

C341524 : MAJOR SCIENCE EDUCATION

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The purpose of this research was to study the science instructional organization of distinguished science teachers at the secondary education level. The samples were 15 distinguished secondary school science teachers, who received the distinguished science teacher awards from the Science Society of Thailand under the Royal Patronage during 1982-1991. The research instrument was the structured interview constructed by the researcher. The data were analyzed by means of percentage.

The research findings were as follows:

1. Most distinguished science teachers prepared the instruction beforehand every period by preparing instructional materials and reading academic journals regularly.
2. Most distinguished science teachers used inquiry approach in their teaching. They let their students practice the science process skills according to the recommendation of the Institute for the Promotion of Teaching Science and Technology (IPST) and adapted some contents and experimental activities. Some samples had some problems caused by school environment. They also used examples from newspapers and various journals for their teaching.
3. Most distinguished science teachers selected instructional materials according to the contents and other criteria; the availability, usefulness, and low cost, for instance. Most of them were able to produce their own instructional materials and sometimes audio-visual materials were used in their teaching. However, they never used computer in science instruction.
4. Most distinguished science teachers produced their own instructional measuring instruments by using the measurement handbook of their school groups and used the multiple-choice test more than other measuring instruments.
5. Most distinguished science teachers organized both inside and outside - classroom science cocurricular activities for students. Most inside - classroom activities were watching slides or video tapes and outside-classroom activities were doing the science projects and other activities in science.
6. Most distinguished science teachers used remedial teaching for the low - achieving students by studying the information that was the cause of the problems and prepared the lessons before teaching. Most of them used small group technique in their remedial teaching and taught in the period provided by the schools.