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KEY WORD: THE USE OF LOCAL WISDOM, LOCAL WISDOM-BASED LEARNING MANAGEMENT IN SCIENCE STRAND, PILOT SCHOOLS.

SUMON PAKAMART: STATE, PROBLEMS AND GUIDELINES FOR SOLVING PROBLEMS IN LOCAL WISDOM-BASED LEARNING MANAGEMENT IN SCIENCE STRAND AT KEYSTAGE THREE IN PILOT SCHOOLS UNDER THE OFFICE OF THE BASIC EDUCATION COMMISSION IN THE UPPER NORTHERN REGION: ASST. PROF. PIMPAN DACHAKUPT, Ph.D. 118 pp. ISBN 974-53-2062-5

The objectives of this research were to study the state, problems and guideline for solving problems in local wisdom-based learning management in science strand at key stage three in pilot schools under the jurisdiction of the office of the basic education commission in the upper northern region. Research samples included 8 heads of science learning area, 60 science teachers and 8 parents who participating in the learning management. Tools for this research were questionnaires and interviewing forms. Data were analyzed using frequency, percentage and content analysis.

Results of the research could be summarized as follows:

1. Most of the science teachers, 75 percent, prepared plans for the local wisdom-based learning management in which 90 percents of them surveyed data of the local wisdom and methods to apply the local wisdom for the learning management. It was found that most of the teachers, 75 percent, integrated the local wisdom into the class learning management, and the second they brought students to study in the local learning resources. They integrated the local wisdom into all 7 strands in which the most local wisdom being used in each strand was as follows: stand 1) a technique for growing rice cotton and herbs, stand 2) herbs, stand 3) food additives, stand 4) mortar, stand 5) the conversion of the solar energy into the electricity, stand 6) attributes of soils in the northern area that effect on types of plants, stand 7) observational period for the star related to the season. Besides, most of the science teachers, 76.67 percent, performed the evaluation in order to improve the expected learning outcome. All heads of science learning area supported science teachers by co-planning, arranging meetings, advice and providing budget. Most of the parents, 62.50 percent, participated by being the resource persons, selecting local learning resources and supporting budget.

2. Problems of the science teachers for the local wisdom-based learning management in the science strand were the lack of understanding in the local wisdom, the lack of skills for producing media from the local materials, the arrangement of activity which were not corresponding to the interest of the learners and the lack of skills in evaluating the inventions and testing forms. For the head of the science learning area, the problem found in supporting the local wisdom-based learning management was that the science teachers lacked of understanding the local wisdom.

3. Most of the science teachers, the heads of science learning area and the parents of local students proposed guidelines for solving problems in the local wisdom-based learning management which were included (1) arranging a training course to whom it may concern, (2) assigning the teachers to search for additional knowledge from documents from some local offices by themselves and also (3) assigning the teachers to plan the evaluation parallel to the learning management.

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