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THE SURVEY OF TEACHERS' ATTITUDE TOWARDS THE EVALUATION OF 21ST CENTURY SKILLS FOR THAI STUDENTS

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Abstract

This research is surveying on teachers' attitude towards the evaluation of 21st century skills for Thai Students by conducting the brainstorming session on the evaluation of 21st skills, which is learners-centered and public hearing with the samples of 100 teachers and executives from the national network of teachers who use the Quality Learning Foundation's tools for 21st Century skills and got the best teacher award given to only 20,000 teachers in the country. The survey focuses on the issues of, firstly, types of measurement and evaluation being used at the present, secondly, the suggested types and means of measurement and evaluation of 21st century skills and finally, the problems and Obstacles in measurement and evaluation of 21st century skills. The results of the survey on 'how the evaluation and measurement of 21st century skills which emphasizes the learner-centered should be' are; for standard and indicator topic, teachers should measure from letting the learners do the real tasks, explain the measurement standard and objectives in advance and understand the goal of 21st century skills as well as adapting the standards depending on each context. For the measurement and evaluation, the suggested ones

are rubric assessment, 360-degree assessment to evaluate the individual development and the learning skills. Also, the aim of measurement and evaluation should be to support the learners learning. Finally, the problems and obstacles of the evaluation of 21st century skills are the lack of proper measurement, the uncovered tests as teachers are from different fields, ONET, the lack of children' attention, the lack of evaluation teachers, the teachers' ego, the limitation of school and the policy, the support from the community surroundings, the parents' attitude of 'children must be intelligent', the uncovered evaluation methods and the uncertain period of success and the individual difference.

Keywords

Learning Assessment, 21st Century Skills

1. Introduction

The teachings have emphasized on the teacher-centered method. Teachers are the most influential people in the class, believing themselves as the experts. The learners must passively receive and adapt themselves to suit the given knowledge and instructions. (Pravet Vasi, 2000).

Therefore, the variety of measurement and evaluation methods are needed, especially those which harmoniously and properly match the learners' learning points and learning process as well as could be implemented continuously along the learning activities. (Ministry of Education; P.24).

The 21st century education focuses on the development of learners' thinking skills, ability to do research, ability to access, summarize, analyze and synthesize the information from surroundings and technologies to apply with the problem-solving skills. The goal of learning is no longer limited to the academic knowledge or learning content as the knowledge is so plentiful and fast-changing that no curriculum could cover or insert all contents into the teachings. The important thing is the learning process. The 21st century classroom then must let the students learn by doing, construct the knowledge from their understandings and be active in learning.

2. The Aim of the Measurement and Evaluation in Education According to the Basic Education Core Curriculum B.E. 2551

The measurement and evaluation of education should aim at 2 primary goals. One is to

help student develop by continuously collecting in-process information related to the learning outcomes and the learners' learning process, recording, analyzing and interpreting the information to be used to support or improve the learners' learnings and the teachers' teachings. The measurement and evaluation are hence interrelated. If anything in the learning is missing, the teaching is ineffective accordingly. This kind of in-process evaluation to improve learnings is the formative assessment which occurs daily in class. It is the evaluation to identify the useful information for development; strengths and weaknesses. For collecting data, teachers must use the variety of methods and means such as observation, questionnaire, brainstorming for final consideration of specified topics, portfolio, practical works, prior knowledge tests, self-assessment, peer review and rubrics. The most important thing in formative assessment is to provide the suggestive on-going feedback that connects the learners' prior knowledge to the present one. This is to accumulate the learners' learning and change the wrong mind set or any misunderstanding as well as support them to set their goals and develop themselves. (Ministry of Education, 2008).

The second goal is to evaluate the learning outcome or the summative assessment at various levels; at the end-of-unit or end-of-course to grade, give points or certification of passing the course or passing curriculum or getting promotion. The summative assessment must let the learners show their knowledge and capability freely and must base on their performances rather than on peers comparison (Ministry of Education, 2008).

3.Objective

To survey teachers' attitude on the evaluation of 21st century skills for Thai Students.

4.Research Methodology

4.1 Subjects and Samples

100 teachers and executives from the national network of teachers who used the Quality Learning Foundation's tools for 21st Century skills and got the best teacher award given to only 20,000 teachers in the country.

4.2 Research Methods

Brainstorm the evaluation of 21st century skills which focuses on the learner-centered by using public hearing from 100 teachers and executives from the national network of teachers who used the Quality Learning Foundation's tools for 21st Century skills and got the best teacher

award given to only 20,000 teachers in the country. The survey was conducted at Ban Sam Kha Learning Center, Hua Sua, Mae Tha, Lampang during 19-22 October 2015.

4.3 Tools for collecting information

The researcher used Public Hearing as the tools for collecting information concerning the issues as below;

- Types of measurement and evaluation being used at the present.
- The suggested types and means of measurement and evaluation of 21st century skills
- Problems and Obstacles in measurement and evaluation of 21st century skills

The teachers were divided into 3 groups to brainstorm and discussed in each group before summarizing the ideas into mind map. Then each group showed and shared their mind map to the others in the big group.

5. Information Analyzes

According to the teachers' mind map, the ideas could be grouped into 3 topics;

5.1 The types of measurement and evaluation in the present

Table 1.1: *The types of measurement and evaluation in the present*

The standard and indicator	The measurement and evaluation	The goal of measurement and evaluation
<p>The learning standard Use the standard of measurement and evaluation according to the indicators and the standard</p> <ol style="list-style-type: none"> 1. Thai language 2. Mathematics 3. Science 4. <i>Social Studies, Religion and Culture</i> 5. Health and Physical Education 6. Arts 7. Occupations and Technology 8. Foreign Language 	<ul style="list-style-type: none"> - Objective test - Subjective test - Observation - Interview - Criterion-Referenced Evaluation; one measurement and evaluation criteria applies for everyone - ONET by NIETS LAS (Local Assessment System) Test 	<ul style="list-style-type: none"> - To measure the Memorization - To center on the test results - To center on the teachers
<p>Important capacity of learners</p> <ol style="list-style-type: none"> 1. Ability to communicate 2. Ability to think 3. Ability to solve the problems 4. Ability to live a life 5. Ability to use technologies 		

Desired characteristics		
<ol style="list-style-type: none"> 1. Love of nation, religion and king 2. Be honest 3. Have discipline 4. Long for knowledge 5. Live sufficient life 6. Put effort into work 7. Love Thainess 8. Have public mind 		

5.2 The suggested types of measurement and evaluation of 21st century skills which focuses on the learner-centered.

Table 1.2: *The suggested types of measurement and evaluation of 21st century skills which focuses on the learner-centered*

Standard Indicator	Assessment and Evaluation Methods	Aim of the assessment and evaluation
<ul style="list-style-type: none"> - Evaluate with real practices on whatever being taught - Inform the assessment and evaluation standard to the learners since the beginning. - Teachers must know the objective of 21st century skills. - The standard varies upon each institute context. 	<ul style="list-style-type: none"> - Use Rubric Assessment - Use 360-degree evaluation to evaluate the individual progress. - Evaluate learning skills 	<ul style="list-style-type: none"> - To support the learning development

5.3 Obstacles in 21st century skills assessment and evaluation

- The lack of proper measurement.
- The uncovered test as teachers are from different fields.
- ONET.
- The lack of children' attention.
- The lack of evaluation teacher.
- The teachers' ego.
- The limitation of school and the policy.
- The support from the community surroundings.
- The parents' attitude of 'children must be intelligent'.

- The uncovered evaluation methods.
- The uncertain period of success.
- The individual difference.

6. Conclusion

This ‘Survey of Teachers’ Attitude towards the Evaluation of 21st Century Skills for Thai Students’ focuses on surveying teachers’ attitudes towards the evaluation of 21st century skills for Thai Students with the samples of 100 teachers and executives from the national network of teachers who use the Quality Learning Foundation’s tools for 21st Century skills and got the best teacher award given to only 20,000 teachers in the country. The tools used are the Public hearing of the measurement and evaluation of 21st century skills.

The teachers also discuss and present their attitudes towards ‘how the evaluation and measurement of 21st century skills which emphasizes the learner-centered should be’. In standard and indicator topic, teachers should measure from letting the learners do the real tasks, explain the measurement standard and objectives in advance and understand the goal of 21st century skills as well as adapting the standards depending on each context. In the measurement and evaluation topic, the suggested ones are rubric assessment, 360-degree assessment to evaluate the individual development and the learning skills. Also, the aim of measurement and evaluation should be to support the learners learning.

However, the problems and obstacles of the evaluation of 21st century skills are the lack of proper measurement, the uncovered tests as teachers are from different fields, ONET, the lack of children’ attention, the lack of evaluation teachers, the teachers’ ego, the limitation of school and the policy, the support from the community surroundings, the parents’ attitude of ‘children must be intelligent’, the uncovered evaluation methods, the uncertain period of success and the individual difference.

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