Study on adult career planning on adult education program and assessment of adaptive design model

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Abstract

This study explores adults' on-the-job current career planning and the selection trends of future development as the criteria for a training program design for adult education and the basis of the design model of adaptive assessment. This study regards the contents of the TTQS training process, the items, indicators, and standards of the Workforce Development Agency, and the occupational categories of the "Occupational Competency Standards", as disclosed by the "Integrated Competency and Application Platform", as the framework for the reference model; and probes into the impact of globalization, adult career planning, adult occupational training program design, and adaptive assessment, and adopts a questionnaire survey to understand the design model of the adaptive adult education program, in order to effectively implement adaptive assessment. The purposes are to assist adults to accomplish adaptive career planning, achieve their goals of vocational cultivation, and solve the problems of adult unemployment, in order to lead to successful adult employment and transfer to globalization workplaces to create positive career development.

Keywords: adult education, program design, Alternative Assessment, Talent Quality-management System, vocational standard.

Research Purposes

1. To understand the connotations of adult career planning, adult competency training programs, and assessment adaptability.
2. To explore the overview of the cognitive differences of adults with different backgrounds in adult competency training programs and assessment adaptability.
3. To analyze the relationship between adult competency training programs and assessment adaptability.
4. To propose feasible strategies for adult competency training programs and assessment adaptability of adult career planning, as based on the research results.

Research Method

This study first employs literature review to collect books, periodicals, magazines, journals, papers, and other important literature regarding adult career planning, adult education programs, and adaptive assessment, and then, analyses such literature in order to obtain the basic concepts of this study. Secondly, this study sorts and summarizes the relevant literature, reviews and recommendations of scholars and experts regarding the studies and practices of adult career planning and adult education programs, as well as their adaptive assessment. Then, this study edits *the Questionnaire of the Overview of Adult Competency Training Programs and Assessment Adaptability*, and uses this questionnaire survey to investigate adult students receiving in-service training at the Open University of Kaohsiung. Through collection and statistical analysis of the data collected from the questionnaire, this study aims to understand adults' perceptions and cognitions of the status of competency training programs and adaptive assessment. This questionnaire survey is conducted in both paper and online questionnaire forms.

Research Results

In this study, there are no significant differences in the cognition and feelings of adults with different backgrounds regarding program design, program contents, or assessment adaptability. According to the calculation results, as shown in Figure 1.
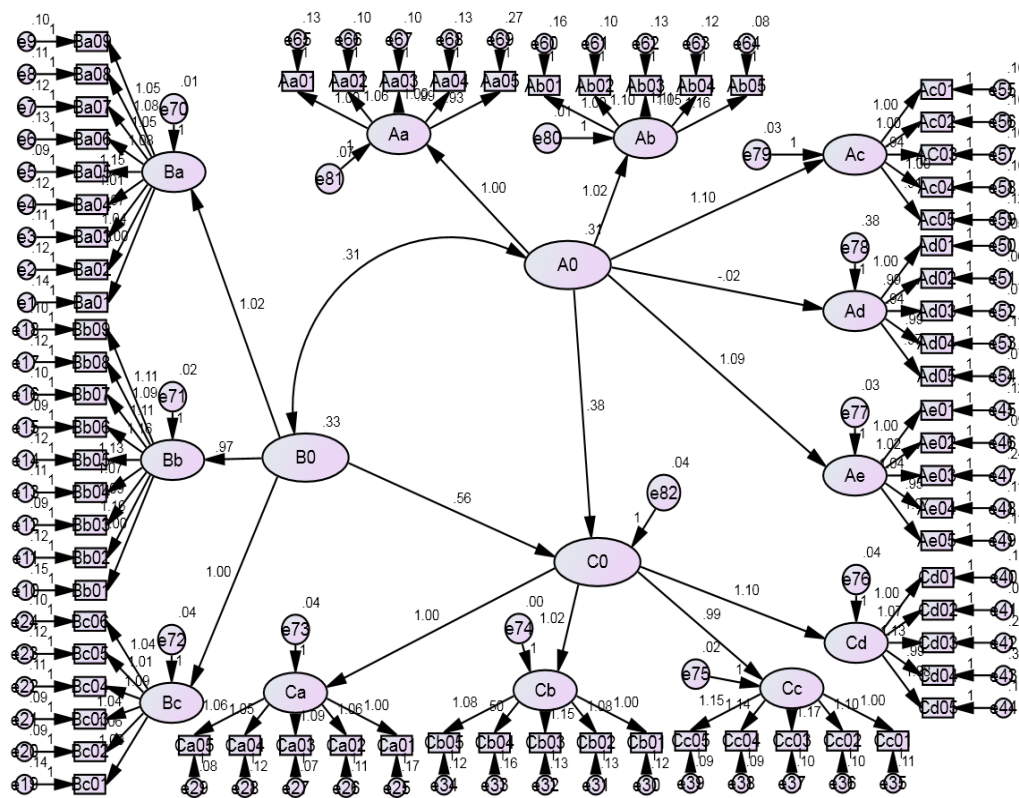
Figure 1. Statistical Model of Adult Career Planning Program Design, Program Contents,
and Adaptive Assessment Learning Effectiveness.

Conclusion and Suggestions

Global, diversified, and uncertain workplace environments of the economic industry causes adults, in the face of career planning, to evolve from the "linear trend" to the "nonlinear and changeable trend", in an effort to develop proper career development goals and re-establish their goals at any time, and then, learn and sharpen their skills, in order that they do not become obsolete in the workplace. In addition, as science and technology are constantly developing, adult learners must re-adjust their career planning, as well as the items and connotations of professional and core competency, and learn new knowledge and new technology, especially as human resources may deviate from the trend of Industry 4.0. Under the impacts and challenges of workplace environment, if adults fail to actively identify the functions and positioning of human resources in the global industrial chain, it is difficult for them to persistently develop their career and competency.

Therefore, this study proposes the following adult learner attributes as the foundation for career planning and competency development program design: develop design architectures of program learning concepts for adult learners' career planning and competency development, and formulate a performance-oriented diversified result assessment system and other feasible strategies for performance-oriented training for career planning and career development. These items can provide recommendations and references for adult education institutions regarding adult learner professional career and competency development programs, as well as teaching activity designs, and assist adult learners to construct adaptive program learning maps, which include cross-domain, integrated, contingent, and appropriate career planning and development competency items. Consequently, when confronted with the current paradoxical world context, adults should take a positive attitude, keep up with the times, and continuously hone their skills, in order master the best career development opportunities.

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