
BASIC BASIS FOR CONSTRUCTION OF MODERN EDUCATIONAL SYSTEM IN KOSOVO

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Abstract: Through this scientific research and according to its way of organizational methodology and its theory, the research is titled: "**BASIC BASIS FOR CONSTRUCTION OF MODERN EDUCATIONAL SYSTEM IN KOSOVO**". The basic starting points for changes in the education system are in it: structure, working methods, position, evaluation, management and leadership, connection and interaction with the environment, building new social relations and scientific knowledge.

Two main directions in education have been defined: equality of access to education and the need for quality and evaluation. (Catterall J. S., 1982) "Economy of Knowledge " is based in knowledge (Peter M., 2001), which is defined by strategies and national politics of developed countries and by many programs of international institutions (World Bank, FMN, OECD, etc.). The new tasks which educational institutions are facing, have to do with society's requirement for young people in order to be properly prepared for the world of frequent change and to be able to find a place in such a world. Moreover, economic thinking and rationality are increasingly affecting the sector of education, as the decrease of budget in most countries requires greater responsibility for the optimal use of all resources. At the same time, the number of parents and students who see education as a commodity is increasing. There is a growing perception that the investment should receive a reasonable and responsible counter value. Most education experts confirm that drugs, alcohol and violence play an important role in reducing the level of schooling needs. Problems are particularly pronounced in large urban areas. In addition to alcohol and drugs, there has been a wave of violence in recent years. Discipline in the classroom was also studied. There are still many problems in this area. It is believed that all segments of society should cooperate in solving general problems, when it comes to drugs, alcohol and violence, in order to solve them. Of course, schools and authorities have an important role to play in achieving these goals, but progress cannot be achieved without cooperation with families and the local community. (Correa H., 1962)

Keywords: Education, construction, modern, management, problem, leadership, educational staff, accreditation;

1. INTRODUCTION

Education is one of the main factors in the efficiency and speed of private development. As such, the formation represents a good tree in itself. Improvement and change of social relationships depends on the vast amount of knowledge and education of the people. By equipping us, therefore, with its important social goals, it increases social mobility, enables and facilitates the regulation of certain social changes, which bring with them increasingly advanced sciences.

The ranking of education system includes the development method of planning the needs of the staff in the future, the proper indirect organization of the financing school institutions, and continuous adaptation of the education system for the permanent diversification of economic needs, finding appropriate measurement methods which types of experts need a specific field. The high degree of obsolescence of the acquired knowledge is a special problem of the education system. The education system should, in fact, produce useful knowledge for the future, because only the code of human factors is relatively important, the time limit changes, the change of knowledge and the use of knowledge is known.

This is necessary because the human being as a product, the most active and productive source of production, which at the same time uses scientific and technological dynamics, is an evolving phenomenon. Taking into consideration of obsolescence knowledge, the professional qualifications of employees must "change" during working life. The "spending" of professional qualifications under the influence of scientific and technical progress has already become a relatively important social problem because there are three types of knowledge obsolescence (Skill Obsolescence, 2009)

- Professional obsolescence occurs when the knowledge and technical ability of an individual lags behind current achievements in professional activity;
- Specialist obsolescence, in which the degree of obsolescence is measured by the deviation of the knowledge of professional individuals from the available level of knowledge in the relevant field of specialization;
- Managerial obsolescence reflects the inadequate amount of knowledge of managers, which "time is up".

Therefore, education and training have a dual character: the acquisition of necessary knowledge (education) and the application of knowledge in practice (skills).

Education, as a quality resource for the 21st century, represented in highly qualified personnel, must be embraced by a profound reform, which must finally eliminate the negative performance of the education system. "Modern economies intensify knowledge and depend more from the graduates of higher education who make up the intellectual workforce" (Skousen, 2016). This position is already necessary in the field of production of economic personnel, which must be adapted to the European concept: business, economy, management and entrepreneurship. It is therefore a new presentation of curve and knowledge learning.

The orientation to a culture of work and technology for your life does not mean a return to general education, but providing the familiar and interdisciplinary complex for the inevitable change of profession throughout life of work. And since it is almost impossible to predict what kind of experts will be required in a decade (due to fast and unpredictable changes in economics and technology), the modern school must implement its innovation of working methods.

Therefore, the basic principles of the new school, as seen in KE countries, should be: (1) internationalization, (2) personalization, and (3) the development of entrepreneurship. Professional knowledge must be acquired, and therefore the school must train staff who must be flexible and movable around the world and who must be "supplied" with information that is convertible everywhere (McCaffery, *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges 2nd Edition*, 2010). The price of knowledge is increasing everywhere in the world in proportion to the value of its use. The development of technology, organization and methods of management (management) emphasizes man, his skills and creativity. The famous commentator *The According to the Financial Post*, Bruce Gates, since he pointed out that in the 21st century, our main sources will not be coal, wood and cereals, but young men and women who graduate in higher education institutions. The school crisis is affecting all its levels (from primary education to doctoral studies) and imposes reforms in the form of alternative school, study at home, practice (as a form of job education), in the form of "training" in West Germany, the Japanese model of "training for call" and "Schools of American call", while the United Kingdom set up a fund to finance the transfer of scientific knowledge from universities to small and medium businesses (Benoit Le Blanc, 2012). The problem, which includes the direct and indirect effects of education on the development of the economy and society, is the "new" methodological issue for the development of educational policy. The indicators of the educational process reflect the structure of the education system in which inputs are converted into results. All European countries have abandoned the classical model of education and turned to a new type of education, as a tool for the development of individual skills and as a determinant of overall specificity and efficiency. The alternative education and work model is based on the concept that a person who work learns until he/she is alive. This is why education is treated as an important investment, as an action in the future, not as consumption. The developed societies become necessarily learning societies. These are knowledge-based social organizations in which education and learning have the status of basic instruments of general social development, solving basic social problems and producing social, economic and technological change (McCaffery, *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges 2nd Edition*, 2010).

In Kosovo, since the 20th century, it was understood that education and schools were the key of development, therefore, the care for them should be one of the constant and most important tasks of state power. It is quite certain that in our past there is an abundance of lessons (and messages) and valuable experiences (heritage) in general, we just have to discover it through persistent and patient research work and appreciate its value, as much as possible, from established historical criteria. Aside from the fact that it has an extensive education system and network, the breadth of the education system is disproportionately proportional to its (no) efficiency, which is more fully seen in the underlying sources of the education problem (McCaffery, 2019):

The primary school education system has not adapted the school network and distribution of work to radical demographic changes and other changes;

- The system of secondary school education, which was built around the industrial profiles of our past and which no longer meets the needs of a modern, post-industrial society, as well as the existing socio-economic circumstances;

The basic characteristics of the efficiency of university education can be seen through the following aspects:

Only 6.5% of higher education staff in Kosovo;

- Decreased quality of life affects the fact that students leave the high school and college more;

- Increasing the abandoned of pupils and students affects the lack of professional staff, especially in underdeveloped areas;

- Waiting long for a job affects the quality of knowledge of the unemployed;

- The age structure of the unemployed is being worse;

- An increasing number of pupils and students continue their studies in other countries (a new trend is study abroad);

- Poor technological equipment of the education system significantly affects the efficiency and quality of staff.

In Kosovo, there is a rather inefficient system of education and its transformation, both in terms of general goals (raising general education and general cultural level of the population) and in terms of specific goals (employment of educated and educated people). "The deafness of education can only be discovered by an alternative that will not support the evil intentions of the industrial system and that will affirm aesthetic, intellectual and cultural goals" (Kokovi 1994 D., 1994, 84). The conclusion is clear: existing education is not in the service of the development of society, the local community, employers and citizens, but rather it is a source of new unemployment. Education should develop the ability to recognize and accept the values that exist in the diversity of individuals, genders, peoples and cultures, as well as the ability to communicate and collaborate with others. Changes in the field of education have not sufficiently accompanied changes and social needs, economic, social and societal. The system has been impoverished in content, and the quality of change has become completely uncertain, because changes in the education system have been treated as a goal, and not as a way and tool to achieve a socially formulated goal. (Michael G. Strawser, 2019)

2. DEMOGRAPHIC AND SOCIAL CHANGES IN EDUCATION

Of all the external changes, demographic trends, defined as changes in population, its size, age structure, composition, employment, and educational status, are the most obvious type of these changes. They are vague and have the slightest predictable consequences. They almost always "anticipate time" (Philip G. Altbach, 2010). Anyone who took demographics seriously could have foreseen drastic changes in the education system, changes in the mood of young people and the value system - the "youth rebellion".

Society was mainly unaware for the critical importance of population trends, tendencies and dynamics - changes in birth and mortality rates, education levels, composition and participation in the workforce structure. In Kosovo, demographic change has proven to be extremely fast, extremely strong and an extremely influential factor of change in education, and this is especially true for negative natural growth.

Finally, what are the needs and value systems of young people?

How many different groups of young people, with different expectations, needs, values, pleasures?

Such phenomenon must be predicted. The changed demographic structure is a very reliable innovative opportunity. Indicators on the social and economic environment, geographical conditions, demographics and other conditions in which the education system operates in our country and as relatively available sources of support for education, limited resources available, etc., are a very important source information for determining education policy and evaluating the effectiveness of system education.

They explain different factors of needs, but also obstacles and problems for changes in the education system and are not always related to each other. Regional inequalities are growing from year to year.

Most of the poor people in the general population are in southeastern Kosovo and the smallest in Pristina. Kosovo has significant natural resources. We can not fully understand the demographic and social overview of Kosovo and the possibilities of its development, through the development of science and education, without emphasizing the natural resources and potential of Kosovo (Serhati, 2017):

- The agricultural sector has got a special importance for the Republic of Kosovo. The part of agriculture, together with the food industry, animal feed, drinks and tobacco industry is about 25% of PBB.
- Kosovo's land is diverse and consists of rich fertile fields in the north, crowns and limestone ponds in the east and old mountains and hills in the southeast. Of the total land area, 55% or 4,253 million hectares are suitable for cultivation. About 2-3 arable lands are arable land, 16% are meadows, 6% orchards and vineyards.
- Natural resources include: copper mine, lead, zinc, ferronickel, asbestos, magnesium, clay and dolomite. Natural energy sources include coal (85%), with the most important sources of coal in terms of quality and quantity in Kosovo, shale (6.5%), oil and natural gas (5.3%) and uranium (3.2%).
- The energy sector is wide. Other major industries are: metalworking (hardware and machinery, metalworking, ironmaking), food industry, chemical and pharmaceutical industry, building materials manufacturing, textiles and tobacco.

3. ESTABLISHMENT AND DEVELOPMENT OF MODERN EDUCATION

It is clear that education is one of the decisive factor of social development. It is essentially a basic social process of appearance man and humanity, on which depends the continuity of culture and the fate of humanity and each individual. (Kakalik J. W., 1981) More detailed analysis of the relationship between globalization and education began in the late 1990s, only to gain the intensity today. More and more contemporary authors recognize and conclude that globalization does not mean just a set of economic realities (no matter how important they are), but that it has an essential and wide influence on the process and development of education.

The notion of development is a universal notion, extremely complex and especially current today. Therefore, development becomes increasingly complex because it is determined by innumerable sets of factors and their actions in business.

There are three important rules in business (Thyssen R., Andrisen D. & Depre F.L., 2006):

1. the smartest company wins;
2. to be the smartest company, means to have the smartest people,
3. To have smarter people, do not stop learning.

So in all of this, the human factor is the most important. (Garevey, B & Williamson, 2002) Learning about entrepreneurship emphasizes the importance of education for development in terms of EU development policies and development in Southeast European countries - the priorities for "Education and Training 2010-2020".

"The sources of funding for private higher education institutions in developed countries are numerous. However, it can be said that the main part of income comes from student education. In some countries (USA, Canada), students paid the main part of their income. Students receive foreign aid and loans. This money is paid by the state on behalf of the student. Simply similar to the aid provided by foundations and private individuals. However, students remain the main factor from which the main income is derived. Practice shows that a much larger amount is given to prestigious private universities. In terms of student loan funds, in practice there are two types: a loan fund, which is formed by a private institution of higher education and a loan fund, for which money is provided by the government. The education financing system (from state funding to self-financing) represents one of the main instruments for achieving the education development management policy and maintaining the state's monopoly position in education. Strategy and control of democratization of the educational process. Characteristically it is characteristic of many countries that the cost of education is shared by the central government and local authorities. (Verdugo, Educational Reform in Europe: History, Culture, and Ideology, 2014)

Labor productivity, knowledge and skilled workers are a challenge of the 21st century. In the developed world, the school has become an informative and educational institution of society. In the knowledge society, new learning technology must be built in order to achieve universal literacy.

Bowen (1977, 196) in the classic treatise "Investing in Learning" asks: "What is the value of change in individuals falsified by higher education? His first way of estimating change in individuals is to claim that everything spent on higher education is a measure of its value. Bowen lists ways to learn about the potential for increased value for human capital that arises from higher education:

- Analyzing the sources of growth during a certain period and determining the degree to which higher education participated in that growth;
- Rate of return on investment in higher education;
- User feedback on the value of human capital, contribution to economic growth, etc.

After identifying and measuring the problem, there are still many questions to ask. The important question is, when do educational benefits appear? Of course, some benefits appear during the educational experience itself. Other educational benefits can be identified upon completion of the educational process.

The questions that have been asked so far are crucial to understand those potential benefits of education at different levels. They are important because if they do not understand the benefits of education, different assessments and decisions would be made in a virtual vacuum. It is necessary to know what benefits derive from education, in order to allocate resources, not only between schools of different types and levels, but also between education and various other social programs. It is also necessary to know about the educational benefits in order to decide how to finance education at different levels.

The most important need to understand educational benefits is the result of a commitment to achieve the equal educational opportunities, that is, do equal opportunities imply equal treatment in a given educational institution? Or, does this mean that every student is entitled to equal educational benefits? It is impossible to assess the extent to which the country is moving towards equal educational opportunities. (A, 1966)

At each level of education, a large body of research has been conducted on educational benefits, impacts and effects. To the extent that the goals of the profession go beyond other personal and social goals in university studies, then the inconsistency between the supply and demand for graduates of various professional fields and scientific disciplines, are becoming more and more reasons to review work in pre- education school. (Adelman I., 1966)

Primary / secondary education

The test results, therefore, do not reflect the achievement, but how close to the curriculum of a particular school and the curriculum that involves the design of the test, ie what parallels between them. Studies have overlooked significant variations in the environment within the same school, or have failed to measure the duration of exposure of different students to certain school factors. The study shows that all students in or around school are treated

equally. The consequences of extracurricular learning and other resources may not be the same for all students, for all learning units, or for all types of in-class learning, within the school variation, as resources available to students. There should be more time devoted to the way students are educated in the classroom. It is not known if the class sizes of 2 students have different effects from the class size of 30 students, as small changes in the explanation of the variable are explained, little change in the dependent variable and nothing is known about the effects of the variable on size outside the natural range. (Anderson C A, 1963) There are also a number of technical problems associated with school effects.

It is quite clear how much socio-economic status can affect the achievements of young people (e.g., low socio-economic status can lead to low evaluation of education and, therefore, low motivation for achievements and low current achievements). Family or origin as variables are primary, so it is erroneously assumed that they affect achievement, only before and independently of school influence. When assessing the relative importance of extracurricular and school variables, all their common variations were attributed to extracurricular factors.

However, there is a strong assumption that schools have a positive impact on learning, which is confirmed by the analysis of teacher effectiveness. (Balderston J, Massachusetts)

Schools keep children off the streets, reduce crime, free parents for work or leisure, and teach young people the norms of civil society. The reader can decide if schools continue to perform these functions, and if so, how valuable they are.

- Schools are credited for performing the function of socialization.

- Schools have an impact on the wider community, through the declared benefit, which is called - entertainment service, which the school provides to the community around it. This includes sporting events, cultural activities, and extended educational programs. (Becker G. S., Human Capital., 1964)

Higher education

Studies on the benefits of higher education provide an opportunity to compare individuals who have achieved a different number of years of schooling. Economists focus on job and career-related benefits because they want to see if changes caused by college education increase productivity (i.e., produce human capital), lead to better jobs, and higher profits. In most cases, educational outcomes also represent the personal benefits of individuals. (Becker G. S., 1964)

Further considerations of the impact of education also point to the fact that:

- University education significantly raises the level of knowledge, intellectual tendencies, helps people find their personal identity in choosing a lifestyle;

- Increases practical competencies a lot;

- Faculty increases relativism, tolerance and flexibility in the field of moral personality;

- Traditional differences between the two genders are reduced ...;

- Affects their leisure activities, their health and their general ability to cope with life's problems;

- Perhaps the main impact is that it helps students develop verbal skills, intellectual tolerance, future orientation, adaptability and self-confidence;

- They are more politically liberal than others, more informed and more likely to participate in social activities;

- In the field of economic productivity, the faculty assists its students in the process of self-discovery and helps them find careers that match their talents, interests and aspirations;

- Have higher "allocation skills";

- Influence behavior in society. (Benson C., 1978)

We find reflections on the various opportunities and roles of education in the development of society in the fact that it is indisputable that education (knowledge) is a consequence and condition of the development of society, and that it is more closely related to it. Jacques Delors, explaining the conclusions of the International Commission on Education for the 21st Century, states that it "is not only one of the many instruments of development, but also represents one of its constituent parts and one of its core goals". Investments in education, research, development and innovation in the new European strategy "Europe 2020" have an investment character and represent the first priority.

4. EDUCATION AS A CULTURAL ELEMENT

The development of culture and education is an essential assumption of social progress and a component of its universality. The development of modern society creates preconditions for a more comprehensive development of culture, development and satisfaction of human cultural needs. Culture, as a social phenomenon, is a complex phenomenon, an important part of the social structure and a factor in the dynamics of society; represents a specific social environment.

Taken as a whole, it is the form of manifestation, the various kinds of creation - material and spiritual, as a way of life and a component of the structure of the human personality. Culture is an internal substance of society and a key factor of social cohesion and social development. That social group enables the discovery of its identity and its preservation, through the collective memory of the peoples and nations in history. Culture, in the dialectical theory of society, is fully understood as a part of the structure of society and a factor of its dynamics, but also as a component of the structure of personality and a factor of direction of its vital commitment, as a way of social reproduction and a way of life of people (Berry A., 1980).

The importance of culture in social development is shown by the fact that in almost every form of reproduction of social life (from material production, through education, education, politics, science, etc.) it is present in some form, mediation between people and reality, helps by expressing its core strengths and creating new forms of creativity. The main role of culture is in the process of socialization of personality. Of course, this process of personality formation is very complex and defined in many ways. It presupposes the interaction of three types of factors: 1) biological-physiological, 2) socio-cultural and 3) factors of a personal nature (Blaug M., 1970).

This means that the process of personality socialization is associated with the process of its individualization, which shows that the individual is not merely a copy of socio-cultural factors, but an active participant in the process of producing his personality. (Bowen H. R., 1977) Therefore, we must develop a modern and complementary school and university, as a modern open scientific community of basic and applied sciences, in which, in addition to teaching and scientific functions, important attention will be paid to the cultural role -humanist. Because the ultimate understanding of the development of education and science, economics and technology, must lie in their emancipatory mission.

5. SCHOOL FROM THE FUTURE

Education has an important role in formulating the global goals of future social development, as an inevitable factor in the programming of technological development, as well as one of the conditions for establishing a new international economic order (UNESCO, Higher, 1982, 8 -9). Therefore, knowledge and expertise are taken as an important investment variable to determine economic growth. Education is also a lasting consumer good that provides current and future satisfaction. Improving and changing social relationships depends to a large extent on people's knowledge and education.

Education, therefore, has its important social purposes, increases social mobility, enables and facilitates the adaptation of individuals to the constant social and societal changes that come with the increasingly rapid advancement of science. (S., 1969) The ranking of the education system includes methods of developing the planning of staff needs in the future, appropriate forms of organization and financing of school institutions, continuous regulation of the education system in the permanent diversification of the needs of the economy and society, finding appropriate methods of measuring efficiency and education and proper problem solving. (Break G. F., 1974)

The old speed of obsolescence of once acquired knowledge is a particular problem of the education system. The education system must, in fact, produce useful knowledge for the future, because only with the human factor is there a relatively significant delay between the acquisition of knowledge and the subsequent use of that knowledge. Under the influence of scientific and technical progress, there are three types of obsolescence: professional, specialist and managerial. Professional obsolescence occurs when the technical knowledge and skills of an individual lag behind current achievements in professional activity.

Education "emerges as a de facto regulator of the pace of scientific research progress, and at the same time as a means of adapting society to the conditions of this progress and the profound social transformations that emanate from it" (J, 1967). Education, as a quality resource for the 21st century, must fit into the European concept: business economics, management and entrepreneurship.

The problem of outdated schools occurs almost everywhere in the world, especially in post-socialist countries. Orientation to a new work culture and a new technology of life means providing complex and interdisciplinary knowledge about the inevitable changes in the profession over a lifetime of work. The basic principles of the new school, as seen by experts in EU countries, should be: (1) internationalization, (2) personalization, and (3) developing an entrepreneurial spirit. The school needs to train staff who need to be flexible and mobile around the world, already internationalized and who need to be "supplied" with information that is "convertible" everywhere. (Cartler A. M., 1976)

The education crisis in Kosovo affects all its levels (from primary education to post-doctoral studies) and imposes visionary reforms in the form of alternative school, practice (as a form of job education), in the form of German "learning a domestic trade "(in Germany, through which the form of education of two thirds of the younger generation enters into active life), the Japanese model of" vocational training "and the American" vocational school

", etc. (Visar Hapçiu, 2019). Building a school tailored to the future is not an act, but a long-term process involving significant investment.

6. CONCLUSIONS

The above circumstances have placed new requirements on the education system, which also means opening up new fields of governance and decision-making. On the other hand, it also implies the entry of market business based into the education sector, with the requirement of raising the quality thresholds in compliance with increasing user requirements and expectations. It is difficult to manage the quality in education because of its unclear concept and different meaning of interested stakeholders (Becket N., Brookes M., 2008). Educational institutions need to demonstrate transparency in work and social responsibility on the one hand, but also provide positive innovative responses to market requirements on the other. The right of parents to choose a school for their children will have some implications in the near future for those managing education at all levels. Educational staff will need to gradually develop sensitivity to different types of changes, especially changes related to progress in communication and partnerships with the wider environment - parents and the community in general.

In parallel, there is a need to implement management, set goals, and use individual instruments to achieve them, and to control achievement. The management approach implies that missing elements are incorporated into education and to be formulated into a coherent management strategy that will enable individual parts to function as an integrated whole.

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