

ABSTRACT

Research Title : The Development of Instructional Model Focusing on Project Approach to Enhance Analytical Thinking Ability and Synthesize Thinking Ability for Students at Watbangluang School

Keywords : Instructional Model / Project Approach / Analytical Thinking Ability / Synthesize Thinking Ability

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Year : 2013

The purposes of this research were to 1) develop instructional model focusing on project approach to enhance analytical thinking ability and synthesize thinking ability for students at Watbangluang school, 2) evaluate the effectiveness of the instructional model, 2.1) to compare the instructional ability of teachers about project approach, 2.2) to examine the opinions toward this model as perceived by teachers, 2.3) to compare analytical thinking ability and synthesize thinking ability of students after using the model and 2.4) to examine the opinions towards the teacher's instruction as perceived by students. The development with mixedmethod research through pre-experimental design with one – group pretest-posttest design were employed. The subjects were selected through purposive random sampling consisting of 5 teachers and 108 elementary school students from the fifth and the sixth grade at Watbangluang school. The research instruments were lesson plan, achievement test, record form, observation form, questionnaire, focus group discussion items and connoisseurship items. Then data were analyzed and presented by mean, standard deviation, percentage, content analysis, The Wilcoxon Signed Rank test and t-test Dependent. Major findings revealed as follows:

1. The instructional model called “NAMCAFE Model” comprised principles, objective, supporting factor, and 5 steps of Dependent development; Step 1, NA = Needs Assessment; Step 2, M = Motivation; Step 3, C = Cognition ; Step 4, A = Action; Step 5, FE = Follow up and Evaluation

2. The experimental results showed that instructional model NAMCAFE was efficient. The teachers' instructional competency that promoting analytical thinking ability and synthesize thinking ability were significantly higher at .05 level. When considered teachers' perception of this model, it was found that those of teachers' perception on advantage of instructional model. The students' learning outcomes and ability of analytical thinking ability and synthesize thinking ability were significantly higher at .05 level and the students' perception of instructional competency that promoting analytical thinking skills of the teachers were at a high level as well.