] set out the scale and impact of online sexual exploitation. It is highly probable that numbers of online child sexual exploitation cases have increase during the period of COVID-19 restrictions. Greater unsupervised internet use means children are likely to be exposed to greater risk of sexual exploitation online, including sexual coercion, extortion and manipulation by offenders. Exchange of self-generated material is also likely to increase, as children are now experiencing most of their social lives only online. Specialist cybersecurity company Web-IQ has revealed that between February 2020 and the end of March 2020 there has been an increase of over 200% in posts on known child sex abuse forums that link to downloadable images and videos hosted on the clearnet[88]. According to an April Europol report, criminals have quickly adapted their modus operandi to the new circumstances, which has led to a surge in the number of offenders trying to contact young people on social media, an increasing number of connections from which child sexual abuse material (CSAM) has been downloaded over peer-to-peer file sharing networks and, in some states like Spain, a substantial increase in the number of complaints submitted by the public to hotlines and law enforcement institutions.[89] In addition to the difficulties in reporting encountered by those children who are now trapped with their offenders , isolation measures have also increased the difficulties in processing reports of online abuse, creating a secondary impact. The IWF has registered an 89% reduction in the number of URLs taken down after being identified as showing child sexual abuse between 16 March 2020 and 15 April 2020 in comparison to the previous months. Many tech companies and law enforcement units are now obliged to work remotely, which means less access to the tools they would need to take down the material quickly and effectively . As hotlines are forced to reduce their human moderators, content remains live for longer.[90] Existing artificial intelligence (AI) based systems are being placed under unprecedented stress, having been designed to operate with greater human oversight. In those conditions the Global Partnership to End Violence Against Children (EVAC)

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[85] Available from https://www.unicef.org/documents/technical-note-covid-19-and-harmful-practices

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[89] Catching The Virus Cybercrime, Disinformation And The Covid-19 Pandemic' (Europol, 3 April 2020, pg. 7 - 8), accessible at https://www.europol.europa.eu/publications-documents/catching-virus-cybercrime-disinformation-andcovid-19-pandemic

[90]'Lockdown Hampering Removal Of Child Sexual Abuse Material Online', accessible at https://www.theguardian.com/society/2020/apr/27/lockdown-hampering-removal-of-child-sexual-abuse-material-online

has provided resources[91] to provide support during the COVID-19 pandemic, including advice for parents, care-givers, educators and children[92]. Material focused specifically on online harms includes a public safety campaign from a range of major tech companies (including Microsoft, Facebook, Google, Twitter, Roblox and Snapchat).

4. Potential harmful content

Increased online activity may expose children to age-inappropriate and potentially harmful content, including content that is violent, misogynistic, xenophobic, promotes political or ideological violence or incites suicide and self-harm. Children may also be exposed to a larger quantity of targeted online marketing[93] that promotes unhealthy foods, gender stereotypes or is age-inappropriate. They may also be exposed to misinformation[94] about COVID-19 that could drive additional fear and anxiety. The UNICEF discussion paper Children and Digital Marketing: Rights, risks and opportunities[95], described how the pervasive presence of advertising online can impede children's ability to express themselves, develop opinions and access pluralistic material free from marketing content. It also scrutinized the implications of data-driven advertising in regard to children's right to privacy and the protection of personal data. As described in the discussion paper, when the commercial intent of advertising is obscured from children – either through the use of stealth or social means, or because children are not adequately equipped with the cognitive abilities or media literacy to identify advertising – the ramifications for children's rights may be serious. Some innovative forms of advertising aim to subliminally influence children, including when they are engaged in games or learning, at a time when their critical faculties and decision-making processes are compromised. When such practices are underpinned by covert data collection for the purpose of profiling child consumers, this puts children at further risk. Companies have a duty to factor considerations for children into all aspects of their corporate policies and operations. When it comes to digital marketing, this means that companies should consider any potentially adverse impacts on children's rights when making decisions about the timing, placement, context and form of digital marketing. Advertising on child-directed sites and sites that children are likely to access should be suitable for children at all times. On sites and services not directed at or used by children, particular care should be taken during the hours when children are more likely to be online to avoid advertising that is not appropriate for children. Advertising placed in branded environments or online games must be properly identified as such, and children should be informed about the commercial nature of the environment or game. Advertising directed at children should not be placed adjacent to or on websites containing content that is not suitable for children. Websites directed at or used by children should not contain advertising that is inappropriate. Digital content that features influencers who are promoting a product should always be identified as advertising in a way that is clear and recognizable by children. Tactics such as neuromarketing and sentiment

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analysis should not be deployed vis-à-vis children. Another iminent problem regards the methods of advertising throught the use of personal data. Children's right to privacy and the protection of their personal data are closely tied to their dignity, autonomy and ability to develop free from adverse influences. Most children are unlikely to have the capacity to provide informed consent to the processing of their personal data. Enabling parental consent to substitute for children's consent may be one way of ensuring children's rights are protected, but given the shortfall in digital literacy for adults, particularly in emerging markets and developing countries, parents' consent may not always be an effective way to protect the privacy rights of children. Even older children may struggle to understand the implications of permitting cookies or other personal data collection, and privacy policies and terms of service are often opaquely written and incontestable, leaving them with the impression that there is no choice but to provide the personal data requested in order to use the service. Platforms, services and products that are contingent on the provision of personal data unfairly induce teenagers and older children to forfeit their data protection rights. Children's personal data must always be acquired lawfully, and in a manner consistent with children's rights. Generally, obtaining consent by the child or their parents or guardians for data processing, which provides some control over how their personal information is used and shared, is a good way to ensure that rights are respected. Under the European Union's General Data Protection Regulation – which is widely being applied online – consent should be freely given, specific, informed and unambiguous, and requires a clear, affirmative act to authorize the processing of personal data (GDPR, Recital 32). In addition, consent must be sought for data processing unless there is a legally defined reason to process personal information without permission (GDPR, article 6). In respect to children, advertising actors should implement a zero-data policy. Companies should not conduct behavioural advertising, which is based on the collection of personal data from children. Ideally, this should be applied to children under 18 but at the very least to children under 16 years old.

5. Children's online privacy and freedom of expression

The shift of children's lives online, including via education technology, may result in the added collection and processing of children's personal data by companies, along with increased exposure to digital marketing content and techniques. This may affect children under 13 years of age who normally have privacy protection by law. While technology and digital media affect all aspects of children's lives, the policy debate to date has been largely shaped by the imperative to protect children from violence, exploitation and harmful content. This focus remains essential, yet may also risk overlooking how children exercise their full range of rights online, including their rights to privacy and freedom of expression. Against this backdrop, it is important to consider how children's rights to privacy and freedom of expression – as recognized in the United Nations Convention on the Rights of the Child (CRC) – are realized in a digital world.[96]

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[96] The CRC makes clear that children have specific rights to privacy and freedom of expression. Article 16 states that "[n]o child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation", and reaffirms that "the child has the right to the protection of the law against such interference or attacks". Building on the general principle that children have the right to participate in all aspects of their lives as articulated in Article 12, Article 13 states that children "shall have the right to freedom of expression … includ[ing] freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice". Article 15 further recognizes "the rights of the child to freedom of association and to peaceful assembly", and Article 17 adds that children should "ha[ve] access to information and

Just as with adults, going online can put children's right to privacy at greater risk of intrusion. Public authorities may follow children's digital footsteps; businesses may collect and monetize children's data; and parents may publish children's images and information. Children are also more vulnerable to intrusions into their privacy as their capacity to understand the long-term impacts of sharing personal data is still developing. The fact that children's data can now be collected from the moment of their birth, the sheer volume of digital information that is generated during the first 18 years of life, and the multiple and advancing technological means for processing children's data all raise serious questions about how children's right to privacy can best be preserved and protected. Freedom of expression and the right to information are fundamental to democracy, and children have embraced the Internet as a means to learn, share and participate in civic life. The Internet gives children instantaneous access to huge quantities of beneficial content, and offers a uniquely participatory pathway to empowerment. Even well-intended measures to prevent children from being exposed to potentially harmful messages or materials, such as parental controls, may in some circumstances end up hindering children's development into skilled, confident and responsible digital citizens. While governments have the primary obligation under international law to protect children's rights to privacy and freedom of expression online, the United Nations has also adopted Guiding Principles on Business and Human Rights that avow a corporate responsibility to respect human rights.[97] This responsibility applies online as well as offline, for all groups, and across all rights. More specifically, the United Nations Special Rapporteur on the right to privacy has noted that "an increasing number of corporations today already gather much more personal data than most governments ever can or will", and the United Nations Special Rapporteur on the right to freedom of expression has recognized that "private industry … wields enormous power over the digital space acting as a gateway for information and an intermediary for expression".[98]

6. Increased internet use among children and the risk for developing 'digital dementia'

Among other potential risks, it is disturbing the very fact that "digital dementia" now is a real medical term. "Digital dementia" is a term coined by neuroscientist Manfred Spitzer[99] to describe an overuse of digital technology resulting in the breakdown of cognitive abilities. The term „digital dementia" originated in South Korea a few years ago, a country that has one of the largest digital-using populations in the world. South Korean doctors noticed young patients experiencing cognitive and memory problems after heavy use of digital devices. They also found the symptoms to be more common with people who had sustained previous brain injuries. Digital dementia is characterized as the deterioration of brain function as a result of the overuse of digital technology, such as computers, smart phones and Internet use in general. According to researchers this excess use of technology leads to unbalanced brain development, as heavy users are more likely to overdevelop their left brains, leaving their right brains underdeveloped. In

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material from a diversity of national and international sources, especially those aimed at the promotion of [their] social, spiritual and moral well-being and physical and mental health."

[97] Guiding Principles for Business and Human Rights: Implementing the United Nations 'Protect Respect and Remedy' Framework, available at
https://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf

[98] Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, 11 May 2016, A/HRC/32/38 at para [1].

[99] Spitzer.M, *Demenza Digitale*, (2018), Italian (Kindle) Edition; Weiss. M, *Digital Dementia- A corporate domination techno-thriller* (2014), Kindle Edition

simple words a person who spends more than seven hours a day on technological devices shows a significant lack of development in the right side of their brain; that is the side of the brain responsible for concentration and memory that can lead to emotional problems and yes, the early onset of dementia is horrific to witness and horrible to imagine in your own life. This is not something to take lightly. Now a day, we are so reliant on our smart phones, that our smart phones are making us stupid. Is that making sense? Researches have shown that engagement with smart phone (social media) releases a chemical called "dopamine". That is why when we get a text, likes or comments on our social media, feels good. Dopamine is the exact same chemical that makes us feels good when we smoke, drink alcohol and when we gamble. In other words it is highly highly addictive. The irony is that we have age restriction on smoking, consuming alcohol and gambling yet we have no age restriction on using social media or smart phones. Nowadays, due to Covid-19 emergency among all, children have live in a KiDiCoTi[100] and the increased free access to smart phones and social media, could be very dangerous. The researches have shown that research has shown that increased time spent online increases the likelihood of negative experiences, while also increasing opportunities. Signs and symptoms of digital dementia include: slouched posture, developmental delays, short-term memory loss, social seclusion, lack of movement, anxiety, depression, anger, balance disorders, and uncoordinated movement patterns. The pop-ups and other distractions on the internet and electronic devices are encouraging people to divert their attention to something that they are not really looking for. People find it harder to remember phone numbers and experience short term memory problems because they rely on their personal devices. As their brains and memories are left idle, their neural pathways lack stimulation. Neurons that are not used will wither. Smartphones, tablets, computers and gaming consoles all provide lots of entertainment and communication options. Wi-Fi and mobile data systems allow people to spend more time browsing the internet and visiting social

media. According to Spitzer, it is essential to give developing brains the full range of stimuli that comes from interacting with the real world. People who addicted with digital media, they spend more than 7 hours a day behind the screen, their brain constantly changes by its use. So, the more time they spend with screen media, the less social skills will be. Young people look at their smartphones about 150 times a day[101]. This suggests that people fear missing out on information or being disconnect from others. They feel unsatisfied in solitude without the internet, the so-called FOMO (fear of missing out).

Digital dementia is very real. Many of today's children (pupils) who are overly dependent on the internet are incapable of understanding complex concepts. Their academic writing skills not only display a poor command of language, but also a lack of critical reflection, being able to establish coherent causal and conditional relationships and to specify details. The internet conditions us to take in information in small chunks; we remember where to find things but we do not remember what they were. In a nutshell, we externalize our knowledge construction. This impairs working memory as well as executive functions. Digital dementia is also reinforced by non-digital factors such as traditional school systems that rely on rote learning, so there are cultural factors to be taken into consideration too.

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[100] Kids' Digital lives in COVID-19 Times, A new study collects data on kids' digital use during the COVID-19 pandemic, accesible at https://ec.europa.eu/jrc/en/science-update/kidicoti-kids-digital-lives-covid-19-times

[101] Spencer, B., 2013. *Mobile users can't leave their phone alone for six minutes and check it up to 150 times a Day*. Daily Mail, [online] (Last updated 07:49 AM on 11 February 2013). Available at: http://www.dailymail.co.uk/news/article-2276752/Mobile-users-leave-phone-minutes-check-150-times-day.html

7. But how to provide a safe online learning for children?

Governments, companies, schools and parents must work together to ensure that children's online experiences are safe and positive[102]. In the context of COVID-19, keeping children safe online will require concerted, urgent action on the part of parents and caregivers, school authorities, digital technology companies, providers, social service workers and governments. It is important to empower children online: parents and caregivers, school authorities, digital technology companies, media providers, social service workers and governments must recognize that children are agents of change and should equip them with the knowledge and information they need to navigate their online lives safely during the COVID-19 crisis and beyond. Messages, information and advice on navigating the digital world should be targeted to children in a manner and via the channels that most resonate with them. Children should also be informed about how to seek out help and support. Children should also be encouraged to use their voices online to support others in need of help during this crisis. Parents and caregivers can help children access the online resources that are vital for learning, socializing and playing in the era of COVID-19. At the same time, parents and caregivers need to be alert to the online risks for children. Governments, companies and others should support parents with appropriate guidance and tools, including how to respond to and, if needed, report harmful contacts, conduct and content. Especially parents and caregivers can establish with their children rules for how, when and where the Internet can be used. Boundaries should be set to establish a healthy balance between online time and other activities and it is crucial also to ensure their children's device/s have the latest software updates and antivirus programmes and ensure that privacy settings are set to 'high.' For younger children, tools such as parental controls can help mitigate online risks. Parents and caregivers can discuss openly with their children how and with whom the children are communicating online to be alert to signs of distress that may emerge in connection with children's online activity. For example, if a child is experiencing cyberbullying, they may give off warning signs, such as using their device more or less frequently, or becoming withdrawn or depressed. In order to provide a safe online learning experience for student schools should create or update their current safeguarding policies to reflect the new realities for children learning from home. One-on-one online interactions between school staff and students should be transparent and regulated. Specific safeguards may include requiring schools to share online schedules; advising children to wear appropriate clothing when in front of webcams and not to connect with their teachers or virtual classrooms from bedrooms; and refraining from using private instant messaging services in teacher-student communications or asking for consent from parents for such sessions. Schools should also seek digital security mechanisms to ensure that only authorized individuals are able to access online learning platforms and that those platforms do not record and store the virtual learning sessions by default. Furthermore, in order to avoid exacerbating inequalities during the pandemic, technology companies should work with governments to improve access to digital devices and internet connectivity for disadvantaged children, including those who are affected by poverty, separated, on the move, disabled, in domestic and family violence settings, conflict settings and those who may have lost parents or primary caregivers to the pandemic. ITU's new Global Network Resiliency Platform

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[102] For companies, 'child safeguarding' refers to actions that address how business operations and work practices impact children's welfare. UNICEF, "*Child safeguarding toolkit for business, A step-by-step guide to identifying and preventing risks to children who interact with your business*", accessible at https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF

(#REG4COVID[103]) is a place for regulators, government authorities and industry to share and pool experiences, ongoing initiatives and innovative policy and regulatory measures designed to help ensure communities (and children) remain connected. Technology companies should also make online learning resources available for free or at significantly reduced cost to educators and students. Mobile operators should consider providing online learning resources and COVID-19 health information for free. It is imperative that increased safety features are incorporated into all devices, including those being made available at low or no cost, and that parents and caregivers are instructed how to activate these features. Companies that are developing and deploying virtual classrooms and other education-specific platforms should make sure that safety features are integrated and enhanced and clearly accessible to educators, parents and students. Data collection and other commercial practices should be transparent, responsible and reflective of national/international laws and regulations. Social networking platforms used for teacher-student interactions should employ built-in protection measures for children while giving adult teachers appropriate permissions to carry out their functions. Furthermore, online platforms using video conferencing services, which are increasingly being used for online interactive sessions, should ensure that relevant security and privacy protections are in place. Companies should use their platforms to promote and facilitate child safety referral services and helplines for the estimated 1.5 billion children and youth currently out of school, some of whom may be at increased risk of psychosocial stress, violence and exploitation. This includes sharing information on referral and other support services available for youth, such as national Child Helplines. Companies can seek to increase child helpline capacity with cloud-based infrastructure and by leveraging Interactive Voice Response (IVR)/bot systems to automate helpline queries. Mobile operators should enable short codes or free-of-cost calls, waving interconnect charges and promoting referral and helpline resources to children.

What is particularly important is the strengthening of national prevention, response and support services. Governments should actively monitor how restricted movement and lockdowns may exacerbate different forms of violence, both offline and online, using the latest data and existing models to inform policy. Governments should enforce existing regulations and strengthen law enforcement to help monitor and respond to increased online risks. Governments should allocate sufficient resources to bolster, train and equip core child protection workers to ensure that they can continue to keep children safe throughout the pandemic. Wherever possible, countries should maintain centre-based supports and home visiting for those severely affected or adapt and deliver social services virtually. Governments should train health, education and social service workers on the impacts that COVID-19 may have on child well-being, including increased online risks. Those providing front line mental health/psychosocial support will need skills in talking to children about COVID-19 and addressing their anxiety and insecurity. Special attention should be paid to the most vulnerable children including those separated, on the move, disabled, in conflict settings and those who may have lost parents or primary caregivers to the pandemic. Government should be aware of the potential increased online risks to children during the pandemic and seek to address them through increased monitoring and enforcement of existing regulations. Law enforcement should be supported to monitor a potential increase in online offending behaviour and have their units functional to respond to this. Governments should make sure social service providers, schools, parents, caregivers and children are aware of local reporting mechanisms, and that they have the support numbers of local helplines and hotlines. If they do not already exist, local helplines and hotlines should be

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[103] https://reg4covid.itu.int/

installed to support children in distress. The major international reporting networks include INHOPE Hotlines[104] and IWF portals[105].

To complement efforts to connect children to resources for online learning, socialization and play, governments should step up educational initiatives on child online safety. These should include raising awareness about online risks and resources, using media and other communications channels to spread key messages.

Conclusion

　　While school closures are a necessary measure to halt the spread of COVD-19, it must be remembered that education is a human right, and States should employ all necessary measures to ensure its continuity in times of crisis. Planning and reforming education systems to anticipate the risk of disruptions to education is therefore essential. As the world continues to experience its greatest disruption to education since the Second World War, lessons must be drawn from this unprecedented challenge. As the Committee on Economic, Social and Cultural Rights underlined, education is an empowerment right, a tool for all individuals to fully participate in and contribute to society. Let us not forget that the students of today will be the leaders of tomorrow, and that these leaders will in turn need to respond to perhaps even greater crises than the one facing humanity today. As we are obliged to live with technology especially during this particular situation, we have to know that smart devices could be extremely convenient but they could be crippling also. So, a balance should be maintained while using these. How we and our children engage with technology can change our life. As parents and carers, we have the best opportunity to support and guide our children to avoid online risks and have safer experiences. Governments and industry also have a role to play in making sure the online world is a safe place to be. In these uncertain times, children may feel isolated or anxious, and might see family members disturbed by the COVID-19 impacts. With schools now back in session, students may be re-establishing in-person friendships and making new ones, with social media being a major factor in many of these friendships. But kids can be exposed to unique risks in cyberspace. Help kids remember that cybersafety should always be a priority, for promoting kids' Internet security. To help ensure younger children know the basics of staying safe online we can use techniques like online games and videos that will define computer terms (e.g., cyberbullying, netiquette, virus protection) to establish basic understanding. It is important to remind children never to give out personal information, such as name, home address, or telephone number, to anyone they don't know through email, Twitter, Facebook, or in online chat rooms or bulletin boards. Furthermore, regular update of security software can protect against scammers, hackers, and other online threats that can compromise the computer system and, consequently, security and other private information. Some important tips can also help in reducing the risk for developing digital dementia among children. Ideally, children should use digital devices for no more than 3 hours per day, take regular breaks to get up and move around. This will help the brain rest and create gaps between prolonged usages. It is important to maintain a normal posture when on digital screens, especially when on them for prolonged periods of time. Children must do more physical exercise to improve their brain's sharpness. In return, the memory and cognitive functions, will see an improvement.

[104] https://www.inhope.org/EN#hotlineReferral
[105] https://report.iwf.org.uk/en

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9. 'Children and Digital Marketing Industry Toolkit' (UNICEF, Decembre 2018), https://www.unicef.org/csr/css/industry-toolkit-children-digital-marketing.pdf
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11. 'United Nations Children's Fund, 'Children and Digital Marketing: Rights, risks and opportunities', Discussion Paper, UNICEF, Geneva, July 2018, https://www.unicef.org/csr/ict_paper-series.html
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Additional Resources

Parenting tips on keeping children safe online during COVID-19

www.unicef.org/press-releases/covid-19-children-heightened-risk-abuse-neglect-exploitation-and-violence

www.unicef.org/coronavirus/covid-19-parenting-tips

www.end-violence.org/protecting-children-during-covid-19-outbreak

www.unicef.org/coronavirus/covid-19

www.itu.int/en/Pages/covid-19.aspx

www.childhood-usa.org/resources

www.unodc.org/unodc/en/covid-19.html

Interlanguage as a reflection of the error in learning a foreign language and methods of its improvement

Alma Hafizi, Eliana Laçej

University of Shkodër "Luigj Gurakuqi", Albania

University of Shkodër "Luigj Gurakuqi", Albania

Abstract.

Analyzing and evaluating error-making-process is a very important moment in the process of learning a foreign language. It is the basis for language level knowledge, from which we begin to adapt curricula in relation to objectives. The proposal is based on the processing of a questionnaire with foreign language teachers in the pre-university education system in the northeastern part of Albania. According to the opinions expressed, the process of intervention and correction of the error is different, depending on considering it as a "physiological" or "pathological" phenomenon. The level of language competence where the error process is manifested must also be taken in consideration. One of the most promoted areas of error remains linguistics, the intermediate language system between our mother language and the target language to be learned.

Keywords: interlanguage, error, physiological, pathological, correction.

1. Introduction

An old latin proverb says *"Errare humanum est".* Centuries later the great italian histograph and humanist Guicciardini said tha*t "There is no knowledgeable man that sometimes does not make mistakes".* If error is unavoidable for knowlegable people, this justifies the daily encounter of teachers with student mistakes during the process of all around knowledge acquisition. The mastering of a foreign language, different from your native one, it's a continuous process and it's not just about the acquisition of new language codes, but it's more about acquiring experience in a lot of life situations. Consequently the presence of errors is permanent. Error manifestation happens when, in a verbal communication or written message, there is a missing element which is necessary for that linguistic structure or that form of communication, an unecessary element is added, which is unpredicted in that foreign language system, a wrong choice is made, like in the case when the element is not selected in agreement with the foreign language system, the sentece order is not correct, not in agreement with the language system records. Errors indicate an intellectual glitch in the system of the linguistic records that the individual owns. Error manifestation and the instant of its identification from the teacher is important, because it serves firstly, to diagnose the level of linguistic knowledge, and secondly, to design a program that is functional to the group of students, a part of them, or even a single individual that is undergoing the learning process.

2. Types of error

Errors can be verified in different levels of the general linguistic competency, like in the knowledge and ability of using different levels of the language (phonological, lexical, morpho-syntaxical);

the knowledge of life experience areas and their relations;

the knowledge of social norms that regulate mutual relations between individuals;

the knowledge and ability of using different types of discourse, their function and organization depending on the medium in which they are generated.

The types of errors are classified based on the linguistic system prespective, outer or inner. Analysed from the inner system, are errors related to:

the knowledge of the language in a close understanding : the context is removed from the message and its components are analysed, dividing it into smaller units, into morphemes and graphemes, that are later on compared to the standard model;

general language competencies. These errors violate the rules of speech, and they can be identified in pragmatic or socio-cultural communication mistakes[106].

Analysed from the outer system, are errors, that when observed on their longitudinal extention allow the reconstruction of the learning process, meaning the interlanguage of separate individuals.

2.1 Interlanguage

Interlanguage is an intermediate system in between the native language L1 (the one that the individual acknowledges) and the language that is part of the learning process L2. "This is the student`s language, a similar system, distinguishable because it contains errors, it is a transitional competency, a temporary one"[107]. Graphicaly it can be represented as a continious line, with one extremity being zero competency and the other extremety being the competence of a native speaker of that language.

Zero (0) Competency   – – – – – – – – – ▶   **Native speaker**

Competency

The student`s language
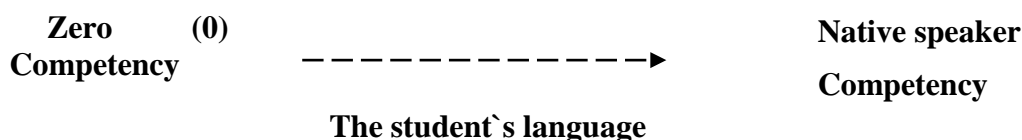
Interlanguage does not correspond to neither L1 or L2, it contains elements of both and it displays its specifics in different individuals. One cannot find two interlanguages or two intermediate linguistic competencies that are identical. Therefore is one of the areas in which particular care should be taken when identifying errors and designing a strategy to correct them. These types of errors are classified into three groups[108]:

Presystematic ; displayed before the student becomes aware about the existance of rules. They are more frequent during the spontaneous learning process, when one unexpectedly is found in communicative circumstances in the foreign language that is being learned. In this phase correcting the error is not recommended.

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[106] Simone F., Vignuzzi U. (1968). *La grammatica. La lessicologia.* Bulzoni, Roma, pp. 83-97.

[107] Balboni Paolo E., (2002). "La nuova frontiera: integrare due lingue straniere, integrare lingue e altre discipline". Mazzotta Patrizia (a cura di), *Europe, lingue e istruzione primaria*, Utet, Torino, pp.57-78.

[108] Akmajian A., Demers R.A., Farmer A.K., Harnish R.M., (1996). *Linguistica.* Il Mulino, Bologna, p.119.

Systematic; displayed when making wrong assumptions about the rules of the language that is being learned. Correction in this phase, by making sure to point out the correct rules, might encourage the reflection on individual language structures.

Post systematic; displayed after the student has absorbed the rules system. They are sporadical, often caused by negligence. Correctiing the error is imperative and beneficial.

When correcting the error it is of major importance to understand the causes that produce it. While learning L2, the most inherent causes are[109]:

The linguistic transition from L1 to L2: the influence of the linguistic structures of the native language of the individual on the language that is being learned;

The teaching method: the negative impact of didactical techniques during teaching e.g when the teacher heavily insists on certain examples and restricts other ones in quantity and quality, which leads to the student creating incorrect generalizations and setting some rules that do not coincide with those of the language that is being learned;

The learning process strategies; some individuals are more attentive, some are more negligent;

Communication strategies, during which the courage and the ability to solve communication errors is encouraged;

Generalization: the application of rules in broader areas than the ones in which they are usually used in the foreign language, like e.g the rules of word formation, the participles of irregular verbs in italian, french, english, german, the types of informal communication, ect[110].

"The significance of the error is never absolute, it is relative"[111]. It is related to the teaching plan and its objectives. If the plan aims the acquisition of a specific skill, we suppose productive skills, the perceptive errors should be considered as less important. A communicative plan gives primary importance to pragmatic errors. The age of the student is another factor that affects the evaluation of the error scale, just like the time that is provided to present and practice a linguistic aspect.

2.2.   The evaluation of the error

But how can a teacher evaluate the error ? In a questionnaire[112] adressed to primary and secondary education language teachers[113] in the North-Eastern part of Albania, among others they were asked:

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[109] Bettoni C. (2002). *L'universo delle lingue: confrontare lingue e grammatiche nella scuola*. La Nuova Italia, Scandicci (Firenze),p.54-68.

[110] Arcaini E.,(1972)."Interferenza lessicale e analisi semica,,. Agostani F., Simone R., Vignuzzi U. (a cura di), *La grammatica. La lessicologia: Atti del primo e del secondo Convegno Internazionale di studi*, Bulzoni, Roma, pp.83-97.

[111]Arcaini E., 1974. *Dalla linguistica alla glottodidattica*. Società Editrice Internazionale, Torino, pp.75.

[112]   Here we propose some reflections on canonical aspects of language teaching; answer in a couple of lines for voice:

    a)   What relationship do you establish between you, the teacher, and your students?
    b)   Does the program follow a predefined line or does it also reflect the interests and needs of the students?
    c)   The error: what is it in your opinion? What do you do of the error? Do you correct it or not? Do you "punish" it or not? How do you do it?
    d)   What role does formal grammar play? Explain it to them or let them find out a little by themselfs? With what exercises do you exercise it?
    e)   What kind of culture / civilization do you present in your courses?
    f)   Does literature play a role? Is it lyrics or history?
    g)   How much do you speak in the L1 of the students? With what purpose? Or do you use a linguage "comfortable", such as English?

What is an error? What do you do with the error? Do you correct it or not? Do you punish it? How?

The given answers devide the teachers into two evaluation categories: those who consider it a physiological phenomenon and those who consider it a pathological phenomenon[114].

The error as **physiological phenomenon** is considered a temporary phase in the learning proces and it serves as a starting point for reflection (SE). It is a spark, a useful diagnostic tool to understand the language level that each student has achieved (HE), it is "healthy" because it signals a change in the communicative competencies of the student (PE). Those who support this evaluation are totally against the punishment of errors and support their correction: "if I had to punish the error I wouldn`t be a teacher but a cop" (PE). This category suggests the correction of both verbal and written errors.

The correction of verbal errors :

the advantage rule: like in a soccer game, which is where the name comes from, this strategy allows the student that has commited a "faul", mistake, to continue the communicative action, while the message that is being percieved is reasonably comprehensible to the reciever.

Keeping the author/error distance: it consists in the correction of the error after the student has finished his speech or at the very end of the communication. By doing so, the time in between the manifestation of the error and the correction of the author is prolonged, which removes some of the attention from the one who made the mistake and can be later on corrected by protecting his personality in front of the group that he is part of.

The coral or crossed correction: the correction does not occur in the vertical sense (teacher/student), but in the horizontal one (student/student).

The correction of written errors:

The direct correction: the teacher underlines the wrong structures and writes the correct version in the proximity.

The selective correction: the teacher underlines the error but it does not write the solution to the problem. The assignment is handed in to the student, who independently tries to correct it. In this moment the teacher can interfere with the correct version.

A criteria that should be taken into account when correcting errors is the different types of texts: the error is corrected in instructed verbal productions (simple role-plays, role-taking), but not in complicated situations (conversations, free monologue, etc). In written productions, errors are corrected in objective texts but not in free compositions, where the clarity of the overall message, the coherence and textual cohesion is evaluated. After all, errors, linguistic or cultural, are corrected if the teacher thinks that it jeopardizes the image of the student, by labelling the latter as ignorant, incompetent.

The error as a pathological phenomenon is considered as a shortcoming, a failure, something of importance in the learning process. According to this prespective, it is verified when "the student has not understood the argument fully or doesn`t know a term" (PE/SE). It is a necessary evil that has to be confronted by correcting it. Those who consider error as a pathological phenomenon, often think that correcting the error after the communicative act is done, favors the learning of incorrect structures. This group often advices punishment, specifically with a negative grade, which results a useful tool of correction. Within the pathological error, two

[113] PE-primary education teachers, SE- secondary education teachers , HE- higher education teachers.
[114] Balboni.P, (2018). *A Theoretical Framework for Language Education and Teaching*. Cambridge Scholars, Newcastle upon Tyne, pp 15-30.

interesting situations arise. The first one can be defined as *the complex of explanation insufficency*: according to this prespective, the error would be an indicator of a problem that arises from the uncertainty of the teaching (HE). An opposite point of view to the first one consideres error as the outcome to an insufficient work from the student`s side. However it constitutes a negative element, pathological.

The second problem diverts the attention from the teacher to the student and has a socio-cultural nature. It can be defined as a *phobia to error*: according to students the error is the enemy. Most of them don`t express themselves because they are afraid they will make a mistake. "Since we are kids , mom teaches us not to make mistakes in order for other not to make fun of us"(SE). The teachers, aware of this problem, aim to downgrade it by explaining that deviation from the norm, meaning errors, are part of the learning process, aim to transform the image of error from pathological to physiological. Without errors there is no progress and without their correction there is no learning.

Conclusion

It can be **concluded** that the analysis and evaluation of the error process is a very crucial moment in the process of learning and acquiring the second language. It is the basis for the recognition of the knowledge level, from which we begin to adapt the programs related to the group of students. The process of interference and the correction of the error are two distinct things, depending on its evaluation as a physiological and pathological phenomenon. Error as a physiological phenomenon is legitimized as a normal and transitory phase of the learning process. It is the stimulus for reflections on the teaching process. Error as a pathological phenomenon is considered a deficiency, poor progress in the learning process. The level of language proficiency at which the error process manifests itself should also be taken into consideration. One of the most promoted spaces of error remains the interlanguage, the intermediate linguistic system between the mother language and the target language. On the other hand, the interlanguage manifests itself differently in different individuals.

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Distance Learning Advantages and Disadvantages
(Case Study March – June 2020)

Olivera Presi[1], Shqipe Shyti[2]
"Aleksandër Moisiu" University, Durrës, Albania[1]
"Aleksandër Moisiu" University, Durrës, Albania[2]

1. Introduction

The COVID-19 pandemic forced educational institutions to develop teaching in a different form. Distance learning or distance through various platforms became the only opportunity to continue the learning process. In these conditions, Albanian education faced new ways of teaching, getting students and teachers in front of a challenge achieving learning and educational targets of the curriculum.

It was a new experience for Albania, therefore studies in this field are almost non-existent, so research on the challenges of this period, highlighting the advantages and difficulties, will contribute to help teachers. to use the technological opportunities in schools, to achieve school targets.

Distance learning, also known as "internet-based learning", has become extremely popular around the world. Today, thousands of courses are available remotely from various universities and educational institutions, including a wide range of topics ranging from core subjects such as mathematics and biology, to programming languages and interpersonal skills. Many educational and non-educational institutions, which had offered traditional learning programs have also begun to use the Internet and the World Wide Web (www) to reach a wider audience. This new medium has created new and numerous spaces and opportunities for teaching and learning, causing teachers to change teaching methodologies, combining traditional ones with technology for a more efficient learning.

Communication offered by various telecommunication media and distance learning generally support active learning. According to Imel (1997) the most important distinguishing feature of distance learning is the emphasis on instruction, and not just on the dissemination of information. For this reason, distance learning should be designed based on cognitive learning theories, where students intentionally interact with the environment, solve real-world problems, practice knowledge, and consequently become active learners.

Distance learning techniques and methods offer teachers the opportunity to change their role from "information provider" to "listener and supporter". (Doubler, Grisham, & Paget, 2003).

Asynchronous modes of communication, such as email and forum discussion groups, and synchronous modes of communication, such as chat, SMS, and group chat in audio and video conferencing can bring together virtually physically distant participants in distance learning. Using these ways, students who are physically distant can collaborate with each other on various projects or works.

The purpose of this study is to investigate the advantages and disadvantages of distance learning, aiming at how this type of learning can be improved and made more efficient.

This study aims to answer the following research questions:
- What are some of the difficulties encountered in distance learning?
- What are some of the advantages of distance learning?
- What is the impact that distance learning had on teachers and students?

2. Methods

This study examines the attitudes of teachers and students about the 3 months period, March 2020- June 2020 and getting the most complete data, qualitative and quantitative methods were combined, through surveys and individual interviews with students and teachers.

The survey was conducted through the Google Forms program. Conducting this survey, the permission was obtained from the Local Education Office (ZVA) Durrës, as well as permission from the parents of the surveyed students, who were explained in detail the goals, objectives, benefits and manner of conducting the survey within this study. They also agreed about the anonymity of their children. Also, the students surveyed, after obtaining their consent to be surveyed, were clarified any ambiguities regarding the questions and the procedure in completing the questionnaire and were assured that their data will remain confidential.

The population of this scientific study is the students who attend the upper secondary cycle, e.g. the students from the 10th to the 12th grade of high schools of Durrës, students aged around 15-18 years; average age of students is 16.5 years.

Also, participants of this study are the teachers who work in these schools.

Based on the list of high schools obtained from the Local Education Office (ZVA) Durrës, there are 33 (thirty-three) high schools operating in Durrës. Among them 13 (thirteen) are public schools and 20 (twenty) are non-public schools.

The population of high schools consists of 4571 students, among them 2646 are girls and 1925 are boys. The study sample consisted of 548 students and 20 teachers. that were randomly selected, as random sampling is the only and best means of providing a representative sample of the theoretical population of a research.

3. Results and Discussions

Data obtained from surveys and interviews with students and teachers showed that despite the fact of immediate closure of schools and the transition to distance learning, both teachers and students were maximally engaged, using all digital technological tools in function of learning.

Surveys show that teachers have mainly used smart phones to conduct distance teaching, respectively 70% of them, and 30% of them computers.

83.6% of students attended high school from a smartphone, and 16.4% from an ordinary mobile phone.

Distance learning is mostly done through digital platforms like WhatsApp, which has been used by 88.2%. Google Classroom and Zoom Cloud Meetingare also used by 11.8%,

15% of teachers found it exceedingly difficult to adapt to distance learning while 35% of teachers did not find it at all difficult to use the opportunities offered by technology for distance learning. Even in terms of students the data show that 25% | of students have found it exceedingly difficult to adapt to this new way of teaching and 75% of them stated that is effective. These figures are the same as those from the surveys with teachers, where 30.5% of teachers say that this teaching is not very efficient and 45.5% of them find it efficient.

Survey data show that 70% of teachers used videos to explain new concepts, 55% of them use word document materials, 50% of teachers sent the material through photos and only 15% of teachers used video call.

14.3% of students did not find any difficulty in understanding the subject through distance learning, while 30% of students said that they had a very difficult time understanding new concepts and knowledge during distance learning.

During distance learning process,the teaching time of 90 minutes was perceived as more than enough by teachers and students. 51% of teachers say that during distance learning they used various teaching methods combining those of direct teaching with project work, research methods, discussion, in order to achieve the goals of the course for the third quarter. However, during this period many of the teachers and students (49%) stated that they encountered difficulties with *adjusting to distance learning* and consequently were not very active during the lesson.

Downloading and uploading textbooks and assignments *has been a problem for 37% of students, while 32% of teachers* say they have encountered many problems using the technology, as they did not feel prepared to use and adapt to the programs they were supposed to use.

Both students and teachers say that in over 60% of cases they are evaluated for both homework and testing and engagement in class, but many teachers think that these evaluations are not completely objective, as there are chances for the student to copy during the tests. 25% of teachers say that they have encountered difficulties in objectively assessing students and that they have encountered difficulties in checking the homework.

One of the most encountered problems of distance learning was explaining the new concepts. 50% of teachers say that they have encountered difficulties in their explanation. Students have encountered the greatest difficulties in understanding the exact subjects such as mathematics, physics, chemistry, etc. Both teachers and students say that they have encountered the most difficulties in relation to these subjects, which has made both teaching and the quality of their learning less efficient.

Compared to face to face teaching, attendance in distance learning was lower. Lack of attendance and lack of internet connection have been two of the main factors for this.

The research reveals the problem of selecting the most important and appropriatematerials for the time and opportunities, in order to achieve the goal of the course. Teachers often, in order to provide as much information about their subject as possible, sent a lot of informative materials, making students confused and insecure. The cost of using the internet and providing a Smartphone has also been a problem for about 18% of students, but what has stood out the most is the lack of social contacts, which has also affected their psychological well-being.

4. Conclusions

Developing distance learning through online platforms in pandemic conditions was a challenge for both teachers and students. Not everyone has been prepared for this new method of learning and learning process framework. Although the teaching took place in completely informal conditions (i.e. without the classroom learning framework) the online learning process, based on the questionnaires data, shows that this type of teaching enabled teachers to make the lesson more attractive, using software programs, motivating students and it increased student independence during learning. They had the opportunity to listen to the teacher's explanation more than once and as well the digital skills of teachers and students have increased.

Some of the advantages of distance learning, highlighted in this research were:

Technology provides countless possibilities to make teaching more attractive and increases digital competence for both teachers and students. We can also mention: lower transport costs for parents,clothing, food and drink, as well as less violence and drug use.

In terms of disadvantages, this research showed that teachers and students had difficulty adapting to learning through digital tools and the provision of the Internet connection,

difficulties in explaining new concepts, and in selecting the most appropriate materials for students. Lack of social contact was also a problem identified by students.

Through online learning, everyone who was involved in it got the impact that life, even in cases of immediate change, continues its routine. Violence and bullying at school can be somewhat avoided during online learning. Less use of narcotics is also observed.

Based on the findings of this research, it can be said that the combination of distance learning via the Internet with classroom learning, where the latter can be developed only after a preliminary work done on distance platforms would be an appropriate solution , which would ensure maximum engagement of students and their active participation in learning processes.

Teachers should be more trained and prepared during distance learning, not only with the information, but also the way they will explain new concepts and knowledge, through instructional videos, presentations or research by students.

At the moment when the school will switch to traditional teaching, it is suggested to continue to use some of the technological techniques used in distance learning, such as. Google classroom, Power Point, pre-recorded videos for students with learning difficulties, etc., to make teaching even more efficient.

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Online Learning in The Extreme Conditions of the Covid-19 Pandemic . The Case of Secondary Education Institutions in the City Of Vlora.

Tea Memushi   Lira Spiro

University College Pavaresia Vlore
University College Pavaresia Vlore

tea.memushi@unipavaresia.edu.al
lira.spiro@unipavaresia.edu.al

Abstract

The Covid-19 pandemic affects every country in all the important pillars of its development, including education. Forced by restrictive measures taken by the state, educational institutions were forced to adapt teaching methods to continue the learning process by applying different ways of learning online. Various discussions have been raised from time to time regarding the need for teacher qualification in order to increase the effectiveness of knowledge transfer and classroom involvement, but also discussions regarding teacher qualification and training to meet one of Albania's challenges of integration in the large European family.

In this great time of globalization, according to the great values of these public utilities to the preparation of youth to run the future of our country, this study comes to identify and evaluate the process of online learning applied during the pandemic period March-June 2020, in secondary education institutions of the city of Vlora.

Key words: education, online learning, pre-university institutions, COVID-19.

1. Introduction

Teaching and learning are two parallel components in the daily educational process. According to researches in the context of today's global society and the development of new technologies, these two components need to be enriched with new elements. Educational Institutions from March 2020, to prevent further spread of the virus and to protect the health of all citizens, were closed for a period of two weeks, then this period was extended by two more extra weeks just to come out with another announcement for closing the school for a longer period of time.[115]

This was the time where a large numbers of high schools who had never taught (or even learned) online before were suddenly responsible for teaching this way to students, many of whom had not learned online before and who had not been expecting to do so when they signed up for their course. By chance or by choice, this is the time were institutions adopted a new way of engaging with each other, online learning with modern teaching. The modern versus the traditional teaching has been worth the decision because of the methods they use, theoretical

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[115]The order to interrupt the teaching process , http://arsimiparauniversitar.gov.al/urdher-nr-91-date-9-03-2020-per-nderprerjen-e-procesit-mesimor-ne-te-gjitha-institucionet-arsimore-publike-dhe-jo-publike/ (Ministry of Education Sports and Youth, 2020)

thinking for traditional teaching whereas modern teaching develops practical skills.(Balliu & Belshi, 2017)

High schools students are experiencing uncharted territory when it comes to their education: transitioning from in-person classroom and campus experiences to virtual ones.[116] With a global pandemic affecting students of all grades, at times the situation can feel difficult to navigate.(Eye, 2020).

The global COVID-19 pandemic has triggered new ways of conducting the teaching-learning process online. For some this has been a small move but for others, this is a completely new way of education. Online learning has become a widespread method for providing education at the graduate and undergraduate level. Although it is an extension of distance learning the medium requires new modes of presentation and interaction (Wallace, 2020).

Vlora as well as other cities in Albania have gone online without having instructions before for such an organization and that the world has been unprepared for such a situation, especially at the level of pre-university education. However, given the emergency as well as the uncertainty of how long pandemic will last or whether there will be a second wave of pandemic and social distance maintenance in the coming months, the technological potential can be used for educational purposes and affect the acceleration of digitalization.

Through the motto "School is out but Class is on" [117]high school teachers needed to change component like curricula, teaching strategies and learning techniques. Knowing the application and use of innovative teaching strategies in daily teaching process is a necessity for teachers of our time. Working to keep up with the changing global context of learning and teaching, the Albanian School is trying to raise quality by implementing reforms in many directions such as curricula improvement assessment and evaluation and introducing new and effective ways of teacher professional development (Krasniqi, 2018).

For ten years now this process has produced results, however side by side with results there have been some problems.(Lama, Sula, & Gjokutaj, 2011) . Having all this time and still facing problems everyone's eyes were focused towards teachers without realizing the immense pressure they were experiencing trying to change a lifelong process of teaching ' in the blink of an eye' while being in the midst of a worldwide pandemic.

Online learning was offered as way to stay "connected" to the school in times of isolation. But how is this situation being experienced by the secondary educational institutions and have they been effective based on the survey and the methodology chosen during the lockdown?

This is the main question that all the article have gone through and following the topic will online learning continue somehow even if the pandemic is gone, or after coming back to normality every online meeting would be 'banned'?

2. Subject

Online learning in secondary education institutions in Albania was a new experience, undertaken by the need to develop the school year as a result of the COVID-19 pandemic rather than as a test for an alternative way of conducting the learning process. This study aims to identify what was the first confrontation with online learning of secondary education institutions, specifically in the city of Vlora, which for a short period of time were forced to

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[116]The questionnaire from Pre-university Education Quality Assurance Agency in Albania , https://www.ascap.edu.al/sondazhi-i-mesimit-online/ (ASCAP, 2020)

[117]Online teaching during the "School is out but Class is on" based in the article written by (Wang, Wang, Zhang, Wang, & Shen, 2020)

adapt and engage with this learning alternative. How was online learning developed and what is the evaluation given by the directors of educational institutions for this learning alternative?

3. Methodology

The technique used to conduct this research is interviewing the directors of secondary educational institutions through standardized questionnaires with 18 questions (alternative or ranking questions) divided into three sections : the first section contained general information about the interviewee, the second section general information about the educational institution and the third section information about the online learning in exceptional circumstances. Data processing was performed through the statistical program SPSS.

The study sample is intentional and consists of 16 secondary educational institutions in the city of Vlora, 7 of which are public are public educational institutions and 9 private educational institutions.

The interview period was 1 to 9 October 2020, the period considered by the study is Mars to June 2020.

In the service of the research are also reviewed existing Albanian and foreign studies related to online learning techniques, problems and challenges, opportunities, digitalization and way to develop this teaching method.

4. Interview Results

General data of secondary education institutions part of the survey

56% private secondary education institutions	44% public secondary education institutions
1/16 artistic gymnasium	2/16 vocational high school
13/16 high school	
19% of the SEI between 381-1200 students	31% of the SEI between 181-380 students
50% of the SEI have up to 180 students	
19% of the SEI up to 35 teachers	38% of the SEI between 16-35 teachers
43% of the SEI over 35 teachers	

Survey results related to online learning March- June 2020

The first question of the questionnaire which gives meaning to all the following questions was related to setting up a continuous director-teachers and teacher-students communication network, to which all respondents answered positively, an answer that was expected to be such and so it should be.

When asked about the methods of director-teacher communication, most of the communication are made through Zoom, WhatsApp and E-mail.
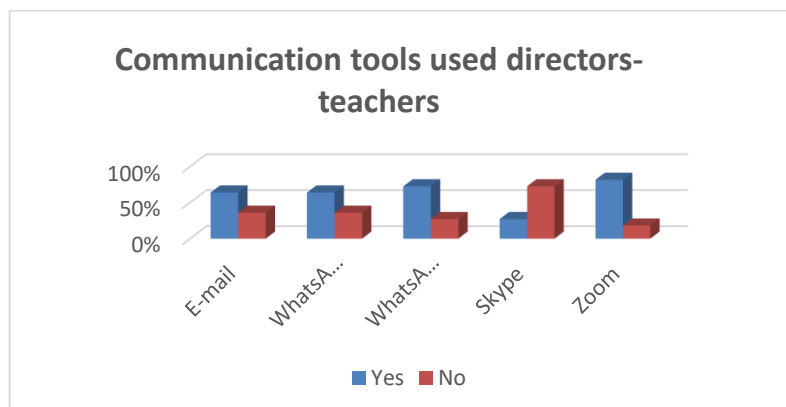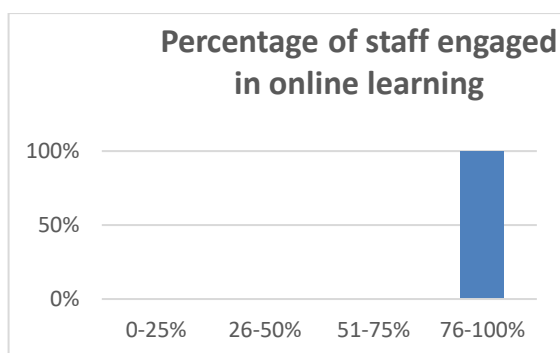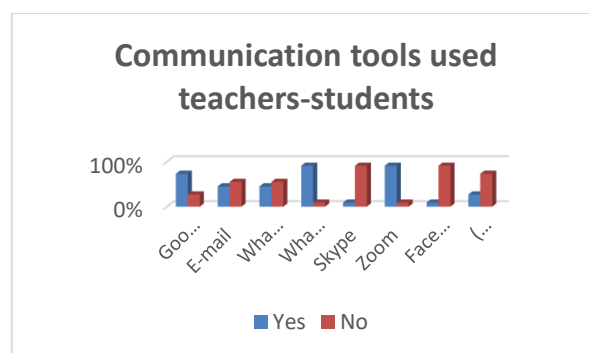
Source: Authors

Technology is the main tool for the realization of distance learning, without technological equipment and internet connection it would be impossible to learn online, so to give an assessment regarding online learning we had to be informed about the level of equipment with technological tools for online learning. At this point, **only 1 of the 16** secondary educational institutions had encountered problems related to technological equipment for the realization of online learning, a problem which they had solved with the support of a sponsor[118] outside the institution.

Recognition of the use of technological equipment or other health problems (cases of teachers affected by COVID-19) during periods of online learning could negatively affect the progress of online learning. However in this extraordinary period the directors about the percentage of teacher engaged received a satisfactory level of commitment as all educational institutions acknowledged that from 76 to 100% of their staff was engaged in online learning.

Unlike director- teacher communication which has a more reporting approach regarding online learning, activation, participation; teacher-student communication is more important regarding the effectiveness of knowledge transfer and classroom involvement. The means used for communication are listed as the chart below where apparently WhatsApp and Zoom are the most used method, other things that stand out are that the two vocational high schools have also used an application different from the other called "Mesovet.al", while a private high school also used another platform not used by others called "Edmodoclass".
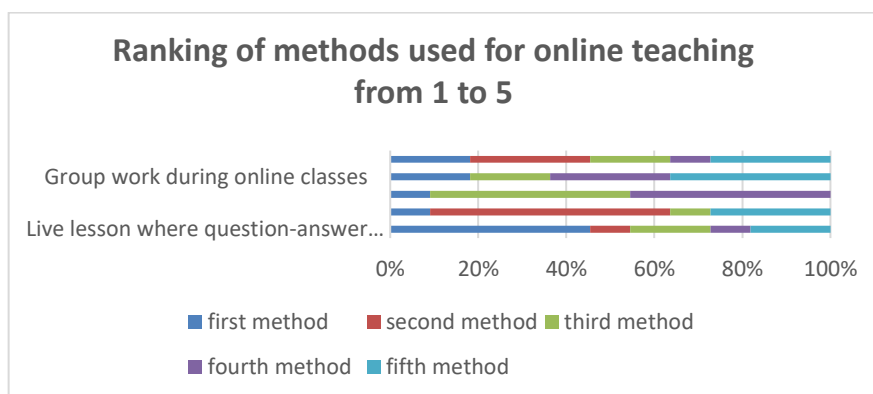

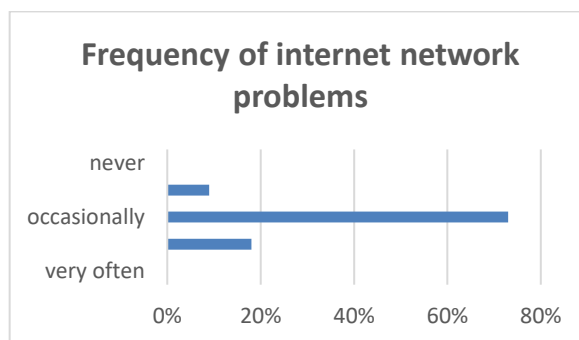*Source: Authors*

Source: Authors

The component of online courses in order to adequately realize the transfer of knowledge and involvement of students ranked from 1 to 5 (1 most used and 5 least used) are as follows, where in total order it can be accepted that the most used method is "live lessons where question-answer interaction and discussions" and least used method is "group work during online classes".

Ranking of methods used for online teaching from 1 to 5

| | first method | second method | third method | fourth method | fifth method |

Source: Authors

In terms of internet connection it does not seem to have been a constant problem to hinder online learning.

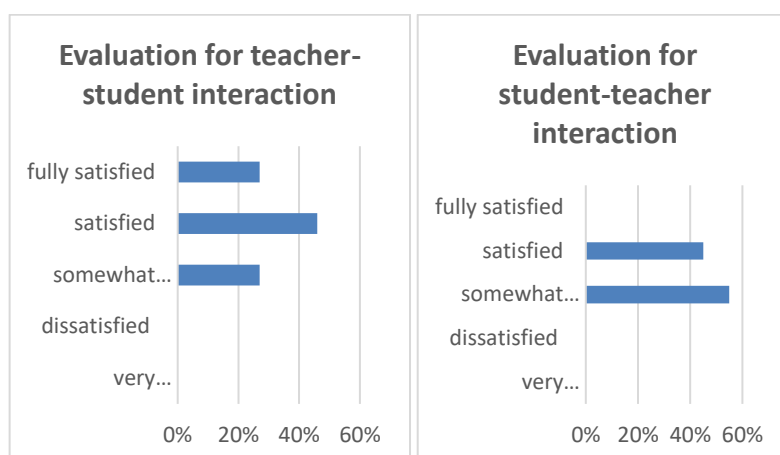**Frequency of internet network problems**

Source: Authors

Regarding the evaluation by teachers to directors for the interaction of teachers with students most of them are partially satisfied.

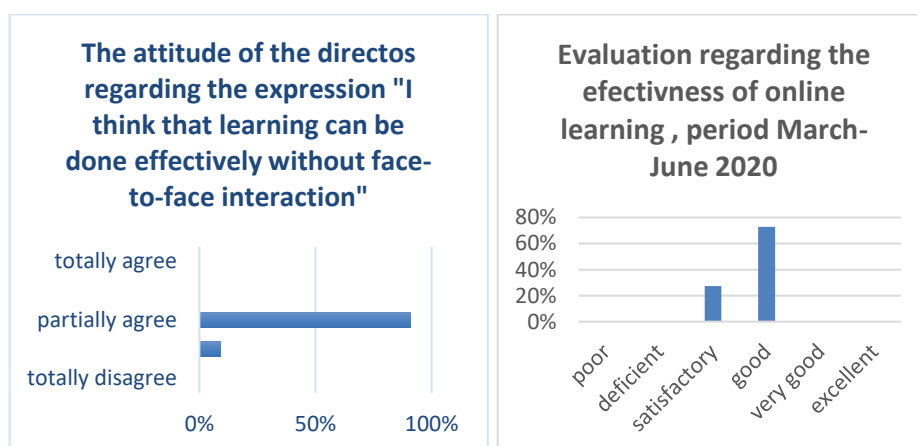**Attitude towards the expression "teachers are satisfied with online interaction with students"**
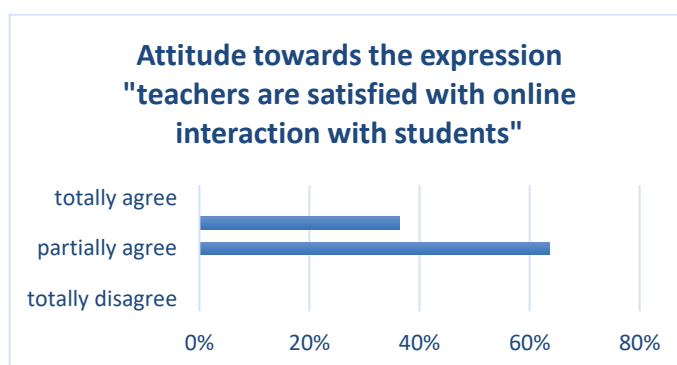
Source: Authors

While the evaluation given by the directors themselves for the teacher-student interaction is that they are mainly satisfied, on the other hand for student-teacher interaction they are somewhat satisfied.

Evaluation for teacher-student interaction

- fully satisfied
- satisfied
- somewhat…
- dissatisfied
- very…

0% 20% 40% 60%

Evaluation for student-teacher interaction

- fully satisfied
- satisfied
- somewhat…
- dissatisfied
- very…

0% 20% 40% 60%

Source: AuthorsSource: Authors

When it comes to a comprehensive evaluation of the online learning process, the directors of secondary education institutions mainly partially agree that effective online learning can be achieved and if they evaluate the process as a whole, they evaluate that for the period March-June 2020 the evaluation is good where no director rated the process very good or excellently.

The attitude of the directos regarding the expression "I think that learning can be done effectively without face-to-face interaction"

- totally agree
- partially agree
- totally disagree

0% 50% 100%

Evaluation regarding the efectivness of online learning , period March-June 2020

80%
60%
40%
20%
0%

poor   deficient   satisfactory   good   very good   excellent

Source: Authors Source: Authors

Lastly, the attitude expressed by the directors about the fact that if they had to face another period of online learning would be a problem for their educational institution, **12 out of 16** directors answered that this would be a problem for them.

5. Discussions

There has been and is clear the existence of disregard for online learning and its effectiveness as face to face learning is the only one that is applied in all Albanian educational institutions regardless of the level (pre-school, lower education, pre-university and university). In our country, the development of online learning for at least one school/academic year or more has not been previously explored by any educational institution, in order to have studies and evaluations related to previous experiences to this applied method.

In fact, the COVID-19 pandemic was the reason that forced the government to seek isolation of people with the plausible reasoning that human life takes precedence over social activities

and therefore all educational institutions were forced to switch from classroom teaching to online teaching.

This transition due to the limited time to prepare, lack of previous experience was worth to study and discover the evaluation given by the educational institutions in our country, taking into account the technological conditions and the training and experiences of teacher to develop this teaching method.

Regarding the city of Vlora, it can be accepted that the assessment give regarding the online learning developed in the extraordinary conditions of the pandemic (it should be noted that it was not planned or intended to take place in such a way) has generally been positive, with a satisfactory interaction between teachers and students using several communication alternatives. The fact that more than a half of the secondary education institutions are private institutions and have up to 180 students has certainly influenced a good management and effectiveness of online learning. So, the estimates are definitely influenced by this fact first of all.

Secondly, another reason why the evaluation can be considered positive is that there were no problems related to the provision of technological tools without which it would be impossibleto realize this method of teaching. Also the extension of the internet network throughout a city in a good quality as to use it via smartphone or computer is another reason that has contributed to a good development of this process.

Compared to the survey conducted by (ASCAP, 2020) at the national level, the findings in the issues that are considered simultaneously in both surveys agree, so online learning for this period has a satisfactory evaluation but not more effective than face to face learning.

However in case of repetition of this method for a second time, 75% of secondary education institutions in the city of Vlora answered that it would be a problem for these reasons:
- Limited duration of the teaching process
- Limited control
- Lack of communication
- Difficulty in evaluating the independently work of students
- Low interest of students to be involved in learning
- Lack of practicality

While, the four institutions which have expressed that the development of online learning in a second case would not be a problem for their institutions have argued their assessment with the facts that they have the necessary tools, have well planned how to proceed online and that the profile of their institutions does not consider practice as important as for vocational high schools and arts gymnasium.

6. Conclusions And Recommendations

Online learning in the pandemic was a new experience for Albanian secondary institutions. The pandemic is not stopping and the development of the online learning process may be required but for various reasons secondary education institutions judge that an online process for a second time would be a problem.

The research for the city of Vlora was important to make an assessment at the local level regarding this probationary period and to show that the interest to be involved in learning and the teacher-student interaction and vice-versa was satisfactory.

Well-planned online tuition varies considerable from courses offered online in response to a crisis or disaster. Pre-university educational institutions in this city have taken into account these changes and have managed to developa satisfactory online learning, evaluated by the interviews of the directors of these institutions as responsible and coordinator for this process.

From this trial period it was understood and recommended that for some subjects online learning can be applied in addition to face to face learning taking into account the advantages it has such as: time management, self-discipline, personal attention and commitment, financial benefits and flexibility.

Teacher training for this teaching method (online) and the applicability of online learning is a necessity for the future.

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Lesson study

Dorjana Klosi[1], Adriana Gjika[2,]

[1]University of Vlore "Ismail Qemali", Vlore, Albania
[2] University of Vlore "Ismail Qemali", Vlore, Albania
dorianaklosi@gmail.com
adigjika123@gmail.com

Abstract

The topic of our paper is Lesson Study which is a teaching mechanism or practice and scientific research that was originally born in Japan and from the 2000s spread to many parts of the world. But while for this topic you find materials and scientific works in many languages, in Albanian, from the research we did, it turns out that there is no study on this contemporary approach to the professional development of teaching and beyond. In fact, this is a theoretical work, since its implementation, as we will see, requires some necessary conditions without which its implementation is impossible. In this paper we explain or define LS, reflect a little on its historical development, its spread across several countries, explain how this methodology works and give some of its characteristics. Also as a result of the analysis and study we did of this practice, we also raised some difficulties in its implementation in our concrete conditions.

Keywords: lesson study, teacher, group work, teaching.

1.　　　What is a Lesson Study?

Lesson Study derives from the Japanese Jugyo Kenkyu in the 1890s. At that time an education reform took place and teachers gathered to observe lessons by having as a main focus mathematics and its analyses in a critical manner. The Lesson Study (hereinafter L.S) subsequently spread throughout Japan[119].

In the 2000s, several investigations were conducted in the US in the field of education and the results claimed that the failures of the applied reforms were due to American educational policies and the structural reforms. The main reason for that was the lack of improvement of the quality of teaching. Hence, a distinction between teacher and teaching was made[120]. Since then, American reforms gave importance to teacher development, while in Japan they gave importance to the quality of teaching. From that moment on, L.S. was widely promoted in the USA and later in Europe and the rest of Asia[121].

1.1　　Historical background

There are many versions of L.S., but they all have in common the same objective that of professional development of teachers and learning by students. L.S. it is not a miracle of

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[119] Clerc-Georgy, A. et Martin, D. (2017). Les lesson study: un dispositif pour favoriser l'usage des savoirs théoriques dans l'analyse de la pratique. Formation et profession, 25(1), 20-33

[120] Miyakawa, T. et Winslow, C. (2009). Un dispositif japonais pour le travail en équipe d'enseignants : étude collective d'uneleçon. Éducation et didactique, 3(1), 77-90.

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personal development but it is a potential support for the development of teachers' knowledge and skills[122].

There are different variants of L.S. in all the world

Japan :

L.S. is a prevalent practice in the Japanese school system and has now become an integral part of teachers' work. As early as the first year of their education, with the help of experienced teachers, the new teachers participate in L.S.

They practice this approach throughout their career. Continuing education takes place mainly in the school environment, which they call kônai kenshyû (school education) and teachers perform both tasks simultaneously: teaching students and their professional education[123].

L.S. also operates in the field of research in Japanese education system as this method gives the possibility of partnership of schools of different levels with researchers.

L.S. plays a role in the implementation of curricula as well. Local Education Councils use it to design curricula in line with national standards. The Japanese school system is based on a local autonomy similar to the American system (with the exception that there is a ministry that sets national standards anyway).

China

Since 1950, there is a similar practice called Moke in China. Nevertheless, this practice was institutionalised in 1990, only after the government had tested the new curriculum and research groups merged nationally by teachers that practiced Moke.

Moke is similar to jugyô kenkyû but differs in some ways. It functions as a continuing education within an institution, but it is intended to be used only for new teachers, beginners in the profession. Moreover, Mokea's goal is to make and remake a lecture, a lesson to perfection[124].

Moke is highly institutionalized with research groups in every institution, in every district, at all scales. The group is led by the leader in the presence of other professors (not necessarily of the same subject) as well as the mentor professor.

The method is feasible as Chinese teachers are paid for attending the institution from morning to evening and not as in the Japanese system where the teacher only goes for a class[125].

There is also an equivalent of L.S. through schools affiliated with universities, that is the research lessons known as yankee. These two teaching mechanisms are very similar to each other and affect highly the education system in Japan. The purpose for their usages is not to master the teaching but to make lessons open to internal staff and to other teaching staff outside the institution.

U.S.A.

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[122] Martin, D. et Clerc-Georgy, A. (2015). Use of theoretical concepts in lesson study: an example from teacher training. International Journal for Lesson and Learning Studies, 4(3), 261-273

[123] Martin Daniel, Clerc-Georgy Anne (2017). La *lesson study*, une démarche de recherche collaborative en formation des enseignants ?. *Phronesis*, vol. 6, n°1-2, p.35-47.

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The US was the first Western country to import jugyô kenkyû in the 1990s. The researchers studying in Japan, were amazed by such a practice of Japanese teachers and introduced it in the USA.

In fact there is a difference between the Japanese and American versions. Americans give an important role to the facilitator, who corresponds to the researcher, the expert of the group of teachers. Its function is to facilitate the method, to encourage teachers to go further, but also to provide expertise on a research topic by giving its comments during the discussion after the lecture, after the lesson.

Another special thing in the American version is that L.S is also experimented in higher university education[126].

United Kingdom.

In the early 2000s, Peter Dudley, a researcher in educational sciences, started a pilot project and was promoted on a national level, by using his power. The british version of L.S. has its own characteristics. In the UK, a panel with 3 students is systematically used, which is rarely used in Japan. These students represent the ideal-type of the teacher's prior reactions. The student panel is asked after class to be asked for their opinion and their feedback is added to the research hypotheses.

Switzerland

It has been over 10 years since Switzerland used L.S. in the framework of the Pedagogical High School in the canton of Vaud. Researchers have tested L.S. in the initial training for students who will be future teachers but they have also studied the roles that the expert / researcher could play in this practice.

France

There are 2 experiences of L.S. in France, one of which is a project of L.S. in mathematics at the higher cycle level has been done in collaboration with the Research Institute for the Teaching of Mathematics, the Mathematics Didactics Laboratory, several French universities and mathematics inspectors. Two days of training were conducted during which the L.S. the cycle took place. The project is still in progress and more training days are planned. So the results have not been published yet. Other experiments of a practice similar to L.S. but even these have not yet been reflected in scientific journals.

1.1.1 How does the mechanism work?

L.S is based on a difficulty or problem related to a teaching topic. A group of teachers analyze the problem, consult various teaching tools and methods, study articles and papers in professional newspapers and magazines and finally plan a lecture together in order to improve students' learning. Initially this lecture is applied in class by one of the working group of teachers. Others directly observe the lesson and analyze the impact that the lecture has on

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[126] Miyakawa, T. et Winslow, C. (2009). Un dispositif japonais pour le travail en équipe d'enseignants : étude collective d'uneleçon. Éducation et didactique, 3(1), 77-90.

students' learning[127]. It may happen that they as a group make or suggest a correction or improvement of the teaching which will be given in the class of another teacher of the group and so on to everyone else. The result of the work can then be propagated to other teachers or to other articles and papers in professional journals[128].

There are six steps :

a) choosing topics and defining learning objectives
b) preparation and planification of teaching
c) teaching, data collection and observations related to the implementation of the lesson
d) reconnection and re-study of the lesson, analysis of the collected facts, assessment of the impact of the lesson and its correction
e) ridhënia dhe ristudimi i mësimit
f) documentation and dissemination of the subject of the study.

If we would use a graphic, we would have:

Diagram 1 Cycle of Lesson Study

Hence, the continuous research is the essential element of L.S., and pinpointing a particular issue for further analysis or study, fosters critical thinking, motivation and engagement of the working group.

1.1.2 Characteristics of L.S.

a) L.S. focuses on the interests of teachers: the interests of teachers are essential to their professional development. The goals of L.S. should be something that teachers think is important to implement and relevant to their classroom practice[129].

b) L.S. is student-centered: It is about the student learning process. In any part of the L.S. activities should focus teachers' attention on student learning.

c) L.S. is a research method: Teachers share experiences of direct observation (in some special cases, videos can be used instead of direct lessons, but this is not recommended), they provide opportunities for teachers to be researchers[130].

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[127] Clerc-Georgy, A. et Martin, D. (2017). Les lesson study: un dispositif pour favoriser l'usage des savoirs théoriques dans l'analyse de la pratique. Formation et profession, 25(1), 20-33

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d) L.S. is a reflective process: It provides plenty of time and opportunity to teachers to reflect on their teaching practice, student learning, and knowledge acquired from reflective practice. Such gaining should be shared with the wider educational community.

e) L.S. is collaborative: Teachers work together and collaboratively in L.S[131].

f) L.S. is a method that *encourages teamwork*. This job requires the commitment and work of each student in the group. Teamwork enriches teaching analysis and sharing of ideas, views and experiences. It exercises and favors the ability of each group member to intervene and speak.

g) The repetition of the same situation by bringing about improvements that a group member thinks are appropriate, is another peculiarity of L.S. In the context of training the students as future teachers-to-be, they always find themselves faced with new tasks or new learning situations.

The purpose[132] L.S. is not to create the ideal lesson, but to encourage preparation and professional development of teachers by using the best teaching practices. Although it is true that some practices are more effective than others, research on a particular topic or issue has a lot to learn. This statement is true because teachers and students are different in many ways. L.S. focuses precisely on the reason for teaching: why some teaching methods are more successful in particular ways in particular settings.

2.   Results

Implementation of L.S. in our classes

In our educational system, teachers face many difficulties in their classes, such as the teaching workload, the high number of students in the classroom, preparation of their portfolios, etc., but teaching does not have to be a 'lonely' action[133]. Numerous studies conducted especially for L.S. have proven that collaborative learning actually improves student success and fosters a strong school culture. If the teachers commit to collaborate, then L.S. may result into a transformative mechanism in the lesson.

The analysis of various world experiences on L. S., highlights a number of elements to consider before implementing L.S. :

a.   Embrace change. The implementation of L.S. in the lesson is not a small change. Its six elements require a joint effort to work. The working group can try a variety of methods, some of which may fail and others may succeed. Every effort, regardless of the outcome, is worthwhile for principals, teachers and the students themselves. L.S. in teaching can be considered as evolution in this process.

b.   Skepticism is one of the first attitudes that teachers reflect towards L.S. In general, they are used to having autonomy over most aspects of their teaching. However, principals need to make it clear that the L.S. is about students' experience and not about teaching evaluation. The

[131] Stepanek, J., Appel, G., Leong, M., Turner Mangan, M. et Mitchell, M. (2007). Leading lesson study: A practical guide for teachers and facilitators. Thousands Oaks, CA : Corën Press.

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[133] Martin, D. et Clerc-Georgy, A. (2015). Use of theoretical concepts in lesson study: an example from teacher training. International Journal for Lesson and Learning Studies, 4(3), 261-273

more opportunities to engage with each other in practice, the stronger the relationship and cooperation of teachers to deepen the teaching research[134].

   c.   Defining roles within the L.S. framework. It is extremely important to clearly define the roles and tasks of group members in order for the study process to be carried out smoothly, and cooperation and reflection to be more meaningful and effective. Perhaps the need for external trainers, initially, may be great, but over time, group members will take on more active roles[135].

   d.   L.S. requires engagement beyond school hours.

   e.   Teachers' attitude towards professional development. L.S. is the type of professional development led by teachers and their attitude. It happens that some teachers are not willing to sacrifice their time for others or new experiences[136]. In fact, there are cases when cooperation with other teachers is important but there is little help, and the individual personality of teachers should be taken into account. L.S. requires more time, more energy while the payment is the same.

The implementation of L.S. in our education system would constitute a radical change by encouraging our schools to implement a very effective, high quality professional teaching that improves student outcomes.

3.   Conclusions

L.S. identify old teaching practices and assist in the research and application of new teaching techniques. Collaborating with colleagues who share similar situations and concerns helps teachers resist stagnation in old practices and become active actors of change. It is precisely the L.S. mechanism that fosters a whole new attitude of learning by asking questions, taking risks, and reflecting on successes and failures[137].

Through L.S. teachers use classroom knowledge to foster professional conversations for / about teaching. Shared experiences through joint research, planning and observation help to improve the quality of teamwork and share the results achieved with others[138].

L. S. creates continuous learning cycles that place teachers in the position of leader of their professional development[139].

The implementation of L. S. and all the gathered data are proof of the usefulness of this mechanism and it encourages others to choose to try L.S. This is an innovative method that significantly affects the long-term professional development of the teacher and the school as a whole.

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[134] Stepanek, J., Appel, G., Leong, M., Turner Mangan, M. et Mitchell, M. (2007). Leading lesson study: A practical guide for teachers and facilitators. Thousands Oaks, CA : Corëin Press.

[135] Miyakawa, T. et Winslow, C. (2009). Un dispositif japonais pour le travail en équipe d'enseignants : étude collective d'uneleçon. Éducation et didactique, 3(1), 77-90.

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[139] Martin Daniel, Clerc-Georgy Anne (2017). La *lesson study*, une démarche de recherche collaborative en formation des enseignants ?. *Phronesis*, vol. 6, n°1-2, p.35-47.

The findings of our study are based on the analysis of international practices. Perhaps these findings will also come in the form of an actual practical study in the context of education in Albania to document the direct effects of teachers using L.S. with their students.

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The Students' Perceptions of Online Learning Versus Classroom Learning (Case Study)

Marsela Shehu[1], Rina Muka[2], * Pranvera Kraja[3]

[1]Sports University of Tirana,
[2] University of Shkodra "Luigj Gurakuqi", Shkodër, Albania
[3] University of Shkodra "Luigj Gurakuqi", Shkodër, Albania

*Marsela Shehu

Abstract.

In the pandemic conditions in which Albania was involved, for the high education system the only best solution was the online teaching. The aim of this study is to identify students' perceptions on the positive and negative aspects of online learning. The methodology of the study is based on semi-structured interviews whose questions are adapted to the application ground and the study method is qualitative descriptions. Students claim that for theoretical subjects the online learning process was not a problem for them, while for the practical ones it was almost impossible. Referring to the new academic year, students think that teaching process should be alternated, theoretical subjects through online platforms and practical subjects in auditoriums, gyms and laboratories. In conclusion, we affirm that, despite the problems of online learning the students and professors faced, it remains an optimal opportunity for theoretical subjects, but the practical ones are almost impossible.

Keywords: online learning, auditorium learning, online platforms, students, lecturer.

1. Introduction

Developing effective online learning environments is becoming a challenge for many universities. Current trends in education, which include shrinking funding, have spurred greater competitiveness among universities as they seek new ways to attract students not only in traditional environments but also in the online environment. In both, it is important to maintain academic integrity and to ensure high levels of student learning and by achieving a better understanding of students' needs in relation to their learning, online education can be improved an its value as an educational tool increased. By investigating ways that students perceive and interact with the learning environment, it may be that the design of the online learning environment can be better developed to support learning.[140]What we know about learning is an important starting point for exploring the use of technology and the design and success of online and blended learning. The basis of effective online learning is comparable to the foundation of effective learning in general. Learning theory suggests that learning is promoted or enhanced:

when students are actively involved in the learning
when assignments reflect real-life contexts and experiences, and

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[140] Dr. David A. Armstrong Ed. D. D (2011) *"Students' perceptions of online learning and instructional tools: a qualitative study of undergraduate students uses of online tools*". The Turkish Online Journal of Educational Technology (TOJET) July 2011, Volume 10 Issue 3, 223p.

when critical thinking or deep learning is promoted through applied and reflective activities (Bransford, Brown, & Cocking, 2000; Driscoll 2002).[141] Knowing all these aspects, we are exploring till now how will universities handle such a rapid increase in the number of online students? What alternative course delivery methods will best meet online students' needs? Are the students satisfied from this immediate change in their "normal" life?

Two of the most important factors in online learning are[142]:

•   Social presence - that can be defined as the degree of salience between two communicators using a communication medium due to the differing perceptions of medium of its online learning. Social presence also can be interpreted as the degree to which a person is perceived as "real" in mediated communication, which contribute to the social climate in the classroom experience. In regard to that, Garrison, Anderson, and Archer also argued that social presence refers to Community of Inquiry (CoI) framework, namely the students' ability to project themselves socially and emotionally as "real people" in an online learning community which is support cognitive and affective objectives of learning in a community of learners.

•   Social Interaction - Moore demonstrated that interaction is one of the most important components of teaching and learning experiences. Interaction is the most important thing when it comes to face-to-face learning or even in online learning. Inevitably, interaction that uses the social aspect must be apply in learning in order to improve student learning by enhancing student knowledge. When social interaction becomes part of the classroom dynamics, therefore classrooms become active places.

Having a look at all the new perspective of the online teaching and learning we can offer on our study the perception of the Albanian students on their point of view and the experience they had during Covid -19

2. Methods

The sample of the study are students of the Sports University of Tirana, at Bachelor degree at Faculty of Physical Activity and Recreation and Professional Master "Teacher in Physical and Health Education in Pre-University Education" at the Faculty of Movement Sciences, and 40 students of the Bachelor degree, in the Education Faculty, Department of Teaching in Shkoder, where 147 of them are from first academic year at FVFR and 160 of them are from FSHL students at first academic year, and 40 students of Teaching Department, so in total the subjects are study including 346 students. The data were obtained during the 2019 – 2020 academic year during June 2020. An instrument used was conducted through semi-structured interviews with these students, whose format is compiled by the researcher in relation to contemporary literature, and contain five questions. In the first question, students were asked to give their opinion on the difference in the realization of the learning process with online platforms, such as Zoom, Google Classroom, etc., compared to the previous learning process, the one realized in the auditorium, considering the theoretical and practical subjects. In the second question were asked on the difficulties of online learning compared to that realized in laboratories and gyms.

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[141] Journal of Information Technology Education Volume 5, 2006 Editor: Chris Cope Students' Perceptions of Online Learning: A Comparative Study Karl L. Smart and James J. Cappel Central Michigan University, Mount Pleasant, MI, USA

[142] MISEIC 2018 IOP Publishing IOP Conf. Series: Journal of Physics: Conf. Series 1108 (2018) 012094 doi :10.1088/1742-6596/1108/1/012094 Students' perceptions toward online learning and face-to-face learning courses S Bali1,* and M C Liu2

In the third one they have to explain what they want to choose the online learning process with Zoom of Google Classroom or that of development in the auditorium (for the academic year 2020 – 2021). In the fourth and fifth question they have to list the advantages and disadvantages of online learning and also focused and in the practical subjects, labs etc. The study includes the qualitative method and for this reason the interpretation of the data is accomplished through qualitative descriptions where students' opinions have been acquired for a scientific qualitative analysis. The interviews were administered by the authors and in completing these interviews the subjects' anonymity was entirely maintained.

3. Results and Discussion.

Referred our practice as pedagogues, regarding the way of handling the subjects, theoretical and practical, the difference between the realization of the teaching process in the auditorium related to the online one is evident specifically in the practical subjects. Online learning of theoretical subjects in our view as a lecturer was not impossible to achieve although not at the same level as that in the auditorium, but practical subjects, which also in terms of teaching methodology differ from theoretical ones, was very difficult to accomplish, even though the efforts of the pedagogues were overwhelming. Based on this specificity, the need arose to take into account the opinions and objective perceptions of students about all kinds of subjects.
Regarding the first question, referring to their opinion on '*How they perceived the difference between the realization of the learning process through online platforms compared to that in the auditorium, given both theoretical and practical subjects'*, most of them shared the opinion that the realization of the learning process through Online platforms were more effective in theoretical subjects than practical ones, although teaching in auditoriums is irreplaceable, as the demonstration and explanation by the lecturer was clearer and more perceptible to them than online. A student of the Faculty of Physical Activity and Recreation says:

> *"Online learning was a new way of learning for us, students, but it was also a new procedure for teachers. There are differences and common with teaching through auditoriums, but in my opinion in terms of theoretical subjects there is no change on the other hand practical subjects is almost impossible to develop in the online system".*
> *" The theorical subjects were quiet comfortable to have information through online platformes, but the practical ones such as training, science experiments, demonstrations were difficult, because they need a direct and practical way of developing "*
> *"I was very comfortable with the ICT subject in teaching and learning, because we had the opportunity to practice and learn about and through the ICT tols, but this is not a method for a future teacher to be part of his teaching all the time."*

Successful implementation of online learning requires the appropriate technological infrastructure, which consists of being equipped with laptop, wireless, headphones and other such technological elements. In addition, good computer skills are required too. From this point of view, during the online lessons with the students, the lecturers have showed understanding in the presence of the students, without causing them stress or any other psychological distress. It was also noted that laboratory hours were not conducted online, they were conducted in the post-quarantine period with a schedule set for these types of practical subjects. The situation is also approved by the students, as the students stated:

> *"Personally I did not encounter any major difficulties while learning online, if I entered   systematically everything was simple. The difficulty was somehow in the practical part, although to practice on my own the efficiency of the exercise is not the*

same as with the presence of a lecturer who tells you if you are doing it wrong or stimulating you for the accuracy of the exercise. So the difficulty lies not only in the conditions but also in the presence of the lecturer in the auditorium, although the virtual presence has never been absent".

"It is impossible to have the practical weeks of the real classes, improvising teaching from home, so the practical part of the teachers is impossible for us"

"We cannot imagine a future teacher online all the time, especially with elementary school kids"

"The labs of Physic or Chemistry were impossible to be part of the online process, so we lost a lot"

Referring to the above difficulties, as well as the impact it caused on students, both psychologically and pedagogically aspects, students were asked if we would be in the same conditions as before for the academic year 2020 – 2021 what will they choose, the online learning process through Zoom and Google Classroom or that in the auditorium. From the data obtained from the interviews with the students, it is approved that some students want alternated teaching in the auditorium, and online ones, for the practice subjects in the labs, gym, and for the theoretical subjects at the class arguing that the knowledge obtained online is not complete compared to teaching in the auditorium. The students said:

"In my opinion I would choose without the slightest hesitation teaching in auditoriums because it is the only way for us to be formed as good and successful students in the future, and I think that if the next year is done online it will be a total failure of gaining knowledge about our development in the field of education"

"Teaching in auditorium is something normal and part of our life, it is very difficult to adopt these new platforms as a normal teaching in the future"

"Teaching online could be an alternative for a specific subject, short time or for a problem ,but not as a normal teaching and learning method"

Referring to various studies on the advantages and disadvantages of online learning, as well as that in the auditorium, in the fourth and fifth, last question, students were asked to list the positive and negative aspects of online learning, as well as that in auditoriums, gyms, laboratories, etc. Some positive aspects of online learning, listed by students are: opportunities to reduce time, so the information was disseminated within a short time, accessible from anywhere and with any tools of communication, iPad, iPhone etc. Also they see online learning as an appropriate form of teaching in terms of the pandemic, to protect their own health and of the others. Some negative aspects of online learning, listed by them are distractions, difficulty understanding, there is no pedagogue-student interaction, lack of socialization with others, etc.

4. Conclusion

Studies have shown that online learning has some advantages which may be covered by educators as they have more opportunities and knowledge to access online, compared to students, some of whom were from rural areas and had difficulty navigating the Internet. Referring to the pandemic situation, online learning was the only opportunity to realize the learning process, despite the problems that arose around. Students, although they managed to absorb the basic knowledge, they share the opinion that teaching in the auditorium is irreplaceable. They evaluate it as a way to solve the studying situation for a short period of time, but not all the time or as a future teaching opportunity. We can admit that the solution was in a short a dynamic period, but it faced the education system to a new possible opportunity of teaching in the future.

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Social Inequalities in Albania

Elda Gjergji

University of Elbasan "A.Xhuani" Albania

Abstract.

Purpose of the article: This article addresses human rights protection of vulnerable groups in the context of respect for human rights and freedoms. Although Albania has ratified the European Social Charter to guarantee social rights, there are still shortcomings in the area of social policy and in guaranteeing of fundamental human rights.
Method of the research: The method is based on the analysis of national and international literature, which regulates issues of protection of human rights, social protection, as well as institutional data related to social inclusion policies.
Data: All data of research are gathered from national reports and documents of INSTAT, Ministry of Social Wellfare and Youth and Ministry of Education.
Main results: Human Rights protection of vulnerable groups in Albania faces the challenges of a society that passes through a difficult phase of political, economic and social transition. The Albanian state should engage all sources in the direction of social protection systems. Policies should be dynamic and guarantee the instruments that these groups can continue moving forward and being not fully dependent on economic aid and social programs, which keeps these groups in the same vulnerability status and increases the likelihood of their return to their previous state of affairs.

Keywords: Human rights, Vulnerable Groups, Social Policies, Social Protections

1. Introduction

The development of human rights protection and their promotion in recent years has given importance to the understanding of human rights issues, not merely considering it as a legal problem. The international community has established an impressive normative framework with human rights conventions, with monitoring mechanisms, and states have had a long way to go to ratify these conventions / instruments. However, their proper implementation has often failed, and therefore the existence of international norms and relevant institutions has not avoided abuses and human rights violations.
 In early 1990s, Albania began making political and economic reforms by protecting the rights of its population, and improving the economy. During this period, the economic and social situation in Albania was very sensitive; from 1990 – 1992 the economic situation continued to weaken, and in 1993 the firs results of privatization were evident with some slight improvements in the economic level. This critical situation of this period caused the charting of social and political forces to lower the poverty by creating economic help scheme. Nearly one in three Albanians or 917,000 were poor, while 500,000 were considered very poor[143] . This poverty is the result of many complex factors going back from the former system of governance adding other causes occurred during the transitional period. According to statistics, 29, 6 % of the population was living in relatively poor

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[143] INSTAT (2019). Reports. Tirana.

conditions, while half of this group was considered extremely poor. The liberalization and privatization reforms in Albania led to the entire transformation of the national production structure. This process had a tremendous impact on the country's economic and social affairs. This complex situation came about partly as a result of the institutional failure. Social protection was among many aspects of socio - economic life where institutions failed to provide a solid frame for transitional reforms.

Vulnerable social groups "at risk" of being excluded or fall into the poverty trap could not be properly dealt by social policies and social protection, thus leading to widening gaps between those groups and the rest of society[144] . More than twenty years from the fall of communism, following the completion of many reforms and improved economic conditions, the need for qualitative social services and protection has become more prominent. Efforts to improve social protection and inclusion are being intensified. This has brought the need for monitoring especially in terms of the link between poverty reduction and social exclusion, so that reducing poverty does not bring more social exclusion and social gaps between different social groups. Albania has experienced a sustainable pace of economic growth at an average annual rate of around 6%[145]. Although reforms have tackled all sectors of economy and education, health and social care, insurance and other protection systems, government structures are still not able to respond adequately to the needs of marginalized and vulnerable groups due to limited financial and human resources as well as inefficient institutional capacities. Therefore, Albania today is facing important challenges on social protection, fight against poverty, inequality and the need to modernize the health and social protection systems based on European standards.

2.   Poverty and social exclusion- a gross violation of basis human rights

2.1. Human right based approach

Human rights are the basic rights and freedoms to which all humans are considered entitled. These rights represent entitlements of the individual or groups vis-a-vis to the government, as well as responsibilities of the individual and the government authorities[146] . Some rights are ascribed "naturally," which means that they are not earned and cannot be denied on the basis of race, creed, ethnicity or gender. These rights are often advanced as legal rights and protected by the rule of law. Various "basic" rights that cannot be violated under any circumstances are set forth in international human rights documents. While human rights are not always interpreted similarly across societies, these norms nonetheless form a common human rights vocabulary in which the claims of various cultures can be articulated. Having human rights norms in place imposes certain requirements on governments and legitimizes the complaints of individuals in those cases where fundamental rights and freedoms are not respected. Many believe that the protection of human rights is essential to the sustainable achievement of the three agreed global priorities of peace, development and democracy. Respect for human rights has therefore become an integral part of international law and foreign policy. The specific goal of expanding such

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[144] Hulme, D., A. Shepherd and K. Moore, (2001) Chronic Poverty: meaning and analytical frameworks, Working Paper, Chronic Poverty Research Centre, University of Manchester.

[145] INSTAT (2019). Reports. Tirana.

[146] Understanding human rights – Manual on Human Rights Education (2003) Human Security Network, Graz, Austria 2003

rights is to increase safeguards for the dignity of the person. In order to address human rights violations, we must strive to understand the causes of these breaches. These causes have to do with underdevelopment, economic pressures, social problems and international conditions. Indeed, the roots of repression, discrimination and other denials of human rights stem from deeper and more complex political, social and economic problems.

2.2. Principal of equality and non-discrimination

Human rights apply to all people simply because they are human. But some people, or groups of people, face particular difficulties in realizing their rights because of who they are or what they believe. People are discriminated against on a wide range of discrimination grounds such as their gender, race, and ethnicity, lack of citizenship, sexual orientation, health, property, age or disability. People belonging to these groups have certain common characteristics or are in a situation that have been shown to make these people more vulnerable to discrimination. Many people suffer from discrimination on a number of grounds at the same time. This is often referred to as "multiple discrimination". Discrimination may directly result from discriminatory legislation or regulations, in which an explicit distinction is made on the basis of ethnic background for example.

Legislation or regulations may also indirectly discriminate against particular groups of people. Indirect discrimination may occur when apparently neutral rules and practices have negative effects on a disproportionate number of members of a particular group irrespective of whether or not they meet the requirements of the job. Governments as well as non-state actors such as companies may sustain discriminatory practices even if they do not intend to do so. Being discriminated is an abuse of a person's dignity and worth. In addition, people who are discriminated against will have increasing difficulty realizing other human rights like access to health care facilities, access to housing, to work, to a fair trial, to redress, etc.

2.3. International legal framework

Article 2 of the UDHR states that everyone is entitled to the rights it proclaims "without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status". This principle is reflected in the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights (ICESCR). In addition to this, United Nations have expanded on the right to freedom from discrimination in the International Convention on the Elimination of all forms of Racial Discrimination (CERD) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

2.4 Regional legal framework

Based on the experience of contrasting sex discrimination, a consensus emerged in the mid-1990s around the need for the European Community to tackle discrimination on a number of additional grounds. The result of this process was the inclusion of Article 13 in the EC Treaty, to take action to deal with discrimination on a whole new range of grounds, including racial or ethnic origin, religion or belief, age, disability and sexual orientation. This led to the adoption by the Council in 2000 of two directives that have raised significantly the level of protection against discrimination across the EU. The first directive bans direct and indirect discrimination, as well as harassment and instructions to discriminate, on grounds of racial or ethnic origin. It

covers employment, training, education, social security, healthcare, housing and access to goods and services. The second directive establishes a general framework for equal treatment in employment and occupation as well as vocational training. It deals with direct and indirect discrimination, as well as harassment and includes important provisions concerning reasonable accommodation, with a view to promoting access of persons with disabilities to employment and training. In July 2008 the European Commission has adopted a proposal for a Council Directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation outside the field of employment. The proposal covers access to goods and services, social protection, health care and education, but does not cover purely private transactions between individuals.

2.5. Social exclusion

The concept of social exclusion[147] is new to post communist Albania. Social exclusion comes as a result of poverty, weak governance, slow decentralization, insufficient social policies, inefficient targeting of poor households as well as inadequate implementation of laws. There are considerable gaps between people living in urban and rural areas, between those living in the north and those in the rest of the country, and particularly between Roma/Egyptians and the rest of the population. According to various studies and policy papers, the most affected groups in Albania are children in need, exploited women, disabled (mentally/or physically) people, unemployed persons; pensioners and elderly people as well as Roma and Egyptians. The calculation of absolute poverty line in Albania is based on the World Bank methodology with the data collected through the LSMS[148].   Indeed, the number of people below the national poverty line fell from 25.4% of the population in 2002 to 18.5% in 2018[149] . This reduction is explained by the sustainable growth rate experienced during this period accompanied by the high level of remittances. The reduction of poverty in absolute terms has been more significant in urban rather than in rural areas. On the contrary, poverty measurement according to the EU Laeken methodology shows that poverty rates have increased between 2002 to 2018. However, there is a substantial difference between the poverty situation in the rural and urban areas. After 2005, social policies documents have tried to target all vulnerable groups in view of EU objectives on poverty and social exclusion and taking into consideration the Laeken indicators as a tool on describing and monitoring poverty reduction and exclusion[150] . This is the reason why The Social Inclusion Strategy, approved on January 2008 by the Council of Ministers, is one of the most important government policy document and also an imperative strategic

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[147] The Social Inclusion Strategy, approved on January 2008 by the Council of Ministers, is one of the most important government policy document and also an imperative strategic document in Albania's way towards integration to the European Community. In this framework, Social Inclusion is considered as one of the priorities of the current government, with poverty reduction as its main focus, which will be ensured not only through economic development. It focuses on poverty and social exclusion risks that remain even after the onset of economic growth. As a crosscutting strategy, it is fully consistent with the underlying sector strategies and in particular those policies and institutional arrangements described in these strategies that aim to assist vulnerable individuals, families and groups in the community so that they are able to operate on their own, to be self-sustaining and to have the same rights as other members of society.

[148] LSMS – Living Standards Measurement Study of World Bank

[149] INSTAT- 2018

[150] Laeken indicators are partially used but still in these documents poverty measurement and its assessment refer to the absolute poverty line.

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As a crosscutting strategy, it is fully consistent with the underlying sector strategies and in particular those policies and institutional arrangements described in these strategies that aim to assist vulnerable individuals, families and groups in the community so that they are able to operate on their own, to be self-sustaining and to have the same rights as other members of society.   significant reduction of poverty in the country. However, relative poverty definition shows an increase of poverty.

3. Empowering the Vulnerable groups

3.1. Women

The criminal code penalizes rape, including spousal rape; however, victims rarely reported spousal abuse, and officials did not prosecute spousal rape in practice. The concept of spousal rape was not well established, and authorities and the public often did not consider it a crime. The law imposes penalties for rape and assault depending on the age of the victim. For rape of an adult, the prison term is three to 10 years; for rape of an adolescent between the ages of 14 and 18, the term is five to 15 years and, for rape of a child under the age of 14, the sentence is seven to 15 years. Domestic violence against women, including spousal abuse, remained a serious problem. During the year police reported cases of domestic violence and the government pressed charges in cases. The Department of Equal Opportunities at the Ministry of Labor, Social Affairs, and Equal Opportunity covers women's issues, including domestic violence. The government did not fund specific programs to combat domestic violence or assist victims, although nonprofit organizations provided assistance. NGOs reported that an estimated eight domestic violence hotlines operated. The hotlines, serving mainly the northern part of the country, each received approximately 25 calls per month from women reporting some form of violence. NGOs operated four shelters for battered women in Tirana, Vlora, Elbasan, and Gjirokaster. During the year NGOs and police noted a substantial increase in reports of domestic violence, primarily due to increased awareness of services and more trust in the police. According to government figures, there were 1,744 cases of domestic violence reported during the year, compared with 1,063 in 2015. Often the police do not have the training or capacity to deal with domestic violence cases. In many communities, particularly those in the northeast, women were subjected to societal discrimination as a result of traditional social norms that considered women to be subordinate to men.

Reproductive rights are generally respected by the government. Couples and individuals have the right to decide freely the number, spacing, and timing of their children and have the information and means to do so free from discrimination, coercion, and violence. Citizens have access to contraception. Under the law, health care is provided to all citizens; however, the quality of and access to care, including obstetric and postpartum care, was not satisfactory, especially in the remote rural areas. According to 2018 UN reports, estimates, the maternal mortality rate in Albania is 31 deaths per 100,000 live births. Women are equally diagnosed and treated for sexually transmitted infections, including HIV. The law provides equal rights for men and women under family law, property law, and in the judicial system. Neither the law nor practice excluded women from any occupation; however, they were not well represented at the

highest levels of their fields. The law mandates equal pay for equal work; however, the government and employers did not fully implement this provision.

3.2. Children

The Albanian parliament has approved the law "For the Protection of the Rights of the Child." This law provides the legal and institutional framework for protecting children's rights. In general parents must register their children in the same community where they are registered. However, according to the Children's Rights Center of Albania (CRCA), children born to internal migrants or those returning from abroad frequently had no birth certificates or other legal documentation and, as a result, were unable to attend school.

This is a particular problem for Romani families as well, who often marry young and fail to register their children. The law provides for nine years of free education and authorizes private schools. School attendance is mandatory through the ninth grade or until age 16, whichever comes first; however, in practice many children left school earlier than the law allowed to work with their families, particularly in rural areas. Parents must purchase supplies, books, uniforms, and space heaters for some classrooms, which was prohibitively expensive for many families, particularly Roma and other minorities. Many families also cited these costs as a reason for not sending girls to school.

As in previous years, child abuse, including sexual abuse, occurred occasionally, although victims rarely reported it. In some cases children under the age of 18 engaged in prostitution. The penalties for the commercial sexual exploitation of children range from fines to 15 years' imprisonment. The country has a statutory rape law and the minimum age of consensual sex is 14. The penalty for statutory rape of a child under the age of 14 is a prison term of five to 15 years. The law prohibits making or distributing child pornography, and the penalties are a fine of one to five million leks ($10,000 to $50,000) and a prison sentence of one to five years. Child marriage remained a problem in many Romani families and typically occurred when children were 13 or 14 years old.

3.3. Persons with Disabilities

The constitution and law prohibit discrimination against persons with physical, sensory, intellectual, and mental disabilities; however, employers, schools, health care providers, and providers of other state services sometimes discriminated against persons with disabilities. The law mandates that new public buildings be accessible to persons with disabilities, but the government only sporadically enforced the law. Widespread poverty, unregulated working conditions, and poor medical care posed significant problems for many persons with disabilities. During the year the ombudsman continued to inspect mental health institutions and found that while physical conditions in facilities in Vlora and Shkoder had improved, they were not in compliance with standards and remained understaffed. Inspections of the Tirana Psychiatric Hospital found that specific windows and doors needed to be replaced for safety reasons. The ombudsman regularly conducts inspections throughout Albania and recommended a major legal, organizational, and budgetary review of the country's mental health care system. The admission and release of patients at mental health institutions was a problem due to lack of sufficient financial resources to provide adequate psychiatric evaluations.

3.4. National/Racial/Ethnic Minorities

As visible minorities, members of the Romani and Balkan-Egyptian communities suffered significant societal abuse and discrimination. The law permits official minority status for national groups and separately for ethno linguistic groups. The government defined Greeks, Macedonians, and Montenegrins as national groups; Greeks constituted the largest of these. The law defined Aromanians (Vlachs) and Roma as ethno linguistic minority groups. In 2005 the Council of Ministers approved the National Action Plan for the Roma and Egyptian Involvement Decade for 2010-15. The ethnic Greek minority pursued grievances with the government regarding electoral zones, Greek-language education, property rights, and government documents.

Minority leaders cited the government's unwillingness to recognize ethnic Greek towns outside communist-era "minority zones"; to utilize Greek in official documents and on public signs in ethnic Greek areas; to ascertain the size of the ethnic Greek population; or to include a higher number of ethnic Greeks in public administration.

4. Social protection policies

4.1. Identification of the contributing factors to increased vulnerability of individuals or groups

Poverty is one of the main contributing factors to increased vulnerability of becoming a human right violation victim. Nevertheless, a multidimensional approach should be considered when assessing the poverty factor. The factors can be divided in the levels of economy, education, ethnicity, and on social level. However, poverty remains one of the crucial factors which is in tight correlation to the other mentioned factors. Answers show that the reasons and contributing factors to increased risks are as follows,: low educational level, bad economic situation, juvenile marriages, unemployment, lack of parental care, unawareness of the human rights, war conflicts, etc.

The big challenge for an adequate social protection system is the financing, the funding sources of social protection system. Indicators on the efficiency of the system on allocating funds are analyzed in the view of the objective of implementing a social policy that complies with national and EU objectives of social inclusion and protection. From these analyzes, the need for cooperation between different institutions of the system, and different actors emerges as the firs conclusion. In order to support government resources in both local and regional lever has to be forged with a close partnership with NGOs and business communities. The extension of the social protection system with family and child benefits, as part of the social assistance or social insurance system should be put forward as a recommendation.

The social intervention on children will have effects on family poverty, access in female employment, education and health. Also cash benefits should be integrated with community programs/services for children where the role of social workers and psychologists to be the main one, instead of that of nurses and educators. Educational and recreational activities for children will facilitate the engagement of mothers in the economic and social life. On the other hand, there is a need for new schemes for protecting family and children in particular. In the context of economic and social problems, traditional values and roles in the family, isolation and lack of proper education/ health and other services, as well as demographic tendencies of reducing birth

rates are asking for intervention on family support, on parenting supporting and early child development[151].

 The fact that women are increasingly employed in the informal sector, or in unpaid family-based activities, women's unpaid care responsibilities on children and elderly are asking for new forms of social protection schemes. Reforms to tackle informal economy constitute now an important challenge for Albania. Education and the quality of education system in all levels is the element for combating poverty, empowering women, protecting children from hazardous and exploitative labor and sexual exploitation[152]. In order to cope with the impact of migration from rural to urban areas there is an immediate need to build new education infrastructure facilities in ratio with the actual trends of migration.

It is important to ensure the participation and integration of people with disabilities through the implementation of legislation provisions that guarantee the application of their rights on employment, easy access to public services and public infrastructure. Implementation of the national Strategy for People with Disabilities and individual programs aiming at the social integration of people with disabilities, most preferably with the active participation of their associations should be promoted. The government protects people with disabilities through subsiding policies, especially for medical services and public transportation. However, it is necessary to allocate the appropriate budget for the implementation of measures/initiative defined by the national strategy. People living in rural areas, unemployed people living with and older people face a higher poverty risk than the general population. Reforms have to aim at achieving adequate and a sustainable health insurance and social system. This requires a strategy to raise employment and reform the social protection systems.

4.2. The definition of Social Inclusion in Albania

The Social Inclusion Strategy, approved on January 2008 by the Council of Ministers, is one of the most important government policy document and also an imperative strategic document in Albania's way towards integration to the European Community. This strategy remarks a qualitative time in the government social policies and a very important step in crossing towards integrated, preventive and active social policies. It aims our investment and commitment in the social inclusion widening instead of the struggle against social exclusion. In this framework, Social Inclusion is considered as one of the priorities of the current government, with poverty reduction as its main focus, which will be ensured not only through economic development[153]. It focuses on poverty and social exclusion risks that remain even after the onset of economic growth.

As a crosscutting strategy, it is fully consistent with the underlying sector strategies and in particular those policies and institutional arrangements described in these strategies that aim to assist vulnerable individuals, families and groups in the community so that they are able to operate on their own, to be self-sustaining and to have the same rights as other members of society.

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5. Conclusion

The transition period accompanied with critical social and economic situation has influenced planning for determining social policies and decreasing poverty. What remains crucial for Albania is the fact that there is a lack of specific studies concerning vulnerable groups.

Referring to World Bank studies, the Albanian government has identified a number of groups called "at risk": children, women, youth, elderly people and people with disabilities. Almost two decades after democracy and privatization were supposed to deliver undreamedof advances, life in today's Albania is marked by massive unemployment and disillusionment. So it is not surprising that disappointment and low expectations pervade conversations with many men and women. At the beginning of transition, a legal framework was established to provide for the possibilities of structural changes and state property privatization.

However, the legal framework itself wasn't sufficient to respond to the fast political and economic changes that were brought about by the re-emergence of the private sector and capitalism in Albania. The term 'social security' is hardly ever used either in the Albanian literature on social protection or in the relevant legislation. This is mainly due to the absence of any social right to social security, guaranteed by the Albanian constitution as well as to the predominant socio-political objectives that relate the scope of the social protection to the coverage of working people and needy persons and not to the coverage of the whole population. The state is the main financial and institutional factor in dealing with these needs which are in the process of changing according to different needs. From this point of view, the existing social services are not able to meet the needs for these services. Tackling social problems through proper policies and institutions is being ranked high at the national political agenda, as a result of many factors related to the country's stage of transition and economic development as well as Albania's efforts to get closer to the EU accession.

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Role of leadership in education

Neraida Halili

Abstract

The definition of "Leadership" is associated predominantly with the army, but also with the economy and politics. Most of us hear the concepts of military leadership, economic leadership, national leadership or political leadership. Educational leadership is a long-term campaign it grows out of knowledge, of experience and requires patience and much time, and its leadership can be enjoyed only in the long run. What it is known about educational leadership? Throughout the world, the present period is the Golden Age of school leadership (Mulford, 2008: 1). In addition to the great interest in leadership governments and funds throughout the world invest in research and development this field. Training programs for school managers are now common. Many countries followed the way in which the National College for School Leadership (NCSL) in England developed and performed its mission. Other countries tried to go on its path and established a Leadership Institute or programs to train managers, or updated methods existing long before the Institute was founded. one will have good levels of student achievement. It is essential for the leaders to understand the context which they are leading. Most leaders are aware of the professional environmental very early. A new manager in new school, and a new context contribute to their intense distinction between this experience and another in a previous school. School leaders try to understand how matters are conducted. They analyze cultural and social alienation, the procedures and running the school. Effective leaders have "contextual literacy" which includes understanding the type of school behavior and the reasons for it, and learning values on which it is based. Such literacy also requires such leaders to delve into the social and inter-personal dynamics in school - the organizational structure, history and politics. They have to get to know the role-holders and to understand the micro-politics inside and outside school. They also face issues connected to the level of school performance, strengths and weaknesses, and the opportunities to develop and learn that exist there. They must also take into account the economic factors and the character of the community that the school serves. This means that both high quality teaching and quality leadership are essential to successful education. Thus one must consider their combined operation. My research and experience indicate that leadership strategically and effectively impact teaching, learning and class activity. Senior leaders determine a path and deal with strategic leadership of learning and teaching; middle level leaders (department heads, subject coordinators, year group coordinators etc) deal with operational leadership. The operational leaders are those who really affect what happens in classrooms. Who is a leader? What is leadership? Definitions are abundant. Some claim there are 650 definitions, which is a clear sign of the lack of agreement and dissatisfaction.

Keywords: Leadership, Management, Education, Schools, Teachers

Introduction

'It's hard to overstate the importance of leadership', says Sir Ken Robinson. School leaders and education ministers have a massive impact on the culture of a school, for better or worse, influencing almost every aspect through their individual outlook, personality and ability to connect with people.

Everyone has different ideas about the role leadership should play in education, but most can agree that the idea of top down control, with leaders and followers, is somewhat outdated. Just as teachers are becoming facilitators, co-learners and guides, will we see the roles of school leadership and government changing with the times? Considering how important leadership is, it's vital we get it right.

Assessment: the bogeyman of modern education. Stressing out teachers and students alike, it can feel like the spectre of assessment never quite leaves the classroom. But assessment doesn't have to be a dirty word. In fact, assessment can play a crucial role in ensuring reflective, individualized learning.

There's a distinction between more organic, formative assessment that supports classroom learning and standardized, high stakes summative assessments such as PISA. While both forms of assessment have their value, we have to ask, who should assessment benefit? Surely the answer must always be the learner.

Formative assessment helps teachers to better understand their learners and modify teaching for maximum impact. It can also empower students and help them learn how to learn. This is the case in MUSE School, California, which is shaking up assessment by putting the student in control. Jeff King, Head of School, told us, 'The primary objective is to give the students an educational platform that is holistic.' This is achieved through a focus on self-efficacy, communication tools, passion-based learning, and 'BLUEPRINTS'.

The devaluation of the arts and humanities are everywhere. Whereas people are happy to fork out for the latest version of the iPhone or Samsung, we've become used to anything creative being available for free. Music can be streamed without paying, TV shows and films are easily findable illegally online, and though many won't think twice about picking up a coffee everyday, books, cinema tickets or theatre trips are seen as expensive luxuries.

These attitudes filter into educational policies too. Parliamentary ministers are quick to place importance on 'new skills' in technology and STEM which forces teachers to focus their attention away from the arts and humanities.

This is a dangerous game to play. Though the societal values that the arts and humanities offer are quieter and therefore seem less pressing, we are nothing without them. The humanities are where we discover what it is to be human and where we make sense of life. They allow us to be critical thinkers and to go against the dominating power of societies where we are seen purely as commodities.

What are the requirements and responsibilities of the Educational Leader?

The role of the educational leader is primarily to:

- collaborate with educators and provide curriculum direction and guidance
- support educators to effectively implement the cycle of planning to enhance programs and practices
- lead the development and implementation of an effective educational program in the service
- ensure children's learning and development are guided by the learning outcomes of the Early Years Learning Framework and/or the Framework for School Age Care or other approved learning frameworks.

Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, those who have sought to make the case for greater attention and investment in leadership as a pathway for large-scale

education improvement have had to rely more on faith than fact. This report by researchers from the Universities of Minnesota and Toronto examines the available evidence and offers educators, policymakers and all citizens interested in promoting successfulschools, some answers to these vitally important questions. It is the first in a series of such publications commissioned by The Wallace Foundation that will probe the role of leadership in improving learning.

Successful school and district leadership

Our framework nests district leadership within a larger set of district characteristics, conditions and practices (var. 2) while identifying school leadership as a separate set of variables (var. 4). At the district level, special attention is devoted to superintendent leadership and at the school level, to the leadership of the principal. At both district and school levels, however, we assume leadership is also distributed among others in formal as well as informal leadership roles.

The remainder of this section:
- Briefl y defi nes our concept of leadership;
- reviews evidence about leadership effects on student learning;
- summarizes research about successful leadership practices that are common across leadership roles and organizational contexts;
- illustrates some of the practices demanded of successful superintendents and principals by the unique contexts in which they work;
- clarifi es what we know about distributed leadership. The concept of leadership At the core of most defi nitions of leadership are two functions: "providing direction" and "exercising infl uence." Each of these functions can be carried out in different ways, and such differences distinguish many models of leadership from one another.

As Yukl notes, leadership infl uences "…the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization" (1994, p. 3). Some will argue that such a defi nition seems overly bureaucratic or hierarchical, although it need not be interpreted as such. Nor is it a very precise way of defi ning leadership and may be vulnerable to the occasional charge that such lack of precision severely hampers efforts to better understand the nature and effects of leadership. But leadership is a highly complex concept.

Like health, law, beauty, excellence and countless other complex concepts, efforts to defi ne leadership too narrowly are more likely to trivialize than clarify its meaning. Evidence about leadership effects on students Most of what we know empirically about leaders' effects on student learning concerns school leaders. District leadership effects on students have, until recently, been considered too indirect and complex to sort out.

Claims about the effects of school leadership on student learning are justifi ed by three different kinds of research. One source of evidence is the qualitative case study which is typically conducted in exceptional school settings (e.g., Gezi, 1990). These are settings believed to be contributing to student learning signifi cantly above or below expectations. Such research, based on "outlier" designs, usually produces large leadership effects not only on student learning but on an array of school conditions as well (e.g., Mortimore, 1993; Scheurich, 1998). What is missing from these cases, however, is external validity, or generalizability.

The qualitative portion of our research will address this limitation by

- developing a relatively large number of cases of successful leadership,
- reporting the results of systematic cross-case analyses and
- carrying out quantitative tests of the results provided by the qualitative evidence.

A second source of research evidence about leadership effects is large-scale quantitative studies. Evidence of this type reported between 1980 and 1998 (approximately four dozen studies across all types of schools) has been reviewed in several papers by Hallinger and Heck (1996a, 1996b, 1998). These reviews conclude that the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally signifi cant.

While leadership explains only three to fi ve percent of the variation in student learning across schools, this is actually about one quarter of the total variation (10 to 20 percent) explained by all school-level variables (Creemers and Reezigt, 1996) after controlling for student intake factors. To put the magnitude of this leadership effect in perspective, quantitative school effectiveness studies (Hill, 1998) indicate that classroom factors explain only a slightly larger proportion of the variation in student achievement – about a third.

How leadership influences student learning

All current school reform efforts aim to improve teaching and learning. But there are huge differences in how they go about it. Some reforms, for example, attempt to improve all schools in a district, statei or countryii at the same time. Other reformsiii attempt to influence the overall approach to teaching and learning within a school, but do so one school at a time. Still others, focused on innovative curricula (in science and mathematics, for example), typically address one part of a school's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time.

As different as these approaches to school reform are, however, they all depend for their success on the motivations and capacities of local leadership. The chance of any reform improving student learning is remote unless district and school leaders agree with its purposes and appreciate what is required to make it work. Local leaders must also, for example, be able to help their colleagues understand how the externally-initiated reform might be integrated into local improvement efforts, provide the necessary supports for those whose practices must change and must win the cooperation and support of parents and others in the local community. So "effective" or "successful" leadership is critical to school reform.

This is why we need to know what it looks like and understand a great deal more about how it works. As the first step in a major research project aimed at further building the knowledge base about effective educational leadership, we reviewed available evidence in response to five questions:

- What effects does successful leadership have on student learning?
- How should the competing forms of leadership visible in the literature be reconciled?
- Is there a common set of "basic" leadership practices used by successful leaders in most circumstances?
- What else, beyond the basics, is required for successful leadership?
- How does successful leadership exerciseits influence on the learning of students?

Leadership: Forms and fads

When we think about "successful" leadership, it is easy to become confused by the current evidence about what that really means. Three conclusions are warranted about the different forms of leadership reflected in that literature.

Many labels used in the literature to signify different forms or styles of leadership mask the generic functions of leadership. Different forms of leadership are described in the literature using adjectives such as "instructional," "participative," "democratic," "transformational," "moral," "strategic" and the like. But these labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization's effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions.

Leadership is both this simple and this complex. "Instructional leadership," for example, encourages a focus on improving the classroom practices of teachers as the direction for the school. "Transformational leadership," on the other hand, draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve. Both "democratic" and "participative leadership" are especially concerned with how decisions are made about both school priorities and how to pursue them.

The lesson here is that we need to be skeptical about the "leadership by adjective" literature. Sometimes these adjectives have real meaning, but sometimes they mask the more important underlying themes common to successful leadership, regardless of the style being advocated. Principals, superintendents and teachers are all being admonished to be "instructional leaders" without much clarity about what that means.

The term "instructional leader" has been in vogue for decades as the desired model for education leaders – principals especially. Yet the term is often more a slogan than a well-defined set of leadership practices. While it certainly conveys the importance of keeping teaching and learning at the forefront of decision making, it is no more meaningful, in and of itself, than admonishing the leader of any organization to keep his or her eye on the organizational "ball" – in this case, the core objective of making schools work better for kids. Sloganistic uses of the term "instructional leadership" notwithstanding, there are several quite well-developed models carrying the title of "instructional leadership" that do specify particular leadership practices and provide evidence of the impact of these practices on both organizations and students.

Hallinger's model has been the most researched; it consists of three sets of leadership dimensions (Defining the School's Mission, Managing the Instructional Program and Promoting a Positive Learning Climate), within which are 10 specific leadership practices. Both Dukevi and Andrews and Sodder vii provide other well-developed but less-researched models of instructional leadership.

How successful leadership influences student learning

Our review of the evidence leads to three conclusions about how successful leadership influences student achievement:

1. Mostly leaders contribute to student learning indirectly, through their influence on other people or features of their organizations. This should be self evident by simply reminding ourselves about how leaders of all but the smallest districts and schools spend the bulk of their time and with whom they spend it – whether successful or not. But a considerable amount of research concerning leadership effects on students has tried to measure direct effects; rarely does this form of research find any effects at all. It is only when research designs start with a more sophisticated view of the chain of "variables" linking leadership practices to student learning that the effects of leaders become

evident. These linkages typically get longer the larger the organization. And, on the whole, these chains of variables are much longer for district leaders than for school leaders. Leaders' contributions to student learning, then, depend a great deal on their judicious choice of what parts of their organization to spend time and attention on. Some choices (illustrated below) will pay off much more than others.

2. The evidence provides very good clues about who or what educational leaders should pay the most attention to within their organizations. Teachers are key, of course, and impressiveevidencesuggests that their "pedagogical content knowledge" (knowledge about how to teach particular subject matter content) is central to their effectiveness. So, too, is the professional community teachers often form with colleagues inside and outside their own schools. At the classroom level, substantial evidence suggests that student learning varies as a consequence of, forexample, class size, student-grouping practices, theinstructional practices of teachers, and the nature and extent of monitoring of student progress. At the school level, evidence is quite strong in identifying, for example, school mission and goals, culture, teachers' participation in decision making, and relationships with parents and the wider community as potentially powerful determinants of student learning. District conditions that are known to influence student learning include, forexample, district culture, the provision of professional development opportunities for teachers aligned with school and district priorities and policies governing the leadership succession. Districts also contribute to student learning by ensuring alignment among goals, programs, policies and professional development.

At a minimum, then, this extensive body of research provides direction for leaders' attention and time. It should also serve as the basis for the further development of leaders. Leaders need to know which features of their organizations should be a priority for their attention. They also need to know what the ideal condition of each of these features is, in order to positively influence the learning of students. 3. We need to know much more about what leaders do to further develop those high-priority parts of their organizations. No doubt, many of the basic and context-specific leadership practices alluded to above will be part of what leaders need to do could be systematically improved through planned intervention on the part of someone in a leadership role.

Conclusion

There seems little doubt that both district and school leadership provides a critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students. Such leadership comes from many sources, not just superintendents and principals. But those in formal positions of authority in school systems are likely still the most influential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement. These efforts will be increasingly productive as research provides us with more robust understandings of how successful leaders make sense of and productively respond to both external policy initiatives and local needs and priorities. Such efforts will also benefit considerably from more fine-grained understandings than we currently have of successful leadership practices; and much richer appreciations of how those practices seep into the fabric of the education system, improving its overall quality and substantially adding value to our students' learning.

Much of the success of district and school leaders in building highperformance organizations (organizations which make signifi cantly greaterthan-expected contributions to student learning)

depends on how well these leaders interact with the larger social and organizational context in which they fi nd themselves. Nevertheless, evidence from district, school and non-education organizations points to three broad categories of successful leadership practices which are largely independent of such context. Such practices are "the basics" of good leadership and are necessary but not suffi cient in almost all situations.

Educational leadership, our review also makes clear, comes from many sources, not just the "usual suspects" – superintendents and principals. But the usual suspects are likely still the most infl uential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement. These efforts will be increasingly productive as research provides us with more robust understandings of how successful leaders make sense of and productively respond to both external policy initiatives and local needs and priorities, and of how those practices seep into the fabric of the education system, improving its overall quality and substantially adding value to our students' learning.

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Challenges in Response to the European Higher Education Area: Student Mobility.

Juljana Laze

Department of Sociology, University "Aleksandër Moisiu," Durrës, Albania

Abstract.

Student/ staff mobility has always been of great importance to the Bologna Process as a mean of promoting mutual understanding and knowledge exchange within the European Higher Education Area (EHEA) at institutional and national level. Mobility promotes diversity, tolerance, peace, and develops intercultural and linguistic competences, as it spreads democratic values throughout Europe and beyond.The purpose of raising this issue in our analysis is to reflect the current situation, challenges and progress made in relation to the challenge of student mobility and academic staff in the country. These discussions are required to be seen in the context of the recent increase in international student mobility.

After more than fifteen turbulent years, the Higher Education Institutions in the country are still committed to creating a higher education towards the European Higher Education Area.

Keywords: Educational Policy, Mobility, Internationalization, Challenge, Bologna Process, European Higher Education Area.

1. Introduction

The end of the 20th century brought the emergence of the concept of knowledge-based economies. According to the OECD, in the last three decades human capital has been the single and most important 'engine' of economic growth in developed countries (OECD, 2002:17). All societies show a great need for graduates who possess the most important skills for the new global labor market. At a time when countries have common tendencies and challenges, the idea of a European process became attractive and corresponded to the spirit of the time (Crosier, D., et al., 2013: 22).

This was not entirely a coincidence. Strong pressure to expand and meet growing societal demands, in the last decades of the 20th century, has led to education systems being revised. In most European countries and other regions, the number of students has increased significantly (OECD, 2008:37; OECD, 2020), although not all countries have the same trends, due to their educational contexts. Most higher education systems in Europe, but also beyond the higher education institutions, have taken steps towards the European Higher Education Area. There have been many interpretations and implementation courses of political initiatives in European history in the field of higher education. Modern social and economic developments have played an important role in such a revolutionary step taken by European governments and Higher Education Institutions.

This reform has provoked debates, but also important new mechanisms focused on the development of higher education reforms in European countries. The Bologna Process Lines do not seek to dictate standardized practices across Europe. Freedom of movement has been facilitated by mutual recognition of qualifications awarded in the various signatory states of Bologna. Bologna reflects this central principle of European integration through the promotion of mobility, qualifications frameworks and mutual recognition. In recent years Bologna has stepped up these efforts with a focus on developing graduate skills, employment and

accreditation. Also, Bologna seeks to create a collaborative environment in which the European dimension can develop. The Bologna process focuses on building European citizenship, as a sense of mutual respect, tolerance and understanding between peoples. Process of Bologna promotes student mobility, fosters student interaction with other cultures from countries and language communities, builds a holistic understanding and shared perspective thus representing a public good. Such a notion was reflected in 2009, in the idea articulated by Czech playwright and former president Vaclav Havel, that "Europe is the homeland of our homeland" (Havel, V., 2009:1).

The Bologna process remains essentially intergovernmental and based on cooperation, it has no legal force. The Bologna Process is not a set of externally imposed rules, but a system based on convergence towards a set of principles, which seek to enable transparency and recognition, to bring benefits of higher education throughout Europe as well as to the wider society.

2. Literature review

Mobile students are students who are either international or foreign (OECD, 2020:235). Mobility is one of the main elements of the Bologna Process, creating opportunities for personal growth, development of international cooperation between individuals and institutions, enhancing the quality of higher education and research, as well as giving substance to the European dimension (London Communication, 2007:2). At the 2007 London Summit, mobility was identified as a key priority for the Bologna Process by 2009, agreeing on the 2020 target that 20% of graduates in the European Higher Education Area should have completed a study or training periods abroad. The notion of mobility includes students, teachers, researchers and administrators. Promoting mobility aims to overcome barriers to exercise effective free movement (www.jiscinfonet.ac.uk/bologna-process, 2015).

In preparation for the Bologna Process in 2009, the ministerial meeting had a strong tendency to focus on the need to take concrete steps to improve mobility over the next decade. While the Leuven Communiqué describes the importance of mobility and sets a standard figure of 20% for 2020 (European commission, 2009:13). This decision reflects an increase in the value of mobility, especially for individuals, as a way to develop their core competencies and helps prepare themselves for work in an increasingly Europeanized and globalized economy.

In Bucharest, in 2012, ministers acknowledged the significant progress that had been made, stating that higher education structures in Europe are now more compatible and comparable (Making the Most of Our Potential, EHEA 2009:1). Also, in this conference, the adaptation of the mobility strategy in the European area was approved, with the main goal that, 20% of young people educated in Europe, have at least one experience abroad after 2020 (Bucharest Communication, 2012: 1 -3). The communiqué emphasizes that some aspects of the implementation of the Bologna Process need to be further intensified, such as information and monitoring of national systems, to assess the impact of the policies chosen to be implemented in higher education (Bucharest Communiqué, 2012:1-5).

Also, important documents of the Bologna Process are the Bologna policy forums in 2009, 2010, 2012. The main theme of the Third Bologna Policy Forum was "Beyond the Bologna Process." The focus was on the creation and connection of national, regional, and global higher education spaces. For this, four main topics were developed: A. Public accountability of higher education within the national and regional context B. Global academic mobility: incentives and barriers, balances and imbalances C. Global and regional approaches to improving the quality of higher education D. The contribution of reforms to increasing graduate employment (Bologna Policy Forum, 2012:1-2).

Another area of focus of the Bologna Process at the level of European ministers, is currently the development of the Bologna Process after 2010. In the framework of the strategy "Europe 2020", one of the four main objectives of the Bologna Process is international cooperation and mobility, at least 20% of graduates in the European Higher Education Area must have completed a period of study or research abroad (http://www.ehea.info).

Student mobility has been one of the goals of the Bologna Declaration and its Process. Attention has recently increased and emphasis has been placed on increasing the mobility of academic staff. Mobility is seen as crucial to meeting goals. EHEA is a mechanism that can promote European identity, enhance education, and personal development of individuals, support the creation of a single market and stimulate new approaches to research through criticism. Initially, mobility within the European area was in the spotlight. Recently, the Process has developed thinking in the global dimension of Bologna, there has been more discussion also for the promotion of mobility outside Europe. Some research suggests that numbers of students overseas are a good predictor of future scientist flows in the opposite direction, providing evidence of a significant movement of skilled labour across nations. In addition, student mobility appears to shape international scientific co-operation networks more deeply than either a common language or geographical or scientific proximity (OECD 2020:227). These discussions are required to be seen in the context of the recent increase in international student mobility. For host countries, mobile students, may be an important source of income and have a disproportionate impact on their economic and innovation systems, as for their countries of origin, mobile students might be viewed as lost talent (or "brain drain").

Several European Commission schemes have supported these goals, including the EU Erasmus Mobility Program, the Tempus Program for funding within some European but non-EU countries, as well as neighboring partner countries. A recent study, examining the career paths of students who have participated in the EU Erasmus Program, found that those who had spent a period of study abroad were 15% more likely to work abroad. Student mobility can take many forms. The Erasmus program supports short-term mobility "credits", typically for one or two semesters, during which students' study or undertake research at participating companies or other organizations in another country. In recent years there has been an increase in mobility in Europe, mostly at Master level, with a strong focus on the UK, Germany and France (European commission, 2011:9).

The European Commission's latest document on "Progress towards the Lisbon objectives in education and training" shows that students have significantly changed their diplomas in several countries. While the data analyzed from the point of view of the study country do not indicate a change in the historical imbalance between Eastern and Western Europe. In addition, recent EU data show that there is an increasing influx of international students to Europe, particularly from Africa and Asia. The main importers in 2007 were Austria, Belgium, Denmark, France, Germany, Sweden and the United Kingdom. The biggest change has occurred in the UK, where the number of non-EU students increased from 11% in 2000 to 31% in 2007 (European commission, 2009:14).

International student mobility has been expanding quite consistently in the past twenty years. Many factors at the individual, institutional, national and global levels drive patterns of international student mobility. These include personal ambitions and aspirations for better employment prospects, a lack of high-quality higher education institutions at home, the capacity of higher education institutions abroad to attract talent, and government policies to encourage cross-border mobility for education. At the same time, economic factors (e.g. costs of international flights), technological factors (e.g. the spread of the Internet and social media enabling contacts to be maintained across borders) and cultural factors (e.g. use of English as a

common working and teaching language) have contributed to making international study substantially more affordable and easier to access than in the past (OECD, 2020). The preliminary conclusions that can be drawn from this data are: first, institutional expectations regarding short-term mobility seem to have remained stable and this provides a context for understanding mobility trends. Second, expectations for vertical mobility have grown. Third, mobility stems from the same imbalance between East and West. Fourth, there appears to be an increasing influx of international student mobility in Europe.

Factors related to barriers to mobility between East and West include visas or language, lack of funding, lack of harmonization, lack of academic calendars throughout Europe, etc. However, mobility as a period of study abroad, especially during the Bachelor, remains a challenge until a strategy for internationalization is defined at the institutional level (Crosier, D., et al., 2010: 9). Recognition of credit transfer is a central issue in promoting Bologna mobility and key lines of action. There has been minimal improvement over the last decade, except when recognizing periods of study abroad is a centralized function in institutions. This leads to fewer problems, perhaps because centralization provides a consistent and coherent way of credit transfer (Ibid.).

There is no doubt that the Bologna Process has changed since its inception. Gradually there has been more debate about his future. The issue of the future of the Bologna Process was brought to the attention at the meeting of the Bologna Follow-up Group (BFUG) in Athens, in the spring of 2014, which has recently emerged as one of the most important debates at the Ministerial Conference in Armenia, in May 2015.

3. Methodology

This paper aims to highlight the importance of the need to understanding the challenges of the mobility in response to the European Higher Education Area. The purpose of raising this issue in our analysis is to reflect the current situation, challenges and progress made in relation to the challenge of student mobility and academic staff in the country. These discussions are required to be seen in the context of the recent increase in international student mobility.

To achieve the goals of the paper, the following research questions are used:

- What is the situation and the nature of the student/ staff mobility in the country?
- Which are the challenges of the higher education institutions to this approach?
- What are some future perspectives of the Bologna Process to this issue?

The information used for this study is based on different sources, considering the nature of it. A mix methodology is used to the research. For each method used in the study there were different sampling approaches and different instruments. Thus, for quantitative data a combination between quota sample and intentional sample was used (Matthews, B; Ross, L., 2010: 68-166). The use of questionnaires as a method for data collection in this material enables not only the recognition of students' perceptions of the Bologna Process, implementation challenges, analysis of possible links between the variables taken in the study, but also provides the opportunity for some recommendations regarding with the challenges of higher education in implementing the Bologna Process. The primary data collection involved semi-structured interviews, with 7 rectors who run higher education institutions, private and public ones, included in the study and through focus groups conducted with 50 lecturers. The questionnaires conducted at the level of HEIs (7 rectors) helped us to obtain information on the implementation of the Bologna Process, on the challenges and future visions of higher education. For focus groups a combination of bargain and quota was used. This selection aimed to collect the most diverse and diverse data. Given that quality data collection requires a lot of time and resources,

and the data collected are very rich in details, the number of cases included in qualitative studies is limited (Matthews, B; Ross, L., 2010: 169).

The content analysis method helped to create a database with existing reports and studies on the issue, enabling data triangulation as well. This analysis, on the one hand helped to formulate the main research questions of the study, on the other hand was put in function of the analysis of the study findings serving as a source of comparison and dealing with these findings. Also, secondary data were used by direct observation, analysis of various articles in the written media; as well as the use of relevant literature resources. Literature research was conducted such as: research of the legal framework; studies of organization reports operating locally, regionally, and internationally; theory and research studies of authors that have contributed to this field, as well as analyzing the needs of target groups and documents affecting issues that focus on social enterprises. Data were analyzed using thematic analysis.

The most significant finding showed that after more than fifteen turbulent years, the Higher Education Institutions in the country are still committed to creating higher education towards the European Higher Education Area.

As a result, Student/ staff mobility has always been of great importance to the Bologna Process as a means of promoting mutual understanding and knowledge exchange within the European Higher Education Area (EHEA) at institutional and national level. Mobility promotes diversity, tolerance and peace, the development of intercultural and linguistic competences, the spread of democratic values throughout Europe and beyond. Based on these findings, conclusions, as well as recommendations for practice and research, are offered.

4. Results

Student mobility has always been of great importance to the Bologna Process as a means of fostering mutual understanding and knowledge exchange within the European Higher Education Area at the institutional and national level. As we have explained above, mobility promotes diversity, tolerance and peace, the development of intercultural and linguistic competences, the spread of democratic values throughout Europe and beyond. In recent years, internationalization has become a necessity in every Higher Education Institution across the globe, it was included in the Communication of Armenia clearly stating that mobility should be considered part of the Bologna Process, either as a tool or as a result of the internationalization process (EHEA 2015:5). There have been efforts undertaken by states to meet the set objectives, many considerations related to these topics have been made by stakeholders in terms of the portability of grants and credits, underrepresented groups and mobility flows, etc.

5. Future challenges in terms of mobility by the students

This part of the paper is mainly related to data that show the possibility of student mobility from one university to another, both within the country, but also from other countries. Even a very interesting finding is that related to the support and opportunity that Albanian universities give to foreign students, who for various reasons continue their studies in Albania in terms of their culture and language. It is also intended to obtain information about the trend of these movements, as well as the mobility of academic staff during the last 3 years. One of the aims in this issue was to obtain information on how higher education institutions in Albania operate in relation to mobility data, and what are the future policies, vision or strategies related to mobility, as a very important trend for the institutions implementing the Bologna Process.

Some of the main findings of the students, asked about the future of the Bologna Process and the overall reform implementation process, are addressed as below. They can be structured according to the main challenges they think arise during the implementation of the Bologna Process, followed by their perceptions on future reforms.

Data showed that most students' assertion relates to the alternative that the Bologna Process makes it easier to interact with systems. European higher education, has received the approval of 62.2% of them. This is to be expected as some students intend to pursue further studies abroad and mainly in European countries, or see this as a good opportunity to have their degree recognized in cases or employment opportunities in these countries. Then, with 56.5% is ranked the alternative that the Bologna Process promotes higher education reform in Albania. The acceptance that the Bologna Process has positive effects on higher education in Albania is estimated by them with 55.8%, and then with 53.7% comes the alternative that the goal of creating the European Higher Education Area is very ambitious. To be realized in the conditions of Albania, this is probably due to the fact that the higher education system still requires fruitful and immediate reform (the case of the discussion of the new draft law on higher education). The lowest approved alternative is that the Bologna Process enhances our sense of belonging to the European higher education community, receiving only 52.3%. Other answers are scattered among the answers, which do not approve or have a neutral position, without giving a specific opinion.

The findings of our study on students' perceptions of the implementation of the Bologna Process, it is noted that the continued success of the process is important; but also, they feel that more attention is needed for a restructuring in the deployment of priorities in higher education to ensure proper implementation. The Bologna process requires a complete reassessment of its structures, to speed up the process. In our country, the responsibility must be taken to finance the reforms and implement them properly. Regarding the Bologna Process and its implementation, cooperation between countries is key, training for students and staff, as well as the involvement of students, academics and institutions in all discussions and decision-making.

But what are the two main expectations from the implementation of the Bologna Process in HEI? The answer showed that the main alternative is related to the fact that the Bologna Process facilitates the recognition of diplomas. This has received the approval of 51.5% of the answers, in second place with 43.2% of the answers comes the alternative of the possibility of international cooperation, which is mainly related to the possibility of developing scientific research, further studies or even employment opportunities. This issue is further emphasized, and argued by the expectation they have from the implementation of the Bologna Process in the country, emphasizing the possibility of recognizing diplomas with 74.2% of the answers, while in second place with 34.5% of the answers are those who have listed the alternative for mobility in universities abroad. We think that this argues stressed once again the expectations of students towards the implementation of the Bologna Process, which is seen from them as a bridge between education in Albania and other opportunities for further education or employment abroad.

6. Future challenges in terms of mobility by rectors

In 2012, the education ministers of European countries reaffirmed their commitment to mobility and highlighted its many aspects in the adopted documents. The Communication of Ministers in states that, "mobility is essential to ensure the quality of higher education, to increase student employment and to expand cross-border cooperation within the EHEA and beyond." (Bucharest 2012:2). While the strategy for mobility in EHEA 2020 reaffirms and elaborates the objectives set out in the Leuven/Louvain-la-Neuve Communication, 2009, as well

as the setting of other goals. In addition, it sets out measures for the implementation of quality goals and objectives the social dimension of mobility, information policies and strategies, dismantling barriers and balancing mobility flows. Compared to 2012 little progress has been made, major obstacles still remain a reality (ESU 2015: 67-97). The past and current situation in EHEA proves that there is insufficient commitment by countries for actions taken to overcome barriers to mobility, and further programs need to be implemented at national and institutional level. Obstacles faced by students vary depending on their individual situation and/or country of origin. It is therefore important that national and institutional strategies include measures towards certain groups of students.

The purpose of raising this issue in our paper was the analysis of the current situation, challenges and progress made in relation to social, economic, financial and cultural problems, very important for quality assurance, balanced mobility, as well as the internationalization of education in country. The leaders of the HEIs were asked regarding student mobility to compare the balance between incoming and outgoing students. Their answers are presented below:

Regarding the question whether your institution keeps data on students coming from abroad and students going abroad to study, most of them argued that the institutions they run keep data on all students coming or going abroad, from Albanian universities to study at other universities abroad, while in 42.9% said that these data are kept only for students of Erasmus, Tempus programs etc. So, most of the institutions do have official software exchanges for the mobility.

Regarding the departures or inflows of students from universities of other countries in terms of students coming from abroad, in 57.1% of cases they think that the increase through their arrivals has slightly increased the total number of students, while for 28.6% there is no change, for the rest with 14.3% the institution does not have accurate information. Regarding the departures, and how they have affected, it is shown that, for 2 universities the departures have been of considerable value, so from two non-public institutions of higher education, for 4 universities or 57.1% of them the departure has being at a low level, and for one of them the departures have not changed the number of their students.

Observing the inflow and outflow of students, it can be seen that for a considerable part the inflow and outflow has been almost the same. According to the head of Albanian University, the inflow has been greater, while according to the head of UET the outflow is higher. This indicates that the level of student mobility is significant. This becomes more apparent after the completion of a study cycle, for example after the completion of the first cycle studies (Bachelor) students of non-public universities intend to complete Master studies at a public university or vice versa, after completing the first two cycles (Bachelor and Master) in public universities are addressed to non-public universities for Doctoral studies. For foreign students seeking to complete their studies at an Albanian public or non-public university, it is important not only to accept them, to recognize their credits, etc., but also to provide appropriate conditions regarding their language and culture. Thus, when asked if your institution provides support for international students in their language and culture, 6 of the leaders argued that their universities do not offer this service and only at the University of Tirana there is this type of support service.

Poor language skills of incoming students or national language policies restricting teaching in non-national languages or requiring national language administration exams appear to have reduced the number of incoming students. Also, limited funding for incoming students is considered to be a financial burden for the institution. Likewise, other economic and social requirements for incoming students, such as housing, etc., may be some of the issues affecting this type of mobility in the country.

Recognition of the study of periods abroad reveals that, study in universities abroad is most often recognized at the faculty level, while the recognition of diplomas is done by the central office (MASR). Even when the institution has balanced mobility or not between incoming and outcoming students, the level the problem of recognition is the same. However, more interesting and important issue is that of institutional management. The more centralized the institution, the more likely it is that students will not encounter problems with recognizing transfer credits, or recognizing the period of study abroad, perhaps because centralization provides a consistent and coherent way in credit transfer.

Findings of the study related to teaching mobility staff in institutions during the last three years showed that overall, 57.1% of HEIs have shown that the mobility of staff has increased significantly, and has not excluded the continuous movement of public institutions towards to the non-public and vice versa, followed by those who express that their movements were few or this number has decreased to 28.6% and 14.3% respectively (mainly in non-public universities). This can be argued by the fact that academic staff complain about teaching loads and difficulties in finding a replacement for their mobility period. Also, such a problem, more pronounced in non-public Higher Education Institutions, is probably due to the fact that these universities find it difficult to cover the teaching needs of permanent staff and consequently are less flexible with professors in enabling mobility. Perhaps, another reason could be the fact that these universities, being young, have their staff younger, more qualified, more complete in human resources and have less need for mobility.

Beyond the differences in the organization of recognition in study institutions abroad and the promotion of staff mobility, the most important in the mobility dimension is the emphasis on an institutional strategy for the internationalization of higher education. In other words, in addition to specific issues, such as organizing recognition procedures or promoting student and staff mobility, mobility needs to be reconsidered as a key element at the institutional level. Internationalization policies, and all issues around it, need to be addressed. The increasing emphasis on internationalization is required to be reflected in strategies and specific actions to boost the mobility of students and staff in the future and to make significant progress in removing the various obstacles identified above, in the question posed on the recognition of studies conducted abroad.

From an institutional point of view, awareness of tools that facilitate mobility and levels of mobility can be improved through a combination of actions, such as defining learning outcomes, improving the use of ECTS, ensuring the quality of Diploma Supplement and their international understanding, providing financial support for incoming and outgoing students, etc. However, especially mobility as a period of study abroad during the Bachelor level, remains a challenge if it is not placed at the center of the institutional strategy for the internationalization of higher education in the country. Thus, promoting mobility and removing many other barriers identified above, remains a challenge for policymakers and institutional leaders in the country.

From an institutional perspective, HEIs need to develop a strategy that defines the scope of their internationalization, orientation and development of research activities accordingly. This includes identifying short-term objectives for each level of study, to suit the general and specific needs of students and staff. The lack of an existing map of mobility and mobility activities does not allow to better understand the mobility models and to promote the most necessary and appropriate for the Albanian case. Institutions need to establish a central recognition to support effectively and coherently the recognition of study periods abroad.

Whereas from a policy perspective, there is a need to develop more precisely definitions and measurements of mobility, to correct the shortcomings of several current measurements, which, for example, sometimes count the same student several times.

7. Future challenges in terms of mobility by academic staff

This part of the study is mainly related to perceptions of academic staff to the issues related to mobility. Some of the issues we are posing are as follows:

The Bologna Process facilitates mobility and exchange programs, can be useful in achieving greater transparency for our education system. Although some respondents have noticed more opportunities for students recently, and according to them the Bologna Process has started to be applicable, others consider that exchange programs for academic staff need to be stimulated to share teaching experience in all of Europe. In addition, the transferable credit system, recognized by a large proportion of respondents as one of the achievements of the Bologna Process, is a very useful tool that contributes to the harmonization of higher education. This will facilitate the mobility of students, since the credits obtained for similar subjects, can be studied in any European university. Most educators argue that the Bologna Process will create equal competencies, based on a harmonized learning process, and help to further develop practical skills-oriented skills that are thought to facilitate greater integration in the job market. But educators are critical of the Bologna Process, for better linking the education system to the demands of the labor market in the country and EU countries, by providing universal skills and competencies for graduates.

Increasing student mobility is one of the challenges of the Bologna Process, even if it affects the increase in the number of foreign students coming to study in Albania (this indicator is small in our universities, or almost negligible). Student mobility is one of the factors that leads to fewer students attending master programs (because they prefer to leave other countries to complete their studies and even stay there for work). According to our analysis, it is noticed that a small number of incoming students and a large number of outgoing students, and that the profile of students entering our education is mainly from universities in the region and not from western countries, mainly students supported by the Ministry of Education, Youth and Sport, through the quotas it makes available to students from the diaspora. In general, the level of information and knowledge about the impacts of the Bologna Process at the academic level is very poor (students and academic staff). Some of the staff do not understand the core values of this process or do not possess the necessary knowledge, thus making implementation difficult and slow. Some judge that the current strategy is not appropriate, lacking a clear vision for sustainable quality education. This is considered to be an effect of resistance to change, it is the conservative mentality of some of the members of the academic or administrative staff.

Some of the most common findings that professors have raised as important issues, were: a) the need to increase the quality of the Albanian education system in order to attract more foreign students, but also Albanian students who want to leave other countries to find a better education. Some of them express concern about the future of Bachelor and Master programs in Albania, as there seems to be a trend that the number of students has decreased significantly in recent years in private HEIs. b) There are still challenges in harmonizing the education system with European standards and for the mutual recognition of titles and diplomas, which must be overcome. Educators say there is still a lot of work to be learned from other systems. Often programs take the template and do not fit into our reality. Increasing the quality of education, in the opinion of some of the pedagogues, also means more involvement of qualified people in the process of senior management, skilled and certified professors. Referring to their perceptions, the lack of proper leadership within the university structure is noted.

8. Discussion

Education stimulated mobility appears to be significantly low in developing and transition countries. Meanwhile, the return of private higher education has significantly widened the gap between rich and low-income groups, and further contributed to differences between ethnic majority and minorities. The lack of open access to publicly subsidize higher education services has raised the question of who controls the sector and the spending of (taxpayer) public money. However, higher education is still considered an internal matter for academics and decisions are still made on the basis of academic character.

According to the World Bank report that an indicator of the quality of education in one country is the enrollment of students from other countries (WB, 2014:1-7).   In another report titled, "From fragmentation to cooperation: higher education, research and development in Southeast Europe", all Southeast European countries record low enrollment of foreign students while sending a large proportion of their students to other countries. It is also noted that the majority of foreign students studying in Southeast European countries are neighboring countries (World Bank 2008: 9). However, despite the right of academics to move, it is interesting to note whether students from a given country are encouraged to pursue university studies in their own country because of the quality of local institutions.

Also, funding is perceived by ministries and students as the biggest obstacle to increasing mobility. Financial support for their mobility is an important measure to address this concern, but only a few countries currently provide full support for students. Data constraints present even more significant challenges in assessing the situation for staff mobility (European Commission / EACEA / Eurydice, 2015: 264-265). There is considerable evidence of national action to support mobility, but many countries lack monitoring mechanisms to assess the impact of these measures. Harmonized data collection is not yet fully possible, especially with regard to credit portability (European Commission / EACEA / Eurydice, 2015: 264). There is no doubt that the trend towards internationalization is growing and that it offers great potential for Higher Education Institutions in EHEA. However, lack of funding as well as national legal frameworks can hamper development in some countries. Student mobility rates show slight increase since the 2012 report, but still only a minority of students benefit from such experiences.

Student mobility has been a key goal of the Bologna Process since its inception. The mobility of staff, students and graduates is among the essential elements of the Bologna Process, because it creates opportunities for personal development, as well as international cooperation between institutions and individuals, advancing the quality of higher education and research and achieving the dimension European. There have been successes since 1999, but many challenges remain. In this context, barriers to mobility, immigration issues, recognition of documents, lack of financial incentives are distinguished (London Communication, 2007:2). Promoting sustainable mobility has been in focus throughout the last decade, since the setting of this target in the "Europe 2020 Strategy," according to which at least 20 percent of graduates in the European Higher Education Area must have had a period study or training abroad (EC 2010, Europe 2020 Strategy: 4). Despite mobility issues, Bologna ministerial meetings, and the steady growth of European programs (including Erasmus and Erasmus Mundus), surprisingly little effort has been made to analyze countries' policies and measures to promote mobility. Indeed, Erasmus program data is the only reliable guide to improving mobility (European Commission / EACEA / Eurydice, 2015: 228-248).

In the mobility studies within EHEA there are no data from Albania. A barrier for students in terms of mobility abroad has also been national identity. However, many European countries have lack mechanisms to monitor change on these issues, and even lack a clear strategy to improve the situation. *At the national level,* mobility policies rarely provide complete and reliable information on the current state of student mobility. In fact, most countries collect

information routinely and only for some of the major forms of student mobility. Moreover, even among countries that collect information, very little interpretation can be found when it comes to "movers" who leave the country and enroll in a higher education program in another country without participating in any program. organized on mobility. Many factors affecting mobility certainly need to be assessed, despite the fact that their number comes from a statistically significant information of European level. Given the complexity of individual mobility-related decisions, it would be a mistake to link it directly to the existence of a national policy on mobility and the phenomenon of student mobility itself. It can be reasonably viewed; however, mobility is more likely to be stimulated when encouraged through policy measures. For most countries, when country-level mobility data are compared by Eurostat, there appears to be a positive correlation between policy, information and increased student mobility, and vice versa. Bologna countries rarely express clear objectives related to student mobility. There is a natural desire to find general expression for more mobility, either at the entrance or at the exit. But it could be wrong to assume that all countries share the same basic objective on this issue. For example, some countries may focus on internal mobility, while others encourage mobility to move abroad, there may be countries that may be more concerned with stimulating movement abroad, but there are also countries that aim to encourage more beyond both types of mobility.

Some forms of mobility may appear more favored in some countries, such as mobility within a study cycle, mobility cycles within the study, or mobility within joint programs. This is a complex issue for policy makers and comparing national situations should take into account how much the desired degree varies from country to country.

In terms of staff mobility, the Bologna Process 2012 implementation report highlighted the need to agree on the purpose, definition (s), and quantitative targets for forms of staff mobility. It concluded that better monitoring and handling of barriers to staff mobility was essential for countries to promote staff mobility across Europe (European Commission / EACEA / Eurydice, 2015:209). Mobility policies, even when given high priority, tend to be incomplete.

Overall, the analysis on mobility policy commitment reveals that there are many measures that can be implemented in a mobility or internationalization strategy. Following the issues of mentioned in countries that have had experience with mobility policies, some important measures have been considered as follows: i) change of immigration legislation to facilitate visa procedures for students and scholars; ii) financial measures from scholarships, grants and other types of resources to provide support for students; iii) targeted information campaigns or encouraged by domestic students to study abroad or in attracting foreign students to study domestically; iv) bilateral or multilateral cooperation agreements; v) support of institutions for curriculum design and internationalization; vi) fair and simple procedures for recognizing and using ETCS; vii) strengthening and implementation of the Bologna measures; viii) support for language learning for students; ix) encouragement for language learning by higher education staff; x) offering programs in other languages (English, German); xi) supporting Higher Education Institutions in drafting their mobility strategies; xii) attention to mobility in quality assurance (QA) procedures; xiii) promotion of joint and bilateral degrees; xiv) adapting information and advising services to students; xv) housing support for students (European Commission / Eurydice, 2015: 209-265) It is also interesting to note that, with the exception of France and Germany, very few countries appear to have monitored students for specifics of study abroad.

The ministerial approval of the mobility strategy in Bucharest in 2012 may have helped EHEA further stimulate the development of higher education policies. Less than half of the countries in EHEA have set mobility targets. At least 20 percent of those who graduate from EHEA, have had a period of study or training abroad, according to the wording of the Leuven /

Louvain-la-Neuve Communication (EHEA, Bologna Process 2020: 2009). It is often mentioned by these countries that their targets are for various forms of external mobility. Only Austria, Germany and the Netherlands have set more ambitious targets. Currently, only a few countries have set quantitative targets for staff mobility. Based on data available from the Erasmus program, staff mobility is relatively low. Better monitoring and addressing identified barriers are also essential across Europe (European Commission / EACEA / Eurydice, 2012: 171-173). Whatever the mobility policy in a country, there can be no doubt that European programs and action plans continue to have an extremely strong influence on national policy and action. Indeed, it may be fair to say that, in some countries, national policy does not go very far in implementing specific European mobility programs. Moreover, most of the mentioned countries have at least one European program as part of their national policies with Erasmus and Erasmus Mundus.

8. Conclusion

This part of the study it is an effort to present some the findings conclusions of the study, as well as recommendations for further studies. This paper aims to present the results of a study, which reviews perceptions on the challenges of student and staff mobility in the implementation of the Bologna Process. The following is a summary of the findings in line with the objectives of the study.

Understanding the changes that have taken place in higher education worldwide is a difficult task due to the scope and complexity of trends. Understanding a dynamic process as it unfolds is by no means an easy task, especially when change seems to have accelerated in recent years. Higher education has been at the center of global transformation, from an industrial to a post-industrial knowledge society. In this evolving knowledge society, higher education is no longer under the development of social and political realities, which have traditionally influenced it, but on the contrary, it is already a key factor in the development of national competition and the modernization of society.

The review of the international literature and reports showed that over the years the emphasis has been on issues of shape and size of higher education systems, variations are varied and international policy makers are guided by the motto "think globally, act locally". Moreover, we notice significant differences in views and controversies about quantitative and structural developments.

The Bologna Process has shown how higher education reform can be implemented internationally. European experience confirms that, in an interdependent world, higher education reform at the regional, national and institutional levels is also required to be carried out internationally, while respecting the local context. The Bologna Process should not be seen as an end in itself, but a means by which the EHEA will be developed. In this context, the challenges are for decision-making within the framework of cooperation on the right track, deepening dialogue with stakeholders, developing a common language for a common understanding of basic objectives instead of technicalities and tools.

Communication efforts are needed and they should be focused on achieving reforms for students, academics, employers and society at large. Each institution needs to look for answers from its own perspective, in its specific mission and educational goals, when the question arises what kind of European citizens society needs in the 21st century. In this context, institutional leadership is essential to it bring a range of issues that emerge in coherence, and be related to student development at the center of learning. Thus, the pursuit of future trends will be contextualized and focused on the many ways of managing Higher Education Institutions, on

issues such as: incoherent policy changes in the face of funding constraints, new demographic trends, globalization and increasing international competition.

Although mobility has increased in recent decades involving an increasing number of students, at the same time it remains a privilege with slightly more real opportunities for the entire academic community. They continue to struggle with considerable difficulty hindering their access to mobility. Most still report on funding constraints, followed by marital status and recognition problems, which are major obstacles to overcome in order to make progress in their mobility.

As an issue at the core of Higher Education developments in Europe, mobility has been approached from different perspectives over the years. They have shown that mobility is not only to increase the number of incoming and outgoing students, mobility is a big issue in terms of social dimension, public responsibility and finally, but no less important is mobility in terms of the quality of education up. Access to mobility is still a challenge for Higher Education Institutions in the country, in order to become a top priority. Mobility should first and foremost become an opportunity for all and not a privilege for the few students. Students need to be able to be part of mobility regardless of which cycle they belong to.

The findings of the paper showed that the implementation of the Bologna Process is not seen to be in a moment of promoting the paradigm of a real change towards the students' approach to the center of learning and teaching, because the focus is on the goals of the learning process from the perspective of students. However, due to the lack of full implementation of structural reforms, despite ongoing commitments, automatic recognition of diplomas is far from becoming a reality, recognition procedures remain complicated, time consuming, and therefore still unattainable. Although the process in many respects is far-reaching, its implementation takes place amid controversy. On the one hand, the advantages of having a comparable study structure, to make the system more transparent and to avoid obstacles to student movement, on the other hand curricula have often been interpreted as a condensed version with longer programs, to critics think that there will not be enough time for assimilation, reflection and a critical approach to learning, which would impair the quality of studies. Although the focus of the Bologna Process principles is on a global learning platform, with an emphasis on a transparent and common curriculum throughout the European Area, the findings show that the implementation of the Bologna Process by educational institutions cannot be considered still in a European educational framework, the farther away from the world. However, while there has been significant progress in implementing the principles, issues and challenges or an inequality in the pace of successful implementation at the national level, as well as some differences between what it intends to implement and the actual results.

The analysis of documents and reports has shown that there is an agreement that mobility and internationalization need to pave the way for the creation of a society where everyone can live in peace, that mobility and internationalization help promote democratic values and meet market challenges in a globalized labor. However, what can still be considered a challenge of the higher education system in the country is the lack of a clear and possible way to measure progress within these lines of action. Although mobility is one of the main lines of action of the Bologna Process, the progress made over the years in the higher education system in our country seems to be slower than the development of the commitments of the responsible ministers.

In conclusion: The Bologna Process facilitates student mobility through the recognition of diplomas, it also helps students to be more easily employed in other countries. Mobility helps students get better training and be better prepared in the world of work.

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The Dual Roles of Educational Leadership in Principals Tasks

Eranda (Halluni) Bilali[1], Gezim Dibra[2], Edit Lezha [3]

[1]University of Shkodra"Luigj Gurakuqi", Albania
[2] University of Shkodra"Luigj Gurakuqi", Albania
[3] University of Shkodra"Luigj Gurakuqi", Albania

Abstract.

This study aims to give a general theoretical analyze of the implementation of school reform and restructuring movements which change the role demands and increased the magnitude of the principal's educational and managerial roles. Many dilemmas arose as the principal attempted to balance these dual roles for educational leadership by blending the managerial responsibilities and the educational role behaviours. The principal is expected to embrace educational leadership practices focused on teaching and learning by sharing power, acting democratically, and encouraging collaboration and participation; while at the same time, providing clear leadership and guaranteeing the efficiency of school management processes.

Keywords: school principal, role, school reform, educational leadership

1. Introduction

The nature of the school principal's role has changed, and educational leadership has emerged from the accountability movement as a policy focal point in the dilemma of how best to lead schools to educational success Principals have been encouraged to build a school climate with a mission, vision, and culture focused on teaching and learning: (1) to raise student achievement, (2) to demonstrate an expertise in knowledge of state standards and benchmarks, and (3) ultimately to close the achievement gap (Fink & Resnick,2001).The accountability mandates have taken the form of educational leadership role responsibilities; however, they have also come with additional managerial role responsibilities. The effect of this controversial and influential accountability movement on educational leadership has been largely unexplored.

2. Principals as Leaders and Managers

The hierarchical concept of educational leadership began early in the development of public schooling, separating administrative functions from pedagogical functions of educators (Elmore, 2000). The widespread acceptance of the bureaucratic-managerial model of leadership has been detrimental to education, placing too much emphasis on the decision-making ability of a few people and stunting the growth of leadership among front-line personnel. The prevailing framework of individual agency, focused on positional leaders such as principals, is inadequate because leadership is not just a function of what these leaders know and do (Spillane, Halverson & Diamond, 2001).Some principals use the power of their positions ethically and exhibit leadership, while other positional leaders attempt to maintain power and/or manage people rather than lead. Note that even while attempting to redefine leadership, Spillane, et al. refer to principals as leaders. Similarly, the lack of an administrative position does not prohibit the

exercise of leadership. In fact, Heifetz (1994) believes that the opposite is true, that those in positions of formal authority are constrained by their positions, while others can raise the questions that need to be raised. In schools, though, most teachers continue to expect principals to solve the problems. In other words, teachers are accustomed to looking to the principal as the decision-maker and educational leader.

Educational leadership and educational improvement are caught in a stalemate between those who have the power using it in ways that reproduce the existing system, while those who have the content knowledge, expertise and creativity feel powerless to make changes to improve learning. The gulf between administration and instruction has widened as educational principals are increasingly charged with the protection of the technical core of schooling from outside interference (Elmore, 2000). Principals are inundated with powerful special interests that challenge innovative ideas (Fullan, 2001),so that their time is consumed by managing the structures and processes that surround instruction (Elmore, 2000).

Administrative leadership styles are vital in determining the organizational climate of work environments, and this is especially true in schools because schools are challenged to provide learning environments more conducive to learning (Lezotte,1997) .Where power was once the key element of leadership, it is now believed that vision, commitment, communication and shared decision-making are the cornerstones of effective leadership.This change is going from an industrial model of management to a more collaborative model (Rost, 1993).Site-based management is participatory governance, which focuses on the school's improvement involving all faculty and staff of that particular school community (Golarz & Golarz, 1995). Jung and Avolio (1999) concluded perceptions of leadership styles and their effects on motivation and performance for followers differ depending on the culture [9].Hence, the leadership style used must be tailored not only to the environment, but also to the culture and perceptions of the people being led. Yukl (1999) studied organizational culture and its relationship to change. Yukl listed five mechanisms of a good leader that reinforced aspects of organizational culture: (a) attention-leaders communicate priorities and values; (b) reaction to crisis – leaders see emotional crisis as potential for sharing learning;(c) role modelling-leaders show values such as loyalty, (d) self-sacrifice and service; (e) allocation of rewards-leaders establish criterion that communicates what is valued in the organization; and (f) criterion for selection and dismissal-leaders influence culture by recruiting people who have specific values, skills, or traits.Sergiovanni (1990) found that leadership by bonding was the cornerstone of effective long-term leadership strategy for schools because it had the power to help schools transcend competence to excellence by inspiring extraordinary commitment and performance, as perceived by the leaders' followers.

An administrative leader is thus a person who initiates and promotes processes of change in the organisation, and works for the development of the individual, group and whole school level. As a result leadership is perceived as a process in which both the formal leaders and the people being led are participating. Principals and others in administrative positions in the education hierarchy are expected to produce answers to complex problems that require changes in attitudes and behaviours of parents, teachers and students. Van der Merwe (2003) categorises the forces of school change into environmental forces and internal forces. The environmental forces comprise economic factors, social and political forces. On the other side, the internal forces of change within the school organisation may be due to breakdown in communication and decision-making and behavioural levels.

Unfortunately, most principals are well socialized to the norms, values and rituals of schools, because they have come up through the system, making them ineffective as change agents, according to Elmore (2000) and Fullan, (2001).Those in administrative positions typically

reproduce the existing power structures. They spend a relatively small amount of their time on issues directly involved with instruction, because they are generally preoccupied with policies and politics that are tangential to instruction (Elmore, 2000).

Educational administration has become an end in itself rather than an extension of teaching as many principals primarily concern themselves with being good managers. Leadership, not management, is needed to solve complex problems that do not have simple answers (Fullan 2001; Heifetz, 1994). Fullan (2001) claims that leadership's focus is on co-operation between the actors in the organisation, the cultural context of their actions, the ideas they develop, and how they choose to negotiate and act when confronted with the many dilemmas of daily practice. Heifetz (1994) refers to these as adaptive changes and notes that habitual deference to those in positions of authority constrains leadership as leaders are expected to solve problems that they cannot solve alone.While an individual principal can attempt to initiate change in a school, the reform will not take hold without the support of the teaching staff (Datnow, 2000) Substantial change in school requires time and continuity to be more self-aware through reflection, processing and debriefing (Brown and Anafara Jr. 2003) .

According to Norris (2003) leadership is characterized by change and constant improvement. A leader persistently analyses the standard to ensure that the organisation is accomplishing its goals; otherwise the leader initiates change to improve the standard". Changes in school result in a reflection of behaviour of school members towards educational innovations, the level to which they adapt to extent to changes and have an open attitude towards educational improvements .

School principals need to know how educational policy changes affect or change their roles. The school principal has the critical duty of helping the school and everyone related with the school to adapt to changing circumstances. The success of effective school depends upon principals' abilities to adapt their roles to new realities (Goldring et al, 2008). The school principal can only adapt his roles and influence others to adapt their roles to changing circumstances if he is aware how the changes impact on its role and the roles of others.

3. Conclusion

In conclusion, there are multiple factors influencing the leadership role and behaviours of the school principal that have generated implications and recommendations. In order to manage a school effectively, principals need to be both managers and leaders. Understanding the administration role of principal to perform its role effectively, he needs not only to understand the role but also needs to know how to perform that particular role. School principals should be able, particularly during the times of change, to provide assistance not only to teachers and administrative staff but also to other stakeholders for the benefit of the learners. The success of school effectiveness depends upon principals' abilities to adapt their roles to new realities especially during the times of change is critical for the schools to cope with changes taking place. Many studies in educational leadership suggested alternative staff support might be needed to prioritize educational leadership in the face of managerial demands.Further researches should be conducted to better understand the influence of external social and political goals, standards, and accountability on the leadership and management role of the school principal.

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Virtual Linguistic Leaning and Technology

Mimoza Priku[1*], Jozef Bushati[2], Migena Kecaj (Selçetaj)[3]

[1] "Luigj Gurakuqi" University, Shkoder, Albania
[2] "Luigj Gurakuqi" University, Shkoder, Albania
[3] "Luigj Gurakuqi" University, Shkoder, Albania

Abstract

Virtual reality has extended its impact to the field of teaching which has brought an impact on learning languages virtually, including both mother tongue and foreign languages. He became more vulnerable especially in the COVID-19 period. Virtual learning will now continue to be a reality in Albania not only in times of pandemics, but will have to become a complementary alternative because it is an opportunity to realize the inclusion of students in all activities. But to achieve this you definitely need digital competencies and being familiar with technology. Connecting with technology in this case is no longer a matter of choice but must be turned into a necessity. In this presentation we will try to focus on these issues: What are the challenges of Albanian today in this virtual context? How did our students find and experience digital methods in language learning?

Keywords: virtual linguistic, Albanian language, education technologies

1. Introduction

"Language is at the heart of the Internet, for Net activity is interactivity" (D. Crystal, 2003:237). Referring to the words of the famous linguist David Crystal that the language is at the heart of virtual interactivity, we can even affirm that the education process is interactive, which means that the linguistic education (in this case the Albanian language) is involved in the process. But how much does technology help in the teaching of linguistics and how do these two sides interact with each other? Virtual reality is being used for educational purposes and the virtual learning concept is very widespread in theory and practice nowadays. "What are virtual learning environments? Virtual learning environments are simply software programs or systems designed to assist teaching and learning in an educational setting. Some of the more commonly used virtual learning environments are learning management systems (LMS) or course management systems (CMS) (e.g., Blackboard© and Moodle©) that place a collection of tools in one software program for the instructor and/or student to use. Tools include grade books, online quiz makers, calendars, forums, etc." (L. Annetta & E. Folta, & M. Klesath, 2010:36). Using the technologies in the educational field to modernize learning has been discussed a lot, but now it is a reality. The COVID-19 pandemic has made some effects during the last academic year, and the situation that is going on. The Albanian language did not face before what is called e-language learning. In this reseach, we will try to discover the challenges of Albanian language learning in front of this virtual reality and virtual education. What have we inherited from online platforms from a linguistic point of view? Students and the faculty have had their first encounter with some online platforms with library sites. Among the first libraries, the Library "Marin Barleti" in Shkodra and the Scientific Library of the University of Shkodra brought the concept

of the digitized book, including many linguistic books from our heritage. On the site[154] we can find: "Meshari" by Gjon Buzuku (1555), "Christian Doctrine" by Budi of 1664, the first grammars of the Albanian language Francesco Maria da Lecce "Osservacioni grammaticali nella lingua albanese" (1716) and many other books were brought digitally and have helped many professors and students, especially in subjects related to philology and history of language. Even the National Library[155] has enriched the digital fund. Platforms began to be built for the Albanian language, such as the Albanian language[156] with some software for learning and improving the Albanian language. The first was software for Albanian spelling that was followed by "Electronic Explanatory Dictionary", "Albanian Tower", "Digital Primer 1.0" etc. In the university and research center in the years 2019-2020 the digital library project[157] arrived and is funded by the Albanian government where students and professors could download free books and works from various fields, including the field of linguistics. The period that we passed and are still passing has created a different kind of approach in the learning process. Everything went online. This new academic year started in the universities in this form. In order to understand what the result of online learning during the COVID-19 period was and the effectiveness of the platforms used, we did a short survey with students focused on linguistic courses.

2. Methodology

The aim was the evaluation of the Albanian linguistics courses. We tried to find out: Did the students have difficulties with linguistic courses during online learning? How much adaptation was possible with this type of learning? How was the integration of theory and practice for language subjects possible? To get feedback from the students a survey with 11 questions was composed. Target group was composed by students that attend Bachelor's studies courses have participated. In this survey 59 students participated. We will present the summary results of this survey.

3. Quantitative findings

In this survey 59 students took part, of which 59.3% were students that were in the third year of the first study cycle, so they are at the end of their Bachelor studies. 22% were students from the first year and 18.6 were from the second year students.

Figure 1. The chart of years of study
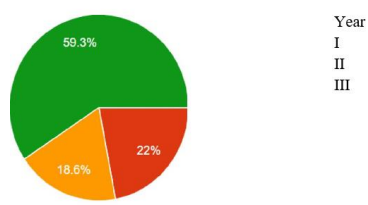
The plurity (94.5 %) of respondents were females. This data is also related to the composition of courses dominated by female students.
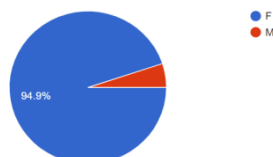
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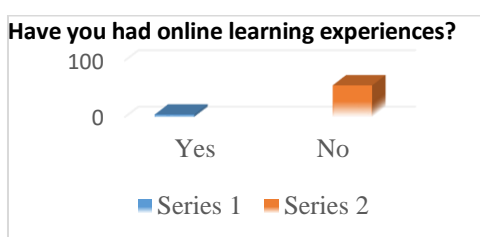[156] https://gjuhashqipe.com/fillimi
[157] https://ulibrary.rash.al/

Figure 2. Chart of the gender distribution

Another answer had to do with the others online teaching experiences. The answer was expected, because it there was the first experience for pedagogues, also. So for the 94.9 % it was a first experience.

Figure 3. Chart of the online learning experiences

"Online learning is an educational process which takes place over the Internet. It is a form of distance education to provide learning experiences for students, both children and adults, to access education from remote locations or who, for various reasons, cannot attend a school, vocational college, or university" (Jinyoung Kim, 2020:147). Figure 3 shows that online studying must be added as part of the learning process. Online learning happened on several platforms and the students were asked if they had heard of these platforms before. 83.1% of them answered that they had never heard of these platforms before.

Figure 4. Chart of the online platform recognition
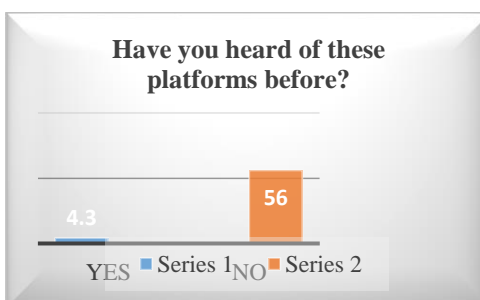
Given the fact that students have little knowledge about the online platforms, which is also shown in Figure 4, means that it is necessary to do more to include the technology in the teaching process. Communication through digital technologies should be constantly with students and not just in times of pandemic because "understanding technology trends has, accordingly, become an important part of the milieu of higher education in the twenty-first century. One problem with attempts to understand trends is that they are social phenomena: fluid, dynamic and rarely fixed. They can diversely represent anything from recurrent themes, popular and influential buzzwords or ways of thinking, to common elements between what may otherwise be disparate concepts but which resonate with communities of people" (J.G. Hedberg & M. Stevenson, 2014:19). Since the focus of this survey was for the linguistic subjects, it's

become a question to find out what percentage of students have had difficulties to understanding this group of subjects.

Figure 5. Graph for platform difficulties in language subjects
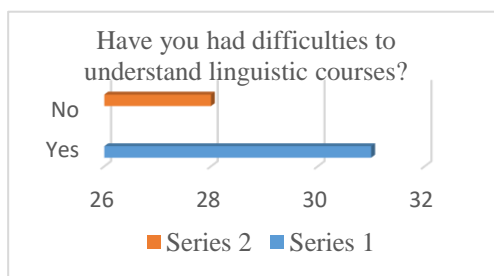
During the online teaching at our university different platforms were used (while this semester we are all working with Microsoft Teams) including language teaching and therefore the students were asked about the selected platforms for online learning. From the answers given, it turned out that the majority (77, 6%) had chosen the combination methods. Moodle and ZOOM have improved by 8.6% each. 1.7 Google Classroom was used, 3.4% other platforms were used.

Figure 6. Chart ofs different platforms were used
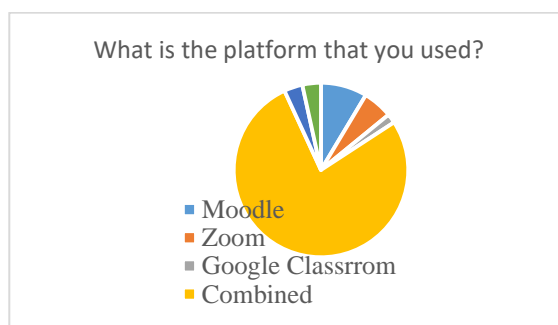
Because of the large amount of students who were first exposed to these platforms during the pandemic there were difficulties in accessing, knowing and using these platforms. So, students were asked who helped them during this first step. According to the survey, 47, 5 %   of the students used their knowledge in this new situation. 20.3% were helped by the University's IT. 23.7% of the students were helped by their relatives or friends.3.4% watched video tutorials online. 5.1 % have found another way of help.

4. Qualitative findings

During this time period, combined methods are used to adapt to the student's abilities. The MOODLE platform was also used, offered by the university itself and this process has been consistently supported by the university's IT. This platform also adapted language courses. The methods that are used include: uploading materials, the creation of quizzes, internet links, etc., but also those face to face, such as ZOOM. The survey shows that students have some knowledge or skills gained in using online learning platforms. According to the students, the

absorption of the information during the learning to the hall is simpler (e.g. "explaining and understanding is more difficult than in an auditorium"). The concentration through the lecture face to face is the largest and the learning is more productive than during the online classes (e.g. "the focus on the hall is greater and learning is even more fruitful"). Students have difficulties during the hours of exercises (e.g. "the difference is in the exercises"). They learn more from the competition in the auditorium. In the hall there exists a direct communication with professor and the other students (e.g. "in the auditorium there is direct communication with the professors, the explanations are immediately there are no problems in understanding, while during online learning we have communication problems that are related to the internet connection."). According to the students, online teaching has had a positive side related to materials accessibility (e.g. "The only advantage of virtual learning is the fact that the lectures and other didactic materials treated can remain preserved, so you can always return to them to refresh. Even the fact that most of the time the materials we can be read before the lecture because the professor posts them for the orientation is a favorite too").

Despite the difficulties caused by the situation of COVID-19, only through cooperation was it possible to overcome the difficulties and achieve the online learning process. We understood that the cooperation can be even happen online and not only face to face.

5. Analyzing of some aspects

Students have encountered difficulties in learning language subjects with online platforms. The difficulties were primarily technical: such as the lack of experience with online learning and the lack of a platform unification. Some students live in rural areas where there is a lack of continuous electricity and internet supply. The difficulties are also economical, because some students have only worked with mobile phones in the absence of a computer, so support must be found from the state or companies so that students have free internet access.

Logistical difficulties have been overcome with the students' own knowledge in the field of technology, the help of university IT or the support of the students for each other. This leads us to think that technology should be more included in the the university curriculum, intertwined according to the specifics of different subjects. The difficulties of the learning process have been overcome with the help of educators: with materials posted on the platforms, ongoing online meetings. For language subjects students have felt quite good in theoretical subjects such as History of Linguistics, Sociolinguistics because the presentations of the lectures have been attractive (both with video, attractive and visually), while for other subjects that have exercises, such as Morphology and Syntax they have had quite a few difficulties especially in carrying out the exercises. Students prefer to include platform-based learning with the audience in all subjects, but for practical exercises they prefer the audience, where learning is more comprehensible according to them. This pandemic consolidate the spirit of student-professor cooperation. This pandemic strengthened the spirit of student-lecturer cooperation. Despite the difficulties presented by language learning, we must be able to adapt the blending learning methodologies or even completely online learning in mother tongue learning. "The rapid penetration of technology obliged universities and faculties to prepare teachers with new duties. [...] Studies show us that computer programs which have the reading skill as their base considerably improve reading and help in development of a correct a standard phonetic language." (M. Priku & J. Bushati, 2015:250). Technology should be more included in the the university curriculum, as well as linguistic subjects. The future of the digital world can be e-professor and e-student, not just physical professors or students who are only physically in the auditorium. One of the projects that is being implemented at the University of Shkodra and in

some of the Albanian universities is Virtual Albanian European Universities Exchange (VALEU_X) supported by the European Community. This project focuses on the inclusion of technology in teaching and blended collaborative learning methodology.[158]

6. Recommendations

Cooperation between the university and local government with projects for the digitalization of funds that can help the students in the learning process.

Creating opportunities for students to have free internet access especially in pandemic times.

The COVID situation helped to develop the education field and learning. Therefore, the learning of the Albanian language should be included in organized virtual platforms as a blending learning. Modernization of teaching introducing new didactic mythologies using modern ICT in high education. Introduction of international blended learning elements in the study programs.Virtual-based learning will help create networks not only within a university, but several higher education institutions at home and abroad.

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Chemistry virtual laboratories based on Python applications

Sidita Duli[1],　Suzana Golemi[2]

[1] University "Luigj Gurakuqi", Shkodër, Albania
[2] University "Luigj Gurakuqi", Shkodër, Albania

Abstract.

With an increased usage of internet, online learning has experienced a tremendous growth. Although the teaching courses and materials will vary from platform to platform, the students and society have experienced an interesting way of learning through e-learning. In this process, educational content is shared over the web. Applied in Natural Sciences, especially in virtual laboratories, the online learning becomes and necessary platform for understanding and creating new experimental practices.

This research is focused in engaging teachers and students of computer sciences to create applications in Python programming language, which will be useful in Chemistry virtual laboratories.

Keywords: virtual, labs, chemistry, Python.

1. Introduction

Virtual laboratories aims to give to the students access to a realistic lab experience that will let them perform experiments and practice their skills in a fun and risk-free learning environment. There is no need for additional hardware or lab equipment; students can access the chemistry labs on any computer, and can use their creativity with the innovative and interactive way to explore science.

An essential skill for all chemists is the ability to process, analyse, and visualize data. An important tool that helps with this is computers, and the ability to efficiently carry out this work on a computer is a critical skill for current and future chemists [1].

This research has aims to help chemistry students learn how to use computers to model and solve chemistry problems.

2. Methods

The virtual laboratories are based on Python applications. One main reason why is this chosen framework, it is because Python is open-source and with available distributions for all standard operating systems [2]. The second reason is that Python is one of the most popular programming languages globally for data analysis, with many online resources. Besides, it is becoming more and more popular within the science community, with numerous Python examples for simulations and modelling, specifically for chemistry-related problems.

The applications are implemented in Eclipse, within there are installed additional plugin PyDev, for developing Python applications.

The implementation is based on the libraries:

- matplotlib,

- NumPy.

The library matplotlib is a Python 2D plotting library that produces publication quality figures in various hardcopy formats and interactive environments across platforms [3].

NumPy is a basic package for scientific computing with Python and especially for data analysis. NumPy stands for Numeric Python. This library is the basis of a large amount of mathematical and scientific Python packages [3].

These two libraries are selected among different other options, because of their flexibility and easy to understand.

3. Results and discussions

The process of building Chemistry virtual laboratories, implemented in Python, has resulted in a set of applications that students can use in their online learning.

Figure 1: Graphical representation of an experiment in virtual laboratory in Chemistry
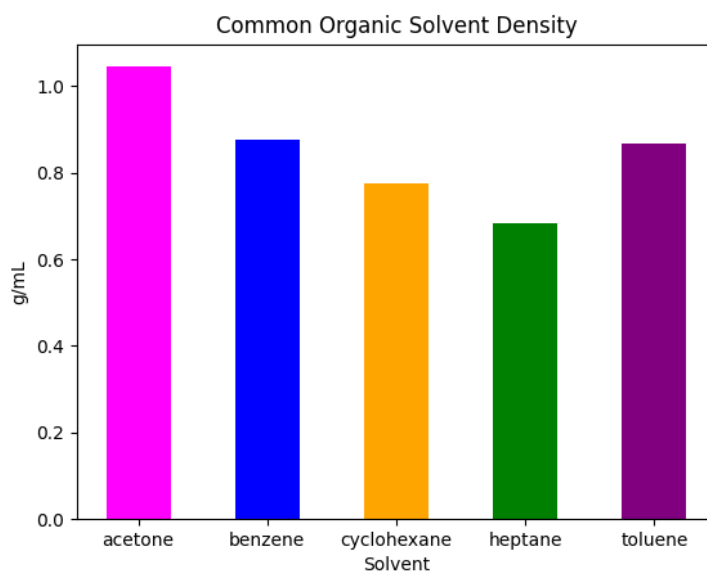
The process of building the application that results in the graph shown in Fig.1 leads to the students the discussions :

- Which data will represent each bar in the graph?
- How to instruct matplotlib to draw the bars in the graph?
- Which is the function for indicating you want to generate a bar graph?

The process of building the application that results the graph shown in Fig. 2, leads to the students to the following discussions.

- What is the function for creating a line graph?
- How is implemented the grid in the chart area?
- What effect has each line in the code?

4. Conclusion

After building and testing the applications, it is concluded:

- The process of building a set of chemistry virtual laboratory examples challenges the students to write simple solutions to complex operations.

- Python offers a very practical environment of building applications that interpret data.
- matplotlib offers easy access to data analysis by building meaningful and straightforward graphs.
- NumPy is an useful tool that allows the student to analyse data. It comes with a variety of built-in functionalities to custom the code.

Figure 2: Graphical representation, in line, of an experiment in virtual laboratory in Chemistry
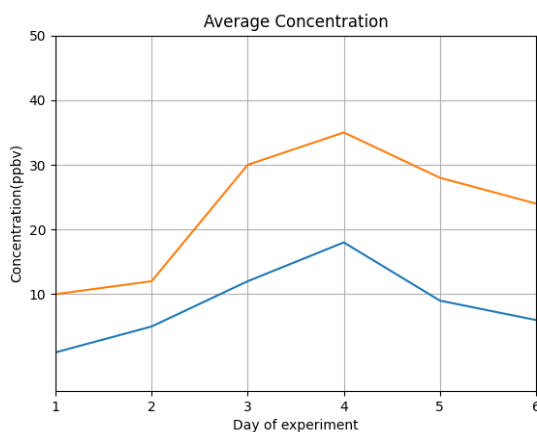
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The New Perspectives on Adapting University Syllabus to Online Teaching Platforms (Case Study)

Rina Muka[1] Marsela Shehu[2] Fatmir Vadohej[3]

[1]University of Shkodra "LuigjGurakuqi", Faculty of Education,
rina.muka@unishk.edu.al
[2]Sports University of Tirana, Faculty of Movement Sciences,
marsela.shehu@gmail.com
[3]University of Shkodra "LuigjGurakuqi", Faculty of Education,
fatmir.vadahi@unishk.edu.al

Abstract

The immediate application of online teaching and learning, due to the pandemic circumstances, caused a 'chaotic'situation among the academic staff and students, too. Both of them faced an inappropriate discomfort and a new unknown ground to go through, without a previous training or experience. This study aims to present and analyze a reflection of the students of two universities who applied two online platforms (Google Classroom and Zoom) during the pandemic period and the perspective of a new technological future of teaching. The methodology of the study is based on a survey whose questions are adapted to the application ground. Students claim that the application of platforms has not been difficult to use for online lessons, seminars, assignments and projects. In conclusion we affirm that it's necessary to review the curriculum syllabus of some subjects at the universities in order to integrate blended teaching through online platforms.

Keywords: online teaching, online platforms, academic staff, students, syllabus.

1. Introduction

The whole world, Europe and the Balkans faced some challenges created by the pandemic of the COVID-19 virus, challenges which required effective solutions, while countries around the world were completely unprepared. Albania also faced at the same time these changes not only in terms of health but, also in education.

One of the biggest challenges of the Albanian education system was to face e-learning through online platforms, not previously used by students, teachers, professors and all other actors in our education system. Influenced by the unusual situation in which we found ourselves, although the shortcomings in the students' academic knowledge about online learning, online platforms and other components on online learning unknown before, we can admit that they were easily acquired and applied by them, of course also under the guidance of the lecturers of the respective subjects and modules. In a relative short period of time and with great motivation, the academic staff, the governing bodies and the administrative staff of the Albanian HEIs created online platforms for the students using Google classroom (mostly in public universities), Moodle, Zoom, Google Meet, Microsoft Teams, etc. Through those platforms, didactic materials were made available for all study programs at the bachelor and masters level. Consequently, in the last week of March, the online delivery of lectures, exercises, seminars and course assignments began; reaching 55.000 students from public HEIs and 10.000 from private

HEIs (this is partial information since not all private HEIs have reported the statistical data). At the same time, the teaching management revised curricula in accordance with the present teaching conditions[159].Based on a study done during March-April 2020in the Albanian universities *(Assessment of the Situation of Higher Education under the Influence of Covid-19)*resulted that:

the professors used different forms of teaching: 44.68% live videos, 4.28% lectures through emails, 8.65% video registration and 6.38%audio registrations[160].So we can admit that they used different online platforms through their computers, laptops or cell phones.Referring to the online platforms, typologies and respective features of each of them, the ones that best fit the thematic content and type of theoretical or practical subject, were Zoom and Google Classroom.In our article we present our experience on these two practical platforms. Based on "Getting started" survey by Kara Masterson[161]Google Classroom offers to the students a lot of benefits:

- *Exposure to an Online Learning Platform* - Google Classroom is an easy way to help students with this transition because it is super user-friendly, making it a great intro to technology.
- *Easy Access to Materials* - Because everything is posted online, Google Classroom gives students access to materials no matter where they are. Students who are absent can easily access classroom materials from home if necessary.
- *Differentiation* - Google Classroom is a great tool for differentiation. If you're working on a concept in class and have groups working at two different levels, simply create two different classes for that unit.It is a great, flexible way to ensure that every student gets just what they need, and you can easily delete and recreate classes as you see fit.
- *Less Paper* - When used to run an entire class, Google Classroom can virtually get rid of paper consumption. As long as students have access to the internet, all classwork can be handled online. This means no copies and ultimately less money.
- *No Lost Work* - Students can't lose work if they don't physically have it in their presence. Since they are usually working in Google Drive, everything saves automatically and excuses dwindle. With a few short lessons concerning how to properly use these online tools, students can experience more success getting organized.
- *Engagement* - It's been proven time and time again that students are engaged by technology. Google Classroom can help students become and stay engaged in the learning process.

Also Zoom platform provides four important functionalities for teaching, based on Elise Mueller[162]:

- The ability to connect synchronously with students over video (if bandwidth allows), audio, screen sharing, poll, and text chat.
- The ability for students to work in groups, either when teachers enable breakout rooms for them, or when they use their personal meeting rooms to meet with peers.

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[159]http://supporthere.org/news/influence-covid-19-teaching-albanian

[160]https://citizens-channel.com/wp-content/uploads/2020/04/Vleresimi-i-situates-se-arsimit-te-larte-nen-ndikimin-e-Covid-19-1.pdf

[161]https://www.gettingsmart.com/2016/11/6-reasons-google-classroom-great-tool/

[162]https://learninginnovation.duke.edu/blog/2020/02/zoom/#:~:text=Benefits%20of%20Zoom&text=The%20ability%20to%20connect%20synchronously,rooms%20to%20meet%20with%20peers.

- The ability to create a simple "screencast" (for example, recording voice-over presentations) and share it with your students.
- The ability to use written annotations on a whiteboard or directly onto documents on your screen when sharing. Using a tablet [with a stylus or writing implement] to annotate will allow for advanced annotation, such as writing out mathematical formulas.
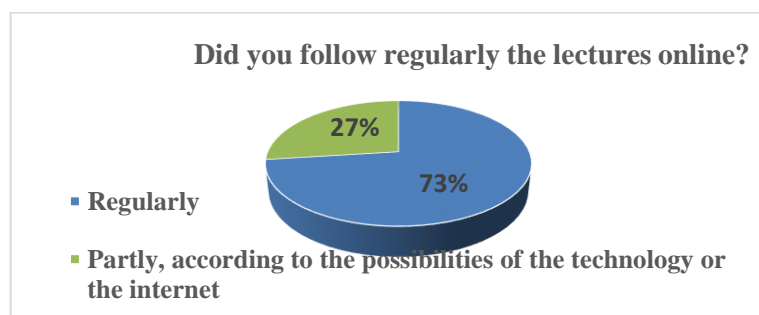
The experience we are presenting is a good one and we hope this experience can help and improve the quality of teaching in a blended teaching in the future depending on the syllabus and programmers' typology.

2. Methodology

For the realization of this study, a structured questionnaire was conducted on the progress of online learning, receiving feedback from students regarding the attitudes they have in a new teaching and learning situation. The questionnaire is built on the needs set out in the context. Students (N =300) of two universities in Tirana and Shkodër were asked about two applied platforms (Google Classroom and Zoom) for the period of the pandemic situation (March - June 2020). The study sample are the students of the university of Shkodër "LuigjGurakuqi", Department of Teaching, Bachelor in Primary Education, Professional Masters and the students of the University of Sports in Tirana, Bachelor in Physical Activity and Recreation, Faculty of Physical Activity and Recreation. The data are analyzed through Google form, using the same application they used during their lessons, too.

3. Results and Discussions

According to the answers, the students have reported through the questionnaire online that despite all difficulties to access into online platforms they were rigorous present in the online classrooms.

Did you follow regularly the lectures online?

27%

73%

- Regularly
- Partly, according to the possibilities of the technology or the internet

Graphic1.*The attendance of lectures online*

The students confirmed that 73% (N= 218) of them followed regularly the lessons online and only 27%(N= 82) did it according to the possibilities of their technological tools and the internet access, so they faced technological problems.

How do you evaluate the lectures through the zoom platform by the professor?
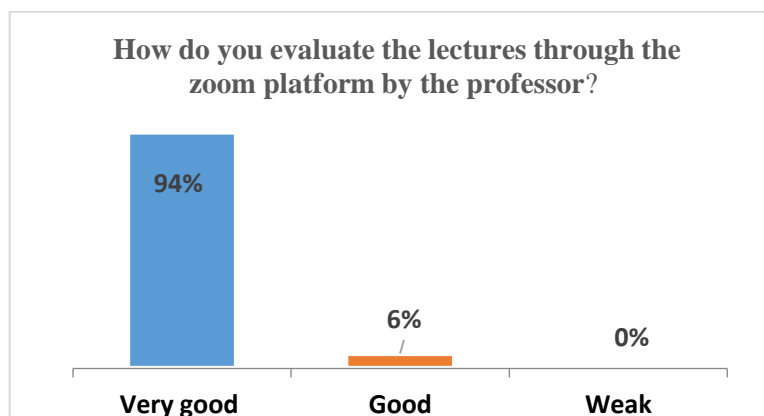
Graphic2.*The evaluation of the lectures through Zoom platform*

They appreciated the way of teaching through the Zoom platform in 94% (N=280) in a *'very good'* level and only 6% (N=20) affirmed it was *'good'*.

The intermediate online test for you was:

■ **Difficult**   ■ **Easy**

Graphic3.*The intermediate online test level of difficulty*

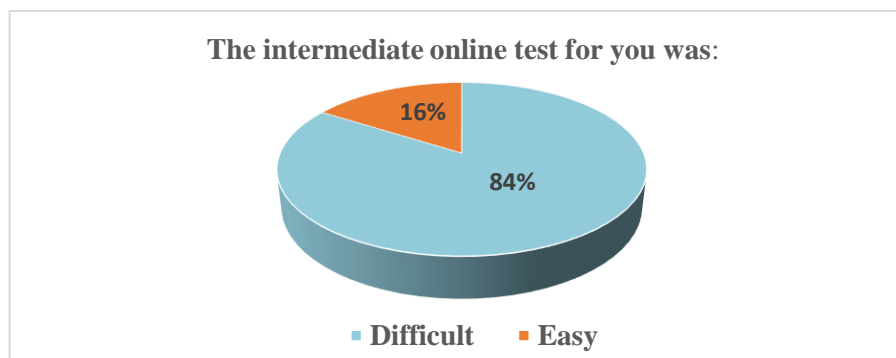About the intermediate online test, they had through Google Classroom, 84% (N= 250) admitted that it was easy to manage and answer and only 16% (N=50) of themfaced difficulties not especially about the platform, but,especially for the internet or the cellphones they used for it. The students practiced the test application before through other online pretests, just to practice and feel comfortable before the formalone.

The assignments realized in this subject were

■ Easily feasible   ■ Achievable with difficulty
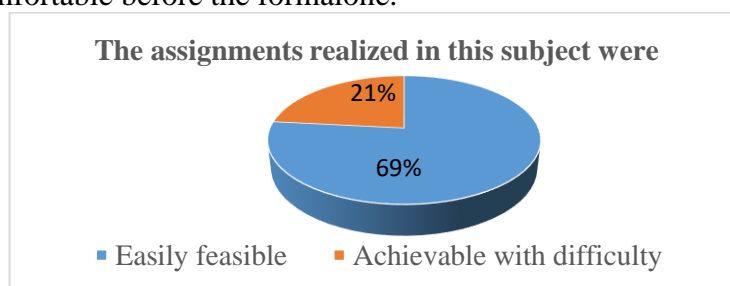
Graphic4.*The level of the assignments*

The students had a variety of assignments through both platforms (Zoom and Google Classroom). They were creative, practical, presented short reflections or presentations of group work. About them the students in 69% (N=205) agree that these assignments were '*easily feasible'* and for 31% of them (N= 95) they were *'achievable with difficulties'*. This fact means that they did not face the problems with the kind of the assignments, but especially for the

conditions,they had to work, the absence of the right tools, the lake of abilities to use them or the lake of the collaboration with other students.

Do you feel ready to have the examination of this course?
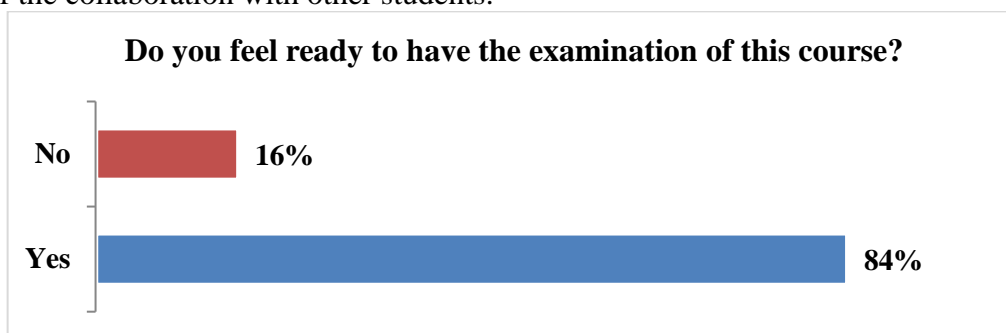
Graphic5.Willingness to take the exam

About the willingness to take part at the exams of the subjects they had online, 84% of them(N=250) felt ready to have them, but not online (only in auditoriums)and only 16%(N=50) didn't feel ready to have the exams of these subjects.
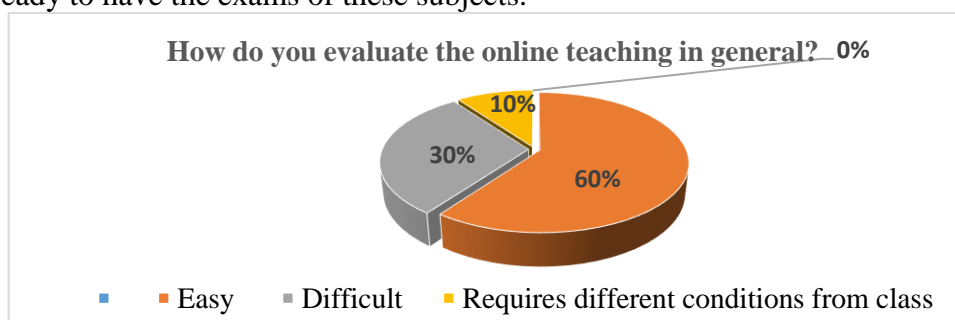
Graphic6.The evaluation of the online teaching

According to the students' opinion about their perception of the online teaching 60% of the students affirmed that they (N= 180) felt comfortable with the online platforms online and they admit that it was *'easy'* for them and they learnt new things on digital tools. Meanwhile,during this period, 30% of them(N=90) evaluated it *'difficult'* and 10% (N= 30) that they had different conditions at home from the conditions they would have in real classes.

About the difficulties the students faced during the online teaching and learning, 58% (N=172) admitted that they had difficulties with the technological tools they used to learn and prepare the projects or the homework, 27% (N=80) said that they had problems with the internet access, 9% affirmed that they did not have the necessary conditions at home to work and study and only 6%(N=20)said that they had difficulties to be adopted to the online teaching and learning and none of them had problems with the schedule and the deadlines of the home works, because they were decided in consent with them.

What is the difficulty you have frequently faced regarding the implementation of the online learning:

6% | 27% | 58% | 9% | 0
The… | The… | The… | Home… | Inappr…
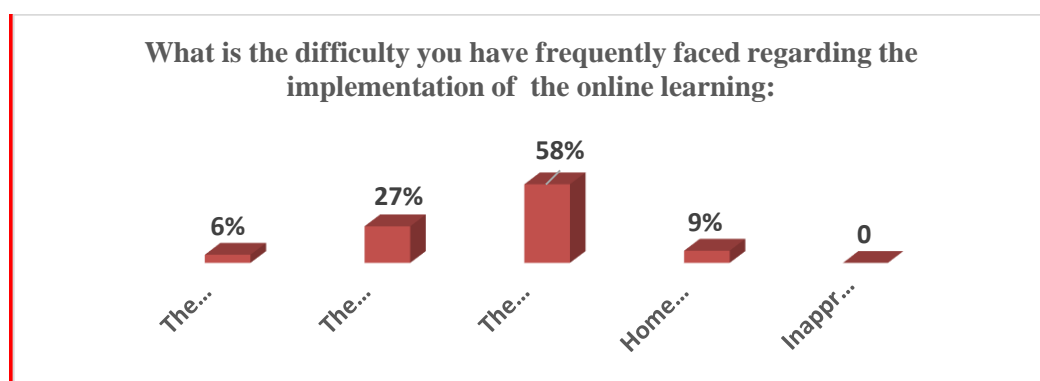
Graphic 7.Difficulties faced during the online teaching*

Do you want in the future such forms of teaching (online) or alternated with classroom teaching?

No　9%

Yes　91%
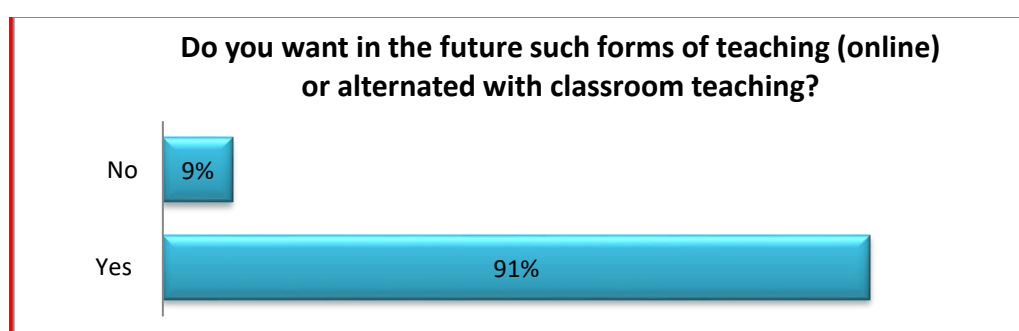
Graphic8.The future of teaching online*

About the perspective of a future teaching online, 92% of them said that they agree to have the same methods and platforms online, but only for the theoretical subjects (N=272), even though they missed the communication and the auditorium teaching. On the other hand, only9%(N=28) admitted that they do not like and agreed with the online teaching and learning.

4. Conclusions

In conclusion, we can admit that we are dealing with the generation of the digital age and is clearly noticed their adaptation to technological innovations.From this point of view, they are permanent users of technological tools and their curiosity in their use and application is not exhausted.Online platforms offered the opportunity to develop creativity through various alternatives of their use, time and opportunity for professor -student communication in an easier and more direct way, also for tasks and projects on an ongoing basis. The students had the opportunity to explore in a different away their tools and to learn with and about them, too.

5. Recommendations

Seeing the rapid adaptability and receptivity of students to these new teaching platforms and methodologies, we would suggest:
- Adapting syllabus of some subjects with: elements, special classes, assignments, intermediated tests or exams using digital platforms,
- To enable in classes/modules by the professors themselves special lessons for the online application of these platforms depending on their specifics,

- Continuous training of the academic staff regarding innovations, resources, online platforms, and
- Strengthen and improve the infrastructure in universities to facilitate this innovation in the auditoriums.

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Paper book and digital book: confrontation or coexistence?

Adriana Gjika[1], Dorjana Klosi[2]

[1]University of Vlora « Ismail Qemali » Faculty of Human Sciences Vlorë, Albania
[2]University of Vlora « Ismail Qemali » Faculty of Human Sciences Vlorë, Albania
adigjika123@gmail.com
dorianaklosi@gmail.com

Abstract

Our academic interest has recently been triggered by a new form of book in recent years with the introduction of ICT in human life. Like everything else, the book has changed its form by becoming relatively immaterial and consequently affecting the practice of reading. The evolution and mostly the revolution of digital books through tablets, computers or smartphones has been on a continuous development and change, which on its side has set aside the paper book a bit. In this regard, the traditional book seems to be losing its leading place in the cultural level as the transmission of knowledge evolves more and more through digitalization.

Our paper aims to explain this phenomenon and we try to modestly contribute in finding solutions so that new technologies do not affect the literary object. Many questions arise in this context: will the digital object replace the paper book? Will new formats redefine the book object; hypertext or collaborative book? What are the common points and the particularities of paper and digital books? What are the respective advantages / disadvantages? What new relationships are created between the reader and the digital tool?

Keywords: ICT, paper book, digital, reading, evolution.

The evolution of the book

The book has existed for centuries, and over time, in order to facilitate more and more the practice of reading, it has adapted to the forms that people have given to it i. The book has been constantly changing for centuries.

From the 9th-6th millennium BC mankind used writing in stone, wood, clay and reed used for writing, etc. Later, in antiquity, rollers and papyrus (from plant stalks) were used in Egypt and the Mediterranean Sea (Greece and Rome). The roll was a book based on papyrus sheets glued together that rotated on two ivory or wooden axes. First, it was created in Egypt about 5000 BC and then spread throughout the Mediterranean world. Because papyrus was too fragile to fold, it rotated on the axe or axes and unfolded for reading. The reading was done either vertically or horizontally and the text was edited in fairly narrow parallel columns while the length of a roll book could reach up to 40 m while the width was 40cm.

In the 3rd century BC the skin of animals (sheep, calf, donkey, antelope, etc.) was used to write stories and to facilitate the communication.

Then in the Middle Ages it was passed to the codex which is a notebook formed from manuscript pages bound together in book form. The codex that is the forerunner of the modern book was invented in Rome during the 2nd century BC and in the 1st century was widely used to replace rollers and papyrus thanks to its dimensions, moderate price, maneuverability and the ability to fit to any parts of the book. But, the codex replaced the roll not without difficulty.

Works in codex format lacked the prestige of objects of knowledge and were not considered real books. The main advantage of the codex was the notion of page. Thanks to it the reader could directly access the chapter while the roller imposed a continuous reading.

In addition, the physical relationship with the book changed radically with the codex, a relationship that deepened even more with the modern book, the book of our times, the paper book, which on its own is now is being rivaled by its latest form, the digital, the immaterial book: the text electronic, online libraries and encyclopedias, interactive books, etc. Nowadays, the digital book is the most popular format in the digital world. It's actually a tool that closely resembles the paper book: it has pages, chapters, and the difference with the paper book is of course ... the paper. The e-book is necessarily found in a digital device: a smartphone, tablet, laptop, and yet there are continuous efforts to reproduce the reading practice as best as possible so that it resembles the paper object as much as possible.

Approximately 45 years of digital book against more than 5 centuries paper book. The paper book is an integral part of the daily and the cultural life of the individual. If we were to tell someone to visualize and define the book, they would certainly have that letter in mind and not the tablet, smartphone or computer screen.

In fact, this new format has not replaced the traditional object, on the contrary we are facing the coexistence of both formats. Although the digital book for some has become an everyday, inseparable, mandatory and necessary activity, but it has failed to scratch the paper.

Hence, to meet the new expectations of readers, to continue its existence and maintain an important place in the consumer market, the book must cope with new technological development. Apparently, digital technologies lead to a different vision of the book object and a different way of considering it, giving it another definition.

Let us now look at some characteristics of both forms of the book and through them we will conclude which of them we should read or if maybe they can coexist, if they will need and complement each other.

Characteristics:

Lots of information but shallow reading. Nowadays, the reading of paper books has decreased, but on the other hand it is an increasing ability to read and write as we are constantly using computer tools in our lives.

The digital tool offers an incalculable number of text sources. The Internet has exclusively become the place where any individual finds what he looks for. The online resources are various and it is not easy to know what information to choose. Information is diverse and easy to access and this enables a quick and certainly easier reading, but the downside of it is that the reader can get easily lost in the vast universe of information. Hence, many times the reader must be careful about the veracity of the information.

Switching from paper books to the digital item has affected the access to reading which on its own has become faster and more abundant, but more superficial and diffusible as well. With the digital book the reader has more information than with the paper book, but the information and reading process seem to be affected, and the content not assimilated by the readers. Thus, such reading can be considered as superficial, due to reading digital text is not focused and detailed. We read the same as before, but we read pieces and different things. We read one piece of information, then go straight to another one, after that we can go back to the first one again. It becomes a more scattered reading. It seems that the reader is freer to "move" in the text, so we say "surf the Internet", as we slide over the information and do not try to delve into the text. It is different from the paper book where the reader follows the reading norms, the traditional codes.

Hypertext enables the collection of information. Like bees, the individual wanders from link to link and hangs over a web page or online text. Thus, the potential readers searches the text, selects the information and then goes to another link to gather other information. The book is read page by page and chapter by chapter, until it is all over, but now the reader feels freer to choose the chapter, to choose the information, to open and close the document when and where he wants. So reading in the digital book seems to be more quantitative than qualitative.

Another downside seems to be the fact that the reader does not think, he does not reflect much, he does not put much memory to work and the capacity for concentration and meditation, as everything is easy with a click of the mouse.

2. Interactive reading (human-machine interaction)

The digitization of the book enables the reader to increase interactive reading. The reader interacts with and through the computer, as well as with other digital readers. The digital book is not like the paper product. It can be added, enriched by links, by interactive sequences, by fixed or animated figures, so it is not a closed object that has a beginning and an end.

Man-machine interaction provides digital reading with endless opportunities. The most obvious examples are the search engines which enable a continuous and permanent interaction between individuals through the machine. Thus, allowing the globalization and acceleration of exchanges among people. Through interactive reading and hypertext the reader fosters a new reading culture. This interactive reading develops, improves, enriches and deepens the reading thanks to the hypertext through which the reader can move from one document to another.

For the sake of truth, this new way of reading is the continuation of traditional reading. The footnotes on the paper book (which help the reader with various explanations) are hypertexts in the digital text: such as videos, specialized articles, etc., and offer the reader a better understanding of the text. This new type of reading would increase the desire to read. The explanations through music, videos, or various articles on a particular topic would increase reading, and make it more dynamic and less passive or neutral.

Hypertext links enrich the texts, but we find that sometimes they clearly impair the comprehension and depth of reading. A child, for example, would be more attracted to technical performances such as a little noise, animation, something moving, etc., things that are missing in the paper book. However, if this helps the child to become interested in reading, digital interactive reading would also be a good reading tool.

3. Personalized reading

Digital reading has undergone a change of traditional codes, as digital support offers a new way of reading from what the paper book offers, i.e. it offers a variable text constantly evolving. Thus, the text can be enlarged, reduced, modified, improved or even deleted altogether if the need arises. The scientific texts on web pages are regularly updated and enriched with additional information, unlike the paper book which is fixed, and unchanged.

Digital reading is an interactive and increasingly personalized reading. By personalizing it, the individual can hierarchize the search and decide to start with hypertext A or B. Hence, interactive reading gives great freedom to the digital reader. Each reading is different and exclusive and according to the reader's v logic and desire.

4. Visual fatigue

In contrast to hardcover books, digital reading is more tiring first, due to the large amount of information present on a digital page, a number consisting of hypexts, images or even advertisements (which confuse, and distract the reader), and secondly, by the digital tool itself. The screen does not allow a fluent reading. It becomes annoying because it's vertical (not linear like a paper book) and infinite, quite unlike the paper object where the very action of turning the pages gives pace to the reading. Digital reading therefore gives you visual fatigue and perhaps it is precisely for this reason that the reader simplifies reading by going straight to where he wants and selecting what he will read.

The reader is surrounded by plenty of information on web pages, but he is also surrounded by digital everyday life which on its turn makes reading much more uncomfortable. Therefore we claim that there is really no pleasure in reading a digital tool. The information is endless and reading becomes cumbersome, the reader gets lost in the data already collected. The reader does not take the time to "relax" or enjoy reading a novel or an article, so it seems that this reading is a job or an obligation despite being more practical and relatively free.

5. Purpose alienation

The digital book has changed the appearance, the practice, expectations and needs of reading, as well. Digital reading is not the reading we know. The digital tool favors in-flight reading. Digital tools therefore enable fast reading, into minutes. The individual is more in search of information than of a deep reading. The reader uses digital tools for research, for the preparation of lectures and very little for a long, in-depth reading, which is mostly found in reading the paper book. Using these tools, the reader gets the information he needs in the shortest time possible. Digital reading is not a reading, it is an internet surf and research. So his goal is to find the information he is interested in by doing a global, diagonal reading, a form of information zapping where the reader chooses what suits best to his research topic without the need to read the whole text.

The same analogy can be used about literary texts like novels. The reader can navigate it as he pleases, moving through the chapters and clicking through the various links in the book. Reading thus turns from a relaxing action to a hasty one. The text is eclipsed by hyperlinks and hypertexts, i.e. by interaction, and if the reader wants to do a deep reading of the digital book, he prefers to print and read it whenever he wants. Under this light, the reader seems less implicated in the reading process.

Meanwhile, a paper book is an object of learning and work, an object of pleasure, thus the individual is not yet ready to put it aside. The digital tool with its advantages seems to be an additional version to the paper book.

6. Alienation of the physical relationship

Our generation often associates the paper book with the relationship we once had with it. We miss the smell of the paper, the accuracy of the bookbinding, the strong cover with illustrations, the folding of the corner of the book page or the small object we left as a reading limit. We have nostalgia for the time we spent choosing a book in the bookstore, for the dilemma of which book to buy, for its packaging when we donated it, for the anxiety of how much the book chosen by us would be liked by the person who would read this gift. We like to touch it, to look at the pictures, to turn its pages, to open it, to close it, to explore it in all senses, to feel it while reading, to buy it at a bargain, to enjoy the feeling of progress in reading and the pleasure to put it on the shelf after we have finished the book, etc. When we practice reading the

paper book, we have an affective and confident feeling about the book, about what is written in the book, about the format, the connection, or simply the history it represents, the culture, and the knowledge it conveys. This was our relationship with the paper book.

But such practice is quite different with the digital book. This relationship is alienated with the digital book. Digitization is very close to us, to the keyboard, to the screen. This greatly simplifies our access to the book, practicing a new reading that renews our relationship with the book. On the other hand, digital text and its supports impress the reader with the simplicity with which the reader accesses and manipulates them, with the new design and image that Apple or iPad have, making people more intrigued by these new tools. In the digital reading tool it is no longer the work that interests us but the tool itself. The reader today is interested in the brand, the design and the more practical, quality and beautiful aspect of it. Thus, making the readers more prone to buy and use it.

So there is no longer a sentimental relationship with the digital medium. The tool is important but not for all readers for the same reasons. Someone buys it for the brand, someone buys it because it is beautiful and simple to use, or that perhaps the first utility is not as a reading tool, but uses it as a useful object in everyday life, as a telephone e.g. So the individual has a relationship of his own with the tool he uses, yet the common goal is the same: reading.

7. Other pros and cons

As we have seen so far, the arrival of the digital book has put into risk the existence of the paper book, but fortunately the paper book is still far from its end.

Let us now look at other qualities and drawbacks of each other:

Paper book:

• We read the paper book whenever we want, it waits for us there, on the shelf or in the bag, while the digital needs electricity or batteries, which can not always be taken with it (for example, when you are traveling).

• It is true that the digital book can be read at night, in the dark, while that paper needs light, but let us not forget that digital with its light negatively influences the eyes by not favoring drowsiness which the paper book does very well.

• The paper book is of all times, while the digital book is subject to the changes that digital tools undergo. The programs and formats used today may evolve or disappear with the development of technology. If Amazon stopped producing Kindle, what would happen to our digital library?

• Paper books are environmentally friendlier than the digital books.

• The paper book is donated or offered in those small street lodges, to be shared with others, an initiative that gives everyone the opportunity to read.

But a digital book also has its own prons.

• The paper book takes up a lot of space. In our homes, the library occupies a good part of the space, for which we have to take care of maintenance and cleaning. Even when we travel in the bag the book has its place, but only one book. While with Kindle we have with us a whole library of books.

• To buy a new book we need to go to the library or bookstore, stay in the queue while the digital book is just a click away without schedule and queue.

• The price of a paper book is relatively higher than a digital book.

• The digital book favors the writer to update the book while the printed book is difficult to be modified.

• New authors have more chances with the digital book. They can publish it in the competitively priced digital version.

Nevertheless, the book may be on paper or in a digital device. What is important is the survival of the text and its countunicance: it can be read, heard or seen. Without these a text does not exist. So there is no end to the paper book but a new form of reading that makes it possible for the reading tool to become permanent and that is the most important thing.

Conclusion

The dilemma of "Paper book or digital book" is well known in human history. The same thing happened when television was invented, but to this day cinemas, theaters, circuses, etc. continue to exist alongside television. In analogy with this case is also the dilemma of our topic. We strongly claim that the information we receive from the digital book is diverse and inexhaustible, but on the other hand here arises the need for a well-thought-out selection, in order not to fall victim to unverified information as true.

Also with the digital book we have an endless gallery of information, but that is exactly what makes us read more superficially passing from one text to another to find the information we want. However, this transition becomes very superficial, as what we are interested in is to find information and not to delve into reading.

The digital book is more personalized, you enlarge or reduce it, but it does not save you from fatigue, as the reading is done vertically endlessly, having plenty of hyperlinks or colorful advertisements and various noises and in the evening the light of the digital book does not induce sleep to you like a paper book do.

The digital book does not need space, library and consequently the reader does not spend time on cleaning and maintaining it. With a kindle in the bag, you have all the knowledge of the world with you. On the other hand it needs electricity, which the paper book saves and is more environmentally friendly.

The price of a digital book and /or tool is relatively cheaper and another positive side is that a digital book favors the writer to update the book, which cannot be done with a paper book.

The digital book does not give you the pleasure of reading the novel, it is more used to find information for scientific research but not for reading for pleasure what is and remains the privilege of the paper book.

But still, as we saw above, the two forms of the book, with all their advantages and disadvantages, do not exclude but complement each other and will coexist with each other until some new invention of the form of book comes. The book is our tool of work and we cannot do without it, whether digital or paper, for us it holds the knowledge of humanity and the pleasure of the reading process.

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Child Development Psychology

Alma Bakiu

ZVA Vlore, Albania

Abstract

Adolescence is a psychosocial stage of development accompanied by constant physiological, environmental and social changes that have a huge impact on the mental health of adolescents. As previous research on the psychosocial stages of development suggests, adolescents go through the process of creating their identity while exploring the social environment. While some of them answer the questions "Who am I? Who do I want to be?", some others get lost in external social roles, losing touch with themselves and suffering from loneliness, depression, social anxiety and stress. The paper investigates different aspects of how adolescents form social connections, what their motivations are and how they experience various positive and negative social feedback. Several adolescents were interviewed and asked about the way they feel in social environments, such as schools or other communities, the causes of such feelings, their interests, behavior, etc. The results from the analysis of their behavior and answers showed a correlation between feelings of loneliness, depression, anxiety and childhood trauma, bullying and parental abuse. Most adolescents seemed to be still stuck in one or more previous psychosocial stage/s of development. As a result, they were confused about their identity and their social roles, which was accompanied with feelings of loneliness, depression and anxiety. However, adolescents who had gone successfully through previous psychosocial stages of development, building hope, willpower, purpose and competence, were displaying less feelings of loneliness, depression and anxiety. They were also generally reporting higher levels of happiness and well-being. The findings open new windows for research on childhood, family and social issues, as well as the impact that differences between generations and the emergence of social media have on Millennial/generation Z adolescents' feelings of loneliness, depression and social anxiety.

Adolescent groups and lonely adolescents

Adolescence is a stage in the life of the human being, in which the individual gains skills and knowledge of the responsibilities of adulthood. Emotional experiences and bodily changes take a heavy toll towards establishing new relationships with the world and oneself. Adolescence is the period of life, which includes the years between childhood (the time to grow up) and adulthood (the time to get to know oneself within society). It is associated with radical changes that affect not only biological growth but also mental development, behavior, and communication. From a psychic point of view, adolescence is a period of crisis that includes at the same time separation, detachment and rapid development and self-activation in a climate of great psycho-physical developments and transformations.

Being such a transitional time from childhood to relative maturity, adolescence constitutes the most critical moments of development, full of emotional changes, strong experiences, feelings of insecurity, influence of instincts, anxiety about the future, need for freedom and care at the same time, therefore and the influence of social factors at the moment is significant. "*In the psycho-social context, the main conflict that dominates the adolescence phase is that between creating a strong identity by recognizing oneself and society and confusing one's*

identity with transient roles that bring about complacency or humility when acquired." (Erik Erikson)

Before adolescence the individual goes through the psycho-social phase where the central conflict is between the creation of competencies and inferiority. Here the individual tries to increase self-confidence in personal abilities, so as not to feel inferior to the non-fulfillment of society's standard. If the child's initiatives are supported by teachers or parents, especially up to the age of twelve, he will gain self-esteem and pride by feeling competent. Conversely, if parents or teachers do not support and motivate the child from early childhood, he will grow up feeling inferior and useless in society. During this phase a clearer image of oneself is created, an image which will prevail during adolescence if no drastic change occurs in the adolescent's life.

Adolescence is a common phenomenon for all individuals, because it is a stage that everyone goes through, but since individual characteristics, cultural level and economic or historical conditions are not the same, then the experiences and formation are different. One of the most important elements influencing this change is **society**.

Adolescent maturity is associated with new sensations. The more young people seek independence from adults, the more they try to supplement this by seeking peer support. The tendency to make as many friends as possible is related to insecurity, fear of loneliness and consequently a need to feel important and valued in society. This phenomenon is more pronounced in boys. It is more natural to have a more determined attitude in the selection of friends in these moments than in childhood. The need for a close friend is great, but also their frequent change at the moment is of high frequency.

The selection of society is driven by the need for adaptation related to behavioral habits, dress, skills, preferences and even economic status. The young person sees himself in the center of social opinion, therefore he feels as if everyone is watching him for the way he behaves and acts, when he is making a mistake, how he is evaluated, accepted or opposed by society, etc. Consequently, the adolescent self-monitors to display the desired behavior thanks to the external situation. Self-monitoring is higher in people who change environments, routine and society often, especially when new environments, routines or societies clash and create contradictions with formed beliefs, requiring an instinctive adaptation from the individual in order to restore self-harmony. with the world. In a period of constant change both physically and mentally, the adolescent is driven to self-monitor so that his concept of himself is as congruent as possible with society's image of him.

The origin of behaviors and the presence or absence of the tendency for self-monitoring is found not only in *the childhood past*, but also in the *family situation* in which the adolescent grows up.

The emergence of interest in liking others as much as possible and the changes in the physical and physiological plan, despite the rhythms of development, which are different in individuals and different sexes, have their own uniqueness and play a significant role at this age. In communication with each other, adolescents, when confronted and confronted with indifference, begin to close in on themselves. Here care must be taken, that if we have repeated instances of these relationships, irreparable spiritual trauma is caused.

Young people associate with someone more than with another.

At this age it is characteristic to be attracted to a stable society, after many fluctuations. The term for close friends, here gets value. When they are, they talk about intimate things together, play, walk, go to school, etc. A life without society would be an empty and lonely life.

Adolescents of the same age base ongoing relationships on interests, experiences and values important to the whole group and person. The motivations for the functioning of a group are:

- Staying together with peers;

- Communication between them;
- Presence of credible conditions to express oneself freely, openly, without fear;
- Doing interesting things they enjoy;
- Sharing the same values;
- Coping with difficulties, etc.

In a group where it is possible to have an appreciation and attitude within the norms of society, ie in those groups that are often referred to as built on right principles, adolescents manage to face difficulties, risks, exchange opinions and experiences.

The influence of friends on the way they behave, dress, think, etc., is high. A researcher in the field of psychiatry, **Ricard Sarles**, states: *"Adolescence is a period of transition, in which most of the body reorganization occurs… To cope with the awkwardness of a new and constantly changing body, most adolescents seek the support of young people their age "*.

 When this support is lacking or worse yet, it is replaced by an insulting attitude towards the individual, then it causes withdrawal, self-closure and trauma, which in turn lead to seeking solitude as a solution to the situation.

Loneliness is one of the biggest challenges we face today, not only in the ranks of teenagers, but in all social generations. At a time when there is talk of falling borders between states, peace and unity between peoples, of humanity as one big family, the number of lonely people continues to grow by dizzying steps. The slogans, social, economic and social conditions, have significantly affected our country, the family and the Albanian society.

Here is how two ordinary teenagers with unusual behavior express themselves:

a) V. S (16 years old, with quiet family life): "I like to stay at home, I do not want to go out, the outside world terrifies me."

Typical behavior: * wears dark clothes,

* creates poems in which death, hell, disappointment prevail

 * always feels upset and depressed, misunderstood by others

b) M.M (14 years old): "Others are angry with me, no one tells me that I have a friend, they laugh every time I talk."

Typical behavior: * after each thought expressed looks around how friends react

                    * notices small words and is often touched, cries

                    * openly expresses boredom in any case

Both teens have these characteristics in common:

a) They are very good students in class and this makes them feel judged by others
b) They're careful with what they wear
c) They are timid types, but with moments of coming out, if you encourage them to express themselves.
d) They have difficulty making new social connections
e) Self-esteem is low

The causes of loneliness can be different, they can be related to childhood or even to the developments within the family in which the adolescent is formed. For an individual to enter a healthy adolescence, certain criteria must be met since he is a child. ***Trust, autonomy, initiative and self-confidence***are characteristics that need to be developed in a child in order to avoid internal conflicts. The first moment the child will have distrust, shame, insecurity, guilt or inferiority, an internal conflict will arise, which will push the child to deviate from the newly formed personality, confronting him with opposite personality traits and making him identify with them. Even if a strong trauma does not exist, the continuance of experiencing the

aforementioned negative emotions would make the child always be in a fluctuating state, between opposites.

For example, an extrovert who spends almost no time with people, feels lonely and begins to find problems in himself, until at some point he manages to completely neglect himself and gives everything to society. In the same way, an introvert who is forced to spend a lot of time with people and deprived of his personal time, at one point gets annoyed and starts to hate people, turning into antisocial. These conflicts are the ones that appear most clearly in adolescence in each individual and often hinder the development of identity, leading the adolescent to self-identification with roles that do not make him happy, but simply accepted and appreciated by society. The consequences of this phenomenon can be serious: depression, lack of desire to live, addiction to alcohol, drugs, etc., therefore the care of the family and society as a whole should be greater.

Another factor that influences today's adolescence is the internet and social networks. Many years ago, neither of them existed, therefore the reality of previous generations changes a lot.

The third generation, those who spent their adolescence after World War II grew up with a spirit that nurtured the need for security and stability. Thus, the whole life of the generation was influenced by the need to have some basic things in life that ensure economic and family stability. Third-generation children, who are the parents of today's teens, were raised in the same spirit by their parents, despite the fact that when they achieved stability and security they realized that was not enough. They began to seek and appreciate more individual self-fulfillment, so their children grew up with the same spirit.

Adolescents today enjoy a much greater freedom in the sources of information thanks to the internet and social networks. Consequently, the standard of living is not limited by what teenagers see in everyday life, it is often defined by reality on social media. The instinct to make social comparisons with other people, makes them perceive their level of well-being and happiness based on their subjective perception of the lives of others. Teenagers usually create an ideal character on social media, a man they really are not, but who they would like to be. Thus, even the posts found in the profiles of teenagers are usually of the most beautiful moments they go through, bypassing the negative moments. Peers who view posts create higher new expectations for the lives they should live based on what they see in the profiles of others. Consequently, when reality does not meet expectations, they feel unhappy and disappointed. These teens lock themselves in their own worlds thinking that everyone is living better than themselves and underestimating the positive moments in their lives and relying on the negative ones.

Adolescent cognition is a rather complex problem. The constant change of lifestyle, the development of new technologies in the field of telecommunications, etc., affect us to face a reality that is experienced by today's adolescence, incomparable in some respects with the reality of parental adolescence. It is always heard from parents complaining that their children are being misled by the society with which they associate. It is true that in many cases this happens. But this risk does not justify the closure and isolation that some families often inflict on their own children. In this sense, it is impossible not to err. Because the adolescent's ability to orient himself is great both in terms of behavior and in terms of defining him towards a socially useful solution or profession. The responsibility for this orientation lies, in the first place, with the parents, the school and the psychologist. They are the ones who should aim to help lonely teenagers to become part of a healthy group and active life.

There are researchers who think that the individual in the group manifests new characteristics and seeks reason in various factors. In a group or collective he feels strong, even in the presence of others, a fact which influences the individual to liberate instincts which alone would never

realize. It is evident that group life is an instrument that serves evolutionary experience, an area in which values, norms and behaviors are derived, which have a comforting and liberating function. The strength of the group for any young man or woman is an irreplaceable, extraordinary instrument for self-realization.

However, it is important for teens to get to know each other in different situations, both in groups and alone. Only by facing challenging situations and having constant support from their role models, in this case parents and teachers, can they overcome any difficulties that come their way and form a strong identity. The ultimate goal is to maintain a balance between the commitment and importance given to society or the outside world and the commitment given to oneself. Once this balance is achieved and the adolescent escapes isolation, he or she can move on to the next stage and discover intimacy with other people beyond close friends.

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Physical activity and physico-social benefits for the third age

Gjulio Zefi[1*], Benjamin Naku[2]

[1,2]"Luigj Gurakuqi" University, Shkoder, Albania

Abstract

Physical activity is considered vital to the health of the mind and body. Outdoor walking, rope climbing, and even Zumba dancing are being seen by seniors as good enough ways to stay in shape, not just physically. Especially in recent decades, the average age of society is always increasing, the advice is that it is never too late to start physical activity. According to a study by the University of Southampton, "weight loss in the elderly may reduce the risks of diabetes, arthritis, cardiovascular disease, and improve overall well-being". An active lifestyle has both social and psychological benefits and improves lifestyle and increases longevity. Physical activity is declining with age, 40-60% of the population in Europe is physically inactive. The topic serves a wide audience, but also future teachers of Physical Education without excluding the possibility that these topics also serve for teacher training in the context of Lifelong Learning.

Keywords: physical activity, the elderly, be active, combined exercises.

1. Introduction-Structural and functional decline after age 55 years

With advancing age, we see a structural and functional deterioration in most physiological systems. Such physiological changes due to advancing age affect a large part of tissues, organs and their functions and can affect the quality of activities of daily living and maintenance of physical autonomy in the elderly. Decreased aerobic capacity (VO2max) and decreased performance of the musculoskeletal system with advancing age are two examples of physiological aging. Onset values in middle-aged women and men predict future risks of disability, chronic disease, and death. The reduction due to aging of VO2 max and strength also show that in any exercise with maximum load for the elderly a higher percentage of maximum ability (strain) is required than in younger subjects. Another characteristic of the physiological process of aging is the change of body composition, with serious consequences for health and physical functions in the elderly. Muscle mass in an adult over 60 is smaller and steadily decreasing compared to a younger subject. From the age of 25 to the age of 45 we have a loss above all in the level of efficiency of neuromuscular, bioenergetic and enzymatic mechanisms of the composition and engagement of muscle fibers. As a result, fat mass tends to increase, water in the body decreases and basal metabolism decreases. In an older person neuro-endocrine type changes will begin. GH (or somatotropin) levels will decrease and cortisol levels will increase. (Widdowson WM, Gibney J. 2008; 93 (11): 4413-4417) Loss of muscle mass (Sarcopenia) begins to appear around the age of 40 starting as a progressive loss of muscle mass from 3-5% until the age of 50 and after this age every year the loss goes at a rate of 1.2% per year. For example, the number of fibers in the quadriceps muscle section is 25% lower in a 70-year-old man compared to a young person aged 20-35. Scientific studies have confirmed a 50% reduction

in muscle mass to 40% of the population (Buchner DM. 1997; 277: 64–66). According to them, the reduction of muscle mass (Sarcopenia) depends on two factors:

        1- reducing the dimension of muscle fibers

        2- denervation or death of motor neurons that are connected to fibrocells.

    In fact, researchers claim that after the age of 60, 50% of motospinal neurons die. Only a few of them can be integrated, but only those that communicate with type 1 (slow) type muscle fibers. For this reason the elderly lose speed and explosive strength. Sarcopenia is also a degenerative bone factor in terms of shrinking muscle fibers accelerating osteoporosis. Sarcopenia also affects the onset of diabetes due to low muscle glucose consumption. With the loss of muscle mass and the decrease of the excitatory ability comes the reduction of the peak of the isokinetic force, of the maximum speed of stretching and of the maximum isometric strain, abilities maintained until the age of 45 years. After this period these skills experience a decrease of 25% at the age of 65 and 35% at the age of 70. Over the years the loss of strength turns out to be even more noticeable and rapid (Matthew S. Feigenbaum, 97).

2. Methodology

    The study was supported and aims to identify the effects of physical activity on this age group. It was done with persons over 60 years of age (No. = 75, 37 males, 38 females) randomly divided into 2 groups.

    a. Aerobic physical activity group (AF, no.38) with age, weight and body height (Average ±) respectively 60.7 ± 2.02 years, 65.4 ± 8.80 kg, 168 ± 2.5 cm; and

    b. Control group (usual daily activity) (AD no.37))

      with age, weight and body height 61.4 ± 1.50 years, 66.8 ± 8.52 kg, 169 ± 3.8 cm.

    The AF group developed for 10 weeks (3 sessions per week) pre-defined aerobic physical activity programs, while the control group was followed as much as possible in the usual daily activity for 10 weeks.

3. Questionnaire summary evidence

The purpose of this questionnaire was the specific identification of study participants showing the social status, economic level, professions they do and health situation before and after the period of attending the physical activity program.The questionnaire showed that 75% of them were married and 25% unmarried. We noticed that 4% of the participants lived in the village and 96% in the city. This fact shows that very few have the opportunity both economically and logistically to participate in such activities in the city's gyms where the service is better.Another data related to those who exercise with physical activity is the socio-economic situation. In percentage this is presented as follows: Bad = 7%; Good = 88%; Very good = 5%. An indicative value is the educational level of the respondents. This presents secondary education 25% while higher 75%. These indicators are related to the distribution of respondents by profession: employee 75%; employed 10% and unemployed 15% (tab. 1)

 From above table, we notice that 68% of them have the feeling of their improvement in relation to weight either decreasing or increasing it by increasing muscle mass or decreasing fat mass. Also 92% of them say that they have a significant improvement in their daily activity. This is expressed in performing daily activities at work, family or social. This has also been reflected in the improvement of mood in 89.3% of them. Also 77.3% of them reported that they get a more comfortable sleep than before. Regarding other health parameters such as the mobility of the

osteomuscular apparatus, we have an improvement of 13.3-36% of them, stating that they have an improvement in bone pain, balance or mobility of the spine

Table 1. Marital Status & Occupation

Marital Status			Occupation									
Marr ied	Wido wed	Singl e	Tea cher	Admini stration	Social Worke r	Free Profes sion	Nurs e	Accou ntant	Hairdr esser	Selle r	Hou seho ld	Pensi oner
58	2	15	37	5	1	1	2	3	2	3	8	13

When group members were interviewed about the type of motor activity it was noted that about 70% of them did not exercise individual free walking, or 89% did not do individual free running. 40% of them exercised in the gym while 36% of them use the bicycle every day as they have it as a means of transportation to work. (tab.2)

Table 2. Walking/ Running/ Biking / Aerobi / Fitness / Tools

Walking		Running		Biking			Aerobi		Fitness	Tools
Every day from 1h	Not regularl y	3 hours during week	Ne ver	7 hours during week	Not regularl y	Ne ver	3 h 45' during week	No	0'	15
7	68	2	73	42	13	20	38	37	0	10

During the interviews with the respondents, the qualitative changes of the physical and health activity were also evaluated. These have explained the qualitative changes in health parameters such as osteomuscular motility, activity in daily life, balance, weight, sleep, mood, laboratory changes related to fats and diabetes. All these data were reported as self-declared by the respondents.

Table 3. Improvements of physiological parameters

Improvements of physiological parameters						Weight loss		More active		Comfortabl e sleeping		Feeling humor	
Bon e prob lem s	Choles terol Balanc e Diabet	Equili brium	Backp ack pillar	Blood presure + Equilib rium	Not much chang e	Yes	No	Yes	No	Yes	No	Yes	No
5	11	7	5	6	4	29	9	38	0	32	6	31	7

. Changes after 10 weekly physical activity (for AF group, No .38)

4. Conclusion.

The data obtained from this questionnaire best show that well-programmed physical activity for the elderly and the elderly are effective and serve to improve lifestyle and regulate social relationships between those who exercise regularly. Finally, we must remember that doing physical activity arises in an original way as a training methodology, completely individual finalized to reduce the risk of accidents and stimulate proprioception, balance and strength of the stabilizing muscles of the trunk and lower limbs. The relative proposals of physical activity training programs for adult and elderly subjects should respect the principles of this methodology, while those that seek to stimulate more effectively the levels of VO2 max should also include the ability of resistance, in the form continuous, intermediate and at intervals.

5. Recommendations

Recommended physical activity by intensity and type for adult persons
- Activity type
- Age group (40 - 65 years)

5.1 Medium aerobic exercise

During these exercises may come up to some minor difficulty in breathing, sweating and pulse acceleration. The types of exercises that can be used in this group can last up to 300 min per week and are:
- brisk walking
- cycling on the street of straight, or with slight elevation
- dancing
- small work in the garden (irrigation,lawn mowing, etc.)

5.2 Intense aerobic exercise

Breathing and pulse are accelerated, sweating is intensified. The time needed to engage in these activities should not exceed 150 min per week. These exercises can be:
- run (Xhoging)
- swiming > 500m
- bicycle movement with higher intensity
- tennis.
- basketball
- more intensive work in the garden (more intensive digging, plowing, etc.)
- muscle strengthening exercises (anaerobic exercises)

Repetitive exercises (8-12 repetitions in a cycle) of specific muscle groups (legs, thighs, back, chest, stomach, shoulders and arms) until you start to feel tired and not more than 2 days a week from 1 up to 3 repetitive cycles:
- ups and downs
- pump
- exercises with elastic band

- yoga, basic movement in pilates (slow motion exercises with the use of body weight)

To be more effective, it is need to do a combination of aerobic and anaerobic exercises. If your body can handle it, the cycle of repetition of anaerobic exercises can be increased from 2 to 3 cycles, in which case a greater health benefit would be achieved. People with health problems should adjust the intensity of the exercises according to their health condition and possibilities. (http://www.cdc.gov/physicalactivity/everyone/guidelines/adults.html)

The importance of practicing physical activity in old age is based on two aspects:

1. Removes older people from isolation.
2. It gives opportunity this age to maintain a good physical form.

Regarding the first point, it is important to engage in collective physical activities without creating physical exertions at a high level but aiming at their socialization. But of course, we should be interested in the second point, which is determined by a well-studied exercise which will affect an organic well-being, completely opposite to what the aging process does.Related the articular mobility in subjects 60-70 years old there can be an improvement of up to 25-30% of the ability (EASON R.L., SMITH T.L., CARON F. 1983). This can be achieved by using light mobilizing exercises combined with static stretching at least twice a week with a duration 20-30 min. While the impact on muscle strength in these age groups can improve by 6-50% of the ability, depending on the groups of exercises used, techniques, voluntary engagement and frequency of sessions (SUOMINEN H., HEIKKINEN E., LIESEN H., MICHEL D., HOLLMAN W. 1977:173-180), (SIMARD C.P. 1983). It is advisable to work with load that does not exceed the heart rate above 130-150 rr / min, with a session duration of up to 30 min. It is important to maintain a controllable rhythm in terms of rest during training sessions knowing that the physiological recovery of this age is much slower than in young people. Also important is the warm-up phase that directly affects the progress of the session by protecting older subjects from various accidents that may occur during training sessions.Very important for this age is the fact that before they start exercising, they should undergo a special check-up with the family doctor, identifying an important problem and taking the necessary advice related to practicing physical activity. In order to influence the lifestyle of the elderly it is important to be stimulated with various activities to stay active every day through moderate physical activity (eg walking, dancing, swimming, cycling, ludiko games-sports, etc. (Global action plan on physical activity 2018-2030, 2018). They should be encouraged to carry out activities with zero financial cost such as: shopping on foot or on bicycles, using as few telephones as possible but meeting and talking with old friends, using the stairs instead of the elevator, practice group excursions inside and outside the area where they live, etc, also a means to increase the opportunities for socialization, through, for example, the "Walking Groups", an organized activity in which a group of people meet two to three times a week to walk along.

6. As the end

The topic serves a wide audience, but also for the future teachers of Physical Education including in subjects of their Curriculum, without excluding the possibility that these topics also serve for teacher training in the context of Lifelong Learning.

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The need to use technology and online practices during the biochemistry, health and environmental education lectures

[1]Aurora Dibra, [2]SuzanaGolemi, [3]Ariana Striniqi

[1]University of Shkodra "LuigjGurakuqi"
[2]University of Shkodra "LuigjGurakuqi"
[3]University of Shkodra "LuigjGurakuqi"

adibra@yahoo.com

Abstract

Besides the general education in schools, biology and chemistry, biochemistry and physics the environmental and health education are very important columns for the education of pupils and students. This topic deals with their daily activity and the preservation of the life quality for everyone. Schools and universities are the main actors for the environmental and health education in Albania. Therefore, giving information not only in biology and chemistry, but also in biochemistry, health, and environmental issues should be perceived and considered as a very important duty with practical value. It should be in the attention of all pedagogical staff in all schools and the universities in the country. The problem becomes more urgent and indispensable during this period of pandemic COVID 19 because having information about the hygiene and the health food, information about the necessity of living in clean and sustainable cities is a necessity itself. The purpose of this research is to assess and evaluate some progress of online lectures and the use of technology during the topics of biochemistry, environmental and health education. The different techniques, topics and lectures used during the pandemic period are observed and classified, and also suggested according the different subjects under which they occur, and according to the pupils' age groups in all the preuniversity system of education and in the university system. Based on the research's findings, recommendations are given on intervening in the existing curricula in schools regarding environmental education, especially on the curricula of natural sciences and on finding creative ways to induce environmentally friendly behavior in children at an early age.

Keywords:*environmental education, health education, pre-University education ,online lectures, extracurricular subjects.*

Background and methodology

Nowadays, considering the numerous environmental problems, it is of high importance the promotion of principles for protection and conservation of natural environment, the protection of the health and the necessity to have clean and safety food. And it is first of all the duty of our school and our educational system of all levels; pre-university and university level, to practice new methods during the study of biochemistry, environmental and health education. It is a demand of the time integration in the programs of biology, physics, chemistry, biochemistry and geography of elements of environmental protection and health protection.And now during these pandemic days it is a demand to integrate online lecturers and practices for these topics in our educational system during the programs of biology and chemistry, biochemistry and environmental protection and health protection in the pre and University level. Many didactic

materials, lab equipment, keys of determination of living beings, maps of natural value areas, the function of human body, the elementary analyze of food, the metabolism and bio-chemical reactions could be available for students and teachers online and the new technology of teaching could be based also in the online methodologies and practice methods. Gaining online knowledgemeans also gaining skills for environmental culture. Dealing with environmental and health education first of all means to have a concept about environment; to have an idea about ecosystems and get to know them. Cognition means an environmental analysis and for this reason education on environment is above all an analytical science. On the other hand we should consider the dynamics of ecosystems. Thus, continuous monitoring based on scientific methodology, which creates premises for comparison of environmental parameters and enables us to draw conclusions as well as integration of discussions in the function of the future of ecosystems comprise the very first important link of study. Such analytic study accompanied by a summary evaluation, leads to relevant results of spatial and functional organization of ecosystems and is the cover for their preservation. All these concepts are introduced to the pupils according to the specific age groups and through didactic materials also in the online teaching content. Environmental education should foster their ability to experiment and practice in class or in the field, as well as should provide implementation of the first knowledge taken in school into daily life, at home or with friends in the function of environmental and natural resources protection. Online lectures are also useful for transmitting various methodologies and experiments helping them in the interpretation of a series of processes linked with the process of living and the bio-chemistry activity of the organisms and also other processes linked with environmental and health education. The objective of environmental education in school should not be interpreted in providing knowledge on environment but developing observation and interpretation skills. Environmental education gains implementing values through direct participation in discussions, surfing the written documents, observations, formulation of solutions and development of capacities to work for the conservation of natural environment. And the online experience of teaching shows that actions and friendly relationships with environment bring up educative feelings and encourage affection ties with the region where you live and its natural values. (Baümer, E 2005). Investigation in the curricula of our pre and university system of education and alsoalternative texts used in our schools, provides various topics that could be transmitted also online.From the practical perspective, it is important the use of extracurricular classes scheduled for environmental and health education and bio-chemistry education also through online experiments and topics.Investigation in the existing curricula of Biology, Geography, Physics, Civic Education, as well as Figurative and Music Education in the 9 -year education system, as well as surfing all alternative texts used in our schools, provides a view on Environmental Education and health Education in Albania. Investigation on the programs for the topics of biochemistry, environmental and health education and technologyPart of the survey were a series of documents and editions published by the Ministry of Education and Science, the Institute of the Curricula, publications of national and international organizations which operate in the field of environment and some other international documents on education like: "Education on Sustainable Development", "Indicators of UN of sustainable development related to education", "Strategy for Environmental Education in Albania", etc. There are no genuine subjects of environmental education in the 9 -year schools, although topics on environmental education are met in the subjects of *Knowledge on Nature (3, 4,5),* as well as *Biology and Health Education (6, 7, 8, 9),Chemistry (7, 8, 9), Physics(7, 8, 9)* and *Geography (6, 8, 9)* which treat features of the subjects, pollutants of air, earth and water and topics speaking of relations of vegetation with animals and their living environment, forests, people, landscapes transformation, energy etc, providing cognitive and educative values.

Discussion and Recommendations

Providing students and teachers with materials and especially online materials, videos, exercises, experiments and lectures could be helpful and could be treated in the topics of biochemistry, environmental and health education. Introduction of the subjects *Technological skills and technology of teaching in biology and chemistry* since the fifth class in the curricula of 9-year education system is considered an innovation, as it deals with topics like the relation of man and society with technology. The specific objective of this subject is strengthening of practical skills to work and apply technologies environmentally friendly.Does it mean that using online technology of teaching should be considered a progress providing students and teachers with real and virtual knowledge and also helping them using the process of learning in distance.From the practical perspective, it is important the use of extracurricular classes scheduled for environmental education through practice in the field or excursions which make up 10-15% of the program for all grades. More attention should be paid to classes in the field, online experiments and online presentations. This treatment also makes pupils more aware for the importance of knowledge and practices when they are studying biochemistry and environmental and health education. of the danger when using such matters. This way the pupils gain not only knowledge on the evolution of life processes in nature but also skills to discover feelings that make them part of it. As well attention should be paid to the perception of evaluation regarding various matters which are considered to be waste; there is need for opening possibilities of recycling and reuse of paper, plastic and glass, etc. Didactic activities based on online videos and pictures, exhibitions and films about putting into practice rules for keeping the environment clean and green, saving water and energy are some incentives in order to increase pupils motivation.Alternative textbooks should contain supplement–online texts attached in order to give teachers more choices to introduce online lectures in bio-chemistry, environmental and health education topics.

Conclusions

Although some attention is paid to the lectures in the field, using methods of role play, realizing experiments in field, some of the lectures should be oriented in the work of students for preparing themselves videos and films on nature, environment protection and human health.
The pupils could nurture feelings and care about environment through preparation of photo albums, photo exhibitions or paintings to represent natural and environmental values.
Videos and films, pictures and animations should be part of the interactive lectures.
Biochemistry, environmental and health could be enabled also online through comprehensive involvement of topics in the curricula of all subjects.
Environmental and health education must aim at involving all the resources of the society in terms of changing people's attitude in relation to their living environment.
During teaching biology and chemistry, environmental and health education the work of students and teachers should be oriented in preparing themselves videos and films on nature, environment protection and human health.
Using technologies and online lectures pupils, students, teachers and researchers gain not only knowledge on the evolution of life processes in nature but also skills to discover feelings that make them part of it.

Table 1: Summary of Environmental and health topics that could be treated using online methodologies when study biochemistry, environmental and health education	
Topic	Tools
Pollutants in air	Videos and PPT
Pollutants in water	Videos and PPT
Pollutants in soil	Videos and films
Acid rain	Videos and PPT
Biodiversity (plant and animal)	Online manual and video
Protection of the landscapes (urban areas protection)	Online manual and video
Greenhouse effect	Online manual and video
Global warming	Online manual and video
Climate change	Online manual and video
Health protection	Videos and PPT
Noise pollution	Videos and PPT
Pesticides and their negative effect on the environment	Videos and PPT
Solid Wastes, paper, metals, plastic materials and their negative impact on the environment	Videos and PPT
Waste management	Videos and PPT
Urban wastewater cleaning	Online manual and video
Drinking water problems	Online manual and video
Biosafety	Online manual and video
Alternative energy	Videos and PPT
Environmental pollution industry and traffic	Videos and PPT

Table 2: Summary of Environmental and health topics that could be treated using online methodologies when study biochemistry, environmental and health education

Topic	Tools
Enzymes	Videos and PPT
Carbohydrates	Videos and PPT
Glycolysis	Videos and films
Lipids	Videos and PPT
Aminoamides	Online manual and video
Proteins	Online manual and video
Photolysis	Online manual and video
Photosynthesis	Online manual and video
Citric acid cycle	Online manual and video
Krebs Cycle	Videos and PPT
Urea Cycle	Videos and PPT
Pesticides and their negative effect on the environment	Videos and PPT
Solid Wastes, paper, metals, plastic materials and their negative impact on the environment	Videos and PPT
Waste management	Videos and PPT
Urban wastewater cleaning	Online manual and video
Drinking water problems	Online manual and video
Biosafety	Online manual and video
Healthy food	Videos and PPT
The role of minerals and vitamins in food	Videos and PPT

Table 3: Summary of Environmental and health topics that could be treated using online methodologies when study biochemistry, environmental and health education

Topic	Tools
Pollutants in air	Videos and PPT
Pollutants in water	Videos and PPT
Pollutants in soil	Videos and films
Acid rain	Videos and PPT
Biodiversity (plant and animal)	Online manual and video
Protection of the landscapes (urban areas protection)	Online manual and video
Greenhouse effect	Online manual and video
Global warming	Online manual and video
Climate change	Online manual and video
Health protection	Videos and PPT
Noise pollution	Videos and PPT
Pesticides and their negative effect on the environment	Videos and PPT
Solid Wastes, paper, metals, plastic materials and their negative impact on the environment	Videos and PPT
Waste management	Videos and PPT
Urban wastewater cleaning	Online manual and video
Drinking water problems	Online manual and video
Biosafety	Online manual and video
Alternative energy	Videos and PPT
Environmental pollution industry and traffic	Videos and PPT

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The role of digital technologies on e-learning and education during Covid-19 pandemic situation

Imelda Zadeja[1*], Virtyt Lesha[2], Dijana Karuovic[3]

[1]European University of Tirana, Tirane, Albania
[2] Metropolitan University of Tirana, Tirane, Albania
[3]University of Novi Sad, Novi Sad, Serbia
*Corresponding Author: imelda.zadeja@gmail.com

Abstract.

This paper presents the role of digital technologies on e-learning focused in education systems during Covid-19 pandemic. The global impact of e-learning process during Covid-19 is an important phenomenon that affected education system in general. This phenomenon caused a new approach of learning and teaching. Digital technologies has a major role in this situation, all around the world, in education systems (schools and universities), to provide remote schooling and to continue learning. The analysis consist of three digital platforms, that have massive usage during this situation, Microsoft Teams, Zoom and Google Meet by comparing some key characteristics, such as features, functionalities, security and integrations for each platform. In the end, this research will determines which platform is more appropriate to use in education systems based on these key point.

Keywords: e-learning, Covid-19, platforms, education

1. Introduction

Covid-19 pandemic has influenced every aspect of life by changing the approach of everything. Education is one of field that have that have a tremendous influence by Covid-19, by passed in a new form of learning, from traditional learning in e-learning. E-learning approach is a form of learning that exist for over a decade and is applied in a very limited way on education as a part of blended learning.(El-Seoud, 2014, pp. 20-26) As an unpredicted situation, Covid-19 change entirely learning process, all over the world in e-learning. The most of universities was unprepared for e-learning and they forced in a very short term to adapt all curricular program, courses, and to change entirely methodology on e-learning form. Also in primary and secondary schools, majority of schools applied distance learning. E-learning term by itself is defined by (Valverde-Berrocoso, 2020, pp. 1-23) as a form of learning deliver training and education by electronic means, information and communication technology. On the other hand, students needed lot of effort to adapt in this form of learning, and especially some of study program that have necessary face to face learning. Also for laboratory, work practice courses is very difficult and often impossible to adapt in e-learning form. On the other hand, according to research (Singh, 2020, pp. 45-54), based on case studies realised with teachers that teach English language, they share that they use variety of app (including Zoom, Google Classroom, Telegram, and WhatsApp) and have good interactivity and feedback with students. It's important to emphasise that above all, students prefer classroom learning (traditional learning), based in study (Radha, 2020, pp. 1088-1099), 77.71% of students response for preference of classroom learning.

2. Methods

The aim of this paper is to introduce the influence of e-learning and the high impact of this type of learning that have in education during Covid-19 pandemic. An important point that is in the focus of research is to introduce some digital technologies that have massive usage nowadays, and provide e-learning during this time. Methodology used in this paper consist in a case study applied in students currently pursuing their undergraduate degrees in public and private universities in Tirana, Albania. Student are selected randomly that belong in different study program. The number of student that are participate in this study are 73 student. The period of study is within three days 4th to 7th November, 2020. The questionnaire is realized with Google Form have three purpose to evidence.

        2.1 Accessibility to IT services and modalities of online class

        2.2 The more appropriate platform on education

        2.3 Effectivity of e-learning in the learning process

These purpose are proven in seven questions that student respond. First approach is decided to proven in three question below present number of students respond for each question (Table 1, Table 2, and Table 3).

2.1 Accessibility to IT services and modalities of online class

Table 1: Devices used to attend virtual classes

Q1	Laptop	Mobile	Tablet	Other
Select device/s you use to attend virtual classes	63	35	4	0

Table 2: Internet services used for e-learning

Q2	Wi-Fi	Mobile Data	Both
Select internet service you use for e-learning	53	15	5

Table 3: Platforms used for e-learning

Q3	Microsoft Teams	Google Meet	Zoom	Other
Select platforms you use for e-learning	54	22	23	7

The main purpose of these three question is to conclude about IT service and modalities, that student have opportunity and actually use for e-learning during Covid-19 pandemic. These three component in fact define trends and potential IT facilities that student have and mostly use during pandemic situation. In first question student answered for the most devices used for e-learning is laptop, 84.9% of student response for laptop. Is important to emphasize that is multiple choice question. After this device the most used is Mobile by 47.9% of student respond. It's a significant difference with 37%. Tablet is less used devices, only 5.5% of students. In second question student answered for the most internet service used for e-learning is Wi-Fi by 74% of student. Other internet service, Mobile Data is used by 6.8% of student that respond. Finally, 19.2% of student use both of these internet service for online learning. In third question, students respond for the most platform used for learning to enable online education. Microsoft Teams is platform used by majority of students, 76.7% of them. After Teams the second used platform is Google Meet by 31.5% of student and finally zoom by 30.1% of

student. Google Meet and Zoon is used almost in the same number of students. It seems that most of university in Albania already use Microsoft Teams as a unique platform for all universities this academic year. This approach is demonstrated in tables below (Table 4, Table 5, and Table 6).

2.2 The more appropriate platform on education

Table 4: Convenience of platforms used

Q4	Very much	On the average	Maybe	Not at all
How convenient is the platform you use?	19	41	11	2

Table 5: Platform suggested for e-learning

Q5	Microsoft Teams	Google Meet	Zoom	Other
Which platform do you suggest for e-learning?	48	12	8	5

Table 6: Reasons for this suggestions

Q6	User-friendliness	Lots of functionalities	High security & privacy	Best features for e-learning	Integrates with other app
Reasons you suggested this platform	31	45	30	45	20

The main purpose of these three question is to conclude about suitability of the platforms and technologies they use. These three question define convenience of the platform they currently use for e-learning, suggestion for the best platform to use in education. Finally point we want to conclude are reasons for the suggestions made by students. In forth question most of student respond "On the average" with 56.2% for suitability of the platform they use, 26% of student response "Very much" and 15.1% of student "Maybe". In sixth question most of student response "Microsoft Teams" with 65.8% for the platform they suggest to use for e-learning. After Microsoft Teams, stands Google Meet with 16.4% of student and finally zoom 11%. Seems that Microsoft Teams is most preferred platform for student. In seventh question most of student response "Lots of functionalities" with 63% of student and "Best feature for e-learning" with approximately same percent of 61.6%. This question has multiple choice and most of student check multiple alternative. "User-friendliness" and "High security and privacy" has respective 43.8% of student and 41.1% and finally "Integration with other app" 27.4% of student. Seems that majority of student's response, stands for "Lots of functionalities" and "Best feature for e-learning". Third approach is to define effectivity of e-learning in the learning process.

2.3 Effectivity of e-learning in the learning process

Effectivity of e-learning in education during this pandemic situation is very important point to disccused, that need furthur study to define in very objective form. This point is related with motivation of student to learn during this period of time and expecially related with methods and condition that learning process is done (Table 7).

Table 7: Effectiveness of e-learning in learning process

Q7	Very much	On the average	Maybe	Not at all
How effective is e-learning in the learning process.	4	48	14	7

Most of student respond "On the average", 65.8% of student, and then "Maybe" 19.2% of student, "Not at all" 9.6% of student and finally 5.5% of student "very much". Majority of student respond "on the average".

3. Results

Results of this study are generated by case study that we have realized. Most of student possess appropriate devices to develop e-learning like laptop, but have a group of student that use mobile for e-learning. Is very difficult and have lots of effect in health of eyes and brain, by lowering the level of effectivity of learning caused a not sustainable progress and development demonstrated by student. (Chivu, 2018, pp. 621-628) Internet devices is a factor that influence the quality of e-learning on student. Majority of student possess Wi-Fi to follow online lectures, but also have a group of student that use both Wi-Fi and mobile data to follow lectures. It's a good result, and it means most of student have opportunity to participate in virtual classes with stable connection. Platform to demonstrate learning process, most of student use Microsoft Teams, that is define already as a comprehensive platform to use by all universities in Albania, as a main platform. Comparing result of this study with another study that share the same approach. The topic of the research is "Effectiveness of e-learning during Covid-19 pandemic among undergraduate medical students in Nepal" (Adhikari, 2020, pp. 40-43). In this study are participated 507 students and data are collected by a questionnaire realized with Google Form survey (Adhikari, 2020, pp. 40-43). Related to this study, by comparing results in this point of view, the most used devices for online learning in Nepal is mobile by 73.5% and then laptop 57.9%, in the end, tablet device by only few of students 3.4%. As result in Albania the most used devices is Laptop, 27% more than in Nepal. In Nepal the most used devices is Mobile, 25.6% more than in Albania. As in Albania as well in Nepal the most used internet service is Wi-Fi, with approximately the same percent of students respectively 74% for Albania and 75.8% for Nepal. Regarding the third point, for the platform used for e-learning in Nepal is mostly use Zoom by 87.7% of students, comparing with Albania, Zoom is used by only 30.1% of students but majority of students use Microsoft Teams as mentioned above (Figure 1, Figure 2, and Figure 2).

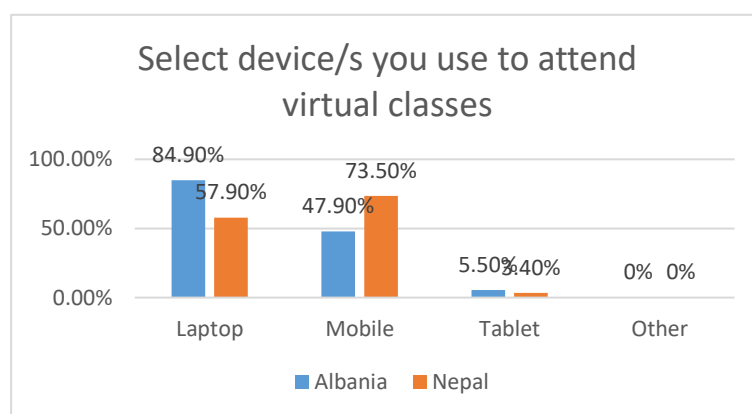*Figure 1: Results of comparing two studies in Albania & Nepal*

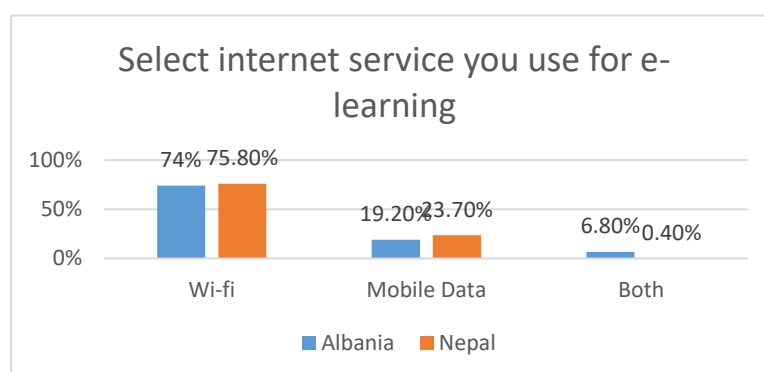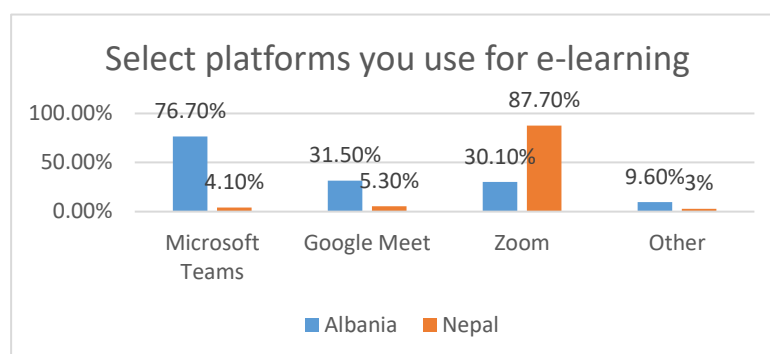*Figure 2: Results of comparing two studies in Albania & Nepal*

Figure 3: Results of comparing two studies in Albania & Nepal

Majority of student rated as "On the average" the performance and convenience of the platform they use for learning. Student also suggest Microsoft Teams as a platform to use in education and reasons that they rated the most is "Lots of functionalities" and "Best feature for e-learning". Microsoft Teams is a platform that progressed along this time by enriching these app with new feature to make more and more user-friendliness for user and to fulfill all aspect that enables e-learning. Comparing with the study in Nepal related to user friendliness of the software used for e-learning (Adhikari, 2020, pp. 40-43), 78.8% of students respond "On the average". The last point that we have conclude is how effective is e-learning for students. Most of students respond for "On the average" (65.8% of students). Comparing with the study in Nepal related to "Level of satisfaction of the online class" (Adhikari, 2020, pp. 40-43) 78.5% of students respond "On the average. It is a slightly difference by 12.7% more students feel satisfied in Nepal comparing with the study in Albania. Should be emphasized that are compare questions with the same purpose.

4. Conclusion and future work

Throughout this paper we firstly introduce the concept of e-learning and explain the impact of e-learning during situation of Covid-19 pandemic and especially the influence of pandemic in education. An important part of the study is a case study that we have done in higher education institutions in Albania. The case study is realized within three days in public and private universities in Tirana with 73 student that participate in this study. We estimate in generally, IT service that student actually possess. Secondly, effectivity and convenience of these platforms that higher education currently use, and finally how student estimate effectivity of e-learning process. Also a critical point is comparing some feature of our study with some feature of the study realized in Nepal with undergraduate medical students. It's a very interesting point in our

study because have lots of similarities in results of "devices used for e-learning", "internet service used for e-learning" and "effectiveness of e-learning" during pandemic time.

Further studies predict:

- Firstly to enhance the time of study in a month, as a results we have more sampling to analyses.
- Including as well teaching staff in our questionnaire, as result to conclude about the impact and effects of e-learning on teachers.
- Enhancing range of question in our questionnaire especially for the quality of e-learning to determine in a more realistic and objective way the impact of e-learning on higher education.

These further studies, mentioned above, provide an expansion of studies by including some other aspects that fulfill and enrich much better this research.

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The role of memorization on foreign language acquisition

Angjelina Shllaku, Megi Vjerdha (Shllaku)

University "Luigj Gurakuqi", Shkoder,Albania
Salesian School, Shkoder, Albania

Abstract

Memory and learning can be considered the two faces of a medal. On one side, the learning process can't produce significative results without memory and on the other side, memory can remain static without the learning process. The same connection is between memory and the acquisition of a foreign language. During the prenatal phase, the fetus has already active subcortical structures that enable, even if in simple ways, the linguistic memorization, for example: listening, recognizing and internalizing linguistic sounds, while distinguishing them from surrounding echo. The aim of this article is to offer some neuroscentifics current knowledges about memory processing related to glottodidactics aspects to stimulate different memory systems during the learning process. It will also present some strategies and techniques that can be used to improve memory in foreign language classes.

Keywords: Memory, learning, glottodidactics, Memorization Strategies, linguistic memorization

1.Importance of memory for the learning process

Memory is the most important of all cognitive functions: without memory we would not even be able to think and we would lack identity, since the latter is made up of our memories: we are what we remember. Memory has been defined as the "ability to acquire, process and return information". Memory plays a fundamental role in the learning process: without it the study of a language would be useless (Gardner, H, 2008).

 Memory is necessary to preserve and then retrieve information, to recall it spontaneously. Each new information produces changes in the nervous circuits. Language learning mainly involves semantic memory, which concerns knowledge and meanings.

No brain is therefore more capable of learning one language than another: to memorize a language well, you simply need patience, regular practice and interlocutors to concretize your knowledge and help you improve.

2.The cognitive dimension in foreign language acquisition

What happens in our brain when we learn a new language?

When a person is learning a language, they use all their memory and concentration skills. In concrete terms, two distinct areas of the brain are called upon: the Broca's area* and the Wernicke's area**. The first (Broca's area) is identified as the language production area and allows the expression in a foreign language. The second (Wernicke's area) is identified as the zone of comprehension.

The stored information is called "mnemonic marks". During learning, the brain goes through several stages: :

- encoding, during which the mnemonic marks are formed ;
- the consolidation, or storage of this information ;

recall and recognition of mnemonic marks

This ability to learn new information and new words has no time limit. Therefore, one can learn a new language at any age and remember it for life.

According to Medion, M. (2005) there are several types of memory:

- Short-term memory is used to retain information for a few minutes or even a few days, for immediate use..
- Long-term memory, on the other hand, is used to retain information over time; it is used when acquiring a language. Long-term memory is divided into several sub-categories:

  - procedural memory, which allows the assimilation of syntax;
  - Semantic memory, which is used to record general and cultural knowledge;
  - episodic or personal memory, unique to each of us.
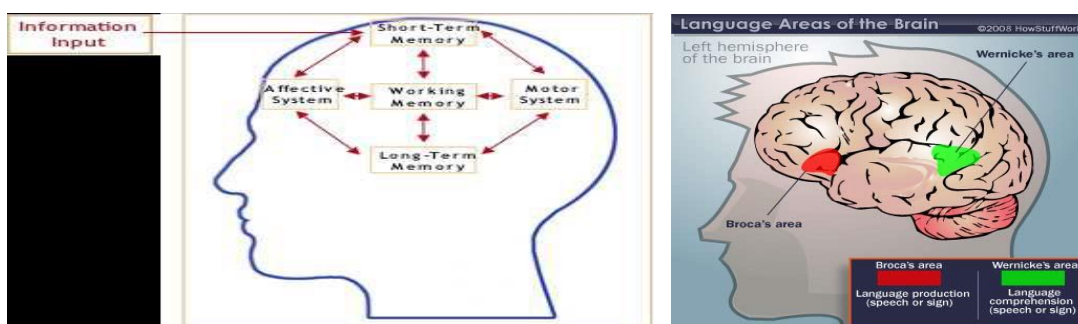
It is semantic memory that allows the brain to learn a language, to build up a lexicon and to recognize words even when they are distorted or pronounced with a particular accent. This lexical repertoire, which is built up in the Wernicke's area, can be enriched ad infinitum if it is regularly exploited. The journal Nature has published the studies of a group of scientists concerning the understanding of the language, which constitute a great first. By establishing a 3D mapping of the brain, these researchers have made many advances concerning the cerebral functioning at the time of learning a language, and understanding it. The results of this research show that language is not limited to specific areas of the brain and that it does not develop only in the left hemisphere, as has long been believed. Several regions, sometimes spread out in very distant areas, are solicited according to the words heard.

3. Tools to promote memorization

We retain on average :

10% of what we read,

20% of what we hear,

30% of what we see,

50% of what we see and hear at the same time, 80% of what we say,

According to GFEN(2002) there are different tools to promote memorization like :

Attention is used to select information, massively modulates brain activity and facilitates learning. But attention can be selective. We learn and memorize according to a memorization project and all irrelevant stimuli are removed from the brain.

Metacognition is thinking about thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes.

Analogy is a natural way for children to identify similarities between people, objects, words... Making it a conscious process helps to learn and memorize. In fact, semantic memory (or memory of the meaning of words and phrases) allows us to choose the words we need to express what we want to say. Different "drawers" (actually areas that store knowledge, notions, concepts) are used to store information with similar features. The brain describes, compares, classifies, which makes it possible to learn, even if it is not conscious.

Etymology is probably the most used mnemonic for languages. In fact, it is thanks to these associations of ideas that we learn Latin languages so easily: we are able to relate to elements that are already familiar. In language learning, when we learn new sentences or new vocabulary, it is important to associate them with mental illustrations.

The creation of mind maps is a good support for the memorization of vocabulary in a foreign language. Mind maps facilitate the construction of knowledge and reflection by exploiting the natural functioning of the brain: association of ideas, use of color and images for better memorization.

Associative memory is a powerful memory gas pedal. One thing reminds us of another, which reminds us of another, and so on.

Categorization allows us to understand the world by grouping knowledge according to identifiable criteria. The same word can be stored in several drawers, i.e. belong to several categories. For example, the name "canard" (duck) in French can designate, depending on the context, an animal, a newspaper, a sugar cube or false news.

4.Activities and techniques to stimulate memorization in the languageclass

A number of factors can be highlighted to promote memorization,some are beyond the control of the pedagogue, others may be within his or her purview. According to Julié K. e Perrot, L. (2014) for an effective learning, the learner must:
-   be active,
-   be constructive,
-   have a motivation partly determined by their perception of the value of the task, and of the control they can have over their success.

Learning :
 is done through a gradual construction of knowledge,
-   by relating prior knowledge to the knowledge to be acquired,
-   - requires knowledge organization.

Micheline Cellier (2011) groups the activities that help to memorize the lexicon around the 3 main phases:
o   encoding (vary the sensory inputs: hearing, seeing, saying, reading, writing, miming...)
o   storage (understanding, putting words, making groupings of meaning and form with already known words, making links between information to switch to lexical and semantic memories)
o   recall (using autobiographical events or other recovery clues to search for information in long-term memory)

Based on the observation of three french classes, during two months class activities we have found out some techniques of memorization that can be very useful for the learning process:

Table 1.Learning - memorization and recall(Cellier, M. 2008)

Findings	Pedagogical consequences
The memory retains only what it understands: the basis of storage is the understanding of the data to be recorded.	Make sure that the information given is clear. Ensure understanding of the words learned so that they can be memorized and recalled.
Memorization is part of a project giving meaning to the data to be recorded: there is no effective memorization without a project to use the knowledge to be memorized.	Show the usefulness of what is to be memorized. All lexical acquisitions only make sense in situations of reuse and communication that make sense to the learners.
Memory stores structured elements better: memory holds organized sets, not scattered data.	Put the words in relation to each other. Favour categorization and classification activities that allow for a well prioritized storage.
Memory works best when new information is associated with known information:	Make the connection between what you are learning and what you already know.
The memory has several accesses; associate several codings (visual, auditory, verbal...)	The more varied the reception channels are, the more likely the information will be stored. In this respect, sensory games will be interesting to make for the memorization of vocabulary, concrete objects that we can recognize by touch, smell or taste, color, shape or sound and learn to name and characterize.
Memory needs reactivation: a single encounter is insufficient and ineffective. Training is necessary to fix what has been learned.	Sponge children" are very rare. For most of them, it is necessary to take up and practice. Words need to be repeated in different contexts to strengthen their use(s). Playing games allows for a lot of repetition in a motivating way.
Memorization is related to the emotional aspect. It is promoted by motivation, opposed by stress.	Choose work areas that children are passionate about and buy into. Ensure a caring, safe and rewarding work environment. Believe in the possibilities of all children and let them know it.

The flashcards

These image-cards allow to work on the phonology of the new lexicon without having to resort to the graphy. Used in the learning phase, they allow students to learn how to pronounce terms correctly. The connection with a visual allows the learner to better understand the meaning of lexical items by using several channels (visual and auditory, etc.).

The mindmaps

Mindmaps are representations that allow ideas to be organized visually and by categories. Useful for a variety of purposes, they can be interesting tools in the acquisition of lexicon at different times of learning

The board and the paper trail

The table allows you to keep track of what has been seen in progress, to make a balance sheet. The student must be able to find in his notebook a trace of the lesson that allows him to progress .

The "recaps"

Essential steps in the learning process, the "recaps" allow to reinvest the lexical elements seen before and help to fix them better.

Example: Start with images that invite you to speak and aim to reinvest certain lexical items.

The play

It allows to move away from the academic framework of "traditional" teaching, and proposes a different approach. It allows to reach more easily the various cognitive profiles in the class. It increases interest and motivation.

Challenge and competition

Challenging and competitive situations often prove to be stimulating and motivating for learners who like to measure themselves against each other. ***Example:*** Being able to quote as many terms as possible in a given time on a given concept or theme.

Crossword puzzles

Often popular with students, crossword puzzles allow you to work mainly on the spelling of terms and their translation.

Digital tools (applications and sites)

Tools of our daily life, digital tools allow us to establish an entry through a medium that our students appreciate and use very regularly. Numerous sites and applications are dedicated to the acquisition and consolidation of the lexicon.

5.Conclusions

- There are several memories that work with each other;
- Memorization is a complex and fascinating system in which many elements are involved and interact with each other;
- Learning and memory are linked. It is important to work on your memory in order to learn a language;
- Speaking languages is essential to mastering them and it is also an excellent exercise for the brain.

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Importance of the Life Long Trainings for the Pre-University Teachers.
(Lifelong Learning Centre, "Luigj Gurakuqi" University, case)

Migena Kecaj (Selçetaj)[1*], Pranvera Kraja[2], Erard Çurçija[3]

[1]"Luigj Gurakuqi" University, Shkoder, 4001, Albania
[2] "Luigj Gurakuqi" University, Shkoder, 4001, Albania
[3] "Luigj Gurakuqi" University, Shkoder, 4001, Albania

Abstract

The field of education is evolving so fast, facing new challenges like new curriculums, different forms of teaching, technology, new media etc. In response to these developments, in the framework of the project TEAVET, Ministry of Education and Sports (MoES) in collaboration with Albanian Universities created Lifelong Learning centres to offer training courses to pre-university teachers. Lifelong Learning trainings aim to help educators to acquire new techniques, skills, reshape their teaching methods, and find new ways to facilitate the student's education. University "Luigj Gurakuqi" during the period 2019-2020 realized different modules where pre-university teachers from Shkoder municipality had the possibility to participate. This article will present the feedback of 90 participants in three training courses about the organization of the modules by the Lifelong Learning centre of University "Luigj Gurakuqi". The participants show positive feedback on modules organization and a high interest to participate in other Lifelong Learning courses.

Keywords: Lifelong Learning, trainings, pre-university teachers

1. Introduction

LifeLong Learning (LLL) concept refers to the activities people perform throughout their life to improve their knowledge, skills and competence in a particular field, given some personal, societal or employment related motives (Field, J., 2001; Aspin, D. N. & Chapman, J. D., 2000). The Commission of the European Communities (2000) states that LLL is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts.

In our paper we are focused in exploring the LLL activities about Albanian pre-university teachers. The education system in Albanian has experienced various reforms and curriculum changes in recent years. Continuous professional trainins are a necessity to respond to developmental needs. Thus, Lifelong learning (LLL) becomes a necessity for Albanian teachers who need to adapt to these new changes. According to the law on pre-university education, teachers are trained at least 3 days a year. These trainings are focused mostly on the implementation of the curriculum based on competencies, teaching methodology, student assessment, use of ICT in teaching. In the framework of the project "Developing Teacher Competences for a Comprehensive VET System in Albania"(Teavet, 2017) are created Lifelong

Learning centres which are managed by Albanian Universities. This initiative situates universities as the main providers of this continuous professional development of teachers (Teavet, Workpage, 2018).

The focus of the reseach is the assessment of the LifeLong Learning centre at the University of Shkoder "Luigj Gurakuqi" and the trainings realised by them. Life Long Education Training Laboratory (Laboratori i Trajnimeve te Edukimit te Vazhduar, LTEV) is part of the Educational Sciences Faculty, University "Luigj Gurakuqi" in the framework of the project "Developing Teacher Competencies for a Comprehensive VET System in Albania" (TEAVET) (ERASMUS +). There are realised sixth training modules from May 2019 till May 2020. The trainings are organised and held by the professors of the University "Luigj Gurakuqi" at the Life Long Education Training Laboratory. In our study we are focused in analysing three courses modules which are, Teaching strategy, Blended learning with Learning Management Systems and Digital tools for learning/teaching.

4. Methods

a. Participants

The participants consisted of nineteen pre-universities teachers: 76 female and 14 male that were participants of three modules trainings realised during the period May 2019-Febrary 2020 by the Lifelong Learning Centre at the University of Shkoder "Luigj Gurakuqi".

b. Questionnaire

It is a quantitative research based on the evaluation questionnaires organised by the "Developing teacher competencies for a comprehensive VET system in Albania" project. The instrument is a self-report questionnaire and respondents' answers to each statement according to the Likert scale with 5 choice options (1-do not agree at all-5 agree at all) The questionnaires are completed from the teachers at the end of each module. It is used the short form questionnaire including sixth aspects of the course: course content, learning resources, trainers, teaching methods, feedback and assessment.

2.3 Data analysis

Data analysis are done with SPSS (Social Package for Social Sciences) program package making comparisons about the results in accordance with the purpose and objectives of this study.

5. Results

Background information

Table 1. Background information

Gender	N	%
Female	76	84.4
Male	14	15.6
Total	*90*	*100*
Age	N	%
18-25	5	5.6
26-35	18	20.0
36-45	44	48.9
46-55	22	24.4

56+	1	1.1
Total	*90*	*100*
Course	**N**	**%**
Teaching methodology	23	26
Blended learning with Learning Management Systems	28	32
Digital tools for learning/teaching	35	40
Total	*86*	*100*

Table 2. Year(s) working as a Teacher

	Mean	**Standard Deviation**
Year(s) working as a Teacher in total	15.63	8.7
Year(s) working as a Teacher in current school	10.98	7.6

Figure 1. Course content and organization
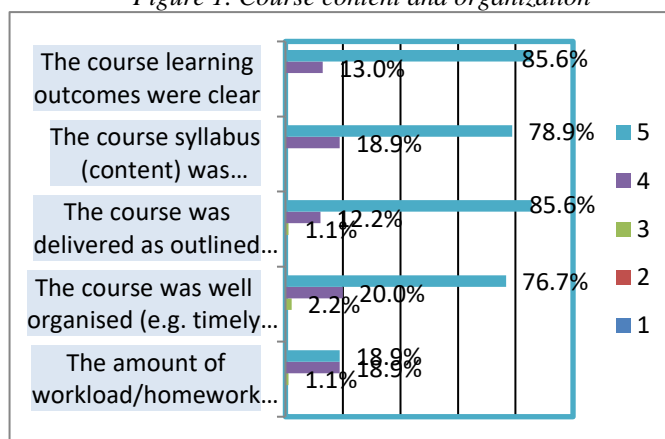

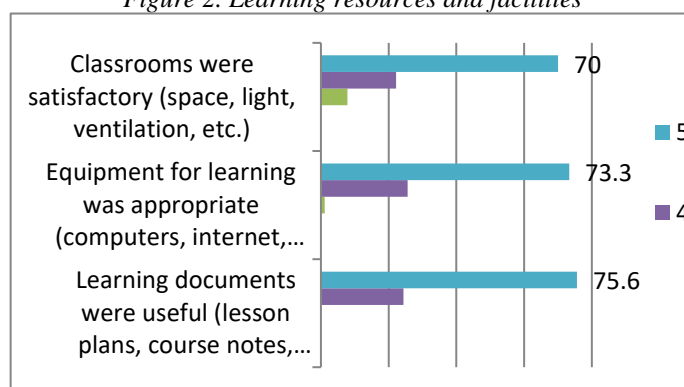*Figure 2. Learning resources and facilities*
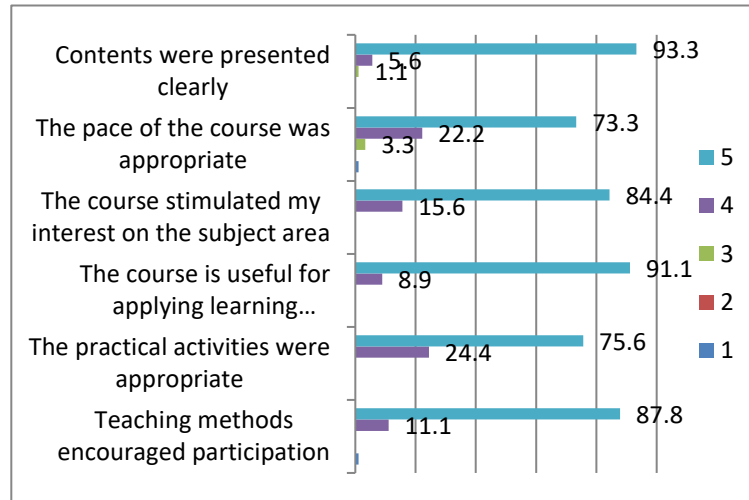
Figure 3. Teaching methods
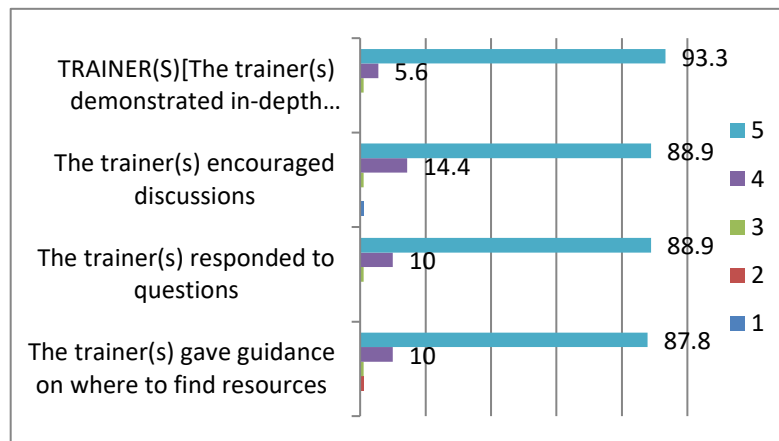

Figure 4. Trainer(s) evaluation

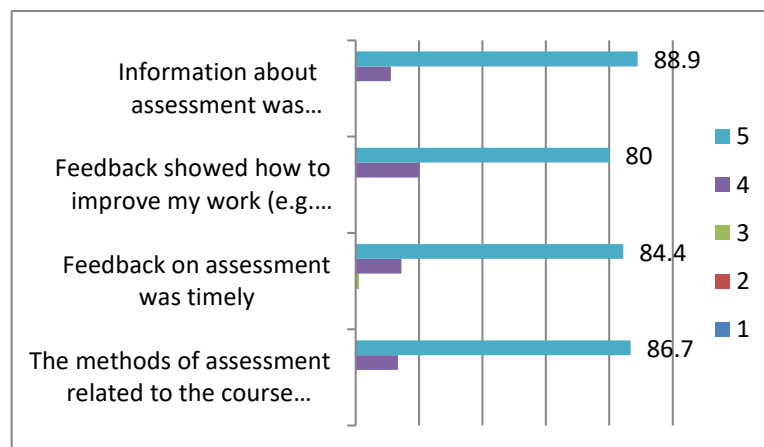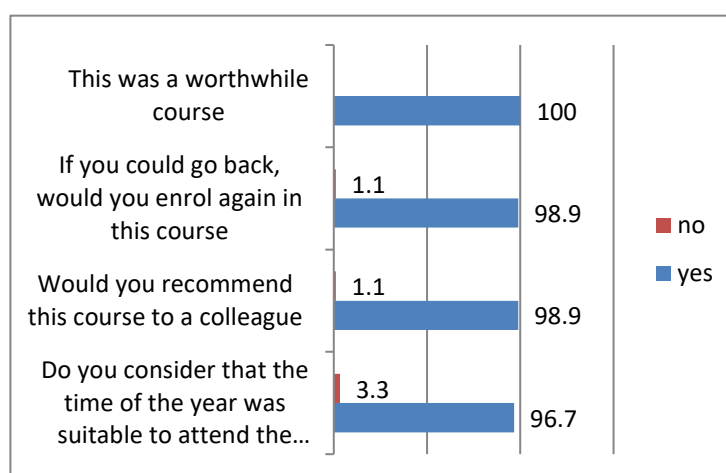*Figure 5. Feedback and assessment*

Figure 6. Evaluation of the course

6. Discussion

Taking in consideration the results we note that participants expressed a high evaluation in mostly in all aspects of the courses. Specifically, we note that: Items of the *Course Content* in general are evaluated over 70% with 4-5 points. We need to emphasize that the fifth item (the amount of workload/homework was manageable) is less evaluated (38%) with 4-5 points confronted other items of the course content. About the *Learning Resources and Facilities* we notice that classrooms, equipments and learning documents were satisfactory, appropriate and useful for the participants and are evaluated over 70% with the maximum (5 point). *Teaching Methods* stimulated the interest, the participation and were appropriate for the participants as they evaluated all the 6 items over 70% with 5 point (max) for. About the Feedback and Assessment has reached satisfactory levels over 80% with 5 point (max). Training modules are important for the pre- university teachers as it represents a good opportunity to grow their knowledge base, improve their job skills and face the new education demands.

7.   Conclusion

LLL laboratory is an added value for the University of Shkodra, increasing its reputation locally and nationally. It has influenced the improvement of the educational system and expanded the network cooperation between universities and pre university education. Pre-university teachers are very interested in being part of different training modules. First of all, they want to fulfill the condition to be trained 3 days in a year and second to improve their teaching skills in order to face changes as online teaching. The Ministry of Education and Sports (MoES) should organize more activities to strengthen the lifelong learning skills of the teachers' working at different stages of education influencing the teachers' being lifelong learners. The cost of the trainings should respect the criteria setted by the pre-university education law. Universities should create a bridge of collaboration with the Educational Directories involving primary, secondary and high schools teachers. The training courses should be realised by the Public Universities and for this reasons LLL University centres should be suported and encorouged by the Ministry of Education as the most serious agencies in offering LLL training courses.

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Implementation of Active Citizenship in Albania, in the Education of Children with European Standards

Arbana Shabani

University of Ismail Qemali, Vlora, Albania

arbanazeqo@yahoo.com

Abstract.

European citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes 'a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. European citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation. The abstract has a specific focus on implementing europian citizenship education, although experience suggests that certain factors contribute to its successful delivery. Policy decisions in this respect will be informed by a range of contextual factors including education policy, systems, schools and curricula, the capacity of teachers, as well as by the needs and diversity of learners and the wider socio-cultural, political and economic context. The abstract has a specific focus on implementing europian citizenship education in Albanian, although experience suggests that certain factors contribute to its successful delivery; factors including education policy, systems, schools and curricula, the capacity of teachers, as well as by the needs and diversity of learners and the wider socio-cultural. In the interests of social cohesion in Europe , pupils at school need to be informed specifically about what it means to be a citizen, the kinds of rights and duties that citizenship entails and how to behave like a 'good citizen'.

Keywords: European standards, human rights education, europian citizenship , implementation of education .

1. Introduction

In the context of this report, citizenship education refers to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live. It is a broad concept, which encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society. It encompasses the narrower concept of 'civic education', as defined by the IEA, which is restricted to 'knowledge and understanding of formal institutions and processes of civic life (IEA 2010a, p. 22).

Citizenship education is commonly understood to include four main aspects (a) political literacy, (b) critical thinking and analytical skills, (c) attitudes and values and (d) active participation. Although all educational systems emphasise the importance of citizenship education and the acquisition of social and civic competences, the ways they have chosen to implement the subject area at school level differs from one country to another. This article , therefore, examines the status of citizenship education in official curricula and provides an overview of the different approaches used. The subject area is generally to ensure that young people become active citizens capable of contributing to the development and well-being of the society in which they live. The first section investigates the main curricular approaches used to deliver citizenship education at school.

A major influence in recent years has been the European Recommendation ,which included social and civic competences as part of the key competences each citizen should have for building the European knowledge society. The importance of citizenship education is emphasised in all educational systems, but not all countries have specified the amount of taught time to be devoted to this subject area. Recommendations regarding taught time exist mainly in the countries where citizenship education is taught as a standalone subject. They vary significantly from one country to another and, in many countries, have been subject to recent changes following reforms in the approaches to teaching citizenship.

3.1 The main categories of objectives for citizenship education

The first objective the development of political literacy often includes learning about issues such as social, political and civic institutions; human rights; national constitutions; citizens' rights and responsibilities; social issues; recognition of the cultural and historical heritage as well as the cultural and linguistic diversity of society. The second objective complements the first as critical thinking is crucial to developing political literacy since it allows young people to analyse and evaluate information on social and political issues. The third objective relates to the values, attitudes and behaviours students should acquire through citizenship education at school. Although not an exhaustive list, this objective may comprise, for instance, learning about respect and mutual understanding, social and moral responsibilities, and developing a spirit of solidarity with others. The last objective which requires students to actively participate in their community enables them to put into practice the knowledge and skills they have learned.(Eurydice 2005). Four skills were defined as essential for pupils and students to become active and responsible citizens:

• civic-related skills (participating in society through, for example, volunteering, and influencing public policy through voting and petitioning); • social skills (living and working with others, resolving conflicts); • communication skills (listening, understanding and engaging in discussion); • intercultural skills (establishing intercultural dialogue and appreciating cultural differences). The analysis has shown that the official curricula of the vast majority of countries provide guidelines on the ways in which citizenship education should be implemented at each level of education. Three main approaches are used: citizenship education is taught as a stand-alone subject, it is integrated into one or more subjects or curriculum areas, and/or it is given a cross-curricular status. A majority of countries combine more than one approach to teaching citizenship, within or across levels of education. For instance, students may start to learn about democratic processes by taking part in school decision-making. Hence, there are 'opportunities to learn about and experience citizenship education in a range of contexts, through whole-school

processes' but also through 'activities and experiences involving the wider community' (Kerr et al. 2004).

2. Effective consequences of how a participatory school culture for successful ctizenship education

It defined school culture as a 'system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements' (Eurydice 2005). School culture has therefore a strong influence on how the entire school community acts. This is why the successful implementation of citizenship education requires a school culture where participation based on democratic principles is encouraged and valued, providing students with opportunities to be involved in making decisions which affect them. Attention must be drawn to the fact that as schools and teachers usually have the freedom to organise their own activities (Eurydice 2012b, p. 50), it is likely that many opportunities for young people to engage in citizenship-related activities are arranged by schools themselves in collaboration with external partners or schools. Assessment is an integral part of teaching and learning. Besides, European countries also evaluate educational performance in order to ensure that their education systems are effective and that education policies are implemented successfully. A variety of means are employed, including the assessment of individual students as well as the evaluation of schools, teachers and local authorities. In some cases these and other indicators are also used to evaluate the education system as a whole. As citizenship education is an integral part of the curriculum in all countries, appropriate evaluation tools and instruments need to be devised to ensure that this subject area, like others, is adequately assessed. Indeed, the development of assessment methods that go beyond measuring the acquisition of theoretical knowledge has been identified as one of the major challenges in the field of citizenship education (Eurydice, 2005).

Teachers, together with other educational staff, have an important role to play in translating the policy aims underlying citizenship education into effective practice. Teachers are expected to deliver citizenship education as a stand-alone subject, as an integrated area within the broader subject for which they are normally responsible, or as a cross-curricular theme throughout all subjects. In order to fulfil this mission, teachers must receive appropriate initial education as well as continuing professional development. In addition to indicating which teaching approaches to use, national curricula or other regulations/ recommendations often emphasise that citizenship teaching in the classroom should be reinforced by practical experience gained through participation in activities within and outside school. Thus, school heads and the whole school community have an important role to play in ensuring that pupils and students receive the high quality citizenship education that will prepare them to become full and active adult members of society. The education and training provided for teachers and school heads to enable them to deliver citizenship education in schools and the types of continuing support available to them are therefore of crucial importance and the subject of this chapter. The first section is focused on teachers and examines the: qualifications necessary to teach citizenship education; support measures available to teachers of citizenship education. This report has provided an overview of how European countries integrate citizenship education into their qualification requirements for teachers and school heads, and has examined the continuing training and support provided for teachers during their career. Firstly, the qualifications required to teach citizenship education at primary level are mainly generalist, while at secondary level they are subject specific. At secondary level, the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. Secondly, fully qualified teachers in a

majority of European countries are offered various forms of CPD in the area of citizenship education. In addition, most countries have developed numerous initiatives and programmes to provide support to teachers of citizenship education. Thirdly, given the importance of promoting citizenship education at school level, the creation of a favourable school culture and the active participation of all members of the school community, some countries have issued specific recommendations on the role of school heads in this process. As a result, school heads are sometimes supported in this role by specific training provided within the framework of special headship programmes and/or through other forms of CPD.(continuing professional development (CPD).

2.1 Approaches to citizenship education in national curricula

National or central level curricula represent one of the most important frameworks within which educators develop teaching and learning content. National curricula express very clearly that citizenship education should be wide in scope covering the transmission of knowledge, the acquisition of analytical skills and critical thinking, and the development of democratic values and attitudes; they should also promote active participation by young people in school or in the community. This last objective is more usually recommended at upper secondary level than at earlier stages of education. Three main approaches to citizenship education are taken: it can be provided as a separate subject; integrated into other subjects (such as social sciences, history, languages, etc.); or it may have a cross-curricular status, whereby it must be included in all school subjects when relevant. A majority of countries combine more than one approach to teaching citizenship, within or across levels of education.

2.1.1 School evaluation

This section analyses how citizenship education is incorporated into the process of external and/or internal evaluation of primary and secondary schools. Firstly, it examines whether issues related to citizenship education are covered by central level regulations and recommendations on school evaluation across Europe; it then looks at the specific aspects of school activity related to citizenship education that are evaluated. For the purposes of this study, external school evaluation is defined as a process conducted by evaluators who report to a local, regional or central education authority but are not members of staff at the school concerned. In some cases, the evaluators are from an independent evaluation agency. The purpose of external evaluation is to monitor and improve school performance as well as to enable accountability. Many aspects of school operations and management, including teaching and learning are included. In the majority of European countries all educational institutions providing primary and secondary education are subject to external evaluation (Eurydice/EACEA 2012b). Internal school evaluation is carried out by members of the school community, individuals or groups of people who are directly involved in school activities (such as the school head, teaching and administrative staff and pupils) or those who have a direct stake in the school (such as parents or local community representatives). It contributes to school improvement and helps to raise standards. It is conducted in virtually all countries in Europe, generally on a compulsory basis. Encouraging students' active participation at school and in the community has been made an objective of citizenship education in the vast majority of European countries. Around a third of countries have issued central guidelines at secondary level for assessing student participation in school life and in wider society.

As far as Albania is concerned to the project "Strengthening Democratic Citizenship Education in Albania" is implemented by the Council of Europe (CoE) and funded by the Swedish International Development Cooperation Agency (Sida).

What is intended to be achieved : To improve the quality of education in Albania by strengthening democratic citizenship education based on Council of Europe standards and practices.

Which are the categories that will benefit : Education policy makers, school principals, teachers, students and school staff from selected pilot primary and secondary schools, local communities. (Council of Europe Office in Tirana,Albania.

Comprehensive review of education for democratic citizenship, support to the MoESY to establish a nation-wide Student Government, national conference on democratic citizenship education, selection of the first 25 pilot schools for inclusive and democratic school model, establishment of the school and teacher network.

The crucial role of teachers and school heads

Improving teachers' knowledge and skills for teaching citizenship had been identified as one of the significant challenges on citizenship education. The current report indicates that strengthening teachers' competences should remain an important concern for policymakers. Indeed, while several countries have reformed their citizenship education curricula over the last years, the introduction of related reforms in initial teacher education or continuing professional development remains the exception. In some cases, this might lead, for example, to a lack of suitably qualified teachers for teaching a new stand-alone citizenship subject. Furthermore, although citizenship education has a cross-curricular status in a majority of countries, only three of these have defined a set of common competences directly linked to citizenship to be acquired by all prospective secondary teachers. In the other countries, the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. Finally, one country reported a lack of regulations on the preparation for teaching citizenship as a separate subject, although such provision is envisaged in national curricula. Besides teachers, school heads also have a major role to play in creating the essential conditions for delivering successful citizenship education. School heads can, for instance, be key players in encouraging a favourable school culture, in promoting the active participation of all members of the school community or in creating opportunities for citizenship-related activities. The role of the school head with respect to citizenship education is recognised to some extent in a few European countries, since it is subject either to specific recommendations, or education authorities provide them with specific training programmes or other support measures. However, a more systematic investigation into the ways that school heads might be further assisted in providing an effective environment for the teaching and learning of citizenship would provide a useful contribution to future debate on the issue of citizenship education.

3. Conclusion

Students throughout Europe are assessed in their knowledge and understanding of citizenship issues according to the standard arrangements in place for the various stand-alone or integrated subjects in which citizenship is taught. Some countries have also started to design assessment tools for teachers or nationally standardised tests for students which seek to assess social and civic competences independently from a given subject. In almost all European countries, schools are evaluated both by external and internal evaluators for improvement, monitoring or accountability purposes. In a majority of cases, central regulations and recommendations on evaluation address areas of activity related to the teaching and learning of citizenship. However, as citizenship education is a comprehensive process that is not limited to the formal teaching of

citizenship education in class, a wide range of other school operations may also be evaluated. To improve the quality of education in Albania by strengthening democratic citizenship education based on Council of Europe standards and practices. Finally, citizenship education is included in the evaluation of the whole education system.

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Education System During Covid-19 Pandemia. Challenges and Prospectives

Eriona ÇELA*

Ministry of Education, Sport and Youth.
eriona.cela@arsimi.gov.al/eriona.cela@gmail.com

Abstract

The aim of this study is to provide a description of the situation created in the education system due to coronavirus pandemic which spread all over the world. It emphasizes the importance of online learning in this difficult situation for every sector but mostly for education system.
The study also provides some problems and difficulties that teachers and students face when using online platforms as well as some advantages that online teaching process has. The analysis helps to identify and understand the strengths, weaknesses, opportunities and challenges related with online teaching and learning.

Key words: distance learning, online teaching process, education infrastructure

1. Introduction

The art of teaching is a very complex process which acquires special skills to motivate students to learn. Albanian education system has changed through years, switching from a teacher focused process into a student focused process and the teacher is not the authority of the class but both students and the teacher must collaborate in this process. Another change in Albanian education system is even the usage of technological items which weren't used before. In order to adopt the European standards, education institutions in Albania, use technology as the main source of teaching process. However, not all schools had the appropriate infrastructure to use technology in every subject or to use technology in general.
In March 2020, schools were closed all over the world due to coronavirus (COVID-19). The teaching process switched from the traditional one to online process. Albania tried to provide some opportunities for students to follow the lesson even in distance. They had to observe the videos online transmitted in a specific channel on TV called "RTSH Shkolla". This platform would transmit the lessons according to the program which was unified for all schools in Albania. In a very short time teachers had to redesign the teaching schedule in order to adopt it with the online process because it was a new term for Albanian education system and there was no legal provisions toward it.
But, what is distance education?
What are some of the needs of students who learn online and teachers who teach online?
Online learning is an educational process which takes place over the Internet. It is a form of distance education to provide learning experiences for students, both children and adults, to access education from remote locations or who, for various reasons, cannot attend a school, vocational college, or university. Distance education addresses issues related to geographical distance but also for many other reasons which prevent in-person attendance at classes like the coronavirus crises of 2020 (Hrastinski 2008; Moore et al. 2011; Singh and Thurman 2019; Watts 2016; Yilmaz 2019).

Online learning experiences through distance education can be either asynchronous or synchronous. Asynchronous learning occurs when students can choose their own time for participation in learning through different media tools such as e-mail or discussion boards. Students can log-into communicate and complete activities at times of their own choosing and learn at their own pace. In contrast, synchronous learning activities occur through live video and/or audio conferencing with immediate feedback (Hrastinski 2008).

Whether it is asynchronous or synchronous, online learning has several advantages:

For instance, it does not depend on being in the same physical location and can thus increase participation rates. In addition, it can be cost-effective because online learning reduces travel and other costs required to attend in-person classes and also may provide learning opportunities for adult students while also engaged in full-time or part-time jobs (Fedynich 2014; Yilmaz 2019). Moreover, online learning can be a convenient means for communication among participants as well as instructors because participants do not have to meet in person.

Limitations of online learning can vary depending on the instructors' or students' technological abilities to access online sites and use computers. These limitations are more evident for young children or school-age students who may not have onlineaccess or who have had limited experience with online learning tools, such as computers (Fedynich 2014; Wedenoja 2020). An additional limitation to consider is that young children's online learning, as well as online access, requires adult supervision and, therefore, adult availability and involvement also (Schroeder and Kelley 2010; Youn et al. 2012). Moreover, online learning may not give sufficient or appropriate opportunities to involve young children who need more interactions and hands-on activities to focus and learn compared to adult learners.

The need to take account of children's developmental levels is necessary, as well as to find online learning tools, which are appropriate and which can promote children's participation and learning. Many video communication platforms are convenient tools for children's online learning. Such platforms allow for real-time class meetings and conversations similar to those that take place in face-to-face classes, even though it still does not provide exactly the same social experiences as face-to face interactions. Young children may not have the technology skills necessary for online learning tasks, such as typing responses into a chat screen or sharing files with written information. However, the different functions and tools of many video communication platforms can benefit children's learning when teachers use them appropriately. For example, the 'share screen' function allows participants to present pictures, video clips, or use other visual/audio presentations from a computer.Whiteboards can be pulled up by a teacher to draw or write, while at the same time, explaining ideas and interacting with children online.

In order to organize a good teaching process online, teachers must and students must follow some rules and procedures. Teachers must first plan and then implement the design of the teaching process. In order to do so, teachers need to have many problem-solving skills and to be very skillful in using technological items.

Firstly, the teacher must get to know how to use different online tools such as zoom, Google hangout, blackboard collaborate, depending on what platform the schools offers. Teachers must know perfectly to use these tools in order to implement new ideas to students and make them interact even though online and in distance.

Organizing the teaching process online acquires some time. Teachers must wait until everyone is connected to the platform and are able to join with enable video and audio. Then, the online class starts with an introduction of online communication tools. Is the teacher who helps students how to use the platform. Students and teacher practice different functions of the tools before starting with the lesson such as sharing screens, drawing on whiteboard, typing on a chat screen, etc.

After the introduction with the platform the teacher must start to implement the lesson. The key to succeed in an online teaching process is communication. When preparing lessons, both teachers and students must collaborate with each other by sending emails and provided electronic feedback. Not only with the teacher but students must collaborate with each other as well, to share information and materials.

The teaching process online acquires even the help of the parents because they are the one who can control the students whether they have worked with the tasks given from the teacher. One way to use is for example to send emails to parents, every week in order to confirm the date and time of online class. For pupils of elementary school, the teacher may ask the parents even to gather materials for online class in order to help their children. Parents must previously understand the activities and goals of online lesson so that they can help their children with the lesson.

The online teaching process doesn't have a fixed timetable. The session may last from 30 minutes to 1 hour by not including the preparation of the platform and the join of all participants. It saves time and provides different fellows from different countries to participate in the same event. The teaching process is more interactive and interesting rather than the traditional one. On the other hand, there are some difficulties create when using technology in teaching process.

These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on.Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively.Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004).

2. Albanian case

After the cancellation of the teaching process in class, Albanian ministry of education sports and youth and the general directorate of pre-university education organized a survey regarding the effects that the forms of teaching and learning in distance had in Albania. The two main forms applied were:

- Lectures broadcasted in the national channel RTSH through "RTSH Shkolla", a program dedicated to online lectures;
- Usage of online platforms such as google classroom, zoom, edomondo, etc where students and teachers collaborated with each other.

From the analysis of the data results that, 96.8% of students, 95.3% of parents and 98.7% of teachers were active in the online teaching process. The lessons broadcast on the TV program "RTSH Shkolla" were attended by the majority of students, parents and teachers: 84.1% of students, 85% of parents and 96.5% of teachers. For all teachers, students or parents who do not have the opportunity to attend classes at a certain time, they can access the videos on youtube channel of the Ministry of Education, Sports and Youth (54.2% of students) or on the akademi.al platform (64.2% of students).

The data also show that although online learning at home cannot replace classroom learning, it has created opportunities for students to work and create independently at home using alternative digital resources. Today students grow up with technology and this resource is easily

usable for them. 77.4% of parents claim that their children are developing digital competence by applying online learning.

During this period, most students not only revised and reinforced the concepts learned, but also learned new concepts (84.7% of teachers and 81.5% of students affirm this), which show that the great commitment of teachers, parents and students has managed to slightly replace the teaching that takes place in schools. About 43.6% of parents state that this type of learning has the same quality as the classroom learning process, while 32.2% partially agree and 14.4% disagree.

On the other hand, teachers 'perception of the effectiveness of online learning turns out to be approximately in line with parents' perception, as 37.8% of teachers say that online learning is of the same quality as school teaching, while 36% of teachers partially agree with this assertion

Conclusion

All in all, online teaching requires various skills not only in technology but in management, planning, implementation and reflection. Children easily adopt the changes in teaching process, moreover when technology is part of these changes. Also, technological tools in the teaching process seem to make the process more interesting and entertaining rather than difficult and boring.

On the other hand, it is necessary to provide students and teachers with opportunities and skills for such online teaching-learning, including interacting with children through this medium, and also have students reflect about how to promote development and learning using online communication tools. This is a new area and needs to be improved. Despite the motivation, this target group must develop their skills through training.

As a conclusion, online teaching process during COVID-19 period was well managed despite the difficulties teachers and students faced. This situation has taught us that everything is unpredictable and we need to be ready to face challenges, students must possess certain skills such as skills of problem-solving, critical thinking, and mostly adaptability to survive the unexperienced situations. Educational institutions must build resilience in their systems to ensure and prioritize the presence of these skills in their students and academic staff.

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1

Continuing education for teachers during Covid-19: The COMPASS Online Summer School

Isabell Grundschober

Danube University Krems, Finland

isabell.grundschober@donau-uni.ac.at

The COMPASS project is dedicated to further developing the higher education system in Moldova towards lifelong learning (LLL). One of it's main aims is to train teachers and tutors to design courses, modules and curricula for LLL in higher education. This train-the-trainer approach was originally based on face-to-face workshops, but due to Covid19 we couldn't follow our original plans anymore. How can a similar experience be devliered online? Our answer to this crisis was to develop the COMPASS Online Summer School. 80 people working in Moldovan higher education participated and learned how to design LLL courses - completely online. In this presentation it is discussed, how a MOOC can be used to foster continuing education for higher education staff (teachers & tutors).

Keywords: Continuing education, didactical design for LLL

3

Towards comprehensive technology-supported - Formative assessment in ATS STEM Projec

Nilay Aral

Danube University Krems, Austria

nilay.aral@donau-uni.ac.at

Sonja Brachtl

Austria

sonja.brachtl@donau-uni.ac.at

A major problem in formative assessment is when the number of learners is very high and there is time pressure. Technology-enhanced learning can help us with this especially in math education. Thus, in this paper, we review the state-of-the-art on technical support for formative assessment in math education. We also categorize the papers based on a formative assessment model from the literature. We infer that there is no existing holistic technology that covers all formative assessment principles.

5

ESL for vocational schools. The case of Albania

Piro Tanku

Aleksander Moisiu University Durres, Albania

piro.tanku@gmail.com

This article will be focused on English teaching as a Second Language in Vocational Schools. First of all, a vocational school is a type of educational institution, which, depending on the country, may refer to either secondary or post-secondary education designed to provide vocational education, or technical skills required to complete the tasks of a particular and specific job. In the case of secondary education, these schools differ from academic high schools which usually prepare students who aim to pursue tertiary education, rather than enter directly into the workforce. Such a phenomena is present in many vocational schools and courses, especially the ones that prepare professionals ready for the European labor market.

6

Cross-Border Activities in Career Counseling for VET students

Filiz Keser Aschenberger

Danube University Krems, Austria

filiz.keser-aschenberger@donau-uni.ac.at

Sonja Brachtl

Danube University Krems, Austria

sonja.brachtl@donau-uni.ac.at

The project C4PE "Concepts for Professional Education in Border Regions" aims to support the further development of the Austrian-Czech border region in order to create a basis for cross-border vocational education and training, which can be provided both in Czech Republic as well as in Austria. One of the specific goals of the project is to support the provision of vocational guidance to pupils in the border region in regard to improve the professional skills of teachers and to support pupils in the decision-making process about their future careers.

8

Developing critical thinking based on project-based learning

Armanda Xhani (Baça)

November 14 school, Albania

aarmi98@gmail.com

Project-based learning (MBP) is a model of learning activity, which shifts from isolated, classroom-focused teaching practices to teacher-centered learning activities. These activities are long-term, interdisciplinary and integrated with problems and real-world practices. One of the immediate benefits of this learning method can be called the high and distinct degree of student participation and motivation through their involvement in the learning process. The focus of this paper is to study project teaching work. How it affects. What is its feedback? How inclined students are to be involved in project work. These are exactly the questions on which the study focuses. The study findings showed that project-based learning offers students the right opportunities to deepen their interests. cognitive, to develop and follow them.It was also noticed that this way of learning offered students closeness, cooperation between them, for a healthy and correct relationship. As well as offers the opportunity to students of all levels to present high results.

12

Social Inequalities in Albania

Elda Gjergji

University of Elbasan, Albania

egjergji@gmail.com

Since 199, many reforms had improved the economy and the quality of the Albanian society. However, the economic and social reforms in Albania are accompanied with an increase in the number of people who are considered at risk or outside the mainstream of the society. Social inequalities of vulnerable groups in Albania have not been systematically examined despite their vital importance to poverty reduction. In recent years, international development discourse has started to recognize more fully the importance of adequate social protection. There is no

guarantee that social protection and equity issues will come higher up the agenda of the democratization of Albania, not least because the international institutional context in which they are being developed which historically has not prioritized social protection. While civil society involvement has varied substantially, civil actors are often some of the strongest advocates of inclusive and equitable development policies, including adequate social protection in Albania.

Keywords: poverty, vulnerable groups, social protection, economic support.

14

The importance of gender socialization at children

Ortenca Kotherja

University of Elbasan, Albania

kotherja_ortenca@hotmail.com

Socialization has a great importance in the development of the child in many aspects making it interact and cooperate with all the main life actors. Socialization is conceived as a programming process in order to fulfill certain tasks within a complex system.The purpose of this study is to understand the interactions, social relationship between two gender on the age group 1-3 years. For data collection, a qualitative method was used where the data were collected by applying 10 interviews to parents of the age group 1-3 years and 5 interviews to psychologists working in kindergartens. The interview contains 10 semi-structured questions.The study showed that gender socialization has a great importance in the development of the child and society that helps to become more humane, altruistic and cooperative in society. Some of the recommendations given by this study is to conduct more studies on the importance of gender socialization and parents to be careful in the social definition they present to children at the moment when they are in their gender creation, etc.

Keywords: socialization,gender socialization,gender identity.

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COVID-19 and student performance, equity and Albanian education policy

Alma Qamo

School Olsi Lasko , Durres, Albania

almaqamo88@gmail.com

Education in Albania constitutes an important sector of the national developments, which projects the future of the nation. It aims to equip the future Albanian citizens with the necessary knowledge, skills and abilities in order to educate and commit them to achieve the country's economic and socio cultural development. The COVID-19 pandemic is overwhelming the functioning and autcomes of the eduacations systems-some of which were already stressed in many respects. This is true across the world and affects all children, thought to differing degrees depending on multiple factors including the country/region were they live. Not only did these children lack daily access to school and the basic supports school provide for many students, but they also lost out on group activities, team sports, and recreational options such as pools and playground.Albania, being one of these countries, got involved in these changes which took the course of progressive reforms in education and lead to the trends of the time, such as: depoliticizing the educational system, modernization of the educational system, globalization, education for all, lifelong learning ,respect for human rights, equality and quality in education ,inclusion, discrimination etc..As far as the field of inequality is concerned, we notice that there have been implemented investments and reforms in education, but also have emerged elements of disparity that differ from one region to another and from one place to another. In connection to the European context and the Balkan region, the Albanian education bares low items of comparability. While comparing the quality of education with neighboring countries, Albania occupies the last position of the list. The above issue was included in the program "Equity and Quality in Education" initiated since 2004 .Its content includes structural reforms and some components of education.

Keywords: Student performance; socio cultural development; structural reforms.

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Physical Activity and Physico-Social Benefits for the Third Age

Gjulio Zefi

University of Shkodra Luigj Gurakuqi ,Albania

giuliozefi@yahoo.it

Benjamin Naku

University of Shkodra Luigj Gurakuqi ,Albania

benjaminnaku@hotmail.com

Physical activity is considered vital to the health of the mind and body. Outdoor walking, rope climbing, and even Zumba dancing are being seen by seniors as good enough ways to stay in shape, not just physically. Especially in recent decades, the average age of society is always

increasing; the advice is that it is never too late to start physical activity. According to a study by the University of Southampton, "weight loss in the elderly may reduce the risks of diabetes, arthritis, cardiovascular disease, and improve overall well-being. "An active lifestyle has both social and psychological benefits and improves lifestyle and increases longevity. Physical activity is declining with age, 40-60% of the population in Europe is physically inactive. The topic serves a wide audience, but also future teachers of Physical Education without excluding the possibility that these topics also serve for teacher training in the context of Lifelong Learning.

Keywords: physical activity, the elderly, be active, combined exercises.

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Challenges Facing Children With Disabilities During Covid-19 Period

Orneda Gega

UAMD, Albania

ornedagega@gmail.com

COVID-19 is a virus that changed many aspects of life, including Education types of motivation, its impact on teachers and students, and the sensitivity of motivation to various external and internal stimuli. Also in a city like Durrës which was affected by natural disasters one after the other in September and November brought increasing difficulties in education. The target groups most affected by such disasters are children and the elderly, and the latter should be given more consideration when it comes to the distribution of sanitary, nutritional resources as well as preventive interventions. The study showed that most children with disabilities have difficulty using the computer under normal conditions, but this gap increased even more when it comes to the development of online learning, a form which was not applied anymore. seen in our country. This gap is also observed in other countries for example, while 95% of students in Switzerland, Norway and Austria have a computer to use for their school work, while 34% in Indonesia have a computer, according to OECD data. The general consensus for children, especially those with special needs, is that a structured environment is required because children are more easily distracted. What has become clear through this pandemic is the importance of disseminating knowledge across borders, companies and all sections of society.

Keywords: Covid-19, Disabilities, Children, Technology, Natural Disaster

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Virtual Linguistic Leaning and Technology

Mimoza Priku

University of Shkodra "Luigj Gurakuqi", Albania

mimoza.priku@unishk.edu.al

Jozef Bushati

University of Shkodra "Luigj Gurakuqi", Albania

jozefbushati@gmail.com

Migena Kecaj (Selçetaj)

University of Shkodra "Luigj Gurakuqi", Albania

migena.selcetaj@gmail.com

Virtual reality has extended its impact to the field of teaching which has brought an impact on learning languages virtually, including both mother tongue and foreign languages. He became more vulnerable especially in the COVID-19 period. Virtual learning will now continue to be a reality in Albania not only in times of pandemics, but will have to become a complementary alternative because it is an opportunity to realize the inclusion of students in all activities. But to achieve this you definitely need digital competencies and being familiar with technology. Connecting with technology in this case is no longer a matter of choice but must be turned into a necessity. In this presentation we will try to focus on these issues: What are the challenges of Albanian today in this virtual context? How did our students find and experience digital methods in language learning?

Keywords: virtual linguistic, Albanian language, education technologies

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The New Perspectives on Adapting University Syllabus to Online Teaching Platforms (Case Study)

Rina Muka

University of Shkodra Luigj Gurakuqi, Albania

rina.muka@unishk.edu.al

Marsela Shehu

University of Sports, Tirana, Albania

marsela.shehu@gmail.com

Fatmir Vadohej

University "Luigj Gurakuqi", Albania

fatmir.vadahi@unishk.edu.al

The immediate application of online teaching and learning, due to the pandemic circumstances, caused a 'chaotic' situation among the academic staff and students, too. Both of them faced an inappropriate discomfort and a new unknown ground to go through, without a previous training or experience. This study aims to present and analyze a reflection of the students (N=300) of two universities who applied two online platforms (Google Classroom and Zoom) during the pandemic period and the perspective of a new technological future of teaching. The methodology of the study is based on a survey whose questions are adapted to the application ground. Students claim that the application of platforms has not been difficult to use for online lessons, seminars, assignments and projects. In conclusion we affirm that it's necessary to review the curriculum syllabus of some subjects at the universities in order to integrate blended teaching through online platforms.

Keywords: online teaching, online platforms, academic staff, students, syllabus.

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Importance of the Life Long Trainings for the Pre-University Teachers. (Lifelong Learning Centre, "Luigj Gurakuqi" University, case)

Migena Kecaj (Selçetaj)

University of Shkodra "Luigj Gurakuqi", Albania

migena.selcetaj@gmail.com

Pranvera Kraja

University of Shkodra "Luigj Gurakuqi", Albania

v.kraja@yahoo.com

Erard Curcija

University of Shkodra "Luigj Gurakuqi", Albania

erard.unishk@gmail.com

The field of education is evolving so fast, facing new challenges like new currilums, different forms of teaching, technology, new media etc. In response to these developments, in the framework of the project TEAVET, Ministry of Education and Sports (MoES) in collaboration with Albanian Universities created Lifelong Learning centres to offer training courses to pre-university teachers. Lifelong Learning trainings aim to help educators to acquire new techniques, skills, reshape their teaching methods, and find new ways to facilitate the student's education. University "Luigj Gurakuqi" realised different modules where pre-university teachers from Shkoder municipality had the possibility to participate. This article will present the feedback of the educators about the organization of the modules by the Lifelong Learning centre of University "Luigj Gurakuqi".

Keywords: Lifelong Learning, trainings, pre-university teachers

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Role of leadership in education

Neraida Halili

UAMD, Albania

neraidahalili97@gmail.com

The definition of "Leadership" is associated predominantly with the army, but also with the economy and politics. Most of us hear the concepts of military leadership, economic leadership, national leadership or political leadership. Educational leadership is a long-term campaign it grows out of knowledge, of experience and requires patience and much time, and its leadership can be enjoyed only in the long run. What it is known about educational leadership? Throughout the world, the present period is the Golden Age of school leadership (Mulford, 2008: 1). In addition to the great interest in leadership governments and funds throughout the world invest in research and development this field. Training programs for school managers are now common. Many countries followed the way in which the National College for School Leadership (NCSL) in England developed and performed its mission. Other countries tried to go on its path and established a Leadership Institute or programs to train managers, or updated methods existing long before the Institute was founded. one will have good levels of student achievement. It is essential for the leaders to understand the context which they are leading. Most leaders are aware of the professional environmental very early. A new manager in new school, and a new context contribute to their intense distinction between this experience and another in a previous school. School leaders try to understand how matters are conducted. They analyze cultural and social alienation, the procedures and running the school. Effective leaders have "contextual literacy" which includes understanding the type of school behavior and the reasons for it, and learning values on which it is based. Such literacy also requires such leaders to delve into the

social and inter-personal dynamics in school - the organizational structure, history and politics. They have to get to know the role-holders and to understand the micro-politics inside and outside school. They also face issues connected to the level of school performance, strengths and weaknesses, and the opportunities to develop and learn that exist there. They must also take into account the economic factors and the character of the community that the school serves. This means that both high quality teaching and quality leadership are essential to successful education. Thus one must consider their combined operation. My research and experience indicate that leadership strategically and effectively impact teaching, learning and class activity. Senior leaders determine a path and deal with strategic leadership of learning and teaching; middle level leaders (department heads, subject coordinators, year group coordinators etc) deal with operational leadership. The operational leaders are those who really affect what happens in classrooms. Who is a leader? What is leadership? Definitions are abundant. Some claim there are 650 definitions, which is a clear sign of the lack of agreement and dissatisfaction.

Keywords: Leadership, Management, Education, Schools, Teachers

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The Students' Perceptions of Online Learning Versus Classroom Learning (Case Study)

Marsela Shehu

Sports University of Tirana, Albania

marsela.shehu@gmail.com

Rina Muka

University of Shkodra "Luigj Gurakuqi", Albania

rina.muka@unishk.edu.al

Pranvera Kraja

University of Shkodra "Luigj Gurakuqi", Albania

pranvera.kraja@unishk.edu.al

In the pandemic conditions in which Albania was involved, for the high education system the only best solution was the online teaching. The aim of this study is to identify students' perceptions on the positive and negative aspects of online learning. The methodology of the study is based on semi-structured interviews whose questions are adapted to the application ground and the study method is a qualitative descriptions. Students claim that for theoretical subjects the online learning process was not a problem for them, while for the practical ones it was almost impossible. Referring to the new academic year, students think that teaching process

should be alternated, theoretical subjects through online platforms and practical subjects in auditoriums, gyms and laboratories. In conclusion, we affirm that, despite the problems of online learning the students and professors faced, it remains an optimal opportunity for theoretical subjects, but the practical ones are almost impossible.

Keywords: online learning, auditorium learning, online platforms, students, lecturer.

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The dual roles of educational leadership in principal tasks

Eranda Halluni Bilali

University of Shkodra "Luigj Gurakuqi", Albania

erandabilali@yahoo.com

Gezim Dibra

University of Shkodra "Luigj Gurakuqi", Albania

gezim.dibra@unishk.edu.al

Edit Lezha

University of Shkodra "Luigj Gurakuqi", Albania

editlezha@gmail.com

This study aims to give a general theoretical analyze of the implementation of school reform and restructuring movements which change the role demands and increased the magnitude of the principal's educational and managerial roles. Many dilemmas arose as the principal attempted to balance these dual roles for educational leadership by blending the managerial responsibilities and the educational role behaviours. The principal is expected to embrace educational leadership practices focused on teaching and learning by sharing power, acting democratically, and encouraging collaboration and participation; while at the same time, providing clear leadership and guaranteeing the efficiency of school management processes.

Keywords: school principal, role, school reform, educational leadership.

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Phenomenology of English language acquisition in today's school context: an attempt to categorizethe phenomena

Erjona Xhindi

ZVA Vlorë –Fier, Albania

erjonaxhindi@gmail.com

"The process of adaptation, recognition, acquisition of a foreign language, especially English by Albanian students, has entered a new phase. English is no longer, for years now, just an "idiom" which can be taught in school. Setting balanced boundaries with the mother tongue, in this turbulent global era, when English is the only or the principal medium, requires the updating of teaching methods at the methodological, psychological and ethical level. Especially the structural phenomenology of the discipline, especially in the relationship between the quality of speaking and writing, their intertwining and balance, requires intervention through research, discovery, analysis, categorization and study in a pragmatic perspective. Our paper will generally dwell on some principles on a possible approach in this context."

Keywords: English language, speaking, writing, didactic reconstruction, methodology.

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Paper book and digital book: confrontation or coexistence?

Adriana Gjika

University of Vlora, Albania

adigjika123@gmail.com

Doriana Klosi

University of Vlora, Albania

dorianaklosi@gmail.com

The topic of our work is triggered by a new form of book in recent years with the introduction of ICT in human life. Like everything else, the book has changed its existence by becoming relatively immaterial and consequently changing the practice of reading. The evolution and especially the revolution of digital books through tablets, computers or smartphones is developing more and more, leaving aside the paper book a bit. In this regard, the

traditional book seems to be losing its leading place in the cultural level as the transmission of knowledge evolves more and more through digitalization. Our paper aims to understand this phenomenon in order to modestly contribute to finding solutions so that new technologies do not develop at the expense of the literary object. There are many questions before us: will the digital object succeed in replacing the paper book? Will new formats redefine the book object; hypertext or collaborative book? What are the common points and the particularities of paper and digital books? What are the respective advantages / disadvantages? What are the new relationships that are created between the reader and the digital tool?

Keywords: ICT, paper book, digital, reading, evolution.

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New Challenges in Educattion Field for 2020-2024 Years (Shkodra Case)

Bledianë Nika

ZVAP SHKODËR, Albania

bledianaosja@gmail.com

Aimir Osmani

ZVA SHKODËR, Albania

osmaniaimir@yahoo.com

The purpose of this study is to investigate the difficulties faced by the implementation of the new curriculum 2014-2020, including its impact on the quality of education, assessing the impact it has had on the level of learning and student achievement, and evaluation of how the online learning process is managed by the IA covered by ZVAP Shkodra; whether these challenges have been successfully coped or not and how the use of technology has affected them. The methodology used for data collection of this study is literature browsing (previous studies or reports conducted in the field of education with the same or similar topics), as well as the online questionnaires (via google forms) completed by the education specialists of Shkodra, as well as the IA teachers covered by ZVAP Shkodra. 2 online evaluation forms have been drafted, the completion of whiches has been done voluntarily.

Keywords: New Curriculum,Learning ,Achievement,Online Learning ,Quality Education

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Lesson Study

Doriana Klosi

University of Vlora, Albania

dorianaklosi@gmail.com

Adriana Gjika

University of Vlora, Albania

adigjika123@gmail.com

The topic of our paper is Lesson Study which is a teaching mechanism or practice and scientific research that was originally born in Japan and from the 2000s spread to many parts of the world. But while for this topic you find materials and scientific works in many languages, in Albanian, from the research we did, it turns out that there is no study on this contemporary approach to the professional development of teaching and beyond. In fact, this is a theoretical work, since its implementation, as we will see, requires some necessary conditions without which its implementation is impossible. In this paper we explain or define LS, reflect a little on its historical development, its spread across several countries, explain how this methodology works and give some of its characteristics. Also as a result of the analysis and study we did of this practice, we we also raised some difficulties in its implementation in our concrete conditions.

Keywords: lesson study, teacher, group work, teaching.

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Interlanguage as a reflection of the error in learning a foreign language and methods of its improvement.

Alma Hafizi

University of Shkodra "Luigj Gurakuqi", Albania

alma.hafizi@unishk.edu.al

Eljana Lacej

University of Shkodra "Luigj Gurakuqi", Albania

eliana.lacej@unishk.edu.al

Analyzing and evaluating error-making-process is a very important moment in the process of learning a foreign language. It is the basis for language level knowledge, from which we begin to adapt curricula in relation to objectives. The proposal is based on the processing of a questionnaire with foreign language teachers in the pre-university education system in the northeastern part of Albania. According to the opinions expressed, the process of intervention and correction of the error is different, depending on considering it as a "physiological" or

"pathological" phenomenon. The level of language competence where the error process is manifested must also be taken in consideration. One of the most promoted areas of error remains linguistics, the intermediate language system between our mother language and the target language to be learned.

Keywords: interlanguage, error, physiological, pathological, correction.

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Descriptive study on the factors that affect job satisfaction among teachers in lower secondary schools in Albania.

Enida Kume

"Aleksander Moisiu" Univerisity, Durrës, Albania

enidak@hotmail.it

Job satisfaction among Albanian teachers in the lower secondary education cycle is assessed at the "Moderate" level. This level of job satisfaction conditions the need for intervention in public policies for lower secondary education and in the processes of administration and management in schools. Job satisfaction among Albanian teachers in the lower secondary education cycle is an expression of a psycho-emotional state and their attitude towards the profession and task, which is conditioned by internal motivating factors, rather than hygiene factors. The teachers have identified "Working as a teacher does not bother me", "The work I do matches my spiritual feelings", Social environment, Relationships with colleagues and leaders as more important factors with positive effects on their job satisfaction. Factors related to reward policies and the number of students in the classroom have been assessed by teachers as factors that generate negative effects on their job satisfaction.

Keywords: Job satisfaction, factors, teachers, low secondary schools.

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Advantages and disadvantages of distance learning from the student's approach

Bresena Kopliku

University of Shkodra "Luigj Gurakuqi", Albania

bresena.kopliku@unishk.edu.al

Mimoza Priku

University of Shkodra "Luigj Gurakuqi", Albania

mimoza.priku@unishk.edu.al

The immediate closure of schools and the Covid-19 outbreak displayed unimaginable challenges to the education system. Issues such as online learning, the use of platforms, the students' engagement, regardless of where they lived, became the main issues of the academic staff and leaders of all educational institutions. On the other hand students were suddenly faced with lifestyle changes where the dividing line between school and leisure time was blurred. The article tries to address the challenges of online learning from the students' point of view. It tries to answer some key research questions: Which is the best platform for them? Which skills they consider as possible to acquire online and which skills definitely require active class participation? Of the platforms used, which did they find most suitable? Through semis-structured interviews with students we explore the advantages and disadvantages of each platform used in our university.

Keywords: distance learning, students' approach, advantages, disadvantages.

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Basic standards of distance language learning platforms

Frosina Londo Qyrdeti

University Ismail Qemali Vlore, Albania

frosinalondo@yahoo.it

Kozeta Hyso

University Ismail Qemali Vlore, Albania

Kozeta.hysi@univlora.edu.al

"The outbreak of the Covid-19 pandemic has significantly changed our daily lives.The university is also experiencing an alternative teaching process. Throughout the academicyear 2019-2020, due to the pandemic, it has been impossible for lecturers and students to attendphysical classes. Therefore, in order for the learning process to go on, some forms of distancelearning have been employed. The uses of distance learning platforms were able to provide somebasic standards of the teaching process. Lecturersused video or audio platforms to perform theirlectures, in addition to other powerpoint, excel, pdf, or similar applications.Online platforms provide the transfer of physical teaching to virtual one, either in the classroomor in every student's homes.But what are some of the features of this process in learning a foreign language? What are the facilities? What about the difficulties? Assuming that coexistence with

Covid may last for some time, what role will alternative forms play in foreign language learning?"

Keywords: teaching process, basic standards, online platform.

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"Use of resources" in the historical formation of students

Ilir Sallata

"Aleksander Moisiu" Univerisity, Durrës, Albania

il_ir@hotmail.com

This approach focuses on the historical competence of using resources in history teaching. Some forms of sources most used by students are: material evidence, visual arts evidence, verbal sources, etc. Seeing the diversity of resources, teachers find it necessary to orient students to look critically at the resources they use. And in this sense they ask the students the questions: When the source was written or worked on; Where it is produced; Who wrote or produced it; From what original material is it produced; In what original form is it produced; What credibility it has. Thus students manage to select the different materials they need to use. So teachers have an important role in orienting students towards resources. During the research work of this case study, qualitative methods were applied in general, but also quantitative methods, where through verbal discussions with history teachers / lecturers practical opinions were given on the competence of using resources.

Keywords: competence, historical resources, critique and evaluation of resources, learning.

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Improving the Performance of Wireless Sensor Networks on the Perspective of Matlab Simulations

Jozef Bushati

University of Shkodra "Luigj Gurakuqi", Albania

jozefbushati@gmail.com

Virtyt Lesha

Metropolitan University of Tirana, Albania

virtyt.lesha@gmail.com

Benon Paloka

University of Sports Tirana, Albania

benon.paloka@gmail.com

Dijana Karuovic

University of Novi Sad Serbia

dijana@tfzr.uns.ac.rs

The performance of the sensing units on the wireless sensor networks, the communication between them as well as the protocols and applied algorithms consist of two main elements in the lifetime of these networks. In this paper, we have considered the LEACH (low energy adaptive clustering hierarchy) protocol in the perspective of improving it by simulating through Matlab some case studies, reducing the number of sensing units of the wireless network. The methodology consists of treating three cases with different amounts of wireless sensors which have the same wireless energy emission parameters. These three case studies will be placed on the Matlab platform for performance analysis of the execution time of the LEACH protocol for each case. Finally, we conclude that the limitation of this paper consists in the number of sensing units in the wireless sensor network in the mentioned protocol.

Keywords: performance, sensing, lifetime, protocol, execution.

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CDTMOOC Creative and Design-Thinking MOOC

Céline Kylänpää

University of Turku, Finland

celine.kylanpaa@utu.fi

CDTMOOC project aims at disrupting the learning environment through innovative pedagogies by using different methodologies such as Creative Problem Solving, Design Thinking and Human-Centred Design to support modern entrepreneurship and stimulate a change in practice.

Keywords: entrepreneurship education; MOOC course

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Digital knowledge as a requirement at educational levels

Nexhip Mercury

"Ismail Qemali" University, Vlora, Albania

nexhip_merkuri@yahoo.fr

The author reflects the research on the construction of didactic tools for digital knowledge and the achievement of the new formula of long-term learning as a national achievement for all schooling modules. Didactic tools, Applications P A E T, on tablet, ipad (iPad), android and iOS mobile phones are described as opportunities to increase digital knowledge and long-term learning for the Albanian language2,3,4,5 ..., modules. We are looking for the application of successful neurolinguistic formula for any level of education at the University and for any subject for 30-35 weeks of the school or academic year. NA (Memory long-term) = 3R x 3 S (similar) (similar situations) x Pn x Msh. NA (Long-term learning) = 3R (Read "read" + Recite "say orally" + Review "repeat" + retrieval) x 3S (similar.)) similar situations x Pn (multiplied by the probability of learning)) + Msh (motivation from the society of the time) Argues the beneficial debate on the scientific conception of the term module, in the textbook for different subjects of a curriculum at one level of study, according to Decision 41 of the Council of Ministers (2018) and internal learning, long-term learning as the realization of learning units, as required performance. Realization for 30-35 weeks of the school or academic year, with updated requirements for long-term learning brings the success of the national language culture and digital knowledge required today in education systems.

Keywords: scientific module, applications as didactic tools, long-term learning, digital knowledge, neurolinguistic formula, schooling levels.

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The significance of CLIL in the life courses of former pupils: A qualitative case study

Anssi Roiha

University of Turku, Finland

anssi.roiha@utu.fi

This presentation examines the long-term effect of Content and Language Integrated Learning (CLIL) on former pupils' lives. The data are in-depth interviews with 26 adults who took part in CLIL education in primary and lower secondary school in the 1990s. The data were

analyzed using thematic and narrative analysis. The results showed that CLIL had been a very positive experience for the participants, particularly from a psychological perspective. That is, most participants felt that CLIL had had a positive effect on their attitudes towards English and even increased their general motivation to learn. In general, most participants considered that CLIL had partly constructed or supported their life courses, for instance related to their study paths or career choices. The study implies that early and relatively small-scale CLIL education can have a long-standing impact on pupils' lives. In this presentation, the results and the practical implications are further discussed.

Keywords: CLIL, life course, self-concept, attitudes, English language

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Creative problem-solving in real-world situations

Timo Halttunen

University of Turku, Finland

timo.halttunen@utu.fi

Céline Kylänpää

University of Turku, Finland

celine.kylanpaa@utu.fi

Higher education institutions are challenged to design learning experiences to be more working-life oriented. Creative problem-solving may trigger generative and divergent thinking that is meaningful and engaging also in terms of working life. Understanding of real-world problems can help students in gaining valuable skills for their future employment and employability. Based on a study in Denmark and Finland, researchers seek to facilitate understanding of contextual factors in creative problem-solving. In the Finnish case a series of experiments were carried out with students in a hotel working environment to study interaction between students, teachers and business representative. Based on this qualitative data, Reaearchers aim at explaining what meanings instruction has in creative problem-solving and student's situational learning.

Keywords: Creative Problem Solving, learning, instruction

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Impact of the INPP Method on the sleeping of children with Autism Spectrum Disorder

Sulltane Bilbilaj

University of Vlore, Albania

tanabilbili@yahoo.com

This is a qualitative study conducted with 3 children with Autism Spectrum Disorders, respectively a girl and two boys. The girl is in the fourth grade and the two boys are in the fifth grade of public schools in the city of Fier. The study focuses on the impact of movie language on the mother tongue of children with Autism Spectrum Disorders.

The study aims to show that autistic children, in addition to numerous neurological disorders, also have an addiction to electronics, to movies, especially cartoons. Early use of electronics, within the first two years of life affects the confusion of learning the mother tongue with the language used in movies. The language used in movies is more easily mastered than the mother tongue because the language of the movie is accompanied by animated figures and attracts the child's attention more. The perception of the language of films is realized more easily and takes the first place in the linguistic structures compared to the mother tongue. The general characteristics of these children are some disorders associated with sensory processing, lack of attention to social relationships, imagination, eye movement, etc. Individuals with autism spend less time looking at faces and more time looking at the background or body of individuals do not focus on the right social cues and constantly focus on details in the environment, do not fundamentally understand what they are being told, or are being demonstrated to. The opposite happens with cartoons, in which children are better able to focus and understand what is happening, thus making them dependent on cartoon information, which may be a reason why these children often imitate the characters and noises of these films and express thoughts in the language of the film. The study presents a rich literature with contemporary information on psycholinguistics as a necessity to know the process of learning the mother tongue and how it is influenced by the language of movies in children with CSA. Special importance has been shown to learning the first language and the second language in order to come out in the influence of the language of the films that is learned faster than the mother tongue the reasons given in the study. The realization of the study first required an evaluation of the documents as the first source for the realization of the study from where the work started to reach the goal of the study that children with CSA are addicted to electronics and create dependence on movies that the language of the film passes as the first language and lose reality. Through findings, interviews and observations, the study shed light on poor parenting performance where they stimulate the child to become addicted to electronic devices by making them available from the first year of life. Finally we say that in this study are found some valuable recommendations for treatment centers, kindergartens, schools and especially for the family.

Keywords: children, autism spectrum disorders, movies, addiction, language,

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On ''Online Teaching Practicum- a Challenge of 2020!

Veneranda Hajrulla

University of Vlora '' Ismail Qemali'', Albania

venerandahajrulla@yahoo.com

Practicum has been described as a crucial component in teacher education, it's an experience that has been reported to have an impact on student teachers' personal and professional development. The academic year 2019 - 2020 was considered to be one of the most challenging one for both teachers and students. The biggest burden we had to face, was the completion of the professional Practicum online. It was really hard, both parties, students and teachers lacked previous experience. Online teaching is always a great experience for novice teachers. As educators , we probably need to develop digital skills and abilities as we teach and provide content, online. But this was my first experience in attending online practicum. It was interesting, but it had it's difficulties too. As novice teachers they should be prepared for online teaching, using all the technology tools, that help them in preparing a good online lesson. Normally, they come to this stage after having done a six week Practicum course as university students, followed by a yearly period of professional practice. But jumping directly to online practicum, meant a lot for them. Through this paper I want to share with my colleagues the positive & negative sides of this experience. I'll count on teachers' point of view on this practicum as well as on students' difficulties, strengths, weaknesses and pedagogical skills gained.

Keywords: online teaching, online practicum, pedagogical skills, challenge, digital skills.

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THE ROLE OF THE TEACHERON THE STUDENTS LEARNING OUTCOMES

Mimoza Carka

Eqrem Cabej University Gjirokastër, Albania

mcarka2001@yahoo.com

Anila Xhumba

Eqrem Cabej University Gjirokastër, Albania

alikoanila@yahoo.com

School is the most important place for students to learn and develop their educational and social skills.Teachers play an important role in ensuring the education of students.Every school strives to recruit good and qualified teachers who can provide quality education to their students.Only qualified and dedicated staff or quality teachers can yield effective results, bringinggood quality students, which in turn contribute to their country in the future.It is therefore imperative for schools to retain qualified staff in the future.For the reason that only qualified teachers can provide the best education for students.However, if qualified teachers have intentions to drop school or teaching field, this will have a negative impact on the formation of students and the school as well. The aim of this paper is to review the role of the teacher on the students learning outcomes and how teacher work satisfaction affects these outcomes.

Keywords: teacher, success, professionalism, quality, education.

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Challenge in response to the European Higher Education Area - student mobility.

Juljana LAZE

UAMD , Albania

julilaze@gmail.com

Student mobility has always been of great importance to the Bologna Process as a means of promoting mutual understanding and knowledge exchange within the European Higher Education Area (EHEA) at institutional and national level. Mobility promotes diversity, tolerance and peace, the development of intercultural and linguistic competences, the spread of democratic values throughout Europe and beyond. The purpose of raising this issue in our analysis is to reflect the current situation, challenges and progress made in relation to the challenge of student mobility and academic staff in the country. These discussions are required to be seen in the context of the recent increase in international student mobility. After more than fifteen turbulent years, the Higher Education Institutions in the country are still committed to creating a higher education towards the European Higher Education Area.

Keywords: Educational Policy, Mobility, Internationalization, Challenge, Bologna Process.

Implementation of Active Citizenship in Albania, in the Education of Children with European Standards

Arbana Shabani

University Ismail Qemali ,Vlore , Albania

arbanazeqo@yahoo.com

European citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes 'a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. European citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation. The abstract has a specific focus on implementing europian citizenship education in Albanian, although experience suggests that certain factors contribute to its successful delivery; factors including education policy, systems, schools and curricula, the capacity of teachers, as well as by the needs and diversity of learners and the wider socio-cultural. In the interests of social cohesion in Europe , pupils at school need to be informed specifically about what it means to be a citizen, the kinds of rights and duties that citizenship entails and how to behave like a 'good citizen'.

Keywords: European standards; human rights education; europian citizenship ; implementation of education.

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Technologies and methodologies in teaching and learning foreign languages.

Lindita Kazazi

University of Shkodra, Albania

lindita.kazazi@unishk.edu.al

Aterda Lika

University of Shkodra, Albania

aterda.lika@unishk.edu.al

Technology has been used to both help and improve language learning. Technology continues to grow in importance as a tool to help teachers facilitate language learning. Technology also offers dozens of tools to help learners in real time. This study focuses on the role of using new technologies in learning second/foreign languages. The COVID-19 has resulted in schools shut all across the world. Today, however, educators are compelled to consider the most effective ways to teach students at home — and that means COVID-19 may open the door to new ideas and new technologies that will endure in the classroom after the disaster subsides. While online education may isolate students at home, it shouldn't negatively impact language learning. "We don't need massive amounts of interaction to acquire language. We need massive amounts of input," says Krashen.

Keywords: education, foreign language, technology, methodology.

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Difficulties of online learning for teachers, parents and children in the time of the pandemic for our country

Mirjeta Hoxhaj (Bezhani)

University "Ismail Qemali" Vlorë, Albania

mirahoxhaj@gmail.com

In this period since the beginning of the global pandemic, for teachers, parents and children in our country, have encountered many difficulties and challenges related to online learning. Online learning in our country was a novelty as part of the task for teachers who had to do all the teaching online.While for the parents the biggest problem is and was still the impossibility to help their children, to the new lessons and the performance of the tasks, both for the explanation but also for the control of their children's knowledge for different programs. In addition to these barriers, the psychology created by the pandemic and the economic difficulties associated with the lack of technological equipment for a part of poor families or with minimal living conditions affected. With the spread of the global pandemic, education systems also face a major challenge to alleviate the situation.

Keywords: COVID 19, barriers to online learning, the impact of technology on children in distance learning.

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New trends of teaching chemistry for the next decade

Edvina Cipi

Institucionet Arsimore Jopublike Elite, Albania

cipivina@gmail.com

Flora Qarri

University Ismail Qemali Vlore

flora.qarri@gmail.com

This proposal aims to show the use of project-based learning in a high school chemistry classroom. PBL encourages the use of projects, which promote continual learning, rather than a summative project at the end of a unit after the learning has already been done. Along with implementing PBL, the study also incorporated many of the strategies included in the broader strategy known as Assessment for Learning (AfL), which stresses developing assessments that are part of the learning process rather than simply a measurement of the amount of learning that has occurred upon completion of a unit. The hypothesis of this research was that PBL would increase student comprehension and motivation as measured through pre and post-test data and a student survey. The new project based unit required students to research and present the properties and structures of elements and how we use them. The expectation was that this approach would engage students with the material, the computer modeling would allow for more concrete visualization of structures and the project-based format would allow students to become more invested in their own learning.

Keywords: chemistry, organic, analytic, project based learning.

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The effect of positive reinforcers on the learning outcome

Zhuljeta Lilo

E.Cabej University, Albania

zpcinga@yahoo.com

Behavioral learning theories emphasize the external effects of influencing the individual when it comes to changing learning outcomes. Behaviorists are interested in modifying inappropriate or unwanted student behavior and encouraging existing behaviors or teaching students new behaviors. This is known in Educational Psychology of Applied Behavior Analysis, which deals with the application of behavioral learning principles to understand and change behavior. Encouraging a behavior means reinforcing it. There are several ways to encourage existing behaviors, or to teach students new behaviors. These include the teacher's attention and praise, the Premak principle, shaping and positive practice ...

Keywords: Educational Psychology, Applied Behavior Analysis

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Digital teacher competencies for digital tools in Education

Eva Cipi

University Ismail Qemali Vlore , Albania

eva.cipi@univlora.edu.al

Edvina Cipi

Institucionet Arsimore Jopublike Elite , Albania

cipivina@gmail.com

Marsia Cipi

Istanbul Technological University , Turkey

cipi.cipi.mc@gmail.com

Digital teacher competences are required to be gradually introduced into school curricula, use of quiz's assessment and classroom practice. There has been in the focus several policy processes with the results of the education and implementation of digital skills as one of the five basic skills for learning in school. This is a study that aims to describe what should comprise the specifics of a teacher's digital competence that enables the teacher to foster students' digital skills through work with academic subject material. In this context, teacher education is of foremost importance for the development of digitally competent teachers. What is then known about the use of ICT for pedagogical and didactic purposes in Albanian teacher education programmes?

Keywords: digital tools, simulations, gaming, competence based learning learning.

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Online classes and students experiences during the new reality brought by the pandemic

Enkelejda Cenaj

Aleksander Moisiu University, Albania

enicenaj@gmail.com

Albanian universities for years have been striving to adopt and integrate new modern methodologies and technologies in the teaching and learning process but the pandemic forced them to face and act to the new reality brought by it. Universities had to use and integrate online classes approach in order to continue the academic year and keep their students and staff safe. The results brought in this article are based on the experience faced during spring semester by the students in their struggle to adapt, keep up and be safe. 150 interviews were administered with students from Aleksander Moisiu University and Tirana University in the end of the online classes on July 2020. One of the findings suggest that the online classes were not taken seriously by most of the students which considered them as a temporary approach, which might end in every moment.

Keywords: Online classes, education, students, experience, issues.

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Interactive Activity as a Pedagogical Tool in EFL Classes

Marsela Harizaj

University College"LOGOS", Tirana, Albania

marselaharizaj@yahoo.com

Foreign language curriculum has evolved to meet the needs of global communication. English as an international language is used widely in every study programme regardless the language level. Teacher's training requires the use of new achievements in educational field and contemporary teaching methods. Regardless the reason of studying, the goal remains the same: achieving communicative skill otherwise called communicative competence. With interactive activity we will understand any kind of task which aims to equip the student with grammatical, linguistic, sociolinguistic, discourse, pragmatic and communicative competence. The language used in the foreign language class is different from what is spoken outside in the real life. For this reason, there is a need to implement interactive real- life tasks and activities where authentic language is practiced. In this paper we will deal with speaking skill and strategies and some suggestions on different types of effective interactive activities used in EFL classes.

Keywords: interactive activities, discussion, communicative context

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Pre-service teachers' self-efficacy for teaching in inclusive classrooms

ARJAN KAMBURI

University "Fan S. Noli", Albania

akamburi@unkorce.edu.al

Ilirjana Nase

DRAP Korce, Albania

ilirjananase@gmail.com

Albina Pajo

University "Fan S. Noli", Albania

apajo@unkorce.edu.al

This article presents data collected in an Albanian university, with students of the faculty of education and philology who are training to become teachers of different profiles for secondary schools. The research field is inclusive education and the competences achieved by new teachers to operate in inclusive classes. The question of this research aims to understand how ready new teachers are to work in inclusive contexts, analyzing the perception of the self-efficacy of students in the last year of a master's degree in teaching. The purpose of this study is to understand if it is necessary to integrate a specific course designed on inclusive education and inclusive practices into the university curriculum of the study programs that train these teachers.

Keywords: inclusive education, pre-service teachers, self-efficacy, secondary school.

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Teaching and comprehnsive classroom strategy

Blerina Xhelaj

University of Vlora "Ismail Qemali, Albania

blerinaxhelaj@yahoo.com

One of the important topics in today's pre-university, but also post-university education system is the role of the teacher as comprehensive as possible, in front of the student component, which promotes the process of classroom learning. The teacher with a comprehensive strategy conceives the class as a factor that participates in discussions, about different topics. The knowledge that the teacher imparts to the class, he considers as a product of the cooperation "teacher-student", being as creative, organizing and good manager as possible. The inclusive teacher aims to include the class and all the activity that takes place between the students in order for the different hypotheses that emerge during the lesson to be tested, but also to raise different questions, to express different views, to which will be analyzed, developed, promoting learning and learning, in order to realize at a high level the thinking process, regarding the new information it receives. The teacher being more inclusive in the classroom, influences the active participation of students, builds learning information on classroom responses, influences student collaboration, encouraging them to be more interactive in discussing ideas, and influences the finalization of problem. Nowadays, the teacher must be more oriented towards the future, using the most diverse methods, techniques and strategies, in order to realize a lesson that is as enjoyable as possible. He must place the student at the center of the lesson and have confidence in his potential.

Keywords: Teaching, strategy, methods, education, experience.

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Chemistry virtual Laboratories based on Python applications

Sidita Duli

University of Shkodra, Albania

siditaduli@yahoo.com

Suzana Golemi

University of Shkodra, Albania

suzana.golemi@unishk.edu.al

With an increased usage of internet, online learning has experienced a tremendous growth. Although the teaching courses and materials will vary from platform to platform, the students and society have experienced an interesting way of learning through e-learning. In this process, educational content is shared over the web. Applied in Natural Sciences, especially in virtual laboratories, the online learning becomes and necessary platform for understanding and creating new experimental practices. This research is focused in engaging teachers and students of computer sciences to create applications in Python programming language, which will be useful in Chemistry virtual laboratories.

Keywords: virtual, labs, chemistry, Python

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Student Centered Learning. Can it be evaluated as a successful method at the University of Vlora?

Irena Toshkallari

University of Vlore Ismail Qemali, Albania

irena.toshkallari@univlora.edu.al

Rezarta Sinanaliaj

University of Vlore Ismail Qemali, Albania

rezarta.sinanaliaj@univlora.edu.al

Increasing the quality of teaching and learning through the application of innovative methods, is one of the strategic objectives set out in the Strategy of Development of University of Vlora "Ismail Qemali. The implementation of these innovative methods is a process which is supported not only at the micro level by lecturers but also at the macro level through the drafting of policies, strategic documents, guidelines and manuals on the development and use of these methods. This paper is an attempt to evaluate the effectiveness of the student-centered teaching method at the Faculty of Public Health during the academic year 2018-2019, through a quantitative comparative approach between the results of student questionnaires for the evaluation of the quality of teaching, respecting ethics in data processing. Of course, in addition to the method implemented by the lecturers, the quality of teaching in a study program is influenced by a number of other factors such as didactic and laboratory tools, investments in infrastructure and others. This paper analyzes the results of student responses which directly assess instruments such as encouraging dialogue/discussion in classroom, critical thinking. Comparing the results of students' responses of the teaching quality assessment questionnaire during the academic year 2017-2018 and 2018-2019, we can conclude that the implementation of Student Centered Learning method, at the Faculty of Public Health of University "Ismail Qemali" Vlore, has been effective and identified as a good practice.

Keywords: innovative, teaching methods, quality teaching, student, effectiveness, questionnaire.

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Polish logical symbolism in Albanian

Jak Simoni

"Aleksander Moisiu" University of Durres, Albania

jaksimoni@yahoo.com

In the first decades of the last century a very important place in the history of logic occupied the contribution of the representatives of the Warsaw School of Logic. The main representatives of this school were Lukasiewicz Lesniewski Tarski etc. Polish logic developed in parallel with philosophy and mathematics; in Poland these last two disciplines were developed in the same course of study. Although logical symbolism was greatly enriched throughout its long history, the principal representative of this school Jan Lukasiewicz created his own unique symbolism that would diversify the panorama of logical symbolism. Lukasiewicz retains the existing propositional symbols p, q, r, etc., but completely eliminates the symbols of logical conjunctions, using instead the first letters of these conjunctions. In this way it builds a completely separate system. Since the achievements of this school are little known in Albania, the adaptation of its symbolism in Albanian would enrich the literature in this important field of study.

Keywords: Polish Symbolism, Warsaw School, Lukasiewicz.

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The Challenge of the Lecturer's in the Process of Education Versus Student's Expected Results/Grades

Rudina Duraj (Hoxha)

'Aleksander University', University, Durres, Albania

rudihoxha@yahoo.com

There is an 'eternal' struggle in my experience between students and lecturers/teachers in the process of education during the academic year. This paper explores the importance of education through independent learning and skill development to make students realize the importance of education versus their expected results/grades.

Keywords: Education, independent learning, student, grade/results.

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Effects of blended learning

Aida Sotiri

Eqrem Cabej University, Albania

aida_sotiri@yahoo.com

Harallamb Margariti

Eqrem Cabej University, Albania

llambimargariti@yahoo.com

Blended learning is an approach to learning and teaching, which combines learning face-to-face with online learning opportunities. This type of learning is used to integrate art into the classroom and to assist students with the necessary instructions. This study will bring the effects of blended learning in the way students are included in these classes, which is the perception of students in grades 6-12 and what are their academic achievements. For the realization of the mini-study, qualitative methods were used. The instruments used were questionnaires with students and individual interviews with teachers and students in grades 6-12 and parents to receive general information on how blended learning is provided in these classes. At the end of the study it was observed that blended learning had increased the students' achievement, and their positive perceptions . They developed additional skills through the use of blended learning which made students more knowledgeable and self- direct. And self-paced Blended learning helps to create clear ideas and specific formulations, Increases the desire to learn based on need. Blended learning helps students to develop critical thinking. Blended learning creates new ways for students to learn after class.

Keywords: blended earning, commitment, grades 6-12, primary, secondary.

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The online teaching, the new educational challenge

Matilda Memaj

Aleksandër Moisiu, University of Durrës, Albania

mmemaj@yahoo.com

Klodiana Leka

"Aleksandër Moisiu", Univeristy of Durrës, Albnia

klodial@gmail.com

Kostandin Vasini

"Aleksandër Moisiu", Univeristy of Durrës, Albania

vasilinikosta@yahoo.com

Teachers have often run into various changes and reforms to promote education. Their flexibility within the educational structures has always been seen as a mechanism for a more effective teaching, by adapting it to the needs and tendencies of the students. During pandemics, teachers again were faced with the need to re-dimension the way they teach. Online learning is not a common practice in all countries. In those countries where online teaching was implemented for the first time, it was also associated with difficulties and barriers for teachers. The purpose of this study is to explore the difficulties and barriers faced by teachers who applied the process of online teaching for the first time. The methodology used for this study has been the literature review. Secondary data collected from scientific journals and contemporary local and foreign publications, helped in accomplishing the purpose of this study. The results showed that teachers had no initial knowledge of using online teaching platforms and some had only theoretical knowledge. Teacher time and commitment to work doubled. The age of the teachers was a factor in overcoming these difficulties. Younger teachers tended demonstrating better skills of adapting to the new teaching methodology compared to older teachers. All the teachers beside their age need to be trained regarding online teaching. Often teachers have found peer support among each other as well as support of their children or other family members with better knowledge in the use of technologies.

Keywords: Teachers, challenge, online teaching, support, training

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New Curriculum and Student Portfolio Assessment

Judmilla Lalaj

"Sevasti Qiriazi" School - Local Education Office Korce, Albania

judmillalalaj@yahoo.com

The new curriculum of basic education, has as its foundation the creation of student competencies. Consequently, the process of realizing and documenting learning must be based on what the student manages to show, testify and demonstrate. The student portfolio is a very useful finding for the organization, development of teaching, student performance and their evaluation. Portfolio assessment has been widely used in educational settings as a way to review and measure progress, documenting the learning process or change that occurs. It is essential for "authentic evaluation" or "performance evaluation" and this element in education theory relates

to the principle that students should demonstrate, rather than tell what they know and can do. The portfolio as an assessment tool is not only a new component and a contemporary approach to education, but an element that is based on quality criteria and documents the contribution of students in competence-oriented learning activities.

Keywords: curriculum, evaluation, portfolio, innovation, performance.

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Continuing Education Centers as an opportunity for universities to realize lifelong learning (The case of LLL Center of the University of Korca)

Olger Brame

University of Korca, Albania

olgerbrame@yahoo.com

Education and training is a key dimension of teacher's circumstances, experiences and transition pathways, and so it is also a key area for policies at all levels. Lifelong learning as a form of self-initiated education is focused on personal and professional development. The speed of change and the quality of knowledge are requiring people to learn afresh at many intervals throughout their lives. The declarations of the European Council show that the transformation to the knowledge society is very high on the political agenda. The knowledge based economy relies mainly on the use of information and knowledge rather than physical power and on the application of technology rather than on the simple production of goods. Our paper aims to focus on the role and importance of continuing education centers in the faculties of education as an opportunity for universities to realize lifelong learning for teachers in duty and pre service teachers.

Keywords: Continuing education, lifelong learning, universities, opportunity, professional development.

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The effects of instructional leadership on school improvement

Griselda Danglli

Aleksander Moisiu University, Albania

griselda_abazaj@yahoo.com

Kseanela Sotirofski

Aleksander Moisiu University, Albania

nelasotiri@yahoo.com

This paper elaborates on the impact that instructional leadership has on providing a better education. It focuses on pedagogical discourse as a tool for a win-win relationship between the principal and the teacher, by means of learning, unlearning and thinking critically and by making empowerment questions. Emphasis will be placed on leadership best practices such as setting goals and expectations, fostering continuous teacher learning and growth, vision and planning. Therefore, the investment in instructional leadership in schools is an important pillar for building a better society.

Keywords: instructional leadership, education, principal, teacher, school.

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Online learning in Albanian Higher Educational Institutions amid the COVID-19 pandemic

Jonida Çarka

University of Tirana, Albania

jonida.carka@gmail.com

Mimoza Carka

Eqrem Cabej University Gjirokastër, Albania

mcarka2001@yahoo.com

The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world, so in order to fight the spread of coronavirus and maintain healthy social-distancing, schools across the country were temporarily closed and quickly transitioned from on-campus, face-to-face learning to distance learning. Before the current pandemic, Higher Educational Institutions in Albania were based only on traditional methods of learning, and they followed the conventional set up of lectures in a classroom; although many academic units had also started blended learning, still a lot of them were stuck with old procedures. This situation challenged the education system across the world as well as in Albania and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no

option but to shift entirely to online education–learning. However, with the obligatory usage and remarkable rise of e-learning, whereby teaching is undertaken remotely and on digital platforms, there is an emerging need to understand the impact that this change has had in the effectiveness of the teaching and learning process, as well as whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. This research study examines Albanian higher education students' attitudes towards compulsory digital and distance learning university courses amid Coronavirus (COVID-19). Undergraduate and postgraduate were surveyed to find their perspectives about online education in Albania. This article includes the importance of online learning and strengths, weaknesses, analysis of e-learning modes in the time of crisis. The study's findings highlighted that online learning is faced with many challenges in countries like Albania, where a vast majority of students are unable to access the internet due to technical and monetary issues. Furthermore, the lack of face-to-face interaction with the lecturer, the usage of different ununified online platforms, response time, and absence of traditional classroom socialization was among some other issues highlighted by higher education students.

Keywords: COVID-19, online learning, higher education, ICT, Albania.

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Implementation of digital tools for teaching and learning in the pre-university system.A comparative study of some digital tools.

Esmeralda Hoxha

KUPV, Kolegji Universitar "Pavaresia Vlore, Albania

esmeralda.hoxha@unipavaresia.edu.al

Anduel Mehmeti

KUPV, Kolegji Universitar "Pavaresia Vlore, Albania

anduel.mehmeti@unipavaresia.edu.al

Blerina Dhrami

KUPV, Kolegji Universitar "Pavaresia Vlore, Albania

blerina.dhrami@unipavaresia.edu.al

The pre-university system in Albania has a need to optimize the use of digital tools for teaching and learning in the learning process. As evidenced by the COVID-19 pandemic, all educational institutions in the country, took a new approach, that of implementing digital tools

in the context of fulfilling their obligations in teaching and and learning process. This scientific paper will assess the current situation of the implementation of digital tools for teaching and learning in pre-university education schools in the city of Vlora, their impact on the achievement of the best results, as well as a comparative assessment between some of the most widely used digital tools in the most successful education systems in the world. The research methodology in this scientific paper has as its main source the measuring instruments, such as questionnaires and interviews for students, teachers and principals of pre-university education schools in the city of Vlora.

Keywords: digital tools; teaching; learning; pre-university systems; LLL

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Teaching through technology

Anita Neziri

University of Aleksander Moisiu, Albania

anitaneziri@yahoo.com

An instructor who focuses on working with textbooks only or merely monitors class tasks does not provide a very abstract approach to the classroom. However, innovative teachers who are eager to search new ways to implement technology in the classroom often help students pick up on abstract ideas. By presenting information in different ways, from readings and debates regarding videos and computer applications, teachers utilize abstract thinking that extends beyond the concept. Cutting edge in technology have given the professors brand new ways of widening on materials, allowing teachers more freedom in presenting information and giving students more chances to get involved. Even though nowadays we are obliged to make use of them i.e. various kinds of technological means and tools being under the restricted conditions of COVID-19. In conclusion, I want to figure out the problems and the advantages we come across through presenting and having our lectures in videos and ppt. We raise a question such as are there more pros or cons when we have classes and present information?

Keywords: Teaching, technology, distance and effectiveness.

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Teacher networks in Albania: situation, needs, challenges for the future

Mariglena Meminaj

University of Vlora, Albania

mariglena.meminaj@gmail.com

Roland Zisi

University of Vlora, Albania

rolandzisi@yahoo.com

Trainings with teachers within the TEAVET project, made us understand the isolation in which teachers in Albanian schools are stuck in terms of communication, getting to know each other, sharing concerns, problems, experiences. Based on this concern, in an attempt to understand the reality of communication between teachers, we compiled a questionnaire to measure the needs of teachers to be organized in such networks and their suggestions on how to organize and operate these networks. In this paper we will present the results of this research: the situation, needs and challenges for the future regarding the teacher networks in our schools.

Keywords: Teacher networks, longlife learning, communication.

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Using Peer-Assessment To Enhance Student Motivation In Teaching English As A Foreign Language

Anita Muho

Aleksander Moisiu Universtiy, Albania

anitamuho@yahoo.it

Majlinda Dobrati

"Eqrem Cabej" University, Albania

majlindabobrati@yahoo.com

This study aims at identifying the importance of Peer Assessment to enhance student motivation in teaching English as a second language. Peer assessment enables students to develop skills and abilities, which are not given in a learning environment, where the teacher assesses their work. In other words, peer assessment gives students the opportunity to analyze, monitor and assess simultaneously two aspects: himself/herself and the other peer. Empirical studies have found that this form of assessment promotes a high level of thinking, it helps the student-centered learning, encourages active learning and flexible and facilitates a deeper, instead of a surface approach to learning. (Gipps,1992) This study made use of quantitative methods, we have used the questionnaire, which was administered in 2 high schools in Durres, Albania. Quantitative data analysis has shown that peer assessment helps students to believe in

their skills consequently enhancing their motivation to learn. Peer assessment helps also in understanding what they have not understand because they analyze themselves and their friend at the same time, comparing answers with each other. This study will contribute to help teachers using peer-assessment as a motivating factor in teaching English as a foreign language.

Keywords: motivation, enhance, peer assessment, teaching.

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Influence of Teacher -Student Communication on Students' Academic Achievement in English class

Alketa Dumani

Aleksander Moisiu University, Albania

alketapango@hotmail.com

Mimoza Zeneli

Sabahudin Gabrani School, Albania

mimozazeneli@gmail.com

This paper examines the influence of student-teacher communication on students' academic achievement in english class. One objective, one research question and one hypothese have guided this study. The population of the study involved 32,251 students and teachers from which 30,770 students and 1,481 teachers. The students are 11-18 years old, belong to 8 different grades in different schools in Albania and 60.7 of the students are girls. The total population of students in Albania is around 350 000 students. The classes were chosen randomly. A questionnaire was used for data collection. The study reveals that the academic achievements are strongly related to the level of communication with the teachers. Conclusions and recommendations are made based on this questionnaire results.

Keywords: Students, Communication, Influence, Worry, Like, dislike.

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Rethinking Education for Sustainable Development and Global Citizenship after the COVID-19

Siri Hoxha

University College "Pavaresia Vlore", Albania

siri.hoxha@unipavaresia.edu.al

Ervin Muco

University College "Pavaresia Vlore", Albania

mucoervin@gmail.com

Education is an essential precondition and must be sustainable. In addition to literacy and math skills, education for today and tomorrow should equip students with higher-level thinking skills such as critical thinking skills, imagination, creativity, innovation and the ability to make a constructive approach to a world that is changes rapidly. It is not enough for education to simply adapt to change and social needs. Referring to the United Nations COVID-19, the impact of the pandemic of about 1.6 students on the school continent and school closure affects 94% of the world student population and 99% of students in the country with low and middle arrival. The paper presents the challenges of achieving SDG 4.7 objective for. Its impact and implication are a particular focus to make the conditions of impact of COVID-19.

Keywords: Education, SDG, COVID-19, Critical Thinking, Creativity

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An Empowering Experience with Critical Pedagogy for Student-Teachers

Athina Sylejmani

University of Elbasan, Aleksander Xhuvani, Albania

athinahaskja@hotmail.com

Eriada Çela

University of Elbasan, Aleksander Xhuvani, Albania

eriada.cela@uniel.edu.al

Critical Pedagogy is a philosophy of teaching that emphasizes teachers' need to engage in teaching practices that question power structures, challenge domination, and invite students to achieve critical consciousness through dialogue. This paper highlights the importance of Critical Pedagogy in teacher education programs as one of the most timely topics for student-teachers. It presents the student-teachers' insights in two domains, mainly related to their study program and observation/practicum experiences during their MA studies at the University of Elbasan, Aleksander Xhuvani. Firstly, we present their insights regarding the extent to which theoretical

elements of Critical Pedagogy are present in their teacher education formation. Secondly, we share how concrete situations observed in English Language classrooms consider Critical Pedagogy as a tool for inclusion and justice. The conclusions and recommendations of this paper are drawn with a special emphasis on the benefits from implementing Critical Pedagogy and consequences when Critical Pedagogy is neglected.

Keywords: Critical Pedagogy, student-teacher, teacher education

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Online learning in the extreme conditions of the COVID-19 Pandemic. The case of secondary education institutions in the city of Vlora

Tea Memushi

University College "Pavaresia Vlore", Albania

tea.memushi@unipavaresia.edu.al

Lira Spiro

University College "Pavaresia Vlore", Albania

lira.spiro@unipavaresia.edu.al

The Covid-19 pandemic affects every country in all the important pillars of its development, including education. Forced by restrictive measures taken by the state, educational institutions were forced to adapt teaching methods to continue the learning process by applying different ways of learning online. Various discussions have been raised from time to time regarding the need for teacher qualification in order to increase the effectiveness of knowledge transfer and classroom involvement, but also discussions regarding teacher qualification and training to meet one of Albania's challenges of integration in the large European family. In this great time of globalization, according to the great values of these public utilities to the preparation of youth to run the future of our country, this study comes to identify and analyze the problems of teachers and online learning methods applied during the pandemic period March-June 2020, in high schools in the city of Vlora.

Keywords: Education, , online learning, globalization, COVID-19.

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Distance learning advantages and disadvantages (Case study March – June 2020)

Olivera Presi

"Aleksander Moisiu" University, Durres, Albania

oliverapresi@gmail.com

Shqipe Shyti

"Aleksander Moisiu" University, Durres, Albania

shqipeshyti@yahoo.com

The closure of educational institutions during the pandemic period led schools to focus on distance learning, consequently students and teachers faced big challenges; such as the communication between them changed through new approaches. The purpose of this study is to identify the advantages and disadvantages of distance learning process, in order to improve it, but also the use of new techniques and models. The research population of this study includes students and teachers of Upper Secondary Education of Durres city. The randomly selected sample (300) became part of an online Google form survey. The findings of the study showed the encountered difficulties. For teachers was the lack of digital competence and familiarity with teaching software techniques, while for students, technical problems such as lack of internet or technological equipment. While, the advantages of online learning, such as the feeling of being independent for students, increased involvement and concentration, the use of technology through online research, reframes the way of learning and successfully using technology in schools as well.

Keywords: distance learning, technological equipment, technology in education.

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Advantages of using classroom technology

Shqipe Shyti

"Aleksander Moisiu" University, Durres, Albania

shqipeshyti@yahoo.com

Fatmira Prodani

"Aleksander Moisiu" University, Durres, Albania

miraprodani@gmail.com

All teaching components include technology as indispensable in the modern society. Interactive Whiteboards (IWBs), also known as Smartboards, are efficient technological instruments which are replacing blackboards in classrooms. Albania has recently started their use, especially in private schools, although they are widely used in the world prior to Albania. The use of Smartboards in the teaching process has given positive effects on student's achievement and the effectiveness of the lesson, as shown in studies conducted by various researchers. The purpose of this study is to identify the advantages of these smarboards in the Albanian education context. This study was conducted in two private schools in the city of Durres and to reach accurate and valid conclusions a mixed methodology was used, through direct observations and semi-structured interviews, including also surveys for students and teachers.The results showed that students feel more motivated during their classes and the use of these instruments makes learning more interesting, creates an attractive environment and helps the management of time and students.

Keywords: technology, interactive board, interactive teaching and learning, learning improvement.

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Covid time teaching versus an unprepared education system in Albania

Menada Petro

"Aleksander Moisiu" University, Durres, Albania

menada_petro@yahoo.com

Ilindena Sotirovski

"Aleksander Moisiu" University, Durres, Albania

ilindena@hotmail.com

The scientific material that is offered and the pedagogic staff are the two solid pillars without which the school cannot stand. But the rapid development of technology, the spread of the online systems and the wide spread of internet usage and technological devices, have highlighted the need to resize these two important pillars. Also, the development of technology in education, has found the pedagogical school staff unprepared and their knowledge acquired during their studies or their experiences are aging at the same speed, highlighting the inability to match teachers' ICT competencies with those of students. Meanwhile, in July 2018, MoESY decided to ban the use of mobile phones during the lessons in the schools all around the country. Covid time brought to the forefront the teaching through technologies and the most used device

was the mobile phones. From this point of view, this paper is a critical view towards these two lines, on one side the decision taken by the Ministry, and on the other side the teaching with modern methods, are these two parallel lines or do they exclude each other In conclusion, this paper gives recommendations for a modern teaching and for the possibility to use technological gadgets, including mobiles or Ipads, in order to have a more effective, attractive and comprehensive teaching process.

Keywords: teaching; covid; technology; digital programmes; online system;

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Personality influences students' academic achievement

Loreta Mamani

Universiteti "Eqrem Cabej" Gjirokaster,Albania

loretamamani@hotmail.com

Luiz Seiti

Universiteti "Eqrem Cabej" Gjirokaster, Albania

lseiti@uogj.edu.al

Romeo Mano

Universiteti "Eqrem Cabej" Gjirokaster, Albania

manoromeo@hotmail.com

Researchers when it comes to students' academic achievement, agree that it is also influenced by personality. From their studies they have emphasized what personality is in essence. Since personality is a fundamental point, his study takes on special importance. The purpose of this study is to explain that personality type affects students' achievement in lessons. To achieve this goal a sample of 100 young people aged 16-18 was taken. A standardized questionnaire was used. This study has a quantitative character. Two personality types were analyzed, Sensing and Judinging. The study tells us that Sensing personality type has a higher average than Judinging. This study will be of some help to researchers in the field but also to teachers, students and parents.

Keywords: personality type, academic achievement, Sensing, Juding

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Children's behaviors are also influenced by parenting style

Anila Cacaj

Universiteti "Eqrem Cabej" Gjirokaster, Albania

anila_cacaj@yahoo.it

Loreta Mamani

Universiteti "Eqrem Cabej" Gjirokaster, Albania

loretamamani@hotmail.com

Positive parenting is considered to be parenting that supports the healthy growth and fulfillment of the child's needs. It is very important for parents to have common attitudes towards the child's behaviors. The more the spouses' parenting style changes, the more stressful it can be to reach an agreement between them. Effective parenting is a way of raising and educating the child that aims at the healthy upbringing of the child. Effective parenting builds the parent-child relationship based on mutual respect and uses positive discipline to educate the child . The purpose of this study is to investigate how parenting styles influence a child's bahavior. The study is quantitative, it includes 100 students aged 10-13 years and 100 parents aged 30-50 years. Through questionnaires, the study highlights parent-child relationships and how children spend time, how parenting style influences children's behavior.

Keywords: Parenting, child behavior, influence, life change stages, child personality.

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Technological dependence and its consequences on academic performance

Majlinda Bobrati

Universiteti "Eqrem Cabej" Gjirokaster, Albania

majlindabobrati@yahoo.com

Zamira Boboli

Universiteti "Eqrem Cabej" Gjirokaster, Albania

Z_merkuri@yahoo.com

Klodiana Leka

Aleksander Moisiu University, Albania

klodial@gmail.com

The internet usage has increased greatly in recent times. This increase is followed both by positive and negative outcomes. One of its negative aspects is internet dependency. The scope of this research is to study the internet dependency and its impact on academic performance. Quantitative research was utilized in this study, while questionnaires were used as the main research instrument. The study employed the following statistical analyses: frequency tables, crossed tabulation, Pearson correlation coefficient, regression analysis, Bayesian Pearson Correlation. The study sample consists of different faculties and high schools in Gjirokastra. The study concluded that time spent on the internet has a positive impact on internet dependence. Internet dependence does not have a significant statistical correlation to academic performance. Another conclusion of the study is that most students nowadays are internet dependent.

Keywords: internet dependence; social media dependence; online games dependence; films and music dependence; student's academic performance.

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The professional and socio- cultural commitment and interpersonal educational skills in Albanian schools

Blerta Korre

Eqrem Çabej University, Albania

blertaxheko@yahoo.com

Rezarta Kodra

Urani Rumbo 9 years School, Albania

rezartakodra@yahoo.com

Silvana Neviri

Urani Rumbo 9 years School, Albania

silvana.neviri@hotmail.com

The purpose of this article is to present, by means of a model, the determinants of organizational culture which influence creativity and innovation. A literature study showed that a model, based on the open systems theory and the work of Schein, can offer a holistic approach in describing organizational culture. The relationship between creativity, innovation and culture is discussed in this context. Against the background of this model, the determinants of organizational culture were identified. Values, norms and beliefs that play a role in creativity and innovation can either support or inhibit creativity and innovation depending on how they influence individual and group behavior. This is also explained in the article. The purpose of this paper is threefold. To investigate the interpersonal communication skills that human resource (HR) managers expect managers use to engender subordinate commitment to the organization.

Keywords: Interpersonal role, Communication, Skills, Evidence suggests, Examples.

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The role of memorization on foreign language acquisition

Angjelina Shllaku

University of Shkodra "Luigj Gurakuqi", Albania

angjelina.shllaku@unishk.edu.al

Megi Vjerdha

Salesian School, Albanian

m5shkurt@yahoo.it

Memory and learning can be considered the two faces of a medal. On one side, the learning process can't produce significative results without memory and on the other side, memory can remain static without the learning process. The same connection is between memory and the acquisition of a foreign language. During the prenatal phase, the fetus has already active subcortical structures that enable, even if in simple ways, the linguistic memorization, for example: listening, recognizing and internalizing linguistic sounds, while distinguishing them from surrounding echo. The aim of this article is to offer some neuroscentifics current knowledges about memory processing related to glottodidactics aspects to stimulate different memory systems during the learning process. It will also present the results of a study about the Memorization Strategies of albanian students in french classes and some techniques that can be used to improve memory.

Keywords: Memory, learning, glottodidactics, Memorization Strategies, linguistic memorization

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The role of digital technologies on e-learning and education during Covid-19 pandemic situation

Imelda Zadeja

European University of Tirana, Albania

imelda.zadeja@gmail.com

Virtyt Lesha

Metropolitan University of Tirana, Albania

virtytl@hotmail.com

Dijana Karuovic

University of Novi Sad Serbia

dijana@tfzr.uns.ac.rs

This paper presents the role of digital technologies on e-learning focused in education systems during Covid-19 pandemic. The global impact of e-learning process during Covid-19 is an important phenomenon that affected education system in general. This phenomenon caused a new approach of learning and teaching. Digital technologies has a major role in this situation, all around the world, in education systems (schools and universities), to provide remote schooling and to continue learning. The analysis consist of three digital platforms, that have massive usage during this situation, Microsoft Teams, Zoom and Google Meet by comparing some key characteristics, such as features, functionalities, security and integrations for each platform. In the end, this research will determines which platform is more appropriate to use in education systems based on these key point.

Keywords: e-learning, Covid-19, platforms, education.

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Exploring teachers' self-efficacy towards ICT integration during Covid -9 in Albania

Jonida Lesha

University of Shkodra "Luigj Gurakuqi", Albania

jonida.lesha@unishk.edu.al

During the Covid-19 pandemic lockdown all the school in Albania were closed for several months. The entire education system was forced to operate online. This study explored teachers' self-efficacy towards ICT integration during the lockdown. A mixed method design was used to conduct the research.The data were collected from 500 primary school teachers in Albania for the quantitative study and 12 teachers were interviewed for the qualitative study. The study reports that teachers that were 25-35 years old scored higher in Teachers self-efficacy scale than the other groups of age. Also, it was found that teachers that had good collaborations with their colleagues scored higher in TSES. The qualitative study revealed that the teachers that scored higher in teachers self-efficacy in using ICT scale had very good knowledge in using ICT and also they had support during the process. The study found that teachers self- efficacy could be enhanced with well designed training programs.

Keywords: self-efficacy, teachers, ICT, education, covid-19

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The need to use technology and online practices during the biochemistry, health and environmental education lectures

Aurora Dibra

University of Shkodra Luigj Gurakuqi, Albania

adibra@yahoo.com

Suzana Golemi

University of Shkodra Luigj Gurakuqi, Albania

zanakuci@yahoo.com

Arjana Striniqi

University of Shkodra Luigj Gurakuqi, Albania

astriniqi@yahoo.com

Besides the general education in schools, biochemistry, environmental and health education are very important columns of education. This topic deals with their daily activity and the preservation of the life quality and is considered as a very important duty with practical value. This research aims to assess and evaluate some progress of online lectures and the use of technology during the topics of biochemistry, environmental and health education. The different techniques, topics and lectures used during the pandemic period are observed and classified, and

others are suggested according the different subjects under which they occur, and according to the pupils' age groups and students. Based on the research's findings, we want to create modules and lectures, videos and experiments for the curricula of natural sciences for online lectures in order to find creative ways to induce environmentally friendly behavior in children at an early age and students.

Keywords: environmental education, health education, pre-University education ,online lectures, extracurricular subjects.

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Variety of intelligences

Eloina Tozaj

Ismail Qemali University of Vlora, Albania

eloina.tozaj@univlora.edu.al

Marieta Mercury

ELITE school, Albania

m_merkuri@yahoo.com

Aesthetic education, in the broadest sense of the word, is urgent for all citizens, regardless of their specialty and work activity. Moreover, this idea is worthwhile, for all young people who want to orient themselves independently and critical in contemporary society. Aesthetic education is especially necessary for students who do not have the opportunity to pursue higher studies, ie their schooling closes with high school. From this point of view, the programs for the introduction of art and music in secondary education in the direction of social sciences and natural sciences, constitute an important but incomplete step. The content of experimental programs for high schools requires a review of this problem. Attention is drawn not only to the fact of the programming of classes but also to the material which will be offered to students for study, given the conditions of transition. As necessary alternatives for the successful implementation of these programs will remain; the scientific training of teachers, their professional conscience, their passion for art. Art teachers should be if not musicians, fans or serious music scholars, if not painters, passionate fans of it and serious scholars, if not well-known ballerina, connoisseurs of dance art, in short, teachers should distinguish the soul of the artist, in them, there must be a poetic line, a line of the art of writing and expression, which must wrap its students with the veil of creation and experience in art, otherwise the explanation is formal, mechanical and worthless for life.

Keywords: intelligence, school, education, art

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Expression through art

Marieta Merkuri

ELITE school, Albania

m_merkuri@yahoo.com

Theodore Merkuri

Ismail Qemali University of Vlora, Albania

Tedimerkuri111@gmail.com

Through art, freedom of expression is enabled. Art has served the people of every age to communicate. Every work of art reflects thoughts, feelings, culture, experiences, becoming a means of communication not only for artists, but for all people. During life man has contacts with works of art, he communicates with them, in his own way, which is conditioned by cultural formation, worldview, talent, passion for art, etc. In fact, since childhood, man "speaks" with the meaningless signs appearing to him. Growing up, he gives different meanings to these signs, until his language becomes more precise, when he masters an alphabet and is able to read and communicate clearly and accurately. In the course of life, man discovers the desire to leave traces in the surrounding environment. This idea, later, is related to the pleasure given to him by the search for beauty and perfection. In the field of didactics, expression through art, he goes through a long and not easy methodical course.

Keywords: expression, art, communication

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Assessment on the Impact of Teachers Reliable Training in Achieving Education Standards and Improving Students Results

Anila Bitraku

Pustec Education Office, Albania

kurrikuladaranila@yahoo.com

Educational staff training is a complex, continuous and a never ending process. The teacher is constantly seeking to improve his performance through being updated to new strategies in education, communication, technology so he can ensure success in his work and career. The

training should take into account the needs and interests of each teacher. For this purpose, the Ministry of Education and Sports in cooperation with the Institute for the Development of Education and the Albanian Academic Network conducted the National Assessment of Teachers to identify the training needs of the headmasters and teachers in the Albanian pre-university educational system, a study which identified issues that should be priority to the training process. Through meetings and class-monitoring conducted from Korça Education Office on each school, teachers always requested training on certain issues, some of which are unidentified in the MASR study. The COVID-19 situation revealed the lack of some proper skills such as: using technology, using alternative methods and activities to encourage learning. There are many units that offer teacher training such as: institutions, agencies, associations working in the education field, universities, etc. The modules offered by the UNIKO Education Center are valuable to the teacher, especially the teaching strategies, classroom management, project-based teaching. In order to meet the training needs, we recommend the UNIKO Education Center to update its modules based on requests from teachers. Being in touch with the head of each "professional network" would serve as a link between training needs and remodeling the center's modules. Is essential for teachers' continuous qualification the quality of training sessions, motivation, experimentation, classroom study of training issues, sharing experiences, feedback and certification. As it is important for students, it is also important for us to encourage teachers in acquiring higher achievements, bigger motivations and inspirations, to engage them in achieving higher teaching standards. If the teaching standard improves, higher scores among students of the pre-university education can be reached.

Keywords: teachers' training, process quality, teacher standards

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Adolescent Groups, Alone Adolescents and their Behavior in Society

Alma Bakiu

ZVA Vlore, Albania

bakiualma1@gmail.com

Adolescence is a psychosocial stage of development accompanied by constant physiological, environmental and social changes that have a huge impact on the mental health of adolescents. As previous research on the psychosocial stages of development suggests, adolescents go through the process of creating their identity while exploring the social environment. While some of them answer the questions "Who am I? Who do I want to be?", some others get lost in external social roles, losing touch with themselves and suffering from loneliness, depression, social anxiety and stress. The paper investigates different aspects of how adolescents form social connections, what their motivations are and how they experience various positive and negative social feedback. Several adolescentswereinterviewed and asked about the way they feel in social environments, such as schools or other communities, the causes of such feelings, their interests,

behavior, etc. The results from the analysis of their behavior and answers showed a correlation betweenfeelings of loneliness, depression, anxiety and childhood trauma, bullying and parental abuse.Most adolescents seemed to be still stuck in one or more previous psychosocial stage/s of development. As a result, they were confused about their identity and their social roles, which was accompanied with feelings of loneliness, depression and anxiety. However, adolescents who had gone successfully through previous psychosocial stages of development, building hope, willpower, purpose and competence, were displaying less feelings of loneliness, depression and anxiety. They were also generally reporting higher levels of happiness and well-being. The findings open new windows for research on childhood, family and social issues, as well as the impact that differences between generations and the emergence of social media have on Millennial/generation Z adolescents' feelings of loneliness, depression and social anxiety.

Keywords: Adolescent Groups, Behavior, Society

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Pedagogical and academic communication in university auditoriums

Bardhosh Gace

UV , Albania

bardhosh.gace@univlora.edu.al

"A considerably number of pedagogues, aesthetes and experts of European and Albanian education in the last decades of the XXI century, have stimulated scientific and pedagogical thought in a powerful debate, which is closely related to the advantages of the education development that the new generation receives, to be interactive in having scientific knowledge as a global challenge of the younger generation. Some time ago, reading Sigmund Freud's book ''Paradox'', I realized that communication between people and especially in the auditoriums of universities, as a philosophy of life, requires a radical change, to follow the news of contemporary science and students ' knowledge. Teachers relationships with students are often prone to problems, conflicts and disagreements, which arise from the relationships and communication between them. This communication in universities strongly supports our long theoretical, practical and empirical experience in the educational process, with the scope that higher education to create capable people of doing new things, and not overcoming what previous generations have already done, they should be creative, inventive and great Discoverer."

Keywords: Pedagogical communication, academic communication, students, university auditoriums

Minimizing the most common threats children face online to ensure their universal right to education in times of COVID-19

Gerta Mehmeti

KUPV , Albania

anduel.mehmeti@gmail.com

Lindita Liçaj

KUPV , Albania

lindita.licaj@unipavaresia.edu.al

As a result of the pandemic and the need to practice 'social distancing' after the total lock down, according to UNESCO, over 1.2 billion students have been affected by nationwide and localized school closures, representing around 73% of the total of enrolled students worldwide. Unfortunately, as schools shut down and classes move online, social and economic inequalities are exacerbated. While the transition to online education has been rather smooth in developed countries, this is far from true in developing countries where students suffer from the so-called 'digital divide', as they lack the essential technological equipment and adequate internet connectivity to pursue their studies at home. Overall, underprivileged individuals are more likely to be disproportionately affected in their studies during the pandemic. However, the impact of the COVID-19 outbreak on education has been quite overlooked in political and public discourse since the start of the crisis. But what does international human rights law say about the right to education and corresponding State obligations? Education is a fundamental right enshrined in Article 26 of the Universal Declaration of Human Rights (UDHR) and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR). In contrast to other human rights treaties such as the International Covenant on Civil and Political Rights (ICCPR), the ICESCR does not contain a derogation clause allowing or prohibiting States to limit or derogate from ESC rights in times of emergency. Article 4 only provides that States parties 'may subject such rights only to such limitations as are determined by law and only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society'. States cannot derogate from the minimum core obligations of ESC rights, which in the context of Article 13 ICESCR includes, amongst others, an obligation 'to ensure the right of access to public educational institutions and programs on a non-discriminatory basis; to provide primary education for all, and; to adopt and implement a national educational strategy which includes provision for secondary, higher and fundamental education'. After COVID-19 outbreak the main tools to ensure the children right to education is internet making them the most active Internet users, but at the same time they are unfortunately subject to a number of threats like inappropriate contents, chat room friends, cyberbullying and online scams. We have to realize that child rights are universal, online and off, is this the reason why the objective of this paper is to investigate

on the possible ways to creating a safer and age-appropriate online environment in order to maximize the benefits of the use of internet while ensuring their universal right to education.

Keywords: children, universal right, education, COVID-19

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Classroom management for the preschool age

Alma Gusho

Kinder garden school, Vlore, Albania

ardian.gusho@hotmail.com

Nowadays we find it difficult to discipline and manage preschoolers in and out of the classroom. This difficulty comes from two main elements. Secondly, these days, the society itself is in a constant crisis, suffering the consequences of modern life. In this context, stressed, physically and emotionally exhausted parents, bring into life and society unruly, confused, unaccompanied, unfocused, little social and very little cooperative children. Thus, we can say that the child receives the greatest cost of both development and modernization of life. The purpose of this paper is to show how the teacher can work with children of this age in the classroom, striving to achieve having lovingly disciplined children. In this regard, it is very important for the teacher to understand, feel, and perceive the child's difficulties, and to teach them to gain self-control, to accept changes, to communicate feelings directly, to resolve conflicts and to embrace mistakes as an opportunity to learn and move forward.

Keywords: children, classroom management, preschool age

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Education System during Covid-19 Pandemia. Challenges and Prospectives

Eriona Çela

Ministry of Education, Sports and Youth

eriona.cela@arsimi.gov.al

The aim of this study is to provide a description of the situation created in the education system due to coronavirus pandemic which spread all over the world. It emphasizes the importance of online learning in this difficult situation for every sector but mostly for education system. The study also provides some problems and difficulties that teachers and students face when using online platforms as well as some advantages that online teaching process has. The

analysis helps to identify and understand the strengths, weaknesses, opportunities and challenges related with online teaching and learning.

Key words: distance learning, online teaching process, education infrastructure

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The adaption of new members in teenagers groups

Valbona Caushi

University of Gjirokastra

Mimoza Çarka

University of Gjirokastra

Anxhela Caushi

University of Tirana

Membership of young people to a social group has been one of the most discussed topic of social psychology. The focus is on the factors that directly affect faster and safer socialization.

When we talk about adolescence as one of the age stages characterized by identity crisis, the situation becomes a little more complicated. Teenangers during this phase experience a lot of changes not only physically, but also socially and emotionally. The groups they create and belongs make them carriers of the special characteristics of the group members. In most of them they are identified by the group to which they belong. But when one or more young members want to be part of a group, what happens? This is exactly the purpose of this study . In this study I will focus on the behavior between individuals during their membership in new environments. Identification of factors that affect an easier socialization. The changes that bring new members in the group that become part of. How the relationships between individuals and groups change during the time spent in these groups. The socialization of new group members by the older group members is related to the motivation and contribution they have to join this group

Key words: Age, Members, Group socialization, Innovations, Social Status

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The Role of the Family in the Education of the Child

Etleva Korkuti

Eqrem Cabej University Gjirokaster Albania

Children are the most important part of life; they are the future of the family. Every child not only grows up close to the family but also takes the right steps that will lead him towards a healthy education. This kind of education is also reflected by the behavior of these children in different environments in which they participate, for example, in the family environment, at school, in society, etc. The life of each person in the family is filled with a variety of moments and situations. Happy moments certainly make us feel good; otherwise it happens with bad moments which in addition to worries also leave traces especially in children.. Many parents learn parental responsibility with their children. When the family is built on solid foundations a healthy family climate is created, as a result of which the relations between the members, mother, father, child are healthy and there is a rule and respect in the family relations. The first and often decisive motivations in the field of education the child receives in the family. The family is important in the education of the child because it operates in natural educational conditions. The relationship established with the family in childhood is maintained throughout life; therefore family and parental love are a very important factor in the education of the child.

Keywords: family, education, role, relationship, children