



The Perspectives of Teachers and Students in the Art Education (12+2) Program, Arts Education College, Lao PDR, with Developmental Ideas

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Abstract

The research is conducted to study the perspectives of teachers and students towards the art education curriculum (12+2), Arts Education College of Laos in order to analyze its development methods based on the curriculum users' perspectives. The population in the research contains the program's teachers and students including 11 teachers and 12 students who are studying for their last semester. Using the questionnaire created the answers are analyzed into averages and percentages in the following categories: the respondents' profiles, the opinions towards the curriculum, the viewpoints towards the course and the open-ended questions. After that, the researcher generates the issues from the gathered information and uses them in the discussion of a focus group to find the methods of curriculum development, then concludes the results and suggests the development ideas. The subjects agreed with the curriculum by the mean of 3.79, a high level of agreement.

Keywords: perspectives of teachers and students, art education curriculum (12+2), Art Education College of Lao PDR

Introduction

A curriculum is a crucial element in the education system because it is an important tool as well as a methodological framework that indicates education management method in every level to achieve the planned objectives. Good education management should be suitable for learners' living conditions and societies, so it is necessary to adjust or develop the curriculums to be practical in various aspects and able to catch up with changes in economy and society. Some academics give several definitions of curriculum development as the followings.

According to Sangad Utranan (1989) in *The Meaning of Curriculum Development*, meaning of Development in English has two definitions: the act of making something better or more perfect and the act of making something happen.

Therefore, the curriculum development means to make the existing curriculum better or more perfect and to carry out a brand-new curriculum. Kanjana Kunarak (1997) gives the explanation of the curriculum development that it means the planning process of managing every kind of teaching-learning activities in order to bring changes in learners' behavior

based on the objectives.

Ubolrat Kijmaitri (2001) defines the curriculum development as the construction of the curriculum or the adjustment of the curriculum to fit social need, with purposes, methods, procedures and contents to make learners achieve knowledge and capabilities, attitudes and behaviors appointed in the objectives.

Art Education Theories

Art Education is a branch of education and education originates from humanities theories mixed with educational psychology theories (Smith, 1987:15). Some of the theories emphasize on learning and students' experiences from both in schools and out of schools. Some only focus on what students obtain in schools. Thus, Art Education theories derive methods and basis from theories, educational philosophy, educational psychology and unique principle of Art Education.

Educational philosophy in the late 1950s to 1960s offers an idea highlighting that learning and understandings of human range wider than finding scientific solutions. Philosophers underline thought development, abilities in analyzing or understanding concepts, meanings and evaluating network, and experiences, significant or comprehension in aesthetic value. The philosophy reflects the background of the basic notion of Art Education in the ways of DBAE. As for educational psychology, a concept theory and researches on developmental psychology and cognitive psychology provide information about intelligence, conditions of learning and psychological phenomenon such as imagination and realization in different ages, the thought development theory by Piaget in recognizing the memories, languages learning, problem solving, skills, attitudes and stimulation. All are topics of educational interests. The aforementioned Bruner's theory about educational procedures which is the base of the reformation of DBAE curriculum and Gardner and Azubel's theory and research which used to focus only on thinking but then give more aspects and new information regarding learn-

ers' development recognition are development in Art Education, acknowledgement and behaviors leading to aesthetic learning. All these are a part of examples that shows the base of DBAE Art Education theory. (Smith, 1987: 16-17)

The influence of these researches about psychological development plays a key role in Art Education teaching since the age of Lowenfeld. The DBAE theory which is a curriculum theory created from the selection of values differentiated on the outside but connected into a network on the inside (DiBlasio, 1987:223). When this ideology is advanced, it leads to curriculum framework planning. Hence, developing a theory from an ideology demonstrates how a network of abstract ideas can be applied. In-depth knowledge, concerns about the usage, concepts and regulations are linked into a theory structure. What should be considered is the conformity of the contents.

Aesthetic and art critical theory has existed since before in philosopher and artist circles. The theory as follows is concerned with aesthetic and art criticism teaching that is a science of Art Education, as aforementioned that it is created to respond the reformation of the new DBAE curriculum.

After examining, it is revealed that Art Education evolve itself from various bases, which makes it considered a interdisciplinary art education.

The principle in National Standards for Art Education in the United States believes that every child must learn and be able to create arts. It is positive the important benefit of learning arts is that it will bring about understandings in human experiences both in the past and the present, which help adjust oneself to understand ideas, works and expressions of other people who are different. Problem solving in arts gives abilities in expressing, analyzing and using tools in working on arts; which makes one see the influences on arts, for example, the power of creation and the reflection of the design culture of products on daily basis or the freedom of works of arts, ideas and actions in the world. It helps with the decision in the

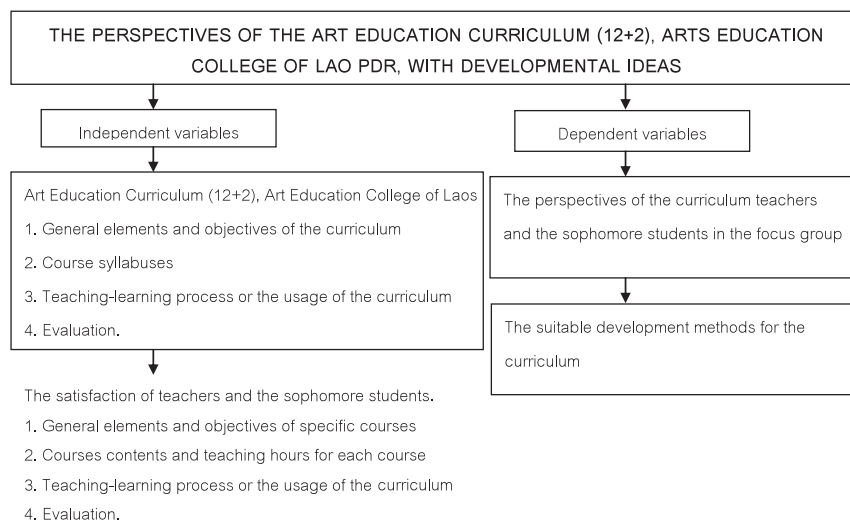
situation that is out of order. It engenders analyzing process, non-verbal knowledge and comprehension communication and also builds the information in deciding about products and cultural issues. Finally, it conveys ideas and feelings in diverse aspects, which widely collects power of each person's expression. Standards for Art Education emphasize on the equality in learning arts that it is not limited for some children or some groups. (Arts is for all students.) This restates the necessity of arts learning. It is not about intelligence or talents. To shape little artists or to hold art contests are all arts teaching to build qualities in people in the society.

If the expectation and the effort above are considered, it will be clear that beliefs, objectives, learning and art activities for children and youth in the United States are moderately anticipated and progressive. It is true that to apply those standards in schools might cause different problems or might be unable to completely achieve the standards. However, to point out the exact purpose is likely better than no purpose and direction at all. (Wiroon Tungchareon: 1998).

Integrative Arts Educaiton

Culture and ways of living brought to schools must reflect the reality of the communities' way of life, so it is essential to develop tools to close the gap between the society and schools and to help learners understand their own national traditions and culture.

Conceptual Framework



The purpose of the curriculum is not only to teach art techniques, but also to make learners adore and appreciate arts and to give them opportunities to be art experts in their countries. Moreover, the curriculum wants learners to enhance their art acceptance skills as well as to understand that arts are the social phenomenon just like culture. Learning arts is to learn the value of culture and to teach other people to appreciate, to respect their own culture and other cultures. Therefore, there must be ways to develop the curriculum in various perspectives to be relevant to each other and knowledge about cognitive domain, affective domain and psychomotor domain cannot be separated from each other. The curriculum does not teach only techniques, but the context of arts.

From the information about theories, the researcher refers to several Art Education curriculum elements theories, then screened and analyzed into questions and issues matching the research to get Art Education development methods as answers.

Objectives

1. To study the perspectives of teachers and students toward the art education curriculum (12+2), Arts Education College of Lao PDR.
2. To suggest the development Ideas for improving the curriculum, of the Arts Education College of Lao PDR based on the research findings.

Rationale

The perspectives of teachers and students display the efficiency of the curriculum management and procedure, which benefits the analysis and the development of the curriculum to be educationally qualified.

Methodology

This research is categorized as Mixed Method Research, in which the researcher integrates quantitative and qualitative researches together. The tools used in the research are questionnaires, which collect the information from a group of population who use Art Education curriculum in Art Education College of Laos, and interviews of experienced experts in education management who have published academic works for no less than five years. The questionnaires were based on the aforementioned theories and standards which will be analyzed by enumerating the frequencies, calculating the percentages and finding mean. The procedures are as follows.

1. Study basic information.
2. Interview for basic information.
3. Identified the sample groups.
4. Create tools.
5. Gather the information.
6. Analyze the information that are made into issues to discuss in the focus group and the information that are used to find the development method.
7. Bring the analyzed information into the focus group.
8. Summarize and discuss the results and make suggestions.

Population and Tools

The population consists of teachers and students in the art education curriculum (12+2), Arts Education College of Laos which includes 11 teachers and 12 students. Thus, there are 23 subjects in total.

1. Questionnaires regarding attitudes toward the art education curriculum (12+2), Art Education Col-

lege of Laos

2. Interviews on satisfaction of the art education curriculum (12+2), Art Education College of Laos
3. Questionnaires for the focus group that collects opinions and development methods for the art education curriculum (12+2), Art Education College of Laos.

Data Collections and Analysis

Part I General information about the respondents and the attitudes towards the curriculum are enumerated to find the frequencies of the answers and analyzed to calculate the percentages by multiplying the frequencies with 100 and dividing by the number of respondents. The percentages are presented in a table. Part II, III, IV 1. Answer of each question is enumerated into frequency by using numbering system (5,4,3,2 and 1) to calculate the scores. Then the average (\bar{x}) will be carried out.

2. The analyzed information is concluded into issues of the development method of the art education curriculum (12+2), Arts Education College of Laos by using the answers of the questionnaires to find the issues to discuss in the focus group about the development methods.

3. The researcher holds a focus group discussion by using the answers from the questionnaire that are analyzed into issues in the discussion to brainstorm for the development methods. The participants can express their opinions, exchange experiences and attitudes and create understandings between each other to find out the development methods. The group requires two education administrators who are academics with no less than five years of experience as presidents and teachers who use the art education curriculum (12+2) with no less than two years experiences. The researcher serves as the master of the ceremony to find out the conclusion of the development methods for the art education curriculum (12+2), Arts Education College of Laos. This is the confirmation of the content and the last-step conclusion of the de-

velopment methods.

Content Analysis

The information analysis is done by using Microsoft Excel to calculate the means. The results are presented in a table divided into four parts.

1. Analyze the respondents' general information.
2. Analyze the art education curriculum (12+2), Arts Education College of Laos, its objectives, activities, teaching procedures, evaluation, learners and teachers.
3. Analyze the perspectives of teachers and students towards Advanced Curriculum in 12+2 Arts Teaching, Art Education College of Laos.
4. Analyze the open-ended answers on the perspectives towards Advanced Curriculum in 12+2 Arts Teaching, Art Education College of Laos and suggestions presenting each issue.

Results

The research revealed that the curriculum teachers and students agree with the curriculum by the mean of 3.79 which is considered high level of agreement.

Discussion and Conclusions

The curriculum users, in the overall curriculum perspectives that the researcher studied, have a level of agreement of 3.79 which is considered high. This research has a number of issues about opinions of the curriculum which are interesting and differ in levels from other issues. What is important is that, first, regarding the instructional media and materials, the curriculum users-teachers and students - approve the current conditions in a low level. Second, regarding the learners, it is found that teachers approve the current situation in a low level, but the students agree with it in a high level. From the results and the focus group discussion, the suggestions in finding the development methods are as follows.

For the art education curriculum (12+2), Arts

Education College of Laos, the researcher suggests considering the importance of instructional media and materials meaning tools and materials as well as audio-visual medias that help support the quality and the efficiency of the class. Technology that students can use, instead of depending only on their teachers and their schools, to learn by themselves (Alan november) also should be thought over, since social network technology is extremely popular and becomes a new powerful landscape with high potential and international popularity in the educational aspect. It is a challenge of unlimited learning and a way for students to gain basic knowledge on networking to polish their own quality of learning experience (Will Richardson), for example, the current concept framework for basic knowledge on digital media.

For the framework as stated, in 2007, the International Society for Technology in Education (ISTE) had revised the technology standards in the students' curriculum. Some parts focus on skills in information technology and communication that are crucial for the education in the 21st century to become national technology standards for students proposed by ISTE. In the aspect of innovative creativity, students can express their creativity in producing knowledge and developing innovations, which are products and procedures, by using technology. They can adapt their knowledge to invent new ideas, products or procedures, to create an original work that illustrates their own uniqueness, to use models and reproduce to observe complicated systems and problems and to find tendencies and predict possibilities in communicative and collaborative aspects. The students can make uses of the digital media and surroundings to communicate, collaborate and also support remote learning for themselves and for other people (Worapot Kijrungruang and Atip Jittarek, *The Education for 21st Century*).

As mentioned, the researcher has some suggestions and opinions that instructional media and materials and educational technology that are exemplified

above are important and essential for fulfilling learning. They are crucial elements of the curriculum that can help achieve the curriculum objectives completely efficiently for the education nowadays and in the future (Thamrong Buasri : 1989).

In the students' perspectives, the research finds out that teachers have low level of approval, while students have high level of approval. This shows that teachers and students should reach the same understandings about the objectives and studying plan in the curriculum. Waraporn Sunalai claims whether users succeed in using the curriculum or not depends on the teaching management of the teachers and the studying of learners which should be cooperated by both learners and teachers (1982: 5-6). Regarding the



Figure 1 Focus group at the Arts Education College, Lao PDR.



Figure 2 Arts Education College's one of the buildings, Lao PDR.



Figure 3 Painting classroom at the Arts Education College, Lao PDR.

future expectation in every perspective, majorly, teachers and learners have high to highest levels, which displays how they highly expect from the curriculum. Lastly, in the focus group discussion, the participants have the same opinion that the curriculum should be developed continuously.

Recommendations

1. There should be an evaluation for the art education curriculum (12+2), Arts Education College of Laos continually.
2. There should be an evaluation for the expectation and the satisfaction of employers towards the graduates who finished the education curriculum (12+2), Arts Education College of Lao PDR to be the guidelines for curriculum improvement in order to be suitable for social and economic needs.

Acknowledgments

This research has also received funding from the annual research fund, GRADS-1-57, of the Graduate School, Srinakharinwirot University.

A special thanks goes to the Director, administrators, staff members, and students of the Arts Education College, Lao PDR, for permission and supports for the study.

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