

พิมพ์ต้นฉบับบทคัดย่อวิทยานิพนธ์ภายในกรอบสี่เหลี่ยมนี้เพียงแผ่นเดียว

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: MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD: COMPUTER CURRICULUM / ELEMENTARY SCHOOL / BANGKOK

AN ORGANIZATION OF BASIC COMPUTER CURRICULUM IN ELEMENTARY SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF BANGKOK PRIMARY EDUCATION.

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The purpose of this reseach was to study state and problems of organization of basic computer curriculum in elementary schools under the jurisdiction of the office of Bangkok Primary Education. The samples were primary schools in Bangkok used basic computer curriculum. The obtained data were from administrators, vice academic directors, work oriented experiences head teachers, and computer teachers. Research instruments were consisted of semi-structured interview form, observation form, and document study form. The data were statistically analyzed by means of content analysis method and presented in table with description.

The finding were as follows:

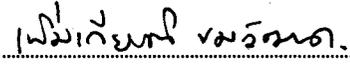
1. At the preparation stage, curriculum organization was planned by assigning computer teachers, in charged personnel were assigned and encouraged for further study. Teachers were assigned according to their skills, needs and contentment, curriculum documents and evaluation materials were also provided. Computers were donated by parents teachers association and member of the parliament. In addition, computer labs and curriculum were arranged. and Public relation was released. Problems reported were lesson plans and evaluation instruments were not convinced teachers in their qualities, inappropriated number of teachers and insufficient instructional materials, lack of budget in providing software and CAI program, computer labs were inappropriated, and lack of qualified supervisor.
2. At the operation stage, teachers were encouraged to organize instructional activities with emphasis on teacher centered, description with demonstration method by intervening the ethics were used, evaluation was conducted visiting classrooms and problem interview by school administrators and academic vice-directors were used as methods of supervision. Problems were insufficient time and teacher for teaching, supervision committees were not appointed and lack of continuous supervision planning.
3. At the evaluation stage, interview, observation, and operation plan methods were used by means of evaluation, evaluation follow-up was made through academic year. Problem reported was lack of organizational curriculum evaluation instruments.

ภาควิชา..... บริหารการศึกษา.....

สาขาวิชา..... นิเทศการศึกษาและพัฒนาหลักสูตร.....

ปีการศึกษา..... 2539.....

ลายมือชื่อนิติศ..... 

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ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....