

# # KEY WORD:	<p>C540010 CURRICULUM AND INSTRUCTION</p> <p>MAJOR ENRICHMENT CURRICULUM/ COMPLEX THINKING/ HIGH ACHIEVEMENT</p> <p>GOACHAGORN THIPATDEE: THE CONSTRUCTION OF AN ENRICHMENT CURRICULUM DEVELOPING COMPLEX THINKING ABILITY OF THE UPPER SECONDARY SCHOOL STUDENTS WITH HIGH ACHIEVEMENT.</p> <p>DISSERTATION ADVISOR: ASSOC. PROF. SUMLEE THONGTHEW, Ph.D. ; ASSOC. PROF. TAWEEWAT PITAYANON, Ph. D., 532 PP.</p> <p>ISBN 974-635-382-9</p>
	<p>The purpose of this research was to construct an enrichment curriculum developing complex thinking ability of the upper secondary school students with high achievement.</p>
	<p>The findings were as follows:</p>
	<p>1. The enrichment curriculum was constructed on the basis of needs assessment results, the theories of developing curriculum for the gifted and talented, the principles of teaching thinking skills, the educational organization for the outstanding students in Thailand, and the analysis of the curriculum implementation and the instructional process of the contemporary curriculum of the secondary education. The curriculum consists of varied contents geared to develop complex thinking ability which are creative thinking, critical thinking, evaluation, decision making, and problem solving. The instructional process specifically focuses on direct teaching approach by providing students to explicitly study the thinking strategies. The indirect approach was also applied to strengthen the students' thinking ability through questions, exercises, and inventions of creative products. The metacognitive approach was also considered in order to enhance the students' understanding of the thinking strategies. The curriculum evaluations were measured by paper and pencil tests, behavioral observations, and the assessment of creative products.</p>
	<p>2. The curriculum could significantly develop the complex thinking ability of the students in the experimental group higher than those taught by the traditional curriculum using the process of lecturing at the .01 level of significance. It was also found that the curriculum enhanced the students to generate creative products.</p>
	<p>3. The data from behavioral observations indicated that the students in the experimental group performed thinking behaviors lower than the percentage of 50.</p>
	<p>4. According to the perception of the students in the experimental group, the curriculum and instructional process developed was appropriate to be used at the 'high level' acceptance. They also approved it to be used as a course at the upper secondary school level.</p>

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สาขาวิชา..... ลายมือชื่ออาจารย์ที่ปรึกษา.....

ปีการศึกษา 2539..... ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....