

Educational Quality Development and Local Development Projects with Higher Education Institutions as Mentor: to Support Teaching and Learning for Elementary Schools by St Theresa International College

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Abstract

The educational quality development and local development projects with higher education institutions as mentor: to support teaching and learning for elementary schools by St Theresa International College the purpose (1) to assess the reading ability of students in schools (2) to assess learning resources and local wisdom including integrated learning of students and the local development to support being a tourist city of Nakornnayok province, and (3) to assess the use of english for communication for students. The number of teachers and the number of students participating in the project with the network of St Theresa International College, a total of 13 schools, with a total of 2,176 teachers and students participating, divided into 143 teachers (6.57%) and 2,033 students (93.43%). The results of the project found that a number of activities organized by schools are in line with the government's policy on promoting learning and developing skills for all ages. Focusing on school development along with teacher development, 12 activities (27.91%), preparing Thai people for the 21st century, learning and innovation skills, 12 activities (27.91%) and found that there are activities that are in line with the ministerial policy, namely create and develop innovation (community innovation, social innovation) of 19 activities (44.18%) activities to develop english communication skills for learners it was found that it was the most daily activity (41.93%), followed by language reading and simple conversation (32.26%) and activities for students to record clips to practice self-introduction (22.58%). From YouTube the least (3.23%) satisfaction and project performance assessment results by project participants according to the Kirkpatrick assessment framework consist of 4 aspects of assessment: reaction, learning, behavior, and results. Classified by aspect and overall it was found that the results of the project evaluation behavior had the highest mean (mean=4.44, S.D.=.26), followed by reaction (mean=4.35, S.D.=.27), with the result evaluation having a low mean. Ultimate (mean=4.29, S.D.=.28)

Keywords: Educational quality improvement, local development, higher education.

Background

Education quality development and local development projects with institutions of higher education as mentors it is a project according to the policy of the Ministry of Education. Higher education that focuses on promoting the role of higher education institutions throughout Thailand to act as mentors for local educational institutions to improve the quality of education and local development. To drive promote and support concrete results from the present to the future. With the goal of elevating the level of basic education of each locality throughout Thailand to develop an effective teaching and learning model and focus on the promotion of local wisdom learning it aims for higher education institutions to bring educational innovation, resources, knowledge, academic expertise of personnel and technology from higher education institutions to help improve the quality of education for local basic education schools.

By focusing on development according to the needs of educational institutions and local areas or according to the policy of the Ministry of Education.

Network of Higher Education Institutions in the Eastern Region of Thailand under the leadership of Burapha University assigned by Office of the Permanent Secretary for Higher Education, Science, Research and Innovation to carry out educational quality development and local development projects with higher education institutes as mentors fiscal year 2020 by St Theresa International College has joined the network and was assigned to conduct a pilot experiment to create a model for developing the quality of educational institutions and localities. fiscal year 2020 in 13 schools. In this regard, the targeted activities that aim to develop include: (1) assurance of the quality of reading and student reading (2) development of learning resources local wisdom by making short films and developing a database classified by sub-districts, districts where schools are located. by cooperation between educational institutions and all sectors in the area (3) activities to develop english language skills for communication for students (according to the needs of educational institutions and higher education institutions that results in rapid changes in the quality of education or sees concrete results)

Project Objectives

- 1) To assess the reading ability of students in schools.

- 2) To assess learning resources and local wisdom including integrated learning of students and the local development to support being a tourist city of Nakhon Nayok Province.
- 3) To assess the use of English for communication for students.

Review of Literature

Assessment scholars' assessment models, such as the CIPP Model, are named assessor's theories. Stufflebeam (1973) is a very popular evaluation framework. is a comprehensive assessment context, input, process, and Product In addition, there are many other assessors who own the theory of assessment, including Tyler (1942), objective assessment. Scriven (1967) emphasizes evaluating progress and conclusions, (Formative-Summative) but Cronbach (1989) assesses the process, general abilities, attitudes, and follow-up assessments for other evaluations, Patton (1978) evaluation models may be found emphasizing on utilization-focused evaluation, customer separation, data collection methods, category of information Hammond's assessment (Worthen & Sanders 1973) consists of behavioral, instruction, institutional assessment frameworks. Stake Evaluation Model (1976) includes antecedents, transaction, outcomes evaluation. Welch's (1974) model covers gathering, processing, reporting. For Alkin's (1969) model evaluation, system assessment, program planning, implementation evaluation, progress evaluation, outcome evaluation and assessors, Einer (1975) defines an assessment framework covering descriptive aspect, interpretive, evaluative aspect or assessment concept the theory-driven evaluation model of Chen 2005. Kirkpatrick (1978) identified 4 aspects of evaluation (RLBR), namely; reaction, learning, behavior and results, this project used this model for evaluation because it is a mentoring project.

Methodology

Research methodology is an evaluative research by using quantitative data and qualitative data.

Target group

- 1) participating school, 13 schools
- 2) teachers participating in the project, 143 people
- 3) students participating in the project, 2,033 people

Research Instrument

The objective performance record forms an integration model of Tyler's (1942) assessment concepts the objective assessment, and part of evaluation model by Stufflebeam's (1973); Product evaluation.

The questionnaire was used to evaluate the results of the project according to evaluation model by Kirkpatrick (1978); identified 4 aspects of evaluation (RLBR), namely; reaction, learning, behavior and results.

Processing time

In the fiscal year 2020

Activities in action

Activities	Action
1. Practical quality assurance of reading and being a student's readers.	-Target school operate on a series of activities. with internal supervision and exchange of knowledge continually
2. Implementation of the development of local knowledge learning resources	1) Schools in the network filmed a short film about learning resources. Local wisdom classified by sub-districts, school districts 2) Organize a database system for learning wisdom.
3. Actions to promote the use of English for communication for students.	3. Actions to promote the use of English for communication for students.
4. Participate in seminars, exchange knowledge with schools in the network	-Seminar to present the work - Evaluate performance

Research Results

1.1 Quantitative data

The number of teachers and number of students classified by educational institutions participating in the project with the network of St Theresa International College it was found that 13 schools participating in the project had a total of 2,176 teachers and students participating in the project, classified as 143 teachers (6.57%) and 2,033 students participating in the project (93.43%).

Number of activities classified by educational institutions participating in the project it was found that there were a total of 43 activities from different schools. The school with the most activities was Wat Prammani school with 5 activities, while other schools had 4 activities and 3 activities.

Number of activities classified according to government policy and ministerial policy, it was found that among the number of activities organized by schools in the project are projects that are consistent with the government policy on promoting learning and developing skills for all ages. Focus on school development along with teacher development for 12 activities (27.91%). Regarding preparing Thai people for the 21st century, 12 activities related to learning and innovation skills (27.91%) were found to be consistent with the ministerial policies. create and develop innovation (community innovation, social innovation) 19 activities (44.18%).

1.2 Qualitative data

Summary of qualitative data from 13 projects classified by project activities as follows:

Activities for developing skills and reading habits in Thai language summary of activities organized for the development of learners to have the ability to read and write.

Table 1. Learner development activities

No.	Activities for the development of learners
1	Love of reading project to develop reading follow the teacher and have a video clip recorded for practice.
2	Reading promotion activities Activity 1: Spelling practice according to the worksheet for grade 1-2 students. Activity 2: Reading stories and practicing storytelling for Prathomsuksa 3-4 students. Activity 3 Reading comprehension and summary for grade 5-6 students.
3	Reading activities -recitation activities -calligraphy activity -teaching and learning through VDO prepared by teachers
4	Activity 1: Spelling practice according to the worksheet for grade 1-2 students. Activity 2: Reading short articles and practicing summarizing what has been read and having them read the summary to the teacher. Listening for students in grades 3-4. Activity 3: Summarizes the story read and writes under the picture for the students. Elementary school 5-6.
5	The teaching and learning management therefore adjusts according to the situation. In the first semester, teaching is organized in an ON LINE / ON HAND format. Therefore, teaching and learning activities are organized that focus on reading, writing, and thinking. In the second semester, on-site learning is organized. Able to correct students who cannot read and write, and to encourage students who can read and write, therefore organizing activities and fix the problem as follows Activity 1: Practice reading with colored letters. Activity 2: A word-a-day language activity. Activity 3: Calligraphy activity.
6	The problems in reading that teachers encountered in the academic year 2019, the concept and developed so that students at all levels have reading quality suitable for their own level, so the problem has been solved as follows. Activity 1 Spelling practice according to the word list book for grades 1-6 students. Activity 2 Reading comprehension and summary for grade 4-6 students.
7	According to the reading problems that teachers encountered in the 2019 academic year, teachers have to think critically of students and there are plans to develop students at all levels to have reading quality suitable for their own level. So the problem has been solved as follows. Activity 1 Activities to enhance reading and spelling skills for students in grades 1-2 Activity 2: Thai language games to enhance skills for students in grades 3-4 Activity 3: Sana melody reading activity for students in grades 5-6

8	Create a literacy development plan, a development plan focusing on the policy of the Nakhon Nayok Primary Educational Service Area Office. And the reading and writing development project (know how to preserve the Thai language) and to organize activities using the Active Learning process to develop students at all levels to have reading quality suitable for their own level as follows: Activity 1 Daily Thai idioms activities Activity 2 Activities on Sunthorn Phu Day, 26 June Activity 3 Activities for national Thai language day 29 July Activity 4 Read and write every day to create wisdom. Activity 5 Participate in the contest / activity to promote reading.
9	The organization of teaching and learning activities emphasis on reading, writing and critical thinking. To develop students at all levels to have reading quality suitable for their own level and to have reading habits. So the problem has been solved as follows. Activity 1 Practice writing and reading spelling words according to the worksheet. Activity 2: Reading stories and practicing writing stories from pictures Activity 3 Reading comprehension and summary
10	From reading and writing problems that arise therefore, Wat Rat Pradit School has solved the problem by using the following activities: Activity to practice reading a list of basic words at every level with parents as inspectors Activities spelling exercises reading short stories writing stories from pictures and imagination Activities reading comprehension and writing summaries.
11	Based on reading problems encountered in the 2019 academic year, the school prepared a literacy development plan, emphasizing extra-curricular teaching outside school hours on a voluntary basis. The textbook used to teach and teach is a Thai language course that the school has prepared by itself. Activity 1: reciting the scriptures Activity 2 Activity to love reading. Activity 3 Activity to practice writing fluently.
12	Management of teaching and learning Thai spelling reading exercises with video as a medium to help manage teaching and learning.

Summary of activities organized for the development of learners to have the ability to read and write.

Table 2 Percentage of learner development activities

No	Activities for learner development	Frequency	Percentage
1	Creating a video so that students can practice reading by themselves at home.	3	15
2	Teachers prepare worksheets for students to read and write both in the classroom and outside the classroom.	4	20
3	Spelling practice according to the word list book for students.	1	5
4	Activity surfing chant.	4	20
5	Reading promotion activities story writing.	3	15
6	Organizing activities to promote reading, writing through reading, writing and storytelling from pictures, calligraphy.	5	25
	Total	20	100

Table 3 Classification of results of learning center-local wisdom development according to the local context

No	Result of development

1	Learners have ability skilled in making quality taro paste and earning income for the family according to the philosophy of sufficiency economy. The learners have developed the ability to be tour guides, speaking skills to introduce local attractions fluently and accurately. The learners were raised awareness of local youths to love and cherish their own community culture. Learners have a good attitude towards working together as a group, live in society sufficiently and happily. Learners get to know how to use their free time to benefit.
2	Learners will get to know their own learning sources - local wisdom. able to apply the acquired knowledge.
3	Encourages and reminds students to feel cherished and to conserve and carry on wisdom and culture for future generations.
4	Students will get to know their own learning sources - local wisdom. able to apply the acquired knowledge with learning in the classroom and can help develop their own learning-local wisdom to be known to the general public.
5	Learners have the skills to process bananas and make quality simple drinks, as well as being able to create a career for their families. Cultivate students' awareness of local love and wisdom in their own communities. Practice working together as a group and live a self-sufficient life with peace of mind students can use their free time to benefit develop and promote wisdom and tourist attractions in the community.
6	The results of using learning resources - local wisdom to support teaching and learning students will know their own learning sources - local wisdom. How to stack herbal medicine during COVID the knowledge gained can be applied to learning in the classroom. And can help develop a learning source - local wisdom of their own to be known to the general public.
7	It can be a source of learning for students and a public information for tourists to visit Sarika waterfall.
8	Students will get to know the source of learning able to apply the acquired knowledge or can pursue a career in tourist attractions such as being a tour guide which both Thais and foreigners come to visit in Khlong Maduea Support students' assertiveness and has helped develop the source of wisdom and attractions be proud of your hometown.
9	Students can study Homemade Bakery clips as part of academic studies, career basics and technology (KAT). Students can use the Homemade Bakery clip as a guideline for experimenting with their families. In order to use your free time usefully. And can cause a career or extra income for the family.
10	Learners get to know the history of important places of the district where students live have studied and learned about local wisdom Thai wisdom that is the occupation of parents or may be the occupation of students in the future. Including the students to realize the value. Preserving and inheriting local wisdom Thai wisdom to continue to exist.
11	reduce aggressive behavior of students learners are more humble. learners have a better relationship with the community.

Summary of activities organized to develop English language skills for communication.

The number of activities to develop English skills for communication of learners found that was the most daily activity (41.93%), followed by simple language reading and conversation (32.26%) and activities for students to record self-introduction clips (22.58%). Activity to listen to a clip accompanying the lesson from YouTube least (3.23%)

Overall data assessment results

- 1) Number of projects 13 projects consisting of 43 activities
- 2) Number of participating institutions: 13 schools
- 3) The number of participating areas in the 3 provinces project consists of Nakhon Nayok province, Prachin Buri province, Sa Kaeo province

The results of the project are in line with the government policy and Minister of Higher Education, Science Research and Innovation

1) Project implementation is in line with government policy.**1.1 Promote learning and skill development for all ages**

√ Focus on school development along with teacher development, 13 projects (12 activities)

1.2 Preparing Thai people for the 21st century

√ Learning and innovation skills, 13 projects (12 activities)

2) The project implementation is in line with the policy of the Minister of Higher Education and Science, Research and Innovation

√ Create and develop innovation (community innovation, social innovation) 13 projects (19 events)

The method of operation is carried out by publicizing educational institutions in the area through the network. Announcement of applications and holding meetings inviting them to form a coalition in development by creating motivation to see the importance of cooperation and development by the personnel of the educational institution itself for educational institutions to bring out their own potential for effective use the college will be just a mentor.

Project output**1) Innovation, 43 video clips (according to Table 1)****2) The results of the learning achievement evaluation**

The learning achievement evaluation found that the learning achievement of teachers and students under various activities of the project classified by activities showed that all schools had higher performance after participating in the project.

3) School Satisfaction Assessment Results

Assessment of satisfaction and project implementation by project participants according to the assessment framework. The Kirkpatrick Model (Kirkpatrick, 1975) consists of 4 aspects of assessment: reaction, learning, behavior, and results, classified by aspect, individually and overall, it was found that

Behavior; the assessment results were at a good level (Mean = 4.44, S.D. = .26). It was found that the use of knowledge from the project development had the highest evaluation results (Mean=4.61, S.D.=.50), the use of English for communication for students (Mean=4.53, S.D.=.51), and the use of language. English for communication meets the needs of educational institutions (Mean=4.53, S.D.=.51), with a very good rating. The lowest evaluation result is making a work manual to use (Mean=4.23, S.D.=.72)

Reaction; has a good rating (Mean=4.35, S.D.=.27). It was found that supervision from mentors and joint supervision among network members including having a seminar to present the work with the highest evaluation at a very good level (Mean = 4.53, S.D. = .51), followed by the development of learning resources local wisdom by cooperation between educational institutions and agencies in the area (Mean=4.46, S.D.=.66) and found that The lowest rating is the development of a collaborative system between higher education institutions and local basic education institutions (Mean=4.23, S.D.=.59)

Result; this side have a good assessment result (Mean=4.29, S.D.=.28) and when considering each item It was found that schools in Nakhon Nayok Province have learned local wisdom. Nakhon Nayok Wisdom/Thai Wisdom had the highest mean (Mean=4.57, S.D.=.51) and found that students had the ability to use English for communication appropriate to their age. able to apply the knowledge in daily life with the lowest average (Mean=4.15, S.D.=.55)

Learning; this side have a good assessment result (Mean=4.34, S.D.=.28) and when considering each item it was found that the assessment results about objective test results after joining the project had the highest mean (Mean=4.69, S.D.=.48) and found that other items had the same good mean (Mean=4.23, S.D.=.59).

Assessment of satisfaction and project implementation by project participants according to the assessment framework. Kirkpatrick Assessment consists of 4 aspects: reaction, Learning, behavior, and results, categorized individually and overall. It was found that the evaluation results of the project behavior (behavior) had the highest mean (Mean=4.44, S.D.=.26), followed by the reaction (Mean=4.35, S.D.=.27). (result) has the lowest mean (Mean=4.29, S.D.=.28)

Benefits that higher education institutions receive from the implementation of the project

- 1) The college got to know the needs of the community for self-improvement and local development.
- 2) The college has guidelines for community development planning in the area that meets the needs. Reduce wastage in operations in the future
- 3) Good relations and strengthening ties with the education network in the area are well established.

Benefits for students

- 1) Students in grades 1-3 were able to read, read fluently, and read well, and students in grades 4-6, grade 1-3 were mileage readers being a reader it will affect academic achievement or national exams and get an innovative model for quality assurance of reading and being a reader.
- 2) Students learn integrated from learning resources. Local wisdom/Thai wisdom.
- 3) Students in schools in Nakhon Nayok province learn local wisdom. Wisdom Nakhon Nayok/Thai Wisdom Nakhon Nayok province get a source of learning local wisdom and a provincial geographic database support art and

cultural tourism promoting Nakhon Nayok as a tourist city and get prototypes for innovation in the development of learning resources local wisdom.

4) Elementary and secondary school students are able to use English for communicative purposes appropriate to their age able to apply knowledge in daily life and be a model for innovation in organizing English for communication activities. A study proved that a simulation-supported teaching method in biology is much more effective than the traditional teaching methods. Different methods of education have positive influences on educational quality of higher education students in Thailand (Sasikala 2017, Reddy 2017 and Reddy and Buncha 2017)

The suggestion

Supervision and operation as a mentor has obstacles in the epidemic situation, making the operation not fully complete as it should be because the school is not open as usual communication between each other cannot be carried out on some matters.

The suggestion for implementation is that it should be managed remotely or online system it is a clearer, more concrete system from the situation of the COVID-19 epidemic this is an opportunity that the institute must accelerate the development of such issues in the future.

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