Nongnuch Nuchrapom 2011: The Development of Creative Learning Skills Through Computer Presentation by Utilizing Constructionism of Phathomsuksa 6 Students, Kasetsart University Laboratory School Center for Educational Research and Development. Master of Education (Business Education), Major Field: Business Educational, Department of Vocational Education. Thesis Advisor: Associate Professor Yos Subyen, M.A. 169 pages.

The purposes of this study were to 1) study the development of creative learning skills of students who were taught based on the theory of Constructionism using computer, 2) compare the development of creative and learning skills creatively through the computer, 3) compare the results of student's projects based on 70 percent grading criteria.

The samples used in this study were a total of 64 students enrolled in Phathomsuksa 6 at Kasetsart University Laboratory School Center for Educational Research and Development. Students were divided into two groups, which were an experimental group (n=26), and a control group (n=38) using purpositive selection and simple random sampling, respectively. Students in the experimental group were taught by using a Constructionism theory Professor Seymour Papert, and the students in the control group were taught by traditional teaching method. The research instruments employed in this study were a student's learning behavior log books, teacher's evaluation forms, and students' questionnaires. The obtained data were analyzed by percentage, mean, standard deviation, and t-test.

The results of this study showed that there were improvement in three aspects which were process-based, project-based and performance-based. In the process-based students developed most in skills which meant students appreciated their works, and enjoyed their classmate's presentations. In the project-based, students showed the development in the use were of technology to get pictures for their projects. In the performance-based, students proud with their work progress. Comparing the development of learning skills from the process-based, students in the experimental group were interested in their classmate's presentation more than the control group. The total scores of both groups had statistically significant difference at the .05 level. Which indicated that there were difference in the creative thinking for a project planning (sig =.001), language (sig = .020), picture (sig = .016), command (sig = .029), presentation (sig = .007), personality (sig = .001), and opinion (sig = .001). The students in an experimental group were proud with their work achievements than the control group.

_____ _____ ___ / ___ / ___

Student's signature Thesis Advisor's signature