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Identifying and Validating the Main Components of Professional Development Courses for Faculty Members of Farhangian University with a Reverse Learning Approach: Meta-Composition and Interview

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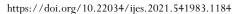
Research Paper

Abstract

Purpose: The present study was conducted to design a model of professional development courses for faculty members of Farhangian University with a reverse learning approach.

Methodology: This study was meta-combined in terms of applied purpose and method used. The prototype consists of 3152 studies obtained from scientific databases from 2000 to 2020. After screening in terms of title, abstract, content, research methodology, 60 studies were selected and analyzed. The hyper-combination results led to the identification of 9 main components and 58 sub-components. In the next stage, in order to enrich the research data, an interview was conducted with experts (faculty members of Farhangian University and familiar with professional development courses) in which 12 main components and 50 sub-components were identified. At this stage, data analysis was performed by theme analysis method. Then, the data of both phases were combined with each other, which finally obtained 15 main components and 55 sub-components. In the next step, a questionnaire was extracted from the identified components and provided to the experts to rank the components.

Findings: The components of institutional factors, support and support, pedagogy, evaluation and quality assurance, learning templates were the most important for experts in courses of professional development with reverse learning approach.

Conclusion: Finally, the lavage coefficient was used to validate the components and finally 10 main components and 38 sub-components were approved

Detailed abstract

Purpose: Undoubtedly, the present age is a combination of communication and information; an era in which people need more information and communication to obtain this information than ever before. In a short period of time, information and communication technology has been able to significantly change human life. In this situation, efficient human resources are considered the most valuable resource of any organization, and for this reason, today most of the investments are focused on human resources. Training is the most important tool that is used and with the aim of qualitatively improving the level of skill, knowledge and attitude, it enables people to fulfill their duties and the success of the organization. Today, the survival condition of any organization and having a greater amount of market share is dependent on the speed, convenience and simplicity of information circulation in the organization. The basic challenge in today's world is to not be excluded from the global competition, to be involved in the continuous process of change in order to be able to against the problems of standing and used the opportunities of the complex and changing environment in order to solve the shortcomings and deficiencies. Therefore, for the progress of any society, especially developing societies, it is necessary to pay attention to the human resources of educational institutions, institutions that play a role in meeting the current and future needs of any society by performing missions such as education, research and providing professional services. In today's changing and dynamic conditions, organizations have to continuously develop their capabilities and competences in order to survive in order to be able to respond to changing and different environmental conditions. Universities and higher education institutes, like other organizations, are subject to change, which has forced them to constantly adapt for survival. Rowley et al. believe that "change in higher education is a necessity, not an opportunity": especially considering the fact that universities around the world have become large institutions that play an increasing role in the continuity of national life. . With the increasing access to computers in higher education and universities facing challenges such as the demand for education, the need for economic activities to provide new resources, and the use of information technology to provide education services in the global market, it has caused universities to question their traditional roles. Revise and create new structures. The present research was conducted in order to design a pattern of professional development courses for academic staff members of Farhangian University with a reverse learning approach.

Methodology: This research was meta-composite in terms of its practical purpose and the method used. An initial sample consisting of 3152 studies obtained from scientific databases from 2000 to 2020, after screening in terms of title, abstract, content, research methodology, 60 studies were selected and analyzed. The results of metasynthesis led to the identification of 9 main components and 58 sub-components. In the next step, in order to enrich the research data, an interview was conducted with experts (members of Farhangian University and familiar with professional development courses) and 12 main components and 50 secondary components were identified. At this stage, data analysis was done by theme analysis method. Then the data of each two steps were combined with each other, and finally 15 main components and 55 secondary components were obtained. In the next step, a questionnaire was extracted from the identified components and given to the experts to rank the components.

Findings: The components of institutional factors, support and support, pedagogy, evaluation and quality assurance, learning formats were the most important according to experts in professional development courses with a reverse learning approach. Finally, in order to validate the components, Lavshe's coefficient was used and finally 10 main components and 38 secondary components were approved.

Conclusion: quality professional development programs in the context of modern technologies in higher education, especially in Farhangian University, will definitely have a positive effect on the output of the university, which will be the training of future teachers. The use of quality education in Farhangian University can make Farhangian University brand and the choice of this university as a priority for distinguished students, so it is necessary to make a suitable foundation. One of the things that is important in this field is the correct and quality education of professors and faculty members in the form of professional development courses. Farhangian University, whose main mission is to train human resources, and whose faculty members are responsible for training a new generation of teachers, it is necessary for them to master what they teach and what they teach. In this regard, the discussion of combined education and reverse learning is raised so that by changing the methods of teaching and training in the professional development courses of professors in the individual, organizational, research and service sector, they are strengthened and go through retraining courses. One of the approaches proposed in the professional development courses is blended learning, and one of the most suitable methods for implementing professional development courses for academic staff is reverse learning, which in the field of organizational training will have a significant

impact on the return of the costs spent on training and learning human resources and increase effectiveness. Reverse learning is one of the popular technologies that has emerged in the last decade and has strengthened the learning pattern. It can be considered as a suitable alternative to traditional teaching in various classes and especially in professional development courses. It takes place online and learners actually get the opportunity to use both offline and online packages. Therefore, it is necessary to provide various formats for learning. In order to implement professional development courses in the reverse learning method, it is first necessary to create the necessary preparation in terms of providing credit and culturally, otherwise it is not possible to implement the courses in a new style and manner. Because every change requires people's mental and emotional preparation at the beginning, and the course will not be successful until the proper culture building is done and the participating professors do not get the necessary mental preparation. In addition, the executive managers organizing the professional development course need to have experience in organizing professional development courses and be able to implement the course well based on the regular and approved training calendar.

Keywords: professional development, reverse learning, faculty members, meta-composition, interview

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