

THINKING SKILLS

PRAMOTE CHANRUANG : A STUDY OF THE INTERACTION BETWEEN INSTRUCTIONAL MODEL AND LEARNING ACHIEVEMENTS ON THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS. THESIS ADVISOR : ASSO. PROF. TISANA KHEMMANI, Ph.D., ASST. PROF. TAWEEWAT PITAYANON, Ph.D., 628 PP
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The purposes of this research were to study the interaction between instructional model integrating thinking skills, non-integrating thinking skills model and levels of learning achievement on thinking skills of elementary school students, and to develop the instructional model integrating thinking skills for elementary school students. The research procedures had 2 steps, first, developing the instructional model and supplementary materials, second, testing testifying the developed model.

The result of the research was the developed instructional model, consisting of 6 important component : principles of the model, objectives, structure of the content, analyzed tasks, instructional units, and learning assessment and evaluation. The supplementary materials consisted of Teacher's Manual, Instructional Units, and Guideline in Measurement and Evaluation of the Model. The model was experimented with Prathom Suksa Six students, and the results indicated that there was no significant interaction between the model and levels learning achievement on thinking skills of the students at the .05 level of significance. When comparing between the experimental and control groups, it was found that the experimental group had higher scores on thinking skills than the control group significantly at the .01 level. And in the experimental group, the high achievers had significantly higher scores on thinking skills than the middle, and the low achievers at the .01 level, and the middle achievers had significantly higher scores than the low achievers at the .01 level. Moreover, most students in the experimental group were satisfied with the instructional activities designed by the model and thought that they could apply the learned thinking skills in their daily life.