

**Research Title : Using Co- operative Learning for Developing of Classroom  
Action Research Ability of Full- time Experience Teacher  
Students in Chiangmai Rajabhat University Demonstration  
School .**

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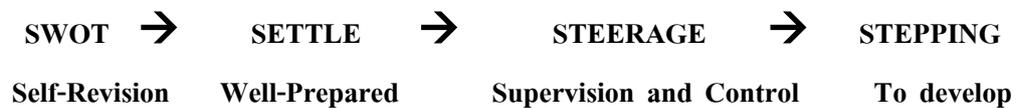
**Abstract**

The purpose of this research was to develop the Co-operative learning model of classroom action research. The methodology was to study a comment reflected by an instructional coaches/advisors, an executive officer and Full- time Experience Teacher Students and to study an efficiency of Co-operative learning model practiced by the Full- time Experience Teacher Students. Research methodology was comprised of qualitative research by making a group conversation, and quantitative research by collecting data such as the questionnaires and the Full- time Experience Teacher Students 's behavior assessment. The research population included the instructional coaches/advisors, the executive officer and the Full- time Experience Teacher Students who have worked/trained at Chiang Mai Rajabhat University Demonstration School. The data was undertaken as content analysis, percentage, mean and standard deviation (SD).

**The research has found that:**

**1. The instructional coaches/advisors, the executive officer and the Full- time Experience Teacher Students who have worked/trained at Chiang Mai Rajabhat University Demonstration School revealed that the Full- time Experience Teacher Students**

rarely did a classroom action research, teachers were in a basic stage of a research methodology and rarely did a classroom action research as well. The executive officers realized the way to develop the Full- time Experience Teacher Students potential would be started from school as well as teachers. The Full- time Experience Teacher Students also realized them-self that they must succeed the classroom action research effectively. The fundamental factors which the Full- time Experience Teacher Students need to be successful was assistance, trustworthiness, collaboration and interaction, and also need for follow up by supervisors, recommended by target group. Moreover, teachers would create a classroom action research manual to help them to get a good preparation. Researcher synthesized the research of Co-operative learning model practiced by the Full- time Experience Teacher Students at Chiang Mai Rajabhat University Demostation School, and presented as 4S Model; monitoring and examining model.



2. The study of the comments that was revealed by instructional coaches/advisors, the executive officers and the Teacher Student to the Co-operative learning model has found that the Full- time Experience Teacher Students satisfied the classroom action research manual at a high level. In addition, they satisfied in the part of assistance at the highest level, and the competency writing for research proposal at a high level. The instructional coaches/advisors satisfied the Co-operative learning model practiced by Full- time Experience Teacher Students were at a high level. Overall satisfaction of the Full- time Experience Teacher Students to the Co-operative learning model were at a high level. The executive officers satisfied the Co- operative learning model practiced by Full- time Experience Teacher Students were at the highest level.

3. The study of the efficiency of Co-operative leaning model practiced by the Full-time Experience Teacher Students who have worked/trained at Chiang Mai Rajabhat University Demonstration School has found that the instructional coaches/advisors and the executive officer's willingness to participate in many activities. The related person satisfied to the Co-operative learning model of the classroom action research were at the highest level, in the aspect of being a good interaction. The instructional coaches/advisors satisfied to the writing research report were at a high level. The overall evaluation of the classroom action research, evaluated by the school officer were excellent. Before the Full-time Experience Teacher Students practiced the classroom action research, they had got 80 percent, and after they had practiced, they got 100 percent. The satisfactions of Full-time Experience Teacher Students for these researches were 60 and 40 percentages. The relationship between the executive officers, instructional coaches/advisors and Full-time Experience Teacher Students had more close ups., eager to help each other, accept to personal competence, Co-operating and be a good interaction was clearly to see. At last the Full-time Experience Teacher Students could develop to acquire by themselves, be positive thinking to the classroom action research and could bring the benefits forward to develop the school.