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Increasing Quality at The Adult Training Programs Level. A Possible Approach

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Abstract

The success of a training program, in the context of a strong competitive market mainly depends on its quality. The quality as such is a controversial concept and equally multidimensional. Different authors have different concepts highlighting more or less what the specialized literature calls the quality perceived by the client. While the definitions of quality centered on the client gained weight in the business world, in the educational system it raises question marks, especially since a singular vision on the quality is not representative for the different and sometimes contradictory requirements of the different stakeholders groups. The present paper intends to introduce a possible way to approach quality on a particular adult training program (trainers' trainers) by applying a model of customer oriented curricular design with a serial development and based on using methods and techniques from different fields of activity: quality management, educational science and project management. The final purpose of this enterprise means to increase the efficiency and efficacy of this study program, respectively its success on the market.

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1. Introduction

While competitiveness became the defining trait of any organization with the aim of surviving and winning on the market, the problem of the quality of the offered products/services becomes imperious.

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In the present globalized society the education providers must permanently adapt to the requirements of a dynamic and mainly competitive market. Consequently, there is the necessity to include in their educational offer those educational programmes that are able to foresee the implicit and explicit requirements of the stakeholders and find correspondence on the labor market. A first step in this respect is listening to the both internal and external customers' "voices", in order to identify their educational needs and respectively the transmutation of these requests and expectations in terms of the product/service they offer (study programme, respectively courses). The object of the present research, the course entitled Trainers' trainers – no. 242401 ROC (Romanian Occupational Classification) code is addressed both to the trainers who partially acquired their training in the classical ways and to all those who wish to prepare for this position as it is recommended to teachers, primary school teachers, kindergarten teachers, managers of Human Resources Departments, HR specialists, internal lecturers of organizations, specialists involved in the evaluation and certification processes of the professional competencies, persons in charge of projects, representatives of public local authorities, ONG members. The aim of the programme is to develop the participants' skills necessary to realise and present interactive stimulant instructive sessions able to maintain the participants' interest very high. The best trainers are those who know that the ability to instruct others is not only owed to the expertise in a certain field but also to the ability to create a stimulant learning environment adapted to the participants.

2. A possible approach of training program design

In the following we will present a possible way to approach quality on a particular adult training program (Trainers' trainers) by applying a nine step model of customer oriented curricular design with a serial development and based on using methods and techniques from different fields of activity: quality management, educational science and project management. The final purpose of this enterprise means to increase the efficiency and efficacy of this study program, respectively its success on the market (Crişan 2012, 2013).

From economic reasons, this subchapter will summarily present the stages and the proper methods that were used (or may be used) for each of them, and the third section of the paper will highlight some aspects considered to be relevant.

2.1. The analysis of the necessity and the opportunity of planning the Trainers' training study programme

At this stage there is an initiative to collect and analyse the data relevant for starting the planning-development itself of the study programme. In this respect, a series of data regarding the stakeholders of the study programme were collected using methods as: surveys (questionnaires), interviews with teachers on the same subject; the analysis of official documents regarding the demand and supply of jobs according to the specialization offered by the study programme.

2.2. The identification of the clients and the stakeholders of the study programme

At this stage the main categories of customers and stakeholders were identified and their demands will be taken into consideration in its development using the mind-map method.

2.3. The establishment of the general aims of the study programme

The general aims of the study programme refer to the learning results manifested in knowledge and specific and transversal competencies the participants to this course should have in the end according to their qualification, respectively to the possible positions the beneficiaries of this programme will occupy.

Generally speaking, the aims are drawn from the total of the educational results and are associated to three elements: general (transversal) competencies that all the participants should have; basic specific (core) competencies for each subject, compulsory for all participants; and specific competencies for each subject on a scale ranging from the minimum to maximum associated with the particular individual interest of each student.

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