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# Linguistics & Education



Highlights

- Inclusion in Basic Education
- Math Modules: A Theoretical Review
- Analysis of the Teacher Role
- The Educational Transformation in Albania

Discovering Thoughts, Inventing Future

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# Math Modules– A Theoretical Review and Cognitive Training Programme

By J. P. Das
*University of Alberta*

*Abstract-* The abstract outlines the content of a review on Math Modules, a program designed to facilitate the learning of foundational math skills through cognitive training techniques that are based on theory with a special focus on planning and executive functions, encompassing cognitive flexibility, attentional control, and working memory. The guiding educational principle is drawn from Vygotsky's concept of zones of proximal development, highlighting the belief that children can accomplish tasks with assistance that they may struggle with independently. In a way, the structure of cognitive training Modules can be viewed as an attempt at construct validity. A review of historical roots of Math modules is presented at some length. The program begins with the division of training the two key components of math proficiency: computing and solving word problems. Both rely on five essential skills.

*Keywords: cognitive processes, vygotsky & luria, math learning, brain-based intelligence, executive functions, thought & language.*

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# Math Modules— A Theoretical Review and Cognitive Training Programme

J. P. Das

*Abstract-* The abstract outlines the content of a review on Math Modules, a program designed to facilitate the learning of foundational math skills through cognitive training techniques that are based on theory with a special focus on planning and executive functions, encompassing cognitive flexibility, attentional control, and working memory. The guiding educational principle is drawn from Vygotsky's concept of zones of proximal development, highlighting the belief that children can accomplish tasks with assistance that they may struggle with independently. In a way, the structure of cognitive training Modules can be viewed as an attempt at construct validity. A review of historical roots of Math modules is presented at some length. The program begins with the division of training the two key components of math proficiency: computing and solving word problems. Both rely on five essential skills. A specific module on working memory training is cited as an illustrative example of Vygotsky's teaching method. A subsequent section summarizes two empirical research studies, shedding light on the effectiveness of Math Module training. Towards the conclusion, the review acknowledges its limitations, notably the absence of a comprehensive review of contemporary publications on math cognition and the need for more studies assessing the efficacy of Math Modules. The concluding remarks reflect on the concept of validity, juxtaposing the number of empirical studies provided with the validation of the construct, rooted in Vygotsky and Luria's brain-based research. The abstract tangentially touches upon the limits of empirical testimony in the context of the discussed research.

*Keywords: cognitive processes, vygotsky & luria, math learning, brain-based intelligence, executive functions, thought & language.*

*Math Modules– A Cognitive Training Program*

## I. Introduction

*a) Math Modules: What Is It All About?*

By mid-elementary school, some children have completely lost interest in learning math. Although there are multiple causes for disinterest and frustration, the most obvious is that students experience great difficulties in learning mathematical concepts. Two conditions affect their inability to learn: failure of instruction in school and children's specific cognitive deficiencies. The good news is that scientific research has introduced various rules and tools to help. This manual applies some of those rules and tools as it seeks to strengthen children's foundations of mathematical concepts. Furthermore, it proposes remedial methods guided by research.

The motivation for writing this manual is to facilitate and improve math learning. Modules for Math targets basic math skills and includes training programs that are expected to improve them. The conceptual framework of this manual is not the only one that may be valid; consider it as a reasonable approach that gives a rational base for remedial programs.

Mathematics and science have come to have an undeniable importance in today's society. It will be a great pity if a significant number of children fail to develop an interest and ability due to early experiences of failure. Often, these types of experiences lead to anxiety, fear of punishment and poor self confidence in mathematics.

Current reputable books on math learning include The Mathematical Brain (Butterworth), Number Sense (Dehane), and insightful studies on how children do mathematics (Nunes & Bryant). There is a paradigm shift in regarding 'intelligence' and 'ability' as malleable rather than stable traits throughout an individual's life. A child's first attempt on an intelligence or standardized test is not a 'true' measure of his or her potential. As advocated by Vygotsky, the modules in this program allow ample opportunity for discovery, creativity and learning in collaboration with others.

Processing strategies are obviously important for competent performance in both reading and math. Specific strategies for math undergo changes as the material demands flexibility. A sign of maturity in a child learning math occurs as a shift from counting with fingers to doing basic operations in mental arithmetic. Similarly, strategies for estimating an answer in long additions, subtractions, multiplications and/or divisions are used when the answer cannot be accurately given (Siegler & Booth, 2004). This may appear to be specific for math; however, in coping with reading short and long words and comprehending the meaning of a word from its context involves processes shared with math. Change in strategies, or flexibility in strategy use is a central requirement of Planning. Good planning is almost synonymous with flexibility, lack of rigidity, heeding feedback and correcting one's approach to solution.

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*b) Self-talk*

Self-talk or verbalization is recommended as a technique for organizing strategies while doing a math problem. 'Verbalization' or training that facilitates the use of planning. Both Vygotsky (1962) and Luria (1966) have regarded language as a tool for controlling behavior. A simple intervention by the teacher did not focus on the student's specific mistakes on the worksheet but adhered to the principle of facilitating guided discovery of strategies that the student had adopted and verbalized. We suggest verbalization as a mediating procedure that enhances not only local operations such as multiplication and division, but also facilitates transfer of training to improvements in basic math skills. This entails recognition of differences between magnitude and value, number-line, and between numerosity and working memory.

Each training session comprised a 10-minute math worksheet and a 10-minute planning facilitation described below, to check improvement in performance. The 10-minute group discussions, known as planning facilitation, during the intervention phase were designed to encourage self-reflection. The goal of these sessions was to assist the children in understanding their need for the use of planning and employing effective strategies. In this manner, the children could strengthen their use of planning, self-reflection, verbalizing the methods employed, and self-evaluation (Iseman and Naglieri, 2011, p.189).

The teachers provided probes such as: "Can anyone tell me anything about these problems?" "Let's talk about how you did the work." "What was the same or different about the new problems?" "What could you do to make this seem easier?" "Why did you do it?"

We suggest verbalization as a mediating procedure that enhances not only local operations such as multiplication and division, but also facilitates transfer of training to improvements in basic math skills. This entails recognition of differences between magnitude and value, number-line, and between numerosity and working memory.

*Let us Remember One Thing:* What a child cannot do today, he or she can do it tomorrow with help. -Vygotsky (1962).

## II. Review

Math difficulties share many commonalities with reading difficulties. The general approach to remediating reading disability overlaps with math disability. So how do we show the shared and non-shared features between the two disabilities? Let us begin by distinguishing between general and specific features, and abilities in reading and math. In other words, between 'domain-general' and 'domain-specific' features and specific abilities involved in competent performance in math and reading.

Cognitive Training programs, such as Prep & Cogent (Das, 2009) have been proven effective for reading. We now focus on the enhancement of math performance in Modules for Math. Some suggestions from researchers (Geary, 2004; Busse, Berninger, Smith & Hildebrand 2001) who have knowledge of both disabilities are considered and summarized in this introduction. We have attempted to cast their views within the PASS theory framework (Das, Naglieri & Kirby, 1994).

*Roots of Math Modules: A historical review of constructs in Vygotsky & Luria*

*More on Vygotsky*---The function of signs in the development of higher psychological processes

*The role of language and speech as a tool for thinking (Vygotsky, 1962; Rene van der Veer & Jaan Valsiner, 1994. Chapter 7 The Vygotsky Reader. Oxford, Blackwell*

Problem solving is the central role of speech. It is important for attaining a goal. Especially in complex problem solving. We can facilitate the use of speech in providing tasks that allow child to verbalize the strategy that they are using as they go through solving a math problem. Speech is not only used to communicate to others what they are doing, but also use it in making themselves aware of their own plans. Use of 'inner speech' has been discussed at length by Luria and Vygotsky (1926; 1997 Educational Psychology).

Both Vygotsky and Luria (chapter 7 discussed the importance of language and the social-cultural environment in learning and generally in education. As presented by Ratner (1997), Vygotsky and Luria argued that a significant cultural reconstruction has to take place in order for the child to shift from the stage of primitive perceptions to the stage of competent forms of adaptation to the external world. This cultural reconstruction involves other people prompting, guiding, rewarding, punishing, restraining, imitating, and modeling the child's behavior. Higher mental functions such as attention, planning, and the two main modes of processing information, simultaneous and successive processing, also require social-cultural interactions.

Psychological functions, including language, are important cognitive tools in human evolution. Individual differences in psychological functions are therefore due to differences in exposure to social experiences that provide the social means for performing psychological activities. Individuals think, evaluate, analyze, synthesize, abstract, and select from social influences (Das, 2009, 2018)

*a) Language as a tool for planning*

Some may suppose that language is separate from planning. Because speech is external whereas planning needs reflection, and therefore it is an internal process. This may appear to be true. However, language or speech is transformed into internal speech that is private and does not need the external form of

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grammar or syntax. Having had an external origin, it gradually begins to influence thought or planning through children's developmental period and to control activity or behavior. Thus, speech and thought begin to overlap. Yet even in adolescence, speech is not entirely rational or thoughtful, and thinking may not be verbal (Vygotsky 1962). In contemporary literature on consciousness, this has been accurately described – some thoughts are accessible to consciousness and others may remain inaccessible (Ned Block see further discussion in Das (2014).

*b) Cognitive Framework for Math Modules*

The figure below outlines the components of Math Proficiency, which is the collective aim of Modules for Math. It shows the familiar division of Math Proficiency into computing and word problems. C (Geary, 2013), we propose, is subsumed in Planning/EF, whereas simultaneous processing comprises logical-grammatical relations (following Luria, in PASS theory). The last level highlights the two components of EF, Inhibition and Shifting. For word problems, logical and grammatical divisions are to be measured by non-verbal (matrices-type tests), and verbal –simultaneous tests. (Figure Copyright J.P. Das)

The following review provides the foundation of Math Modules in Vygotsky & Luria's essential theoretical constructs.

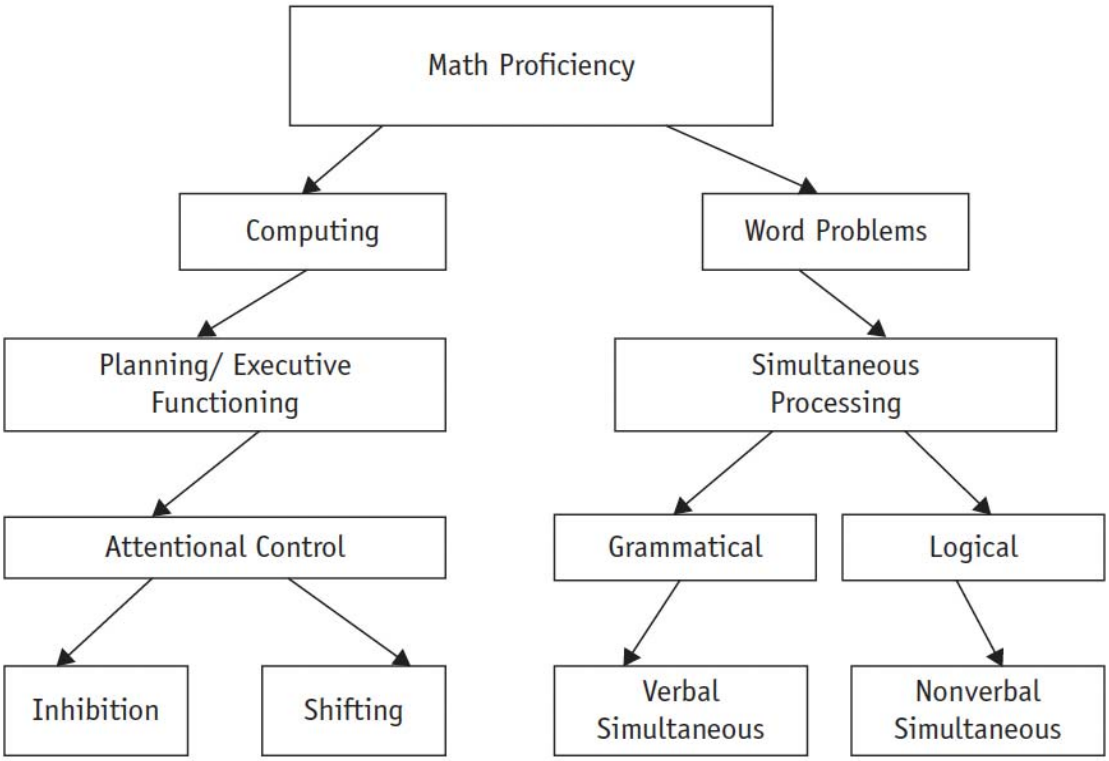


*Figure 1:* Overview of essential concepts of cognitive structure and functions of Math Modules

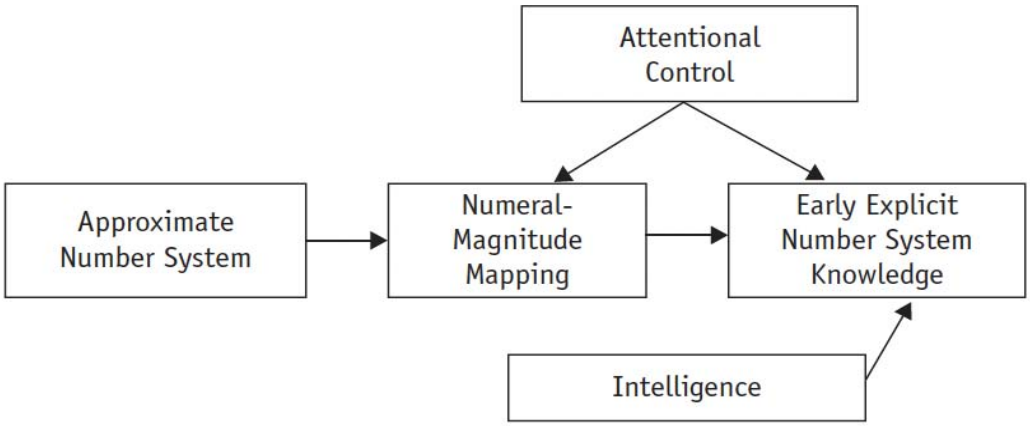


*Figure 2:* Attentional Control in Geary's Model



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"Children who have a better ability to maintain effortful attentional control and focus— including a better ability to inhibit irrelevant internal distractions (e.g., something "popping up in mind) and external distractions (e.g., another child)— more quickly than their less attentive peer to maintain goal-relevant information in mind while processing other information, as measured by working memory" (Geary, 2013, pp. 23-24).

*c) More About Basic Skills In Learning Math*

The Math Module Manual comprises specific modules related to basic skills required in math such as Number Line, Differentiating Size of numbers and Value, Visual search, Selective attention as in Stroop-like training tasks, Numerosity (counting), Simultaneous verbal and nonverbal reasoning, and Working Memory. Modules in the manual focus on the cognitive foundations of these skills as well as their application to basic curricula in math. We have attempted to cover 'the elements that are active in the beginning of children's math learning' as Geary mentioned, the Approximate number system, Numeral magnitude mapping, and Early explicit knowledge of number system.

Several modules focus on EF enhancement, with tasks that fit the construct. Two types of processing have been identified within the construct of EF: Inhibition of a habitual response and shifting the response when a task changes (Chan et al 2008). Working memory and memory updating (a variation of the executive component of working memory) is a third type of task. Each of these will be discussed further as specific tasks for training are presented in Modules. Additionally, modules for Simultaneous Processing were made of common components of tests that assess the generic process adapted specifically for arithmetic problems and appreciation of geometry.

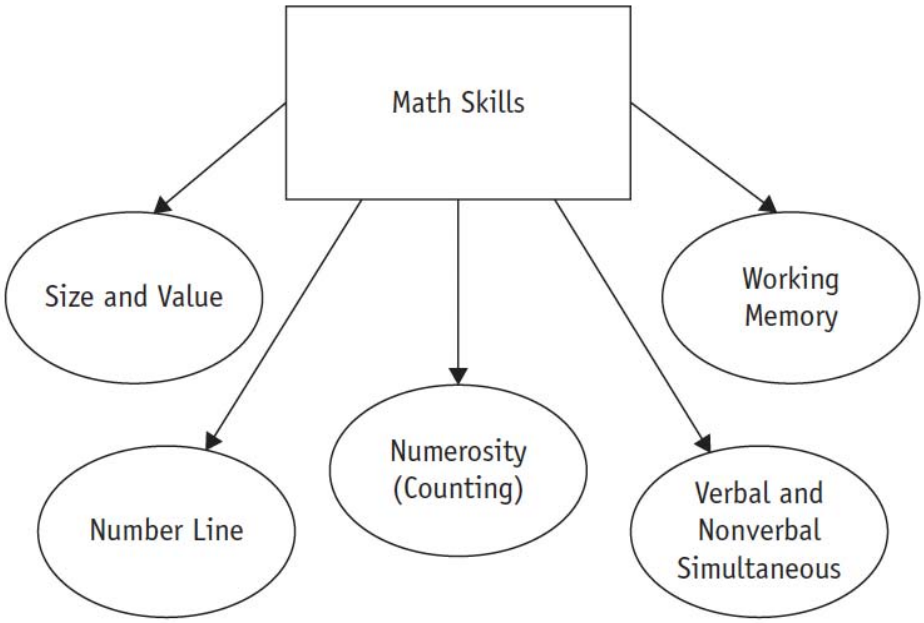


*Figure 3:* Five Math skills.

*Note: This figure addresses Math Skills that are learned in beginning math. We have selected five skills that are most frequently mentioned in current literature and academia. They are presented in this figure in preparation for the specific modules that target and seek to improve 5 different mathematical operations taught through tasks that fit the concept or construct. These are the modules that are described below.*

This manual comprises specific modules related to basic skills required in math such as Number Line, Differentiating Size of numbers and Value, Visual search, Selective attention as in Stroop-like training tasks, Numerosity (counting), Simultaneous verbal and nonverbal reasoning, and Working Memory (Figure 4). Modules in the manual focus on the cognitive foundations of these skills as well as their application to basic curricula in math. We have attempted to cover 'the elements that are active in the beginning of children's math learning' as Geary mentioned, the Approximate number system, Numeral magnitude mapping, and Early explicit knowledge of number system.

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Additionally, modules for Simultaneous Processing were made of common components of tests that assess the generic process adapted specifically for arithmetic problems and appreciation of geometry.

This figure highlights the titles of the different modules within this manual. Each module's objective is one of the Math Skills from the previous figure. These objectives are directly beneath each module title, italicized in brackets.

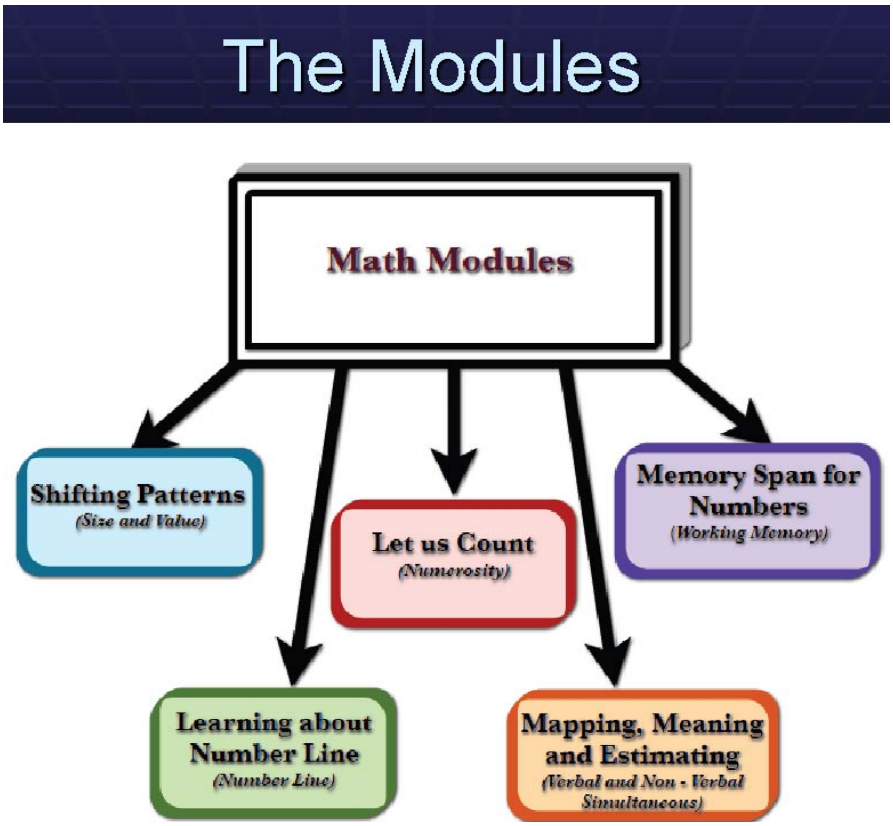


*Figure 4:* The Modules

Each Module contains an introduction and background discussion specific to the central focus of the module. several items for training the cognitive operations required for the module. small group activities, which may also be administered as partner or individual activities Notice that the activities do not focus on practicing the mechanics of arithmetic: how to add, subtract, multiply and divide for example. They do not emphasize over-learning specific skills and computations. In other words, to make the procedures and concepts understood rather than learned by heart. Evidence shows that principles can be generalized to new problems, whereas practicing a particular skill is too specific to encourage transfer of learning.

Applying math knowledge also requires children to understand how to use special tools and procedures to complete specific operations that children do; add, subtract, multiply and divide. Children must be taught to understand the nuances and specific terms and conditions for carrying out even these basic operations. Children Doing Mathematics (Nunes & Bryant, 1996) is an excellent resource outlining how children should be helped to develop an understanding of simple arithmetic procedures and representation of rational numbers.

- Following your instructions for how to complete a particular task, always ask students to explain the instructions in their own words before they begin.
- Avoid using the tasks as "drill and practice" exercises to perfect students' performance.
- In tasks that involve arithmetic, don't let students struggle with numbers or they may become overly frustrated. Instead, move on to the next task.
- Encourage children to use verbalization so they can become aware of their own use of strategies Rather than being taught strategies by the instructor.

*d) Zone of Proximal Development*

- "The distance between the child's actual developmental level as determined through independent problem-solving and that demonstrated under adult guidance".

*e) Scaffolding*

- Learning occurs as a result of scaffolding, which is the guidance and support provided to children as



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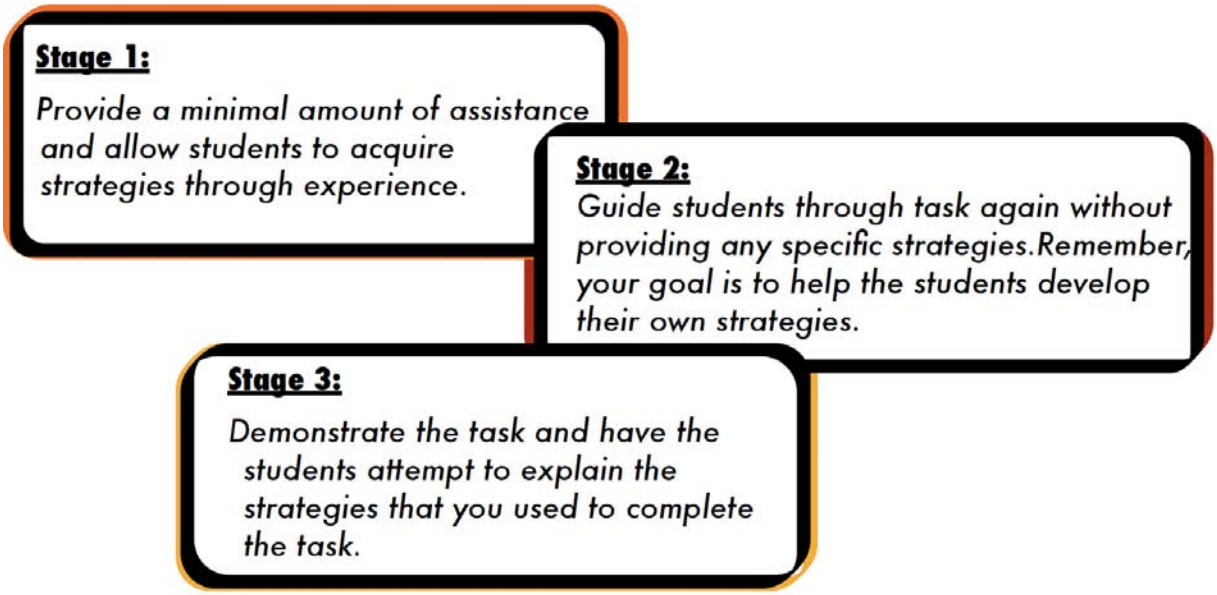
they learn. It is temporary. As the learner becomes more and more capable, support is gradually withdrawn. Given below are stages of scaffolding.

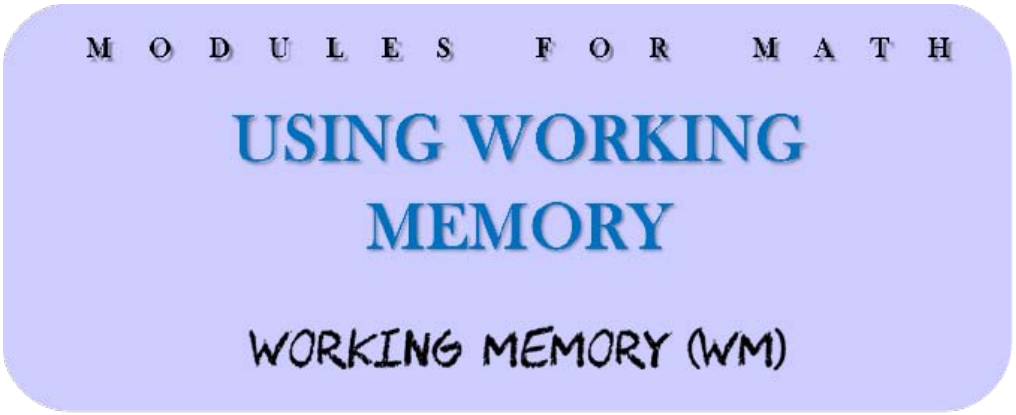
- *Interaction* and *collaboration* are two critical keys to learning. Be sure to use the small group activities!

Stages of Prompting




As mentioned above, each Module contains an introduction and background discussion specific to the central focus of the module.

A Module: Working Memory Training




Two key components of learning to do mathematics are working memory and inhibition of distracting thoughts. Children's competence in mathematics now and at higher levels depends on these components and shifting strategies, when required. All three components are related. It is proposed that children of lower mathematical ability have a "lack of inhibition and poor working memory, which result in problems with switching and evaluation of new strategies for dealing with a particular task" Bull & Scerif (2001, P.273). These children are typically off task and frustrated.

Working memory (WM) involves two activities that must be carried out simultaneously -- storage and processing of information. It becomes especially difficult to do both when children are asked to solve a problem in their head. Since processing and storage compete for attention, and attention is a limited resource, we cannot really attend to two things at the same time. We are obliged to switch attention from one to the other. This is possible "through the incessant and rapid switching of attention between processing and maintenance" (Barrouillet & Camos, 2012, p. 414).



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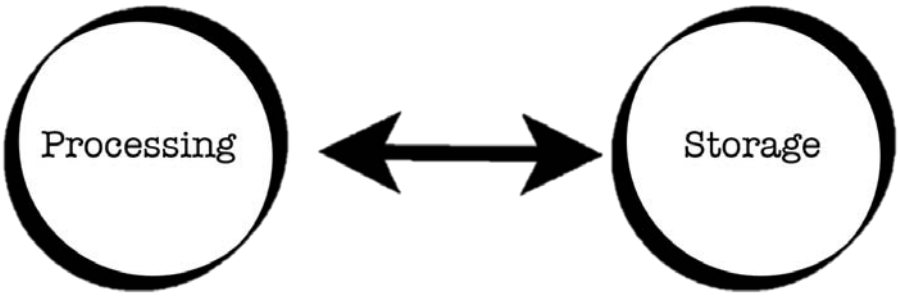


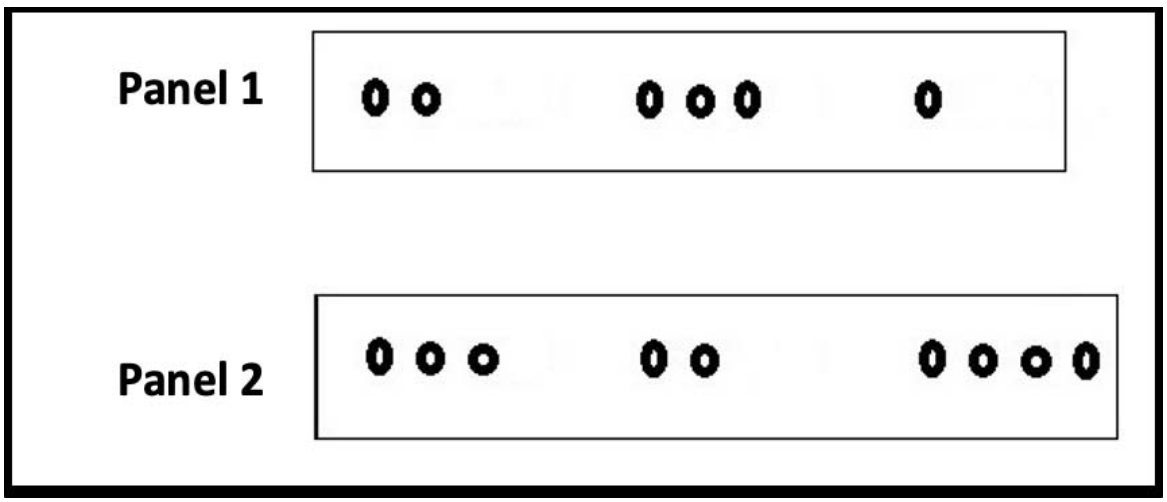

How can we improve working memory? Memory storage suffers if processing information takes more time. For example, let us compare easier and harder tasks in mathematics, particularly addition. A study on working memory was done with two different ages of children, 8-year-olds, and 11-year-olds. Both would be asked to add 1 to three different numbers and then the results would be compared. As we expect, older children will do better in recalling the numbers because they can process the information and add faster, leaving more time for memory storage. However, suppose we already have research to show that the speed of solving problems becomes equal if the 11-year-olds are asked to add 2. Their speed of processing is then the same as adding 1 for 8-year-olds. What would we expect --- equal time for recall, no difference between the older and the younger children? This indeed was confirmed by Barrouillet and Camos (2012).

*Cross Modality Memory Span: from Visual to Speech*

*Domain General Training in Working Memory*

Cross modal coding from visual presentation of "do-do" stimuli to mimic response in speech involves in all three units in the WM Model. These are the Central Executive and the two subsidiary divisions, phonological and visual/spatial units. Since integration of the two sources of information is required, we may include the episodic buffer (Baddley 2012). *See Figure of revised WM Model up above.*

We have constructed the WM intervention task that consisits of two parts. In Part A, Cross Modal task requires visual/spatial presentation of dot clusters as shown below. The length of the rows of dots increases through trial by trial; recall is required in speech sounds "do-do do-do-do do" for the first panel, and the number of dots is increased in the second panel.




In the second part, Part B, backward recall is required. Therefore, the first panel backward or reverse response is "do / do-do-do / do-do." Backward span is accepted as a test of WM. An additional feature in this WM task is to give a break in the middle of session, and introduce 'self talk'. Participants are asked to think about how they did the task and what changes should they make in strategies for doing the reversal task, then do the remainder of the task. Self-talk has been shown to improve performance, and is used in cognitive training programmes such as Math Modules. (For more on Self-talk see page 8 in Introduction to the Math Module)

Domain Specific Curriculum Related Training

*Task: Visual & Auditory (Alternate in Presentation)*

DEMONSTRATION A

What the administrator says and does:

"We are going to play a game. I am going to give you a number such as 4 2 1 or 3 8 5 to remember. Sometimes I will show you the number printed on a card (Visual), or sometimes you will hear me tell the number (Auditory). Your job is to tell me the numbers you saw (visual) or heard (auditory) immediately after I either show or say the numbers. Let's practice!"



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Examiner exposes the numbers 4 2 1 in print in the VISUAL condition OR says the numbers 3 8 5 in the AUDITORY condition. Wait for student to respond. *"Let's practice again."* Then switch and present the other stimulus. In other words, if you begin with the visual stimulus, present the auditory next. You will alternate between the visual and auditory.

After completing a practice round with both a visual and auditory stimulus ask the student, *"Do you need more practice*? If the student does not understand the task, or gets the practice items incorrect, or simply wants more practice say *"Let us practice again."* If *NO,* and student demonstrates comprehension of the task, go straight to Demonstration B on the next page.

*Task:* Visual & Auditory ADD 1 (+1)

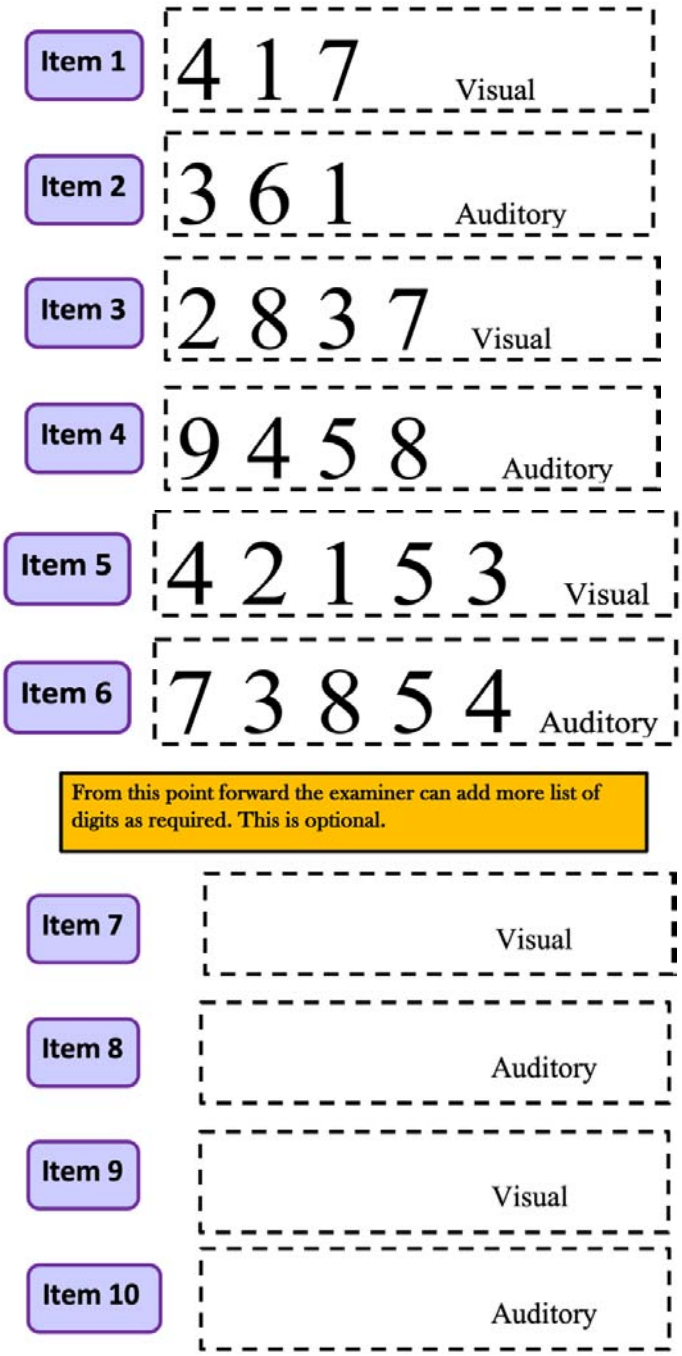
TEST ITEMS 1- 6

What the administrator says and does:

*"Now that we did a few practice rounds, let's do the real thing. There will be more numbers this time. Are you ready?"* Alternate between visual and auditory, as labelled on the cards. In the Visual condition, *SHOW* the card to the student. Whereas, in the Auditory condition, *SAY* the numbers on the card to the student *(DO NOT SHOW)*. The test items are listed below.

*Immediately* correct ALL errors. Provide additional help as needed.

Examiner can add more lists of digits (as required).



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*Two Empirical Research Reports on Efficacy of Math Modules:*

*Report 1: Psychology, 2023, 14, Online: 2152-7199*
https://doi.org/10.4236/.2023.

Math Modules Training improves Math Achievement & associated cognitive processing.

*Manuel Deaño, Sonia Alfonso, Antonio M. Diniz, Valentín Iglesias-Sarmiento, and J.P. Das*

Previous research points to a correlation between mathematical skills and cognitive processes involved in planning and simultaneous processing. Consistent with multicomponent models of mathematical achievement (domain-general and domain-specific skills), PASS theory appears to be very useful as a multifactorial framework that provides specific tests to monitor the development of mathematical competence and to direct intervention procedures and improve mathematical skills. Objective: This study was conducted to assess the impact of the Math Modules Cognitive Training Program on the mathematical competence of typical 2nd-grade students in calculation, problem-solving, and underlying mental functions, compared to a control group. The program was designed to optimize the Planning/FE, Attention, Simultaneous, and Successive cognitive processes through a series of tasks. Participants: The study involved 60 students aged between 6 and 8 years (Mdn = 7 years and 7 months), who were in the second grade of two urban public schools. Method: The program focused on mathematical skill tasks related to fluent calculation and mathematical problem solving that requires PASS cognitive processes for successful completion. The intervention group received the Math Modules program, and the control group followed their usual classroom program. Students were evaluated in calculation, problem-solving, and PASS cognitive processes. Results: Our results showed that the Math Modules Cognitive Training Program focused on calculation and problem-solving skills were effective in improving children's mathematical performance and their PASS cognitive processes, generating gains not achieved by the control group. Conclusions: Our study suggests that fluid calculation and problem-solving math tasks, based on planning and simultaneous processing, could foster curricular math competency.

*Report 2: Journal of Intelligence (in press)*

Improvement of math ability and cognitive processing in children with low attention: A math intervention study

*Yongjing Ge, Dan Cai[1], Mingyue Wang, Ada W.S. Leung*

The study investigates the effects of math intervention among 8- to 9-year-old students with low attention ability. Fifty-six students with low attention ability were divided into 24 in the treatment and 32 for the control group. Pre-test and post-test assessments included math problem-solving, calculation fluency and PASS cognitive processing tests for both the treatment and control participants. Children in treatment intervention group received 3 days of intervention per week for a total of 21 days using The Children's Mathematics and Cognition Training Manual in Chinese (Das & Cai, 2017) based on the Math Modules (Das, 2020; Das & Misra, 2015). Results show that math intervention programmes are successful for improving math problem-solving in children with low attention. Notably, the Math Module intervention enhanced the cognitive performance on CAS2 in planning, attention, and simultaneous processing tests. Finally in conclusive remarks we discuss the high and low roads to transfer, and Vygotsky's Zones of Proximal Development.

## III. Limitations

The present review does not provide a contemporary picture of Math Cognition. It does refer to widely known authorities such as Butterworth, Dehaene and the views of Nunes & Bryant on how children learn mathematics. However, it does not contain a masterly review and critique of the ideas and writings of these and other 'authorities' working with math cognition.

About providing several studies that examine the efficacy of Math Modules by following the usual design of evidence-based studies –random assignment of participants to treatment and control groups, and double-blind examiners. Not only in or two studies, but preferably by a fair number of studies. We have been warned that without such 'evidence' the programme will not sell. We are in a catch 22 situation—if the program will not be used unless we provide such iron-clad evidence, none may use it, and unless several people use the program, we cannot gather such evidence.

Another line of research that has not been included is Neuroscience-informed math understanding, but also how important it is to model intervention informed by neuroscience in training Working Memory or enhancement of Executive functions. This is an agenda for future research.

## IV. Concluding Remarks

Let us think again. Are we seeking testimony from the authorities? Probably collecting more and more empirical 'proofs? empirical evidence? Alternatively, we are interested in constructing validity of the program, a theoretical construct. Construct validity is a concept used in research to ensure that the measurements being used truly represent the theoretical constructs they are supposed to assess. To extend this line of thinking, we construct a hypothesis that is derived from a theoretical base and test if it is true or false. A hypothesis is fallible. Fallibility then leads to propose another hypothesis. It is an infinite process. And that is how knowledge expands (Deutsch, 2011).



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Back to validity of Math Modules. Since construct validity ultimately leads to a theory, like in our case, validity of math modules based on well-defined theoretical constructs. We are not limited by multiple direct observations. That is by collecting evidence after evidence. Quoting Popper—all observations are theory laden. Thus, we are left with a plausible theory. The theory is a brain-based hypothesis (Das, 2018).

A brain-based approach can provide a framework for intelligence, for integration of biology and cognitive processes that have direct implications for education and brain plasticity. Cognitive processes specifically link with functional systems in the brain (Luria, 1966, 1970; Goldberg, 2001).

Proving the efficacy of the theory in terms of sales is not the major consideration. In our quest for a theory or explanation in science, we are not to judge the theoretical justification of Math Modules in terms of its popularity.

At the beginning of the present review, a citation from Vygotsky served the binding 'mantra' LET US REMEMBER ONE THING: What a child cannot do today, he or she can do it tomorrow with help. The Math Module book is dedicated to Vygotsky. Pivotal concepts of Vygotsky motivated the construction of Math the cognitive training program and guided its structure. Actualizing Vygotsky's major approach has been possible through the execution of the problems in each module. The instructors invariably encourage children to use verbalization so they can become aware of their own use of strategies. Rather than being taught strategies by the instructor, in doing so, move ahead through *Zone of Proximal Development (ZPD)* 'the distance between the child's actual developmental level as determined through independent problem-solving and that demonstrated under adult guidance strategies. *Scaffolding* is an elaboration of ZPD. Learning occurs because of scaffolding, which is the guidance and support provided to children as they learn. It is temporary. As the learner becomes more and more capable, support is gradually withdrawn. Interaction and collaboration are two critical keys to learning.

The sole aim of a cognitive program is not to be evaluated in terms of instant increase in achievement scores, but to enhance cognition.

So, at the end of the day, what motivates us is to propose a theoretical base for Math Module. To repeat, Deutsch emphasizes that while applications of scientific knowledge often emerge as by-products of successful theories, the fundamental goal of science is to develop explanations that increase our understanding of the natural world.

The task of man is to drop a pebble into the pond of time, and we may not see the ripple touch the distant shore. We may plant the seed but may not see the harvest—Radhakrishnan.

*Supplementary Materials:* The Math Module are available from the publisher. Publisher: Total Solutions, Hyderabad c/o Dr. Pooja Jha.
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# Teacher Training, Creativity and Inclusion in Research with Intervention in Basic Education

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*Resumen-* La educación inclusiva presupone la transformación de la cultura y las prácticas excluyentes vigentes en la sociedad y, específicamente, en las escuelas y los sistemas educativos. Una de las condiciones que contribuyen a la inclusión escolar es brindar a los docentes una formación que valore los procesos de cocreación para que juntos puedan movilizar creativamente prácticas comprometidas con la singularidad de los estudiantes. Para contribuir a este proceso, esta investigación presenta resultados de una propuesta de formación desarrollada con profesores de Educación Básica que trabajan en Educación Primaria en una escuela de União da Vitória, Paraná, Brasil. Constituyendo una investigación acción con enfoque cualitativo, vinculada al Programa Profesional de Postgrado en Educación Básica (PPGEB) de la Universidade Alto Vale do Rio do Peixe (UNIARP), Santa Catarina, Brasil, el estudio fue desarrollado durante el período de pandemia y se incluyó con la participación de 21 docentes.

*Keywords:* *educación básica, formación docente, creatividad, inclusion, cocreación.*

*GJHSS-G Classification:* *LCC: LB1705-2286*




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# Teacher Training, Creativity and Inclusion in Research with Intervention in Basic Education

## Formación Docente, Creatividad e Inclusión en Investigación con Intervención en la Educación Básica

Rafaela Geschonke Dal' Bó [α], Marlene Zwierewicz [σ], Shirlei de Souza Corrêa [ρ] & Gloria Clemencia Valencia González [ω]

*Resumen-* La educación inclusiva presupone la transformación de la cultura y las prácticas excluyentes vigentes en la sociedad y, específicamente, en las escuelas y los sistemas educativos. Una de las condiciones que contribuyen a la inclusión escolar es brindar a los docentes una formación que valore los procesos de cocreación para que juntos puedan movilizar creativamente prácticas comprometidas con la singularidad de los estudiantes. Para contribuir a este proceso, esta investigación presenta resultados de una propuesta de formación desarrollada con profesores de Educación Básica que trabajan en Educación Primaria en una escuela de União da Vitória, Paraná, Brasil. Constituyendo una investigación acción con enfoque cualitativo, vinculada al Programa Profesional de Postgrado en Educación Básica (PPGEB) de la Universidade Alto Vale do Rio do Peixe (UNIARP), Santa Catarina, Brasil, el estudio fue desarrollado durante el período de pandemia y se incluyó con la participación de 21 docentes. Los resultados destacan la relevancia del trabajo colaborativo para minimizar las brechas presentadas en la formación inicial, acentuando el papel de la formación continua en el contexto de la propia acción, de estimular el sentido de pertenencia para motivar el compromiso con la mejora de la propia práctica docente, de la planificación abierta a múltiples estrategias didácticas y fomento de la cocreación para promover prácticas inclusivas.

*Keywords: educación básica, formación docente, creatividad, inclusion, cocreación.*

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## I. Introduction

La educación para todos surgió como el principal objetivo de la educación inclusiva, presuponiendo oportunidades de ingreso y retención según las necesidades de todos los estudiantes. Es una perspectiva que contempla el concepto de diversidad abrazando diferencias multidimensionales como las derivadas de condiciones étnicas, sociales, culturales, intelectuales, físicas, sensoriales y de género.

La educación inclusiva es una propuesta para y en la diversidad, por lo que implica la "transformación de mentalidades y estructuras sociales, involucrando cambios políticos, administrativos y pedagógicos" (Zanata & Capellini, 2013, p. 281). Estos cambios deben llegar al currículo escolar, a los materiales didácticos, a los tiempos y espacios de las escuelas y a la formación docente (Marques et al., 2020).

Específicamente en relación a los docentes, Rigo y Oliveira (2021) reiteran que la formación inicial sigue siendo un desafío para las facultades de educación que operan en Brasil y resulta en dificultades para la inclusión de los estudiantes, observadas en las escuelas de Educación Básica, aumentando la demanda de formación continua. Por lo tanto, además de invertir en formación inicial, la realidad brasileña denota una educación continua comprometida con las necesidades reales de los estudiantes como condición fundamental para la inclusión escolar.

Konig (2019) reitera esta necesidad al indicar que los cursos de pregrado no logran movilizar la construcción de conocimientos sobre educación inclusiva porque están demasiado centrados en contenidos específicos de las áreas de actividad. Este hallazgo converge con los estudios de Venâncio (2017, p. 238) sobre la "necesidad de que la preparación docente brinde oportunidades para la planificación y operacionalización de una acción pedagógica que tenga en cuenta diferentes situaciones de aprendizaje y estudiantes en su diversidad", justificando la urgencia en redefinir los cursos de formación inicial y atención a la formación continua.

Además de la necesidad de oferta, urge que la formación continua se realice en un entorno



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colaborativo, en el que el proceso de construcción y reconstrucción del conocimiento favorezca el potencial creativo de los participantes y colabore para romper con la perspectiva tradicional de pensar la enseñanza y el aprendizaje. Es a partir de prácticas pedagógicas creativas que se puede pensar "en una escuela que valore el aprendizaje, la sensibilidad y el desarrollo afectivo-social; que piensa en la inclusión en la vida cotidiana y en todos sus proyectos", posibilitando ampliar la forma de ver a la persona más allá de sus imposibilidades y establecer una relación de confianza a favor de la superación de limitaciones objetivas y subjetivas (Pereira Filho, 2019, p. 120).

Esta condición puede ser vivida por los docentes en entornos que les permitan "transformar su realidad y transformarse a sí mismos" (Rebolo & Bueno, 2014, p. 324).

Es así como el docente asume el desafío de desarrollar una práctica que involucre una acción educativa intencional, buscando organizar acciones y resultados teniendo en cuenta el acceso, la profundización y la construcción del conocimiento, vinculado a la posibilidad de resolver problemas que respondan a sus propias demandas (González Velasco et al., 2020). Estas iniciativas tienden a acercar a los estudiantes al contacto con el mundo que los rodea, experimentando prácticas pedagógicas contextualizadas que posibilitan proyecciones basadas en los problemas que permean la realidad, además de posibles intervenciones basadas en conocimientos curriculares (Hülse et al, 2020, p 78).

Para ello, la formación continua debe implicar el contexto de la docencia y fomentar la reflexión conjunta y el desarrollo del trabajo colaborativo, con la participación de todos los profesionales que integran la comunidad escolar, ya que la metamorfosis se produce cuando al colectivo se le da la oportunidad de repensarse y construir prácticas pedagógicas que respondan a los desafíos educativos actuales (Nóvoa, 2019). Esta concepción de la formación constituye una alternativa indispensable si se pretende superar un formato de base individualista que acentúa, promueve y naturaliza la competencia y fortalece la adopción de un currículo hegemónico y de metodologías y evaluaciones estandarizadas (Venâncio, 2017).

Tomando como referencia aportes de teóricos que defienden atribuir otro significado a la formación docente, se realizó una investigación con la Maestría Profesional en Educación Básica de la Universidade Alto Vale do Rio do Peixe (UNIARP), en la ciudad de Caçador, Santa Catarina, Brasil. La intervención se constituyó en una propuesta creada a partir de las demandas detectadas localmente y que se modeló en función de las necesidades observadas por los propios participantes durante las jornadas de formación. Este artículo presenta resultados de la capacitación antes mencionada que involucró a profesionales que actúan en una escuela de Educación Básica en União da Vitória, Paraná, Brasil.

## II. Material y Método

*a) Diseño metodológico del studio*

Metodológicamente, este estudio constituye una investigación-acción con énfasis en un enfoque cualitativo. Mientras que la investigación-acción se compromete a "unir la investigación con la acción o la práctica, es decir, desarrollar el conocimiento y la comprensión como parte de la práctica" (Engel, 2000, p. 182), el enfoque cualitativo "busca dar respuestas a cuestiones muy particulares y específicas que requieren aclaraciones más analíticas y descriptivas" (Oliveira, et al., 2020, p. 2).

Con el fin de desarrollar e implementar una propuesta de capacitación compatible con las demandas locales y evaluar su potencial para satisfacerlas durante su desarrollo, la investigación se organizó en cuatro etapas: i) en la primera etapa se mapearon las especificidades presentadas en informes y/u opiniones referentes a estudiantes de primaria del colegio donde se realizó la investigación; ii) en la segunda se realizó un relevamiento de las demandas de formación de los docentes participantes en materia de inclusión escolar; iii) en el tercer momento se elaboró la propuesta de capacitación, teniendo como objetivo atender las demandas planteadas; iv) en la cuarta etapa se evaluó la propuesta aplicada, con el objetivo de detectar aportes al desarrollo de prácticas pedagógicas inclusivas.

*b) Participantes y procedimientos éticos de la investigación*

Participaron de la investigación 21 docentes de los años inicial y final de la Educación Primaria que laboran en una escuela de Educación Básica. En la selección de los participantes se optó por una muestra probabilística, permitiendo participar a todos los docentes de los años inicial o final de Educación Primaria que trabajan en el colegio donde se realizó la investigación.

La investigación se sometió al Comité de Ética de la UNIARP, siendo aprobada bajo dictamen 4.001.774. Para la recolección de datos se utilizó un Formulario de Consentimiento Libre (TCLE), un término de uso de imagen y una declaración de coparticipación institucional, como forma de garantizar el anonimato y atender otras demandas éticas de la investigación. Además, los participantes recibieron un código utilizado para sistematizar los resultados, con el objetivo de garantizar el anonimato en el registro de sus contribuciones.

*c) Instrumentos para la recolección de datos*

Los datos fueron recolectados mediante: i) un formulario para registrar los datos recolectados en los informes y/o dictámenes de los estudiantes, incluyendo

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la CIE-10 (Código Internacional de Enfermedades) y las principales características que presentaron los estudiantes en su nivel pedagógico, social y emocional; ii) un cuestionario con el objetivo de comprender la percepción de los docentes sobre la inclusión y sus demandas formativas, que contiene las siguientes dimensiones: concepción individual; estrategias inclusivas; contexto de acción; posibilidades y dificultades para la inclusión; y iii) un formulario utilizado en cada reunión de capacitación para evaluar la propuesta de formación, que contiene las dimensiones organizativas, didácticas y pedagógicas, acompañado de un formulario específico para la reunión de cierre de la capacitación.

## III. Resultados

El mapeo realizado con base en informes médicos y/o dictámenes neuropsicológicos confirmó la existencia de estudiantes con discapacidad en la escuela donde se realizó la investigación. De 275 estudiantes que asistieron a la escuela en 2020, 16 presentaron informe y/o dictamen. Entre las especificidades, se destacó un mayor número de estudiantes con Trastorno de Déficit de Atención (TDAH), que llegó a nueve casos.

Entre las principales demandas formativas, los participantes señalaron la necesidad de profundizar conocimientos teóricos relacionados con la inclusión, nociones sobre el ritmo de aprendizaje de los estudiantes y el uso de estrategias para que los estudiantes superen sus dificultades. También señalaron el trabajo colaborativo y la planificación como alternativas para fortalecer la inclusión en el contexto escolar.

La propuesta de formación orientada a atender estas demandas se desarrolló con base en cuatro principios pedagógicos: i) enseñanza comprometida con la atención de las especificidades de los estudiantes; ii) la reconexión de diferentes saberes; iii) trabajo colaborativo; iv) la valorización de prácticas pedagógicas inclusivas.

La carga horaria propuesta fue de 25 horas, distribuidas de forma que pudieran desarrollarse de forma remota, presencial o híbrida. En el caso de la investigación-acción en la que se diseñó, desarrolló y evaluó, se optó por la formación remota debido al escenario de aislamiento social necesario por la pandemia de COVID-19.

Utilizando Google Meet, se realizaron reuniones remotas semanalmente, que duraron aproximadamente de dos a cuatro horas. Cada encuentro fue diseñado para dar cabida a los deseos de los docentes, transformando el propio contexto de acción en un espacio de colaboración, de intercambio, de acercamiento de experiencias, de respeto a la diversidad y de redefinir el significado del conocimiento.

Para ello, la formación se organizó en diez etapas (Tabla 1), teniendo cada una un objetivo específico vinculado al objetivo general de la propuesta, que era satisfacer las necesidades de formación señaladas por los docentes del centro educativo donde se realizó la investigación y en línea con los datos recogidos en los informes y/o dictámenes de esta institución, con el objetivo de tejer colaborativamente prácticas pedagógicas inclusivas.

Para tanto, a formação foi organizada em dez etapas (Quadro 1), tendo cada uma um objetivo específico articulado ao objetivo geral da proposta, que foi o de atender as necessidades formativas indicadas pelos docentes da escola lócus da pesquisa e em consonância com os dados coletados nos laudos e/ou pareceres desta instituição, com o intuito de tecer colaborativamente práticas pedagógicas inclusivas.

*Tabla 1:* Etapas de la propuesta formativa, sus objetivos y ejemplos de actividades

| Etapas | Objetivos | Actividades |
|---|---|---|
| Inclusión: conceptos y legislación | Discutir el concepto de inclusión a partir de la concepción de los docentes, la legislación vigente y estudios previos. | – Socializar pensamientos y conocimientos sobre inclusión, situando las acciones realizadas en el contexto de la acción.<br>– Mapear normativas que orienten las prácticas de inclusión en el contexto nacional y sus impactos en las actividades docentes.<br>– Discutir los conceptos de exclusión, segregación, integración e inclusión, ubicándolos contextual y globalmente.<br>– Proponer reflexiones sobre la dedicación de los estudios a la docencia, reconectando a los participantes con su formación inicial. |



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| | | |
|---|---|---|
| Inclusión, estrategias de acogida y afecto. | Reflexionar sobre la importancia de acoger, considerando las potencialidades individuales y las singularidades de los estudiantes. | – Recuperar los conceptos centrales de la formación de forma conectada con la socialización del encuentro anterior.<br>– Reflexionar sobre la relevancia de la acogida para el proceso de inclusión.<br>– Analizar las formas de acogida que llevan a cabo los participantes en la formación.<br>– Discutir las percepciones de los docentes sobre la acogida y el afecto.<br>– Socializar posibles estrategias de acogida a partir de las propias prácticas de los participantes. |
| Inclusión y prácticas pedagógicas | Promover una discusión sobre el material didáctico, analizando las condiciones para la realización de prácticas pedagógicas inclusivas. | – Reflexionar sobre el material didáctico utilizado por la escuela, analizando las condiciones para la realización de prácticas pedagógicas inclusivas.<br>– Analizar estilos de aprendizaje, centrándose en los canales de comunicación visual, auditivo y kinestésico.<br>– Discutir la percepción de los docentes sobre la inclusión, a partir de una sistematización organizada en una nube de palabras. |
| Afecto y aprendizaje | Experimentar la interacción y el afecto para valorar estas dimensiones en el desarrollo integral de los estudiantes y en la construcción de sus aprendizajes. | – Reflexionar sobre la relevancia de la afectividad como medio para facilitar el aprendizaje.<br>– Discutir las percepciones de los docentes sobre la afectividad a partir de los conceptos presentados por ellos y sistematizados en una nube de palabras.<br>– Recuperar recuerdos educativos afectivos. |
| Informes y/o dictámenes | Discutir la relevancia de los informes y/o dictámenes y su uso como herramienta de orientación didáctica para la planificación escolar. | – Discutir la relevancia de los informes y/o dictámenes y el uso de estos como herramientas de orientación didáctica para la planificación escolar.<br>– Comunicar a los participantes las principales especificidades de los estudiantes que presentan informes y/u opiniones.<br>– Ampliar las percepciones de los docentes sobre estos informes y alternativas de inclusión.<br>– Animar a los profesores a mirar a los estudiantes más allá de los diagnósticos.<br>– Discutir, en equipos, posibilidades de planificación interdisciplinaria que atiendan las demandas de la escuela y de sus estudiantes y que favorezcan prácticas pedagógicas inclusivas. |
| Trastorno de Déficit de Atención con Hiperactividad | Discutir especificidades relacionadas con el TDAH, con el objetivo de identificar estrategias de enseñanza que promuevan la inclusión. | – Discutir las especificidades relacionadas con el TDAH.<br>– Discutir las percepciones de los docentes sobre el TDAH y contextualizarlas con los conocimientos que aportará el invitado sobre el tema.<br>– Socializar estrategias didácticas para la inclusión del alumnado con TDAH. |
| Trastorno del Espectro Autista | Profundizar en el conocimiento sobre el Trastorno del Espectro Autista y el análisis de estrategias de inclusión. | – Discutir las percepciones de los docentes sobre el Trastorno del Espectro Autista (TEA) y contextualizarlas.<br>– Profundizar en el conocimiento sobre el TEA.<br>– Analizar estrategias inclusivas que puedan aplicarse en el contexto escolar.<br>– Desmitificar conceptos y características sobre el autismo.<br>– Identificar prácticas de inclusión en el entorno escolar. |



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| | | |
|---|---|---|
| Inteligencia emocional y relaciones interpersonales | Discutir estrategias de gestión de conflictos y mediación comprometidas con el proceso de construcción de conocimiento a nivel inter e intrapersonal. | – Trabajar los conceptos y pilares de la inteligencia emocional.<br>– Discutir aspectos relacionados con las relaciones interpersonales y sus enfoques para el desarrollo de habilidades, considerando aspectos sociales, emocionales y cognitivos.<br>– Crear estrategias comprometidas con el proceso de construcción de conocimiento a nivel interpersonal e intrapersonal para la gestión y mediación de conflictos.<br>– Proporcionar un momento de intercambio entre los participantes, permitiéndoles socializar sus experiencias. |
| Trastorno del procesamiento auditivo central | Discutir las especificidades involucradas en el Trastorno del Procesamiento Auditivo Central y posibles estrategias para incluir a los estudiantes. | – Proporcionar al profesorado conocimientos sobre los Trastornos del Procesamiento Auditivo.<br>– Discutir las especificidades involucradas en el Trastorno del Procesamiento Auditivo Central y posibles estrategias para incluir a los estudiantes.<br>– Permitir la creación de estrategias didácticas para promover prácticas pedagógicas inclusivas. |
| Seminario 'Reconectando los conocimientos construidos colaborativamente' | Socializar resultados del proceso de cocreación vivido durante la propuesta formativa. | – Retornar a los temas propuestos y reconectar los conocimientos construidos a lo largo de los encuentros formativos con el fin de profundizar la relevancia de las prácticas pedagógicas inclusivas y del trabajo en equipo, a través de la presentación de grupos y la contextualización de los profesionales de apoyo a la formación. |

Para organizar las etapas, a las demandas observadas en el locus de investigación se sumaron aportes de autores que discuten inclusión, prácticas pedagógicas inclusivas y formación inicial y continua, y resultados de una revisión sistemática que recopiló resultados de investigaciones como las de Amaral (2016), Cardoso (2017), Colussi (2018), Ferro (2017), Konig (2019), Olszewski (2018) y Venâncio (2017). El acceso a estudios como estos apuntaron a profundizar nociones conceptuales desde las dimensiones personal, jurídica y académica.

También se agregaron indicaciones determinadas en la legislación educativa brasileña. Ejemplos de ello son la Constitución de la República Federativa de Brasil (Brasil, 1988), la Ley de Directrices y Bases de la Educación Nacional (LDBEN) (Brasil, 1996) y leyes específicas relativas a la inclusión escolar. A partir de este conjunto de aportes, la propuesta se diseñó para constituir una invitación a debatir, intercambiar experiencias, construir nuevos conocimientos y darles nuevos significados.

En la evaluación de los propios participantes se destacó, entre sus principales resultados, la relevancia del trabajo colaborativo para minimizar las brechas presentadas en la formación inicial, destacando el papel de la formación continua en el contexto de la propia acción. Según informó P1, la capacitación fue enriquecedora, sobre todo porque la inclusión es un tema que no tiene una única respuesta y, por lo tanto, fue oportuno conocer "diferentes puntos de vista y aumentar nuestros conocimientos".

Los participantes también informaron que, al permitir el intercambio y compartir experiencias entre los docentes, la propuesta mejoró su sentido de pertenencia y los motivó a comprometerse a mejorar su propia práctica docente. La relación entre pertenencia y compromiso se puede observar en registro de P6, en el que indica que "Habla de inclusión es hablar de nosotros mismos para ponerse en el lugar de otra persona y considerar un ambiente propicio para el desarrollo de los estudiantes y del nuestro crecimiento profesional y personal. Allí somos base para mejoras en educación inclusiva, basadas en lo que hacemos hoy, y que se verán reflejadas en el futuro".

El compromiso hecho por la mejora también lo ha reiterado P10, quien señaló: "Me gustó mucho la formación y la encontré muy útil. Salí pensando muchas cosas y con ganas de mejorar en el aula. Creo que estas discusiones son fundamentales y me gusta mucho saber que trabajo en una escuela que reflexiona, problematiza y dialoga con los docentes". Para esta mejora, la propuesta motivó una planificación abierta a múltiples estrategias de enseñanza para atender las demandas sentidas por los propios participantes al inicio de la formación.

En relación a los aprendizajes construidos a lo largo de los encuentros, los participantes resaltaron el potencial de la formación para repensar la práctica cotidiana, conectando con la realidad de los estudiantes y respetando sus particularidades. De esta manera, posibilitó la reflexión sobre el entorno del locus



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de investigación, abriendo caminos para prácticas inclusivas dentro de la realidad investigada.

Dadas las posibilidades discutidas en las reuniones de formación y construidas a través de un proceso de co-creación, P1 expressó que la capacitación "nos ayudó a comprender mejor las dificultades que pueden tener nuestros estudiantes, nos mostró cómo comprender esta dificultad". En sentido aproximado, P5 reiteró que la capacitación "¡ayudó mucho! Saber diferenciar y reconocer las necesidades y características de este alumnado nos hace quitarnos anteojeras y etiquetas que aún permean cualquier tipo de discapacidad".

P21 mencionó que con la capacitación comenzó a "tener una visión diferente sobre la inclusión…", ya que según él, "no siempre hace falta esperar para empezar a trabajar de otra manera con ese estudiante que necesita una atención diferente. También dije que recibir a mi alumno es sumamente importante para el desarrollo de nuestro trabajo". En la misma dirección, para P12 "Lo que queda de los encuentros es sin duda conocimientos y una visión diferente, cada niño tiene características, intereses y capacidades de aprendizaje que son únicas, tenemos que adaptarnos para satisfacer mejor las necesidades de cada alumno".

En general, los participantes consideraron la formación relevante y necesaria. También destacaron que movilizó memorias y fue importante para motivar, hacer pensar y repensar la práctica docente y dar un nuevo significado a las identidades profesionales, que están y deben permanecer en constante construcción.

## IV. Discussión

Al analizar los conocimientos previos de los participantes en el presente estudio en relación a la inclusión, considerando los resultados en la elaboración de la propuesta de formación, la investigación se comprometió a llenar los vacíos en la formación inicial discutidos por Rigo y Oliveira (2021) y Konig (2019), privilegiando un análisis de las perspectivas epistemológicas que sustentan los estudios sobre la inclusión y su vinculación con las prácticas realizadas en el contexto de la enseñanza. Son formaciones como estas las que favorecen un replanteamiento de múltiples dimensiones de la práctica pedagógica, potenciando lo que Pereira Filho (2019) define como movimientos creativos de la escuela para la construcción de un ambiente inclusivo, acentuando la relevancia de las prácticas de cocreación que impactan la planificación de la enseñanza.

Estas prácticas de cocreación son plausibles cuando favorecen la escucha (Ferro, 2017) y transforman la escuela en un espacio de reflexión sobre las propias prácticas pedagógicas (Amaral, 2016), valorando el pensamiento divergente "como herramienta para predecir el potencial creativo" (Nielsen-Rodríguez & Romance, 2023, p.9).

Al permitir a los docentes construir de manera colaborativa múltiples estrategias de inclusión, la capacitación promovió una planificación atenta a las demandas del propio contexto de enseñanza. Es así como se puede superar lo que Ferro (2017) define como la disparidad entre lo que se defiende en relación a la inclusión y lo que realmente ocurre en la práctica.

Esta percepción se reitera en estudios de Cardoso (2017), Konig (2019) y Venâncio (2017), que refuerzan la importancia de la formación continua en el espacio en el que actúan los profesionales, la relevancia del trabajo colaborativo y del diálogo entre profesionales de la educación. También convergen con Nóvoa (2019), quien sostiene que la metamorfosis de la escuela ocurre cuando los docentes actúan de manera colaborativa, y con Colussi (2018), quien afirma que reconocer la necesidad de inclusión de los estudiantes implica también observar las necesidades de los docentes.

## V. Conclusion

La propuesta de formación sistematizada en este artículo, diseñada y aplicada durante una investigación desarrollada en una maestría profesional, consideró tanto las demandas del alumnado identificadas en informes y/o dictámenes como las demandas de formación señaladas por los docentes que participaron de la intervención y los aportes de los investigadores que discuten la inclusión, prácticas pedagógicas inclusivas y de formación inicial y continua. Por lo tanto, consideró especificidades contextuales y avances científicos sobre los conceptos centrales que guiaron la investigación.

Además, la propuesta fue ajustada durante su desarrollo, considerando sugerencias planteadas por los participantes durante su implementación. Fue de esta manera que, junto a los docentes participantes, se pudo acceder y profundizar en el conocimiento, además de crear conexiones, establecer relaciones y reconectar el conocimiento, dándole significado y sentido a través de actividades propuestas a través de un proceso de co-creación.

En este proceso se hizo evidente la necesidad de redefinir y poner en acción nuevas alternativas y prácticas pedagógicas que beneficien a todos los estudiantes, lo que implica la actualización y desarrollo de conceptos y aplicaciones educativas compatibles con este gran desafío. Cabe destacar también que la propuesta completa – disponible en el enlace https://educapes.capes.gov.br/handle/capes/700296–contiene, además de los objetivos, los pasos acompañados de las principales actividades e implicaciones observadas en su desarrollo.



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Como limitaciones se puede destacar que, debido a la pandemia, el proceso de formación se desarrolló de forma remota. Aunque esta situación no comprometió la ejecución de los pasos, la participación y colaboración de los participantes de la investigación, se notó la importancia y falta del contacto humano, pues son elementos fundamentales en las relaciones escolares, especialmente en lo que se refiere a la formación.

Además, si bien la investigación tiene un resultado positivo, es claro que la práctica del trabajo colaborativo aún es un proceso que necesita ser discutido e incentivado dentro de la escuela, ya que éste es un ambiente históricamente competitivo, debido a construcciones político-sociales, currículum y formación. Ante esto, podemos resaltar la necesidad de más momentos que permitan a los docentes reflexionar, desmitificar y comprender que el éxito o el fracaso en educación son resultado del trabajo de todos, y que el trabajo compartimentado e individualista no forma parte de la educación inclusiva.

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# The Educational Transformation in Albania and an Analysis of the Teacher Role

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*Abstract-* Im Jahr 2014 erfolgte eine signifikante Änderung in der Bildungslandschaft Albaniens, initiiert durch das Ministerium für Bildung und Sport (MAS). Diese Veränderung betraf die Lehrmethoden in Albanien und wurde durch gesetzliche Änderungen im Lehrplan umgesetzt. Der Lehrplan ist ein zentrales schriftliches Dokument, das grundlegende Leitlinien und Anweisungen für die Entwicklung und Umsetzung des albanischen Lehrplans für die voruniversitäre Bildung festlegt. Dazu gehören Bildungsziele, Schlüsselkompetenzen, Lernergebnisse, Lernniveaus, schülerzentrierte Lehrmethoden und vieles mehr. Im Rahmen der Lehrplan- und Schuldokumentation wurden erstmals Begriffe wie "kompetenzbasiertes Curriculum", "Schlüsselkompetenzen", "Soziokonstruktivismus" und "Kernlehrplan" eingeführt. Das neue Curriculum legt den Schwerpunkt auf die Entwicklung von Schlüsselkompetenzen, die es den Schülern ermöglichen, erfolgreich als aktive Mitglieder der Gesellschaft zu leben, zu lernen und zu arbeiten.

*Schlüsselwörter: curriculum, voruniversitäre bildung, neue rolle der lehrenden, deutschunterricht, kompetenzen.*

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# The Educational Transformation in Albania and an Analysis of the Teacher Role

## Die Bildungstransformation in Albanien Und Eine Analyse Der Lehrerrolle

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*Schlüsselwörter: curriculum, voruniversitäre bildung, neue rolle der lehrenden, deutschunterricht, kompetenzen.*

### I. Albaniens Bildungslandschaft: Herausforderungen Und Fortschritte Im Laufe Der Geschichte

Albanien ist ein bedeutendes Partnerland der Europäischen Union in der Westbalkanregion und zeichnet sich durch eine junge Bevölkerung sowie eine aufstrebende Wirtschaft aus, die dringend nach Wachstum und Entwicklung strebt. Seit 2003 ist das Land ein Vollmitglied des Bologna-Prozesses und des Europäischen Hochschulraums. Es hat erhebliche Fortschritte in der Einführung von dreigliedrigen Studienprogrammen und des Europäischen Systems zur Anrechnung von Studienleistungen (ECTS) erzielt.[1]

Trotz dieser intensiven Bemühungen stehen die Bildungseinrichtungen in Albanien immer noch vor zahlreichen Herausforderungen im Zusammenhang mit der Entwicklung neuer Lehrmethoden und Lehrpläne. Die Reformen im Bereich der voruniversitären Bildung in Albanien haben in den letzten Jahrzehnten eine bewegte Geschichte erlebt. Im folgenden Abschnitt wird ein Überblick über diese Reformen gegeben, und ihre Entwicklung in den verschiedenen Phasen der albanischen Geschichte skizziert. Während des kommunistischen Regimes in Albanien (1944-1991) wurden die Schulen und das Bildungssystem stark ideologisiert und zentralisiert. In den Schulen wurde der Lehrplan vom Staat zentralisiert und der Schwerpunkt lag auf der ideologischen Ausbildung.

Nach dem Zusammenbruch des kommunistischen Regimes im Jahr 1991 wurde eine umfassende Bildungsreform in Angriff genommen. Das Hauptziel bestand darin, ein zeitgemäßes und flexibles Bildungssystem zu etablieren, das den Anforderungen der Gesellschaft und der Wirtschaft besser entspricht. Dies führte zur Einführung neuer Gesetze und Vorschriften zur Modernisierung des schulischen Bildungssystems. Die Lehrpläne wurden überarbeitet, und es wurden neue Lehrmaterialien entwickelt, um den veränderten Anforderungen gerecht zu werden. Zudem erfolgte eine Dezentralisierung der Schulverwaltung, wodurch lokale Bildungsbehörden geschaffen wurden, um eine verbesserte Koordination und Zusammenarbeit zwischen Schulen und Gemeinden zu fördern.[2]

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[1] Vgl. Micaj, Ilda: Albaniens Bildungssystem im Wandel, (Diplomarbeit zur Erlangung des akademischen Grades Diplom-Sozialwissenschaftlerin). Oldenburg 2010.

[2] Vgl. Micaj, Ilda: Albaniens Bildungssystem im Wandel, (Diplomarbeit zur Erlangung des akademischen Grades Diplom-Sozialwissenschaftlerin). Oldenburg 2010.



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## II. Die Reform Des Albanischen Bildungssystems Seit Den 90er Jahren

Die Reformen des Curriculums seit den 90er Jahren können in drei Hauptphasen unterteilt werden:[3]

1. *Erste Phase der Bildungsreform (1990-1997):* In den 1990er Jahren befand sich Albanien in einer Zeit politischer Instabilität, begleitet von wirtschaftlichen Herausforderungen. Aufgrund begrenzter Ressourcen waren Bildungsreformen in dieser Phase eingeschränkt. Dennoch wurden erste Schritte zur Modernisierung des Bildungssystems unternommen. Neue Fächer wie Umweltbildung, Geschlechterstudien und europäische Sprachen wurden in den Lehrplänen eingeführt. Lehrpläne wurden aktualisiert, und es entstanden neue Lehrbücher. Die Lehrerausbildung wurde ebenfalls reformiert, um Pädagogen auf die neuen Lehrpläne und Unterrichtsmethoden vorzubereiten.
2. *Zweite Phase der Bildungsreform (1998-2006):* In den späten 1990er Jahren begann eine neue Phase der Curriculum-Reform. Die Regierung verfolgte das Ziel, das Bildungssystem weiter zu modernisieren und den Schülern eine qualitativ hochwertige Bildung zu bieten. Dies führte zu modernisierten Lehrplänen und überarbeiteten Unterrichtsmethoden. Es erfolgte die Integration neuer Technologien wie Computer und Internet in den Unterricht. Neue Methoden zur Schülerbewertung wurden eingeführt, um ein besseres Verständnis ihrer Fähigkeiten und ihres Wissens zu gewinnen.
3. *Dritte Phase der Bildungsreform (seit 2007):* Albanien konzentriert sich auf die Angleichung seines Bildungssystems an europäische Standards. Die Lehrpläne wurden überarbeitet und den Bedürfnissen der Schüler und der Wirtschaft angepasst. Es wurden neue Lehr- und Lernmethoden eingeführt, um den Unterricht interaktiver und praxisorientierter zu gestalten. Ein besonderer Schwerpunkt liegt auf der Förderung von Fremdsprachenkenntnissen, um die Schüler besser auf den globalen Markt vorzubereiten.

Obwohl zahlreiche Reformen im albanischen Bildungssystem durchgeführt wurden, stehen immer noch einige Herausforderungen bevor. Diese umfassen die Verbesserung der Lehrqualität und die Förderung von Bildungsgerechtigkeit. Dennoch sind die zukünftigen Perspektiven vielversprechend, da Albanien weiterhin bestrebt ist, sein Bildungssystem zu optimieren und den Schülern eine bessere Zukunft zu ermöglichen.

Im Jahr 2012 wurde in Albanien das Gesetz 69/2012 zum voruniversitären Bildungssystem verabschiedet. Dieses Gesetz markierte einen weiteren Meilenstein in der Bildungsreform Albaniens. Das Hauptziel dieses Gesetzes bestand darin, das Bildungssystem an internationale Standards anzupassen und die Bildungsqualität zu steigern. Eine bedeutende Änderung, die durch das Gesetz eingeführt wurde, war die Einführung eines neuen Lehrplans für alle Schulfächer und eine Umstrukturierung des Bildungssystems. Neue Bildungsstufen wurden eingeführt, darunter die Vorschulerziehung für Kinder im Alter von 3 bis 5 Jahren, und alle Schüler sind verpflichtet, eine neunjährige Grundschulbildung zu durchlaufen. Das neue Curriculum legte einen stärkeren Schwerpunkt auf die Entwicklung von kritischem Denken, Kreativität und innovativen Fähigkeiten und führte zudem neue Schulfächer ein.[4]

Eine weitere bedeutende Änderung, die durch das Gesetz eingeführt wurde, war die Implementierung eines standardisierten Bewertungssystems für Schüler. Dieses neue Bewertungssystem basierte auf nationalen Standards und ermöglichte eine bessere Vergleichbarkeit der Schülerleistungen.

Zusätzlich unterstrich das Gesetz die Wichtigkeit der Lehrerqualifikation. Neue Anforderungen an die Lehrerausbildung wurden etabliert, darunter der Abschluss eines Bachelorstudiums in Bildungswissenschaften oder einem verwandten Fachbereich. Das Gesetz schrieb außerdem vor, dass alle Lehrer regelmäßige Weiterbildungen besuchen müssen, um ihre Fähigkeiten und Kenntnisse auf dem neuesten Stand zu halten. Folglich begann Albanien mit verschiedenen Bildungsreformen, um das Lehrplanmodell zu überarbeiten und den Schwerpunkt auf die Vermittlung von Kompetenzen zu legen. Das Ziel bestand darin, den Schülern Fähigkeiten zu vermitteln, die sie im späteren Leben anwenden können, um erfolgreich zu sein. Dies führte zur Entwicklung des kompetenzbasierten Curriculums, das sich darauf konzentrierte, den Schülern Fähigkeiten beizubringen, die ihnen bei der Bewältigung von Herausforderungen im Leben und auf dem Arbeitsmarkt behilflich sein sollten. Bevor das kompetenzbasierte Curriculum eingeführt wurde, gab es jedoch eine Reihe von Entwicklungen in verschiedenen Lehrplänen.[5]

Im Jahr 2014 folgte das Grundbildung Curriculum der Verhaltenstheorie der Kognition und war in Übereinstimmung mit pädagogischen Zielen und Ausarbeitungen gestaltet. Es bestand aus einem Kerncurriculum und Wahlfächern im schulischen Curriculum. Obwohl Ansätze zur interdisziplinären

[3] Vgl. Ministria e Arsimitdhe e Shkencës: Strategjia Kombëtare e Zhvillimittë Arsimit Parauniversitar 2004 – 2015. Tiranë, Qershor 2004.

[4] Vgl. Ministria e Arsimitdhe e Shkencës: StrategjiaKombëtare e ZhvillimittëArsimitParauniversitar 2004 – 2015. Tiranë, Qershor 2004.

[5] Vgl. Ministria e Arsimitdhe e Shkencës: RaportiVjetorStatistikor i Arsimit 2003-2004. Tiranë 2005. Ministria e Arsimitdhe e Shkencës: Strategjiaafatmesme e ministrise se arsimitdheshkencave. Tiranë 2000.



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Integration (wie Naturwissenschaften und die Heimatstadt) vorhanden waren, wurden sie als nicht ausreichend betrachtet. Das Kerncurriculum war für alle Schüler verbindlich und identisch. Der Wahlbereich umfasste 19% des Lehrplans für die Sekundarstufe und bestand aus einem Wahlpflichtbereich (11%) und einem freien Wahlbereich (8%).

Im Jahr 2015 wurde eine weitere curriculare Reform der Grundbildung unternommen, um ein neues Curriculum zu entwickeln. Trotz aller Anstrengungen scheiterte diese Reform jedoch daran, ein kompetenzbasiertes Curriculum zu etablieren. Trotz der fortwährenden Bemühungen spiegelte das voruniversitäre Bildungssystem mit seinem entsprechenden Curriculum nicht die bewährten Praktiken in verschiedenen Schlüsselaspekten seiner Entwicklung wider. Diese Aspekte umfassten Erkenntnistheorien, Curriculumtheorien, effektive pädagogische Ansätze und die Bewertung von Schülerleistungen. Die Situation im voruniversitären Bildungsbereich erforderte daher dringende Maßnahmen, die letztendlich zur weiteren Reform des Bildungssystems und zur Einführung des heutigen Kompetenzcurriculums führten.[6]

Im Rahmen der weiteren Reformation der voruniversitären Bildung und der entsprechenden Bildungspolitiken, anhand auch der Empfehlungen der Europäischen Kommission und UNESCO, kam es zu der Reform des Curriculums auf Basis der Kompetenzen. Als Priorität ins neue Curriculum wurde die Befähigung der Schüler mit den Kenntnissen, Fähigkeiten, Haltungen und Werte eingesetzt, die Ihnen nicht nur die Herausforderungen der weiteren Ausbildung, des Lebens oder des Arbeitsmarktes zu meistern helfen würden, sondern auch die Herausforderungen der Zukunft erfolgreich begegnen zu können.[7]

Mit der neuen Lehrplanreform, wird Wissen von den Schülern selbst aufgebaut. Der Schüler generiert neues Wissen durch Aktivitäten, Erfahrungen und Experimente, die auf die vom Lehrer im Unterricht formulierte Lernsituationen entsprechen. Das Wissen, das in diese Lernsituationen vom Schüler erworben wird, bringt zur Entwicklung der Kompetenzen, die ihrerseits sich der Bedürfnisse und Interessen der Schüler während der Schuljahre sowie auch weiter im Leben anpassen, um so die neuen Generationen als Staatsbürger des Wissens zu vorbereiten.[8]

Die Einführung des Kompetenzcurriculums in Albanien brachte jedoch Herausforderungen mit sich. Viele Lehrerinnen und Lehrer waren unzureichend auf diesen Ansatz vorbereitet und hatten Schwierigkeiten, ihre Rolle als Moderatoren des Lernprozesses zu verstehen und umzusetzen. Zudem bestand eine Diskrepanz zwischen den überfachlichen Kompetenzen, die im Curriculum gefordert wurden, und den traditionellen Lehrinhalten und -methoden, die in vielen Schulen nach wie vor vorherrschten.

Zur Bewältigung dieser Herausforderungen wurden in Albanien verschiedene Maßnahmen ergriffen, um die Kompetenzentwicklung der Lehrkräfte zu fördern. Dazu gehörten Fortbildungen und Schulungen zu neuen Unterrichtsmethoden und -materialien. Ebenso wurden neue Lehrbücher und Unterrichtsmaterialien entwickelt, die diesen Ansatz unterstützen.

Heutzutage wird das Kompetenzcurriculum in allen Schulstufen in Albanien angewendet, angefangen von der Vorschulbildung bis zur Sekundarschulbildung. Den Schulen steht es frei, ihre eigenen Lehrpläne und Lernmethoden zu gestalten, um sicherzustellen, dass die Schülerinnen und Schüler die im Kompetenzcurriculum festgelegten Fähigkeiten entwickeln können. Das Kompetenzcurriculum hat dazu beigetragen, das albanische Bildungssystem auf eine breitere und umfassendere Bildungsphilosophie umzustellen. Es betont die Bedeutung von Fähigkeiten und Kompetenzen, die Schülerinnen und Schüler benötigen, um in einer globalisierten Welt erfolgreich zu sein.[9]

## III. Die Wandlung Der Lehrerrolle Im Albanischen Voruniversitären Curriculum

Die Rolle des Lehrers im voruniversitären Curriculum Albaniens hat sich im Laufe der Jahre aufgrund der verschiedenen Bildungsreformen verändert. In einem traditionellen Bildungssystem war der Lehrer der alleinige Wissensvermittler, während die Schülerinnen und Schüler passiv zuhörten und das Gelernte auswendig lernten. Im Kompetenzcurriculum hingegen ist die Rolle des Lehrers sehr viel dynamischer und interaktiver. Der Lehrer ist nicht mehr nur der Wissensvermittler, sondern auch ein Moderator, der den Lernprozess unterstützt und den Schülerinnen und Schülern hilft, ihre Fähigkeiten und Kompetenzen zu entwickeln. Der Lehrer ist auch ein Berater, der

[6] Vgl.Ministria e Arsimit dhe Shkencës: Strategjia Kombëtare e Arsimit Parauniversitar 2009-2013. Tiranë, Korrik 2009. Ministria e Arsimitdhe Shkencës: Udhëzuespërzhvillimi e Kurrikulëssë re të Gjimnazit. Tiranë 2010. Ministria e ArsimitdheSportit: Standarde për teksteshkollore. Tiranë, 2014.

[7] Vgl.Ministria e Arsimit dhe e Sportit: Kurrikula bërthamë për klasën përgatitore dhe Arsimin Fillor. Tiranë 2014. Ministria e Arsimit dhe Shkencës, Drejtoria e Arsimit Parauniversitar: Program mësimor për gjuhën e huaj të gjimnazit. Lënda: Gjuhë angleze. Klasa e 12-të. Tiranë 2010.

[8] Vgl. Ministria e Arsimitdhe e Sportit: Kurrikula bërthamë për klasën përgatitore dhe Arsimin Fillor. Tiranë 2014. Ministria e Arsimit dhe Shkencës, Drejtoria e Arsimit Parauniversitar: Program mësimor për gjuhën e huaj të gjimnazit. Lënda: Gjuhë angleze. Klasa e 12-të. Tiranë 2010.

[9] Vgl. Ministria e Arsimit dhe e Sportit: Korniza Kurrikulare e Arsimit Parauniversitartë Republikës së Shqipërisë. Tiranë, 2014



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Schülerinnen und Schülern bei der Berufswahl und bei der Planung ihrer zukünftigen Karrieren hilft.

Im Rahmen des Kompetenzcurriculums wird von Lehrern erwartet, dass sie die Schülerinnen und Schüler in die Gestaltung ihres eigenen Lernprozesses einbeziehen, indem sie ihnen ermöglichen, Fragen zu stellen, Probleme zu lösen und kreative Lösungen zu finden. Der Lehrer schafft auch das Lernumfeld, das Schülerinnen und Schüler dazu ermutigt, ihre Fähigkeiten und Kompetenzen zu entwickeln.

Eine effektive Lehrerrolle im Kompetenzcurriculum erfordert hohe Kompetenzen in pädagogischer, fachlicher und methodischer Hinsicht.

## IV. Die Herausforderungen Und Qualifikationen Von Fremdsprachenlehrern in Albanien

Der Bereich der Fremdsprachen hat in Albanien im Zuge der Bildungsreformen eine erhebliche Transformation durchlaufen, um den Anforderungen einer globalisierten Welt sich anzupassen. Diese Veränderungen betreffen nicht nur die Lehrpläne, sondern auch die Rolle und Qualifikationen der Fremdsprachenlehrer. Die professionellen Standards für Fremdsprachenlehrer in Albanien wurden vom Ministerium für Bildung, Sport und Jugend entwickelt und im Jahr 2015 veröffentlicht. Diese Standards gelten für alle Fremdsprachenlehrer in Albanien, einschließlich Deutschlehrer, und dienen als Leitfaden für die Entwicklung von Lehrkompetenzen und die Evaluierung der Lehrerleistung.[10] Die professionellen Standards definieren die Kompetenzen, die ein Fremdsprachenlehrer besitzen sollte, um eine effektive Unterrichtsleistung zu erbringen. Diese Kompetenzen umfassen:

1. *Sprachkompetenz:* Der Lehrer sollte über eine ausgezeichnete Sprachkenntnis in der jeweiligen Fremdsprache verfügen und in der Lage sein, diese fließend zu sprechen, zu schreiben und zu verstehen.
2. *Fachkompetenz:* Der Lehrer sollte ein tiefes Verständnis der Struktur und Grammatik der Fremdsprache haben, sowie über Kenntnisse der kulturellen Aspekte der Zielsprache verfügen.
3. Didaktische Kompetenz: Der Lehrer sollte in der Lage sein, geeignete Lehrmethoden und -techniken zu wählen und anzuwenden, um den Unterricht auf die Bedürfnisse und Fähigkeiten der Schülerinnen und Schüler abzustimmen.
4. *Methodische Kompetenz:* Der Lehrer sollte in der Lage sein, verschiedene Unterrichtsmaterialien zu erstellen und einzusetzen, um den Lernprozess zu unterstützen, einschließlich Lehrbüchern, Audio- und Video-Materialien, sowie interaktiven und digitalen Medien.
5. *Evaluationskompetenz:* Der Lehrer sollte in der Lage sein, den Lernfortschritt der Schülerinnen und Schüler zu bewerten und entsprechende Maßnahmen zu ergreifen, um ihre Leistung zu verbessern.
6. *Soziale Kompetenz:* Der Lehrer sollte in der Lage sein, ein positives Klima im Klassenzimmer zu schaffen, die Schülerinnen und Schüler zu motivieren und sie in den Lernprozess zu integrieren.
7. *Kontinuierliche Weiterbildung:* Der Lehrer sollte sich kontinuierlich weiterbilden, um auf dem neuesten Stand der Lehrmethoden, Technologien und pädagogischen Ansätzen zu bleiben.

Der aktuelle Lehrplan betont insbesondere die Entwicklung kommunikativer Kompetenzen und interkulturelles Verständnis. Eine weitere Herausforderung für Fremdsprachenlehrer in Albanien besteht darin, den Unterricht an die vielfältigen Bedürfnisse der Schülerinnen und Schüler anzupassen. Die Schülerinnen und Schüler in Albanien stammen aus unterschiedlichen sozialen und kulturellen Hintergründen und haben diverse Lernstile. Daher ist es erforderlich, dass Fremdsprachenlehrer in der Lage sind, den Unterricht auf die verschiedenen Lernstile anzupassen und sicherzustellen, dass alle Schülerinnen und Schüler angemessen gefördert werden. Sie müssen den Schülerinnen und Schülern helfen, ihre individuellen Lernstrategien zu entwickeln und zu verbessern, um das Lernen zu erleichtern. Dies erfordert eine kontinuierliche Weiterbildung und Schulung der Fremdsprachenlehrer.[11]

Die Verfügbarkeit von Ressourcenstellte genauso eine Herausforderung. Der Fremdsprachenunterricht erfor-dert häufig spezielle Materialien und Ressourcen, wie zum Beispiel Lehrbücher, audiovisuelle Materialien und Sprachlabore. Die Bereitstellung dieser Ressourcen kann für Schulen in Albanien eine Herausforderung darstellen, insbesondere für Schulen in ländlichen Gebieten.

Der Lehrer muss nicht nur über fundiertes Wissen in seinem Fachgebiet verfügen, sondern auch über pädagogische, methodische und soziale Kompetenzen verfügen, um die Schülerinnen und Schüler bestmöglich zu unterstützen. Dazu gehört, dass der Lehrer das Curriculum und dessen Zielsetzungen vollständig versteht und in der Lage ist, die

[10] J onida Bushi: (2021) New forms and techniques in foreign language teaching, S. 323ff.

[11] Vgl. Ministria e Arsimitdhe e Shkencës: Raporti Vjetor Statistikor i Arsimit 2003-2004. Tiranë 2005. Ministria e Arsimit dhe e Shkencës: Strategjia afatmesme e ministrise se arsimit dhe shkencave. Tiranë 2000.



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verschiedenen Kompetenzbereiche in den Unterricht einzubeziehen.[12]

Ein weiterer wichtiger Aspekt ist die Fähigkeit, den Lernprozess zu beobachten und zu bewerten.[13] Der Lehrer muss über ausgeprägte Kommunikationsfähigkeiten verfügen, um die Schülerinnen und Schüler zu motivieren und in den Lernprozess einzubeziehen. Dies beinhaltet auch die Fähigkeit, Feedback zu geben und konstruktive Kritik zu üben, um die Leistung der Schülerinnen und Schüler zu verbessern. Der Lehrer sollte in der Lage sein, die Fortschritte der Schülerinnen und Schüler zu verfolgen, ihre Stärken und Schwächen zu identifizieren und angemessene Maßnahmen zu ergreifen, um ihre Entwicklung zu unterstützen. Dabei sind Kenntnisse über unterschiedliche Bewertungsmethoden sowie die Interpretation von Testergebnissen und -daten von Vorteil.[14] Darüber hinaus ist es auch wichtig, dass der Lehrer über eine ausgeprägte Fähigkeit zur Selbstreflexion verfügt. Der Lehrer sollte in der Lage sein, seinen eigenen Unterricht zu evaluieren, seine Stärken und Schwächen zu erkennen und sich kontinuierlich weiterzuentwickeln.

Im Hinblick auf die Anforderungen an Deutschlehrer und die Herausforderungen, die sie im Zusammenhang mit dem Kompetenzcurriculum in Albanien bewältigen, ist es interessant, die Einsichten aus Gesprächen mit 58 Lehrern zu betrachten. Diese Lehrer begrüßen größtenteils das neue Curriculum, sehen es als Verbesserung im Vergleich zum vorherigen Curriculum und betonen die bessere Vorbereitung der Schüler auf die Anforderungen der modernen Gesellschaft. Dennoch haben sie auch einige Herausforderungen identifiziert.

Hinsichtlich der Herausforderungen, die einige Lehrer im Umgang mit dem Kompetenzcurriculum in Albanien erleben, ist es wichtig, genauer auf einige spezifische Aspekte einzugehen. Einige Lehrer haben betont, dass die Integration der verschiedenen Kompetenzen in den Unterricht eine anspruchsvolle Aufgabe darstellt und zusätzliche Zeit für die Vorbereitung erfordert. Darüber hinaus wurden Bedenken bezüglich der begrenzten Ressourcen geäußert, insbesondere in ländlichen Schulen, die Schwierigkeiten bei der effektiven Umsetzung des neuen Curriculums aufgrund unzureichender Ausstattung mit Computern und Internetzugang haben.
Eine Herausforderung besteht auch darin, die notwendigen Ressourcen wie Lehrbücher und Materialien für den Unterricht zu beschaffen, da nicht immer ausreichende finanzielle Mittel zur Verfügung stehen. Zudem ist die Verfügbarkeit von ausreichend qualifizierten Lehrkräften für den Deutschunterricht in einigen Regionen Albaniens ein Problem. Ein weiterer wichtiger Punkt, der in den Gesprächen mit den Lehrern aufkam, war die Notwendigkeit einer stärkeren Zusammenarbeit zwischen den Lehrern und der Schulleitung, um das Kompetenzcurriculum erfolgreich umzusetzen. Lehrer sollten in Entscheidungen einbezogen werden, und es sollte ein klarer Plan zur Umsetzung des Kompetenzcurriculums auf Schulebene erstellt werden. Eine weitere Schwierigkeit besteht darin, dass das Kompetenzcurriculum einen stärkeren Fokus auf die mündliche Kommunikation legt, während das traditionelle Curriculum eher schriftliche Fähigkeiten betonte. Dies erfordert eine Anpassung der Lehrmethoden und -strategien, um die Schülerinnen und Schüler auf die mündliche Interaktion angemessen vorzubereiten.

Ein weiterer Aspekt ist das Zeitmanagement: Das Kompetenzcurriculum erfordert möglicherweise mehr Zeit und Vorbereitung seitens des Lehrers, um die Schüler auf die neuen Anforderungen vorzubereiten und sie angemessen zu bewerten. Dies kann zu einem Zeitmangel führen, der sich auf andere Aspekte des Unterrichts auswirken kann. Zusammenfassend kann gesagt werden, dass die Umsetzung des Kompetenzcurriculums für Lehrerinnen und Lehrer der deutschen Sprache in Albanien einige Herausforderungen mit sich bringt, wie die Beschaffung von Ressourcen, die Anpassung von Lehrmethoden und -strategien und die Entwicklung alternativer Bewertungsmethoden. Es ist jedoch wichtig, diese Herausforderungen anzugehen, um sicherzustellen, dass die Schülerinnen und Schüler angemessen auf die Anforderungen der heutigen Welt vorbereitet sind.

Um diesen Herausforderungen zu begegnen, müssen Fremdsprachenlehrer in der voruniversitären Bildung in Albanien sich ständig weiterbilden und ihre pädagogischen Fähigkeiten verbessern. Sie müssen auch in der Lage sein, sich an unterschiedliche Schülergruppen anzupassen und kreativere Methoden zu entwickeln, um Schüler zu motivieren und auf ihre Bedürfnisse einzugehen. Darüber hinaus ist die Zusammenarbeit mit anderen Lehrern und die Nutzung von Netzwerken und Ressourcen von entscheidender Bedeutung, um die Qualität des Fremdsprachenunterrichts in Albanien zu verbessern.

Insgesamt spiegelt die Curricula-Entwicklung und die damit verbundenen Herausforderungen des Fremdsprachenlehrers in der voruniversitären Bildung in Albanien den Wandel und die Anpassungsfähigkeit des Bildungssystems an die modernen Anforderungen wider. Die Einführung des Kompetenzcurriculums hat einen positiven Einfluss auf die Vorbereitung der Schüler auf die heutige globalisierte Gesellschaft. Trotzdem stehen Lehrer vor verschiedenen Hürden, die von der

[12] Bushi, J., Neçaj, L. (2024). Language Proficiency and Its Impact on Albanian Nursing Professionals in Germany: A Qualitative Inquiry. S.28.
[13] Vgl. Tarusha, F., & Bushi, J. (2024). The Role of Classroom Observation, Its Impact on Improving Teacher's Teaching Practices. S.720.
[14] Vgl. Jonida Bushi/Ema Kristo (2021): Bewertung und Selbstevaluation in der Lehre, S. 212ff.



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Integration unterschiedlicher Kompetenzen bis zur Bewältigung begrenzter Ressourcen reichen.

Die Schlüsselkomponente für den erfolgreichen Umgang mit diesen Herausforderungen liegt in der kontinuierlichen Weiterbildung und Anpassung der Lehrer. Flexibilität, Kreativität und die Fähigkeit zur individuellen Anpassung an die Bedürfnisse der Schüler sind von entscheidender Bedeutung. Die Zusammenarbeit zwischen Lehrern und Schulverwaltungen sowie die Nutzung von Netzwerken und Ressourcen können dazu beitragen, die Qualität des Fremdspra-chenunterrichts zu steigern.

Die professionelle Entwicklung der Fremdsprachenlehrer und die gezielte Bereitstellung von Ressourcen sind wichtige Schritte auf dem Weg zu einem erfolgreichen Kompetenzcurriculum in Albanien. Das Land geht mutig in Richtung einer zeitgemäßen Bildung, die die Schüler auf die Anforderungen der modernen Welt vorbereitet und ihre Chancen für eine erfolgreiche Zukunft verbessert.

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# Global Journals Guidelines Handbook 2024

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# Memberships

## Fellows/Associates of Social Science Research Council

### FSSRC/ASSRC Memberships



## Introduction

FSSRC/ASSRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FSSRC/ASSRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

## FSSRC

### Fellow of Social Science Research Council

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

# Benefits

## To the institution

### Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



## Exclusive Network

### Get access to a closed network

A FSSRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation




## Certificate

### Certificate, LOR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation




## Designation

### Get honored title of membership

Fellows can use the honored title of membership. The “FSSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FSSRC or William Walldroff, M.S., FSSRC.

Career | Credibility | Exclusive | Reputation

## Recognition on the Platform

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Career | Credibility | Reputation

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## Future Work

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Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



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Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
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Career | Credibility | Reputation



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To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

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### Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

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Career | Credibility | Exclusive | Reputation

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# ASSRC

## ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

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The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

# Benefits

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## Exclusive Network

### Get access to a closed network

A ASSRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation




## Certificate

### Certificate, LoR and Laser-Momento

Associates receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation




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Career | Credibility | Exclusive | Reputation

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Career | Credibility | Reputation

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Career | Financial



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Career | Credibility | Reputation



## Premium Tools

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## Conferences & Events

### Organize seminar/conference

Associates are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

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### Early invitations to all the symposiums, seminars, conferences

All associates receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive




## Publishing Articles & Books

### Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive | Financial

## Reviewers

### Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

## And Much More

### Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

| Associate | Fellow | Research Group | Basic |
|---|---|---|---|
| $4800<br>**lifetime designation** | $6800<br>**lifetime designation** | $12500.00<br>**organizational** | APC<br>**per article** |
| **Certificate,** LoR and Momento<br>**2** discounted publishing/year<br>**Gradation** of Research<br>**10** research contacts/day<br>**1 GB** Cloud Storage<br>**GJ** Community Access | **Certificate,** LoR and Momento<br>**Unlimited** discounted publishing/year<br>**Gradation** of Research<br>**Unlimited** research contacts/day<br>**5 GB** Cloud Storage<br>**Online Presense** Assistance<br>**GJ** Community Access | **Certificates,** LoRs and Momentos<br>**Unlimited** free publishing/year<br>**Gradation** of Research<br>**Unlimited** research contacts/day<br>**Unlimited** Cloud Storage<br>**Online Presense** Assistance<br>**GJ** Community Access | **GJ** Community Access |

# Preferred Author Guidelines

**We accept the manuscript submissions in any standard (generic) format.**

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

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2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
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- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
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- Printed material
- Graphic representations
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- Electronic material
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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

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**Acknowledgments**

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

***Manuscript Style Instruction (Optional)***

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

***Structure and Format of Manuscript***

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



## Format Structure

***It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.***

All manuscripts submitted to Global Journals should include:

**Title**

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

**Author details**

The full postal address of any related author(s) must be specified.

**Abstract**

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

**Keywords**

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

**Numerical Methods**

Numerical methods used should be transparent and, where appropriate, supported by references.

**Abbreviations**

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

**Formulas and equations**

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

**Tables, Figures, and Figure Legends**

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

**Figures**

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

## Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

## Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

***1. Choosing the topic***: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

***2. Think like evaluators:*** If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

***3. Ask your guides:*** If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

***4. Use of computer is recommended:*** As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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***9. Produce good diagrams of your own:*** Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

***10. Use proper verb tense:*** Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

***11. Pick a good study spot:*** Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

***12. Know what you know:*** Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

***13. Use good grammar:*** Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

***14. Arrangement of information:*** Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

***15. Never start at the last minute:*** Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

***16. Multitasking in research is not good:*** Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

***17. Never copy others' work:*** Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

***18. Go to seminars:*** Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

***19. Think technically:*** Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

***20. Adding unnecessary information:*** Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

***21. Report concluded results:*** Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

***22. Upon conclusion:*** Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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## Informal Guidelines of Research Paper Writing

***Key points to remember:***

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

**Final points:**

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

*The introduction:* This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

**The discussion section:**

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

**General style:**

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

**To make a paper clear:** Adhere to recommended page limits.



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*Mistakes to avoid:*

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

**Title page:**

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

**Abstract:** This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

*Reason for writing the article—theory, overall issue, purpose.*

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

**Approach:**

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

**Introduction:**

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

*The following approach can create a valuable beginning:*

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

**Approach:**

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

**Procedures (methods and materials):**

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

**Materials:**

*Materials may be reported in part of a section or else they may be recognized along with your measures.*

**Methods:**

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

**Approach:**

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

**What to keep away from:**

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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**Results:**

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

**Content:**

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

**What to stay away from:**

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

**Approach:**

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

**Figures and tables:**

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

**Discussion:**

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."





Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

**Approach:**

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

## The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

*Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection*.

*Segment draft and final research paper:* You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

*Written material:* You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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| Topics | Grades | | |
|---|---|---|---|
| | **A-B** | **C-D** | **E-F** |
| ***Abstract*** | Clear and concise with appropriate content, Correct format. 200 words or below | Unclear summary and no specific data, Incorrect form<br><br>Above 200 words | No specific data with ambiguous information<br><br>Above 250 words |
| ***Introduction*** | Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited | Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter | Out of place depth and content, hazy format |
| ***Methods and Procedures*** | Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads | Difficult to comprehend with embarrassed text, too much explanation but completed | Incorrect and unorganized structure with hazy meaning |
| ***Result*** | Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake | Complete and embarrassed text, difficult to comprehend | Irregular format with wrong facts and figures |
| ***Discussion*** | Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited | Wordy, unclear conclusion, spurious | Conclusion is not cited, unorganized, difficult to comprehend |
| ***References*** | Complete and correct format, well organized | Beside the point, Incomplete | Wrong format and structuring |

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