

Exploring the Dilemma and Improvement Strategies for the Integrated Management of Extracurricular Education Programs at Duksung Women's University

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Abstract

This study was conducted with the purpose of exploring the dilemma and improvement strategies for the integrated management of extracurricular education programs at Duksung Women's University. The research method was finally composed of a procedure with a meeting of experts based on the procedure of collecting and analyzing the previous research literature. As for the contents of the study, the dilemma of the integrated management of the extracurricular education program at Duksung Women's University was presented first. Examples of dilemmas include difficulties in organizing and operating programs from the perspective of a roadmap customized for each grade level, difficulties in establishing a foundation for balanced mapping of core competencies and cultivating programs, difficulties in managing the performance of regular program monitoring and feedback improvement, and activating the linkage system between subjects and extracurricular education programs difficulties and difficulties in establishing a support system for the operation of the extracurricular education integrated management system were reflected. In addition, a strategy to complement and improve this dilemma was presented in a linkage. As a result of the study, the integrated management dilemma of Duksung Women's University's extracurricular education programs needs to be resolved in the long term through formal infrastructure such as external expert advice and expert exchange, and the development and use of related manuals should be considered aspects were analyzed. In addition, the content of this study was analyzed not only in the educational case of Duksung Women's University, but also in that it deals with cases that can be usefully referenced in most universities that develop and operate extracurricular education programs. Finally, this study presents an evidence-based practices that can be referenced in promoting the integrated management of extracurricular education programs in university sites, and the position and identity of extracurricular education throughout the university curriculum. It is judged that the significance and expected effect of the study can be obtained in that it provides an opportunity to improve from the management point of view.

Keywords: Duksung Women's University, Extracurricular Education Programs, Integrated Management, Dilemma, Improvement Strategy

1. INTRODUCTION

The status and identity of extracurricular education programs in the field of university are being emphasized again and again. In university evaluations by government agencies, extracurricular education programs are emphasized in terms of reinforcing students' learning competencies, but their practical importance is being emphasized in relation to the educational competitiveness of universities and their contribution to nurturing talents[1]. An extracurricular education program refers to activities outside of regular subject classes, but recently, it has the same importance as regular subject classes. This is because it is difficult to give practical results and satisfaction to students in developing employment or career planning by just taking regular courses. Therefore, it is necessary to establish an integrated management support system in order to improve the quality of extracurricular education programs at the university site, and it is necessary to continuously prepare related difficulties or improvement measures[2].

The reason why integrated management of extracurricular education programs developed and operated in various ways by each university should be reflected as important is that, in the absence of integrated management, the current status of program development, improvement, and operation may tend to be sporadically irregular[3]. As an example, before planning what topics and content to develop and operate an extracurricular education program, it is necessary to establish a systematic basis for students to complete various extracurricular education programs at a balanced and interconnected level for each grade level for the purpose of strengthening their learning capabilities, etc[4]. Because it is important to prepare. This importance can be practically guaranteed at the level of integrated management of extracurricular education programs, and how the standards for integrated management are set will determine even the results that can minimize the sporadic status of extracurricular education programs.

In view of the above aspects, each university is experiencing difficulties in integrated management of extracurricular education programs. Although it is possible to cope with some difficulties in quantitatively activating extracurricular education programs centered on various departments within the university, it is difficult to occur because it is necessary to prepare reasonable standards in consideration of annual educational performance after the operation of the extracurricular education programs is completed[5]. This is because, in addition to the aspect of how to nurture students in extracurricular education programs organized and operated in multiple, how to manage the overall system, the quality of educational outcomes is highly related[6]. Therefore, it is said that the biggest task is to explore the dilemma faced in the integrated quality management of multiple extracurricular education programs and to lay the groundwork for supplementing and improving them in order to view the vitalization of extracurricular activities in the field of universities.

In the current research trend, there are few previous research documents that explore the dilemma related to the extracurricular education programs work of universities and suggest solutions to supplement and improve them[7]. This reminds us of the limited situation in which the systematic standards for integrated management of extracurricular education programs are not universal, and also reminds us that the extracurricular activities is not actively promoting the foundation of the certification system, such as the curriculum of liberal arts and majors. In conclusion, the development and operation of extracurricular education programs for strengthening the learning capacity of students in the university field is not concluded by itself, but the task of managing the feedback improvement of the operated extracurricular education programs is required. The activation of integrated management of extracurricular education programs is not only at the level of the program itself, but also at the category of extracurricular activities where each program is considered in common, and the feedback system is advanced, which is the basis for urging the activation of high quality extracurricular education programs[8-10][11]. Therefore, this study was conducted to investigate the dilemma and improvement strategies of integrated management of extracurricular education programs by selecting cases of Duksung Women's University, which is establishing a center for extracurricular activities. The contents and results of this study will be used as basic data to refer to various attempts to analyze the educational performance of the extracurricular education programs by providing the basis for presenting the standard or standard that should be generalized in the integrated management of the extracurricular education programs. In addition, it is considered that the value of the use can be further expanded because it corresponds to the work standards to be referred to in most universities that promote extracurricular education programs tasks as well as Duksung

Women's University, which is selected as the case of this study.

2. RESEARCH METHOD

The research method consists of two procedures, such as literature analysis and expert exchange. First, the literature analysis was conducted as a procedure to select and analyze previous studies on integrated management of university extracurricular education programs. The results of the analysis according to the selection of the literature showed that there were insufficient cases of specific application procedures and work contents of integrated management of extracurricular education programs from the customized point of view of university site. Considering this research trend, this study conducted a literature analysis based on the previous studies that examined the recognition and demand of extracurricular education programs based on the university site. However, the above documents were used as references for expert meetings rather than any specific criteria. The main contents of this study were prepared by the experts' meeting.

The expert meeting started by analyzing the current operating status and infrastructure of Duksung Women's University's extracurricular education programs. It was found that Duksung Women's University is currently establishing a system, characteristics, and feedback system for the extracurricular education programs, and the dilemma corresponding to the purpose and content of the study was derived by analyzing the limitations and supplementary requirements centered on this. The derivation of such a dilemma was reflected in the final research contents and results with the agreement of each expert, and was reflected in the form of a discussion in which opinions on the derived evidence were shared, rather than transcribed. Therefore, this study went through the procedure of combining the opinions of experts with the contents of the previous research literature that were primarily analyzed earlier in reflecting the evidence for the research contents derived from the expert meeting as the research results.

The dilemma for the integrated management of Duksung Women's University's extracurricular education programs finally drawn through the expert meeting is as follows. Based on this, the results of the study contents were reviewed.

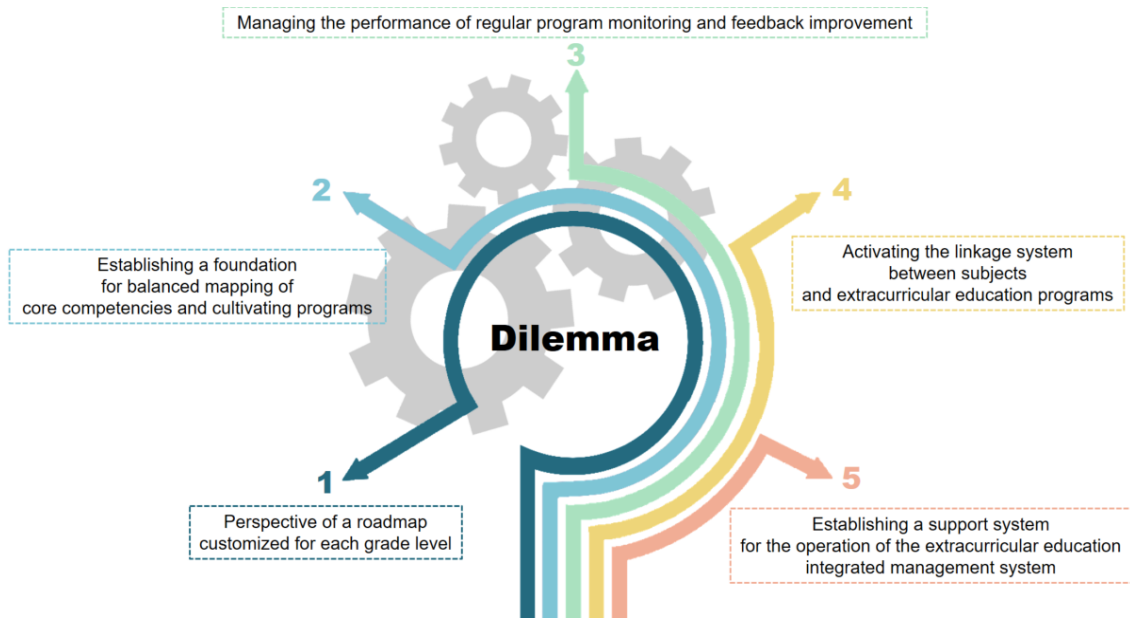


Figure 1. Dilemma for the integrated management of Duksung Women's University's extracurricular education programs

3. THE DILEMMA AND IMPROVEMENT STRATEGY FOR THE INTEGRATED MANAGEMENT OF THE EXTRACURRICULAR PROGRAMS AT DUKSUNG WOMEN'S UNIVERSITY

In the following, the dilemma of the integrated management of the extracurricular education programs of Duksung Women's University and the corresponding improvement plan will be explored in detail.

3.1 Dilemma

The first dilemma in the integrated management of the extracurricular education programs of Duksung Women's University is the difficulty in organizing and operating the extracurricular education programs from the perspective of customized roadmap for each grade. This can be interpreted as a position that the comparative program is quantitatively active at Duksung Women's University and that the specific system or type is not linked according to the context of the efficient learning process. Currently, the types of extracurricular education programs at Duksung Women's University are composed of three types: strengthening learning capacity, career psychological counseling, and employment, start-up. And the enhancement of learning competency is composed of three kinds: basic learning support, application learning support, and cooperative learning support. For this type of composition, students at Duksung Women's University are taking extracurricular education programs based on the schedule and preference of the program rather than the customized perspective of each grade. For this reason, the extracurricular education programs at Duksung Women's University will flow into the lower grade-oriented completion system, or it will be difficult to guarantee a balanced learning process during the academic period. Therefore, it is difficult for students to recognize and design the context of the step-by-step learning process with the structure of the step-by-step in participating in the extracurricular education programs. Among the various types, it is easy to show a tendency to focus on the type of support for employment and start-up close to the major. According to the above perspective, it is difficult to establish a system to consult students with the recommended grade of each program in terms of integrated management of the extracurricular education programs of Duksung Women's University. It is time to lay the foundations for urging the functional definition and discriminatory use of the program type in terms of improving the quality control of the extracurricular education programs of Duksung Women's University.

The second dilemma is that it is difficult to build a balanced mapping and cultivation base of core competencies for extracurricular education programs. Currently, there are six core competencies in Duksung Women's University, but it is difficult to balance the six core competencies considering the characteristics of the department operating the extracurricular education programs and the theme and contents of the program. Therefore, even if students are in a position to take various extracurricular education programs, it is difficult to check the meaning and achievement of core competencies in a balanced manner. Even if the university headquarters monitors the appropriateness of mapping of core competencies for extracurricular education programs, it is difficult to solve them easily. And mapping of core competencies for extracurricular education programs is not a problem that can be changed formally at the university headquarters level because it should be based on the professional intention and ability of the instructor. As in the perspective and context discussed in the first dilemma, it is difficult to reflect the perspective of customized or balanced cultivation by grade in detail not only in the program itself but also in the core competencies mapped to the program. Therefore, it is necessary to improve the dilemma in a complex dimension.

The rationale for the third dilemma is the continuous monitoring of extracurricular education programs and the difficulty of managing feedback improvement performance. Currently, Duksung Women's University establishes a certification evaluation system for extracurricular education programs to manage the overall quality of extracurricular education programs. However, there are difficulties in continuing monitoring of extracurricular education programs on this institutional basis. This is because the indicators that are constructed in the certification assessment of the extracurricular education programs are directly related to the competence issue of how much the department that actually operates the extracurricular education programs can understand and cope with. More microscopically, the burden on the management department is also a major cause. And

at the university headquarters level, the department running the non-over-the-counter program regularly provides research and development to analyze what needs to be done to improve the program, and frequently monitors procedures and cases that can be used to manage improvement performance. In particular, this position at the university headquarters adds to the current dilemma and cannot be relied on only the relevant experts in the university headquarters. For such problems, fragmentary measures to increase the number of related experts visibly or to rely on specific experts are not helpful. Improvement measures are needed to address the dilemma from a more essential and long-term perspective.

The three comprehensive dilemmas are currently a typical dilemma for the integrated management of the extracurricular education programs of Duksung Women's University. When these representative dilemmas are resolved, it is expected that the extracurricular education programs will be settled and improved at Duksung Women's University. In addition, the additional dilemmas related to the integrated management of extracurricular education programs at Duksung Women's University in connection with the above three dilemmas are difficult to activate the linkage system between the curriculum and the extracurricular education programs. Although it is noteworthy that the management system for the linkage between the subject and the extracurricular education programs has not been established, there is a big problem in the part that the university headquarters or the department did not pay attention to the linkage between the contents of the subject and the contents of the extracurricular education programs. Therefore, it is necessary to improve the system to solve this problem, and it is difficult to establish a system for operating the computer system that is used in each department when operating the extracurricular education programs. Although the center for extracurricular activities at the level of the university headquarters provides manuals for the computer system to the operating departments, there are various difficulties in the process from the point of view of the department that actually uses the system. It is difficult to establish a standard that can satisfy this in a stable and concise manner, and it is a dilemma.

3.2 Improvement Strategy

The improvement strategy to solve the dilemma of integrated management of the extracurricular education programs of Duksung Women's University, which is explored above, can be considered multiply, not one specific plan. Various improvement strategies considered in this way act as a mutually cooperative perspective, and as a result, it serves as a dilemma for integrated management of extracurricular education programs of Duksung Women's University.

The first part of the improvement strategy can be considered as activation of the application of the feedback tool such as the diagnosis of learning competency. This is the intention of establishing a reasonable basis for the integrated management of extracurricular education programs at Duksung Women's University so that students can balance various extracurricular education programs and achieve achievement learning effects. In the extracurricular education programs type of Duksung Women's University, it is divided into three categories: strengthening learning capacity, employment and start-up, and career psychological counseling. However, the diagnosis of learning competency can be used as a preliminary analysis data for other types as well as the type of strengthening learning capacity. This is because the type of strengthening learning competency has two functions such as basic learning and linked development learning for other types. Accordingly, the result of the learning competency diagnosis not only provides a plan for designing completion of learning competency enhancement, but also improves the benefits of providing career psychological counseling for other types and a plan for designing completion of employment and start-up types. However, the results of the study competency diagnosis alone can not stabilize the balanced completion and cultivation effect of the students' extracurricular education programs. Therefore, more diverse feedback tools including the diagnosis of learning competency should be developed by Duksung Women's University itself and actively analyzed and reflected in the needs analysis, design and development stage of the program. Of course, there may be a limit to the development of the feedback tool in Duksung Women's University, so it is necessary to consider the method of using standardized diagnostic tools in parallel. As a result, it is important to encourage the balanced completion of the extracurricular education programs and balanced core competencies mapping based on the students' customized perspectives for each grade.

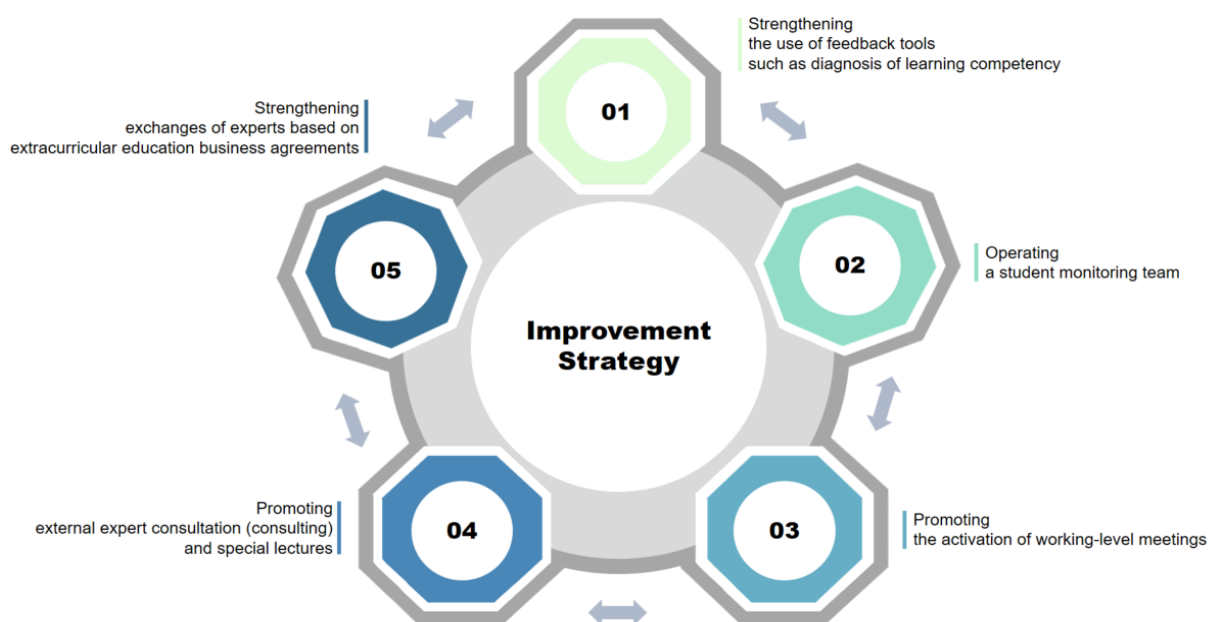


Figure 2. Improvement strategy for the integrated management of Duksung Women's University's extracurricular education programs

Another improvement strategy that can be considered in connection with the first improvement strategy can be suggested such as activation of the operation of the working group meeting, activation of the operation of the student monitoring team, activation of external expert consultation (consulting) and special lecture business, and activation of expert exchange based on extracurricular education business agreements. It is a fundamental and long-term strategy to solve the dilemma we have explored earlier. The most important precondition for integrated management of extracurricular education programs is communication and collaboration between the comparative and integrated management centers and the operating departments located in the university headquarters. In this communication and collaboration, the operation of the working group can be activated, and the monitoring team can be formed from the viewpoint of the student who is the actual consumer of the program as well as the working person. Through the meeting of practitioners, the manuals that practitioners can understand and take measures necessary for the development and operation of the extracurricular education programs can be clearly established, and the improvement measures for the dilemma of the extracurricular education programs can be taken through the student monitoring team. Through this, it is possible to monitor the quality of the extracurricular education programs at all times and to obtain a foundation for systematically managing the feedback improvement performance. Above all, the organization and operation of the working group and the student monitoring team greatly complement the limitations of the quality control of the program with the center for extracurricular activities located in the university headquarters, and guarantee the stability of the development and operation of the program. This stability is guaranteed through the meetings of practitioners and the operational cases and results of the student monitoring team, and it is the basis for embodying the improvement plan of integrated management of the extracurricular education programs.

In addition, since the most important thing in the integrated management of the extracurricular education programs of Duksung Women's University is whether it is specialized in the integrated management itself, consultation (consulting) and special lectures should be actively conducted for practitioners who are in the operating department of the extracurricular education programs. And the center for extracurricular activities at the university headquarters needs to actively promote expert exchanges with external universities. When these measures are combined, the operation of working-level meetings can be properly improved.

4. CONCLUSION AND DISCUSSION

The purpose of this study was to explore the dilemma and improvement strategies for integrated management of the extracurricular education programs of Duksung Women's University. The dilemma and improvement strategies related to this were examined through various components from various perspectives. In conclusion, the main issue to be discussed is to actively build infrastructure related to professionalism at the center for extracurricular activities of Duksung Women's University. In this infrastructure, it is important to secure professional manpower that can actually promote the various dilemmas and improvement strategies that have been explored in the viewpoint of research and development, and the position and support of the committee and the general manager who supervise and manage the professional manpower will also be important. It is judged that a model that can specify such an organized structural system should be considered in follow-up studies.

The contents and results of this study are not limited to the case of Duksung Women's University because it is a universally sympathetic requirement for universities that develop and operate extracurricular education programs. Therefore, manuals and guidelines that can perform integrated management of extracurricular education programs in university field should be developed from the contents and results of this study, and the reflux system of extracurricular education programs should be further upgraded. The purpose of this study is to examine the dilemma and improvement strategies of the extracurricular education programs, but the essential attributes of this study are the feedback system of the extracurricular education programs. This study is considered to have laid the foundation for the proper activation of the procedures and contents of the feedback system for the extracurricular education programs. Therefore, it is necessary to develop a follow-up study to specifically explore the effects and cases of dilemmas and improvement strategies related to integrated management of extracurricular education programs explored in this study.

In addition, one more thing is the research trend about integrated management of extracurricular education programs. In the current research trends, the understanding of the integrated management of extracurricular education programs and the construction of a structural model for this are hardly considered. Therefore, it is necessary to discuss and consider the contents and development plans that should be actually reflected in the integrated management of extracurricular education programs through the case studies and needs of specific universities. This is evidence that the current of the extracurricular activities is not clearly concerned or advanced in the overall research trend as discussed above. In the future, it is expected that the manuals for integrated management of extracurricular education programs will be diversified and the generalized basis will be prepared from the viewpoint of upgrading the feedback system of extracurricular activities.

The issue to be discussed in terms of validity of the subject and contents of this study is whether it should include terms and cases of Duksung Women's University. As such, even though the subject and contents of this study are based on the case of Duksung Women's University in the aspect of research method, it has the advantage of being linked and applied to other university's educational cases. Nevertheless, the fact that this study includes terms and cases of Duksung Women's University in terms of validity of the results of the study including the research method is related to the trend of related research. In the related research trends, it is because there are few precedent research documents that suggest dilemmas, demand, and improvement plans, focusing on the cases of universities that have established and operated center for extracurricular activities. In this situation, if the subject and content of this study are extended to many universities at the general and universal level, it is difficult to escape the limitations of hastily generalizing the results of the study. Therefore, this study has found that the case of Duksung Women's University, which is in the position of a latecomer, can actively include components that can minimize hasty generalization by various backgrounds and contexts. Accordingly, this study is conducted from the perspective of expecting that the theme and contents of this study will be diversified through future research. Through the above aspects, the validity of the case of Duksung Women's University is directly expressed and reflected in the theme and contents of this study.

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