



POSTMODERN ART EDUCATION PARADIGM IN THAILAND

Wirat Pinkaew^{1}, Wiroon Tungcharoen², Prit Supasetsiri³ and Lert Anandana⁴*

¹ *Dissertation, D.A. (Art and Culture Research) : Graduate School, Srinakharinwirot University, Bangkok, Thailand*

² *Srinakharinwirot University, Bangkok, Thailand*

³ *Srinakharinwirot University, Bangkok, Thailand*

⁴ *Chulalongkorn University Demonstration Elementary School*

* *Corresponding author: wirat_pinkaew@hotmail.com*

Abstract

The study of Postmodern Art Education Paradigm in Thailand aims to appoint the learning directions which can be the ideas of reforming the arts learning to be suit to the changing of global trends by viewing the contexts of Thai society and culture which are an important basis to creative learning.

The purposes of the study

1. To study the processes of learning postmodern art education time of Thai society.
2. To study the processes of learning art in basic education and higher education.
3. To study the concepts and the ways to manage the course syllabus of the visual arts of basic education and higher education in Thai society.
4. To analyze the contexts and Thai society that relates to the paradigm reforming of the art learning in Thai society.

The results showed that

The postmodern art education paradigm in Thailand showed the relationship between Thai society, contemporary arts and culture, wisdom knowledge, and community and environmental of current postmodern arts which were concerned in the learning processes. This paradigm was a tool using in developing emotion, intelligence, body, completed human which were from various learning as follow characteristics.

Course Syllabus : The quality of course syllabus is the opportunity in learning by giving a variety of equity, openness, flexibility, integration of knowledge, main contents understanding with intellectual dimension to the local environment, culture, religion which related between local and international.

The Art Teachers : The teachers have knowledge in providing the learning of arts and a democracy. They also have opened attitudes with understanding arts as displacing including the creation of various arts learning activities, and interested in technology with the flexibility in theoretically art.

The Students : The students are aware of the various thinking processes with the opinion to arts as a matter of attitude which anyone can think of. They have freedom in expression, creative thinking and decisive critical to the value of art and culture of local communities and internationally. They also have positive attitude toward the arts with involving to the natural environment which is maintained by everybody. Moreover, they have self-development as well as living together in peace with others.

Learning Activities : The postmodern art education have organized learning experience in a variety of strategies, contents, forms, materials which relates to the dimension of wisdom, traditional arts, local focus. In addition, thinking processes are more important than the result of works. Moreover, the students take an important role in learning with the flexible activities depending on space and time

Media Learning Materials : The postmodern media has variety materials such as the physical media, audio media, and other materials for learning which are not included in the framework of the theoretical arts. The media is applied and presented to the local community with combination of technology as a center of learning.

Learning Resources : The postmodern arts integrate the knowledge of art in both local and international which not limited to the classroom. Therefore, the use of environment and museum in the community; for example, Natural River, forest, temple and the local wisdom together with technology can give knowledge from learning.

Course Syllabus Management : This part shows that the administrators need to accept the new knowledge that has changed rapidly and continuous improvement which relate to participation in operations thought, design approach. The administrators should change the attitude of the education system base on a variety of science knowledge that associate with a holistic approach.

Keywords : Paradigm, Art Education, Postmodern

Introduction

The changing trends of Global Society with rapid activations affecting various areas causing complex and diverse conditions of globalization at present have opened up new imaginations with a breakdown of boundaries of knowledge through various sources of media and international economic activities abolishing the boundary lines of the city and rural areas. Whether a personal or a public issue, an internal or an external national issue, the current Modern Society is turning itself into the Postmodern Society leading to emergences of various new phenomena such as the new politics, new societies, new cultures,

new arts, new businesses, new educations, as well as the new forms of public spaces, a new set of challenges in the global knowledge society.

The various Thai society phenomena which involve different problems in terms of the society, politics, education, environment, and etc. are relatively linked among themselves causing weakness in every part of the society. These are the results of the influences from external pressures and Western world. Consequently, it leads to the trend of educational reform looking back at the Thai social context in formulating the concepts of education. The arrangement for the learning of art education, therefore, has turned back to

apply the contexts in the Thai society to set the paradigm in arrangement for the learning of art education to keep up efficiently with the postmodern society. (Srinakharinwirot University, 2002)

Research Objectives

1. To study the paradigm of Postmodern Art Education in the Thai society
2. To study the learning arrangement pattern of art education in the Basic Education level and the Higher Education level
3. To study the concepts and management guidelines of the art education course syllabus in the Basic Education level and the Higher Education level
4. To analyze the Thai social contexts relating to the reforms of postmodern art education paradigm in the Thai society

Aims

In this research, the researcher has used the study of art educational phenomena in various contexts of the art educational learning arrangement in the basic educational level and higher educational level from past till present. This is to understand the movements and changes in the perceptions and different contexts in learning arrangement of the concerned people such as academic persons and art teachers in different levels to be able to analyze and link to the paradigm adjustment of postmodern art education learning arrangement in the Thai society.

Scope of Research

The research scope is divided in to 2 major parts:

1. The reviews of primary documents, concerned curriculum documents, syllabus

manuals, learning arrangement regulation manuals, concerned Acts, secondary documents such as documents, journals, books, academic texts, researches, and thesis concerning the learning arrangement of art education.

- a. Basic Education Level
 - i. Stage 1 (Pratom 1-3)
 - ii. Stage 2 (Pratom 4-6)
 - iii. Stage 3 (Matayom 1-3)
 - iv. Stage 4 (Matayom 4-6)
- b. Higher Education Level

2. Concerning the academic personnel as the key mechanism accelerating the concepts and goals to the effectiveness of the curriculum. The researcher has selected 2 specific sample groups for data collecting as follows:

- a. Academic Persons
- b. Art teachers in the basic education and higher education levels

Research Methodology

This research uses the phenomenal science approach as the study framework for the art education paradigm focusing on social phenomena based on the principles of understanding in various contexts such as the social values, beliefs, international perceptions and visions of the people in the society involving in the art education paradigm. The collected data have been analyzed to find the links among different concepts and get the theoretical conclusion and basic hypothesis of this research.

The research has positioned the study framework in two parts:

1. The part concerning learning arrangement
 - a. Basic Education Level
 - i. Stage 1 (Pratom 1-3)
 - ii. Stage 2 (Pratom 4-6)

- iii. Stage 3 (Matayom 1-3)
- iv. Stage 4 (Matayom 4-6)
- b. Higher Education Level
- 2. The part concerning academic personnel
 - a. Academic Persons
 - b. Art Teachers in Basic Education and Higher Education Level

Data Collection

In this research, the researcher has collected the data and documentations on a specific basis as follows:

1. Data related to the documents concerning the learning arrangement of art education in the basic education and higher education level divided into 2 parts:
 - a. Primary documents: syllabus, teaching & learning manuals, teaching guidelines, teaching plans, and etc.
 - b. Secondary documents: researches, journals, academic articles, and etc.
2. Data concerning academic personnel through in-depth interviews
 - a. Art education academic personnel: Aree Suthipun, wiroon Tungcharoen, Lert anandana, wit Pinkun-nguen, Nipun Khunkaew, Chokchai Tukbodhi, Montha Raitim, and Jakrapong Paetlukfa
 - b. Art teachers in the basic education and higher education level through in-depth interviews and focus group discussions.

Master teachers in art education: Pataravadee Meechuthon, Weerayuth Petcharapapai, Dispong Wongaram, and Ajchara Pornnimitr

Data Analysis

This research uses the Qualitative Research Method to study and analyze the data and different phenomena related to art education

focusing on a descriptive narration on reality using the main approaches and theories to rise up the issues and idea framework for analyzes as follows:

1. Analyze of Thai Social Contexts
 - a. Thai Education and learning process development
 - b. Art Education and Buddhist Morality
 - c. Art Education and democratic and capitalist society
 - d. Art Education and Contemporary Arts and Cultures
 - e. Art Education and Sufficiency Economy Philosophy
 - f. Art Education and the Thai Wisdom Identity
 - g. Art Education and Environment
 - h. Art Education and Technological Media
2. Analyze of Postmodern Art Education Paradigm in Thailand
 - a. Modern Art Education
 - b. Postmodern Art Education

Research Result

Postmodern Art Education in Thailand

The period of postmodern art in Thailand can be visibly observed with obvious movements particularly in the late 1990's. The conceptual phenomena of art scholars have reflected in various forms of art educational learning arrangement including the teaching methods, technological media, as well as the linkages of local wisdoms and contemporary arts and cultures. Various academic works have tried to propose new methods of art educational learning arrangement which link to or integrate with the knowledge of communal history. This can be seen in the work of Krisana Chantap studying on the achievements in visual art learning in the unit of local wisdoms

on “4 based Thai Kite” of the Pratom 4 students. These students have learnt through integrated learning management by allowing students to search and discover the knowledge by themselves. It is another example of using wisdom as parts of postmodern art educational learning activities. The major factors affecting the reform of postmodern art educational paradigm in the Thai society include the followings:

1. The status of problems in terms of the society, economy, politics, cultures, capitalism trend, consumerism, and etc. confronting with the Thai society has affected the social structural system in terms of education. Progressive academics would see that the educational system has to move away from the modern world concept of Western knowledge set which is no longer applicable for the Thai society. The directions of the current mainstream sciences have been revised. The national strategies, government policies and overall pictures of national development have been retraced using the Thai social context and oriental concepts as the main proposition. Educators consider education as one of the ways out for the nation to escape from the current social crisis by reforming the way of thinking and using education as a tool to expand knowledge, not only that within the system, but to arrange for the public to be familiar with learning processes and searching for the life-long learning. Western knowledge may not be suitable for the Thai society. Therefore, it is better to turn back the focus onto the knowledge from local wisdom giving the emphasis on communal areas, locality, and the bottom-up knowledge base to set the policies. The sufficient knowledge concept of being moderate can be the core to immune and confront the mainstream of consumerism culture led by capitalist economic system. Buddhism can

be used as the philosophical guideline for the public ethics and morality to live together in harmony.(Srinakharinwirot University.2002)

2. The knowledge and sciences in different fields have been progressed. The postmodern knowledge accepts diversity, opens to new ideas with freedom in learning, integrates knowledge in series with open-ended solutions. The knowledge is in a form of interdisciplinary science with a multi-dimensional and multi-view linkage focusing on small areas in the local community having the ancestral wisdoms to connect to the universality.

3. The trend of educational reform in 1997 with the demands to enhance the teaching and learning management system focusing on the contents of the knowledge and learning process. Learning is not limited within the system, but rather vital to everyone’s life. Postmodern society is a knowledge-based society with equality in learning with opened opportunities not only to the normal people, but also the people with disabilities who can also access the learning system.

4. The trend of postmodern art movement challenging the concept of modern art creativity from the artistic expression on the two-dimensional media to the expression on diverse platforms. The arts blending with natural environment indicate coexistence between man and the environment. The modern arts which separate people in different social classes became the arts of equality with interests in local folk arts. The arts which attached to the formality became the arts of no pattern, from philosophical and scientific aesthetics to integrated aesthetics, from the arts in terms of forms to the arts in terms of thought, from the arts that value the art works to the arts that value the thinking process. The art works are just the objects of arts, but the hidden concepts and

meanings are more valuable. The arts attached to the time of creativity became the arts that combine space and time. Still portrait arts became motion arts, visual perceived arts became the arts through multiple sensory organs in perception, the arts presented in the museum became the arts displayed through technology, body, road, air, environment, water, wall, train stations, and etc. Arts are parts of daily life.(Wiroon Tungcharone. 2004)

Postmodern art education phenomena in Thailand

1. Postmodern art educational movement can be clearly observed in the year 1997 considering the 1997 curriculum as the transitional period of educational system with some academic movements, numbers of researches such as the educational management pattern of multiple arts, and academic journals.

2. Postmodern art education can be referred to as a part of modern art development which accelerates the conceptual reform of art educational learning management process.

3. The social phenomena which enforce the adjustments of postmodern art education include: 1) Social changes, social problems, consumerism, globalization, capitalist economic system, problems in the Thai politics, and the phenomena of external cultural trends with impacts on the daily life of Thai people and weaken the society. 2) The trends of knowledge and science development in the postmodern society which denied the knowledge set of modern society. 3) The concept of educational system reformation in the Thai society and 4) The influences of contemporary art and cultural movements and the trend of postmodern arts and the postmodern art education learning management.

Curriculum

1. Postmodern art education course provides the opportunity in educational equality with the perception that man is capable in self-development.

2. Postmodern art education course integrates the art knowledge with the intellectual dimension, religions, arts and cultures, environments, local history, social environment contexts, and locality in order to take parts in building social strength.

3. Postmodern art education course offers the opportunities for social participations in learning management.

4. The curriculum and Ministry of Education should be the key factors in practical guidelines and can be adapted to the context of self-learning management platform to be able to set the teaching and learning activities.

5. Postmodern art education course is flexible with diverse options in teaching and learning arrangement.

Teachers

1. Postmodern art teachers are open-minded, accept the changing trends, and look at art education as dynamics with positive perceptions toward the diversity of arts, in holistic views.

2. Postmodern art teachers are teaching and learning management planners and capable in designing diverse art learning activities

3. Postmodern art teachers are keen in technology with the ability to use technology in teaching and learning management.

4. Postmodern art teachers are not adhering to the conceptual framework of arts.

Students

1. Students have freedom of creative expression.
2. Postmodern art education concentrates on seeking the potential of students to be able to think, make decisions, judge and criticize according to democracy concept.
3. Students see the value of local communal and international arts and cultures.
4. Postmodern art education encourages students to be aware of various thinking processes with the perceptions that arts are about everyone's thoughts and creativities.
5. Postmodern art education encourages students to have a positive attitude on the development of aesthetics, emotions, and noble tastes.
6. Students are aware of environmental and natural preservations.
7. Postmodern art education uses art learning management in developing responsibility, disciplines and learning to live together peacefully.

Learning Activities

1. Postmodern art education offers various learning experiences in terms of contents, formats, strategies, media and material with combination characteristics.
2. Postmodern art education offers learning activities with dimensional linkages of local wisdoms, local folk arts and cultures.
3. Postmodern art education values the learning and thinking procedures more than the end-products.
4. Postmodern art education focuses mainly on the students. Teaching and learning managements are jointly planned by teachers and students.

5. Postmodern art education evaluates the diverse values of beauties.

6. The formal academic art theoretical approaches are not the basic of teaching and learning activity arrangement of postmodern education.

7. The teaching and learning activities are flexible and changeable according to the context of space and time.

Teaching and Learning Media

1. Postmodern art education offers various teaching and learning media outside the framework of formal art education such as painting, sculpture, screening, and graphic designs.
2. Postmodern art education can be applied with the usage of local materials and media in learning and creating artistic works.
3. Postmodern art education uses technologies to create or display the artistic works.
4. Postmodern art education uses various other media such as the body, sound, movements and etc. in teaching and learning management.

Learning Resources

Postmodern art education integrates the knowledge of both local and international arts which is not limited only inside the classroom, but uses the environmental platforms in the local community to learn such as community museum, temple, forest, mountain, river, nature, and surrounding context as the sources of learning from local wisdoms and local scholars as well as the knowledge from new technologies.

Curriculum Administration

The concerned people for the art education learning management and administration in the

basic education level have to admit the trend of rapid changes of knowledge. The knowledge set of art education therefore has to be reviewed and continuously developed in order to allow the concerned people to participate in the process of thinking and designing the learning management. Schools' managements need to change the attitudes toward present educational system by seeing education on the diverse grounds of knowledge. Different knowledge is linked together as holistic approach concentrating in developing wisdom, body, emotion, and society. Each set of knowledge is a tool in creating the complete human and quality citizens. (Wiroon tungcharoen. 2005)

In the curriculum for art teachers, it is vital to create art teachers with appropriate knowledge and understanding with positive attitude toward postmodern arts. They should be the course planner with the ability to design various art education learning activities. Art teachers should acquire the capacity in arranging the series of learning subjects including arts, music, and performing arts and should be able to analyze and interpret the goal of each stage of the curriculum in order to set the art education learning activities matching with the quality of the students.

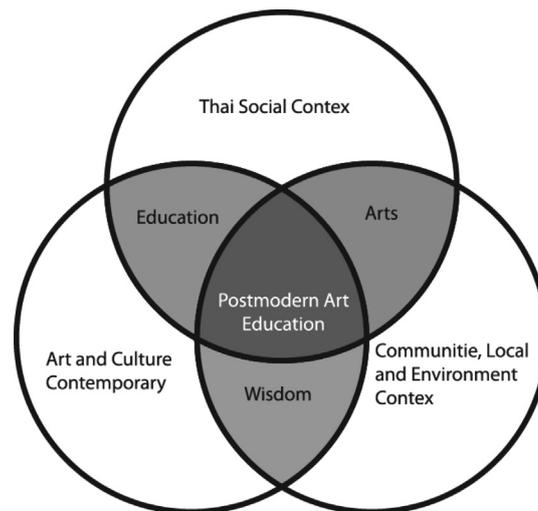
Discussion

Postmodern art education paradigm in Thailand is considered as the transition of the trend of learning management with the context of Thai society as the knowledge-base without abandoning the knowledge set of other arts including visual arts, music, and performance arts. The concerned activities related to artistic knowledge remains in operation. But holding these activities would not only offers the knowledge in art, but the series of art learning group of subjects should be designed

to create the knowledge integration in terms of arts with the dimensions of local wisdoms, environment, nature, and the trend of local folk arts and cultures. This is in order to create the awareness of the Thai values amidst International trend. (Hardy, T., editor. 2006)

Postmodern art education paradigm in Thailand uses the surrounding context of the Thai society to set the art education knowledge set as part of art education promotion in the current society. Teachers, students, academic institutional managements, parents, and concerned people are focusing on the concept of linkage of different dimensions of the Thai society with holistic approaches. Art education is a tool in youth development to be strong in mind with emotional maturity in order to live within the society happily. Art education fulfills a perfect person both physically and mentally and allows students to survive sufficiently with good ethics. These activities will become the social immune.

The researches on postmodern art education paradigm in Thailand is the first stage in art education in the Thai society which can be extended and driven the movement practically. In setting up the learning of basic education and the courses to produce art teachers according to the main concept of the year 2001. The contents of the 2001 curriculum are in open-ended format and have been integrated with local wisdom, environmental status, nature, the trends of local folk arts and cultures versus international trends. It can be concluded in the diagram chart below displaying the linkage of postmodern art education paradigm in Thailand as follows:



POSTMODERN ART EDUCATION PARADIGM IN THAILAND (PAEPIT)

The postmodern art education paradigm in Thailand possesses the characteristic of linking network among the context of Thai society such as Buddhism, democratic system, contemporary arts and cultures, concepts and identities of local wisdoms, community context and environment, and education. The postmodern art trend in art education learning management must focus on these contexts. The postmodern art education paradigm considers art education as the tool to develop the knowledge, physical body, emotions, and being the perfect human. It also helps develop diverse learning arrangements and open up learning opportunities with equality, diversity, and flexibility. It integrates the knowledge and understanding of the contents of formal art education with the dimensions of local wisdoms, religion, art and culture, environment linking locality with internationality. It creates learners in postmodern society with different thinking processes and positive attitude toward arts and freedom in creative expressions. These people are capable in thinking, making decisions, judging, criticizing, and realizing the values of arts and cultures of local and international communities. They also have positive attitude toward the arts

with development of emotional, aesthetic and noble tastes. They are aware that environment and nature are to be preserved and have developed responsibilities and disciplines as well as how to live with other people in harmony.

The postmodern art education believes in diversity of art creativities including in the channel of visual arts, body, sounds, movements, and other materials in learning arrangement outside of the formal arts framework. The local learning media and material can be adapted to create artistic works blending with technologies as a learning medium to create and display different kinds of artistic works and passionate in the values of local arts and cultures as well as the values of arts and cultures in the international trend.

Recommendations and Research Applications

The research on postmodern art education paradigm is a set of knowledge and main concept which can help in setting learning activities as the objectives of the course contents, learning styles, evaluations and expected outcomes in the curriculum of the basic education in the year 2001.

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