

COMPOSITION OF A UNIFIED MODEL ACCORDING TO THE STRUCTURE OF QUALIFICATION TYPES OF LIFELONG EDUCATION PROFESSIONALS FOR THE DISABLED: A BASIC STUDY ON THE ESTABLISHMENT OF A CONVERGENCE MAJOR IN DAEGU UNIVERSITY

¹Young-Jun Kim, ²Wha-Soo Kim, ³Kun-Yong Rhee

¹Researcher, Center for Extracurricular Activities, Duksung Women's Univ., Korea

²Prof., Department of Speech-Language Pathology, Daegu Univ., Korea

³President, Daegu Cyber Univ., Korea

helperman20@hanmail.net, whasoolang@daegu.ac.kr, jutsg@naver.com

Abstract

This study was conducted with the aim of constructing a unified model according to the structure of qualification types of lifelong education professionals for the disabled. The research method consisted of procedures in which literature analysis and expert meetings were constructed in connection with each other. The contents of the study were suggested from the classification of qualification types into professional teacher type and coordinator type by focusing on special education and rehabilitation, which are related convergence fields that affect the qualification training of lifelong education professionals for the disabled. The two convergence fields, such as special education and rehabilitation welfare, lead to a separate application base from the perspective of education and welfare for the qualification of lifelong education professionals for the disabled, and finally confusion and conflict in the nature and contents of the curriculum and related services. A dichotomy structure system in which this phenomenon results in a divided type of qualification training for lifelong education professionals with disabilities was composed of several samples. In this regard, the curriculum and related services that can build convergence fields related to lifelong education for the disabled were reflected in the context of priority through the criteria that should be emphasized from the standpoint of the disabled in the overall category of establishing lifelong education support system for the disabled. In addition, by forming four qualification criteria centering on this, the common convergence field was composed of special education, thereby enhancing the aspect of inclusion in the rehabilitation welfare field and specific convergence into lifelong education for the disabled. As a result, the two qualification types were unified.

Keywords: Lifelong Education Professionals for the Disabled, Qualification Types, Professional Teacher Type, Coordinator Type, Unified Model

1. INTRODUCTION

According to the current trend of lifelong education for the disabled, there is a lot of emphasis on alternatives to establishing lifelong education institutions and facilities to actively guarantee lifelong education opportunities for the disabled. Accordingly, existing welfare centers for the disabled and university lifelong

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Corresponding Author: whasoolang@hanmail.net

Tel: +82-53-901-4324, Fax: +82-53-901-4329

Researcher, Department of Speech-Language Pathology, Daegu Univ., Korea

education centers are actively trying to establish cases of lifelong education programs for the disabled[1]. In addition, the Lifelong Education Center for people with developmental disabilities is actively installed and operated nationwide[2]. This trend can be recognized as a level of improvement in practice by establishing a stable support system for lifelong education for the disabled, but the recognition is somewhat limited when considering the aspect of qualification training for professional manpower of lifelong education for the disabled, which can be called a convergent factor[3]. The current revised 「Lifelong Education Act」 requires existing lifelong educators to take charge of lifelong education for the disabled, and also, existing education for the disabled and welfare workers tend to take charge of lifelong education for the disabled in the justification of the specificity of the disabled[4]. In conclusion, the current implementation of lifelong education for the disabled will lead to instability due to the continuous convergence dilemma between related organizations and professionals.

In the situation that related organizations for lifelong education for the disabled are being installed in various ways including lifelong education centers, it is because the basic and academic foundation of lifelong education for the disabled is not formed because they can not find a unity in the qualification system of professional manpower[5]. The effort to train the professionals of lifelong education for the disabled at the level of private qualification can also be recognized as a tendency to secure the status and functions of related associations and conferences by hastily cultivating qualifications in the form of training rather than including procedural models and plans that fully consider the academic foundation of lifelong education for the disabled. In other words, if we fully explore the academic foundation for lifelong education for the disabled, the direction of qualification training for lifelong education professionals for the disabled is more cautious. In addition, the prudence of the qualification training of these professional manpower is a convergence to enhance the feasibility of establishing the operational direction for various lifelong education related institutions in the region[6].

If so, how is it appropriate to nurture the qualifications of lifelong education professionals for the disabled in consideration of the academic foundation of lifelong education for the disabled? The answer to this will be a problem that can be constructed differently depending on the background and context emphasized by each academic field. In general, the academic field that discusses the academic foundation of lifelong education for the disabled emerges from the "specificity of disability"[7]. The academic field based on the specialization of these disabilities can appear in various ways across special education and rehabilitation and welfare, and when the major branches of the field are summarized, they are ultimately classified from the perspective of education and welfare[8]. In other words, the concept of lifelong education for the disabled from education and lifelong education for the disabled from welfare and practical application plan aspects may appear differently. The current situation in this regard is centered on welfare, and the operation of lifelong education for the disabled is usually activated, and accordingly, the operation of lifelong education for the disabled is also taking place amid a stronger organizational tendency of the center foundation than the school foundation[8, 9]. In addition, this tendency leads to strong short-term training courses at the private level rather than systematic and valid subjects and standards in fostering the qualifications of lifelong education professionals for the disabled. Therefore, the issue of qualification training for lifelong education professionals for the disabled in Korea has a dilemma of not moving in the direction of contributing to the establishment of a lifelong education support system for the disabled by properly adjusting the perspective of education and welfare.

What is reasonable about the perspective of education and welfare at the level of establishing an overall support system, including fostering the qualifications of lifelong education professionals for the disabled? And what are the valid criteria for distinguishing between the two perspectives? To this end, it is necessary to grasp the fact that lifelong education for the disabled consists of learners who have the specificity of disability, and the demand for lifelong education of the disabled, who are learners, needs to be overshadowed[5]. In addition,

it is necessary to closely grasp in which areas the results of comprehensive education that learners with disabilities have accumulated before accessing the adult-centered lifelong education support system are mainly applicable[9, 10]. Based on this, it is necessary to discuss which field of lifelong education for the disabled falls under the category of education and welfare equally in terms of universality, such as general lifelong education for non-disabled people at the level of learning subjects. This is because even if the field of lifelong education for the disabled consists of learning subjects, the validity of reflecting the universality of lifelong education cannot be overlooked[11]. As sufficient discussion and follow-up studies on the above point of view have not been actively developed, the current qualification of lifelong education professionals for the disabled in Korea has a higher limit of focusing on quantitative approaches than clear qualitative standards.

Overall, in order to solve the problem of qualification training of lifelong education professionals for the disabled, modeling work is required to analyze the convergence fields related to education and welfare in detail from the perspective of lifelong education for the disabled, and final validity can be improved. This study constructed this comprehensive perspective for research purposes. Ultimately, the subject and content of this study can be used as basic data to specifically explore the academic foundation and practical capabilities on which lifelong education for the disabled should be based, as well as to cultivate qualifications for lifelong education professionals for the disabled.

2. RESEARCH METHOD

The method of this study was primarily composed of a procedure for selecting and analyzing previous studies dealing with the procedure and perspective on the qualification training of lifelong education professionals for the disabled[1-3][5,6][9][11-13][14, 15]. As a result of literature analysis, research has been conducted to investigate the demand for professionals in lifelong education for the disabled, but structural procedures and models for qualification training have not been specifically prepared. In addition, it was found that in order to cultivate the qualifications of lifelong education professionals for the disabled, there is a tendency to investigate only whether lifelong educators for the disabled are needed in the current local institutions rather than qualitative work to improve the quality of education and welfare. Accordingly, it was found that it was not clear how to apply what type of institution the qualifications of lifelong education professionals for the disabled to be nurtured can be assigned to. Above all, it was found that it was not clear where the standards should be set for professional performance competencies to be established at the level of the curriculum to cultivate the qualifications of lifelong education professionals for the disabled. As a result, only private subjects or specific academic organizations related to lifelong education for the disabled reported that the qualifications of professionals were being nurtured in the form of short-term training of related knowledge and skills to various subjects[16-17]. Raising this aspect again, it was possible to examine the situation of confusion or transition period in which academic foundations and practical grounds for lifelong education for the disabled have not been clearly and reasonably established.

Based on the above literature analysis results, this study conducted an expert meeting with the structural system in Figure 1. The structural system in Figure 1 is the result of mutual consultation with experts who participated in the meeting. Experts focused on recognizing the structural system of Figure 1 and developing the resulting schematic of the research contents in mutual consultation. These expert meetings were not conducted as formal group interviews, but were conducted with an emphasis on the procedure for interpreting the contents by completing the resulting schematic of the research contents in cooperation with each other.

Figure 1 presupposes that the lifelong education field for the disabled can focus on the specificity of disability compared to the general lifelong education field, and accordingly, the convergence field is presented in two ways, such as special education and rehabilitation welfare. In addition, it presents the basis and flow

chart of how the perspective of education and welfare can be linked to the training of qualifications of lifelong education professionals for the disabled according to each convergence field. As a result, Figure 1 suggests that the qualification training of lifelong education professionals for the disabled can be structured into two types, professional teacher type and coordinator type, depending on the two convergence fields, and that the structuring aspect causes confusion and conflict in qualification. According to the structural system of Figure 1, the resulting diagrams of the research contents were prepared in various ways.

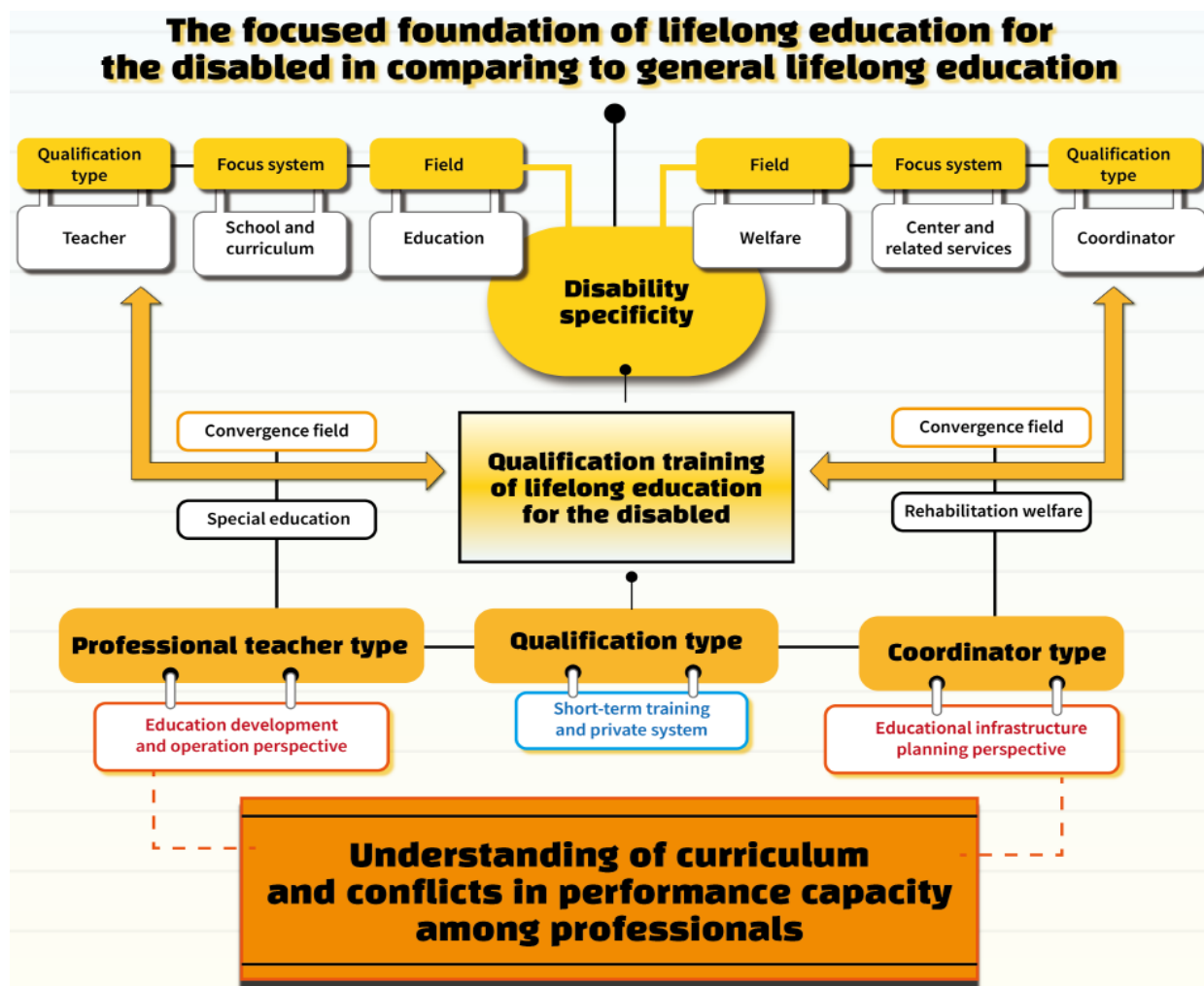


Figure 1. Structural system of qualification type according to the convergence field of lifelong education for the disabled

3. COMPOSITION OF A UNIFIED MODEL ACCORDING TO THE STRUCTURE OF QUALIFICATION TYPES OF LIFELONG EDUCATION PROFESSIONALS FOR THE DISABLED

First, according to the structural system of Figure 1 discussed above, the work area of lifelong education professionals for the disabled, which was viewed as two types of qualifications, was composed of two dimensions, such as curriculum and related services. The result is shown in Figure 2. Figure 2 presents the view that the work of the curriculum and related services can be performed in common, whether the type of professional manpower qualification for lifelong education for the disabled is professional teacher type or

coordinator type. However, in Figure 2, even if the two types of qualifications for lifelong education professionals for the disabled are performed in common with the curriculum and related services, the characteristics of tasks that focus on are different. In other words, it was considered that the professional teaching type could actually plan, develop, and operate the curriculum. In addition, the coordinator type saw that the curriculum for lifelong education for the disabled could be approached at the level of planning rather than the level of development and operation. As a result, Figure 2 emphasizes that the work commonality of the two qualification types for curriculum and related services is viewed at a superficial level, and in reality, their characteristics, performance procedures, and contents are different.

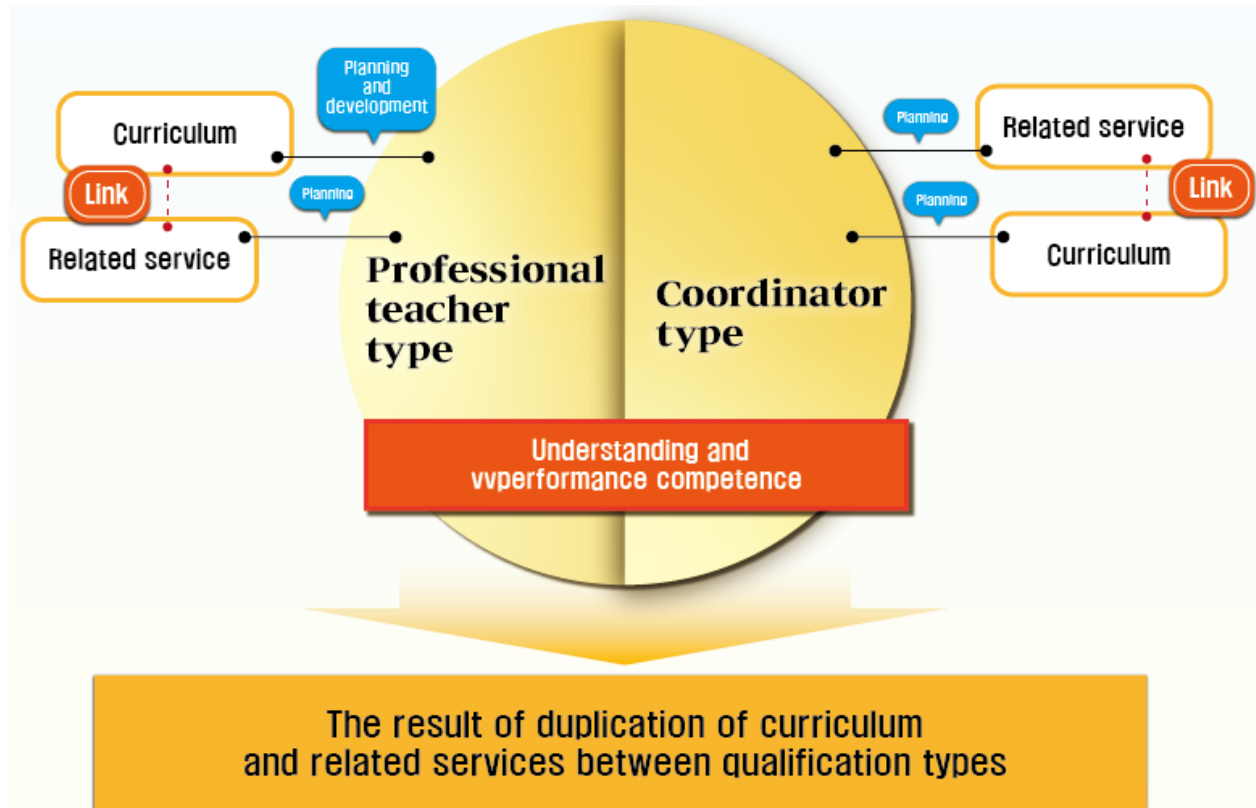


Figure 2. Structure of overlapping work between qualification types of lifelong education professionals for the disabled

Figure 3 based on Figure 2 specifically presents the dichotomy of the curriculum and related services for each related institution according to the two types of qualifications of lifelong education professionals for the disabled. In Figure 3, the school and curriculum focus system corresponds to the qualification type of the professional teacher type, and the center and related service focus system corresponds to the qualification type of the coordinator type. And the perspective of each field leads to education and welfare for each. Figure 3 structurally classifies and presents related institutions corresponding to the school and curriculum focus system, and related institutions corresponding to the center and related service focus system. In addition, the curriculum for related institutions for each type and the work contents of related services are presented differently, so the case of the dichotomy phenomenon will be reviewed in more detail. As a result, Figure 3 structurally confirms cases of confusion and conflict over the qualification training of lifelong education professionals for the disabled, and emphasizes the need for coordination and unity between the perspectives of education and welfare to secure the validity of qualification training. For that emphasis, Figure 3 presents a total of 7 grounds,

including those eligible for qualification training from multiple majors. Finally, Figure 3 confirms the limitation that the disabled party is not consistently guaranteed lifelong education in terms of a convergent dilemma related to fostering the qualifications of lifelong education professionals for the disabled compared to Figure 2.

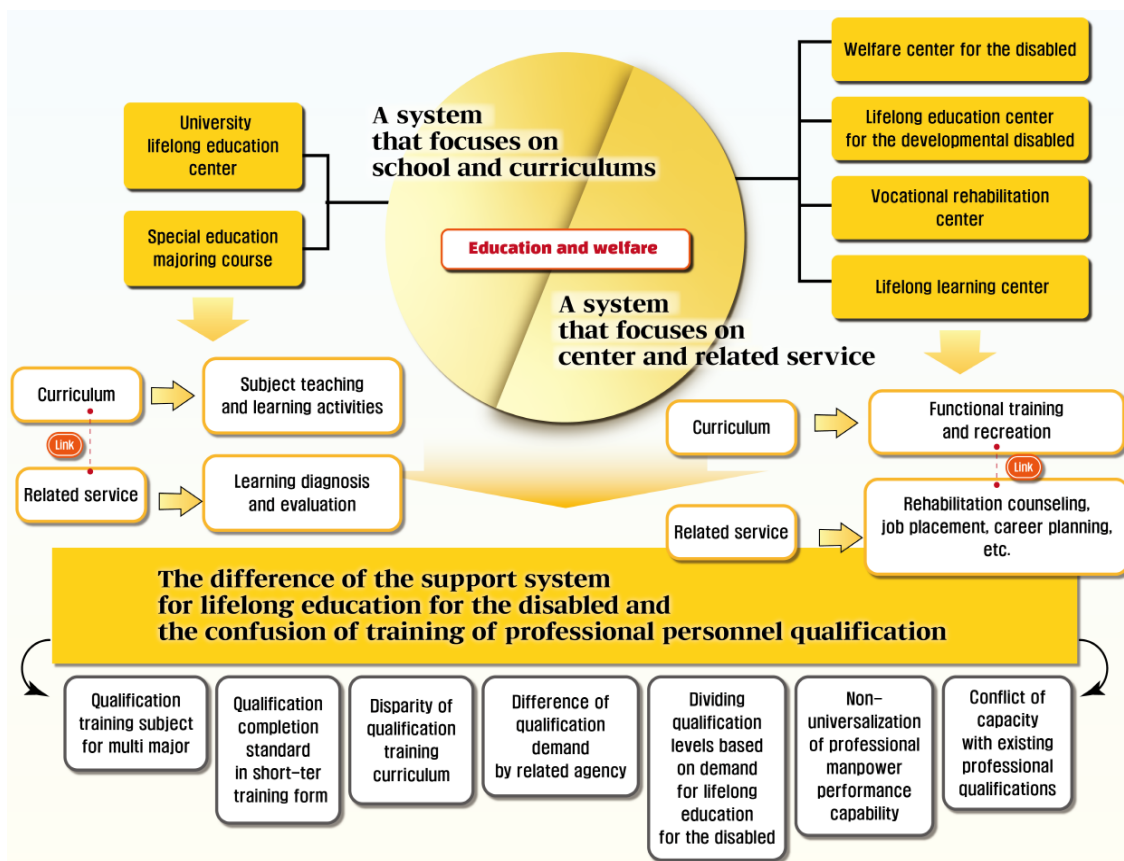


Figure 3. Structure of dichotomy between related organizations by focus system on the qualification types of lifelong education professionals for the disabled

In order to solve the dichotomy structure system of Figure 2 and Figure 3, the structural system as shown in Figure 4 was formed. The structural system in Figure 4 is the result of structuring the qualification criteria related to the qualification training of lifelong education professionals for the disabled by directly reflecting the components presented in Figure 3. Accordingly, in Figure 4, four qualification criteria were constructed centering on the work content of the curriculum and related services for each qualification type, and accordingly, a structural system in the context of priority was formed. To this end, Figure 4 structures four qualification criteria as priority by focusing on developmental disability among disability types in terms of internal specificity in the field of lifelong education for the disabled. As a result, Figure 4 emphasizes the view that subject teaching and learning activities should be primarily guaranteed to the disabled in lifelong education for the disabled. In addition, it reflects the priority perspective that the disabled can accumulate the effects of other curriculums and related services after primarily accumulating the effects of subject teaching and learning activities. Ultimately, Figure 4 reminds us of which of the two convergence fields constructed to cultivate the qualifications of lifelong education professionals for the disabled, and structurally urges the unification of the qualifications of lifelong education professionals for the disabled.

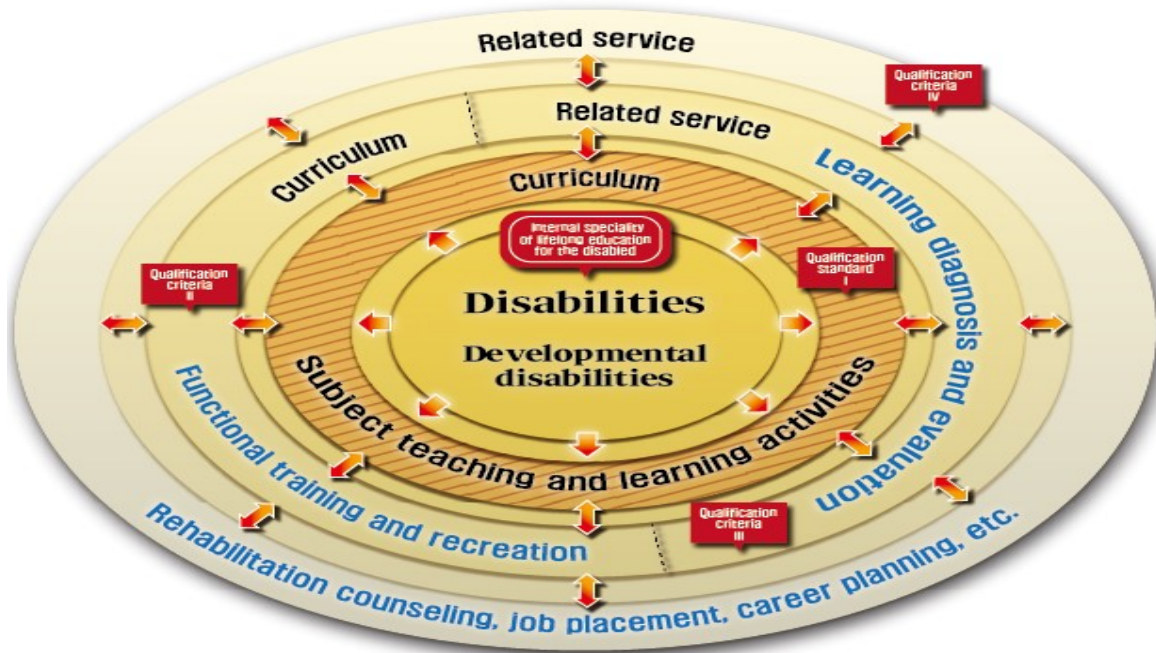


Figure 4. Structural system for each qualification standard for training qualifications of lifelong education professionals for the disabled

Next, in Figure 5, based on the structural system of Figure 4, a structural system in the common convergence field for each qualification standard was formed to cultivate the qualifications of lifelong education professionals for the disabled. In Figure 5, the field of common convergence was reflected as special education.

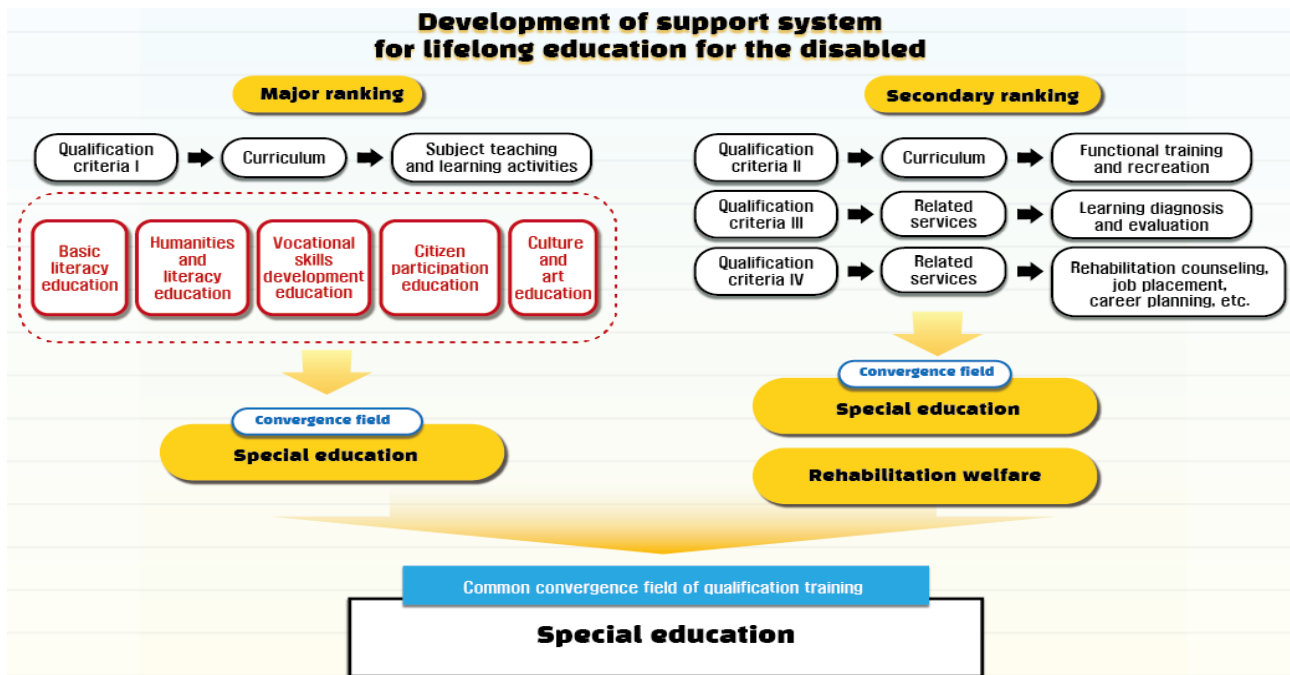


Figure 5. Structural system in the field of common convergence by qualification criteria for training qualifications of lifelong education professionals for the disabled

What should be noted in Figure 5 is that the importance and priority of qualification criteria I were emphasized more than Figure 4 by converging qualification criteria I and basic literacy education, which is a curriculum area for lifelong education for the disabled. As a result, Figure 5 emphasizes the view that the remaining three qualification criteria, centering on qualification criteria I, should be adjusted and structured in conjunction to increase the unity of qualification training for lifelong education professionals for the disabled.

Figure 6 diagnoses the limitations related to the major of special education, a common convergence field that should be primarily considered to cultivate the qualifications of lifelong education professionals for the disabled, focusing on the structural system of Figure 5. In addition, this is the result of specifying problems that must be considered realistically when the department related to the special education major of the university, which builds infrastructure for the theory and practice of special education majors, leads the training of lifelong education professionals for the disabled.



Figure 6. Limiting factors to consider in the field of common convergence to cultivate qualifications for lifelong education professionals with disabilities

On the other hand, Figure 7 reflects the view that institutionalization foundations should be laid around graduate schools in universities with departments related to special education majors to cultivate qualifications for lifelong education professionals for the disabled. Figure 6 above emphasizes the view that it is not easy to cultivate the qualifications of lifelong education professionals for the disabled in special education majors

centered on undergraduate courses, so Figure 7 presents an alternative to this. Graduate school courses minimize limited standards for those who majored in special education in undergraduate courses to qualify for lifelong education professionals for the disabled, and maximize open standards for those who majored in rehabilitation welfare, a related convergence field. However, it is important to pay attention to the view that graduate courses (special education majors) should faithfully reflect knowledge and skills in the field of convergence to cultivate qualifications for lifelong education professionals with disabilities in the curriculum. The related convergence fields were presented in Figure 7 in three ways: special education, lifelong education for the disabled, and rehabilitation welfare. In addition, in Figure 7, the focus on the contents of the curriculum corresponding to the qualification criteria I examined in Figure 4 and Figure 5 was placed on the graduate course of special education major, and it was considered that there could be various advantages when the convergence curriculum such as rehabilitation welfare and lifelong education for the disabled is reflected in the qualification training standards of the professionals for lifelong education for the disabled. In conclusion, the academic theory and practice of lifelong education for the disabled, which is the basic foundation for the qualification training of lifelong education professionals for the disabled, are constructed, and the practical training process for the qualification training, which is easy to neglect at the private level, can be officially activated. In Figure 7, the lifelong education major for the disabled is established at the level of convergence or cooperative process in the graduate school of special education major, so that the lifelong education major for the disabled is composed of the independent basis for the qualification training of the lifelong education professionals for the disabled. Furthermore, it is worth integrating two types of qualifications, professional teacher type and coordinator type, which are shown in the dimension of dilemma, by laying the foundation for forming a one-way system with related convergence fields such as rehabilitation welfare.

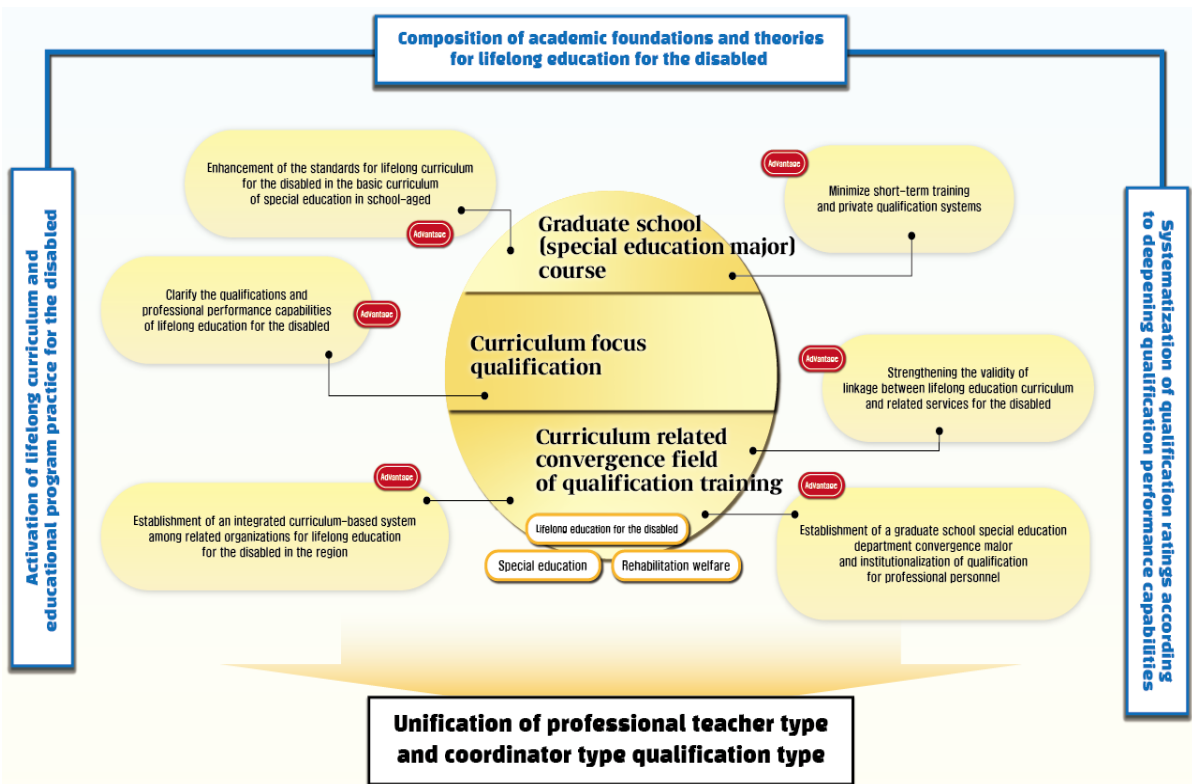


Figure 7. Advantages of fostering qualifications of lifelong education professionals for the disabled, led by the graduate school special education course

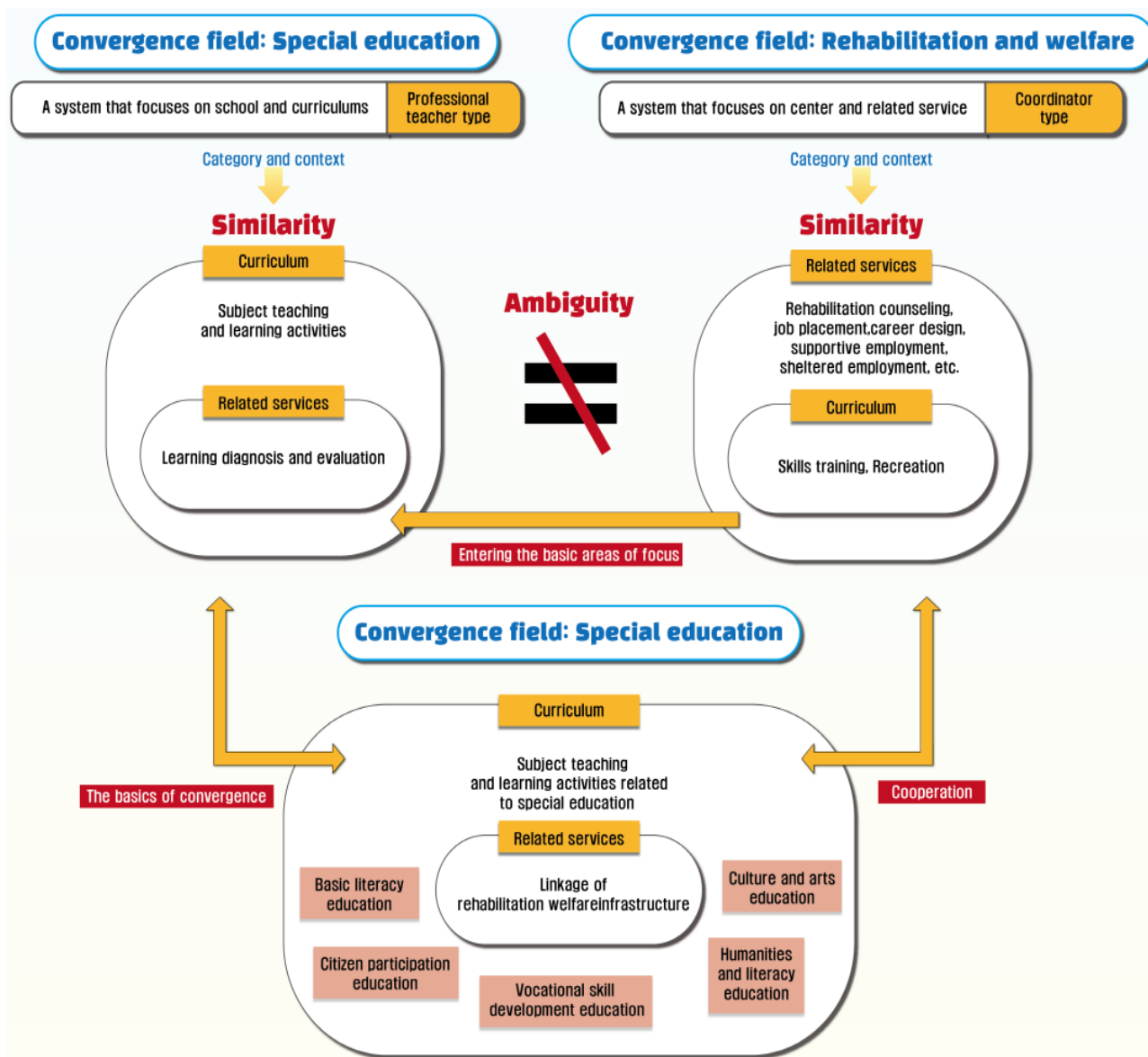


Figure 8. Structural system for fostering qualifications of lifelong education professionals for the disabled based on convergence between fields

Additionally, Figure 8 is a structural system that includes the basis for further enhancing the validity of the perspective of Figure 7. Figure 8 is meaningful as a basic dimension that the special education field corresponding to the common convergence field can be fused into the lifelong education field for the disabled in terms of comprehensive results. The field of welfare perspective such as rehabilitation welfare is also presented as a procedural perspective that can access lifelong education for the disabled through the medium of special education field. In addition, it was emphasized that if each convergence field of special education and rehabilitation welfare is not structured at the level of unity and the curriculum and related services are promoted simultaneously through each unique perspective and competency, the difference premised on ambiguity between them is continued. Accordingly, in Figure 8, if the convergence fields of special education and rehabilitation welfare are not unified, the curriculum and related services linked to each field will reflect only one of them to understand the support system and professional qualifications for lifelong education for

the disabled. Figure 8 emphasizes the view that if the special education field embraces the rehabilitation welfare field and fosters the qualifications of lifelong education professionals for the disabled in graduate school courses by converging with lifelong education for the disabled, more emphasis should be placed on subject teaching and learning activities. Overall, Figure 8 emphasizes that the main base point for the qualification training of lifelong education professionals for the disabled is in the composition system that learns more deeply the performance capacity of curriculum teaching and learning activities, which are the main base and issues for practicing lifelong education support system for the disabled, beyond the fragmentary level of acquiring knowledge and skills in each convergence field. The qualification level of the lifelong education professionals for the disabled should be based on the above standards.

4. CONCLUSION

This study classified the qualification types of lifelong education professionals for the disabled into professional teacher types and coordinator types according to special education and rehabilitation welfare, which are related convergence fields. And the curriculum and related services which are the main foundations for the practice of the lifelong education support system for the disabled were integrated into two types of qualifications, professional teacher type and coordinator type according to four qualification standards. In the end, it can be said that training the qualifications of lifelong education professionals for the disabled is a conflict in terms of education and welfare. This is directly linked to the academic foundation and practical basis of lifelong education for the disabled, and determines whether it is appropriate to establish a lifelong education support system for the disabled in a comprehensive category. The perspective on fostering the qualifications of lifelong education professionals for the disabled discussed in this study should be reasonably sought based on the universal perspective on the educational demand and background of the disabled and the commonality of lifelong education for the disabled. Looking at the current trend, awareness and efforts to quantitatively promote the qualification training of lifelong education professionals for the disabled are actively emerging, but efforts to fully explore the basic foundation and content standards for its qualitative validity are still insufficient. Subsequently, starting with this study, various valid unified models between the fields of convergence should be developed to cultivate the qualifications of lifelong education professionals for the disabled. In particular, in this study, the foundation of the convergence curriculum and organizational system should be established to cultivate the qualifications of lifelong education professionals for the disabled, focusing on the course of the graduate school's special education.

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