

Abstract

2019 KEDI Survey Research on Student Competencies

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This research was conducted for following three purposes: First, we conducted the fourth survey of student competencies as a part of a five-year plan designed in 2015 and monitored the distribution and trend of key competencies among elementary, middle and high school students in Korea. Second, we tried to examine the differences in the item response of students by the social desirability bias and to contribute to the improvement of the validity of the self-reporting questions by analyzing the causes of the differences and similarities. Third, by attempting a conceptual analysis of aesthetic sensitivity and suggesting evaluation methods, we intended to enhance understanding of aesthetic sensitivity for teachers and students, and contribute to the development of competency-based educational programs.

- The result of 2019 KEDI survey research on student competencies

Contrary to the previous years, 2019 student competency survey showed that students' competency scores tend to increase as the grade rises. The reason for this is that while the scores of the sixth grade in most competences have fallen,

the scores of the 9th and 11th years' increased. In particular, the score of cognitive skills such as knowledge & information processing skills or communication skills continues to increase as the further grade level.

On the other hand, the gender competency pattern was the same as in the previous years. From 2016 to 2019 surveys, male students were found to be more positive in self-management skills and creative thinking skills, while female students were relatively positive in knowledge and information processing, communication, aesthetic sensitivity and community skills. It is also interesting that male students report self-perception positively, even though they perceive their competencies negatively compared to female students. It is needed to be analysed with the actual and social effects of the results.

For capacities measured by self-reporting, regional differences appear to have narrowed as the grade level rises. However, the gap between regions of the actual capacities was still exist. In other words, regardless of the grade level, students who reside in the rural area were consistently lower in their literacy and numeracy skills compared to those in other areas. In addition, the significant gap in competency scores among high school types has kept in the same pattern for all four-year surveys. This requires an urgent need for social and educational measures.

- Analysis on differences among item responses by social desirability bias(SDB)

The item responses of students' aesthetic sensitivity and community competencies have shown that, regardless of grade level, the difficulty of item for aesthetic sensitivity is low, except reading activities. A look at the differences between groups of social desirability bias shows that gap in response patterns in the artistic activities and athletics activities. And the results also show that the

groups are divided into potential groups that favor reading/artistic activities and athletics activities regardless of SDB. There was a significant correlation between these potential groups, SDB, and gender. This results suggest that Item difficulties and differential item responses should be taken into consideration when self-reporting measures are developed.

Despite the similar response pattern between grade levels in the aesthetic sensitivity, there are differences in the item responses between elementary school students and middle/high school students. In case of elementary school, there are more items which made different responses by SDB than middle/high school students. Meanwhile, the items of national identity were found to be easy for elementary school students, although it was the most difficult for middle/high school students. Exceptionally, the difficulties for national identity items were higher in the group whose SDB is also higher. There were 2 potential groups in the elementary and middle school students, and there was a broad distinction between the responses for national identity items. This implies the need to use the items which have response differences with caution in regards to self-reporting measurement.

- Conceptual analysis of aesthetic sensitivity and its evaluating methods

Before analysing the concept of aesthetic sensitivity, this report discussed the way of life as a human being. Humans have different personalities by their genetic and environmental background and seek to realize the desires based on their personalities. However, biological and social challenges exist for fulfill needs, and these limits cause hierarchy between needs. A life as a human being means a life of overcoming deficiency needs (e.g., a desire for social safety, a desire for private interest), and doing one's best to realize the desire for self-realization. Also, the pursuit of self-realization contributes to the

development of human culture in the sense that it is oriented toward the value of truth, good and beauty.

Based on this premise for human beings, the main concept of constituting the definition of aesthetic sensitivities proposed by the 「2015 revised Curriculum」 was made. According to the 「2015 revised Curriculum」, aesthetic sensitivity is defined as "the ability to discover and enjoy the meaning and value of life based on a sympathetic understanding of human beings and cultural sensitivity." And "sympathetic understanding of human beings" means to overcome numerous conflicts with desires under various restrictions and to understand the difficulties and struggles of one's pursuit of self-realization. It means to feel all kinds of emotions in the process like one's own, and to have generosity toward the human and their actions.

“Cultural sensitivity” is defined as an attitude which place a high value on self-realization, especially the value of truth, good and beauty over the values such as private interest or social recognition. By giving value to the life as a human being and cultural value as an inward-looking purpose, could make that possible to experience 'beauty' from it. The higher the value of something, the more limitations and difficulties it experiences in the value acquisition process, the more understanding how difficult it is to realize value, the stronger emotional impression can be experienced. The aesthetic sensitivity mean the ability to experience these emotions based on a sympathetic understanding of human beings and cultural sensibility.

Based on this definition of aesthetic sensitivity, different methods were proposed to evaluate 'sympathetic understanding of human beings' and 'cultural sensitivity'. They include a variety of measures such as self-reporting, observer reporting, and situation-oriented response methods. By developing them, it was expected that various information on students' aesthetic sensitivities could be

collected by supplementing the limitations that each method has. Above all, it is hoped that promote understanding among teachers and parents about aesthetic sensitivity and contribute to the revitalization of related educational activities.

■ **keywords** : Aesthetic sensitivity, Social desirability bias, Differential item functioning, Sympathetic understanding of human beings, Cultural sensitivity, Intellectual sensitivity