



Assessment of the Intellectual Capital of Teacher in Inclusive Education

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Abstract

This article is devoted to the assessment of intellectual capital of a teacher in the system of inclusive education. It is indisputable that at present there is no unanimous opinion regarding the approaches to evaluate and the methods used to assess intellectual capital. Based on the review of methods for the evaluation of intellectual capital, methods used often are presented in the context of modernity.

The authors have developed a comprehensive assessment of the intellectual capital of a teacher in an educational organization of higher education. The stages of such an assessment are considered in detail: Stage 0 - goals and objectives of the assessment, Stage 1 - teacher's self-assessment, Stage 2 - experts' assessment, Stage 3 - customers and consumers assessment; Stage 4 - the results of a comprehensive assessment and recommendations.

There are many reasons for assessing the intellectual capital of a teacher, one of the main reasons is the constant improvement of the quality of education, which is directly related to modern requirements: expanding the range of educational services and accessibility of education for all (inclusive education).

Keywords: inclusive education, intellectual capital; intellectual capital valuations; teacher of educational organization of higher education.

1. Introduction

In recent years, close attention is paid to the issues of studying the increase in share of human mental functions in production, to the intellectualization of labor (the process of continuous enrichment of knowledge, the formation of intellectually significant experience and the use of intellectual abilities). In this connection, the interest in such a concept as "intellectual capital" is constantly "growing".

Currently, education is recognized as one of the main conditions for the intellectualization of labor. Therefore, the content and evaluation of teacher's intellectual capital is also important, namely: what he owns, what he can do and will (what knowledge, abilities and skills) are currently being transferred to students (what are the fundamentals of intellectual capital for future professional activities?), and in the future - what kind of intellectual capital professional workers will have.

In connection with a wide range of opinions regarding the concept under consideration, an attempt was made to give the author's definition [1, p. 90]: intellectual capital is the value of intangible

assets (knowledge, skills, skills, experience) created by intellectual work. Intellectual labor is labor, in the implementation of which the working body creating the product is the brain, the cost of mental energy prevails, the product of labor is a thought (idea) set out on paper, for transfer to others or embodied in something (on canvas, in marble, know-how, etc.). Intellectual work is largely creative [2, p. 266]

2. Research method

Currently, there is the difficulty of finding units of measurement of intellectual capital (with a large number of proposed methods for measuring it), which could accurately measure the knowledge, skills, skills of employees, etc.

The analysis of methods for evaluating intellectual capital allowed us to identify the most used methods in modern conditions (Table 1). It is believed that now the most complete is the classification of methods for the evaluation of intangible assets proposed by K.-E. Sweiby This is, in fact, a classification refined on the basis of the classification of D. Luty and m. Williams, in which forty-two methods are proposed, divided into four types (groups) [3-7].

Table 1: Methods for evaluating intellectual capital

The name of the assessment method	Date of development	Author / supporter of the method	Note
Tobin coefficient	1950s-60s	American economist James Tobin	The ratio of the market value of the object to the cost of its replacement.
Intangible asset monitor	1994	Swedish economist	The method of measuring intangible assets of an organization in the form of a matrix in which for each component of intellectual capital - individual competence (qualification), internal and external structure - four types of indicators are defined: growth, innovation / renewal, efficiency, risk / stability.
The method of correlation	1997	Karl-Erik Sweibe	It is defined as the difference between the market and book value of the

of market and book value of the organization			organization.
Intellectual capital audit	1996	Annie Brookings, high-tech market entry expert (England)	The methodology consists of questions covering the four main components of intellectual capital (market, intellectual, human, and infrastructure assets). The fewer positive answers, the lower the level of intellectual capital.
Balanced Scorecard Method	1990	American Economists Robert S. Kaplan and David P. Norton	Indicators are evaluated on four components: financial, client component, component of internal processes and training and development (career growth) of staff.
Intellectual capital index	1997	Goran Roos Business and Management Specialist and Innovation and Production Expert Johan Roos (Sweden)	The approach combines all individual (individual) indicators on the main areas of analysis of intellectual capital (capital index of relations, human capital index, infrastructure index and innovation capital index) into one index. Index changes are associated with changes in the organization's market valuation.
Intellectual Value Added Ratio	1997	Economist Ante Pulik (Pulich) (Croatia, Austria)	Determines the effectiveness of the use of the three main types of organization's resources, namely: the added value of physical capital, the added value of human capital and the added value of structural capital. Their sum is the value of the intellectual value added coefficient. The larger this indicator, the higher the estimated potential of the organization, its ability to create added value.

3. Results and analysis

At the moment, there are few developments on the assessment of the intellectual capital of an individual employee of the organization, as well as on the assessment of the intellectual capital of a teacher in an educational organization of higher education. Basically, in various works, the assessment of intellectual capital of the entire organization is considered, in the aggregate of all its employees. It may be noted that there are studies that are devoted to the assessment of individual intellectual capital from a psychological point of view (the intellectual capital of perception, thinking, emotional, creative, socio-cultural and economic intellectual capital is estimated).

Stages of comprehensive assessment of intellectual capital of a teacher: goals and objectives of assessment, teacher's self-assessment, expert assessment, consumer and customer evaluation of educational services, integrated assessment results, recommendations.

Each stage of a comprehensive assessment, except for zero, is divided into sub-steps. Consider them in more detail.

Stage 0. Goals and objectives of the assessment:

- determine the level of satisfaction with intellectual capital;
- improve the system of motivation for intellectual work;
- determine the direction of further development of the intellectual capital of teachers, etc.

Stage 1. Evaluation of the teacher of his intellectual capital (self-esteem). Sub-steps:

- assessment of acquired knowledge, skills, abilities (what knowledge, skills and abilities did I acquire during the estimated period of time? For example, when I learned new disciplines, underwent training in advanced training courses, developing teaching and methodical complexes, conducting classes with students, etc. ; It is recommended to divide it precisely into knowledge and skills in order to more clearly state each item, which will facilitate more detailed analysis;
- Comparison on the principle "was - became" or "before and after" (here it is necessary to specify in each section what has changed, for example, before training in advanced training courses and after: what did they give me, what did I get out of it?); The first two sub-steps can be combined into one if necessary. Comparison is very important for educational activities. Even if you have expanded your knowledge a little, you have learned an interesting example that you can use in your work - this is already an acquisition for your intellectual capital.
- results or forecasting: how it will be useful to me in my work, how will I use it in the future? (you should definitely consider this item).

Further, the teacher on the basis of self-assessment determines promising areas for further work on the replenishment, development of his intellectual capital. The directions of development of intellectual capital of a teacher based on self-assessment are presented in the form of a three-dimensional matrix, since this activity involves parallel and simultaneous decision making.

It is necessary to clarify some points indicated in the matrix. In the direction of modernization of knowledge and skills, it is indicated that it is possible to modernize knowledge. This knowledge is not completely outdated, but scientific and technical progress does not stand still, it is constantly evolving, it is necessary to update your knowledge and skills accordingly. Students often say that some teachers give them outdated knowledge, which is nowhere and never useful to them in their future life and in their work (for example, they are taught to use old software that is no longer available and nobody uses it in modern companies).

Stage 2 Expert review. It involves the evaluation of various experts:

- colleagues (teachers working together with the teacher being assessed);
- representatives of the administration of the educational organization;
- invited persons (teachers from other educational organizations, etc.).

The assessment is carried out by studying the content of scientific and educational-methodical publications of the teacher, scientific-methodical complexes developed by the teacher, attending open classes, conversations with students, teacher's colleagues and the teacher himself, viewing student works evaluated by this teacher and performed under his supervision (quality the content of term papers, final qualifying works, the percentage of anti-plagiarism is established, etc.), the participation of students in scientific conferences, the competition ah, olympiads under the guidance of a teacher. Representatives of the administration can pay attention to the teacher's compliance with certain requirements: to timely advanced training, compliance with the load to the standards, etc. Accordingly, all of the above will form the sub-steps of the second stage of the teacher's intellectual capital assessment.

Stage 3 Evaluation of the teacher students. If possible, it is also possible at this stage to suggest assessing the work of the teacher to the parents of students, for example, based on viewing the electronic portfolio of their children, posted on the university website, or based on personal meetings with the teacher.

4 stage. The results of a comprehensive assessment and recommendations. All the results of evaluations of the previous stages are summarized and a conclusion is made about the level and content (content) of the intellectual capital of the teacher

being assessed (a five-point system can be used for all assessments). If necessary, recommendations are given to the evaluated teacher in the areas of development of his intellectual capital.

4. Conclusion

Summing up the above mentioned statements, it should be noted that such a concept as “intellectual capital” is very difficult to consider unambiguously and it is difficult to offer uniform methods for its evaluation due to the specific activities of different organizations. Therefore, there will continue to develop different concepts of intellectual capital and improve the methods of its evaluation.

There are many reasons for assessing the intellectual capital of a teacher, one of the main reasons is the constant improvement of the quality of education, which is directly related to modern requirements: expanding the range of educational services and accessibility of education for all (inclusive education).

In conclusion, it can also be said that ensuring a high degree of satisfaction with the quality of education and research activities of consumers, partners, and others contributes to the improvement of the entire education system as a whole.

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