C442157 : MAJOR AUDIO-VISUAL EDUCATION
KEY WORD: COMPUTER-ASSISTED INSTRUCTION/DISCOVERY APPROACH/ EXPOSITORY APPROACH/LEARNING STYLE

PISAL POTHONGSANGAROON : AN INTERACTION OF DISCOVERY AND EXPOSITORY APPROACHES IN COMPUTER-ASSISTED INSTRUCTION LESSON AND LEARNING STYLES UPON MATHEMATICS LEARNING ACHIEVEMENT OF THE VOCATIONAL EDUCATION CERTIFICATE STUDENTS. THESIS ADVISOR*: ASST. PROF. SUGREE RODPOTHONG, Ph.D., 122 pp. ISBN 974-625-052-3

The purpose of reserch was to examine an interaction of discovery and expository approaches in computer-assisted instruction lesson and learning styles upon mathematics learning achievement of the vocational education certificate students. The subjects were one hundred and sixty of the first year vocational education certificate students from Rajamangala Institute of Technology Khon Kaen Campus in the academic year of 1993. Two types of approaches used in computer-assisted instruction were discovery and expository. Four types of learning styles were labelled as 1) divergent learning style 2) accommodative learning style 3) convergent learning style and 4) assimilative learning style by Kolb's Learning Styles Inventory (LSI) which was adapted by Patcharee Kiatnanthavimol.

The findings of the research were as follows :

1. There was no statistically significant interaction between the use of computer-assisted instruction lesson approach and types of learning styles upon mathematics learning achievement at the .05 level.

2. The subjects with different learning styles when studied computer-assisted instruction lesson showed statistically significant differences on mathematics learning achievement at .05 level.

3. Mathematics learning achievement of the subjects who studied different computer-assisted instruction lesson had statistically significant differences at .05 level.