ABSTRACT

Title: Effects of Different Presentation Techniques In Video Programs On Farmers' Learning In Maefakmai, Sansai, Chiangmai

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The purpose of this study was to compare the farmers' levels of cognitive conception through video programs produced by using three different presentation techniques: (1) the program with correct practices only; (2) the program comparing correct and incorrect steps of practices by marking X and ✓; and (3) the program comparing correct and incorrect captions all at once by marking X and ✓.

The study was conducted in Randomized Pretest-Posttest control group design. The samples used in the study were 120 farmers' randomly selected by multistage sampling from Tambon Maefakmai, Amphur Sansai, Chiangmai. The samples were divided into 3 groups, each of which consisted of 40 farmers. The first group was the control which was exposed to the video program with correct practices only; the second group was exposed to the program with X and ✓ captions and the third group was exposed

to the program comparing correct and incorrect all at once by marking X and ✓ captions. The topic of the program was "How to grow Holly Mushroom" The data were collected by means of questionnalires and tested forms. Analyzed data were presented as percentage, mean, standard deviation, and tested for critical value of Chi-square, t-test, F-test and Least Significant Difference (LSD).

The findings were as follows:

1. The cognitive acquisition of the three groups in the posttest were significantly higher than those in the pretest.

2. The cognitive acquisition in the posttest were significantly different among the three groups. The farmers exposed to the program with X and ✓ captions had the highest learning, followed by those exposed to the program with correct practices only and those exposed to the program comparing correct and incorrect all at once by marking X and ✓ captions had the lowest learning outcome. Once compare the distribution proportion of the mean scores of each pair, it was found that;

2.1 The mean scores of he group exposed to the program with correct practices only were sinificantly higher ($p < 0.5$) than that one exposed to the program comparing correct and incorrect all at once by marking X and ✓ captions.

2.2 The mean scores of the group exposed to the program comparing correct and incorrect steps of practices with X and ✓ captions were significantly higher ($p<0.05$) than that one exposed to the program with correct practices only.

2.3 The mean scores of the group exposed to the program comparing correct and incorrect steps of practices with X and ✓ captions were sinificantly higher ($p<0.05$) than that one exposed to the program comparing correct and incorrect all at once by marking X and ✓ captions.