

Chapter 19

Developing Professional Knowledge and Confidence in Higher Education

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ABSTRACT

The purpose of this paper is to determine the effectiveness of using multiple choice tests in subjects related to the administration and business management. To this end the authors used a multiple-choice test with specific questions to verify the extent of knowledge gained and the confidence and trust in the answers. The analysis made, conducted by tests given out to a group of 200 students, has been implemented in one subject related with investment analysis and has measured the level of knowledge gained and the degree of trust and security in the responses at two different times of the business administration and management course. Measurements were taken into account at different levels of difficulty in the questions asked and the time spent by students to complete the test. Results confirm that students are generally able to obtain more knowledge along the way and get increases in the degree of trust and confidence. It is estimated that improvement in skills learned is viewed favourably by businesses and are important for job placement. Finally, the authors proceed to analyze a multi-choice test using a combination of knowledge and confidence levels.

INTRODUCTION

The number of students attending higher education institutions has more than doubled in Europe during the last twenty-five years. The resulting flow of graduates on the labour market may justify

the doubts expressed about these young people's career prospects, given the present economic and social trends (Guégnard, 2008). One of the central issues in higher learning today is the certification of knowledge by universities. In addition to the core mission of knowledge production and transmission, the University must respond to changing education and training needs occasioned by the

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knowledge economy and society, among which are: increased scientific and technical education, and the need for cross-curricular competencies and lifelong learning opportunities (Rodríguez, 2005).

This paper aims to deepen the study of the concept and measurement of knowledge, especially in this type of knowledge that is acquired in order to get more training. This training usually takes place by definition in professional training schools.

Technical or professional knowledge is acquired through different means and is not an objective of this study to determine the sources through which knowledge can be transmitted to facilitate learning. The aim of this work is to test a system to assess the specific knowledge to be transmitted to achieve a minimum requirement, while at the same time introduce a system of quality assessment, based on the concept of confidence of knowledge. In this sense, test an evaluation system to determine the degree of utilization of a subject related to investment analysis in accordance with the two parameters mentioned, such the level of knowledge gained in a particular field and the level expressed confidence about the answers.

It is important to note that despite the efforts made so far, has not yet been possible to find a comprehensive and effective system that allows students to assess themselves at the beginning and end of a training process so that measurable manner can be shown the progress achieved in each of the aspects evaluated. This could be one of the possible outcomes of this project as well its contrasting by the faculty at the university level.

Definition and Assessment of Knowledge

We start from the classical definition of knowledge as justified true belief. Usually talking about a real and true answer is difficult and complex. So, it has replaced the concept of true by “right” somehow to suggest that such knowledge is recognized

among the group that is grouped so it is ready to establishing rules on a particular subject area.

The term professional is used here according with *the International Standard classification of occupations (ISCO)*: “Professionals increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about the foregoing in a systematic manner, or engage in any combination of these three activities”.

Regarding to Finance and Administration, Department managers plan, direct and coordinate the internal administration or financial operations of the enterprise or organization, under the broad guidance of the directors and chief executives, and in consultation with managers of other departments or sections.

Concerning the knowledge, we have a phenomenal challenge as is to establish the rules by which we must reward certain kinds of knowledge and penalize others, taking into account the two parameters previously expressed: the level of knowledge through its approximation to the correct answer and the confidence level showed. However, it is necessary to emphasize that not all knowledge is valuable to the company, but that kind of knowledge called critical or crucial. Crucial knowledge is knowledge (explicit or tacit) that is essential for decision-making processes and for the progress of support and value-adding processes (Grundstein, 2009)

To be useful to a person, the knowledge must not only be acquired, but also retained or remembered (Hunt, 2003). In professional life there are many occasions when it is necessary to demonstrate not only that they have some knowledge but it is necessary to implement them, share them with others, colleagues, subordinates, bosses, etc. ..., Elements as interaction, cooperation, credibility, confidence and commitment are recognized in the literature as elements that strengthen the relationship between the organization and consumers, making them more stable with

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