

Parada Wongsombut 2014: Learning – Teaching Activities to Enhance the Critical Thinking for Students in Industrial Program, Phra Nakhon Sri Ayutthaya Technical College. Doctor of Philosophy (Vocational Education), Major Field: Vocational Education, Department of Vocational Education. Thesis Advisor: Associate Professor Peerapong Tipnak, Ph.D. 410 pages.

The objectives of this research are 1) to study the components that enhance the critical thinking for students in industrial program, Phra Nakhon Sri Ayutthaya Technical College, 2) to synthesize and test the learning-teaching activities to improve the critical thinking for students in industrial program, Phra Nakhon Sri Ayutthaya Technical College. This research is based on mixed-method research which is divided into 3 phases. The research findings are shown as follows:

1. There are 4 components that are related to the learning-teaching activities to enhance the critical thinking of students as follows: (1) thinking problem specification, (2) thinking target defining, (3) data collection for thinking and (4) data assessment.

2. The researcher has developed 6 learning-teaching activities that improve the critical thinking of students as following: (1) project- based instruction (2) inductive instruction (3) deductive instruction (4) inquiry-based instruction (5) cooperative instruction and (6) six thinking hats instruction.

3. The results of using developed learning-teaching activities to improve the critical thinking of students are displayed as following: (1) The scores of critical thinking test before using developed learning-teaching activities of the experimental and controlled groups reveal no statistically significant difference. However, the test result of critical thinking after using developed learning-teaching activities of the experimental group shows higher average scores than those of students in the controlled group with 0.05 level of statistical significance. (2) The learning achievement test result before using developed learning-teaching activities of the students in experimental and controlled groups shows no statistically significant difference. In contrast, the learning achievement test result after using developed learning- teaching activities of students in experimental group displays higher average scores than those of students in controlled group with 0.05 level of statistical significance.

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Thesis Advisor's signature