

A Study on the Internal Validity of Korean Medicine Education Evaluation and Accreditation

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<Abstract>

This study intends to examine the indicators of Korean medicine education that are directly required in the field, in the process of developing and rationalizing the second cycle of evaluation and accreditation standards for the Colleges of Korean medicine and present indicators to the Korean medicine education community. To this end, we conducted the Delphi survey on six Korean medicine education experts, and the second cycle evaluation and accreditation standards were developed after verifying the validity of the contents and through a public hearing on three experts. Based on the research results of this study, we make the following suggestions: First, the support of Korean medical education institutions should be considered. The Korean medical education institution operates the Korean medicine hospital under each institution's name. Thus, criteria for evaluation shall be considered according to the number of beds and the support of schools. Second, for the second cycle of evaluation, all six members of the evaluation committee were professors of Korean medicine; however, in the future, each group of the evaluation committee needs to be composed of an external curriculum and evaluation experts to seek the evaluation focusing on education. Third, it is necessary to include curriculum and evaluation experts in the development stage of education programs and institutional evaluation and accreditation standards. Fourth, the experts of the curriculum should be included as the members of the curriculum development team of the College of Korean Medicine.

This study is meaningful as a study to improve the quality of Korean medicine education.

Keywords: Korean medicine education, evaluation and accreditation, and internal validity

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I . Introduction

More than 20 years after introducing evaluation and accreditation of medical education, evaluation and accreditation was carried out in terms of quality management of education in Korean medicine, Korea's traditional medicine.

In Korea, Ahn, K. S. (2003) conducted a study on the improvement of the quality of education at the Institute of Korean Medicine Education and Evaluation (IKMEE), and the inaugural meeting of the Korea Institute of Korean Medicine Education was held in 2004. As a result, the establishment and standards of evaluation and accreditation regulations were developed in 2009. The first cycle of evaluation and accreditation of the colleges of Korean medicine began in 2010, starting with the evaluation and accreditation of Busan National University's Graduate School of Korean Medicine. In 2016, the IKMEE was designated as an accredited institution by the Ministry of Education, raising a new alarm for Korean medicine education. In addition, it faced the necessity to develop the second cycle of evaluation and accreditation standards for the colleges of Korean medicine.

This study was conducted in consideration of the validity of the second cycle of the evaluation and accreditation criteria of the Korean Medicine College, which consists of professors of the Korean Medicine University and the field. In addition, it is intended to examine what indicators of Korean medicine education are directly required to process the validity and to present indicators to the academic community of Korean medicine education.

II. Theoretical Background

1. International trends on assurance of the quality of higher education

According to the Ministry of Education, Science and Technology (2011), EU countries adopted the Sorbone Declaration (1998.5.25.) as part of European education integration and discussed ways to cooperate in higher education exchanges in Europe. The Guidelines for Assurance of the Quality of Higher Education in Europe recognizes the independent autonomy of each country's higher education and quality assurance institutions and the essential requirements of various academic areas based on the spirit of the EUA, which

states, “The European goal of quality assurance is to enhance mutual trust and transparency within the framework that respects the understanding of various countries and the diversity of academic fields.”. On the other hand, the European Higher Education Zone Quality Assurance Guidelines, based on the principle of assuring autonomy by each quality assurance institution, values the joint statement adopted at the second Bologna process and Berlin conference in September 2003, which said, “The primary responsibility for quality assurance in higher education should be borne by the higher education institution, and at the same time, it becomes the basis for confirming the true responsibility of the education system based on national standards.” (ENQA¹⁾,2005:11-12). The Guidelines for Assurance of the Quality of Higher Education in Europe utilizes the results of a quality convergence (or integration) study published by ENQA in March 2005 to determine why the thinking and application methods of external quality assurance vary from country to country and what is restricting its convergence and accepts the main position of the Guidelines of Good Practice, 2003 proposed by the INQAAHE (International Network for Quality Assurance Agencies in Higher Education). The main contents are as shown in the following Table 1.

<Table 1> Guidelines of Good Practice, 2003

Type	Main contents
Basic principles	<ul style="list-style-type: none"> -Higher education institutions are responsible for fulfilling social needs in ensuring the quality of education -Higher education programs must always promote qualitative development and improvement for the beneficiaries -Higher education programs need to organize reliable and efficient organizations -Establish a quality assurance system and create a cultural climate within higher educational institutions -External experts on the overall quality assurance process of higher education institutions and higher education programs shall be utilized, and transparency in the quality assurance process shall be maintained -Establish procedures and processes to show that higher educational institutions are fulfilling their responsibilities for subsidized public funds, private investment, etc.

1) It adopts the <Standards and Guidelines for Quality Assurance in the European Higher Education Area(2005)>, a report from the ENQA(European Association in Higher Education), which is a prerequisite for higher education integration in Europe.

Guidelines for higher education institutions	<p style="text-align: center;">Internal quality assurance</p> <hr/> <ul style="list-style-type: none"> -Establish and disclose policies and procedures for ensuring the quality of higher education institutions -Establish an appropriate management, evaluation and accreditation system for higher education programs and conferment of degree, and periodically disclose accurate and objective qualitative and quantitative information (state the date of information provided) -Secure competent and qualified professors based on pre-open rules and consistently applied procedures. -Secure and provide learning resources necessary for learning according to the Higher Education Program -Utilize information collection and analysis results for the efficient management of visual education activities
	<p style="text-align: center;">External quality assurance</p> <hr/> <ul style="list-style-type: none"> -Prepare guidelines and consistently apply external quality assurance at the relevant agency level -Utilize external quality assurance as a process to meet internal objectives -Publish a report written in clear and easily understandable sentences for external quality assurance -Faithfully implement recommendations related to the internal and external quality assurance and periodically disclose information on the external quality assurance for follow-up agencies or programs -Draft analysis and summary report on the evaluation and accreditation result report provided by the organization in charge of external quality assurance
Guidelines for external quality assurance agencies	<hr/> <ul style="list-style-type: none"> -Prove the efficiency of utilizing external quality assurance procedures for alternative higher education -It shall be recognized by the European Higher Education Zone as a certified organization responsible for external quality assurance: An external quality assurance agency shall be established in accordance with the laws of the relevant country and shall operate within the scope of the authority prescribed by the Act -The external quality assurance agency shall promote external quality assurance activities for institutions or programs in accordance with the prescribed regulations -Secure human resources and financial resources -Maintain organizations that can promote external quality assurance activities in an effective and efficient manner -Secure and maintain independence from higher education institutions, government, and other stakeholders -Conduct pre-development and public announcement of the activities, such as the clear purpose of the internal and external quality assurance activities, process and procedures for assuring the target set quality, and reference criteria -Conduct external evaluation by major items of quality assurance and self-evaluation or pre-announcement of corresponding procedures by a group of experts and confirmation by on-site visits -Publish a report that includes key comments, recommendations, and other official views -Establish procedures for accountable external quality assurance activities, such as follow-up measures to the implementation of recommendations related to the results of external quality assurance activities

After reviewing the current international status of the evaluation and accreditation system, the international status of the establishment of the institutional evaluation and accreditation system has been confirmed as a global phenomenon except Africa. International trends in academic (program) evaluation and accreditation vary depending on the academic field, but in the process of signing the WTO/FTA Agreement, evaluation and accreditation are gradually spreading as the demand for the promotion of manpower exchanges through the opening of the higher education market and mutual recognition of professional certificates and licenses is increasing, and the demand for assuring the quality of education is also increasing. The readjustment of Korea's higher education quality assurance system reflects changes in the environment such as the adoption of international norms for assuring the quality of higher education, the opening of the higher education market, and the mutual recognition of professional certificates and licenses. In Korea, strengthening the competitiveness of higher education is a national topic in the era of the reduction of admission resources, and the active acceptance of changes in the environment that are inevitably linked to the establishment of survival strategies of individual universities, which will lead to the assurance of the quality of higher education in Asia.

In addition, the purpose of the evaluation and accreditation of academic fields (programs) shall focus on the quality assurance and improvement of education by establishing a performance-based accreditation system for each academic field of university education. The purpose of establishing a performance-based accreditation system should be specialized in performance-based evaluation, to ensure the international use of accreditation results, and to enhance the accountability of the evaluation and accreditation institution. In order to establish such a accreditation system, it is necessary to redefine the purpose of accreditation centered on learning performance, and to enhance expertise for effective evaluation and accreditation, while the evaluation and accreditation institution shall secure trust and support from organizations related to the relevant academic field, and shall not issue indiscriminate accreditation. By establishing such a basic evaluation and accreditation system, the foundation for improving the quality of university education and international mutual recognition will be secured. To this end, we established the following strategies while establishing a performance-based accreditation system.

First, specialized strategies for evaluation and accreditation should be implemented, such as establishing evaluation objectives and policies, developing standards, procedures and

methods, and strengthening the education of evaluation committee members.

Secondly, the international strategy of evaluation and accreditation should be pursued by fostering international-level academic evaluation and accreditation agencies and inducing expansion of international networking.

Third, it is necessary to implement strategies to enhance the accountability of evaluation and accreditation institutions, such as securing support and recognition from related agencies and organizations, establishing authority through government recognition, and securing the effectiveness of evaluation and accreditation results.

The academic fields that are accredited by the medical field program evaluation and accreditation may set the priority and short- and long-term promotion strategies based on the social necessity of learning outcomes-oriented evaluation and accreditation, evaluation in preparation for the globalization of the career, the need to secure international applicability of accreditation, voluntary evaluation in the academic field, and need to enhance accountability of accreditation institutions for the establishment of the accreditation system.

Considering this, the fields subject to evaluation and recognition such as medicine field (medical, nursing, pharmacy, dentistry, Korean medicine, veterinary medicine) and engineering and architecture, management, trade, and other academic fields are gradually expanded in consideration of social needs and international trends.

2. Evaluation and accreditation of Korean medicine education

The Institute of Korean Medicine Education and Evaluation(IKMEE)(2018) stated, “The purpose of the evaluation and accreditation of Korean medicine education is to establish and present the minimum standards for the curriculum, educational conditions, and educational activities of Korean medicine educational institutions in order to enhance the social responsibility to foster high-quality Korean medical personnel and to improve the quality of Korean medicine education, and to encourage and support Korean medical educational institutions to improve their educational conditions and educational programs“ (IKMEE, 2018). The IKMEE is an institution for evaluation and certification of Korean medicine education that evaluates Korean medicine education programs to foster Korean medicine doctors at an international level, such as establishing an autonomous quality management system to improve the quality of Korean medicine education and providing

reliable information on Korean medicine education programs, and certifies Korean medicine education institutions. The expected effect of evaluation and accreditation of Korean medicine education is as follows.

First, the College of Korean Medicine (undergraduate and graduate school) can establish a system to encourage all members to voluntarily participate in the evaluation process through evaluation and accreditation, to provide a basis for continuously improving the problems they face in the inspections, and to establish a system to produce competent Korean medicine doctors trusted by the public.

Second, it can ultimately secure national health by providing information on assuring the quality of higher education, securing the choice of education for higher education, and operating a stable system for acquiring trust in higher education and providing high-quality Korean medical services.

Third, by having a system that can objectively verify the curriculum of Korean medical personnel flowing into Korea from overseas, it can secure differentiation from foreign Korean medical schools such as China.

The evaluation and accreditation system of Korean medicine education sets standards for accreditation, conditional accreditation, temporary accreditation, and non-accreditation.

The relevant regulations were established based on the requirements of the evaluation and accreditation institution and the evaluation and accreditation operation organization and procedures set forth in the Higher Education Act (Amendment on December 22, 2015) and the Enforcement Decree of the same Act and the relevant regulations, and the IKMEE carried out the evaluation and accreditation of Korean medicine education as a recognized institution designated by the Ministry of Education, and the evaluation and accreditation procedures and results became legally effective. In this study, we would like to discuss the evaluation and accreditation criteria of the Korean Medical School and the internal validity of the rubric in order to clearly establish the third cycle of the Korean Medicine Education Evaluation and Accreditation Standards.

3. Rubric as an effectiveness tool for assessment of curriculum

Rubric is a term derived from the Latin word “ruber” meaning “red”, which comes from the use of a legal explanation in red by an institution related to law or precedent. In

etymology, rubric means a process of judging a situation fairly based on law (Wiggins, 1995). The term rubric used in pedagogy is used as “a tool for listing, grading and scoring works made by students through one task or activity.” (Goodrich, 1996).

Rubric is an evaluation tool that classifies important components that learners should have by category and is an evaluation tool designed for both evaluators and learners to perform and evaluate tasks or projects based on them. Lee (2008) explains that rubric objectively describes undefined terms, making it very easy to understand the grading process for teachers, students, and parents.

Therefore, since rubric presents the evaluation criteria clearly and objectively, it has the advantage that the evaluator can exclude subjective judgment to intervene in the evaluation process, and learners can accurately recognize the outcome the evaluator expect from the task or project so that they can make their own efforts to reach the best goal and level that the curriculum intended (Lee, 2008).

The basic factors to be included in rubric are: first, the description of the dimension, second, the scale of values that evaluate each area, and third, specific indicators for each level. Rubric's scoring scale can be divided into a mathematical scale quantitatively representing the performance using a Rickert scale and a qualitative scale describing the various learning levels of a particular activity in an equation, usually using a mixture of two measures (Erickson, 1995; Noh, 2008: 32).

Also, if you look at the type of rubric, in general, it can be divided into total rubric, analytical rubric, specific task rubric, and general rubric. First, depending on whether there is one or more scale for evaluation, it is divided into total and analytical fabric. Total rubric refers to a rubric with a single scale. It is a method of simply evaluating the results of the learner's performance as a whole without classifying them in detail as sub-items. Therefore, when the response of a large group of learners needs to be evaluated quickly, when the scoring speed is more important, it is mainly used for simple results or performance results (Noh, 2008).

Analytical rubric refers to a rubric with more than two scales. The learner's results or performance are divided into two or more sub-items and scores are given independently for each sub-item. Because of this, different characteristics of learners can get different scores. Analytical rubric is used when the quality of evaluation is more important than the speed of evaluation when giving specific and detailed information to students, parents, and

teachers on the strengths and weaknesses of performance (Lee, 2008).

III. Research Method

This study verified the validity of the items and contents through a Delphi survey and analysis of six Korean medical professors in order to secure the validity of the Second Cycle of Evaluation and Accreditation of Korean Medicine Education, which was revised and supplemented by drafting the criteria for the First Cycle of Evaluation and Accreditation of Korean Medicine Education for about three months from October 2014 to January 2015. In addition, for the contents of the Accreditation Standards Committee of the IKMEE the internal validity of the accreditation of the evaluation of Korean medicine education was secured through three experts twice, and the evaluation and accreditation standards were finally derived after a public hearing.

When developing an evaluation index using Delphi technique, the consensus evaluation method among respondents used the CVS index. Delphi technique was developed in the 1950s at the RAND Laboratory, an American think tank. The Delphi technique repeats the process of maintaining the anonymity of experts and giving feedback to other experts, leading to a more objective and stable consensus among experts (Dalkey & Helmer, 1963).

If there is a value of 1 or less when the interquartile range (IQR) five-point scale is applied, and 2 or less when the 10-point scale is applied, it is determined that an agreement has been reached among respondents. (Gracht, 2008, p56).

Interquartile Range = third percentile - first percentile

Relative Interquartile Range (RIR) determines that an appropriate agreement has been reached among respondents if the value is less than 20% (Landeta, 2006).

Relative Interquartile Range = $(3 \text{ percentile} - 1 \text{ percentile}) / \text{average} * 100$

Variance of Coefficient (English & Kernan, 1976) determines that appropriate agreement has been reached among respondents when the value below 0.5 is as follows.

Variance of Coefficient = Standard deviation/average

IV. Research Result

To secure the validity of this evaluation tool by developing the evaluation tool of the above evaluation and accreditation criteria, content validity was implemented for evaluation items, evaluation factors and evaluation scales. As a result, it appeared as shown in Table 2.

〈Table 2〉 Result of the 1st content validity analysis

Area\ Type		validity of content	Percentage of agreement (more than .75)	Percentage of acceptance (.0 ~ .5)
I .Operating system	Evaluation item	0.6	0.43	0.17
	Evaluation factor	0.68	0.47	0.18
	Evaluation standard	0.55	0.05	0.26
II .Education	Evaluation item	0.85	0.81	0.08
	Evaluation factor	0.89	0.55	0.2
	Evaluation standard	0.85	0.59	0.18
III .Professor	Evaluation item	0.87	0.82	0.08
	Evaluation factor	0.8	0.8	0.08
	Evaluation standard	0.9	0.87	0.06
IV . Student	Evaluation item	0.94	0.82	0.085
	Evaluation factor	0.96	0.83	0.08
	Evaluation standard	0.93	0.82	0.085
V . Facilities and Utilities	Evaluation item	0.78	0.86	0.055
	Evaluation factor	0.89	0.82	0.08
	Evaluation standard	0.84	0.8	0.085

Accordingly, according to the results of the first validity, the evaluation items, evaluation factors, and evaluation scales of the first area, the program operating system, were analyzed to have low validity and agreement. Accordingly, in order to secure the validity of the first area, the second validity was analyzed for each sub-area, and the content validity of the items with low validity, the evaluation factors and the evaluation scale were revised to obtain an agreement, and the validity was secured. In addition, the IKMEE held public hearings and briefing sessions for related institutions for the two-cycle evaluation and accreditation in the future to secure external validity with related institutions in the Korean medical field, and revised and published it based on this. The derived evaluation and

accreditation criteria for the second cycle are as shown in Table 3.

〈Table 3〉 Evaluation and accreditation standard of the second cycle of IKMEE(2018, p34-38)

Area	Type	Accreditation standard
I.Operation system	1.1.1. effort to quality control for evaluation and accreditation	The College of Korean Medicine reflects the requests for improvement and recommendations received from the results of the previous evaluation and accreditation in the operation of educational programs and continues to make efforts for improvement.
	1.2.1. set educational goal	The College of Korean Medicine sets clear educational goals to achieve vision and educational purposes, and uses educational goals as an indicator of educational practice.
	1.3.1. establish improvement plan and operation	The College of Korean Medicine establishes a mid- to long-term development plan that is feasible based on the analysis of the needs of university members and reflects the results in the operation of the university through evaluation of performance.
	1.4.1. organization and management	The College of Korean Medicine has to compose and divide duties of the university's administrative organization to carry out educational purposes, and make decision-making procedures systematically.
	1.5.1. secure finance for KM education program	The College of Korean Medicine secures a stable finance necessary for education and operation to achieve educational goals, and reasonably organizes, distributes, and executes the budget in a transparent manner by reflecting the opinions of members of the College of Korean Medicine when establishing a financial operation plan.
II.Education	2.1.1. criteria of education performance	The College of Korean Medicine has detailed standards that specify the scope and level of competence that graduates can perform.
	2.2.1. composition of education course	The College of Korean Medicine systematically organizes a curriculum that conforms to the competency-oriented medical education program.
	2.2.2. basic education	The curriculum includes basic Korean medicine, medical life science, and medical ethics based on the achievement of educational achievements, and is properly operated.
	2.2.3. clinical education	Clinical Korean medicine learning capabilities for achieving educational performance are included in the curriculum and are properly operated.
	2.2.4. improvement system of education course	The College of Korean Medicine regularly evaluates the organization and operation of curricula for achieving educational goals and endeavors to continuously improve quality.
	2.3.1 evaluate capability and quality	In order to achieve educational results, the ability and eligibility of prospective graduates are assessed and the results

	control for graduate	are feedbacked to improve quality management and curriculum.
III. Profess or	3.1.1. validity of full-time professor	It properly secures full-time professors of basic education and clinical education and is properly organized.
	3.1.2. professionalism of part-time professor	Utilizing part-time professors and the subjects of teaching in charge should be appropriate.
	3.2.1. support train program for professor and participation	The College of Korean Medicine regularly provides various teaching training and opportunities for professors to participate in education to develop their educational and medical skills.
	3.2.2. support education, research and academic activity	The College of Korean Medicine has an administrative and financial support system for professors' research and academic activities and supports research activities.
	3.2.3. evaluate performance	The College of Korean Medicine is making steady achievements in education, research and volunteer activities to improve the quality of Korean medicine education programs, and has a system that evaluates and manages the achievements of full-time faculty members, and the results based on the evaluation criteria are reflected in the personnel of full-time professors.
IV. Student	4.1.1. student guidance system	The College of Korean Medicine has an appropriate guidance system for students and operates it efficiently for the development of students' learning, living, and vocational expertise.
	4.1.2. management of underachiever	The College of Korean Medicine continues to guide students with low academic performance.
	4.2.1. scholarship	The College of Korean Medicine has secured student scholarships above the appropriate level in accordance with the scholarship payment regulations and provides them fairly.
	4.2.2. welfare for student	The College of Korean Medicine operates appropriate convenience facilities and a health and safety management system for the welfare of students.
	4.3.1. guidance and development of career	The College of Korean Medicine tries to guide students' diverse careers and develop their careers.
	4.3.2. management and guidance for national examination	Efforts are being made to improve the passing rate of the national examination through the analysis of the results of the national examination of Korean medicine doctors and the management of the dropouts.
V. Facilities Utilities	5.1.1. facilities and utilities for basic education	The College of Korean Medicine is equipped with sufficient basic educational facilities in line with the curriculum, and efficiently manages, maintains, and operates them.
	5.1.2. facilities and utilities for research	The College of Korean Medicine has sufficient facilities and utilities to support education and research, and manages, maintains and operates them efficiently.
	5.2.1. facilities and utilities for clinical training	It has a university-affiliated educational hospital for clinical practice education and has appropriate facilities for student education in the hospital.

V. Conclusion and Suggestion

This thesis is designed to encourage the health of the people who benefit from domestic Korean medicine and Korean medicine by improving the quality of domestic Korean medicine education by examining the internal validity of the evaluation area, factors, and accreditation criteria of Korean medicine education.

The internal validity of this thesis is for the second cycle of the Korean Medicine Education Evaluation and Accreditation, and its validity has been secured through the revision and supplementation of the evaluation criteria that have undergone internal validity and public hearings. Considering this as the early stage of the evaluation and accreditation, when the institution performing the evaluation and accreditation of the IKMEE is evaluated by the Ministry of Education, the development of the evaluation criteria is the result of the efforts that reflect the opinions of the faculty of each university in consideration of the quality of Korean medicine education and the situation of the educational institution. The development of the third cycle evaluation basis for improving the quality of Korean medicine education should be based on second cycle research to develop more valid tools. For this purpose, we provide the following suggestions:

First, the support of Korean medical education institutions should be considered. The Korean medical education institution operates the Korean medicine hospital under each institution's name. Thus, criteria for evaluation shall be considered according to the number of beds and the support of schools.

Second, for the second cycle of evaluation, all six members of the evaluation committee were professors of Korean medicine; however, in the future, each group of the evaluation committee needs to be composed of an external curriculum and evaluation experts to seek the evaluation focusing on education.

Third, it is necessary to include curriculum and evaluation experts in the development stage of education programs and institutional evaluation and accreditation standards.

Fourth, the experts of the curriculum should be included as the members of the curriculum development team of the College of Korean Medicine. It is necessary to organize the curriculum with experts in Korean medicine, including experts in the curriculum other than the faculty of Korean medicine who are well aware of the situation at the College of Korean Medicine. The curriculum should be developed through a clear

process, which consists of both education consumers and stakeholders, as well as relevant experts and curriculum experts through internal and external environmental analysis. The College of Korean Medicine needs to provide an appropriate curriculum in the curriculum development stage.

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【Abstract】

한의학교육평가인증 내적타당화에 대한 고찰

이형주 (호서대학교)

본 연구는 제2주기 한의과대학 평가인증기준을 개발하여 타당화하는 과정에서 현장에서 직접적으로 요구되는 한의학교육의 지표는 무엇인지 고찰하고, 한의학교육계에 지표를 제시하고자 하였다. 이를 위하여 6인의 한의과대학 교육전문가를 대상으로 델파이 조사를 수행하였으며, 전문가 3인에게 내용타당도 검증 및 공청회를 거쳐 제2주기 평가인증기준을 개발하였다. 본 연구의 연구결과를 바탕으로 다음의 제언을 둔다. 첫째, 한의학교육기관의 지원을 고려해야 한다. 한의학교육기관은 각 기관 명의 한방병원을 운영하고 있다. 병상 수와 학교의 지원을 고려하여 평가준거를 고려해야 한다. 둘째, 2주기 평가 당시 평가위원은 6인 모두 한의학과 교수를 대상으로 이루어졌으나, 향후 평가위원의 한 모듈당 1인은 외부 교육과정 및 평가전문가로 구성하여 교육에 초점을 둔 평가를 모색할 필요가 있다. 셋째, 교육프로그램 및 기관 평가인증기준을 개발 단계부터 교육과정 및 평가전문가 포함될 필요가 있다. 넷째, 한의학대학 교육과정 개발진으로 교육과정 전문가가 포함되어 구성되어야 한다.

본 연구는 한의학교육의 질적 향상을 위한 연구로서 그 의의가 있다.

주제어: 한의학교육, 평가인증, 내적타당화