

#C740533 : MAJOR EDUCATION ELEMENTARY

KEY WORD: LOCAL CURRICULUM DEVELOPMENT / POPULAR WISDOM / ELEMENTARY EDUCATION
MONTHICHA CHANASIT : A STUDY OF STATE AND PROBLEMS OF LOCAL CURRICULUM DEVELOPMENT OF ELEMENTARY SCHOOLS IN THE LOCAL CURRICULUM DEVELOPMENT BY POPULAR WISDOM PROJECT UNDER THE JURISDICTION OF THE OFFICE OF SONGKHLA PROVINCIAL PRIMARY EDUCATION. THESIS ADVISOR : ASSOC. PROF. SOMPHONG JITRADUB, Ph.D. 255 pp. ISBN 974-634-853-1

The purpose of this research was to study the state and problems of local curriculum development of elementary schools in the Local Curriculum Development by Popular Wisdom Project under the jurisdiction of the Office of Songkhla Provincial Primary Education. The population included those responsible for the project carried out at their schools, teachers and local resource persons amounted to 55 persons, and 18 elementary schools. The tools used were an Interview Form, an Observation Form and a Document Analysis form. Content analysis was used in analyzing the data :

The findings were as follows :

1. The state of local curriculum development found could be divided into the following four aspects :

1.1 Curriculum design. The underlying principle/concept of the project was education for sustainable development. The purpose of the curriculum was that students could learn how to earn a living by using local natural resources. Teachers in most schools designed the curriculum by themselves and the subjects were classified as Work-Oriented Experience Area at prathoms 5-6 and as Electives at M.S. 2. Adjustment of instructional activities or extracurricular ones was put into practice and demonstration. As for the adjustment of the content of such subjects in details, local resource persons took part in giving opinions and specifying their contents.

1.2 Curriculum implementation. Most schools invited local resource persons who knew about agriculture to be guest speakers in some aspects. Demonstration and positive reinforcement were employed as instructional activities. Most instructional media were realia obtained from resources in the village. An observation and objective test were means of evaluation. Teachers informally publicized the curriculum. The school administrators supervised the teachers by giving suggestions while observing their teaching.

1.3 Curriculum evaluation. Most schools considered the practicability of students and students' product to evaluate the curriculum

1.4 Curriculum revision. Most schools revised their curriculum since the administrators did not realize the importance of the project and the budgets were not enough.

2. Problems concerning local curriculum development. Most schools faced a lack of budgets. The school administrators did not give priority to the project. The local resource persons were hardly available. Instructional activities took longer time than planned and teachers did not have time for preparing lesson plans.

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