

IVETA JOURNAL ABSTRACTS

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Contributions of Private-Sector ICT Workforce Training to Post-Conflict Reconstruction: A Case Study from Kosovo

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ABSTRACT Limited empirical data exists about the effects of private-sector information and communication technology (ICT) workforce training initiatives in post-conflict environments. Such initiatives may enhance social and economic stability by creating opportunities for entrepreneurship and formal-sector employment. Using data from 79 Cisco Networking Academy (NetAcad) participants in Kosovo, this study examines the ICT workforce training program's impact in terms of participants' (a) perceptions of training quality, (b) career aspirations, (c) intended sectoral and geographic labor market destinations, and (d) overall training-to-work transition readiness. Semi-structured interviews with local ICT-sector employers and NetAcad instructors complemented quantitative data collection from program participants. While the overall program impact on participants was positive, issues emerged around brain drain and desired labor market destinations. Keywords: private-sector workforce training, ICT, post-conflict capacity-building, training-to-work transition

Worldwide Challenges of ICT in Education and Training

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and skills requirements. Concurrently, ICT has impacted education and training by making it possible to produce authentic and engaging learning tasks. Furthermore, new technologies have enabled students to bridge school, work, and social activities. ICT has expanded learning beyond school-based education through participation in virtual activities that would otherwise be beyond reach. However, globally, the growth of ICT has promoted a digital divide between developed and developing countries. This paper focuses on the function of and the preconditions for applying ICT in education and training and in the production and dissemination of knowledge. Furthermore, it describes how the Finnish educational system is meeting the challenges posed by ICT. Keywords: ICT-supported education and training, globalisation, technical and vocational education and training, digital divide

Enhancing the Teaching of Technical and Vocational Education Using Information and Communication Technologies

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ABSTRACT Information and communication technologies (ICT) have revolutionized education and training by changing the way we teach and train as well as how students learn. Since the manner in which these technologies are used in teaching and learning varies, their application to educational settings needs to be examined. This study sought to establish how ICT, specifically the Internet and Web 2.0 tools, are used to enhance the teaching of technical and vocational education and training (TVET). Data were collected from literature sources and interviews of vocational/career center instructors in northeastern Ohio. In addition to online education, Internet tools and technologies such as blogs, podcasts, wikis, digital storytelling, and social networks are being used to enhance teaching and learning in vocational education. Keywords: TVET, information technologies, blog, podcast, Web 2.0, wiki

Transforming Online Learning in TVET Using Blackboard

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Abstract In view of the rapid need for using information and communication technology (ICT) in TVET, teachers need to realize and generate technology-based strategies. This study aimed to transform modules to online learning by using engaged learning theory via Blackboard system. Through a collection of students' and teachers' reflections, assignments and online records, it was found that students and teachers increased their level of participation in an e-learning environment but some costs and challenges were also identified. This paper employs a Business Studies module to illustrate the online learning transformation with Blackboard to report students' and teachers' responses. Furthermore, it identifies their changing roles throughout. The costs, benefits, and challenges of using Blackboard in TVET are also discussed. Keywords: Transforming Online Learning, Blackboard Platform, Engaged Learning, Technical and Vocational Education and Training, Business Studies, Hong Kong

Continuous Education of Information Technology Professionals at Novosibirsk State University

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Abstract This article describes the main principles of information technology (IT) education in Russia and compares the vocational education and training (VET) and higher levels. Educational program content for a number of IT majors at such institutions is briefly outlined. The implementation of continuous multi-level education at various universities in Russia is described, and pedagogical technologies used over the past two decades at the Higher College of Information Technology of Novosibirsk State University are reviewed. Additionally, the authors mention creative contests and computer science projects for youth in the field of IT. Considerable attention is given to the new educational initiative supported by the Ministry of Education and Science of the Russian Federation. **Keywords:** Russia, continuous education, information technology, higher education, training

Perspectives on Using ICT in TVET: Reality and Challenges for Sudan

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Abstract Throughout the world, learners interact with technology by means of computer-based instruction. Students can learn “from” and “with” computers to increase their computer knowledge and develop their thinking skills. This paper illustrates different aspects of information and communication technology (ICT) in education, and compares the traditional mode of assessing students’ performance or pencil-paper test to the contemporary mode or computerbased test. The status of ICT in technical and vocational education (TVET) in Sudan is briefly discussed. Great efforts needed to adopt new technologies in education in Sudan, such as equipping TVET institutes with computer labs, including computer programs in curricula, and using ICT as a tool for teaching and learning are presented. **Keywords:** computer-assisted instruction, information technologies, Sudan, TVET, international

The Ultimate Union Between TVET and ICT

M. Alie Pussah, II, UNIDO/Youth Crime Watch of Liberia, Liberia

Abstract This paper is an excerpt from a presentation at the 2009 IVETA Annual Conference, Nashville, Tennessee, USA. It details the UNIDO/Youth Crime Watch of Liberia and explains it is an ultimate union between TVET and ICT.

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The Effect of Organizational Learning Climate on Self-Directed Learning Yongho Park Grand Canyon University, USA
Abstract With the interest in the individual's self-directed learning (SDL) in the human resource development (HRD) field, several research studies have investigated the effects of organizational climate on SDL. The purpose of this study is to identify the effect of learning organization dimensions on SDL. The research was conducted in three Korean companies, which are in financial, service, and manufacturing industries. The results indicated that an information-sharing organizational learning climate is a meaningful factor influencing SDL. The implications for researchers and practitioners, as well as limitations, are also presented.

Education Service Agency Audits: Reinforcing the Need for Systematic Evaluation Fredrick M. Nafukho Texas A&M University, USA Carroll M. Graham Indiana State University, USA Kit Kacirek University of Arkansas, USA
Abstract The purpose of this research was to review an aspect of the evaluation process by sharing the responses of a recent client survey from almost 7,000 stakeholders of the Arkansas' Education Service Cooperative. The objectives of this study were to determine the degree of use and level of client satisfaction of professional development programs offered by this entity. The study also sought to identify suggestions for improving or expanding services and it contrasts the limitations of an audit by survey versus an extensive evaluation. Results from a mixed methodology approach indicated moderate to high levels of satisfaction in two program areas and moderate to high levels of dissatisfaction in a third program area. Responses to a quasi-statistical content analysis revealed specific rationale concerning dissatisfaction in technology support and four professional development areas.

Partnerships with Industry for Efficient and Effective Implementation of TVET Jeongwoo Lee Vanderbilt University, USA
Abstract This article focuses on partnership with industry as a means to efficiently and effectively implement technical and vocational education and training (TVET). Specifically, this article examines the situation in Africa, which is suffering from a chronic lack of skilled workforces both quantitatively and qualitatively. It outlines applicable six strategies to strengthen partnerships in TVET: (1) the industry's involvement in the development and expansion of TVET, (2) a 60+40 training system to increase efficiency and productivity, (3) introducing national technology qualification (NTQ) system, (4) systemizing lifelong TVET, (5) TVET's strategic transition, and (6) establishing regulatory and systemic framework. In addition, it displays an overview of partnership-based TVET system, which is a combination of the six strategies.

Perceptions of College Students: The Relevance of Academic Programs to Current Jobs Mabel C.P.O Okojie, Tinukwa Okojie-Boulder, and James Boulder Mississippi State University, USA
Abstract One hundred and forty-three former students participated in this follow-up study. The aim of the study was to explore how the participants perceived the quality of their academic programs and the relevance of their programs to their current jobs. Questionnaire was used to collect data and Cronbach alpha was used to establish the internal consistency. Data collected was analyzed using mean scores, percentages, t-tests and ANOVA. The findings indicated that the participants rated most questionnaire items positively indicating that they perceived the quality of their programs to be satisfactory. However, the results revealed that the respondents had concerns regarding some aspects of their programs. It was recommended that the programs be re-evaluated using the findings to pinpoint areas of concerns.

Examining Stakeholder Perspectives on Integrating Open-Source and Freeware Technologies into Educational Programs Jeremy Dickerson East Carolina University, USA J. Burton Browning Brunswick Community College and Lesley University, USA
Abstract Information technology and computer literacy play an important role in vocational

education and training. Stakeholders in vocational education and training include instructors, students, educational administrators, and technical support staff. These individuals must be a synergistic group when it comes to making decisions about the use of information technologies in instruction, especially when operating budgets are minimized due to national and international economies. Decisions about information technologies should be a carefully guided process. Vocational programs that rely on information technologies are especially vulnerable to budget problems because of the intense need for hardware, software, and consumable supplies. This paper focuses on stakeholder issues and perspectives concerning the adoption and integration of open-source and freeware into vocational education programs and facilities. Examples of open-source and freeware solutions are examined and discussed.

Reforming TVET Teachers' Professional Development in Greece: A Needs-Based Policy Stamatis Paleocrasas Kostas Tsiantis Vice President, Higher School Professor, Technological of Pedagogical and Educational Institute of Technological Education, Greece Athens, Greece Vassilis Dimitropoulos Stavros Pagkalos School Adviser, Electrical School Adviser, Electrical Engineers TVET Teachers, Technology TVET Teachers, Greece Greece Giorgos Pavlidis Alexis Nikolopoulos School Adviser, Civil Works Principal and Teacher, and Applied Arts TVET Electrical and Automation Teachers, Greece Technology, Greece Xenia Tsaliagou Secondary Education Teacher, Greece Abstract In view of 21st century pedagogical developments, school-to-work transitions and teacher professionalism, what should be the policy framework for the professional development of technical-vocational education and training (TVET) teachers? This was the purpose of this project, which was commissioned by Organization for the In-service Training of Teachers (OEPEK). TVET teachers and vocational education officers responded to a survey pertaining to continuing in-service training (CT): design philosophy, content, models and modes, teacher-trainer qualifications and selection, certification and validation. The findings were conceptualized into a CT policy framework proposal, which reflects a more flexible mode with emphasis on instructional effectiveness, use of teacher-trainers qualified in adult learning, accelerated school-based, introduction of labor market components in programs, and incentive-driven and competency-based CT certification.

Preferred Learning Styles of Working Adults Betsy Orr, Dale E. Thompson, Terri D. Owens, and Cecelia Thompson University of Arkansas, USA Abstract While there are many learning style systems, the Gregorc Style Delineator was used for this study because it is a research-based self-analysis instrument for adults. The purpose of this study was to determine the differences in predominate learning styles of adults employed in business, health, manufacturing, and education occupations. Employees in education-related occupations have lower concrete sequential style scores that those in any of the other occupational groups ($p < .05$). Educators also score higher on the measure of concrete random learning style than those in health and manufacturing ($p < .05$). This study found differences between male and female workers. Men's scores on abstract-sequential learning style exceeded those of women ($p < .05$). Women's abstract-random single dominate learning style scores were higher than men ($p < .05$).

China's Vocational Education: An Insider's Views in light of Western Vocational Education Victor C. X. Wang California State University, Long Beach, USA Abstract This article seeks to look into how vocational education in three different eras in China is operated in light of a popular Western theory to give the reader some insider's views. Whereas vocational education during the Great Leap Forward (1949-1965) and the Great Cultural Revolution (1966-1976) moved in the wrong direction, vocational education in the current post-Mao era seems to repeat its past mistakes. Dewey's popular progressive philosophy is discussed in this article in light of Chinese experiences in vocational education.