



TRAINING OF EDUCATION EXPERTS IN UKRAINE: EXPERIMENTAL INTERDISCIPLINARY PROGRAM

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Abstract. This article presents training of education experts in Ukraine through the providing interdisciplinary program; analysis of experts training in the field of education abroad. It determines the notion of "expert" and "expertise" their content for peer education activities. Here is shown the results of a pilot study conducted in Ukraine to determine the educational community views on the necessity to provide special experts' training in the field of education and to determine their place in the Ukrainian system of education. Here is discussed the content of the first in Ukraine interdisciplinary Master's program "Expert activities in providing quality of education".

Key words: educology, education, expertise, education expert, interdisciplinary program, training.

Introduction

Introducing the examination as public institution of education management is an important priority for the European vector of development in Ukraine. The formation of expertise area in the field of education in Ukraine is supported by the International Fund "Renaissance" (IRF), the United Nations Development Program (UNDP), the International Centre for Policy Studies (ICPS) and other international institutions. It is believed that an independent examination of education in Ukraine began from 1996 because of the series of IRF "round tables" on the development of education in Ukraine.

To introduce the expertise as a special education management procedure we need specialists prepared for a comprehensive expertise of education, educational systems and processes. These specialists - experts in the field of education - must have the expertise tools functioning of education in general and its interaction with other spheres of society (economic, political, etc.), examination of education (pre-school, secondary, vocational, higher education, adult education) and examination of education, educational process, state education customers satisfaction level of educational services and participants in the educational process.

In foreign systems of education activities of experts in education are provided in the context of support and development of education quality assessment. Evaluation and control in the field of education aimed at analysis of the object, its monitoring and evaluation.

Consultants' training in foreign countries is provided by such institutions as the European Association for Quality Assurance in Higher Education (ENQA), Institute for Higher Education Policy (USA), American Society for Quality Control (ASQC), Quality Assurance Agency for Higher Education (QAA) (UK), Chartered Quality Institute (IQA) (UK), Bavarian State Institute for School Quality Education and Research (Germany) and others.

Experts' training in education in the United States has been carried out since 1993 for PhD qualification, usually in terms of post-graduate education training program aimed at various specialization. In the UK training quality manager is carried out, in particular, on Faculty of Education, Cambridge University, where training program for consultants («the critical friend») - the licensed experts is implemented.

In Germany, at the Faculty of Education and Psychology of Free University, Berlin is realized Masters' program in qualification "School Development and Quality Assurance", who are able to carry out an expertise of educational institutions to provide advice and guidance on school development process (Studienordnung, 2013).

In Switzerland, Pedagogical Institutes in Sankt Galen, Schaffhausen and Thurgau also train masters in program "School development"?, who are able to initiate, accompany and evaluate the processes of schools development and other educational institutions to improve their quality (Master Schulentwicklung).

In the Russian Federation training of consultants on the development of the education system is provided on professional programs from 72 to 500 hours for professionals who have already had sufficient experience

in the field of education (at least 5 years). Since 2006 has worked the Guild of experts, which deals with the improvement of technology of independent consulting, audit and expertise of the quality of educational programs of vocational education. While the experts' training the following courses are the most popular: "Education Quality Management" (17.4%), "Management in Education" (17.4%), "Innovation Management in Education" (13.1 %), "Internal Audit of Quality Management System of Educational Institution" (8.7%), "Standardization of Quality Management System of Educational Institution (8.7%) (Research Conducting Directed to Identify Actual Direction in Consultants Training on Education Issues, 2011).

The analysis of foreign practice showed that the training of experts in the field of education is provided in post-graduate education (as a global trend) and master's level programs as well as various non-governmental organizations dealing with evaluation of the quality of education. Forms implementation of training programs for such professionals can be different: short-term (seminars, round tables, etc.) and long term (Master's programs (up to 500 hours)). It is worth paying attention to the fact that European and American universities don't have unique form of organization of educational process with experts training. There are various forms of training: short-form (internships, seminars, etc.) as well as learning for postgraduate degrees.

In Ukraine in recent years a scientific field of integrated education research - Educology has been developing (Ognevyuk V., Sysoieva S., 2012), both directed at solving problems in interdisciplinary educational level and the implementation of the research results in the field of education to practice. One of the practical problems of Educology is experts' training in the field of education.

Experts and Expertise

Expertise is a relatively new phenomenon in Ukraine, which is actively developing during the last decades. The Law of Ukraine "Scientific and Technical Expertise" (1995) specifies that the examination should be dealt with not only government agencies but also analytical community organizations. However, these organizations are engaged mainly in Ukraine only examination of economic and political processes.

Expertise as evaluation of the entity or its performance requires a subject of expertise, object of expertise, methodology, specific evaluation methods in order to obtain examination results (findings) (S. Klepko, 2005, p. 63). Expertise (expert study) as conclusion of expert reports can also be viewed as a specific type of research.

There are some differences in the interpretation of the status of experts: "qualified person from a specific area, which is involved in research, consulting, developing opinions, conclusions, suggestions examination" (B. Rayzberh et al., 1997, p. 398), "a researcher who has expert methodology and has the appropriate skills" (S. Beshelev, F. Gurvich, 1973, p. 182), "a man who for years of educational practice and learning has learned to solve problems effectively in a particular subject area "(V. Onopryenko, L.Ryzhko, 1994, p. 151),"a competent person who is invited in controversial or difficult cases "(V. Cherepanov, 1989, p. 30).

Thus, the expert - is primarily a specialist who must have the necessary knowledge and experience in his career, who is included in the research and making decision process. He expresses opinions on questions put to him, has the rights, obligations and takes responsibility for his expert opinions (A. Kasyanov, 2011, B. Litvak, 2004, p. 39).

Professional competence of an expert is in understanding theory of research problem (object), which is a subject to expertise. It concerns a subject of expert professional activities, i.e. training, education, technology, management and so on. His competence provides a clear understanding of expert assessment methods, the ability to use different types of evaluative scales, thus distinguishing sufficiently large number of their shades (E. Reichman, G. Azhaldov, 1974, J. Symaeva, 2011). Qualimetric competence provides professional expert knowledge of principles of organization and expertise, methods for analysis and expert information processing, analyzing expertise results (T. Novikova, 2007, p. 8).

Expertise in Education

Expertise in education is seen by us as a systematic problem analysis, process or phenomenon in education or education system in order to identify positive or inhibiting growth factors with their subsequent elimination or consolidation. Researchers of expertise in education distinguish its main objects (J. Sheerens, C. Glas, S. Thomas, 2005):

1. National education system
2. Education programs and their projects
3. Schools
4. Teachers and professors
5. Pupils and students

In general, objects of experts in the field of education are all problematic situations related to education arising in the heads of all levels; various subjects of educational activities (individual and collective, at educational institutions, municipal, regional and national levels).

Important functions of expertise in education are: (Pedagogic Education in University, 2001; B. McBride, Jh. Schostak):

- management - provides management optimization of not only individual school, but the entire education system;
- certification and accreditation (or control) - ascertain the extent of compliance characteristics object, which subjects to examination by the established rules and standards;
- encouragement - gives impetus to reformation, innovative processes in the education system at the micro and macro level, contributing to the improvement of educational space;
- justify costs - ascertain the effectiveness and appropriateness of costs, assets and resources allocated to education;
- representative - involves transparency of expertise results. Under this option, educational institutions must provide information about their functioning outside. This function facilitates the opening of school and education system in society.

With expert activities in education is closely related advisory activities, as expertise results are widely discussed and on their basis are made specific recommendations to cope with the identified gaps or a plan for the development of educational institutions, educational programs are developed. We consider expert activities as a comprehensive activity, combining educational audit and educational consulting.

Methodology

The aim of the experiment was to study the thoughts of educational community in Ukraine (secondary school teachers, university professors, members of senior management of the education department) on the necessity to provide special experts training in the field of education and to determine their place in Ukrainian education. A special questionnaire containing 20 questions was developed. In the survey participated 1163 respondents from 11 regions of Ukraine, including: teachers of secondary schools (339 respondents - 23%); teachers of higher educational institutions (430 respondents - 43%); top officials of the education department (394 respondents - 34%).

The total error and an error of representativeness of the study on its individual sub-samples (teachers, university professors and managers) are within "normal safety" - error ranged from 5 to 5.32% by the assumed 10% (V. Yadov, 1972, p. 50). That is in the process of scientific and theoretical study on a value of representativeness we can rely on.

The survey results regarding the advisability training of experts in education in Ukraine show that 82% of teachers, 70% of teachers and 77% of management-level education authorities consider it necessary (see Fig. 1-3).

Figure 1: Need for training of experts in the field of education (teachers' opinion)

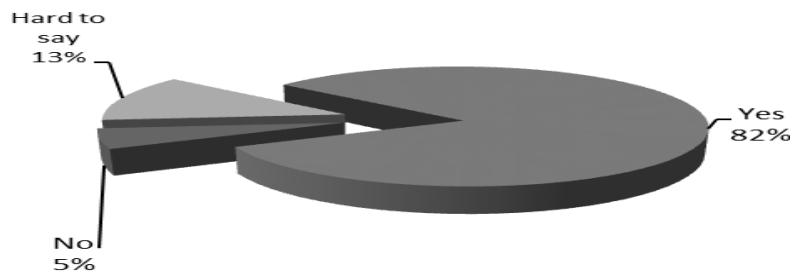
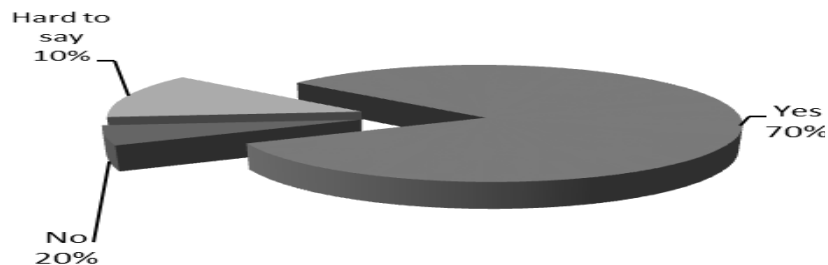


Figure 2: Need for training of experts in the field of education (professors' opinion)



Regarding the respondents' opinions about job experts in the field of education distributed as follows: directly in educational institutions (37% of teachers, 45% of educators, 32% of managers), organizations of education management at the municipal level (26% of teachers, 30% of educators, 31% of managers), organizations of education management at the regional level (22% of teachers, 10% of educators, 25% of managers) and organizations of education management at the national level (15% of teachers, 15% of educators, 12% of managers) (see. Fig. 4-6).

Figure 4: Experts employment in the field of education (teachers' opinion)

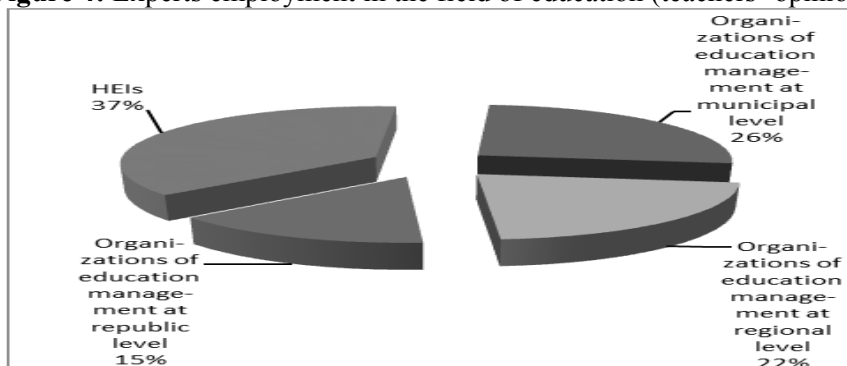


Figure 5: Experts employment in the field of education (professors' opinion)

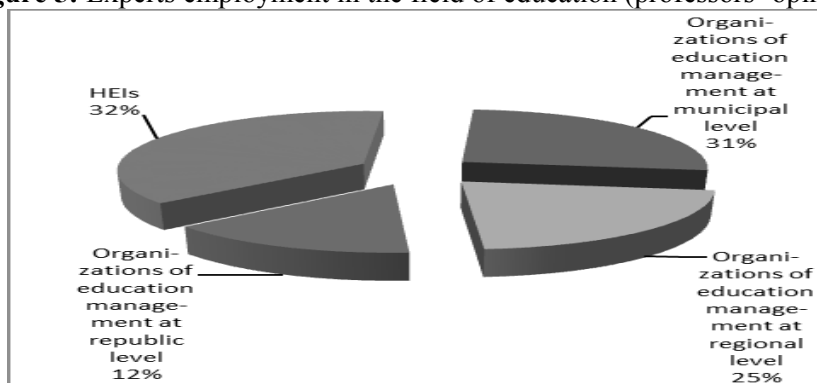
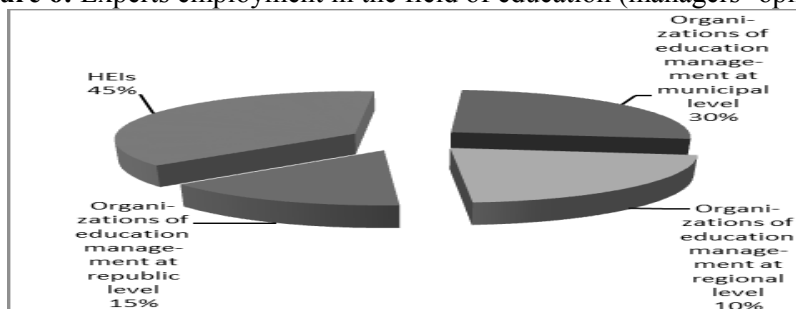


Figure 6: Experts employment in the field of education (managers' opinion)



Notably, 35% of representatives of educational community (teachers and professors) and 62% of those questioned representatives of the education authorities feel the need for mastery of knowledge and expert functions in education. We emphasize that 96% of respondents identified its priority in improving the quality of education in Ukraine.

Experimental experts training in the field of education

Experimental experts training in the field of education for the first time in Ukraine was started in Kyiv Borys Grinchenko University through the implementation of educational interdisciplinary MA program at specialties "Education Institution Management" and "Public Administration". The program is aimed at building competencies expert tool that provides the ability to educational audit and consulting, complex humanitarian expertise, forecasting education development in all its levels.

Table 1

Interdisciplinary educational program "Expert activity in providing quality of education"

№	Macro-module	Semantic Modules	Credits
1	The essence and content of peer education	<ul style="list-style-type: none"> The essence and content of professional expert in the field of education Expert and advisory activities in education 	3
2	Legal bases of expert activity in education	<ul style="list-style-type: none"> Legal regulation of expert and advisory activities Expert activities in education at different stages of educational activities 	3
3	Quality of education and its expert support	<ul style="list-style-type: none"> The quality of education and providing its expert support 	2
4	Educational monitoring	<ul style="list-style-type: none"> Common approaches to monitoring education Monitoring as a practical system 	2
5	External and internal monitoring of quality of education	<ul style="list-style-type: none"> Internal monitoring External monitoring and its effect on shaping the content of training 	2
6	Osvitometriya (educational measurement)	<ul style="list-style-type: none"> Educational measurement (osvitometriya) 	2
7	Testing	<ul style="list-style-type: none"> Goals of educational tests The standards for testing Fundamental components of a test Development of multiple choice tasks Development and assessment tasks with an open response Development of evaluation lists creative work (portfolio) Test analysis Assessing the validity of conclusions / assumptions Setting standards Innovative types of tests and computer testing Adaptation test for participants with special needs 	3
8	Innovation expertise for quality assurance	<ul style="list-style-type: none"> Innovative processes in education Expertise to manage innovation processes in education 	2
9	Comparative approach: the quality of the functioning of education systems. Options expertise	<ul style="list-style-type: none"> Methodology of Comparative Studies. Options expertise of educational systems, phenomena and processes Educational systems of leading countries: their structure, organization, quality of operation Global trends of modern education 	4
Total			23

The program consists of 9 macro-modules. Under macro-module we understand a part of a multidisciplinary program that has a modular structure and aims to study logically complete training unit (see Table 1).

Each macro-module aims to develop new undergraduate competency based on new knowledge, ensuring the integrity of theoretical and practical expert training. For example, macro-module "The essence and content of expert activities in education" provides theoretical training of professional manager on understanding the characteristics and specific expert advisory activities in the field of education and promotes expertise and advisory competence for the development of education. Macro-module "Legal Bases of Expert Activity in the Field of Education" provides an understanding legal framework of the expert in the field of education and promotes skills and expert advisory activities in various stages of the educational audit. Macro-module "Quality of Education and its Expert Support" is aimed at building competencies to ensure quality education based on modern educational and management technologies. Macro-module "Educational Monitoring" is oriented to the formation of competencies for monitoring education activities and macro-module "External

and Internal Monitoring of the Quality of Education" forms knowledge about monitoring research as a tool of education management.

Conclusion

To ensure the modernization of education in Ukraine, as a factor of transition to sustainable human development, expertise as a public institute of education management becomes very important. Training of experts in the field of education is an important component of ensuring the quality of education in Ukraine.

The implementation of the pilot program revealed considerable masters interest to the program content, mastering the necessary system of knowledge and skills. The following macro-module as "Osbitometriya (Educational Measurement)", "Testing", "Quality of Education and Expert Support to Ensure it", "Educational Monitoring" had a particular interest.

However, this program should be provided for training professionals to implement highly specialized expertise, including: education policy, education management, economics of education, educational measurement, measuring and monitoring the quality of education in pre-school, secondary, extra-curricular, vocational, post-graduate and higher education and adult education.

Thus, all macromodules are connected by the logic from knowledge about expertise in education to acquiring specific skills of expert support to ensure quality of education. The pilot program shows that 82% of respondents have identified the need of received knowledge to improve the professional activities. 5% of respondents haven't decided on the need of such a program. 13% of respondents have indicated that they are not motivated to peer activities and do not plan to do it.

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