

Bridging the Gap between the Students and Faculty Members

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Abstract

The “student-teacher gap” is the term used to describe the disconnect or differences between learners and their educators in many facets of a learning environment. It’s critical to remember that this disparity does not necessarily signal a problem; rather, it draws attention to the unique roles, backgrounds, and perspectives that students and teachers bring to the classroom. A happier and more cooperative intellectual community enhanced educational outcomes, and increased student involvement can all result from enhanced interaction and comprehension between the two sectors.

Nowadays, it is observed that the gap between students and teachers is minimized. People think the credit goes to information technology which has invented different strategies for teaching and learning. According to the people’s opinion, there should be no gap between students and teachers so that they can communicate with each other easily without any hesitation or fear. As students close the distance between their present abilities and the anticipated level of competency, positive feedback is essential. Good communication and collaboration is also necessary to bridge this gap.

Keywords: *Student-teacher gap, technology, communication, and collaboration, intellectual community, beauty in diversity.*

INTRODUCTION

The term “student-teacher gap” is employed to describe the disconnect or differences between learners and their educators in various facets of a learning environment. It encompasses disparities in communication, knowledge, goals, mindsets, and viewpoints. However, it’s important to note that this gap isn’t necessarily a problem but rather an opportunity to recognize the unique backgrounds and experiences that both students and teachers bring to the classroom.

Reducing this gap can lead to a more cooperative intellectual community, improved educational outcomes, and increased student engagement. The advent of information technology and innovative teaching strategies has played a significant role in minimizing this gap in recent times. In an ideal learning environment, there should be no significant division between students and teachers, allowing for open and fear-free communication.

In recognition of the remarkable versatility of human interaction, instructors can impart extremely theoretical and innovative knowledge to their learners [1]. It may also take many different forms. It’s critical to remember that this disparity does not necessarily signal a problem; rather, it draws attention to the unique roles, backgrounds, and perspectives that students and teachers bring to the classroom.

Building a strong and stimulating learning atmosphere depends on reducing the gap between learners and educators. A happier and more cooperative intellectual

community, enhanced educational outcomes, and increased student involvement can all result from enhanced interaction and comprehension between the two sectors.

PERSONAL EXPERIENCE

In terms of personal experience, it has traditionally been observed that a gap exists between teachers and students. However, contemporary trends indicate that this gap is gradually narrowing over time, thanks to factors like information technology and advancements in teaching strategies. A particular experience involves the supervision of fourth-year Bachelor of Science in nursing students during their clinical practice at Aga Khan University Hospital in Karachi. In this capacity, the supervisor played a crucial role in guiding students through clinical objectives, ensuring that they could communicate their issues and opinions without hesitation, fostering a conducive learning environment.

In the role of a student supervisor, the individual exhibited a high level of enthusiasm for the task. Simultaneously, they derived immense happiness and satisfaction from their supervisory responsibilities. In addition to guiding the students, they also acknowledged personal learning experiences from this role. They highlighted the universal aspect of human experiences and the potential for personal growth by listening to and learning from others’ stories. The value of diversity was underscored, emphasizing its inherent beauty and the motivation it instilled in the individual to acquire new knowledge and skills from a variety of sources.

Regarding the current educational landscape, the observer noted a narrowing of the gap between students and teachers. They attributed this positive development to the influence of information technology, which has

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introduced diverse teaching and learning strategies. The observer firmly held the belief that there should be minimal separation between students and teachers, advocating for open and uninhibited communication. They stressed the importance of fostering an inclusive culture that promotes equality, where all individuals have the opportunity to share their ideas and thoughts. The observer also underscored the continuous need for educators to update their knowledge and skills, staying attuned to modern techniques and approaches. Literature also says that a good teacher should stay current on the most recent developments and maintain good lines of communication with students and their families. All genuine connections must have this at their core [2]. According to the literature, Instructors need a method of preparedness that is by the needs and complexities of learning if tutoring is to turn into a recognized profession, and schools play a critical role in this. As teachers develop from novice to expert along the career advancement spectrum, they are in the perfect position to mentor formative assessment and practicing instructors [3]. From an external perspective, it is believed that the implementation of projects and pilot programs is instrumental in reducing the divide between students and teachers. Additionally, the practice of gathering students' evaluations and feedback about their instructors plays a pivotal role in comprehending the students' perspectives and their level of understanding. These initiatives are seen as valuable steps in enhancing the educational experience and bridging the gap between learners and educators.

CONCLUSION

In conclusion, there should be a conclusive culture and environment in which every student can share and express their thoughts and ideas efficiently and coherently without any fear or hesitation. Without an inclusive environment, students become reluctant and their intellectual growth becomes stagnant. Here are some strategies to help bridge the gap:

1. Develop regular lines for interaction with educators. Make sure these channels are obvious and simple for students to use. This could involve using email, internet chat rooms, message services, or even a specific website to conduct educational debates.
2. Teachers should exhibit an open and friendly demeanour to make learners experience at ease while raising queries, getting assistance, and exchanging ideas.
3. Develop engaging lessons that invite involvement, inquiries, and conversations from the students. Students who are actively involved are more likely

to have a good rapport with their lecturers.

4. Personalized Recommendations: Offer prompt and helpful suggestions for improving tasks and assessments. This demonstrates to pupils the significance of their work and enables them to identify their areas of strength and growth.
5. Educational institutions must train instructors to accommodate the different requirements of today's students.
6. Mentorship Programs: Create mentoring programs so that professors may assist students in pursuing their educational and professional objectives. These connections can continue outside of school and increase students' sense of community.
7. Initiatives involving student-faculty collaboration: Promote joint initiatives between students and academic staff. This could include activities that promote an awareness of society including volunteering or artistic projects.
8. Teachers' Participation in Student Programs: Instructors may take part in or promote associations, operations, and additional activities for students. This demonstrates their concern for the total growth of the learners.
9. Town Hall Gatherings or Public Platforms: Set up recurring community conversations or discussions wherein learners can freely voice their opinions. This encourages openness and diversity.
10. Using innovation to enhance exchanges, such as through online forums, seminars, and groups on social networks, can increase engagement chances.
11. Recognize and value the efforts made by faculty members to develop connections with students. More professors may interact with learners more actively if they receive encouragement. There should be chances for students to take on teaching responsibilities. Ideas for curriculum topics, instructional strategies, and evaluation techniques should also be recommended [4].
12. Feedback Mechanisms: Establish an exchange of information so that students may offer opinions on the way instructors present the material and how the class as a whole is going.

As students close the distance between their present abilities and the anticipated level of competency, positive feedback is essential. Giving insightful critique is a quality that may be developed through practice. The goal is to investigate techniques in healthcare settings and evaluate how well they may be used for

various healthcare feedback experiences [5]. Using a context-specific teaching method, such as the situated theory of learning, in formal educational programs can help to bridge this gap and successfully prepare graduate teachers for the classroom [6]. It's important to keep in mind that creating links between learners and educators is a continuous process that calls for dedication and work on both sides. Collaboration and good communication between students and faculty members improve the learning process as a whole and foster a more peaceful academic environment. By recognizing and appreciating these differences as well as trying to establish a welcoming and encouraging learning environment where effective communication, empathy, and mutual respect may flourish, we can close the student-teacher communication gap. A study was done that raised the potential that focused training might help close the distance between student evaluation and professor evaluation [7]. This gap can be closed and good relationships between students and teachers can be fostered *via* open communication, attentive listening, and a readiness to modify teaching and learning strategies.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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