



The Study on Painting Courses Instructional Management in the Art Education Program, Lao PDR

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Abstract

The important factors in the research on the painting courses instructional management in the Art Education program of the Arts Education College of Lao PDR, are as follows: teacher and teaching method, teaching plan, teaching media and equipment, assessment, facilities, and other supporting factors which affect the teaching-learning environment of the courses. This research is a qualitative research, which used questionnaires, interviews, and observations of the teaching-learning environment.

The results reveal that the factors in condition of teaching-learning environment in painting that received HIGH average scores are teaching plan, teaching method, teaching content, and assessment. The average score given by the teachers and by the students are 53.22% and 68.22% respectively.

After the analysis, the factors that must be quickly developed are 1) teaching media and equipment – including oil painting tools such as oil paint, brushes, palette knives, stretcher bars, easels, color palettes, mixing oils, palette bottles and cups, washcloths and aprons, and drawing models i.e. still life models (triangles, squares, circles, square pipes...) and anatomy model; 2) facilities - including painting studios, exhibition rooms, and information libraries; 3) other supporting factors - including cooperation within the organization and external sponsorships.

The results conclude that these factors must be prioritized and developed for an effective teaching and learning in painting that comply with social and national development.

Key words: painting courses instructional management, art education program of Lao PDR

Introduction

Art Education College of Laos is an education college for arts, locating in the middle of the capital city Vientiane, Lao People's Democratic Republic (LPDR). The college's main objective is to manage teaching and learning accordingly to its role and function. Its role and function, driven by policies and di-

rections from the Ministry of Education and Sports, are to establish and build teachers for arts-related subjects. As art teachers in public schools or institutions and colleges, they shall conserve and protect art cultures, and they shall convey knowledge, skills of arts, and also their experiences as art teachers to the students under public demands. Furthermore, the col-

lege itself is planning to start a new program for bachelor's degree in the near future. Thus, it is essential to improve and develop several factors in its teaching-learning environment, such as enhancing teacher's certificate, developing a curriculum, constructing school buildings, reviewing contents and material for each course in the curriculum. The major factors are teachers and people contributing in development of the curriculum and courses, which is consistent with Pakdee Meemanwit's concept. (1995:2). He said that art teachers play major role in building personalities and pleasant characteristics for their students. Teaching arts helps the students to show their creativity and imagination; to be aesthetic and detailed, and it also helps strengthen good personalities for group work. In addition, the teaching-learning should be student-centered. Sanit Sattayopas (2004:4) said that student-centered learning is a learning method in which the student is the center of their own learning, and the teacher allows the student to learn directly from experiences, activities, and works that will lead to development in physical, mental, social skills, and intelligence in the student. Hence, the progress of teaching-learning must take various factors into consideration in order to make a balanced progress. Examples of these factors are teachers, students, curriculum, teaching plan, classrooms, studios, teaching equipments, teaching media, and other environmental factors which affect the teaching-learning. It can be said that arts subjects play partial role in shaping a person and also in conserving and promoting Laos culture and arts. Thus, teaching-learning environment in Advanced Curriculum in Arts Teaching, Art Education College of Laos is an important matter that has led to this research.

From my experiences, I see that the diversity of teaching-learning environment, experiences of the teaching staffs from each faculty, and also a variety

of factors are important in passing on knowledge to the students effectively and enduringly. I then had an inspiration to use my experiences to review, study, and analyze teaching-learning environment in Advanced Curriculum in Arts Teaching, Art Education College of Laos. My objective is to study its current condition by looking at the strong points and the weak points, to accelerate improvement in teachers and teaching-learning environment such as teachers' skills, teaching methods, curriculum, teaching plan, classroom and studio environment, and other factors affecting it. The research will lead to improving methods for establishing an effective teaching-learning environment in Advanced Curriculum in Arts Teaching, Art Education College of Laos.

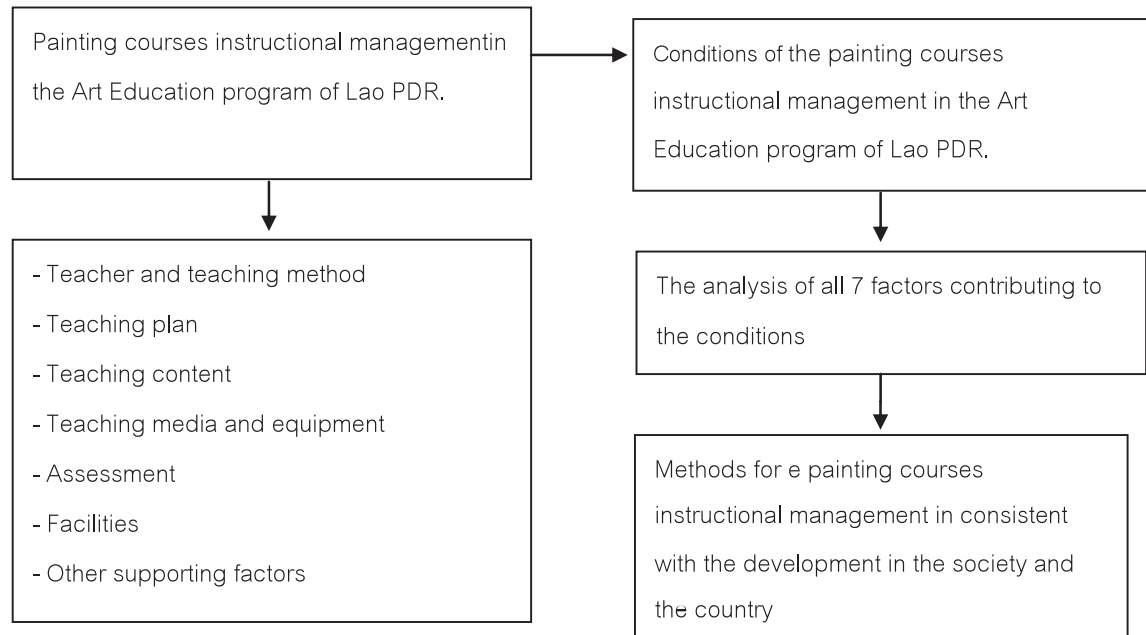
Objectives

1. To study the painting courses instructional management and conditions in the Art Education program of Lao PDR.
2. To suggest developmental ideas for an effective teaching-learning in painting, in the Art Education program of Lao PDR.

Rationale

1. This research is raising importance toward education development in Laos, especially in teaching-learning environment in Arts Education College of Laos. No study or research has been done to observe and evaluate teaching-learning environment in painting.
2. The research will be a great benefit to teachers and students in Advanced Curriculum as they will be able to realize how their teaching-learning environment condition is. The research will help teachers and students to state their opinions and reflect strong points and weak points in order to develop a more effective one.

Conceptual Framework



Methodology

Population

Population used in this research are 12 teachers who has involved in teaching-learning environment in painting, and 12 sophomores studying in Advanced Curriculum in Arts Teaching, Art Education College of Laos; academic year 2013.

Stage 1 Literature review

Collect information relating to the condition of painting courses instructional management in the Art Education program of Lao PDR, synthesize, and build research tools including questionnaire, interview, observation form which involve the 7 factors in teaching-learning environment in painting: 1) teacher and teaching method, 2) teaching plan, 3) teaching content, 4) teaching media and equipment, 5) assessment, 6) facilities, and 7) other supporting factors.

LPDR's documents include:

1. Laos National Economic and Social Development Plan.
2. Laos National Strategic Plan for Teacher

Development.

3. Laos National Education Standards.
4. Advanced Curriculum in Arts Teaching, Arts Education College of Laos.
5. Teacher Manual for Painting Teachers.

Thailand's documents include:

1. Academic work or educational research relating to the painting courses instructional management in the Art Education program of Lao PDR.(Central Library, Srinakharinwirot University)
2. Books and textbooks about education written by teachers and experts i.e. Adjunct Professor Aree Sutthipan (National Artist of Thailand in Visual Art), Professor Viroon Tangchareon, and teaching documents of Faculty of Fine Arts. References available in Chapter 2.
3. Academic research documents (Office of Academic Resources, Chulalongkorn University).
4. Studies of teaching and learning theories.
5. Online information about questionnaire, interview, and observation.

Stage 2 Study the opinions from painting teachers and students

Asking for opinions regarding teaching-learning

ing environment in painting, Advanced Curriculum in Arts Teaching, from 12 painting teachers and 12 painting students.

Stage 3 Study the condition of teaching-learning environment by interview and observation on 12 painting teachers and 12 painting students.

1. Questionnaire

The data is analyzed by finding average and percentage scores. Scoring criteria used in the opinion questionnaire is as follow:

2. Interview

The data is analyzed through recorded interviews conducted with the research samples. The interviews will be summarized and then divided into 7 topics for each factor: teacher and teaching method, teaching plan, teaching content, teaching media and equipment, assessment, facilities, and other supporting factors.

3. Observation

The data is analyzed through recordings, photos, or videos (if available) of the observation. They

will be summarized and then divided into 7 topics for each factor: teacher and teaching method, teaching plan, teaching content, teaching media and equipment, assessment, facilities, and other supporting factors.

Results

Results from the Painting Teachers and Students Opinion Survey. (Table 1)

The results from opinion surveys taken by teachers and students show that of all 7 factors studied, teacher and teaching method, teaching plan, teaching content, and assessment received HIGH average score, in which the average scores from the teachers and the students are 53.22 and 68.25 respectively.

However, it is important that there are also factors with MEDIUM and LOW average scores. Teaching media and equipment—consisting of oil painting tools such as oil paint, brushes, palette knives, stretcher bars, easels, color palettes, mixing oils, palette bottles and cups, washcloths and aprons, and

Table 1 Analyzed results of teachers opinion survey

No.	Topics	No. of Questions	Average Score	Value
1	Teacher and Teaching Method	18	3.86	High
2	Teaching Plan	8	3.79	High
3	Teaching Content	6	3.60	High
4	Teaching Media and Equipment	7	3.02	Medium
5	Assessment	12	3.74	High
6	Facilities	7	2.68	Medium
7	Other Supporting Factors	4	2.25	Low

Table 2 Analyzed results of students opinion survey

No.	Topics	No. of Questions	Average Score	Value
1	Teacher and Teaching Method	19	4.11	High
2	Teaching Plan	8	4.04	High
3	Teaching Content	6	3.82	High
4	Teaching Media and Equipment	7	2.99	Medium
5	Assessment	12	3.78	High
6	Facilities	7	3.01	Medium
7	Other Supporting Factors	4	2.42	Low

drawing models i.e. still life models (triangles, squares, circles, square pipes...) and anatomy model - received MEDIUM average score of 3.02. Facilities, which are painting studios, exhibition rooms, and information libraries, received MEDIUM average score of 2.68. Other supporting factors are internal sponsorships and external sponsorships. Internal sponsorships come from the collaborative integration within the organization and the income of the teachers and students' art exhibition. External sponsorships come from private companies, communities, and the parents' collaborative integration and involvement with the teaching-learning environment. These supporting factors received LOW average score of 2.25.

I see that it is important to place importance on developing these effecting factors more seriously and practically.

Results from the interviews and observations of painting teachers and students.

After interviewing and observing the samples, several important points are concluded as follow: 1) Most of the teachers are young with less experience or expertise in teaching for each course. Moreover, most of the students were enrolled through scholarships and have no basic foundation in arts. These scholarships were given by the Ministry of Education and Sports according to the country's Human Resources Development Plan for each province. This directly affected the painting courses instructional management 2) The Program is planned to be completed within two years, but the students are required to complete all 5 groups of courses -general courses, fundamental core courses, specialized core courses, elective courses, and professional training courses - with total of 28 courses, 83 credits in 2080 hours. It was planned according to the government's policy to intensively develop art teachers within short span of time, but instead it results in the deficiency in teaching which doesn't reach the standards. 3) The facilities are overcrowded. There are confusions about the

classrooms for some courses. Teachings are improvised to the occurring situation, lead to the confusions within the students. These affect the efficiency of teaching and learning. 4) The amount of teaching media and equipment is not adequate to the number of teachers and students i.e. drawing models, human-shaped models, watercolors, acrylic paints, oil paints, necessary drawing tools, easels, etc. 5) People inside and outside the organization such as private companies, communities, and parents, do not realize the importance of supporting the teaching-learning environment. Conclusively, strong points and weak points from above mentioned topics are as follow:

STRENGTHS

Teacher and teaching methods: All teachers are determined, well-disciplined, and planned their teaching accordingly to the college's guidance. It is consistent with what Somphet Janlar, a teacher, said: "in generally, all teachers at Art Education College of Laos are very determined to the guidance and behave strictly to the discipline."

Teaching plan: Arts Education College of Laos has a distinctive curriculum structure and teacher placement system, which are convenient to guide an organized teaching plan. It is consistent with what Maneejan, a teacher, said: "I wish that art teacher will look at the contents before writing their teaching documents, which should based on the basics of questioning and explaining. The teaching plan is very important. Without it, the teachers won't be prepared, and their teachings will be unorganized and not following the learning principle."

Teaching content: The teaching contain in painting is related to 5 important factors in Laos National Strategic Plan for Education Development: 1) quality studies 2) intelligence studies 3) physical studies 4) arts studies 5) labor studies. The content will give a good effect to the teaching-learning environment in painting. It is consistent with the interview of Vice Principle, which said, "Laos education plan must be proceeded accordingly to the Education De-

velopment Plan standards.”

Teaching media and equipment: The College has a budget to buy teaching equipment. Some teachers are able to apply local natural resources into teaching media such as models. An interview with Duangdet, one of the teachers, proved this fact: “We usually let the students apply natural resources into teaching media and/or equipment and design it from the material in their environment.”

Assessment: The teachers have good knowledge and understanding in assessment, which is appropriate to develop skills and techniques for various assessment methods.

Facilities: The College is located in the center of the capital city Vientiane, and most of the students reside in the college. Therefore, the transportation and communication between the teachers and the students go on very conveniently, and they are able to reach various learning resources in and outside the classrooms.

Other supporting factors: The College is directly under the government, so cooperation between government institutes is easily made. There is also a capability to create necessary plans and policies to find sponsors supporting the teaching and learning with an approval from high-level directors.

WEAKNESSES

Teacher and teaching method: Most of the present teachers are young, graduated from the country's schools, and have limited experience in teaching. Some of the teachers are lacking attention, enthusiasm, and skills to design more various teaching methods. They follow the old-school methods of teaching without doing more study and research. An interview with Duangdet, one of the teachers, proved this fact: “Some of the teachers are lacking enthusiasm to apply and revise their teaching method to fit appropriately with the present, which makes the student feel uninterested in what they should learn.”

Teaching plan: Some teachers do not pay attention to planning their teaching. They follow the

same old method in the textbooks without doing more study and research. Maneejan, one of the teachers, said, “Most of the teachers are graduated locally. There are limitations in passing on the knowledge. Some teachers do not teach what they had studied and graduated with, and some lack enthusiasm to improve themselves.”

Teaching content: Compared with what required to be learned, there are not enough study hours. The Advanced Curriculum required minimum of 83 credits and 2080 hours from 4 groups of courses – general courses, fundamental core courses, specialized core courses, and elective courses – resulting in lack of efficiency in the teaching for specialized core courses. Kamla, one of the teachers, said in the meeting that he wanted to adjust the study hours of some courses

Teaching media and equipments: While some equipment such as clay, brushes, and drawing boards can be supplied and some can be used together, without good management and maintenance, they were frequently broken or damaged for so many times. Hence, order inquiries for new equipment must be made to replace the damaged ones, and it results in the overuse of the budget. Kamla said that some equipment such as easels, colors, and other necessary items are not available for every student.

Assessment: Teachers are not encouraged to be more diversified in their assessment methods and are lacking researching for new assessment methods. Chantasorn, one of the teachers, said, “The common assessment method used in painting is to be open-minded in scoring. The scoring system should include participation, works, assignments, and attention. The assessment should also be able to measure the advancing and improvement of both the students and teachers.

Facilities: Offices involving facilities management or some of the teachers do not pay full attention to appoint and settle the classrooms. Weerasak said, “For some courses, there are limited facilities and not

enough for all students.”

Other supporting factors: Some teachers are lacking motivation and enthusiasm and do not express themselves much to the public, while some students are not determined to study more by themselves, relying only on their teachers.

SUGGESTIONS

Teacher and teaching method: Academic offices should brainstorm and carry on the concept that teachers should be determined and follow the government's guidance. Development plans should be made, or training programs for teachers with less skills or experience in subjects they are teaching should be set up. Through these programs, the teachers will be allowed to improve their skills more diversely. Somphet said in the interview, “Some courses related with painting were taught by teachers with completely different skills and expertise. This caused ineffectual teaching, for example, the lectures could be irrelevant to what the students should learn in the course.”

Teaching content: The content is the heart. In each academic year, there should be an evaluation to see the strong points and weak points of the curriculum. The curriculum should comply with the country's economic and social conditions. The said evaluation should be carried on by the office or by the college according with the financial conditions. Geng, a teacher, said, “The curriculum should be evaluated every two years.”

Teaching media and equipments: An organized management and maintenance system for teaching media and equipment should be made as necessary. All teachers should participate in supplying and applying to design their own teaching media and equipment without solely relying on the budget. The teachers' skills should be continuously improved. Kamla said, “We should supply more information resources on arts learning theories, necessary equipment, and studio system in order to perfectly create their own teaching media and their own works.”

Assessment: Responsible office should encour-

age teachers and students to be open-minded in teaching and learning, be able to express themselves in their own ways, and acquire creative consciences. Assessment methods should be various and fair among the teachers and the students. Chantasorn said, “The common assessment method used in painting is to be open-minded in scoring. The scoring system should include participation, works, assignments, and attention. The assessment should also be able to measure the advancing and improvement of both the students and teachers.

Facilities: College should be able to organize facilities management system well and assign teachers responsible for their own courses, which should be able to advise and guide the students effectively. Somphet said, “There are still confusions between classrooms for arts students and classrooms for music students. They are still unorganized.”

Other supporting factors: Organizations and communities in the society should be encouraged to appreciate cultural and artistic values. Teachers and students should create good relationship with the society in order to receive sponsorships and support. These sponsorships should be received through arts exhibitions, arts contest, and other activities. Kamla said, “I wish the teachers would participate directly in improving themselves and support the process of providing effective teaching-learning environment along with training of knowledge and skills.”

Discussion and Conclusions

While the expected level of average scores the teaching-learning environment should reach in the opinion surveys is Excellent, it had failed to match the standards. One of the reasons is that the foundation structure of the college was only recently instituted as Arts Education College of Laos in 2010. Moreover, the college must recruit a large number of teachers and employees for teaching and administration. Most of these teachers are in their young age, have limited skills and experiences in teaching and

conveying knowledge and skills in painting - which many teachers said so in during the interviews. The statistics also show that 41.66% of the teachers are between 20-30 years old, and 58.33% of the teachers have 1-5 years of teaching experience. 83.33% of the students received GPA scores between 2.51-3.00, which is considered an average level. The teachers must find the cause of the problem and ways to improve both themselves and the students.

It was also discovered that there are factors with Medium and Low average scores: teaching media and equipment – consisting of oil painting tools such as oil paint, brushes, palette knives, stretcher bars, easels, color palettes, mixing oils, palette bottles and cups, washcloths and aprons, and drawing models i.e. still life models (triangles, squares, circles, square pipes...) and anatomy model; facilities, which are painting studios, exhibition rooms, and information libraries; other supporting factors, which are internal and external collaboration. It is important to place importance on developing these factors. In my opinion, possible reasons that cause delays in developing them are 1) limited government budgets 2) the College do not gain other incomes beside scholarships from the government 3) the College is in the progress of developing fundamental structure of education 4) administration and management for teaching-learning in painting are not properly carried on, as Duangdet, Somphet, and Maneechan said, “Some of the academic offices and teachers are not enthusiastic in their work.”

However, I believe that the results from this research will play a big role in reflecting the conditions of teaching-learning environment in painting, so that the teachers and some students will be able to improve it based on the results they had learned. Also as the researcher, I should compile the results and use them to improve and develop the teaching and learning in painting to make them more effective.

Results from the interviews and observations of painting teachers and students:

Factors that should be improved and developed.

After interviewing and observing painting teachers and students, several important points are concluded as follow: 1) Most of the teachers are young with less experience or expertise in teaching for each course. Moreover, most of the students were enrolled through scholarships and have no basic foundation in arts. These scholarships were given by the Ministry of Education and Sports according to the country’s Human Resources Development Plan for each province. This directly affected the teaching-learning environment in painting. 2) The curriculum is planned to be completed within two years, but the students are required to complete all 5 groups of courses - general courses, fundamental core courses, specialized core courses, elective courses, and professional training courses - with total of 28 courses, 83 credits in 2080 hours. It was planned according to the government’s policy to intensively develop art teachers within short span of time, but instead it results in the deficiency in teaching which doesn’t reach the standards. 3) The facilities are overcrowded. There are confusions about the classrooms for some courses. Teachings are improvised to the occurring situation, lead to the confusions within the students. These affect the efficiency of teaching and learning. 4) The amount of teaching media and equipment is not adequate to the number of teachers and students i.e. drawing models, human-shaped models, watercolors, acrylic paints, oil paints, necessary drawing tools, easels, etc. 5) People inside and outside the organization such as private companies, communities, and parents, do not realize the importance of supporting the teaching-learning environment. Conclusively, I present my advices and suggestions for further development of the teaching-learning environment as follow:

Teaching and methods:

1. Regular workshop and training for the teachers should be held, in which teachers could fix their imperfection and learn various, modern teaching tech-

niques. John Barrell (2011:25) said that learning from problems-solutions is the best method. He explained how teachers are able to change from an old-school method in which a teacher is the only one teaching to a new method in which students get a chance to involve and participate in asking questions and solving problems. His concrete example showed that investigating from problems can be applied to all students regardless of ages, capabilities, or learning problems. It is important that it should follow National Education and Sports Development Plan, of which it says, "Laos' education development must solve and consider several issues regarding teachers i.e. developing teachers, raising status and quality of teachers, training teachers who are not qualified enough, supporting those who are competent, professional, and enthusiastic to improve themselves - achieving the goal: "Develop teachers to develop people, develop people to develop the country." Pakdee Meemanwit (1995:2) said that art teachers play major role in building personalities and pleasant characteristics for their students. Teaching arts helps the students to show their creativity and imagination; to be aesthetic and detailed, and it also helps strengthen good personalities for group work. Manas Chatpramong has cited Chawalit Kabkaew and Sapawadee Hemtanon (1982: 40-42) and concluded that modern art teachers must also be an educator, a scholar, and teaching-learning manager. Their roles drifted and developed from "a teacher" who only conveys knowledge to "an education administrator" who teaches people. Art teacher's roles and behaviors can be divided into 4 categories: 1) preparation of teaching 2) teaching 3) teaching by media 4) assessment. With these roles, teaching arts will successfully achieve the goal of the curriculum.

Teaching content:

1. Adjust the study hours of some specialized core courses that do not comply with the teachers and the students. The Seventh Five-Year National Education and Sports Development Plan (2011-2015:16) said, "The objective of Laos' education development

is to develop all curriculum regardless of levels and fields of study appropriately with students' efficiency, to research and develop the curriculum's standards appropriately with the modern world according to the country's National Economic and Social Development Plan.

2. Support the teaching methods that urge various skills of critical thinking, problem solving, and integration. As Andy Hargreaves (2011:473) said in 21st Century Education, in order to build a high quality education institute in the 21st century, the education must also require full attention in teaching and learning, innovation and flexibility of the curriculum, learning method that match well with a student's identity and life plan, development in teaching through higher level of information and evidences. The general objective of the development must follow the educated social development objective. It should also include the encouragement to construct a network in which several schools are connected under cooperative administration. The principal will support neighboring schools that are in need of help. These strategies will help building a very high efficient school to deal with the most challenging work: Development of Skills in 21st Century. Also, the teaching and learning should be applied according to the DBAE Theory (Discipline-based Art Education). Malichat Ueoanant explained in Reformed Art Education (2011:1) that it is an arts teaching under 4 learning core contents: Arts practicing, aesthetics, Arts critics, and Art History.

Teaching media and equipments:

1. Improve and fix basic equipment for watercolor painting i.e. watercolor papers, HB pencils, pencil sharpeners, erasers, watercolor, brushes, palettes, cups, drawing boards, and easels.

2. Improve and fix basic equipment for oil painting i.e. stretcher bars, oil paint, brushes, palette knives, palettes, mixing oils, palette bottles and cups, washcloths and aprons, and easels.

3. Provide rooms or cabinets to keep all equipment for the convenience of all students.

4. Provide technological media to accompany with the research and study.

5. Provide sufficient amount of equipment and tools for the teaching and training i.e. still life models (triangles, squares, circles, square pipes...) and anatomy model.

If the mentioned guideline were followed, the teaching-learning environment will help the students to achieve a better understanding in the lessons, which agrees with what Viroon Tangchareon (2005:181) said that, "Teaching media must be modern, challenging, constantly improved, and useful to the teachers and the students." Gosoom Saijai (2001:5) also said that, "Painting is to sketch and to draw by colors, pencils, pens, or other material, and then paint, splash, or paste, etc. in order to create shapes on a surface. It is composed of the story told from an artist's minds."

Moreover, there are other teaching media such as textbooks and equipment i.e. reading books for teachers and students, demonstration media, textbooks, objects, printing documents, slides, movies, etc. Ronnaphop Techawong (2007:5) said in Teaching Document for Painting that "Required equipment for oil painting are oil paint, canvas, palettes, easels, brushes and bristles, palette knives, mixing oils such as linseed oil and liquin oil, palette bottles and cups, washcloths, and aprons."

Facilities:

1. Organize the classrooms (lecture rooms, studios) to be professional and sufficient for the students. Richard and Rebecca DuFour (2011: 24) has discussed about the environmental condition in school that is necessary for teaching in the 21st century. They pointed out that the most important environmental condition is a professional community, which is the perfect model of those skills. They believed that such community is an important tool.

2. Provide textbooks and documents of arts education and painting for the libraries, both in Laos and in foreign languages.

3. Provide desks, chairs, and permanent facili-

ties in the classroom sufficiently for the students.

From the above-mentioned 4 topics, I see that teaching-learning environment in painting would be more effective if consisted of effective factors: standardized teachers, good students, practical teaching content, and learning facilities. Malichat Ueoanant has cited Steiner (2011: 145) that "Teaching and learning is combined of 4 factors: teachers, students, course content, and teaching-learning environment."

Other supporting factors:

1. Both the government and the private sectors should be encouraged to widely take part in supporting the teaching and learning in painting.

2. Draw a plan and request support from cooperation between international organizations or international programs. The support should help in building facilities and training personnel.

3. Support art contest and exhibition to build inspiration.

Although these factors are supplementary, they are essential. Viroon Tangchareon (2005: 53) said that, "Arts education is not limited within the boundaries of arts. It must be knowledge based, students based, community and society based, future based, and ethic based." If followed by this concept, the process of teaching and learning arts will be effective, because painting is also about creativity and knowledge which can be applied into people's daily lives. Thus, it agrees with my opinion that other factors importantly effect the teaching and learning in painting. These factors will create a network connecting the outside communities and parents together with the students, and they will help pushing forward and supporting arts education more seriously.

Suggested Ideas to Improve Painting Course Instructional Management in the Art Education Program

First, art teacher must have these 3 contributes 1) must be a "true" art teacher 2) must be a performer in arts 3) must have a deep understanding in arts to

carry on, protect, and promote Laos arts and culture; and to fulfill the necessity to develop education according to the Laos National Strategic Plan for Education. Thus, I suggest that everyone involving with the curriculum should do more study and research in order to discover strong points, weak points, and suggestions leading to improvement. The teachers – Kamsing, Maneechan, Somphet, and Duangdet - and the students all said, “I wish that every teacher would be enthusiastic and pay attention to their teaching responsibly.”

Second, the teaching and learning in painting at Arts Education College is improvised and changed according to the occurring economic and social policies. For example, sometimes it was student-centered, or sometimes it was teacher-centered. We should develop and evaluate all courses in the curriculum. We should take a look at the College’s strong points, intelligence resources, and academic resources, and see if we are capable of using approaching strategy. Integrating them all, we should be able to build distinctive and prominent art teachers. It complies with Professor Assistant Chakrapong Patlakfah, Ph.D.’s advice during a meeting held on April 22nd 2014. He said, “When the researcher had done studying the condition of teaching-learning environment in painting, he should use the results to develop a teaching plan appropriately with the College’s condition, whether it be an approaching plan or a defensive plan.

Third, the teaching-learning management is unorganized. For example, it is still ambiguous between classrooms for music students and classroom for painting students. Rooms such as studios, exhibition rooms, and equipment rooms are unorganized. As of now, the College has sent many teachers to study further in Laos National University, Vietnam, Cambodia, and Thailand. (Arts Education College Teacher Statistics). After graduation, they are expected to help and improve teaching and learning management. Seesook Panpaengdee, the Vice Principal of Arts Education College of Laos said on December 12th, 2013

“In the present, the College is encouraging in improving arts education-related personnel. We are cooperating domestically and internationally, especially with Thailand, Vietnam, and Cambodia, under the necessity to send the teachers to study aboard, preparing for the upcoming AEC.”

Finally, other that what was provided through government’s policies and budgets, external cooperation and involvement from the society such as private companies and communities are still limited. After the College has done improving its fundamental structure, I believe that everyone should be able to participate in teaching and learning painting with an approval from the society and the country. Professor Assistant Lertsiri Bawornkitti, Ph.D., had already discussed about it during the Focus Group Meeting at Arts Education College of Laos on February 6th 2014. He said, “For a better improvement, everyone in the organization and every teachers should enthusiastically participate together in developing the teaching-learning environment and the curriculum. Through it the College should be able to develop its education perfectly and effectively.”

I now shall present my suggestions to improve the 7 factors of teaching-learning environment in painting as follow:

Teaching and methods:

1) Teachers should be creative, be passionate with what they teach, have ethics and good relations with coworkers, communities, and the society.

2) Teachers should have knowledge, skills, abilities, or specialized expertise in a field related to painting.

3) Teachers should be determined and always prepared to develop themselves. They should search new techniques, methods, and media of teaching that are appropriate with the country’s current economic and social context.

4) Teachers should be dedicating to students and the society. They should also be active in creating works of painting or other related fields and receive

appreciation from the society and the country. Manas Chatpramong has cited Chawalit Kabkaew and Sapawadee Hemtanon (1982: 40-42) and concluded that modern art teachers accomplish these 4 categories of roles 1) preparation of teaching 2) teaching 3) teaching by media 4) assessment. With these roles, teaching arts will successfully achieve the goal of the curriculum.

Teaching plan:

1) Teachers should look up documents, books, textbooks, and related curriculum.

2) Teachers should receive training in planning their teaching, learning activities, specify the objective and content progressively for each course i.e. teaching plan of a course, teaching plan for a department, annual teaching plan. Wiboon Chanyaem (1988:24) said in his thesis, "Art teachers is responsible for conducting education in arts, including teaching and learning activities. They play major role in achieving the teaching objective of which the students should receive greatest advantage."

Teaching content:

1) Teachers should study, research, and analyze the content thoroughly so that they have good understanding in what they should teach and are able to convey it clearly.

2) Teachers should integrate and make practical use of their knowledge, link them together with other fields of knowledge to develop critical thinking, intelligence, creativity, and emotion.

3) Teaching content should be based on arts educational standards i.e. basic knowledge in painting such as drawing, watercolor painting, acrylic painting and specialized knowledge such as contemporary oil painting and other creative works. Every course should be relevant with carrying on and protecting the country's arts and culture.

4) The content should be emphasized from cultural, social, national, and international context under 4 learning core contents in the DBAE Theory: Arts practicing, aesthetics, Arts critics, and Art History.

Teaching media and equipments

1) Basic teaching media and equipment in painting should be supplied - pencils, color pencils, watercolor, acrylic paint, oil paint, multimedia, and digital, etc.

2) Other teaching media are also required - books and textbooks for teacher and students, demonstration media, learning set, objects, printing documents, slides, and movies, etc. According to Aree Sutthipan (2002: 125), teaching media and equipment for arts education is very important, especially in visual arts, which required specific equipment and tools. Without them, students won't be able to achieve the objective of the course. Moreover, Bamrong Suwanachot has also cited Edgar Dale (1969: 8) who said:

- Teaching media can support good understanding between the students in the class, and their behavior can be changed as desired.

- Teaching media will create new learning experiences for the students, making the learning more meaningful. Students with different level of intelligence will be able to understand the content in the same way.

Assessment:

1) Teachers should create their own assessment and evaluation method in painting, including pre-evaluation for both teachers and students, covering art theories, art practices, knowledges and skills.

2) Standardized assessment and evaluation with scoring criteria provided must be done during the course, at the end of each class session, at the end of the semester, and during school breaks. Participation, analyze and critics for each work and articles should also be considered for assessment. Wiboon Chanyaem (1988: 24) said, "Regardless of field of study, if the teaching was carried on without any assessment, it is unknown whether what should be fixed or improved. Thus, assessment is very important because it shows the advancing progress of the course, the teacher, the curriculum, activities, and the student's accomplishment."

Facilities:

1) Classrooms should be organized i.e. lecture rooms, studios, exhibition rooms. A place to store all equipment should also be available.

2) There should be a program for learning from outside the classroom i.e. learning from the local communities or other institutes. Malichat has cited Steiner (2011: 145), "Teaching and learning is combined of 4 factors: teachers, students, course content, and teaching-learning environment."

Other supporting factors:

1) Support and involvement from private sectors, communities, and the society are also required to develop the teaching and learning in painting.

2) Academic staff and students should be active in widening their learning resources. Kamla Chaisorn has said on December 12th, 2013 "Teachers, schools, communities, and the society must participate and work together in order to support teaching and learning painting with social appreciation."

Recommendations

1. There should be a research on the other courses instructional management in the in other subjects that are necessary for improvement.

2. The results of this research should be used and applied for create a teaching plan for a course, or to create an effective curriculum that comply with the economic and social condition of the country. Further on, it should be improved and equivalent to other countries.

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Figures 1 and 2 Teaching and Learning buildings.



Figures 3 and 4 Painting and Drawing classrooms.

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