

C640726 : MAJOR ELEMENTARY EDUCATION

KEY WORD: SCIENCE PROJECT/ELEMENTARY SCHOOL

PISMAI JANTANAMATTA : A STUDY OF THE ORGANIZATION OF SCIENCE PROJECT
IN ELEMENTARY SCHOOLS, BANGKOK METROPOLIS. THESIS ADVISOR : ASSOC. PROF.
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The purpose of this study was to study the science project in elementary schools, Bangkok Metropolis in terms of their organization, procedure and problems. The target group included 60 elementary schools. They organized science projects were nominated in the 1993-1994 competition held by the Association of Thai Science and Technology Education. In addition, 60 schools administrators, 60 teachers and 120 students were informants. The research tools were questionnaires, interviews, documentary form and observation sheets. It was found that every schools organized its science project after schools. The activity organized was mostly in the form of workshop which was held during long holidays.

As for the procedure, the schools administrators set up the goals and rationals of their science projects. One of the goals was to provide the students with the ability to apply scientific procedures. The administrators met with teachers to discuss how to carry out the projects. The administrators provided the site, financial support, materials and equipment. Most teachers could carry out the projects as planned and they invited other schools in the same group to join the projects. Most teachers asked the students to come up with the theme of the project by arousing the students' inquisitive mind. The teachers asked the students some questions and showed them the previous projects. The students then mapped out their projects. With the help of the teachers, the students could solve the problems. The teachers evaluated the projects, and gave them feedback so that the students could make improvement on the projects. After that they could enter their projects in the competition. Most teachers evaluated the projects through observation. They put emphasis on the students' attitudes towards the organization of the projects.

The problems were that teachers involved in planning the projects did not have an insight into procedures. The students had difficulties in thinking of the themes. And the teachers who evaluated the projects did not know how to design an appropriate evaluation tool.

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