

Chapter 1

Introduction

1.1 Background and Significance of the Problem

Lifelong Learning is a main concept for the significance in every country and the world. Also, it is a necessary social condition regarding the philosophy of education emphasizing the sustainable development. In the concept of Lifelong Learning, every person can always learn himself, and motivated the learning himself for all his life in order to apply in his self-development (Medel Anonuevo, 2001, p. 1). Moreover, Lifelong Learning is as a key in entering to the 21st century. According to the report titled “Learning : The Treasure Within” presented by international commission on Education for the Twenty-first Century to United Nations Educational, Scientific and Cultural Organization (UNESCO), Lifelong Learning consists of four main principles: Learn to know, Learn to do, Learn to live together, and Learn to be (Office of the Basic Education Commission of Thailand, 2000 a, explanation). Thus, many worldwide countries give precedence to an operation about Lifelong Learning (European Commission, 2002). In this case, the cabinets of Ministry of Education in 35 countries in European Union have developed the indicators of the quality of Lifelong Learning indicators. Japan has also given this precedence and established Department of Lifelong Learning Policies. The United Kingdom is the assembly on Lifelong Learning. Meanwhile, The United States of America, Canada, Australia, Korea and Japan have the development of community resources and Lifelong Learning community network so as to improve the city of learning and create the learning community. In this case, Lifelong Learning is significance and necessity of learning society which is needed in the 21st century society (Worapoj Wongkijrungrueng and Atip Jittireuk , 2011, p. 16). In order to prepare the increasing changes in this information age or globalization, James Bellance, the director of Illinois Cooperation for 21st century skills, also gives precedence in supporting learners in 21st century. In this cooperation, the main principle

is “Learning is not to prepare students for examination, but for Lifelong Learning” which relates to the educational concept of 21st century. Because of the concept of 21st century skills which gives priority and is necessary for learners, a new paradigm of Thai education should be adjusted in order to improve learners in seeking knowledge of Lifelong Learning. Moreover, this certainly depends on the individual context and what they already have: all the time learning skills, lifetime and continuous self-improvement (Worapoj Wongkijrungrueng and Atip Jittireuk, 2011, p. 11). From this aspect, Lifelong Learning is important and necessary so much that learners should be enhanced this concept of learning. Moreover, Thai educational administrative agencies should give priority over Lifelong Learning and press how Lifelong Learning skills are useful. Hence, Lifelong Learning was applied in The National Economic and Social Development Plan to improve Thai society as learning society and a continual individual development. The eighth of National Research Council of Thailand (2012-2016), the first research strategy is for supporting Lifelong Learning system. More importantly, the educational administrative agencies gave significance of Lifelong Learning and reformed Thai education for the second decade (2008-2018) which had a vision “Thai people can learn Lifelong Learning with quality,” which is a significant ideology of educational provision of Lifelong Learning. Besides, as joining the ASEAN economic community, Thailand determines the strategies of the quality of Lifelong Learning and National Education Act of B.E. 2542 (1999) (2000, p.8-18) which presents the principle of Lifelong Learning for Thai society. In Amendments (Second National Education Act) (2012-2016), the framework of educational development was cooperated education and other developments with Lifelong Learning, so educating Thai people with Lifelong Learning was provided. Furthermore, the strategy of Lifelong Learning and the way to apply nine strategies are specified in a practical way (Office of the National Education Commission, 2000, p.5). Thus, Lifelong Learning is a necessary factor in a quality of education. Another example is Office for National Education Standards and Quality Assessment (Public Organization) which specifies the third indicator in the indicators of the third standard of external quality assurance as learners can seek knowledge and learn continuously, relates to Basic Education Standard B.E. 2011, which ministry of Education emphasizing the quality of learners, supports the students’ skills of seeking knowledge, love learning and continuously improving oneself

(Office for National Education Standards and Quality Assessment (Public Organization, 2012, p. 96).

This is to say, the national development and the quality of educational development as a concept mentioned are the importance and necessity of supporting Lifelong Learning skills for all Thai people. Since a person having Lifelong Learning skills can continuously develop himself and always follows the academic changes. For this reason, those people can enhance their omniscience, understand changes, and apply their knowledge to their lives. In current issues and Lifelong Learning problems, it found out that Thai education has emphasized rote learning and this reduces learners' mind gap in imaginative skills. Consequently, Thai learners have not been happy, and worried about the examination instead of focusing on Lifelong Learning skills. Finally, Thai learners will become a loss of Lifelong Learning skills. According to a survey conducted by National Statistical Office, a number of Thais spends less time reading and this continuously reflects the crisis of Thais' yearning to gain knowledge. When Thai children have low characteristics of seeking knowledge, they definitely get their low learning achievement, gradually become underdeveloped, lack being wise, have a difficulty in adapting themselves to the changing world, and finally make trouble to society (Ministry of Education, 2010, p. 3-5). Therefore, people who can survive in a society need to have both knowledge and Lifelong Learning skills, which help support their quality of life. To solve these problems and to improve Lifelong Learning skills, a new learning concept needs to be created for educating and teachers can be a crucial role in teaching. Also, students can learn how to gain knowledge more than a number of contents. When students know and continually learn this way, they can improve their learning skills and apply those for their future lives.

According to a study of current educational issues and roles of teachers in advocate Lifelong Learning of students who learned at the basic education level in lower Northern provinces, it found out that the role of teachers who supported students Lifelong Learning was considered to be "average to high." In this study, learning management as research-based instruction needed improving most. Besides, integrating with other subjects and applying into life problem solving skills were considered to be "average," and 41-60% of teaching behaviors can be found in one semester. In this case, teachers have a load of teaching and school activities and lack of knowledge in Lifelong

Learning strategies. In aspects of assisting and reinforcement, teachers lacked the reinforcement for students to comprehend the significance of Lifelong Learning. A limitation of classrooms, teaching materials and school budget was one of problems in setting a classroom atmosphere in learning. Also, too many students can cause a problem of classroom management while a lack of follow-up and continuous evaluation was another one of problems. Because of a lack of students' Lifelong Learning skills, teachers, in this study, should have been trained and had a school visit constantly.

Moreover, the findings of the research assessed the need and necessity of in developing the roles of teachers in order to support their Lifelong Learning of students in the upper Northern provinces, it said that the teachers' role development encouraging students' Lifelong Learning skills was found at a level of statistical significance of .01 in every issue. Also, after doing the requirement orders, there were the requirement of learning management; assisting, supporting and reinforcement; following, verifying and evaluating; classroom management and creating class atmosphere respectively. Based on Thai LIS (Thai Digital Collection), the result of 30 regarding the evaluation models in 2001-2011 found out that the present teachers have been evaluated in several aspects; for instance, entirely working has been evaluated from evaluation for issuing for a teacher license, upgrade teacher work positions. As the evaluation of individual teacher's teaching process is judged by education administration, the teacher's learning procedure and learning employed in classes from the evaluation of learning achievement. However, there are no studies related to the evaluation of teacher's role in promoting students' Lifelong Learning skills. Related to the study of Office of Education Council, owing to a lack of systematic Lifelong Learning evaluation for Thais, it is necessary to give priority to create one in order to achieve acceptable information for future development. Another problem found in Thai education is a role of teachers who usually emphasize more passing on knowledge to children than supporting them in seeking knowledge their own and implementing students' Lifelong Learning skills in learning management.

According the reasons and current issue mentioned, it found out that a teacher's role in enhancing students' Lifelong Learning is important and necessary for every educational accessory to associate with. Lifelong Learning is a process of seeking knowledge continually in every age, and it is from learners' intention on purposes or

their interests. Also, learners themselves have an inspiration for Lifelong Learning so that they can apply this to their ways of life. Furthermore, Lifelong Learning is considered as necessities for educational policies both domestically and abroad because a person who is capable of Lifelong Learning constantly, monitoring various kinds of knowledge, comprehending the changes of those, applying to their living, and strengthening their life styles. As a result of this, a teacher plays an important role in supporting learners to be skillful at Lifelong Learning continuously. Therefore, an evaluation becomes one of machineries in responding those to support teachers in gaining feedback values, to adjust themselves, and to apply some to promoting students' Lifelong Learning skills. In the evaluation process, it needs an evaluation plan with evaluation formats (Nevo, 1983, p. 117). Moreover, the process of supporting students' Lifelong Learning skills should be initially employed in primary education because it is a basis learning and influences on the higher level (Medel Anonuevo, 2001, p.15-16). Hence, students in primary education were participants in this study. Also, the concept of the study and its development by Walter Dick, Lou Carey, and James Carey, Borg, Walter R. and Gall, Meredith D. and Rattana Buason were adopted and integrated in the present study (Gall, Meredith D., et al., 2007, p. 589-594), (Borg et al. 1983, p.776-788), (Rattana Buason, 2009, p. 1-3). The process of this study conformed to the purpose of study was consisted of the scheme of research, an analysis of research instruments including the teachers' role indicators, the development and improvement of both research elements and indicators, evaluation format development, applying those and assess its quality. In addition, in the evaluation process, the evaluation scheme with the format valuation and format development was placed in advance in order to be an effective evaluation method. In the study of learning concept and the theory of evaluation format development, it found out that there is no certain format of evaluation. Mostly, an evaluator usually adopts the theory and its framework and adapts those to be an evaluation aspired. Thus, the researcher used the concepts created by Nevo and Sirichai Kanjanawasee (Nevo 1983, p.117-126) and (Sirichai Kanjanawasee 2009, p. 55-60). These two concepts are agreeable to be a development concept of an evaluation format of teacher's role in supporting students' Lifelong Learning skills for the students in the basic education level. At this point, a teacher can gain feedback values and adapt those in improving oneself in help promoting students' Lifelong

Learning skills. Considering to each indicator based on Johnstone's concept regarding the elements of indicators, the researcher developed the indicators by using empirical definition obtaining from analysis, synthesized the relevant studies and tried out the empirical information including criterion (1981, p. 33-38). Besides, the standard of evaluation is significant for evaluation process since it can affect to an efficient evaluation format. Hence, in this study, the standard of the evaluation format assessment by Somsak Phuvipadawat (2011, p. 235) and the Joint Committee on Standards for Educational Evaluation by James R. Sanders. et al (1994, p.18-19) were applied to an evaluation format. As well, it included four distinguish aspects: utilization, possibility, suitability, and accuracy. The results of this study were the achievement of an efficient elements and indicators in an evaluation format of teacher's roles in promoting students' Lifelong Learning skills. This is directly beneficial for a teacher to have a feedback and improve oneself to promote students then. Last but not least, the administrators can have reliable information using in the policy determination in developing teacher's roles in promoting students' Lifelong Learning skills efficiently.

1.2 Research Question

1. What are the element and the indicators of teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level ?
2. What characteristic of an evaluation model for teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level ?
3. According to the teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level, is this format qualified and acceptable regarding to an effective standard after trying out?

1.3 Purposes of the study

1. To analyze the elements and indicators regarding teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level.
2. To develop the evaluation model for teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level.
3. To try out and qualify the teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level.

1.4 Scope of Study

Scope of Population

1. The populations employed in element analysis and the indicators of teacher's roles in promoting Lifelong Learning for students were 9,004 teachers from a year of 2000 good teaching list of Quality Learning Foundation Governing Dynamics

2. The populations employed in developing teacher evaluation in promoting Lifelong Learning skills for students were the experts in educational measurement and evaluation, and the academic experts who graduated Doctor's degree in Education, the experts in educational measurement and evaluation, and the experts in computer. Those must have at least five year experiences or having academic studies, and researches related to evaluation models.

3. To qualify the teacher's role in promoting students' Lifelong Learning skills, the populations employed were the school administrator, teacher, and students in Prathomsueksa 1-6 under the Office of the Basic Education Commission of Thailand control.

Scope of Content

1. The contents of development of elements and indicators regarding the teacher's roles in promoting students' Lifelong Learning at the Basic Education level could be divided into 1) teaching and learning process 2) assisting, supporting, reinforcing and creating class atmosphere 3) classroom management 4) following, examining and evaluation and 5) teacher's characteristics.

2. According to the notion of evaluation model development by Nevo (1983) and Sirichai Kanjanawasee (2543), the contents of development of teacher's evaluation in promoting Lifelong Learning skills for students at the Basic Education level were comprised 1) purposes of evaluation 2) what to evaluate, its elements and indicators in evaluation 3) evaluations including evaluators, evaluation process, evaluation instruments, evaluation period and data collection 4) criterion and 5) evaluation report and application plan

3. The quality of teacher's evaluation in promoting Lifelong Learning skills for students at the Basic Education level includes utility, feasibility, propriety and accuracy

1.5 Definitions of Terms

Lifelong Learning is the process of seeking knowledge continuously in every age. Learners themselves intentionally improve their abilities through this learning depending on their own purposes and interests and they motivate themselves

Lifelong Learning skills is ability or learners' performance in seeking to know and learn, appreciating reading, writing and listening; questioning for reasons; self-directed learning; self-continuous learning; having communicative skill to pass on the knowledge, understanding, feeling and attitude to others through writing and speaking; having both critical thinking and creative thinking skills; predicting the future situation which possibly happens; determining goals and the decision making; cooperating with other people and accessing technology to acquire their own knowledge.

Teachers' Roles to Promote Lifelong Learning Skills is five aspects of teacher's behaviors in supporting Lifelong Learning: 1) teaching and learning process 2) assisting, supporting, reinforcing and creating class atmosphere 3) classroom management 4) following, examining and evaluation and 5) teacher's characteristics.

Evaluation model is a structure showing a relationship between important elements of the teacher evaluation in promoting Lifelong Learning for students in the Basic Education Level. It is comprised of the 1) aim of evaluation 2) aspects to evaluate, elements and indicators 3) evaluation methods 4) criterion and 5) evaluation reports and applications.

Quality of Evaluation model is standard of develop the evaluation model for teachers' roles to promote Lifelong Learning Skills of students at the Basic Education Level in application, possibility, suitability and accuracy.

1.6 Educational Advantage

This study can be advantageous and applicable as follows.

1. The Advantages of Research

1.1 A better understanding about the concept of teacher's roles in promoting students' Lifelong Learning at the Basic Education level is accomplished.

1.2 Efficient Elements and indicators regarding teacher's roles in promoting students' Lifelong Learning at the Basic Education level are achieved.

1.3 An evaluation model of the teacher evaluation in promoting Lifelong Learning for students at the Basic Education Level is completed.

2. The Advantages of Application

2.1 Effective information for administrators, teachers and other persons associated with the policy determination regarding the teacher's roles in promoting students' Lifelong Learning at the Basic Education level can be achieved.

2.2 A developed evaluation model of the teacher evaluation in promoting Lifelong Learning for students at the Basic Education Level can be a basic model for researchers, educators, school administrators, teachers including other personnel involved to have progress development to be other models which can be beneficial and efficient information. The result of evaluation will be rectified and improved then.

2.3 With appropriate guidelines, the concept of Lifelong Learning can effectively be applied to the development of other teaching and learning processes.

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