Developing the Evaluation Model of the Learner Development Activities for Primary Educational Students

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Abstract: The aims of this research study developed a model evelution to assess the activity development of students in the Primary Education level in Thailand. The research was conducted by the research and development (R&D) process that it was administered in two phases; to investigate on analyzes the concept of student development activities, assessment of student development activities in primary school classes, and theory-driven evaluation and interviews with those involved with the activities of the students was the first phase. The second phase, creating an evaluation model to assess activity development for primary educational students. The third phase, to trial evaluation model by experimenting with different sized schools which sample consisted of nine schools, including small, medium, and expansion opportunity schools. The fourth phase, to assess the evaluation model that it has developed the tools used to assess the valuation model based on the evaluation of standards development committee to evaluate educational standards. The assessment is the evaluation of the experiment involving 18 experiments. It has found that; to investigation evaluated the events and activities of the primary educational students composed of textbooks, academic papers, the report showed that the factors used to evaluate the activity development of primary students in three key areas: planning activities for developing learners, processing development activities' learners, and the characteristics of learners were satisfied. The evaluation model to evaluate activity development of primary educational students composed of eight elements, such as; principal, purpose, to be aimed at assessing the objective things, the tools used to evaluate, users assessment form, how to analyze assessment results, evaluation criteria, and assessment report. The experimental evaluation model to evaluate the activity development of primary educational students, the research study has found that expert on the evaluation model has given their opinions on the assessment form. The results are at the high appropriate level in all aspects and all indications are 3 aspects to planning development activities, process development activities for learners, and the quality characteristics of the students. The trial has not found of problems in the form of assessment. Finally, the developing evaluation model to evaluate activity development of primary edcation students, this is a theoretical validity, the opinions' experts opine that the item can be measured according to measurement higher than 80%, and the possibilities are appropriate, and to be accurately, comprehensively.

*Key **words**: Development, evaluation model, learner, activity, primary educational students.*

INTRODUCTION

In the four last decades, current progress in technology has to play a role in the lifestyle of persons in society, which affect the physical and mental condition. It has to be competitive, especially in the economic and education makes persons confused to receive and use values. As well as a lack of awareness of moral and ethical behavior. This educational activity requires students to develop a mechanism to prevent and help promote and develop the study found and develop their potential provide skills in everyday life, moral, ethical, emotional maturity is learning to think in terms of multiple bits of intelligence to solve the crisis, plan to study and develop their careers and the world of work and life in society happily. The Education Act of BE 2542 has established education guidelines. The principle that all students are able to learn and develop themselves and learners are considered the most important education process must encourage students to develop their full potential and natural by the organizing contents and activities in line with the interests and aptitudes of the students into account the differences between individual training process management situation, and the application of knowledge to solve problems in defense and learn from their real experiences. The Basic Educational

Core Curriculum BE 2551 (AD 2008) is defined development activities and to have set up three types of student guidance activities, student activity, and corporate social responsibility and philanthropy both are linked, and aims to give students the experience to cause a critical competency and desirable. This will lead to the achievement of development goals and vision of the students on the course.

Educational activities for learners to develop a desirable feature must be followed as the Ministry of Education proposed various theories for the design, desirable features, such as promoting cognitive development theory (Intellectual development theory), the theory of effective domain of Krathwohl, Bloom and Masia, theoretical development of ethical (moral development theory), the theory tree Ethics (tree theory), the activities of students who study performed in current practice to prepare for development activities for the students to have the desirable characteristics of the Ministry of Education. (Bureau of Standards in Education, 2008), part of the activities organized in the course of scout activities and activities events guide.

The assessment activity status to develop learners, according to the core curriculum for basic education BE 2551 is estimated to be at the event. Activities and work/job/features evaluated based on criteria that define education. This assessment is ongoing that it has focused on the students to find their potential from concept to practice, working group, and the public mind by all parties involved in the assessment. Most forms of assessment to evaluate activity development with the CIPP model for a learner is assessed environmental inputs, processes, and output. Teachers responsible for project evaluation after the project ends. The management did not bring results to the project in a systematic manner (Kanjanawasi, 1998; and Chaloeiwares, 1998). Schools used to evaluate activity development on the outcome of the evaluation of the students that it is allowing the students to do well in his journal. Most of it was recorded that the students do each day. Parents are involved in the assessment by the record number of times. The good of the students and commented on the behavior of learners. Teachers are evaluated similar line of measurement and evaluation of the Ministry of Education. But there are barriers is a feature that has happened to the students and the indicators look abstract, hard to measure and how to measure, as a measure mental traditional tools used to measure the lack of feasibility in practice and the judge does not match reality. As a result, the measurement does not reflect the characteristics of the students at the event. The data shows the success or failure of the event. Teacher can not tell whether that mechanism works, the group attributes as defined in activity goals, activity management has decided to update the information contained in the operations and development projects successfully concluded following (Lermtrakul, 2003).

The problems of assessing student development activities, researchers have studied the concept of theory-driven evaluation, which will allow an assessment to find the mechanism of activities based on the principles of the theory background. Using a variety of tools to assess the real situation, which can reflect the actual behavior of the students. The results of this assessment guidelines, executives have to make key information to make decisions, projects or activities that affect the attributes with the students. The concept of theory-driven evaluation was assessed using the theory as a guide for the judge. The project was successful or not, and factors may cause the results of the project occurred. This concept allows linking factor, operational activities and results achieved as a result of the project (Kanjanawasi, 2007). The main purposes of evaluation theory-driven; there are three reasons: 1) to identify the level of compatibility between the theory, 2) to understand the conditions that make the project succeed or fail, and 3) to provide guidelines for the improvement or development projects (Lermtrakul, 2003).

The assessment is based on the theory-driven evaluation, using the theory as a guide for convicted The project will be successful or not and factors may cause the results of the project took place to prepare recommendations for the development of the next (Kanjanawasi, 2002, pp.123) to give information about the success of the operation that could explain the reason why the activity or intervention is set up, it can cause the desired results of knowing the causal factor or mechanism for making an assessment with a description of the program or project based. This will help to develop even further, the evaluation focused on the theory that it provides information that factors affecting the results. However, to clarify the causes and effects of success, and failure of a project or program aimed at evaluating the (Phitiyanuwat, 2001: 193). Assessment theory as a way to assess how the theory is based on management estimates. Therefore, it can be concluded that the assessment was put on science to evaluate historical line versus another and assessment theory can also be used to evaluate theories, too (Worakham, 2011).

As above, given the importance of the issue and assess student development activities. Researchers are interested in developing models to assess the activities of desirable characteristics of learners with the application of the concept of theory-driven evaluation to develop evaluation model to assess the activities of primary educational students with the strength of the concept, theory-driven evaluation, this could explain the mechanism of activity of the group under the framework of the theory background the activities. As a result, the study was a change in the spirit of the event will be able to issue an assessment of the activities of the students present. The administration has information about the activities of the students. Information on the conditions that make the event a success or failure to be linked to the background theory. The resulting feature as needed and is planning activities that effectively result in a change to the desired features. Executives can bring such information to take into consideration decisions and plan activities to develop students' performance.

Methodology

In the past, the evaluation of R&D commercialization capability focused on one side from the usage perspective. The researchers focus on the potential of developing the activities of primary students only look at short-term benefits. Thus, the development of evaluation about of R&D project is vital to assist R&D entrepreneur in selecting potential with student activities to high physical and binding value.

Research Aims

The research aims to develop a model to evaluate the activity development of primary educational students; the specific objectives are followed as:

1. To analyze, synthesize and evaluate the activities of primary educational students

2. To develop a model to evaluate the activity development of primary educational students

3. To use the model to evaluate activity development of primary educational students

4. The evaluation model to evaluate the activity development of primary educational students

Research Procedures

This research developed a model to evaluate the activity development of primary educational students for applying the concept of assessment theory driven. The assessment by the involvement of stakeholders, by evaluating the model, the model of intervention and change. An overview of the models did not assess the indicator. The administration has more conditions that make events a success or failure is linked to the background theory that was to plan activities that have resulted in changes to the features researchers' needed with the research and development technique, which conducts research into four phases.

Phase 1: To analysis, synthesis, evaluation issues and the indicator of evaluating student development activities in primary education schools. The synthesis document and interviews with luminaries, in order to assess the issues and indicators for assessing the activities developed by the students with the scope that it was followed as:.

Content Limitation

At this stage study, the evaluation component indicators for activities and evaluation activities to develop learners at the primary educational level. Using the framework of activities of the students, according to student development activities, according to the Core Curriculum for Basic Education Act BE 2551 (AD 2008) of the Office of the Basic Education Commission under the. Ministry of Education (2008) contains guidance activities for student activity and corporate social responsibility and philanthropy.

Data Resource Limitation

Using the documents including articles, research papers regarding the evaluation of student development activities. The student's primary educational level, documents related to the theory, principles relating to the activities and results of development activities for the students. The concept regarding the evaluation model based on theory-driven.

Luminaries including those involved with the activities of the students with academic positions than standing specialist who were experienced in teaching or development activities learners primary educational level for a period of not less than five years and/or a contribution to the sector and to be willing to cooperate in an interview of 13 persons.

Variable Limitation

The variables studied in this process are followed as:

1. The issue of student development activities in primary educational level.

2. Development element learners in primary educational level

3. Indicator of student development activities of primary educational level

4. How to evaluate activity development of primary educational students?

5. To evaluate the activity development of primary educational students

6. Criteria for evaluating student development activities of primary educational level

Phase 2: Development model to evaluate activity development of students of primary educational level

In order to do this term, the researchers used the method of operation of Chen (1990) integrative approach with a combination of social sciences (social science approach) is derived from an analysis of theoretical development, ethics, and literature related to the application of theories and ideas from the stakeholders (stakeholder approach) by introducing the synthesized together. The data from **Phase 1** to determine the measure of an intervention model act and model changes and synthesized into a draft form to evaluate activity development of primary educational students. The structure and details of the various parts and a manual model to evaluate activity development of primary educational students and determine the appropriate and the possibility of the draft assessment forms were provided.

Data Resource Limitation

Luminaries determine the suitability (Propriety Standards) and possible (Feasibility Standards) of the draft assessment form. Technical discussions with the multi-dimensional nature to find consensus (Multi-Attribute Consensus Reaching: MACR) consists of 9 members, such as; experts in curriculum development, student activities of 3 persons, experts in content development activities for the students of 3 persons, and experts in the measurement and evaluation of 3 members.

Content Limitation

At this stage, the program will create a theoretical model development and evaluation activities of the students in primary educational school level and manual model to evaluate activity development of students in primary educational school level was brought to trial in a real situation.

Variable Limitation

The variables studied in this process are the opinions of experts on the draft of the evaluation model to evaluate activity development of students in the primary educational school level.

Phase 3: Trial evaluating the activity patterns of the students in the primary educational school level. These valuation model development activities to go to trial with the data in the trial, including administrators and teachers responsible for student development activities in primary schools under Office Primary Educational Service Area in Mukdahan province, consisted of 18 persons.

Content Limitation

At this stage, the study assessed the quality of the model validity when applied in real life situations for comparing the results between the three groups were evaluated.
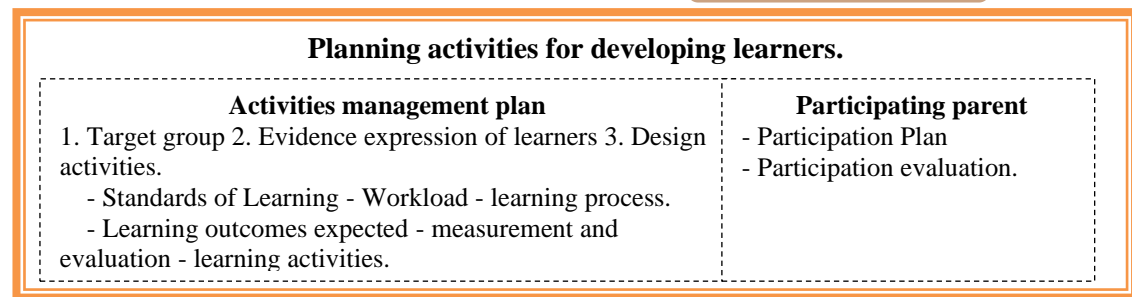
Data Resource Limitation

Data resources are a small school in primary education level, medium and extended opportunity schools under the Office Primary Education Service Area Office, Mukdahan province with the the selection of specific (Purposive Sampling) and voluntarily join the scheme consists of three small
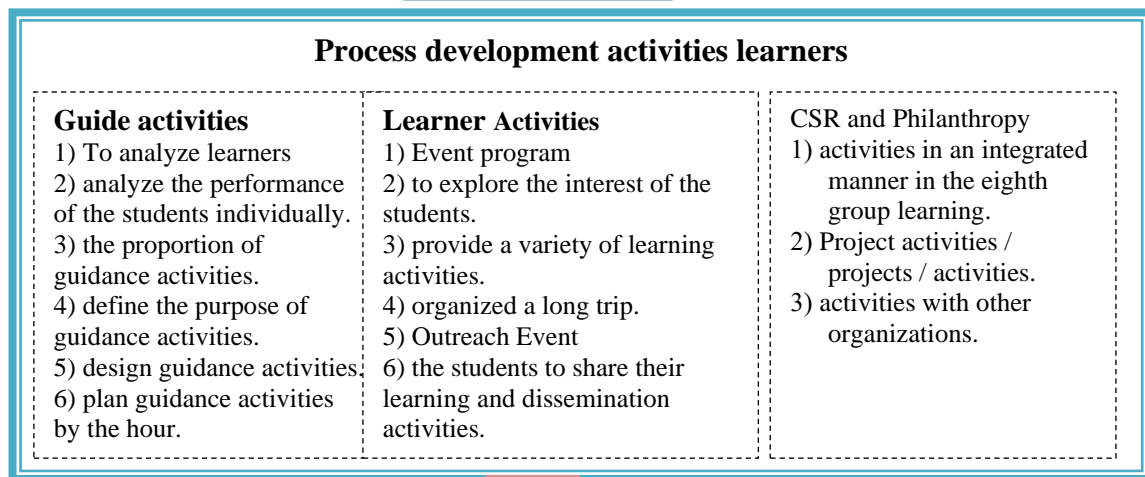
schools, school groups, school medium of three schools and extended opportunity schools of three schools totaling nine schools.

Theory program development activities learners

Action Model

Planning activities for developing learners.

Activities management plan	Participating parent

1. Target group 2. Evidence expression of learners 3. Design activities.
  - Standards of Learning - Workload - learning process.
  - Learning outcomes expected - measurement and evaluation - learning activities.
	- Participation Plan
	- Participation evaluation.

Interference

Process development activities learners

Guide activities
1) To analyze learners
2) analyze the performance of the students individually.
3) the proportion of guidance activities.
4) define the purpose of guidance activities.
5) design guidance activities.
6) plan guidance activities by the hour.

Learner Activities
1) Event program
2) to explore the interest of the students.
3) provide a variety of learning activities.
4) organized a long trip.
5) Outreach Event
6) the students to share their learning and dissemination activities.

CSR and Philanthropy
1) activities in an integrated manner in the eighth group learning.
2) Project activities / projects / activities.
3) activities with other organizations.

Model Changes

The students' learning activities.

Guide Activities
1) Know and understand the love and esteem of others.
2) to plan educational and career choices.
3) adapted And live happily with others.

Student Activities
1) Discipline And responsibility
2) is a leader as well.
3) have the skills to work together. Known solution is realistic right decision.
4) Know Help Share And generosity and solidarity

CSR and Philanthropy
1) behave to benefit the family, school, community, society and nation.
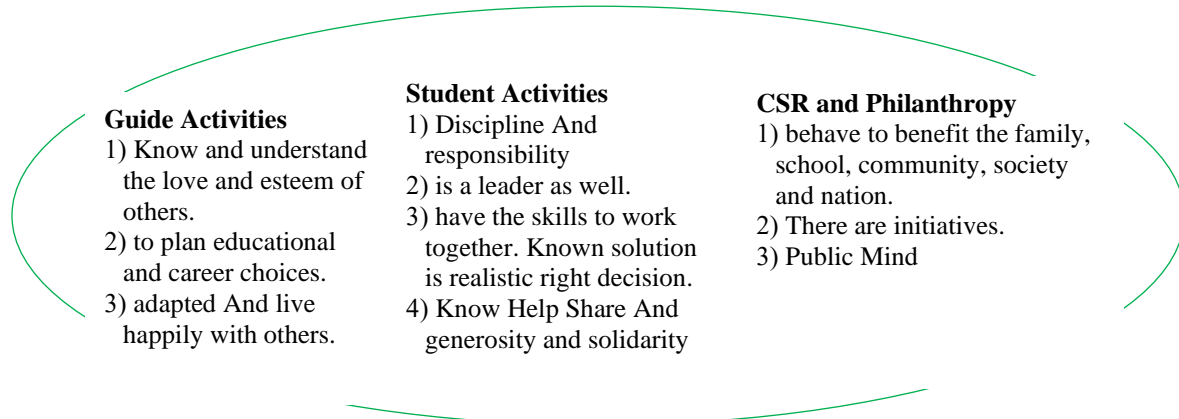2) There are initiatives.
3) Public Mind

Figure 1. Theory program development activities learners

Variable Limitation

Variables in this stage were composed of evaluation activities to develop learners, the results of the evaluation activities to develop learners, and problems models to evaluate activity development of students in primary school classes were used.

Phase 4: The evaluation model to evaluate the activity development of students to those involved to evaluate activity development of students in primary school classes, and to evaluate the accuracy and usefulness of the evaluation model.

Content Limitation

In this process, aimed at developing a model to assess the activities of learners in primary school classes with the administrators and teachers to develop learning activities were used. The model to evaluate the activity development of students in primary school classes in two aspects: accuracy (Accuracy) and its benefits (Utility) and focused on the manual model to evaluate activity development of students in primary school classes.

Data Resource Limitation

The rate of school evaluation model to evaluate the activity development of students in primary school classes , which consisted of small, medium and expand opportunity schools whereas composed with the size of three persons, including two schools, each consisting of 18 persons, such as; the 9-director of schools, and the 9-teachers develop the students.

Variable Limitation

The variable studied in this process is the model to evaluate activity development of primary educational students.

Results

This research study has found that:

The First Phase: To be analyzed the synthetic indicator of assessment of student development activities in primary educational level.

The study analyzed the synthetic indicator of evaluating student development activities. in primary educational level, such as; papers, research articles about assessing student development activities in primary educational level, the documents related to the theory, principles relating to the activities and results of development activities for the students. The concept regarding the evaluation model based on theory-driven, and interviews with those involved include academic study. The supervisors in the Office of the Basic Education school administrators, teachers and students who have developed the practice of excellence of 13 persons from the synthesis of such conclusion. Assessment of student development activities in primary educational level with the program includes a theory lesson plan development activities. (the Evaluation Model), the activities of the student's teacher (Interference), and the attribute students (Model change).

The Second Phase: The development of a model to evaluate the activity development of students in primary educational level.

Action in this research is how to create a theoretical program integrative approach (Chen, 1990) with a combination of social sciences (social science approach) is derived from an analysis of the theoretical development of moral and literary involved. application of theories and ideas from stakeholders (stakeholder approach) by introducing the synthesized together. The indicators of the actions the intervention model and model changes and synthesized into a draft form to evaluate activity development of students in primary educational level with the offering four-step analysis is the study of literature is concerned. The meeting discussed multipath characteristics, building theory study program development activities at the primary educational level and creating assessment form and manual evaluation model student development activities in primary educational level that it details are below.

Model to evaluate activity development of students in primary educational level	
Principles	1. Assessment of progress 2. Assessment using theory-driven.
Objective	To get information about the development activities of teachers in primary educational level
The Focusing on evaluation	Indicators Key indicators include the number 33. 1. Plan activities to develop learners. (The model) of five indicators. 2. The activities of the group of teachers (Interference) of 18 indicators. 3. Characteristics of learners (Model changes) of 10 indicators.
The tool used to evaluate	1. evaluation plan development activities, learners. 2. evaluate the activity development of student teachers. 3. assess the students' learning activities.
Users assessment form	School administrators, teachers, and student development.
How to analyze assessment results?	1. Average (Mean). 2. SD (Standard Deviation).
Evaluation Criteria	Absolute criteria
Reporting Assessment	Report on the strengths and weaknesses of the activity indicators.

Figure 2. Model to evaluate activity development of students in primary educational level

The researchers conducted a study to analyze the concept of learning and assessment activities of the students for according to theory-driven evaluation and interviews with experts on the problems and evaluating student activities. Primary analyzed elements in the curriculum, processing and synthetic preparation of the draft framework model to evaluate activity development of students in primary educational level and offer qualified to attend the debate multipath characteristics. It has been revised according to the recommendations of the expert meeting. Then, qualified again that it was formed to evaluate the activity development of students in primary educational level follows as Figure 2.

The Third Phase: To study assessed the activity patterns of the students.

At this stage, an experimental model to evaluate the activity development of students in primary educational level, which is aimed at determining the quality of the theoretical (Construct Validity) from of assessment has become mainstream. By the way, judging by experts from adopting the assessment form can be measured according to measurement higher than 80% of the opinions of all the experts. The assessment shows that the model that the researchers created is available.

Expert opinion on the assessment form student development activities. The overall of students in primary educational level can be used to measure the desired measurement. Considering that the elements used in the assessment. Users assessment from how to analyze assessment results and evaluation criteria with the expert opinion corresponding to 100% of the assessing report and the principles and purposes, 94.44% and 88.89%, respectively.

Phase 4: The evaluation model to evaluate the activity development of students in primary educational level.

Evaluation model to evaluate the activity development of students in the primary educational level that it considering each side, the results showed that in the two aspects of use and accuracy in all aspects.

In summary, the assessment form student development activities in primary educational students at the primary educational school level have made progress in improving educational standards and to evaluate the accuracy, reasonable possibilities and exploitation can be used in a real situation.

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