



WHAT FACTORS INFLUENCE THE DEVELOPMENT OF EDUCATION QUALITY IN THAILAND, ACCORDING TO THE CONCEPT OF VISIBLE LEARNING? A MIXED METHODS APPROACH USING QUALITATIVE CONTENT ANALYSIS BASED ON EXPERT INTERVIEWS

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ABSTRACT

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Visible Learning is an educational strategy for learning success that emphasizes meaningful learning and leads to everyday application. Visible Learning enables students to cultivate self-control, adaptability, and resiliency in response to societal shifts in various spheres. Since teachers are the backbone of the education system, they are the first line of personnel who interact directly with their pupils daily to facilitate the learner's assimilation of new concepts and objectives. The most crucial aspect of Visible Learning should be the transition from "instructor" to "learner" in the classroom. Even though we may not observe how individual students learn, students can describe their strategies. When teachers comprehend how students think and process information, they are able to modify their teaching strategies and observe significant improvements in student performance and learning. Visible Learning emphasizes what works in the classroom and encourages students to learn what works best. Educational organizations and agencies tasked with enhancing the quality of education management in Thailand are, therefore, primarily responsible for preparing educational personnel to manage learning following Visible Learning concepts. Semi-structured interviews were conducted with 17 experts in the field of educational development (seven educational administrators, five education supervisors, and five teachers) using a pre-prepared interview template and analyzed according to qualitative content analysis. The study's findings will convey concepts, principles, and management considerations for the development of educational management quality in a concrete manner and by the concept of Visible Learning, including at the class level and the school level, which can assist students in acquiring the characteristics and skills of the twenty-first century.

Factors related to the attitudes of administrators and teachers are the main factors influencing the development of educational quality, including the concept and procedures of teacher development and the quality of a professional learning community.

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Introduction

A nation's education quality is essential to its development and progress. In Thailand, efforts are made to enhance the education system and ensure that pupils receive a quality education that prepares them for the challenges of the twenty-first century. Visible Learning, which focuses on

teaching and learning strategies that have a significant impact on student achievement, is one approach that has garnered increasing attention.

Visible Learning, a concept developed by educational researcher John Hattie, highlights the significance of evidence-based teaching practices and their influence on student learning. It

emphasizes that understanding the factors influencing Visible Learning is essential for educators to make informed instructional decisions and maximize student achievement. Visible Learning provides educators with a research-based framework for improving student performance; by prioritizing evidence-based practices, assessment for learning, effective feedback, and cultivating positive relationships, educators can create effective learning environments that enable students to realize their maximum potential. Education can become a transformative force in students' lives by adopting the Visible Learning principles. Visible Learning has substantial implications for instructional practice, and educators can make informed decisions to maximize student achievement by implementing evidence-based strategies and principles. The advantages of Visible Learning include enhanced student engagement, improved academic performance, increased self-efficacy, and the development of skills for lifelong learning (Hattie, 2009).

This research aims to explore the factors contributing to improving education quality in Thailand based on the principles of Visible Learning.

Method and Materials

The following are the stages of this study.

Step 1: is to investigate the theoretical concepts associated with the development of educational management quality, teacher professional development, educational management systems in educational institutions, and the concept of Visible Learning.

Step 2: Identify issues related to developing educational quality principles with the Visible Learning concept.

Step 3: Conduct a focus group of instructors and educational personnel as a sample group to develop a model educational institution in learning management for students in the 21st century with the concept of Visible Learning.

Step 4: Conduct interviews with sample students to develop a model school of learning administration for 21st-century students based on the concept of Visible Learning.

Step 5: Synthesize issues obtained from focus groups of teachers and educational personnel and student interview results to obtain issues essential to developing a model school of learning

administration for students in the 21st century utilizing the concept of Visible Learning.

Step 6: Interview 17 experts in the field of educational development (7 educational administrators, 5 education supervisors, and 5 instructors) using a pre-prepared interview template and conduct a qualitative content analysis on the data gathered.

Results and Discussion

The framework identifies several factors that contribute to Visible Learning, which we have summarized as follows: policy, school, and classroom levels.

Policy level:

Visible Learning is an evidence-based approach to education that emphasizes identifying effective teaching strategies and practices that positively impact student learning. It emphasizes using data and feedback to inform instructional decision-making and enhance student outcomes. Even though most Visible Learning practices are implemented in the classroom, policy-level decisions are crucial for fostering an environment that supports and promotes Visible Learning in schools. The factors from the policy level are as follows.

1. Adequate Funding and Resource Allocation:

Schools with adequate financial resources can invest in teacher professional development programs, implement instructional materials and technologies supported by research, and cultivate supportive learning environments. In contrast, schools with limited financial resources may require assistance to provide instructors with the necessary tools and resources to effectively implement Visible Learning strategies, thereby reducing their impact on student achievement (OECD, 2019).

2. Teacher Professional Development:

Effective professional development programs that align with the principles of Visible Learning can equip teachers with the knowledge and skills to implement evidence-based instructional practices. Policy initiatives prioritizing ongoing professional development opportunities, such as workshops, conferences, and collaborative learning communities, contribute to improved teacher efficacy and enhanced student learning outcomes (Desimone, 2009). Conversely,

inadequate or sporadic professional development can impede the adoption of Visible Learning practices, as teachers may need more knowledge and skills to implement evidence-based strategies effectively. (Hattie, 2012)

3. Assessment and Accountability:

Policy decisions regarding assessment and accountability systems can substantially affect observable learning. When assessment frameworks align with Visible Learning principles, they provide educators valuable information about student progress and improvement areas. Policies that promote formative assessment practices, timely feedback, and a decreased emphasis on high-stakes testing encourage teachers to modify their instructional strategies to meet the unique requirements of each student, resulting in improved learning outcomes. Formative assessments, such as periodic quizzes or ongoing classroom observations, can make learning visible and allow instructors to adjust their instructional strategies accordingly. In addition, policies that emphasize growth and progress rather than focusing solely on high-stakes summative assessments foster a culture of continuous improvement and promote Visible Learning practices. (Hattie, 2012; Hattie, et al, 2017)

4. Supportive School Climate and Leadership:

Supportive School Climate and Leadership: For Visible Learning to flourish, policy decisions must promote a supportive school climate and effective leadership. Leaders who prioritize a positive and inclusive school climate improve teacher collaboration, student engagement, and overall school effectiveness. (Robinson, Lloyd, & Rowe, 2008) The successful implementation of Visible Learning can be facilitated by policies that prioritize instructional leadership and provide support for school leaders. When leaders create a positive and supportive school culture that values evidence-based practices, teachers are more likely to adopt and implement strategies for Visible Learning.

5. Curriculum, Standards, and Assessment Policies:

Curriculum and standards are vital in determining school Visible Learning practices. Well-designed curriculum frameworks aligned with rigorous standards can facilitate the implementation of instructional strategies

supported by empirical evidence in the classroom. With specific learning objectives, instructors can effectively identify desired outcomes and measure progress. For instance, policies that emphasize developing critical thinking skills or mandate incorporating technology can facilitate Visible Learning practices that support these goals. On the other hand, a curriculum that promotes in-depth comprehension, critical thinking, and student engagement aligns well with Visible Learning principles. When policies prioritize a comprehensive and well-balanced curriculum with defined learning objectives and assessments aligned with those objectives, a solid foundation is established for implementing Visible Learning strategies. (Hattie & Yates, 2013)

6. Resource Allocation and Support Policies:

Equitable resource allocation is essential for schools to promote Visible Learning. Policies that ensure adequate funding for instructional materials, technology, and resources required for implementing evidence-based practices can significantly impact. Implementing Visible Learning strategies is supported by adequate personnel, reduced class sizes, and access to relevant learning materials. Additionally, policies prioritizing equitable resource distribution can assist in closing the achievement gap and guarantee that all students have equal opportunities for discernible learning. Teachers can create an environment conducive to Visible Learning practices by accessing sufficient instructional materials, technology, and support staff. To ensure the implementation of evidence-based strategies, additional funding or unequal resource distribution is required, limiting the efficacy of Visible Learning approaches across schools and districts. (Fisher et al., 2016).

7. Inclusion and Equity:

Visible Learning can be substantially influenced by policies promoting inclusion and equity in schools. When the diverse backgrounds, experiences, and needs of students are acknowledged and supported, Visible Learning becomes more effective and meaningful. Policies addressing disparities in resources, access to quality education, and support services for marginalized students contribute to developing an inclusive and equitable learning environment where Visible Learning can flourish.

School level

Visible Learning is an evidence-based approach to education that emphasizes effective teaching practices that positively influence student learning outcomes. Teachers play a crucial role in implementing Visible Learning strategies. Still, school-level management and leadership also have a substantial impact on fostering an environment that is conducive to successful implementation. The successful implementation of Visible Learning practices requires school-level management that embraces and supports these practices.

1. Supportive Leadership:

Positive school climates are fostered by leaders who encourage and empower teachers to employ evidence-based teaching strategies. By providing direction, resources, and opportunities for professional development, these leaders demonstrate a commitment to Visible Learning and fostering an environment conducive to its implementation (Hargreaves & Fink, 2006).

2. Collaborative Decision-Making:

This collaborative approach empowers teachers, fosters professional growth, and ensures that decisions are aligned with evidence-based practices (Bryk et al., 2010). When teachers are involved in decision-making processes, such as curriculum development, resource selection, and instructional planning, they gain ownership and investment in the Visible Learning approach.

3. Professional Learning Communities:

PLCs provide teachers with opportunities to collaborate, reflect on their practice, share effective teaching strategies, best practices, and engage in reflective discussions that have a positive influence on instructional effectiveness. By participating in PLCs, teachers can learn from each other, exchange ideas, and collectively develop best practices that align with Visible Learning principles (Hattie, 2009; Hargreaves & Fullan, 2012).

4. Data-Informed Decision-Making:

Collecting and analyzing pertinent data, such as formative assessment results, enables school administrators and educators to identify areas of strength and opportunity for growth. This data-driven strategy enables targeted interventions, instructional modifications, and individualized support to improve student learning outcomes

(Earl & Katz, 2006). Policies encouraging formative assessments, data-driven discussions, and personalized learning plans can improve observable learning outcomes (Wayman, Midgley, & Stringfield, 2006).

5. Continuous Improvement Culture:

When school leaders prioritize ongoing professional development, provide feedback loops, and cultivate reflective practices, they create an environment where teachers can adapt their instructional strategies based on evidence and student outcomes. This dedication to continuous development increases the efficiency of Visible Learning strategies (Fullan, Hill, & Crevola, 2006).

6. Supportive School Culture:

A positive school climate, marked by trust, respect, and inclusiveness, encourages student engagement and motivation. When schools prioritize social-emotional learning, student well-being, and positive relationships, an environment is created that is conducive to Visible Learning (Durlak et al., 2011).

7. Instructional Leadership:

Implementing evidence-based teaching practices is enhanced when school leaders prioritize instructional improvement, communicate explicit expectations to teachers, and support their professional development. When school leaders actively engage with instructors, provide feedback, and facilitate collaboration, they foster a culture in which Visible Learning flourishes (Robinson, 2011).

Classroom level

Visible Learning is an evidence-based approach to education that identifies effective teaching strategies and practices to improve student learning. Policy and school-level decisions create a supportive environment, but classroom management is essential for instituting Visible Learning practices. These are significant factors that influence visible educational learning.

1. Clear Learning Goals and Expectations:

When explicitly communicating learning objectives and providing students with a thorough understanding of what is expected of them, student engagement and concentration are enhanced. Students are able to track their progress and take ownership of their learning when success criteria are explicitly outlined and learning

objectives are revisited frequently throughout instruction (Hattie, 2009). Clear expectations for behavior, academic standards, and active participation promote a focused learning environment that encourages Visible Learning practices (Hattie, 2012).

2. Feedback and Assessment for Learning:

Students can better identify their strengths and areas for improvement when they receive timely and constructive feedback on their learning goals-related work. In addition, formative assessment strategies, such as self-assessment, peer feedback, and regular comprehension checks, enable instructors to modify instruction and support student growth (Black & Wiliam, 2009). Timely and specific feedback enables students to reflect on their learning, make the necessary adjustments, and enhance their performance (Black & Wiliam, 1998). When instructors provide constructive feedback and involve students in the assessment process, students are empowered to take responsibility for their own learning (Hattie & Timperley, 2007).

3. Differentiated (Individualized) Instruction:

Recognizing that students have varying learning requirements and abilities, teachers who modify their instructional approaches to accommodate these differences increase student engagement and achievement. Differentiation strategies, such as flexible grouping, tiered assignments, and various instructional materials, ensure that all students can access the learning objectives and progress toward them (Tomlinson & Moon, 2013). Differentiation promotes Visible Learning by ensuring that instruction is responsive, engaging, and tailored to each student's individual readiness level (Tomlinson & Moon, 2013). Adapting teaching methods to accommodate student readiness, interests, and learning profiles enhances engagement and fosters Visible Learning (Tomlinson, 2017).

4. Active Student Engagement:

Educators who cultivate a supportive and inclusive learning environment where students feel valued and secure encourage active participation and risk-taking. Cooperative learning, student-centered activities, and positive teacher-student relationships boost student motivation and learning outcomes (Fredricks, Blumenfeld, & Paris, 2004). Actively involved

students are more likely to understand and retain concepts, leading to observable learning outcomes (Fisher & Frey, 2007).

5. Classroom Climate and Culture:

The classroom climate and culture cultivated by instructors significantly impacts observable student achievement. A classroom environment characterized by mutual respect, trust, and a sense of belonging encourages student engagement and motivation. When instructors create a safe and supportive environment where students feel valued and empowered, they can take risks, participate actively, and maximize their learning potential (Freiberg, 2018). When instructors cultivate a supportive and welcoming environment, students are more likely to actively engage in learning activities (Marzano & Marzano, 2003).

6. Teacher-Student Relationships:

Solid teacher-student relationships are essential for observable learning results. Teachers who establish meaningful connections with their students are better positioned to personalize instruction, provide constructive feedback, and address the unique learning requirements of each student (Roorda et al., 2011).

7. Classroom Management Strategies:

Decisions made at the level of classroom management that establish distinct routines provide structure and encourage active student engagement, which positively affects learning outcomes. (Simonsen et al., 2008). A well-organized and conducive classroom environment encourages student engagement and minimizes disruptions. Effective classroom administration strategies, such as arranging desks for collaborative work, utilizing visual aids, and providing accessible learning resources, support students' ability to focus on learning tasks. A positive and inclusive classroom environment encourages student participation and a sense of belonging, both essential for Visible Learning (Marzano & Marzano, 2003).

Conclusions

John Hattie's innovative educational approach, Visible Learning, emphasizes the importance of evidence-based teaching strategies for improving student achievement. When implementing Visible Learning in schools, it is crucial to comprehend the various factors that can influence its efficacy. In this article, we

recommend the key factors influencing Visible Learning in schools and discuss how educators can establish the optimal environment for student success.

Decisions at the policy level significantly impact the implementation and efficacy of Visible Learning practices in schools. Policymakers must recognize the value of evidence-based instructional practices and prioritize policies that enable instructors and students to make learning visible, thereby fostering enhanced student outcomes and educational success. By aligning Adequate Funding and Resource Allocation, Teacher Professional Development, Assessment and Accountability, Supportive School Climate and Leadership, Curriculum Standards and Assessment Policies, Resource Allocation and Support Policies, and Inclusion and Equity, education systems can foster Visible Learning.

At the school level, the implementation of Visible Learning is heavily influenced by management decisions. Key components include supportive leadership, collaborative decision-making, professional learning communities, data-informed decision-making, a culture of continuous improvement, a supportive school culture, and instructional leadership. By acknowledging these factors, educational institutions can create an environment that supports evidence-based teaching practices, promotes professional development, and improves student learning outcomes.

In addition, classroom-level management practices substantially affect Visible Learning outcomes in schools. Clear Learning Objectives and Expectations, Feedback and Assessment for Learning, Differentiated (Individualized) Instruction, Active Student Engagement, Classroom Climate and Culture, Teacher-Student Relationships, and Classroom Management Techniques all contribute to a productive and conducive learning environment. By implementing these strategies, educators foster an environment where evidence-based teaching strategies can flourish, thereby enhancing student learning outcomes and fostering a culture of continuous development and achievement.

Visible Learning is a journey; it could take time to implement evidence-based thorough practices in your classroom. As you strive to improve student learning outcomes, be patient,

adaptable, and receptive to experimentation and modification.

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