

Suchitra Babprasert 2009: Developing the Early Childhood Curriculum Based on Multiple Intelligences Theory. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Miss Piyanan Hirunchalothorn, Ph.D. 231 pages.

This is a participatory action research on developing an early childhood curriculum. The objectives of the research were 1) to develop an early childhood curriculum based on multiple intelligences; 2) to study the result of the curriculum implementation. The samples of the research were eighteen pre-school children of kindergarten class 1/1 who studied during the first semester of academic year 2006 at Muang Dekdee School (pseudonym). The samples were selected using purposive sampling. The class teacher of these students was willing to be a co-researcher. The instruments used in this research included the early childhood curriculum based on multiple intelligences, lesson plans, behavior observation forms, field notes, interview with individual students, focus group interview, interview students using pictures of activities, emotion evaluation forms, work performance evaluation forms, sociograms and interview with administrator, the class teacher and parents, and documentary datas, Content analysis was used for qualitative data analysis. Frequency, mean and percentage were used for quantitative data analysis.

The results of the research showed that: 1) The components of the curriculum developed were the children desirable characteristic standards, curriculum framework, theme descriptions, learning units, and lesson plans, all of which were based on multiple intelligences. 2) The implementation of the curriculum has shown significant improvement in two aspects: First, according to the children desirable characteristics, all student showed a continuous increase in all multiple intelligences except for the existential intelligence, the average score of most students did not increase. Second, the administrator, the class teacher and the parents were satisfied with the developed curriculum and all agreed that the curriculum was consistent with the philosophy of early childhood education, vision, mission, goal, the school and community context. The cooperation of the school, the parents and the community lead to the success of curriculum development. After the implementation of the curriculum the desired characteristics of the early childhood school children were evidently improved. The students were better skilled in communicating, conversation, expressing opinions, asking and answering questions, problem solving. They were willing to express themselves, and were able to help themselves better. They interacted well with others, showed agility in movement and were able to distinguish between nature and invention.

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Student's signature

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Thesis Advisor's signature