

THE STUDY RESULTS IDENTIFICATION AND THE STUDENTS INDIVIDUAL WORK IN THE CONTEXT OF QUALITY OF EDUCATION

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Higher education institutions are very important in the implementation of European Union strategy „Europe 2020”, growth development and maintainance. The important thing in the target achievement is the preventive work of higher education institutions, which is partly based on the data analysis of students questionnaire and conceptualization of obtained conclusions. Liepaja University (further LiepU) implements quality management system (further QMS) according to ISO 9001:2009 standard requirements. It is very actual and important to implement into practice the concepts worked out by European association of higher education quality implementation, which foresee for education institutions to provide for study programm realisation not only the collection and analysis of necessary information but its usage as well. Taking into consideration pedagogics as science specific feature which offers for separate categories the range of different explanations, the following research, based on the obtained cognitions of European Union Social Fund project „The Evaluation of Higher Education Study Programmes and Suggestions for Quality Improvement”, describes the quality of higher education as the conformity which is directed to the results of some measurements, quantitative, standardized or qualitative, previously, with difficulty defined, results, to be more precise „quality as target conformity”. Since higher education insitutions simultaneously implement several tasks, namely provide higher level of education according to the requirements of labor market and state development needs, provide everybody with possibility of getting higher education for development of personality, provide the development of science and the investment into the development of democratic society, then the article deliberates the study results connected with all above mentioned tasks, in that way implementing what is indicated in the planning documents of European higher education, namely higher education has a determinant significance in the development of individual and society in general providing highly qualified human capital and competent citizens, who are necessary for Europe to create working places, economic growth and welfare.

Material and methods. Nowadays quality of higher education is closely connected with learning (studies) results, the importance of which is repeatedly emphasized in the higher education politic documents of European level. Learning results approach is more and more often considered as a determinant principle in the education sector in the following cooperation, what is provided by the necessity to orient education and precisely defined standards, where the interested parties are being involved together – society, labor market, individual. All modern developed and implemented instruments and processes in Europe are based on the following approach, especially European qualification framework system (structure) and system of credit points transference. The existence of learning results provides common language to the dialogue about questions of education. It also creates better understanding of learning.

Findings and their discussion. After the analysis of theoretical literature and education normative documents has been made the article offers the explanation of student – centered learning in the context of education sustainable development where qualitative education providing necessary knowledge, abilities and skills contributes personal and professional growth of student as individual. It emphasizes the student's abilities and needs, creativity and continuous development, thereby providing good foundations for lifelong learning. As the result study programmes are based on students' needs. Student has a need to study in the way of being oriented on him/herself, that is why the lecturer/teacher should be involved into the mutual cooperation with the student not only as the knowledge provider and performer.

Conclusion. In rapidly changing modern world the study (learning) results stimulate person's ability to solve the problems adequately, orient in the information, evaluate and systematize that. The following research analyses the interaction of student, teacher and higher education institution in the identification of study results and provision of student individual work in the context of quality of education.

Key words: quality of education, study results, student – centered learning.

РЕЗУЛЬТАТЫ ОБУЧЕНИЯ СТУДЕНТОВ И ИХ САМОСТОЯТЕЛЬНАЯ РАБОТА С ТОЧКИ ЗРЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

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В высших учебных заведениях очень важна реализация стратегии Европейского союза «Европа 2020», а именно постоянное развитие. Для достижения цели очень важна подготовительная (предупредительная) работа в высших учебных заведениях, которая частично основывается на данных опроса студентов, а также на концептуализации сделанных выводов. В Лиепайском Университете (далее ЛИЕРУ) реализуется система менеджмента качества (далее СМК) в соответствии с требованиями стандарта ISO 9001:2009. Актуально ввести в практику принципы, разработанные Европейской ассоциацией по обеспечению высшего образования, которые предлагают образовательным учреждениям обеспечить реализацию программ обучения не только с помощью сбора информации и её анализа, но также использовать полученные знания на практике. Необходимо учитывать специфику педагогики как науки, которая для отдельных категорий предлагает множество вариантов объяснений. Поэтому в исследовании, основываясь на выводах проекта Европейского социального фонда «Оценивание образовательных программ в высших учебных заведениях и предложения по повышению их качества», качество высшего образования описывается как результат измерения, стандартизированный, качественный и количественный, заранее сложно определённый результат, который соответствует цели. Высшие учебные заведения одновременно реализуют множество задач, которые обеспечивают: соответствие требованиям рынка труда, а также нуждам национального развития высшего образования; развитие личности каждого получателя высшего образования; развитие науки; вклад в развитие демократического общества. Только тогда результаты обучения, которые выполняют эти задачи, реализуют руководящие принципы Европейской политики высшего образования.

Материал и методы. Качество высшего образования сегодня тесно связано с изучением результатов обучения, значение которых снова подчёркивается в документах Европейской

политики высшего образования. Всё чаще подход к результатам обучения принят как основной принцип в образовании современного общества, который ориентирует образование на чётко определённые стандарты, обеспечивающие все заинтересованные стороны – общество, рынок труда, человека. Такой подход используется сегодня во всех разработанных и введённых в Европе процессах, особенно в Европейской системе накопления и перевода кредитов. Имеющиеся результаты обучения обеспечивают диалог всех по вопросам образования, что и приводит к лучшему пониманию этого вопроса. Результаты обучения всё чаще используют как основы стандартов для получения профессии или образования, для описания квалификаций и уровней. Во всех этих категориях результаты обучения разделены на разные категории и предназначены для разных целей. Например,

- на что способен человек, который получил определённую ступень образования;
- роль руководителя учебным процессом;
- роль руководителя процессом оценивания и т.д.

Результаты и их обсуждение. В результате анализа теории и нормативных документов образования в статье предложено объяснение личностно-ориентированного образования студента в контексте устойчивого развития, где качество образования, обеспечивает необходимые знания, умения и навыки, а также стимулирует студента как личность в профессиональном и личном росте.

Это показывает слабые и сильные стороны студентов, творчество и постоянное развитие, являясь, таким образом, своего рода вложением в своё образование. В результате в основе программ обучения – нужды и желания студентов. Для студента важно учиться в его выбранном русле, поэтому преподавателю важно сотрудничать со студентом, а не работать только как источник знаний. Перемены требуют всё больше использовать методы, которые помогают студенту представлять свою интерпретацию материала, помогают ему понимать и доказывать свою компетентность, а также и реализовывать поставленные цели.

Заключение. В нашем быстро меняющемся мире результаты обучения развивают в человеке способность адекватно решать проблемы, ориентироваться в информационном потоке, а также оценивать и систематизировать эту информацию. В предложенном исследовании анализируется сотрудничество студента, преподавателей и высших учебных заведений в контексте результатов обучения студентов и обеспечения их самостоятельной работы с точки зрения качества образования.

Ключевые слова: качество высшего образования, результаты обучения, личностно-ориентированное образование.

Higher education institutions are very important in the implementation of European Union strategy „Europe 2020”, growth development and maintainance. The important thing in the target achievement is the preventive work of higher education institutions, which is partly based on the data analysis of students questionnaire and conceptualization of obtained conclusions. [1]

After the analysis of theoretical literature and education normative documents has been made the article offers the explanation of student – centered learning in the context of education sustainable development where qualitative education providing necessary knowledge, abilities and skills contributes personal and professional growth of student as individual. Student-centered studies are also known as flexible learning, individual studies, distance learning, open studies.

Nowadays quality of higher education is closely connected with learning (studies) results, the importance of which is repeatedly emphasized in the higher education politic documents of European level. Student has a need to study in the way of being oriented on him/herself, that is why the lecturer/teacher should be involved into the mutual cooperation with the student not only as the knowledge provider and performer. Changes require to use more and more methods which help to organize student to offer his/her own study material interpretation, help him/her to decide how to prove his/her own competence and at the same time to define the study targets.

The following research analyses the interaction of student, teacher and higher education institution in the identification of study results and provision of student individual work in the context of quality of education.

Materials and methods. Taking into consideration pedagogics as science specific feature which offers for separate categories the range of different explanations, the following research, based on the obtained cognitions of European Union Social Fund project „The Evaluation of Higher Education Study Programmes and Suggestions for Quality Improvement”, describes the quality of higher education as the conformity which is directed to the results of some measurements, quantitative, standardized or qualitative, previously, with difficulty defined, results, to be more precise „quality as target conformity”.

The fundamentals of study programmes are students’ needs. Needs can be considered as discordance, contradiction between present situation and best situation where the student is now and that where the student or teacher would like the student be. The essential role of student-centered education is given to the expression of student initiative and motivation in cooperation with teachers.

The questionnaire of European education experts testifies that for the sustainable education contribution the following features of the 21st century have been considered: problem evaluation (appraisal) in the global context; cooperative and responsible action; approval of cultural diversity; critical and systematic thinking; conflict solution without violence; lifestyle which protects and conserves the environment; protection of human rights; participation in politics.[2]

According to the Swiss scientist D.Henderson education democratization has three basic principles: contemplated acquaintance with the study content, students studies and social contribution which are included into the chosen study model of any higher school.

Analysing scientists’ cognitions of R. Gordon University, it could be concluded that individualization is obtained using the system of study resources. The following resources can be used by the student in independent from the education institution but appropriate for him/herself time, place and speed. Using the qualitative study materials it is possible to decrease the quantity of traditional lectures and replace them with ‘electronic lectures’ and think over the planning of lectures and individual work. Acting by the following way it is possible to liberate the time of teaching staff for the research, development of study materials and professional improvement.[3]

Students intellectual capacity is growing because of studying. Predicted result is not the instrument of one dimension because the cognized study course discloses, analyses and models the questions of chosen professional activity. Therefore the biggest emphasis in the study programmes is given to the evaluation of study results and obtained competence.

Cedefop research about study content of professional education has disclosed that learning results on the level of education content and study programmes have two main functions: regulating and didactic. In the regulating function study content is the instrument which provides equally high standards in provided education in all the territory. In the following case the learning results should provide stable background for evaluation: they should be measured. In the didactic function study content offers frame or setting for the study process implementation. In the following case the learning results can be defined extensively including competences which are not measured; they reflect values and roles what students are being prepared for during the study process.[4]

To understand the learning results it is very important to understand relations between learning results and competence. The learning results are defined as definition or formulation about what the student should know, and it is necessary to understand what the student should be able to do finishing the study process. Competence means the demonstrated on public ability to use knowledge, skills and personal/social and/or methodological abilities in work or

study situations, at the same time following professional or personal improvement.[5] Thereby competence defines the personal qualities which are disclosed in the actions.

Regarding to the programme content and study results contribution the main role is given to the student readiness to participate actively in his/her study process management together with teaching staff.

Results and discussion.The following research has analysed the students' opinion about their chosen study programme. To find out the students' opinion the research gives the analysis of respondents' answers on the questions which are connected with the study results and students' individual work. The questionnaire was carried out in 2013. 444 full-time and part-time students participated in it. The center of Sociological research of Liepaja University has made the data processing of the questionnaire. Part of the respondents' answers are shown in the form of diagrams, total students' evaluation and suggestions are summarized in the descriptive form.

The total students' opinion about the individual work is following: 73.6% of students consider that individual work should not be specially organized and students should organize that themselves, but 22,3% of students consider that individual work should be specially organized saying that it should be done together with the teachers. The most essential commentaries about the organization of individual work are following:

- it should be as additional element for the particular theme and subject not fundamentals or background for any subject;
- individual work should be done during the lectures working together with the course where the students can get a help, tutorial and evaluation;
- individual work should be planned together with younger and older courses;
- students should get interesting and well-planned practical works in the process of which they could get practical knowledge and improve theoretical one;
- it should be followed that individual work is given in the frames of every study course;
- individual work should be done in the period of all study course using prepared beforehand didactic materials, the wider information about study course curriculum and electronic studies should be recommended as well.

Characterizing totally the students attitude to the study results 65,8% of respondents answered that agree completely and 30,0% agree partly with the opinion that study courses generally improve their mental outlook and horizon. 0,5% of respondents do not agree with the following opinion completely.

Though the question: „Is the obtained knowledge useful or will be useful at work?“ received the following answers: 53,6% of respondents agree with that completely, 40,1% of respondents partly agree and 0,9% of respondents do not agree with the following opinion at all.

Nevertheless that negative answers on the above-mentioned questions are relatively few it is necessary to make the further analysis of the problem which is connected with the implementation of study results regulating and didactic function.

Analysing detailly the connection of individual work with the content of the study course and its acquirement the respondents answered the following questions „Are the tasks of individual work purposeful?“, „Are the tasks of individual work expressed at the lectures?“, „Are the tasks of individual work taken into consideration during the study course tests or examinations?“.

Answering the question „Are the tasks of individual work purposeful?“ respondents gave the following answers: agree completely 30,4% of respondents, agree partly 54,1% of respondents and totally disagree 1,1% of respondents. 2,5% is a big quantity of respondents who do not have answers on the following question.

Answering the question „Are the tasks of individual work expressed at the lectures?“ respondents gave the following answers: agree completely 33,1% of respondents, agree partly

51,4% of respondents and totally disagree 2,5% of respondents. 2,5% is a big quantity of respondents who do not have answers on the following question.

Answering the question „Are the tasks of individual work taken into consideration during the study course tests or examinations?” (see Figure 1), respondents gave the following answers: agree completely 46,4% of respondents, agree partly 41,4% of respondents and totally disagree 1,1% of respondents. 2,5% is a big quantity of respondents who do not have answers on the following question.

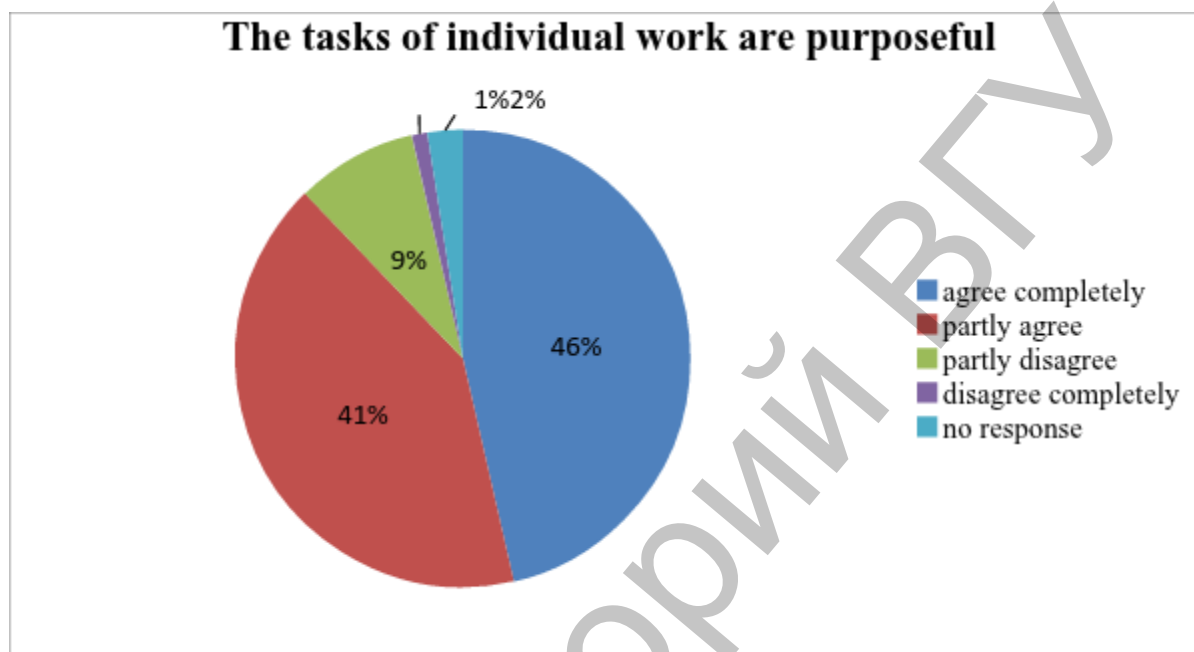


Figure 1. The tasks of individual work are purposeful.

Conclusion

1. In the higher education politic documents of the European Union emphasizing the questions of education quality the attention is paid to the study results, which can be obtained by the student-centered/individual studies.

2. Interaction of education content and study results is possible if the regulating and didactic functions of the study content are provided where the main role is given to the student readiness to participate actively in his/her study process management together with the teaching staff.

3. The following research discloses that 1/5 part of respondents consider that students' individual work is specially organized paying attention to the following main aspects: it is additional to the traditional studies in which the courses/groups cooperation is organized and prepared beforehand didactic materials are extensively used.

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