



CURRICULUM DEVELOPMENT MODEL FOR VOCATIONAL COMPETENCY-BASED SHORT COURSES WITH THE APPLICATIONS OF PARTICIPATORY APPROACH

Yuwadee Kanta

King Mongkut's University of Technology North Bangkok, Bangkok, Thailand

e-mail: Yuwa_kanta@hotmail.com

Abstract

The purpose of this study is to develop and try the model of curriculum development for vocational competency based short courses with the application of participatory approach. The model was derived for synthesizing the factors, which could have impacts on the participatory approach, obtained from the questionnaires given to the experts by using Delphi technique to combine Participatory Action Research (PAR) with the Participatory Curriculum development process(PCD) in order to create a scaffolding of curriculum development process. The model was then put into practice, once it was approved of by the expert, and evaluated as far as the purposes were concerned. According to the obtained results, the proposed model of curriculum development for vocational short courses with the application of participatory approach contained five main factors;(1) The education management for competency-based short courses; 2) Stakeholder; 3) Participatory approach being applicable for curriculum development; 4) Curriculum development process; and 5) Successful factors of curriculum development. The stakeholders were further divided into three groups which were those who are within the organization or those who worked in college like administrators, curriculum supervisors, teachers, who were outside of the college like external experts, specialists, government agents and those who were in the community like community leader, local figures with indigenous wisdom in the community, etc. Those 5 important factors contained significant issues with median that was greater than 3.5 while the interquartile range was less than 1.5 as far as. The development of model of curriculum development for vocational short courses with the application of participatory approach was concerned. The model



contained 3 elements, stake holder involving in curriculum development, process of curriculum development, and participatory approach.

Keywords : Curriculum, Participatory, Vocational Short Courses.

Introduction

According to the National Education Act B.E. 2542, Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; and desirable way of life so as to be able to live in harmony with other people. By these consequences, the relevance of education management should be judged to the extent to which it involves in those aspects of lifelong education, collaboration of the community and the educational institution, as well as the continuation of educational developing process. In other words, the collaboration of the local folks in the community would have a part to play in order to fulfill the goals set forth in the aforementioned National Education Act. (National Education promulgation, 2542)

To put into practice, the Office of Vocational Education Commission (OVEC) has acted accordingly by providing the vocational education for the students as far as the needs of labor markets and national economic growth quoted in the National Economic and Social Development Plan are concerned. Among those practical activities, the OVEC has blended knowledge available beyond frontiers with the indigenous wisdoms in order to tailor educational programs for the learners in both formal and non-formal formats. Practically, most of the non-formal education programs have been available handled in forms of short courses by the poly-technical colleges via the collaboration they have with local entrepreneurs. This type of collaboration has then led to the sustainable knowledge-based community for local people. (The Vocational Education Act. 2008)

According to the suggestion from the Quality Assurance Assessment committee, poly-technical colleges should provide:

- The short vocational training courses required by the community;
- The evaluation and follow-up of the effects of training course.
- Database for training;

- Better achievement of learners;
- Up-to-date short courses complying with the advanced technology;
- The benefit, gained by community;
- Continuous development of the curriculum;
- Precise plans for short course training;
- Variety of the short courses;
- Manuals for the training programs;
- Multidisciplinary subjects for community;
- Low cost training programs.

It can be concluded that there has been no clear objectives and plans in providing short training courses in poly-technical colleges; low achievement of the learners have prevailed so far.

With the vocational policy and the problems mentioned above, the researcher has initiated the development of a model for short training course by using PAR process. The researcher has applied of participatory curriculum development (PCD) for the purpose. The framework of this idea included participatory action research (PAR) focusing on participation and the formation of capability.

It is hoped that the data from this study would be applied for competency-based development of short courses.

Materials and Methods

1. The scope of this study included short courses available in B.E. 2550 by Office of Vocational Education Commission.

2. Methods and Instrument

The model derived from synthesizing the factors resulting from delphi research as followed:

2.1 Twenty-five experts for Delphi research derived from Experts in

Curriculum development, experts in participatory action research, experts in vocational education, experts in short course education, experts in community development;

2.2 Research Instrument were questionnaire in round 1 containing open-ended questionnaire 25 experts, and 5 rating scales questionnaire for 18 experts in round 2 and round 3;



2.3 The data were analyzed to find the important factors and theory framework to construct the model of development curriculum for vocational short courses by participatory approach.

2.4 The model was to approve the suitability and consistency for 9 experts.

3. Data analysis was made by various types of statistical techniques, mean, Standard Deviation, median, Item Objective Congruence: IOC, Interquartile Range.

Results

Analysis of data from the first round of 23 to appear as experts:

Table 1 content analysis from the first round questionnaire

topic	content
1.education management for competency based short courses	1. Philosophy of vocational short courses education. Philosophy should be provided to Lifelong education for the public. The social participation in education. The aim was to study the duration of the measurement and evaluation as a condition of graduation. The courses content must be appropriate and consistent with the needs of individuals and groups.
1.education management for competency-based short courses	1. Nature of competency -based short courses The course should be clearly defined learning outcomes that students can do on the course. Professional standards as a framework for curriculum development to the content, Planning, teaching and assessment, The performance criteria (Performance Criteria), Which is obvious. 2. education management for competency-based short courses should provide a conceptual framework, performance, planning, management, structure, strategic objectives of the course, Instruction media and evaluation. 3. Trends of the competency-based short courses education should provide vision of management structure, Resource management, the role of the departments of education, Integrated education. The participation of the organizations, the impact of changes in the social, above all interests and wellbeing of students is very important. local wisdoms should be Integrated in curriculum management.
2. Stakeholder	1. College administrators. 2. supervisors of curriculum and instructional materials. 3. Agents from Office of Community



<p>3. Participatory approach to development curriculum.</p> <p>4. Curriculum development process.</p> <p>5. Successful factors of curriculum development.</p>	<p>Development.</p> <ol style="list-style-type: none"> 4. Local government administrators. 5. Agents from Provincial Industry Office. 6. Agents from Chamber of Commerce province. 7. Curriculum technical. 8. Community agents. 9. Community professional agents. 10. Agents from corporation. 11. Agents from teacher. 12. Agents from Agricultural Extension Office. 13. Agents from A provincial labor Office. 14. Agents from Department of Skill Development. <p>Development.</p> <ol style="list-style-type: none"> 15. student 1. assign policy. 2. consider allocate budgets. 3. coordinate among Stake holder involved in curriculum development. 4. serve to curriculum development committee. 5. collected information about curriculum development. 6. provide information of various fields. 7. provide guidance. 8. serve to curriculum examined committee. 9. serve to lecturers. 10. Mutual evaluation. 11. Provide resulting information. <ol style="list-style-type: none"> 1. Planning. 2. Development Curriculum. 3. Implement. 4. Evaluation. <ol style="list-style-type: none"> 1. Participation in curriculum development. 2. The flexibility of competency-based short training courses. 3. Motivation and awareness. 5. The importance and respect of the community / stakeholders. 6. The result of competency-based short training course to communities. 7. The result of competency-based short training course to utilized. 8. Coordination of stakeholders. 9. Recognition and confidence to curriculum. 10. Capabilities and resources of the community / area. 11. Role and responsibility of stake holder. 12. Public relations of curriculum. 13. the creation a sense of belonging to short training courses.
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Table 2 Result of statistic of important factors

Topic	Number of factors	Round 2		Round 3	
		Median	I.R.	Median	I.R.
1.education management for competency- based short training courses.	14	4.50-5.00	0.00-2.00	5.00	0.00-1.25
2. Stakeholder.	15	4.00-5.00	0.00-2.00	4.00-5.00	0.00-1.00
3. Participatory approach to curriculum development.	76	4.00-5.00	0.00-2.00	4.00-5.00	0.00-2.00
4. Curriculum development process.	33	5.00	0.00-1.25	5.00	0.00-1.00
5. Successful factors of curriculum development.	13	5.00	0.00-1.00	5.00	0.00-1.00

The data from this study using the Delphi technique selected 5 important factors contained significant median that was greater than 3.5 while the interquartile range was less than 1.5 as far as the development of model of curriculum development for vocational short courses with the application of participatory approach was concerned.

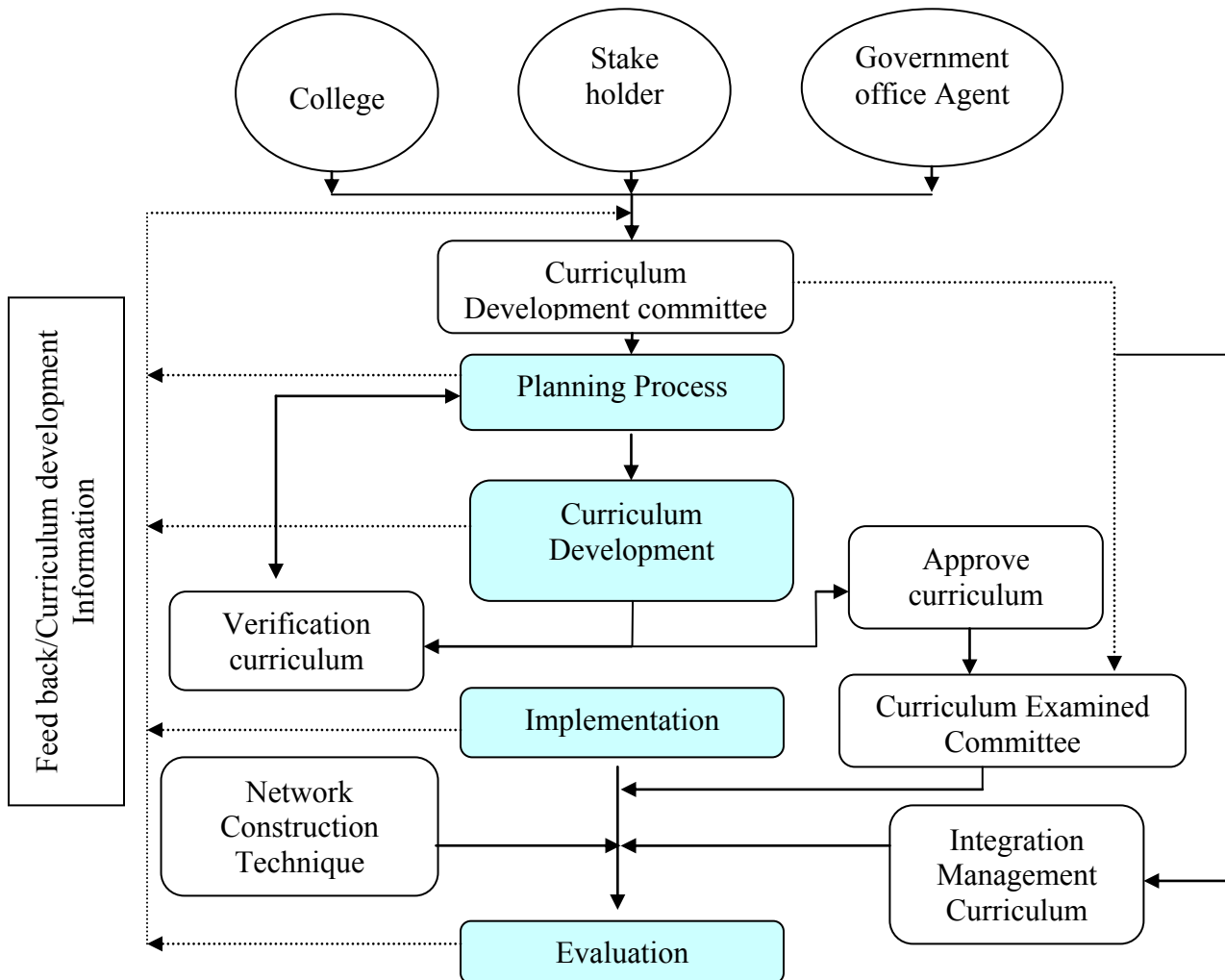


Figure 1 Model of curriculum development for competency-based short courses



With applications of Participatory Approach

The model was sent to 9 experts to comment on the consistency and appropriateness. The comments in the evaluation of the consistency and appropriateness, were obtained from focus group discussion.

Discussion

According to the obtained results, the model consists of five main factors: (1) education management for competency-based short training courses (2) Stakeholder (3) Participatory approach to curriculum development (4) Curriculum development process (5) Successful factors of development curriculum.

The stakeholders can be further divided into three groups which are those education institute, government agents and the community.

The model was divided into four processes which are 1) Planning Process 2) Development Curriculum 3) Implement 4) Evaluation.

Whereas each process is made up from theory of Participatory Curriculum Development (PCD) and applied concept of participatory action research. The model for the development of training courses are flexible and appropriate to the context of each society. meet the needs of the participants. The process was the integration and sectors of society. The value meet the aims of education.

In accordance with Tylor, 1999, shows that Participatory Curriculum Development (PCD) is curriculum development model that can solve problem develop course curriculum from top to bottom. The curriculum is not only a monopoly but also this course can development in many way. And all the people involved and interested parties can play a role in the process of curriculum development for all people. An approach that can solve the problem of the course without flexibility and does not meet the goals needs in the context of the others.



In accordance with Ngongnapat, 2008, shows that participatory action research is the means of creating positive social change through the strength of the main driving force. It is essential that the participatory action research must be accepted or has the concurrence of the local people and communities. Participatory action research will focus on participation (Participation), the capacity building (Capability Building), a knowledge of the local area, and local empowerment in solving of a local problem.


In accordance with Vipawan, 2009. shows that development of short courses need the exploration of the community and students before developing the curriculum.

In accordance with Sasivimon, 2010. shows that Development of the involvement of the local community in the educational philosophy of economic sufficiency in basic education: application of the AIC found that the involvement of the community consists of eight steps involved in the concept, Participation in the volunteer spirit, Participation in the survey knowledge, Participation in the planning guidelines, Participation in the creative process, Participation in the determination of the track, Participation in outreach, And participation in benefit sharing.

In accordance with Areerat, 2010, it showed that the important to the development of skill development programs by using information technology to enhance success. It involved in the process of curriculum development needs to be aware of the importance of participation in the process of curriculum development. In particularly, executive agencies are required to lead technical and management. It will be dedicated to other stakeholders, academic program development, workplace or community, must take part in the process fully and willingly.

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