Higher Education Level in Albanian Case Study and Effective Teaching Improving Methodology

Dr. Evis(a) Celo

College of Humanities, University of Vlora, Albania
Lecturer in English language department "Ismail Qemali" Vlora University, Albania
Management Department, Economy Faculty, Tirana, Albania,
Email: eviscelo@yahoo.com

Prof. Assoc. Dr. Alba Dumi

Dean of graduated school, University of Vlora   Albania
Email: besi.alba@yahoo.com

Abstract: *The objective of this paper is two-fold: on the one hand, to analyze from the student's point of view how they value the restructuring of teaching as a result of the Bologna process and what are the implications for students with regards to both their academic qualifications and their future incorporation into the labour market; and, on the other hand, to deduce from the results obtained recommendations which may help to guide teachers towards successful internationalization and collaboration between interuniversity networks, as well as achieving greater standards of quality within university teaching. Higher Education Area, Vlora University and Pavaresia private university in region of Vlora and the future of management, teaching and research within universities to be introduced by 2010 are now a thing of the past. The Albanian High level study is a reality that now must be taken on board; no time is left for philosophizing, reticence or insecurity. Improvements to the quality of our university teaching and research represent the most stable objective and, with that, improvements to everything else within the system: its structure, its management, teaching resources and research, among others. The time has come to transfer university knowledge beyond national and linguistic boundaries; No doubt, the accreditation of qualifications contributes to this goal, as do study periods abroad, opening up extra-communitarian frontiers, employment opportunities in foreign firms, collaborative projects and research through European inter-university networks.*

Key words: *Teaching in Vlora University, High study level, Portofolios given precise, Feedback Teaching –Lecturing*

1. Introduction

Teaching in a lot of cases is described as a profession ,although some valid reason refer to it as a profession. In all the behalf levels the university ,the teachers are not only trained(prepared),but also certified to teach.A professional teaching qualification is a passport to advancement in the profession .At least so is the fact about being aspire to become a director or director of a High-School. However the stuation in universities is different.There exist an idea that has become a norm in the sciences-possession of Ph.D in this field of specialization ,it has all to do that ateacher or a lecturer needs in order to get a teaching position in any department at University.If a teacher teach what do a lecturer do ? They teach or lecture? This raises the first question for our discussion. Two other academic aspects on which the change will be felt if we followed the American model are:the methodology of teaching and professor-student relationship.Why and how thw orientation on the American model would arise the quality of teaching and provide another reality in professor-student relationship?

The time has come to transfer university knowledge beyond national and linguistic boundaries; without a doubt, the accreditation of qualifications contributes to this goal, as do study periods abroad, opening up extra-communitarian frontiers, employment opportunities in foreign firms, collaborative projects and research

through European inter-university networks. In order to move towards these goals, greater commitment is called for and greater personal effort must be made than has been the case up until now. Specific training for teaching staff, and learning from common experiences between members of the same university and those from other universities will be needed, as well as a strong will to listen, communicate, exchange viewpoints and a desire to understand what each person can contribute.

1.1 American Modeling and Obligatory program

The First Principle is relates to how communication is conceived in writing. A model set of regulation defines in writing mandatory or thought, criticized or explore a certain topic. What distinguishes American scholar style is clear, concise and structed in writing. He has contributed for this: a) the existence of the obligatory program for the students who learn how to communicate in writing form. b) the quality of the standard of processing information.

  The Second Principle is connected with how the professor-student relationship are conceived. In these relationship rules tolerance, flexibility, clarity on right report-duty and assessment multicompoments. What create such an atmosphere are: a)the student's concept of school. Education is neither coercion nor the choice made by anxiety in the absence of other options, but a choice as an individual calculation .What results are achieved, it is the responsibility of the investment product of the student, seriosity is conducted by market; the job position need quality; quality is acquired by school and education training.

1.2 The conception of the professor's role. An overview in American principles of teaching methodology.

He is there to help the student to the problems that arise and guide them to succeed .c) Third is the mechanism of assessing student knowledge .This works on a number of components, so that his evaluation to be less subjective. How else dispose of view of these American principles of teaching methodology will arise the quality and the effectiveness of teaching in our universities? First the diversification of academic information would make the student formation background more complete. Diversification of academic information has begun. But this, the least is far from western standard and more has turned nto a chaos.

  One may find weakness that carries the professional training of Albanian professor (despite the qualification) in order to possess in depth the information. One may find weaknesses that carries the professional training of Albanian professor (despite qualification) known to possess in depth. Next can be found to lack of physical or electronic modern bookstore with diverse and easily accessible information. Referring to Refik Kadia, , Hagelund (Higher Education in Albania, May 2001; 8)gene as a physical barrier of Tirana Library of University, the best university in Albabia which consist of 400.000 books, where 70% are Russian references of more than 20 years ago. As for the electronic library nor can even be concerned (the university do not have the internet).

1.3 Electronic libraries one missing point in Albanian Universities.

A western student the majority of the complementary references find electronic libraries .This is firstly seen in the context of Albanian universities and may be seen as unattainable utopia. This would provide Albanian students and professors seriosity and facilities in crossing the academic information being traditional or contemporary. Secondly, teaching will emerge from the scheme of "learning by heard" as it determines Hagelund (Higher Education in Albania, May 2001:8); would bring the elimination of what today's situation where as said by Adem Tamo ("About the concept of academic freedom and university autonomy", "Korrieri" 26 Janary 2003), who cares what is said to the student, no one discusses the program and the teaching techniques.

  The newspaper "Koha jone" 26 December says that the participation of Albanian teachers in the "Tempus"

something has changed in terms of teaching. But keeping an eye to American model of teaching will bring something more; teaching more interestingly and a view of academic information about academic problems and in time; a vaster space for the student participating to make his brain "put it in motion" the professors induction before application to update knowledge and information provided by him and being in current with the latest development in his expertise field. Thirdly, writing culture will change. How? What way? By eliminating the verbal inflation and the lack of substance of thought, increasing the level of expression and made clear understandable "right to the point," structured and supported by other arguments. This would give an end to the abuse of reader's attention, lack of seriousness when debating and communicating gap that exist not only in media but in other area. The introduction of curricula with learning destination to communicate in writing in the early years of university, especially to mark the beginning of bringing our culture of thinking and western expressivity.

Fourthly, the professor –student relationship will not remain hostage to the most authorial or paternalistic behavior of subjectivity in assessing student progress and preparation. The case "Fuga" in Faculty of law would be an inconceivable scenario for the U.S model of professor-student relations. Democratization of the concept of the student-professors relationship on the principles of American school requires first changing the existing system of assessment and secondly redesigning the role of Albanian professors and his image in terms of appreciation in his hand. Because there is time to recognize that "The guardian" and the quality indicator of the student is not the mark, but the market demand of labor market and the student ability to respond professionally to market demands.

2. Literature Review and Hypotheses

Questioning as a process which should master and further developed by the student i.e. the shift in ownership on their sides makes pedagogical apparatus of school textbooks to enrich ahead. The questions that student do to particular theme include almost all questions that can be found in a text, but they exceed multiplied by ten when created by the students ,even more from the students can come questions that even the writers of text could not have anticipated when they drafted certain lessons. The process of articulating the questions by teaching students can also bring other phenomena, positive ones towards interactive teaching classes with the aim of students' learning.
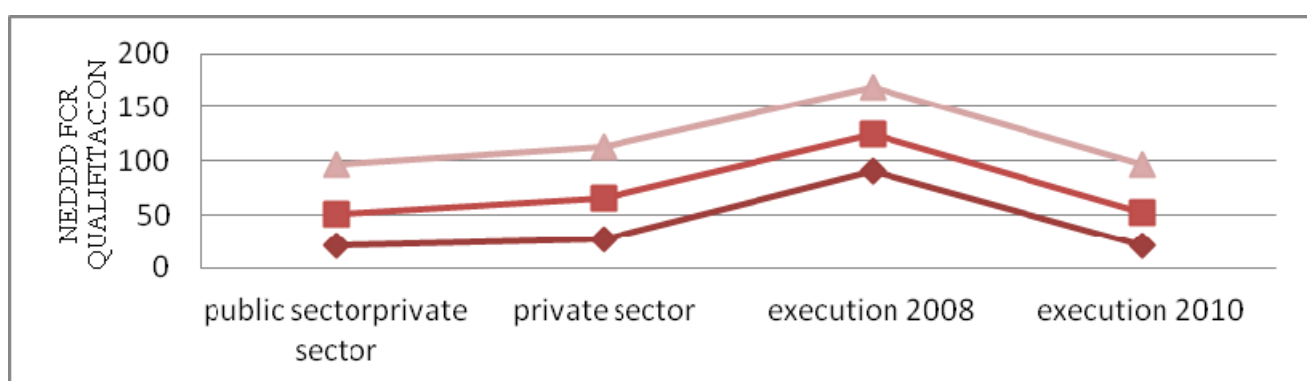

Tab 1.The teaching process and distribution on sectors

2.1 Method of classic project. Bologna University system is implementing in Albania

Classic method involves breaking a project topic e.g pollution ,the constituent components or sub-topics such as air pollution ,water pollution ,soil pollution and noise pollution .Certain groups are then sub-topics to

conduct investigation to produce reports e.g over a cause,consequences and prevention of certain types of pollution for presentation and discussion with the whole class as professional,teaching,training ,qualified ones regardless to the methodology,merits,demerits.

   The teacher role is to give guides when needed and to monitor the progress done by each group.Every group of student is free to approve every kind of methodology that seem to be adapted for training and the duty. There are four principles that guarantee the quality and the success of teaching and the professor-teaching relationship:1.Firstly is the character "pluralistic" of information. That is to say student is exposed before all views, trends or theories that populate the market of ideas, theoretical debates and practical solution.2. Second principle relates to how teaching is conceptualized. This scheme is not "the professor delivers lectures, the students just behind the desk.", but it stimulates debates, active participation of the students, promote critical thinking and processing information in trinity thesis-antithesis-synthesis.
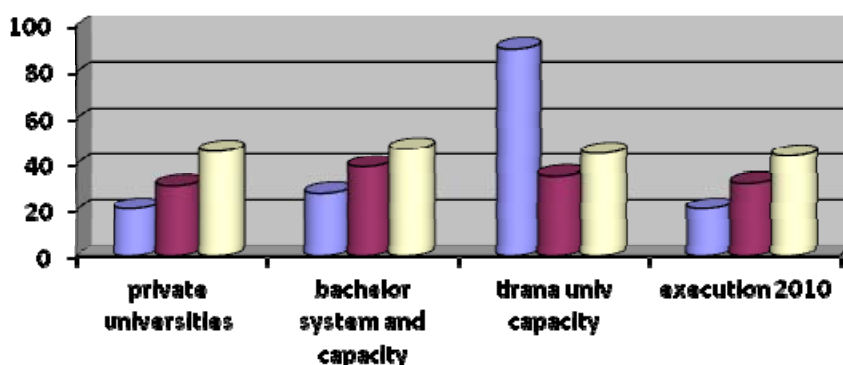
Tab 2 Teaching scheme and stimulate knowledge

What makes teaching quality to be effective is, non-paternalistic communication. Professor indeed possess superior knowledge of sense versus student analysis, this does not lead to the drowning of communication. Any kind of debate professor-student represents and aims to identify the "common ground' and differences in view. Secondly the role of "facilitator or moderator" of the professor. This really provides space for debate and articulation of different viewpoints. But whenever a deviation from the central position goes too far, "mission" of the professor is bringing the debate within the "common ground" it. In order to move towards these goals, greater commitment is called for and greater personal effort must be made than has been the case up until now. Specific training for teaching staff, and learning from common experiences between members of the same university and those from other universities will be needed, as well as a strong will to listen, to communicate, to exchange viewpoints and a good desire to understand what each person can contribute.

   These actions are implicitly or explicitly laid out in the planned objectives for the EHEA (European Area of Higher Education); the Council of Ministers for Education (2008) summarized the Bologna Process objectives and incorporated agreements:

- Adoption of an easily readable system and comparable degree.
- Adoption of a system essentially based on two main cycles (bachelors and masters).
- Establishment of system of credit - such as ECTS.
- Promotion of mobility for students, academic and administrative staff.
- Promotion of European cooperation in quality assurance.
- Promotion of European dimension in Higher Education, Lifelong Learning.
- Promoting the attractiveness of the European Higher Education Area in a global setting.
- Doctoral studies and the synergy between the European Higher Education Area and the European Research Area.

Given that this paper has focused its analysis on the role of the student, as the recipient partner of the new educational reform, and how from the results obtained this reform contributes to establish, according to the fundamental principles of Bologna, a system of greater teaching quality through internationalization, and more particularly in Computer Science and Engineering Faculties, it is necessary to analyze how accreditation organisms and associations have planned these proposals. The European Association for Quality Assurance in Higher Education (ENQA) has also focused on the role of students saying "they have a special interest in factors that are relevant in making education a good investment. Students should be seen as partners in the academic community, because they often have a balanced view of the aim of the academic institution; on the cultural, political and historical aspects of the academic community; on the institutions' role in society and on the future of the academic tradition.

2.2 The process and questioning skill. The didactic concept of questioning

Such methods are closely related to the integration of communicative method of teaching.By this we understand the inclusion of all the strategies among which the process of questioning is the most important objective of the curriculum content being utilized as full adaption with specifiv situation and communication potential. All these are functioanal and situational method for teaching a foreign language giving student an opportunity to own and use educational system (indicated by teachers)necessary phonological,lexical and grammatical level relevant to each student (elementary,intermediate,advanced). Meanwhile should be accepted as "Learning begins when students start to ask!" In everyday life the issue of asking the teacher is seen as a competence that promotes and develops the teacher himself/herself.

3. Methodology and Research Goal

The moment when the teacher gives student a duty to ask question about an image, diagram, chart, map etc. The teacher has conveyed to them new requirements in relation to residing and getting information as the reading is not the only process which takes through a reading of a written text but also through image, chart, melodic line and painting. During this phase this phase the teacher or instructor carefully listens to students' response .each response receives graciously approved only by using the correct answer to stimulate. Then when he deemed necessary by interfering with convincing arguments to clarify the situation of going through the coming teaching situation. This allows the teacher to spend the chain of questions that are very effective in such hours where question after question the student receive complete information and accurateness.

3.1 Students and teacher questions. Why does the teacher ask?

- To develop students' imagination and to check the students' knowledge.
- To encourage students' memories and to read the expression of feelings.
- To encourage students to argue. and to promote alternative thinking.
- To promote the resolution of the problem and to allow the expression of thought and feelings.

3.2 How to promote student to do questions:

- Tell student that you always support and welcome their questions.
- Tell the students that your goal is not to capture their errors, but to estimate them for participation.
- Allow enough time to answer questions you do.
- Practice varied shapes to encourage students to ask.
- Self-evaluation of student or diagnostic evaluation.

- The whole process is a diagnostic process that has to do with the possibility of self-esteem and self-administration to measure students' progress. Students are encouraged to develop independent thinking and awareness to improve further more. An important component of the role of teachers as an indicator for self-esteem of the students and the use of the assessment question is to help them develop logical basis for establishing the evaluating criteria. It happens that the student does not understand how to build a logical model and consistent criteria. In this case the teacher should not use sarcasm or underestimation ,but should encourage students to create a reflexive questions as "what if, what if that were true?"
- So self-evaluation of students is valued when they make decision that go to trial, like those engaged in the real wild world. All these strategies will be realized through-recognition and assessment of achievement and short-coming, listening to them when they speak, wondering reading and then they refer to observe their progress and analyzing problems given by the professor or lecturer of the subject.

Conclusions

Important work must be done in universities, depend Albanian Universities state or private in view of the improvements now underway, and more specifically for those oriented towards the internationalization of teaching. The offer of subjects taught in English is one of the aspects that is explicitly covered in the European Supplement to the Qualification. Not only does it enrich the teaching staff (improving the teaching experience of whoever gives the course) and the students (facilitating their preparation for and entry into the world of work), but it also adds value to the university (the offer of bilingual subjects canbe a reason to attract more Albanian students and to gain prestige and image beyond national frontiers).You should adapt a conversatioanal style and do not keep your eyes glued to your lectures notes.Maken an eye contact with individual students and monitor scan the whole class.One of the standard of the evaluation and conclusion retirement consists in two basic milestones:

a) *Evaluation of the teachers or the evaluation of student progerss*
b*) Self-evaluation of student or diagnostic evaluation.*
 c*) Evaluation of the teachers or the evaluation of student progress*

Will perform the measurement of students' achievement. It will incorporate the objectives, process of requirements and in our case the evaluation forms which are programmed to encourage and reward the progress and introduce the achievements. Teacher and educators need to recognize achievements standard you can expect from their student through their knowledge of the expected requirements associated with the each relevant level description also their ability to judge level of attainment. As well as their knowledge and understanding of the academic values, national and international. This includes the oral and writing assessment and the periodic reporting by the instructor for the quality of learning resources and use of the learning methods. It is of a great importance the method selection and the use ,so that not to be determined clear from the general objectives of course.

 Some action verbs that can be used in formulating the questions in level of synthesis are:
Assessment questions have a distinctive quality in confronting student with real problems, as they appear in life. As far as the decisions and judgments are the first ingredient of adults life,it is essential to life experiences within the class to connect with the world they will confront, no matter their age or maturity.

During this paper research we are trying to give some recommendations:

• To evaluate teaching effectiveness different methods can be used including: peer review, self-evaluation, teaching portfolios, student achievement and students' ratings of teaching methods used by their teachers.

• Students must be assured that the information they are giving is welcomed by the faculty and will be used to improve the teaching and learning in the course; otherwise they are unlikely to take the rating process seriously.

• Teachers need to educate students in effective ways of giving precise feedback that addresses specific aspects of their learning experience.

• Teachers need to continually assure students throughout the semester that the ratings will be used for productive changes in teaching/ learning process and that there will be no chance of retribution to the students.

References

Arreola, R. A. (1995) Developing a comprehensive faculty evaluation system.Bolton, MA: Anker Publishing.

Benson, L., Schroeder, P., Lantz, C., and Bird, M. (n.d.). *Student Perceptions An Effective Professors.* Retrieved July 24, 2009, from *www.usfca.edu/ess/sym2001/PDFbooks/*

Braskamp, L. A. (2000). Toward a more holistic approach to assessing faculty as teachers. In K. E. Ryan (Ed.),

*Evaluating teaching in higher education: A vision for the future. New directions for teaching and learning,*83, 109-123. San Francisco, Ca: Jossey-Bass. *www.falultetiekonomik.edu.al*

Braskamp, L. A., & Ory, J. C. (1994). *Assessing faculty work: Enhancing individual and instructional performance.* San Francisco, CA: Jossey-Bass.Centra, J. A. (1993). *Reflective faculty evaluation.* San Francisco, CA:www.education research .it Jossey-Bass.

Chang, T.S. (2001).*The effect of system administration on faculty attitudes toward student ratings.* Hualien, Taiwan: National Hualien Teachers College.

Cuseo, J. (n.d.). *The case for student evaluation of college courses* Policy Center on the First Year of College. Retrieved May 27, 2002, from http://www.brevard.edu/fyc/fya/CuseoLink.htm

Cohen, P. A. (1981). Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies. *Review of Educational Research.* 51, 281-309.*catalanas.*Paper presented at the meeting of the V Congreso Hispano-Francés,Toledo (Spain).

Hinojo, F. C. (2006). Leadership and the European Higher Education Area (EHEA). *International Journal of Learning,* 12(1), 147-154.

Huisman, J., & Van der Wende, M. (2005). On Cooperation and Competition II. Institutional Responses to Internationalization, Europeanization and Globalization. *www.falultetiekonomik.edu.al*

ACA Papers on International Cooperation in Education at a glance. Bonn, Lemmens.

Karpe, J. (1996). *Rationalität und mentale Modelle. Europäische Hochschulschriften,*

Reihe V: Volks- und Betriebswirtschaft. Berlin, Bern, Frankfurt/Main, New York, Paris, Wien (Book, 343 Pages).

Kelo, M. (2006). Support for International Students in Higher Education. *ACA Papers on International Cooperation in Education at a glance.* Bonn, Lemmens.

Kelo, M., Teichler, U., & Wächter, B. (2006). Student mobility in European higher education. *ACA Papers on International Cooperation in Education at a glance.* Bonn, Lemmens.

Kelo, M., & Wächter, B. (2004). Brain Drain and Brain Gain. Migration in the European Union after enlargement. *ACA Papers on International Cooperation in Education at a glance.* Bonn, Lemmens.Le Gallo, M., & Dallerba, M. (2004). *Evaluating the Temporal and the Spatial International conference.ufo.al www.ufo.al*

International conference Economy faculty, Dumi Alba pp 35-47 High educational developing

International conference Economy faculty, Koxhaj Andri pp 22, www.falultetiekonomik.edu.al