

The Development of a Conceptual Framework for 21st Century Teaching Competency

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Abstract

This research aimed to 1) to analyze and synthesize teaching competency in the 21st century for teachers conceptual framework, and 2) to develop and validate the 21st century teaching competency conceptual framework and assessment tools.

Research methods included the analysis and synthesis of the concept of teaching competency in the 21st century. Nine experts in the relevant fields were requested to assess the standard of evaluation and quality of the 21st century teaching competency conceptual framework and the 21st century teaching competency assessment tools. The research instruments used to collect qualitative and quantitative data were the standard evaluation assessment form and quality assessment form to validate the conceptual framework of the 21st century teaching competency, and the 21st century teaching competency assessment tools which included the self-assessment form, the observation form, and the portfolio assessment form, and interview form. Analysis of the data used in this study included mean, standard deviation and content analysis.

The study results of the analysis and synthesis of 21st century teaching competency framework for teachers evaluated by nine experts, was found to have a very high level of standard evaluation with an average of 4.85 (SD 1.53), and a very high level the conceptual framework quality, with an average of 4.85 (SD 0.28). The experts confirmed that the 21st century teaching competency framework is a practical and comprehensive framework for assessing teaching competency in the 21st century.

Keywords: 21st Century Teaching Competency, Student-Centered, Active Learning, Digital Learning, Authentic Assessment