

Patraporn Intarasuwan 2007: Development of Students' Critical Thinking Skills in Social Studies, Religion and Culture for Mathayomsuksa One at Karnkehatarsai School, Bangkok. Master of Education (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Pranee Potisook, Ph.D. 203 pages.

The purposes of this study were: 1) to develop critical thinking skills for Social Studies, Religion and Culture for Mathayomsuksa one students and 2) to examine the performance outcomes of the critical thinking skills after implementing the lesson plans. The sample was thirty-three Mathayomsuksa one students at Karnkehatarsai School, Bangkok, who attended the subject area of Social Studies, Religion, and Culture in the second semester, 2006 in which the critical thinking skills have been integrated. The seven areas of critical thinking skills were: 1) identifying main point of issue 2) gathering data 3) considering reliability of data 4) differentiating data, 5) postulating assumption, 6) conclusion 7) evaluation. Student's learning behavior observed were: 1) questioning 2) explaining 3) listening to other opinion 4) decision-making and 5) completing assignment.

The data gathered from the observation of students' critical thinking skills throughout the whole semester as well as from the pre-post tests on students achievement. The results revealed that the post test scores were significantly higher than the pre test scores at statistical level .05. The students had improved in all seven areas of critical thinking skills. Regarding to the individual areas of the student's learning behavior, they had improved in all those areas which included questioning, explaining, listening to other opinion, decision-making, and completing assignment. The questioning behavior had been improved the most, followed by decision-making, explaining, and completing assignment, respectively.

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