

Anuwat Mangkang 2012: An Evaluation of the School Which Attend to Research and Development in Brain Based Learning Instruction Project (BBL): A Case Study in Bannondaeng School Tumbol Si Khai Amphoe Warin Chamrap Ubon Ratchathani Province. Master of Education (Educational Research and Evaluation), Major Field: Educational Research and Evaluation, Department of Education. Thesis Advisor: Assistant Professor. Wasun Thongthai, Ed.D. 191 pages.

The purpose of this research was to study education management condition and to evaluate the school which attend to research and development in Brain Based Learning Instruction Project (BBL). The evaluation scopes were input, process, product, outcome and impact. Bannondaeng School, Ubon Ratchathani Province was selected for case studies. This research collected both quantitative data and qualitative data. The data were analyzed by content analysis for construction criterion and judgment the evaluation result.

The research result was found that: 1) The educational management condition of Bannondaeng School; it offered teaching from kindergarten level to lower secondary school level, it attended voluntary in Brain Based Learning Instruction Project (BBL) research and development. There was rural community. The most of the parents had low income, The main occupations were farmer and labor. The parents were little concern and participant in the students' education and development. Focal points of Bannondaeng School were strongly in a good interaction between teachers, students, and parents and the teachers were inspected as be great personality. 2) Input Evaluation; classrooms management was readiness but the school environment: library, playground / plaything field and sports field were not readiness. Teachers were readiness in Brain Based Learning (BBL) Instruction knowledge, good interaction and attention toward their students. The BBL instructional medias were readiness and adequate. 3) Process Evaluation; the school could operate BBL instruction suitable its' condition continuously. The instruction problems were the teachers were not confidence for conducting the lesson plans and the teaching process was not completely. 4) Product Evaluation; the teacher could be improve in teaching method, using media and assessing suitable with BBL approach. 5) Outcome Evaluation; the student were good at reading habit, assertive behavior, attention in learning, long accuracy memory and higher achievement. 6) Impact Evaluation; there was the positive impact as BBL teacher model for the others. The teachers developed in their highly teaching potential. In finally it could be concluded that BBL project should be conducted research and development continuously.

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Thesis Advisor's signature