

ABSTRACT

Thesis Title : A Comparative Study of Pre - School Children's
Creative Thinking through Story Telling with and
without Shadow Pictures

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The objective of this study was to compare pre-school children's creative thinking ability through story telling with and without shadow pictures. The independent variables were story telling with and without shadow pictures and listening ability of the children, whereas the dependent variable was creative thinking ability.

Twenty second-year pre-schoolers at Ramkhamhaeng University Pre-school were tested for their listening ability, and then equally divided into 2 groups—one with higher test scores than the other. Each group was further divided into two subgroups, each of which was randomly selected to form an experimental and a controlled group of 10 children each. The former was told stories with shadow pictures while the latter without.

The instruments in this study consisted of a listening ability test, 15 stories and shadow pictures, constructed by the researcher, and the Torrance Test of Creative Thinking Form A, translated into Thai by Aree Ransinan.

All children were first tested for their creative thinking ability and then told stories with the shadow pictures for the experimental group and without for the controlled one. After that they took the same test again. The scores from both tests were then analyzed with a two-way analysis of covariance.

The results of this study indicate no significant difference in the effects of the shadow pictures and the listening ability. It was further shown that story telling styles had no direct relationship with the listening ability.