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### Abstract

The purpose of this study was to compare learning achievement on human mechanism between constructivist teaching strategies based on Underhill and the traditional approach. The sample consisted of 60 Mathayom Suksa II students in two classes of PAOOB NA NAKORN 1 School, Amphur Phosai, Changwat Ubon Ratchatani in the first semester of the 2001 academic year. They were selected by purposive sampling technique and the two classes were randomly assigned into experimental and control group with 30 students in each groups. The experimental group was taught by constructivist teaching strategies based on Underhill while the control group was taught by the traditional approach. The experiment of the research was performed by Pretest-Posttest-Control Group Design. The instruments used in the experiment included lesson plans developed in accordance with constructivist teaching strategies based on Underhill. The lesson plans utilized the Constructivist teaching strategies based on Underhill and the traditional approaches were constructed by 9 lesson plans for this investigation and 40 items of the test. Analysis of the collected data was done through an SPSS program for windows and using a t-test.

The results of the study showed that students taught by Constructivist strategies based on Underhill had higher learning achievement than those being taught by traditional approach significantly at 0.01