

U-sa Prabhong 2007: Critical Thinking Skills Development in the Human Behavior and Self-Development Course for Students at Sakon Nakhon Rajabhat University. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Pranee Potisook, Ph.D. 312 pages.

The objectives of this research were; 1) to develop the critical teaching model in the human behavior and self-development course; 2) to investigate results of implementing the developed instructional model considering the critical thinking skills, the learning achievement and students of satisfaction. The sample of this study comprised of two classes of undergraduate students enrolled in the course 2500101 entitled human behavior and self-development for the second semester of academic year 2006. The instruments used were a questionnaire of critical thinking development, a test of critical thinking skills development, a test of learning achievement, a set of lesson plans, teaching log, and journal on satisfaction with instruction on the development of critical thinking skills. The percentage was used to analyze the data. The research finding are as follows:

1. The critical thinking skills development model consisted of 5 stages: 1) introduction: introduction is the step to motivate the students to learn. 2) problem presentation: problem presentation is the step to present the situation of the problem to motivate students thinking. 3) thinking practice: thinking practice is the step to train students thinking process. 4) thinking-result presentation: thinking-result presentation is the step to present the thinking result to the big group. and 5) thinking-result conclusion : thinking-result conclusion is the step that the teacher and students have a discussion in order to make a generalization of content.

2. The results of investigating the instructional model showed as follows: 1) the post test score of the students in both classes (the chemistry program and food science and technology program) had a higher score of critical thinking skills than that of the pre test score at the .01 level of significance. 2 ) The students of the both classes had a higher score of learning achievement after the instruction than that before the instruction at the .01 level of significance. 3) most of the students in both classes had a high level of satisfaction with every aspect namely; instructors, instruction, and contents.

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Student's signature

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