

Supaporn Sinpai 2014: Development of Learning Resource Database in Science Discipline for Lower Secondary Level Focusing on Strands 5 to 8 of Basic Education Core Curriculum B.E. 2551. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Maturros Chongchaikit, Doctorat de 3eme Cycle. 276 pages.

The objectives of this research were to 1) development of Learning Resource Database in Science Discipline for Lower Secondary Level Focusing on Strands 5-8 of the Basic Education Core Curriculum B.E.2551; and to 2) study usage methods and patterns of Learning Resource Database in Science Discipline for Lower Secondary Level Focusing on Strands 5-8 of the Basic Education Core Curriculum B.E.2551 in the future. The samples used in this study were the 36 lower secondary science teachers selected from the population that was the lower secondary science teachers in Office of Education School District 20 Udon Thani. Province using the stratified random sampling. The research instruments were the Science Learning Resource Database in the form of weblog and the questionnaires on the future usage methods and patterns of the Learning Resource Database. The data were analyzed through the frequency distribution, the percentage and the descriptive narration.

The research findings were as follows. 1) The printed content document of Learning Resource Database in Science Discipline for Lower Secondary Level Focusing on Strands 5-8 of the Basic Education Core Curriculum B.E.2551 consisting of 3 resources of the example learning outcomes: 532 items, the learning activities: 226 items and the evaluation criteria: 327 items, according to the indicators of the Basic Education Core Curriculum B.E.2551; 2) The science learning resource data base is on URL: <http://scistandard4teacher.blogspot.com/> 3) the future usage methods and patterns of Learning Resource Database in Science that were agreed by most of the sample group at 100 percents, consisted of 3 usage patterns: the usage before class with 13 methods for the content menus of the strands 5 - 8 learning resources, 7 methods for the extra menus on related agencies in the country and abroad ; and 6 methods for the extra menus on Thai and foreign learning resources ; the usage during the class with 6 methods for the content menus of the strands 5 - 8 learning resources, 6 methods for the extra menus on related agencies in the country and abroad ; and 6 methods for the extra menus on Thai and foreign learning resources ; the usage after the class with 6 methods for the content menus of the strands 5 - 8 learning resources , 7 methods for the related agencies in the country and abroad ; and 6 methods for the extra menus on extra menus on Thai and foreign learning resources. And teachers first sample you provide suggestions on how to use it is to help in the search, during teaching. To meet problems during instruction.

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Student's signature

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Thesis Advisor's signature