

## Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education

Chatcharin Chintham\* and Noppawan Chiroylarp\*\*

\* Student in Double Master's Degree Program in Curriculum and Instruction and in MEF, Department of Education, Kasetsart University,

\*\* Lecturer, Department of Education, Faculty of Education, Kasetsart University.

### บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อออกแบบพัฒนาและประเมินสคริปต์เนื้อหาและสตอรี่บอร์ดแบบออนไลน์ สำหรับคลังทรัพยากรการศึกษาแบบเปิดเพื่อการศึกษาภาษาต่างประเทศด้านหลักสูตรอิงมาตรฐานระดับมัธยมศึกษา (Standards-Based Curriculum at Secondary Level) กลุ่มตัวอย่างของงานวิจัยซึ่งได้จากการสุ่มเลือกแบบเจาะจง ได้แก่ ผู้ทรงคุณวุฒิด้านเนื้อหา จำนวน 7 คนจากมหาวิทยาลัยของรัฐและเอกชนและโรงเรียนที่เปิดสอนโปรแกรมสองภาษาในสังกัดรัฐบาล (English Program) เพื่อประเมินสคริปต์เนื้อหาและผู้ทรงคุณวุฒิด้านเทคโนโลยี จำนวน 3 คน จากมหาวิทยาลัยของรัฐ หน่วยงานภาครัฐและบริษัทเอกชน เพื่อประเมินสตอรี่บอร์ด เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสอบถาม สคริปต์เนื้อหาและสตอรี่บอร์ดแบบออนไลน์ การวิเคราะห์ข้อมูลใช้ค่าสถิติร้อยละ การวิเคราะห์เชิงพรรณนา และการเขียนเชิงบรรยาย ผลการวิจัยพบว่า 1) สคริปต์เนื้อหาแบบออนไลน์ด้านหลักสูตรอิงมาตรฐานระดับมัธยมศึกษา ที่ออกแบบและพัฒนาด้วยบริการฟรีเพื่อสร้างบล็อก ประกอบด้วยเนื้อหา 5 หัวข้อหลักคือ Standard Based Education, Secondary Curriculum in SBE, OER Hot Links และ French Resources มีที่อยู่บนเว็บ <http://oer-mef.blogspot.com/p/by-chatcharin.html> 2) ผู้ทรงคุณวุฒิด้านเนื้อหาส่วนใหญ่ร้อยละ 95.6 % เห็นด้วยกับระดับภาษา ประโยชน์ และการนำไปใช้ โดยมีผู้ทรงคุณวุฒิจำนวนหนึ่งคิดเป็นร้อยละ 4.4 ไม่เห็นด้วย กับภาษาที่ใช้ในบทนำ 3) สตอรี่บอร์ดแบบออนไลน์สำหรับเว็บไซต์คลังทรัพยากรการศึกษาที่ออกแบบและพัฒนาตามเว็บ

ต้นแบบด้วยบริการฟรีเพื่อสร้างเว็บ มีที่อยู่บนเว็บ <http://rosecrong.wix.com/oer-foreignlang#!secondary-curriculum/gt7vg> 4) ผู้ทรงคุณวุฒิด้านเทคโนโลยีส่วนใหญ่ร้อยละ 72.72 เห็นด้วยกับการออกแบบสตอรี่บอร์ดสำหรับเว็บไซต์คลังทรัพยากรการศึกษาแบบเปิด ฯ และมีผู้ทรงคุณวุฒิจำนวนหนึ่งที่ไม่แน่ใจรวมทั้งไม่เห็นด้วยกับการออกแบบสตอรี่บอร์ดบางส่วนโดยคิดเป็นร้อยละ 22.72 และ 4.54 ตามลำดับ สาเหตุหลักนั้นมาจากการพัฒนาเนื้อหาแหล่งทรัพยากรที่ยังไม่สมบูรณ์ อย่างไรก็ตาม ข้อเสนอแนะจากผู้ทรงคุณวุฒิคือ ควรให้ความสำคัญกับการเลือกกำหนดสิทธิ์แบบ Creative Commons ในการใช้เนื้อหาจากแหล่งทรัพยากรต่าง ๆ ให้ถูกต้อง รวมทั้งการใช้รูปแบบตัวอักษรและขนาดอักษรที่เหมาะสม

**คำสำคัญ:** คลังทรัพยากรการศึกษาแบบเปิด การศึกษาภาษาต่างประเทศ หลักสูตรอิงมาตรฐานระดับมัธยมศึกษา

### Abstract

The purposes of this research were to design, develop and evaluate the online scripts and storyboards for "Open Educational Resources on Standard-Based Curriculum at Secondary Level for Foreign Language Education". The sample that were purposively selected were 1) 7 content experts from public and private universities and school with English Program for the evaluation of online content scripts; and 2) 3 technology experts from public university, public organization and private company for the evaluation of online storyboards.

The research instruments were the questionnaires, the online scripts and the online storyboards. The data were analyzed through percentage, descriptive analysis and narrative descriptions. The research findings revealed that: 1) The online scripts for the “OER on Standard-Based Curriculum at Secondary Level”, using Free Blog Builder Service, comprise 4 main topics of content: Standard-Based Curriculum, Secondary Curriculum in SBE Context, OER Hot Links French Resources. They are located at the URL: <http://oer-mef.blogspot.com/p/by-chatcharin.html>. 2) The online storyboards of the OER website were designed and created, using the existing OER as a model and the Free Web Builder Service. They were located at the following URL: <http://rosechong.wix.com/oer-foreignlang#!secondary-curriculum/gt7vg>. 3) Most content experts agreed with the language level, the utility and the utilization of the offered resources at 95.6%. Some of them were disagreed at 4.4 % for the language used in the Introduction. 4) Most technology experts agreed with the design of the online storyboard for OER website at 72.72%. There are few uncertainties and disagreements respectively at 22.72% and at 4.54 %. The reason was based mainly on the incomplete development of the content. The experts’ suggestions were on the particular attention to be paid to the selection of creative commons licenses, and the appropriate use of font styles and font sizes.

**Keywords:** Open educational resources, Foreign Language Education, Standard-based Curriculums at secondary level

## Introduction

According to Educational Reform, Thailand had adopted for Standard-Based Education since 2001 in order to encourage and authorize Thai teachers and educators to manage their design and development of

school curriculums, including the educational resources through educational decentralization process. The 1<sup>st</sup> Basic Education Curriculum 2001 / B.E. 2544 has been recently changed into Basic Education Core Curriculum 2008/ B.E. 2551 for the purpose of local wisdom and culture integration. (MoE, 2008, p.266) After more than 20 years of reform, USA, as a source country of this curriculum-based reform, still believe in the “Promise of Standards-Based Education”. Online resources and documents continue to be published on the Internet as to confirm the standards movement as a major force in education today, will endure. Moreover, a large amount of useful and practical information lead the necessity to understand and accept that “the perception of a common, coherent program of teaching and learning is a delusion.”, “state of chaos was the rationale for the standards movement”, and “where teachers teach and students learn, there is not coherence, but chaos.” And the conclusions that put things continue on the right ways can be easily found as online resources on the Internet as follows.

... Standards when we get them right will give us the results we want. But this will require hard-headed, disciplined effort... Clear, intelligible standards are a pillar of Higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement. (Rosenholtz, 1991; Fullan and Stiegelbauer, 1991)

With the concepts of research-based standards and evidence-based practice, many states in USA had accepted to launch the Common Core State Standards Initiative. After a long timeline of efforts from 2007 to 2015, today 42 states and more have adopted the Common Core and are implementing the standards

according to their own timelines. All of the interesting and useful information resources about the development process of this Initiative, as well as many related best practices, can be found online/ on the Internet, ready to be studied and applied directly by people of the countries in same context of SBE. Unfortunately, with poor English proficiency, how can Thai teachers, educators and policy makers find, learn and get the benefice from these existing resources? Nowadays, foreign languages especially English are accepted as a medium of communication that play important roles; they are the essential tools for education, communication, business, professional success, livelihood, and the understanding of cultures (Stone, 2013). In 2015, ten ASEAN member states, including Thailand, aims to facilitate the free flow of goods, services, investments, capital and skilled labour by the characterization of four key pillars: 1) a single market and production base; 2) a highly competitive economic region; 3) equitable economic development; and 4) integration into the global economy. (ASEAN organization, 2014). With English as an official language of AEC, Thai people are in urgent needs to improve their English skills not only for the communicative purposes, but also for their academic studies and career advancement. English proficiency of Thai people in general is below education criteria (Sanonguthai, 2014; Noom-ura 2013); The Program for International Student Assessment (PISA) in 2013 (Fry, 2013) showed that language skills were below average, lack of experienced. English teachers are additionally major problem of Thailand. Therefore, OERs (Open Educational Resources) which are accessible resources can become facilitator to help improving foreign language of Thai people in providing to instructors the online resources of knowledge about the innovative trends of curriculum development they can access at any time and from anywhere with no cost and no limitation (SPARC,

2015). Accordingly, the researcher aims to make a contribution in content preparation for the development of “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”. The online content scripts of the useful resources and the online storyboards designed after the essential characteristics of openness and sharable content will be used by the technical developers of the OER in the final phase of development in the future.

### **Objectives**

1. To design and develop the online scripts and storyboards of the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”

2. To evaluate the online scripts and storyboards the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”

### **Research Methodology**

#### **Population and Sample**

##### **Population**

The researcher focused the population on content experts in foreign language and technology experts from schools, universities, and organizations in Thailand.

##### **Samples**

The researcher used purposive sampling for conducting the research. Accordingly, there are 2 groups of sample in phase 1 and phase 2 as follows:

##### **Phase 1**

– This phase comprises 2 groups: English language lecturers and French language lecturers. On the part of English language lecturers’ group, there are

3 English language lecturers and 1 teacher from universities and school with English Program as follows: Thammasat, Rangsit, Rajabhat Rajanagarindra and Satrinonthaburi School.

– Another group, 3 French language lecturers from 2 public universities: Kasetsart and Prince of Songkla, Pattani Campus were selected.

#### Phase 2

– The researcher already considered 3 technology experts: 1 from Thai Cyber University Project, 1 from Kasetsart University and 1 from private company, IEC Corporation to be the another sample.

#### Research Instrument

1. English and French resources from World Wide Web
2. Free Blog Builder Service: Blogger.com
3. Free Web Builder Service: Wix.com
4. Questionnaires for content experts
5. Questionnaire for technology experts
6. Web2.0 tools and services: Google form

#### Research Procedures

1. The researcher searched the Internet for the information on Standards-Based Curriculum and developed the sitemap of the OER main and sub-topics of content. After quality verifying and the improvement, the researcher collected the resources from WWW, according to the OER sitemap and developed the URL scripts, using WORD file format. The short descriptive summaries were given to each resource, as well as the source of information, the date and the type of copyright. The overall introduction and the introduction for each main topic were also prepared.

2. The researcher developed the online scripts in Blog format, using Free Blog Builder Service,

Blogger.com. After quality verifying and the improvement, the questionnaires for the content experts were created, composing of 3 main parts: 1) Personal Data, 2) Agree / Disagree/ Uncertain Personal Opinions toward the content, the utility and the utilization of the resources and 3) Other Opinions and Suggestions.

3. After quality verifying and the improvement, the online questionnaires were created, using Google Form and handed to the sample group of content experts along with the URL of the online scripts in Blog format. The data were collected back for the analysis and the conclusions were made.

4. The researcher designed and developed the online storyboards by using as a model, the existing OER site: [www.Jisc.ac.uk](http://www.Jisc.ac.uk) and Free Web Builder Service, Wix.com as a tool. The main features of the openness and sharable resources, called “4R Activities”: Revise Reuse – Remix – Redistribute, were studied and rebuilt as online storyboard, with some resources from the online scripts.

5. After quality verifying and the improvement, the online questionnaires were created using Google Form and handed to the sample group of technology experts along with the URL of the online storyboards. The data were collected back for the analysis. The conclusions were made and submitted for quality verifying and the improvement of the online scripts and storyboards.

#### Data Collection

##### PHASE1: OER Content Sitemap and Online Scripts:

The researcher collected the information about “Standards-Based Curriculum at Secondary Level” from the WWW, the related documents and books to

design the sitemap of main and sub-topics of content for the OER. The resources were firstly collected as the URL scripts in Word file format. The online scripts in Blog format at Blogger.com were developed according to the URL scripts.

#### **Evaluation Results from Content Experts:**

The researcher collected the data from the content experts by herself, using the online questionnaires created on Google Form.

#### **PHASE 2: Online Storyboard Design and Development:**

The researcher collected the information about the essential features of OER website from the existing one called “Jisc” to design and develop the online storyboard, using Web Builder Service, Wix.com and the online scripts.

#### **Evaluation Results from Technology Experts:**

The researcher collected the data from the experts by herself, using the online questionnaires created on Google Form.

#### **Data Analysis**

The researcher analyzed the data by using percentage, descriptive analysis and narration.

#### **Results and Discussion**

##### **1. Online scripts of the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”**

The online scripts were developed, using the URL scripts in WORD file format and Free Blog Builder Service: Blogger.com; they are located at the following URL: <http://oer-mef.blogspot.com/p/by-chatcharin.html>

The online content scripts in Blog Format contain the URLs or the resource links with short descriptive summaries and the information about the sources of data, the created date and the copyrights. They were grouped into 5 main topics and sub-topics of content that present the 4 following types of information in each sub-topic: webpage/website, electronic slide, video, PDF file/ eBook. The 4 main topics and sub-topics of content are as follows:

##### **Main-topic 1: STANDARDS BASED EDUCATION**

Sub-topic 1: SBE Meaning

Sub-topic 2: Types and Evolution of Standards

##### **Main – topic2: SECONDARY CURRICULUM IN SBE**

Sub-topic 1: Meaning and Types

Sub-topic 2: Models and Process

Sub-topic 3: Examples of Curriculum

##### **Main-topic 3: OER HOT LINKS**

Sub-topic 1: About the OER

Sub-topic 2: Related OER sites

##### **Main-topic 4: FRENCH RESOURCES**

##### **2. Online storyboards of the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”**

The OER storyboards are developed applying the OER online script and Web builder service: Wix.com, the resource links concerning Foreign Language Education in 2 main categories: Curriculum Development and Innovative Instructions as follows:

**1. Curriculum Development**

- Integrated Curriculum in SBE context
- Standard-Based Secondary Curriculum
- Curriculum Evaluation

**2. Innovative Instructions**

- Action-Oriented Learning
- Active Learning

- Online Training Management

They are located at: <http://rosechong.wix.com/oer-foreignlang#!integrated-curriculum/vlqzc>

**3. Evaluation Results of the Content**

**Experts for the Online Scripts and the Technology Experts for the Online Storyboards**

**Table 1** Number and Opinions of Content Experts and Technology Experts for the Evaluation of the Online Scripts and Online Storyboards.

Online Script Evaluation By Content Experts (n=7)	Content Experts' Opinions		
	Agreed	Disagreed	Uncertain
1. Number and Opinions of 7 Content Experts for the Online Scripts of the "OER on Standards-Based Curriculum at Secondary Level for Foreign Language Education": Content, Utility, and Utilization	95.6%	-	4.4%  The level of content is appropriate for foreign language teachers and lecturers
Online Storyboard Evaluation By Technology Experts (n=3)	Technology Experts' Opinions		
	Agreed	Disagreed	Uncertain
2. Number and Opinions of 3 Technology Experts for the Design of Online Storyboard of the "OER website : Presentation and Technology Used. 3. Suggestions: - Particular attention to be paid to the selection of Creative Common Licensed (2 experts) - Appropriate use of font types and font sizes (1 expert)	72.7%	4.5%	22.7%  incomplete development of content

According to Table 1, most content experts agreed with the content, the utility and the utilization of the offered resources at 95.6 %. Few disagreements at 4.4 % were on the level of content is appropriate for foreign language teachers and lecturers. Most technology experts were agreed at 72.72% with the design of the online storyboards: the presentation and the technology used. There were few uncertainties and

disagreements at 22.72% and at 4.54 % respectively. The reason was based mainly on the incomplete development of the content. Following the experts' suggestions, the particular attention must be paid to the selection of Creative Common Licenses for the content of the offered resources and to the appropriate use of font types and font size.

## Discussion

The researcher finished the literature review on the topic of Secondary Curriculum in every detail. After that, the topics of content for the sitemap development were designed according to the reviewed information. The good design of the OER sitemap reflected on the agreement and the satisfaction of the experts. The researcher developed the online scripts in Blog format through the ideas, the experience and the apprehension of Web 2.0 tools and services. Moreover, De Montfort University (2015) was also the important inspiration on the part of the paragraph:

... Blogs and Wikis are web tools that allow you to share and collaborate on the internet. A blog is short for a web log and can be a useful tool for recording reflections, personal experiences, opinions, to reporting or making commentary on event.

Furthermore, the another powerful idea came from Selwyn (2008) who stated on the website that “The use of blogs and wikis in education is relatively well established and supports existing pedagogies of reflective writing (the blog) and teamwork (the wiki).”

The researcher used Blogger.com which allows every user to create various types of data presentation. Not any knowledge on programming language is needed as many tutorials are provided for the use of Blogger.com. (Thomson, 2008).

Wix.com is the web builder service which has many functions and features of Web 2.0 technology. This site continues to grow along with wide range of users and more innovative features are regularly added like the template with OER characteristics. Hence, the researcher chose this Site to develop and design the online storyboard. The users who haven't

the programming knowledge to develop the professional website can easily develop a perfect webpage because many features on this service suggest the various web templates, the option for free usage, including the gallery of many web components, etc. However, one technical and technology expert had given the advice on this free service that can turn into the service with charge in the future.

## Conclusion and Recommendation

1) Most content experts agreed with the language level, the utility and the utilization of the offered resources at 95.6%. Some of them were disagreed at 4.4 % for the language used in the Introduction. 2) The online storyboards of the OER website were designed and created, using the existing OER as a model and the Free Web Builder Service. Most technology experts agreed with the design of the online storyboard for OER website at 72.72%. There are few uncertainties and disagreements respectively at 22.72% and at 4.54 %. The reason was mainly based on the incomplete development of the content. The experts' suggestions were on the particular attention to be paid to the selection of creative commons licenses, and the appropriate use of font styles and font sizes. The recommendations for future research are as follows: 1. the new developers could develop the website using the scripts and the storyboard of the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education” 2. the study of the usage models and methods of the “Open Educational Resources on Standards-Based Curriculum at Secondary Level for Foreign Language Education”

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