Research Title	The Development of 4M's Learning Model for Analytical Thinking Ability of Primary Students
Researcher	Dr.Niroumon Suwannasri Mr.Suebsak Noidad Mr.Chanin Thitipetchakul
Research Consultants	Dr.Sittiporn Iamsen Asst.Jongruk Ungurapinund
Organization	Bachelor of Education Program in Early Childhood Education Suan Dusit University
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This research aims to 1) develop a model for 4M's learning which promotes elementary school students' analytical thinking abilities and 2) study the effectiveness of 4M's learning management on analytical thinking abilities. The research method was composed of 2 steps, which were Step One: create and develop a model for 4M's learning by studying and analyzing the context of learning management in analytical thinking abilities. 4M's learning was developed by a five-level appropriate evaluation used by five experts. Step Two: study the effectiveness of the 4M's model learning management by experimenting with the research population and the sample divided into two groups: the population used to develop a model for learning, which were the educational experts that gave the comments for the proper model, and the population using that model, which were 3rd grade students in La-or Utit Demonstration School, Suan Dusit Rajabhat University in the second semester of the 2014 school year. The 60 students were divided into two groups by using a simple random sampling method from the total of 90 students, 30 for each group. The first group was assigned as an experimental group, and the other was a control group. T-test was used for both dependent and independent samples. Data was analyzed by means and standard deviations.

The research results were as follow:

1. According to experts' opinions, 4M's learning model could help promote elementary school students' analytical thinking abilities. The total scores for the appropriateness of the model were in the high and highest levels with averages of 4.20-4.80.

2. The students in the experimental group had higher ability in analytical thinking after the experiment, statistically significant at $p < .01$ The ability in analytical thinking of the experimental group was higher than the control group, statistically significant at $p < .01$

Key Words: 4M's Learning Model, analytical thinking ability