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KEYWORD : LEARNING OUTCOMES / INQUIRY APPROACH TOGETHER WITH MIND MAPPING / CONVENTIONAL APPROACH

CHATPIMON PHETSAKWONG : A COMPARATIVE STUDY OF LEARNING OUTCOMES ON ROCK AND MINERAL OF FIFTH GRADE STUDENTS TAUGHT BY INQUIRY APPROACH TOGETHER WITH MIND MAPPING AND CONVENTIONAL APPROACH : THESIS ADVISORS : ASST. PROF.WATCHARA LOWRIENDEE, Ph.D. PRASERT MONGKOL, Ed.D. AND ASST.PROF. CHAIYOS PAIWITTHAYASIRIHAM, Ed.D. 373 pp.

The purposes of this Experimental Research with Randomized Posttest - Only Control Group Design were : 1) to compare the learning outcomes on Rock and Mineral of the fifth grade students after being taught by the Inquiry Approach together with Mind Mapping and the Conventional Approach 2) to study the opinions of the fifth grade students towards the Inquiry Approach together with Mind Mapping and the Conventional Approach.

The sample of this research were 100 of the fifth grade students, which divided into one-experimental group of 50 students and one control group of 50 students. The research instruments employed were the lesson plans , the learning outcomes tests and the questionnaires. The data were analyzed by Percentage (%) , Mean (\bar{x}), Standard Deviation (S.D.) and Independent t-test.

The results of research were found as follow :

1) The learning outcomes on Rock and Mineral of the fifth grade students after being taught by the Inquiry Approach together with Mind Mapping and the Conventional Approach were statistically significant different at the .01 level. The learning outcomes scores of the students that were taught by the Inquiry Approach together with Mind Mapping were higher than the scores of the students that were taught by the Conventional Approach.

2) The opinions of the fifth grade students towards the Inquiry Approach together with Mind Mapping approaches were at a high agreement level. On the aspect of learning activities they perceived that the activities could encourage them to comprehend content more clearly and be able to use the data from experiment for further study and to create mind mapping ; on the aspect of advantages of the learning activity they perceived that the activities increased their creativity and help them understand the fundamental and structures of knowledge. On the aspect of learning environment they perceived that they were more cooperated with friends.

3) The opinions of the fifth grade students towards the Conventional Approach were at a high agreement level. On the learning activity they perceived that it helped them to participate in the experiment. On the advantages of the learning activity it enhanced their abilities in science. On the learning environment aspect it encouraged them to share ideas and experiences with friends.

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Thesis Advisor signature 1.....2.....3.....

