An Exploratory Study on the Experience of a Lifelong Educator on the Competencies and Strategies of the Lifelong Education Practice

Keoung Yeol Kim¹

¹Associate professor, Department of social welfare, Young San University, South Korea,
007powerk3@gmail.com

Abstract: This study is aimed to answer the following questions: First, what is the capacity of a practice leader in lifelong education? Second, what efforts are needed to become an effective lifelong education-practice? This study sought to find an alternative to effective practice by prospective lifelong-educators through the testimonies of trainees who have completed the practice of lifelong education. An interview was conducted after explaining the purpose of the study and obtaining consent in order to examine the contents of the practice, the guidance method of the hands-on instructor, and the practical method (difficulties and regrets in the practice) through qualitative case study. The results of this study are as follows. First, prospective lifelong educators found out that in order to become the practice leaders in lifelong education, they must have 'appropriate personality' and be 'professional as a lifelong educator'. Second, for effective hands-on operation, participants in the study suggested the following: It was stated that it was important for learners to receive information on the emission of institutions recognized as excellent practice institutions before the practice.

Keywords: Lifelong Education, Lifelong Education-practice, History of the Lifelong Education, Teacher in Lifelong Education

1. Introduction

1.1 Necessity of Research

Interest in lifelong learning is increasing with the advent of a knowledge-based on the society. As the world realizes that human resources help strengthen national competitiveness, it provides an educational environment for learners after school age as well as learner during school age. Korea, which is interested in school-age education, is also striving to improve the quality of life and national competitiveness through lifelong learning. With the revision of the "Lifelong Education Act" in 2008, the increasing number of required credits and hours of practice for acquiring lifelong educators has made it a more important task to ensure internal stability in the course operation[1]. The reason is that the competence of lifelong educators, who are experts in lifelong education, is important in creating a lifelong learning society. In order to promote lifelong education practice and raise its quality level, it is a very important task to secure the expertise of people who practice concretely on the spot[2].

In 2014, the Ministry of Education created the guidelines for the Practical operation of Lifelong Education in order to provide effective field training opportunities and to improve the expertise of lifelong educators. However, they still have hands-on experiences that are not related to those provided

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in the operational guidelines[3-6]. Discussions on the professionalism of lifelong education-teachers have been led by several scholars. In this regard, the preceding studies on the curriculum and the training system of lifelong education -teachers[7] and practical operational guidelines and classified the problem of life long education[8].

The importance of lifelong education-practice as a preparatory course and educational activity to be qualified as a lifelong educator in the field of lifelong education[9]. Until recently, however, there have been criticisms about the granting of trainees for simple assistance or behind the scenes work, insufficient systematic preparation of training institutions, poor operation of lifelong education-practices, difficulty in selecting practical institutions, and impracticality of operating practical courses. It also called for improved unethical attitudes of trainees and training and training institutions [10]. There are few papers on practical strategies for lifelong education practitioners. Therefore, this study is intended to provide a baseline data to develop lifelong education practice.

1.2 Research problems

Through the insights of a prospective lifelong- educator, who has completed the practice of lifelong education, this study sought to find out alternatives to the competence and effective practice of teachers who are involved in the study through the experience of lifelong education. This study aimed to answer the following questions: Firstly, what do prospective lifelong educators think is the capacity of a practice leader in the practice of lifelong education? Secondly, what efforts are become an effective lifelong education-practice necessarily?

1.3 Research methodology

Convenient sampling methods were used to select the 25 learners who completed the practice within six months, and were recommended by a person in charge of lifelong education in remote lifelong education center in Seoul, An interview was conducted after explaining the purpose of the study and obtaining consent. This research is conducted through qualitative case studies on the contents of the practice, the guidance method of the hands-on instructor, and practical methods (difficulties and regrets in the practice) through interviews with the trainees who participated in the lifelong education-teacher in training course. Qualitative case studies are intended to gather evidence of phenomena from various sources and derive new results from subject matter based on the case. Qualitative case studies are used in the intensive study of a small number of limited cases to stimulate insight into areas of social phenomena that are not academically established due to relatively small experience and to find hypotheses for research[11]. Through the qualitative case study method, the experience of lifelong education-practice will be described and analyzed accurately and in detail using interviews from the insider's point of view of the parties. The data analysis procedures are as follows. First, listen to the recorded file carefully several times. Second, similarities and differences are found for comparative analysis between cases. In order to guarantee the truth of the research content, it was analyzed together with two qualitative researchers, and the analyzed content was confirmed to the research participants again.

2. Contents

The research participants found meaning in context of what they thought of "the ability of lifelong education -practitioners and tasks for effective practice," and drew a central concept after organizing them by sub-topic system. The researchers wanted to find similarities and differences by continuously comparing each case. As a result of classification process through constant insight and interpretation, 11

subcategories and 2 upper categories were presented as shown in [Table 1].

Interviews were compared and analyzed after transcription of questions about 'Executive Leader Capability' and 'Effective Practice Plan'. This is the result of separate classification. Seven subcategories were derived for 'capabilities of Practical Leaders'. Seven subordinate concepts were categorized as concepts of 'personality' and 'professional'. The concepts of 'personality' and 'professional' were then further categorized as 'practice leaders' capabilities'. Four subcategories were derived for 'effective practice methods'. Four subordinate concepts were categorized into 'practice education' and 'practice management' and then into 'effective practice'.

[Table 1] Lifelong Education Field Education

Lower category		Upper category
Being interested in trainees	Personality	Competence of Practical Leaders
Passion and mission		
Professor	Professionalism	
Counselor		
Motivator		
Community activist		
Program operator		
Access to Laboratory Information	Practical training	Effective practice
Dissemination of Lab Instruction		
Quality Management of Practical Institutions	Practical management	
Internalization of practice		

Preliminary lifelong educators who participated in the study recognized 'correct personality' and 'professionalism as lifelong educators' in the capacity of lifelong education-practice leaders. Details are as follows:

2.1 Competence of Practical Leaders

Research participants, experts who lead the practice, have personality (human interest in trainees, passion and sense of mission) and professionalism (professionalism as a professor, expertise as a counselor, expertise as a motivator, expertise as a community activist, expertise as a program operator). Details are as follows.

2.1.1 Personality

In order to provide practical guidance, individual consideration and interest for trainees, enthusiasm for lifelong education-related work, and a sense of duty to work in lifelong education institutions were required.

2.1.1.1 Being Interested in Trainees

Considering the interests, majors and specialties of trainees when planning a mocking program, it

would be a meaningful exercise. Although trainees are naturally lacking and there are many things they do not know, it is important to be patient and teach them for their capacity- growth when dealing with these areas.

(Research participants 1)

Attention should be paid to ensure that trainees do not fall behind by identifying whether they are doing well in the practice and whether they are capable of handling the work. It is important to provide a broader guidance if you are ready to move on.

(Research participants 7)

He waited until the end, advised me on the point of the blockage, and tried to practice and experience one more thing. A lifelong educator needs understanding and consideration.

(Research participants 16)

2.1.1.2 Passion and Mission

Any newly hired employee in any organization works with a passionate attitude. However, if you do the same job over and over again for many years or decades, you can become a lifelong educator who loses his or her true interest in the job and falls into mannerism.

(Research participants 2)

I vaguely thought that the work of a lifelong educator was limited to static areas, but when I saw the instructor, I thought that it would be difficult without a sense of mission and a passionate attitude. It is also necessary to have the ability to directly carry out programs and communication skills, and to constantly increase knowledge of the surrounding areas through self-development.

(Study Participants 9)

The place where I practiced was running a lifelong education program for people with developmental disabilities. A sense of mission is needed more than anywhere else to run lifelong education for the underprivileged.

(Study Participants 11)

The hands-on instructor was full of passion because he had such a long experience. It was a pity that I couldn't put it in a bowl as much as I expected.

(Study Participants 13)

2.1.2 Expertise

The expertise as a lifelong education practice leader is on the ability to lead in consideration of the level of trainees, the ability as a counselor to enable adult learners to come to the field of study, and the ability as a motivator to become a learner by inducing the motivation for learning. There are competencies as a community activist who cares about and participates in current issues in the community, and as a program operator who can plan, operate, and evaluate programs.

2.1.2.1 Professor

The hands-on instructor told me a lot about his vision as a real lifelong educator, and told me one by one of the plans he was actually implementing here. In particular, giving immediate feedback was very helpful. The leader knew all the overall work, so he immediately responded to minor questions and requests.

(Research participants 3)

It is important to take care of various lifelong education-related materials and guide beginners step by step so that they can be easily understood.

(Study Participants 13)

It is important for the hands-on leader to be able to carefully check the essential choices that the

trainee has to make, plan, and give feedback to effectively perform them.

(Research participants 17)

2.1.2.2 The Counselor

In the office, there were not only current learners, but also quite a few people who took them last time or wanted to take them in the future. Despite his busy schedule, the leader welcomed them and gave them enough counseling to see them off. A lifelong educator is like a friend who communicates with his or her heart close to his or her life and shares his or her baby with him or her.

(Research participants 16)

There was a very passive learner about speaking his opinion. I saw the person in charge, with every interest, trying to talk to him by asking him a trivial question. His answer saw the shift from word form to sentence form and found a model of a lifelong educator as a good counselor.

(Study Participants 23)

2.1.2.3 Motivator

In the case of theory, our hands-on leaders provided discussion-type learning so that they could organize the qualities of lifelong education teachers by sharing their thoughts and opinions based on knowledge. In the actual case, it allowed me to experience and proceed with the educational programs being conducted by the institution, so that I could think about the purpose and how to proceed with each program.

(Research participants 4)

It is also important to improve performance by informing the purpose of the exercise and what parts can be learned from it. It is important to create an experimental atmosphere so that people can actively participate in the practice without responding emotionally as much as they treat people.

(Research participants 17)

2.1.2.4 Local Social Activists

Since the community is where lifelong education is being conducted, it is important for lifelong educators to understand the needs of local communities and local residents and provide education programs that the region needs. It is also important to guide local residents to grow their communities after learning.

(Research participants 4)

It is important to be familiar with the features of the region in order to develop a program suitable for the region. It is important to create an optimal lifelong education program according to gender, region and age demographics. To this end, the ability to grasp and analyze learners' needs is necessary.

(Research participants 12)

2.1.2.5 Program Operator

I was most impressed by this practice. In order to operate well-made lifelong education programs, it is important to approach public relations and marketing in various ways and form a human network.

(Research participants 2)

As a hands-on leader was in charge of directing and supervising the overall work on content development, he was able to guide the trainees well in our actual needs.

(Research participants 5)

Less-prepared trainees have to run after a leader during the training period, but if the leader neglects the trainee without leadership, there will be no practical effect. During the training period, you need leadership to take responsibility and provide guidelines for any part of your lifelong education.

(Research participants 7)

As a lifelong education practice leader, I think the first thing to have is the ability to run a program. The overall program should be planned and equipped with various skills in operation, lectures and training should actually be conducted at the learner's eye level, and appropriate programs should be guided.

(Study Participants 11)

2.2 Effective Practice

Participants in the study, a prospective lifelong educator who completed the practice, suggested the following opinions for the substantial operation of the practice. Participants of the study, who are preliminary lifelong education teachers who have completed lifelong education practice, said that access to information on training institutes, dissemination of training guidance manuals, quality management of training institutes, and substantialization of practice were essential for effective lifelong education practice. Details are as follows.

2.2.1 Accessing the Information of the Laboratory

I hope the National Institute for Lifelong Education will provide information so that we can learn about institutions that can practice properly. I had some difficulties before I got the lab paper. I wish I could get this information in advance.

(Research participants 1)

Hopefully there are many practice institutes like other labs. I was nervous that I might not be able to do it until just before the practice. Because of the easy memory of finding a social worker's training center in the past, he did not even find a lifelong education practice in advance. So I had a hard time.

(Research participants 3)

It was not easy to find the lab paper. It would be nice if the educational institution signed an MOU and connected it to a few people each.

(Research participants 5)

It is not easy to find a practical institution. I'd like to find a practical institution and sign up for classes.

(Research participants 12)

Due to the different conditions given to each trainee and difficulties in selecting a training institute, it was not easy to practice effectively. Support for guidance to practical institutions is needed so that they can select an institution suitable for their interests.

(Study Participants 13)

It was difficult to select an institution when the practice began. Fortunately, I was able to find a good institution and complete the practice, so I hope that trainees can select an "excellent practice institution" and guide them in advance so that they do not have difficulty selecting the institution.

(Research participants 16)

In some cases, you have no choice but to practice in a place where you don't practice properly. It is urgent to establish an institution where lifelong education practice can be conducted.

(Research participants 17)

2.2.2 Dissemination of Practical Guidance Manuals

It would be helpful when writing a diary if you provide items that evaluate the diary in detail.

(Research participants 2)

In order to enhance the effectiveness of the practice, it would be better to create a clearer and more detailed hands-on manual for the practice institution than now.

(Research participants 7)

The training contents and guidance methods vary from one institution to another. Specific manuals are essential for practical institutions to apply. Practical practice at various lifelong education institutions is subject to many variables, and a manual of practical guidance is required to manage them well.

(Research participants 8)

It would be nice if you could explain more specifically about how to fill out the lab diary before the practice. Pre-training should be conducted according to the nature of the training institute. I practiced in an institution for adults with developmental disabilities. However, it is a pity that I did not learn what I should know in advance when I practice at such institution.

(Study Participants 11)

If there is a hands-on operation manual in practice such as program operation support, the practice will be carried out effectively.

(Research participants 12)

Each trainee has a very different content and experience. The required and optional items should be presented in more details so that trainees can have a considerable amount of practical experience.

(Research participants 17)

There are differences on how to proceed and details when conducting a lifelong education teacher's practice, so learners will have different hands-on experiences. This part needs to be supplemented.

(Research participants 18)

It is necessary to provide manual instruction on topics and methods that must be studied for effective practice. I hope there will be a standard curriculum for practical training rather than an evaluation of practical content.

(Research participants 20)

Quality management of the on-site training institution is required through preliminary inspection of the on-site training institute and distribution of the training manual.

(Research participants 21)

2.2.3 Quality Management of the Laboratory

If you made a positive contribution to the institution during the training period, encouraging it with additional points and rewards will motivate the practice.

(Research participants 2)

Evaluation and management of the laboratory is required. There are many trainees who want to practice, but there are too few institutions to practice. Therefore, trainees are forced to participate in the practice even though they do not like the practice institute. To foster a good lifelong educator, we need some systematic management of the practical institution.

(Research participants 6)

There is too much difference in the quality of the lab guidance of the laboratory. It is necessary to designate an institution that can be practised at the government level and to continue quality management afterwards. Ensure that trainees receive a certain level of quality education no matter which institution they go to.

(Research participants 7)

We need four weeks of systematic hands-on management. If you increase the number of instructional guides and make a surprise visit during the training period, the practice management will improve.

(Research participants 12)

We should evaluate the competence of the institution's practice through regular monitoring of the institution, and reward the excellent institution.

(Research participants 17)

Education for leaders is needed to ensure proper hands-on guidance. In particular, education and

training on teaching methods are needed. Effective practice requires a suitably capable supervisor. It is also necessary to verify the capabilities of the supervisor. There is a great lack of institutions and leaders to practice.

(Research participants 19)

In order for the practice to proceed well, the quality of the leader and the institutional curriculum must be well supervised by the National Institute for Lifelong Education.

(Research participants 20)

I was surprised to see that there were many prestigious lifelong education centers. Thorough management of hands-on educational institutions is required. Practice should not lead to certification. There are many places that falsely operate the practice because they only come out on the day when the instructor comes and pretend to practice, and usually do not even go to work.

(Research participants 25)

2.2.4 Internalization of Practice

If they practice they are in groups of two or more people rather than alone, they will not be allowed them to practice unfaithfulness more than they do now.

(Research participants 2)

Hard workload will undermine the quality of life and cause you to lose your love and passion for your job. The current working environment needs to be opened by expanding the distribution of lifelong educators.

(Research participants 4)

The institutional exercise leader seems to be too busy with his work. I was so sorry that I was worried that I would disturb my work as an intern. So I went out early to clean and make coffee for them.

(Research participants 5)

I was educated and understood a certain amount of the operation of the institution, and I learned about the overall progress of the lifelong education program through watching the program, but later I thought it was not enough for me to become a lifelong educator and apply it to practical tasks. Of course, you won't know much in detail in 20 days, but it would be better to practice practical work assistance in the office than theoretical education.

(Study Participants 9)

It would be better to practice in two places than in just one so that you can have a variety of experiences.

(Research participants 10)

I think we can get the results of the practice more effectively if we finish the theory first and go into the practice.

(Study Participants 23)

For effective practice, it is important to ask the practical institution about how to practice in detail before the exercise. The quality of the practice changed more systematically after the educational institution specifically requested the exercise plan.

(Research participants 24)

3. Conclusions

Preliminary lifelong educators, who participated in the study, suggested the following for the effective operation of lifelong education practices.

First, access to lab information. Practitioners said that they had to find a lifelong education institute on their own before a lifelong education practice, but, it was difficult to obtain information about the institution. If an educational institution provides prior information about a practical institution, it can

approach an institution that operates faithfully and receive practical training. For example, a certification system for 'excellent practice institutions' provides learners with information that is certified.

Second, the instruction manual is distributed. In order for the practice of lifelong education teachers to proceed effectively, it is necessary to produce and distribute a manual for lifelong education practice. Since the contents of the practice vary depending on the practice institutions and the training leaders, the quality of the practice is expected to improve from now on if clear and specific practice manuals are distributed to prevent problems with different results after the practice.

Third, the quality management of the practice institution. Participants in the study suggested better improvement in the quality of lifelong education practice institutions and lifelong education teachers. First, it was deemed that quality control was required through strict standards and evaluations of lifelong education practice institutions. Some organizations tolerate practice without requiring expensive training fees or attendance. To this end, attendance programs and regular monitoring are required. Second, we believe that lifelong education teachers should improve their practical guidance skills by strengthening their practical guidance requirements.

Fourth, internalization of practice. The proposals made by study participants for the internalization of lifelong education practice can be summarized as follows: First, effective guidance is difficult due to the overwork of lifelong education practice leaders. In order to solve this problem, the criteria for job placement of lifelong educators should be strengthened (mandatory to increase the number of lifelong educators and assign jobs). Second, we need to increase the hours of practice for lifelong educators. In order to improve the competence of lifelong educators, it is necessary to expand the practice hours so that they can receive practical practice systematically, not theory-based.

This is the same as the research by [8], who pointed out problems in lifelong education practice such as poor operation of lifelong education-practice and difficulty in selecting practical institutions. It is also the same as the results of a study by [4], who called for improvement in the operational management of field-practice and the unethical attitude of training institutions. This is the same as the results of a study by [6][12][13] which pointed out that they could not concentrate on the map due to the excessive workload of a practical instructor.

The number of courses for acquiring lifelong education teachers is relatively small compared to the number of courses for acquiring the qualifications of social workers and child care teachers. In addition, better improvement measures (management of remuneration and promotion education) are required for lifelong educators' work competency. Afterwards, we hope to continue research that contributes to improving the professionalism of lifelong educators and continuous research on the practical guidance of lifelong educators. This study has limitations in that it was conducted in only seoul areas. In a future study, it would be better if the study participants were people living in various regions.

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