

Master Thesis Proposal

The International Institute of Education for Development

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Proposed Topic:

"Hybrid educators in technical vocational education: Opportunities and obstacles"

Topic Overview:

Hybrid professionals are becoming increasingly important in vocational education, particularly in technical fields such as ICT. These professionals have both practical work experience in the industry and teaching qualifications, allowing them to bring real-world expertise into the classroom. In recent years, there has been a growing interest in the role of these "hybrid professionals" in the technical sector. People in vocational education are arguing that they can help **bridge the gap** between education and industry, improve the quality of vocational education, and better prepare students for the workforce. However, there are also concerns about the potential challenges faced by hybrid professionals, such as balancing their dual roles and maintaining their industry knowledge. As such, there is a need for further research into the effectiveness and experiences of hybrid educators in the technical sector. "Hybrid educator" is the name, I will refer to in my research with the ICT sector as focus. This topic is of great relevance to policymakers, educators, and industry professionals alike, as they seek to ensure that vocational education meets the needs of both students and the labor market. My research will focus on the problem of a shortage of qualified vocational teachers and experiences in the industry and finding a solution or work out a strategy to address this problem. So, we can fill in the shortage of these hybrid educators. The ICT sector is also an **enabler** for other sectors and plays an important role in development of the country.

Working Problem Statement:

Hybrid educators, who have both industry experiences and teaching qualifications, will be more effective in improving student outcomes in technical vocational education than traditional teachers without industry experience. This is because hybrid educators are able to bring real-world expertise and industry-relevant skills into the classroom, and are better able to prepare students for the demands of the workforce. Additionally, hybrid educators may also be better equipped to bridge the gap between education and industry, as they are able to facilitate stronger partnerships between educational institutions and industry partners, leading to improved vocational education programs and increased employment opportunities for students. The shortage of qualified vocational teachers is a significant challenge for technical vocational education programs. Many educational institutions struggle to find and recruit teachers who possess the necessary qualifications and experience to effectively prepare

students for careers in technical industries. Hybrid educators, who have both industry experience and teaching qualifications, are seen as a potential solution to this problem, as they can bring real-world expertise and industry-relevant skills into the classroom. However, finding and recruiting hybrid educators presents several challenges:

- **Limited pool of candidates:** There may be a limited pool of professionals who have both the necessary industry experience and the teaching qualifications required to become hybrid educators.
- **Competitive job market:** Hybrid educators are often highly sought-after in their respective industries, which can make it difficult to convince them to transition to teaching.
- **Differences in work culture:** The culture and work environment in education can be very different from that of industry, which may deter some hybrid educators from making the switch.
- **Lack of incentives:** There may be a lack of incentives, such as competitive salaries or professional development opportunities, to attract hybrid educators to teaching.
- **Limited awareness:** Hybrid educators may not be well-known or understood by employers, educators, or the general public, which can limit the opportunities available to them and hinder efforts to recruit them.
- **Limited support:** Hybrid educators may not receive the necessary support or resources from educational institutions, such as training or mentoring, to effectively bridge the gap between education and industry.

SMART goals

Specific:	To identify and describe the necessary conditions for attracting hybrid educators to NATIN and propose effective recruitment and support strategies for hybrid educators.
Measurable:	The necessary conditions and proposed strategies will be evaluated based on their potential to attract and retain hybrid educators in teaching vocational education programs at NATIN.
Achievable:	The research will conduct a thorough literature review, interview current hybrid educators and relevant stakeholders in the ICT sector, and analyze the data to identify necessary conditions and effective strategies.
Relevant:	The shortage of qualified hybrid educators in vocational education is a critical issue for NATIN, and the proposed strategies will address this problem directly. Understanding the challenges and benefits experienced by current hybrid educators is crucial for developing effective support strategies and retaining hybrid educators at NATIN.
Time-bound:	The research will be completed within 4 months, and the findings will be presented in a report by the end of the research period.

Research Questions:

What strategies can be implemented to reduce the shortage of qualified hybrid educators from the ICT sector in teaching vocational education programs at NATIN?

- What are the necessary conditions for attracting hybrid educators to NATIN and how can NATIN effectively recruit and support hybrid educators?
- What are the challenges and benefits experienced by current hybrid educators teaching at NATIN?
- What can the role of the ICT-Association or ICT sector be in the strategy to reduce the shortage of qualified hybrid educators at NATIN?

Methodology:

Based on the research questions i have formulated, a mixed-methods research design should be appropriate.

1. Literature review of current strategies to reduce shortage of hybrid educators in the ICT sector
This design combines both qualitative and quantitative data collection and analysis methods.
2. Qualitative methods such as interviews and focus groups could be used to gather in-depth insights and perspectives from current hybrid educators and other stakeholders.
 - Interviews: Hybrid educators, ICT-AS & Bureau of vocational education director
 - Small focus groups ICT sector: ICT-AS
 - Small focus groups NATIN-ICT: Educators
 - Case study
3. Quantitative methods such as surveys will be used to collect numerical data on the shortage of qualified hybrid educators, the number of graduates in relevant fields, and other relevant metrics.
 - Survey ICT sector ICT-AS
 - Survey Hybrid educators & Bureau of vocational education director

By combining both qualitative and quantitative methods, I will gain a more comprehensive understanding of the shortage of qualified hybrid educators and develop more effective strategies to address this issue.

Logic model				
Invest	Activities	Participation	Short-Term	Long-Term
Funding for research Access to NATIN and current hybrid educators Researcher with relevant expertise	Conduct literature review of current strategies to reduce shortage of hybrid educators in the ICT sector. Conduct qualitative research, including interviews and focus groups, to identify necessary conditions for attracting and supporting hybrid educators at NATIN. Analyze data to identify challenges and benefits experienced by current hybrid educators at NATIN. Identify potential roles for the ICT-Association or ICT sector in the strategy.	Research report detailing findings and recommendations. Presentation of research findings to NATIN administration and other stakeholders. Focusgroup ICT-AS Focusgroup NATIN ICT	Increased understanding of necessary conditions for attracting and supporting hybrid educators at NATIN. Identification of effective strategies to reduce shortage of hybrid educators in the ICT sector. Increased collaboration between NATIN and the ICT sector.	Increased number of qualified hybrid educators in the ICT sector teaching at NATIN. Improved quality of vocational education programs at NATIN. Increased opportunities for students to gain skills and knowledge relevant to the ICT sector, leading to improved job prospects and economic growth national and in the region.

Outline:

I. Introduction	A. Background and context B. Problem statement C. Research questions D. Significance and rationale
II. Literature review	A. Overview of vocational education and teacher training B. Industry experience and its importance for vocational teachers C. Challenges faced in finding qualified vocational teachers with industry experience D. Previous research and studies on the topic
III. Methodology	A. Research design B. Participants and sampling C. Data collection methods (interviews and needs assessment) D. Data analysis techniques
IV. Results and findings	A. Analysis of interview data B. Identification of patterns and themes C. Summary of needs assessment results D. Discussion of key findings
V. Conclusion and recommendations	A. Implications of findings for policy and practice B. Limitations of the study and areas for future research C. Conclusion and summary of key points

Timeline and Milestones:

1. Preparation and planning (20 may – 31 may)
 - Review literature and develop research questions
 - Determine sampling and data collection methods
2. Recruitment and participant selection (1 june – 24 june)
 - Identify and contact potential participants
 - Confirm participation and schedule interviews
3. Data collection (24 june – 30 june)
 - Conduct interviews
 - Administer needs assessment survey
4. Data analysis (1 july – 14 july)
 - Transcribe and code interview data
 - Analyze needs assessment results
5. Results and findings (14 july – 31 july)
 - Synthesize and summarize key findings
 - Develop recommendations for policy and practice
6. Writing and revisions (1 august – 30 august)
 - Write draft of report
 - Revise and edit report based on feedback
7. Final report (31 august)
 - Submit final report to stakeholders

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