FILLING THE GAP, BETWEEN THE THEORY AND PRACTICE, AND THE HELP OF EDUCATIVE NOVELTIES

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Abstract

The topic of this study is the gap between theory and practice and also the ways of avoiding it. New educational purposes concerning students, building up an air full of targets, abilities and expressions of research, ability of cooperation and dealing with changes are also the exact abilities that teachers need. The gap between theory and practice is caused by: policymakers seldom ask successful classroom educators for their ideas about creating a modern teaching profession. Despite the importance that historians have placed on teaching and collaboration, this partnership almost does not exist among teachers. The reality is particularly frightening and problematic in Albanian schools. Semi-structured interviews were conducted on 352 teacher candidates. We believe that schools need to embrace the rebels and turn them into leaders reform.The success of student depends on the success of teachers, which is necessary for the success of the society.

Keywords: Student success, teaching process, cooperation, gap, theory, practice

Introduction

Collaboration is required amongst students; teachers fail to establish the same environment and relationships with their colleagues. Changing forces continuously require teachers to hone their skills, through attending seminars of professional development for eight hours. Nonetheless, these events rarely describe the reality since teachers work in isolation and do not collaborate with each other. Hence, each classroom represents its own 'microcosm'[6]

The study comes up with some conclusions:
- The gap between theory and practice is caused by:

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[6] Crouse and White : Teaching as a Team Sport, 2008

- a) Division of theory and practice communities
- b) Insufficient possibilities for the professional development.

The instructions we are introducing are based in a model which includes the study of theory and practice, as well as the learning result. In order to create the necessary possibilities for the learners who do not succeed in the school curriculum. It is important to make the following interferences:

- Which the teacher prefers to use
- Evaluated and which have influence in the performance of high or medium level learners.
- Evaluated and which produce a change in the performance of incapable learners.
- Studies have produced qualitative teaching novelties, but we should accept that teachers do not know everything they ought to.
- The main problem is that these practices are not used as there are not enough demands for them.

"It is the creativity, passion and commitment of expert teachers who know what and how to teach students at any given moment that makes students successful"[7]

Literature Review

At the end of the new millennium's first decade, the fate of the teaching profession still appears to be up for grabs. Debates rage over whether teachers need more pedagogical preparation or less, whether they should receive higher pay for increasing their students standardized test scores, and whether tenure should be abolished. These long-standing debates are intensified by the 24-hour news cycle and the omnipresent blogosphere.

Researchers and their organizations, subordinated by school board, mayors of municipalities, parents, teacher unions etc. should model practices that will increase the researcher's offers. But instead of composing practices, researchers and anyone else that is interested in education should understand that passing of this gap, signify acting properly in complex environments, so the gap between the theory and practice in most of the cases is simply a product of researchers arrogance.

Emptiness reasons

Is important, to show some of the main reasons, for the difficulties of the practices, and their use in reality accepted by the researchers. The connective power of the Internet is breaking down the traditional locus of control in the school-learner relationship, and students will soon have endless learning options. This trend presents both opportunities and

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7 The key to changing the teaching profession (2010 vol. 67 no 8 p.37)

challenges. Because students will have easy access to information, the education delivery systems of the future will demand intensely individualized learning. The scarcest commodity will be attention, and successful educators will be those who can attract and hold students interest while helping students develop the habits of mind and the digital facility they need to process and evaluate relevant information.

"Teachers who can customize learning experiences and facilitate them in both physical and virtual environments will be highly sought after. Schools will also need to help students deal with the flood of information that often seems overwhelming"[8].

Authors firmly believes that today's top down accountability, driven by narrow, standardized multiple –choice tests, will never provide a sufficient framework to determine teaching effectiveness. In response, committed teachers are often forced to assume renegade status and defy certain policies to make a positive difference. "If I am the single most important factor in the learning of my students, then I need to do what enables me to be the best teacher I can be"[9]

Researchers reached the conclusion that emptiness of the practice and theory is caused by:

• division of researching communities and practices

• refusal of giving the educative research as it is understand by practitioners

• failure of researchers to produce useful interventions

• limited possibilities for professional development.

These factors make evident the importance of the challenge facing with those included under this study. Reality showed that the studying of teaching process has to do with the need for research towards the challenge of scientific change in practice. Of a great importance are also the factors that have impact on the resistance of the teachers toward the novelties in teaching process.

1. Teachers are uncertain about the way how to affect pupils. They concept pupils as individuals, in specific circumstances, that are affected by different multi powers which have no possibilities to be turned into general issues.

2. Teaching decisions are taken often on pragmatic bases of proves and mistakes, with few possibilities to reflect or think better about the reasonable base of them.

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8 The key to changing the teaching profession (2010) - Barnett Berry, Renee Moore, and The Teachers of 2030

9Ariel Sacks (Oct 21, 2013) Whole Novels for the Whole Class: A Student-Centered Approach

3. Teachers are dealing with continuous daily problems within the classroom such as for example discipline management and personal conflicts and outside the classroom such are gathering of money for educative activities, announcements, dealing with director, parents, and life in daily tiredness routines.

We recently surveyed 352 teacher candidates, in grades kindergarten through twelve. Here is what they told us about collaboration in their schools. (See Tab. 1)

Even though 75% of the teachers thought collaboration improved instruction (Question 1), our remaining questions uncovered an alarming disconnect between "knowing and doing". While teachers clearly understood that collaboration was important, 34% felt like they were "on their own" when it came to improving student achievement (Question 2). 19% percent of the surveyed teachers did not think that their materials or instruction matched their same grade colleagues, while another 12% were not sure. (Question 3) Nearly half of the teachers did not see their schools calendars, curriculum maps, or scope and sequence charts helping their situation (Question 4). Half of our surveyed teachers would not like to see their own children become teachers, because it is a lonely profession (Question 5).

Table 1

Personal opinion…	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
1. Instruction are improved evidently when teachers get together to discuss assessment results and teaching strategies	2%	9%	60%	25%	4%
2. I feel like I'm on my own improving the achievement of my class	6%	45%	30%	10%	9%
3. Instructional materials and practices match with those of my grade-level colleagues.	3%	16%	47%	13%	21%
4. Actual curriculum guide, calendar, or scope and sequence ensure that teachers are teaching the same thing at the same time.	3%	16%	45%	12%	24%
5. I would be thrilled if my son/daughter decided to become a teacher.	7%	44%	32%	12%	5%

Sources: White, Crouse, A. Baffle, C. Barnes, H. Extraordinary Teachers, Teaching for Success (85)

Filling the gap between the knowledge and the practice
Creation of possibilities for pupils which have no success in general educative programs need following interventions:

Issues liked by the teacher to be used.

Issues evaluated that effect on the performance of pupils with medium and high results.

Issues evaluated, that realise a change for the performance of unskilled pupils.

To reach the filling of this gap are followed three phases.

First Phase has to do with studies that made able the teachers to clarify pupils on organising concepts and made able them to use books and to improve their performance during the tests on different chapters. Data from these studies show that pupils with not high results displace their performance to general educative classrooms where teachers explain the lesson using one ore more daily experiences. Also pupils that don't have high results in educative process and are part of a normal classroom where are present also pupils with high results, they get benefits. So this experience shows benefits that have pupils with low results from the pupils with high results.

In this phase is necessary the use by teachers of an educative novelty that is seen by him as reasonable and as an issue that can be functional. During the common work, many teachers change their attitudes and their way of working by the passing of the time. Dedicated teachers don't like to spent time with activities that have no straightforward connection with learning process, especially novelties and procedures that lead to a blocked path. When dedication is serving to a main purpose of education, the best teachers don't limit their interests within the classroom but are dedicated to teach and develop learning process in the whole school.

Second Phase has to do with developing of researching process. After are proved the first completed attempts studies were followed to increase efficiency of studies in school contexts. From these studies we are able to decide what kind of materials, supportive activities and classroom organizing are required to support the use of instructive procedures.

Third Phase has to do with development of a group of materials that support the teachers work such are (CD, video cassettes etc.) that will help the development of professional qualities of teachers and directors. This shows that investments can be effective giving support to fill the gap between theory and practice and to bring interventions based on scientific principles. Existence of novelties resources is the spread of networks, partnerships, collaborations that have turned the possibilities infrastructure to join and work together for common topics within a couple of years.

Table 2 provides modest suggestions for activities in which teachers could be engaged.

Table 2 Source: White, Crouse, A. Baffle, C. Barnes, H. Extraordinary Teachers, Teaching for Success (88)

What you might do:	Why you would do these things:
• Collaboratively score student work • Analyze student data on a standard • Identify lessons for remediation or enrichment • Adjust lessons • Share lessons • Inform consistent grading procedures	• Develop common understandings of the indicator • Pre-testing to plan instruction • Establish a common rigorous rule • Select samples to share

Reflection on the process of filling the gap between the study and practice

We will comment some reflection on the process of filling the gap between the study and practice.

Learning from far and near

The internet's infinite capacity for connectivity is exploding the millennia old single-teacher paradigm. By 2030, the old concept of "classes" will have morphed into dynamic study groups, integrated courses will be the norm, and expert teachers will engage students in interactive global learning communities, using 3D Web environments, augmented reality, and mobile devices that we can only begin to imagine today. As more teachers provide instruction online, the schoolhouse will need to become a greater force in providing community-based, whole child education that involves parents and families.

Improved Teacher preparation

The proliferation of alternative routes to teacher certification will present continuing challenges in the coming decades. Teachers emerging from truncated preparation programs will be most effective under the supervision of highly expert teacher leaders. "In our vision of the future, perhaps 10 present of the teaching force-drawn from a pool of the most accomplished educators-will assume hybrid roles as lead teachers supervising novices who enter the profession with various levels of preparation and content expertise"[10]The ultimate goal is to develop a profession that talented people can enter, advance in, and exit via multiple paths.

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10 Educational Leadership/May 2010

No matter what technological advancements we experience as a society, educators will stillneed to concentrate on pedagogy, shaping our teaching around the needs of each child. Whether future technologies help or hurt that effort will determine whether those of us at the ground level can make the ground shift.

Connections for professional learning

In the next two decades, drive-by professional development will be trumped by new technologies that spread teacher expertise. Already, teachers are increasingly turning to one another to expand both professional knowledge and teacher voice. They believe that these trends will accelerate over the next two decades. (http://englishcompanionning.com)

Teacherpreneurism

Unlike other comparably prepared professionals, individual teachers today are seldom able to negotiate their own "deliverables." We believe that this will change in the not-too-distant future as expressions like teacherpreneurism enter the lexicon of school reform.[11]

New Compensation Structures

Like everything in Albanian education, teacher compensation has been time-based. Although schools and districts have made periodic attempts to base compensation on performance, these efforts have run up against the barrier of inadequate teacher evaluation. But we see signs that some researchers and policymakers are moving toward redesigned professional compensation that could be a powerful lever for accelerating student and teacher learning. Updating compensation starts by reconceptualising teacher assessment, says team member Renee Moore, former Mississippi Teacher of the Year.

From Vision to Reality

Teachers are increasingly turning to one another to expand both professional knowledge and teacher voice. The global economy and the internet revolution demand that we rethink our traditional models of teacher recruitment, preparation, and development. In the future already rushing toward us, student success will depend on our capacity to produce the most adaptable and effective teaching force possible-one that can capture the attention and engage the minds of every learner in an atmosphere of unrelenting change.

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11 Ariel Sacks, (2010) Educational Leadership

One thing is certain: getting there will require that policymakers, administrators, researches, teacher union leaders, and expert teachers work together to create the education system our students need and deserve. (http://k12onlineconference.org)

Many people pretend that we have the lack of knowledge and this lack is the main reason of the gap between research and the practice. Furthermore despite the fact this research have proved important practices for some schools teachers, pupils and educative objectives, on the other side it have failed to give help to teachers and pupils. Many others think that educative novices they are not placed properly in classrooms and for this reason are used very little.

"Instead of composing practices, researchers and anyone else interested in education issues should understand that jumping on this gap it means to act properly in a complex situation, so the gap between the research and practice in most of the cases is not just a product of researcher's arrogance"[12].

Conclusion and recommendations

Teachers answer to all kind of inner or outer pressures for change, since the main urge it comes from believing that practice can be improved continuously and as the result, professional development is an endless process, a way of living. The global economy and the Internet revolution demand that we rethink our traditional models of teacher recruitment, preparation, and development in the future already rushing toward us, student success will depend on our capacity to produce the most adaptable and effective teaching force possible one that can capture the attention and engage the minds of every learner in an atmosphere of unrelenting change. To reach this goal, is required to be filled the huge gap between theory and practice that exist in our schools. In our country is not existent a proper governmental program that will make possible for the researchers to undertake investments on issues such are trainings, technical assistances and technological improvements, maybe this is the proper moment in which can be included in Albanian law of education system an article which will narrow the gap between theory and practice

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