

ANCHORED INSTRUCTIONAL MODEL / INQUIRING MIND / ELEMENTARY SCHOOL STUDENTS
WIROT WATANANIMITGUL : THE DEVELOPMENT OF AN ANCHORED INSTRUCTIONAL
MODEL FOR ENHANCING THE INQUIRING MIND OF ELEMENTARY SCHOOL STUDENTS.
THESIS ADVISORS : ASST. PROF. SUKANYA S. KOVILAIKOOL, Ph.D., ASSOC. PROF.
TAWEEWAT PITAYANONT, Ph.D. 318 PP. ISBN 974-637-750-7.

The purposes of this research were to develop an anchored instructional model for enhancing the inquiring mind of elementary school students, to evaluate the model, and to compare the effects of Life Experience Area Curriculum achievement score. The samples were 30 Prathom Suksa six students of Tamprasit-Khanawas School in Samutsongkram, consisted of 10 students in each group of high, middle and low levels of grade point average. In each level, 5 students were randomized to the experimental and control groups. The students in experimental group were taught using an Anchored Instructional Model for Enhancing the Inquiring Mind that was developed, while those in the control group were taught using a regular instructional model. The results of this research were as follows:

1. The developed model was able to enhance the inquiring mind of the students by presenting the anchored content which was covered the whole lesson, complex, and interesting enough to stimulate students to initiate the issues and find the ways for further studies. Moreover the students were able to transfer their previous knowledge for other enquiries.

2. The students in the experimental group had higher scores on knowledge seeking skills than the control group. The students in the experimental group had higher scores on knowledge seeking skills after studied than they had before studied and there was an interaction effect between the instructions by models and the levels of grade point average on knowledge seeking skills scores. The results of comparison also showed that the experimental group had higher scores on knowledge seeking skills than the control group in all levels of grade point average.

3. The students in the experimental group had higher scores on knowledge seeking attitude than the control group. The students in the experimental group has higher scores on knowledge seeking attitude after studied than they had before studied but there was no interaction effect between the instructions by models and the levels of grade point average on knowledge seeking attitude scores. The results of post hoc comparison in knowledge seeking attitude scores showed that the students with high level of grade point average had higher scores than those with middle, and low levels. The students with middle level of grade point average had higher scores than those with low level. The results of comparison also showed that the experimental group had higher scores on knowledge seeking attitude than the control group in all levels of grade point average.

4. The students in the experimental group had higher scores on Life Experience Area Curriculum achievement than the control group.

ภาควิชา คณะกรรมการบริหารหลักสูตรฯ มหาวิทยาลัยบูรพา

สาขาวิชา หลักสูตรและการสอน

ปีการศึกษา 2540

ลายมือชื่อนิติ..... *Wirot Watananimitgul*

ลายมือชื่ออาจารย์ที่ปรึกษา..... *Sukanya S. Kovilaihoel*

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม..... *Taweewat Pitayanont*