

Title: The Development of the Instructional Model to Enhance Knowledge Construction Ability and Critical Thinking Ability in Social Study 5 (SOC23101) on Geography for Mattayomsuksa3 Students

Researcher: ChayutBhrasila

Position: Teacher Academic Standing: Teacher of Special Expertise

Buayai School in Buayai District, NakhonRatchasima Province

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ABSTRACT

The purposes of the study entitled '*The Development of the Instructional Model to Enhance Knowledge Construction Ability and Critical Thinking Ability in Social Study 5 (SOC23101) on Geography for Mattayomsuksa3 Students*', were: 1) to develop the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC32101) on geography for Mattayomsuksa3 students to meet the efficiency of 80/80; 2) to study the learning achievement of the students learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students; 3) to study the critical thinking ability of the students learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students; and 4) to study the satisfaction of the students toward the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students. This study was operated by applying research and development with one-group pretest posttest design. The sample group derived from cluster random sampling from classrooms consisted of 39 students studying in Mattayomsuksa3/2 at Buayaischool in the first semester of the academic year 2014. The instruments used in the study consisted of: 1) the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on

geography for Mattayomsuksa3 students, 2) 12 lesson plans of the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students, 3) the learning achievement test, 4) the critical thinking ability test, and 5) the satisfaction questionnaire for the students learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students. Data were statistically analyzed by applying percentage, mean, standard deviation, t-test (dependent), and content analysis.

The results of the study indicated that:

1. The instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students entitled "SLTECE Model" consisted of principle, objective, instructional process, core learning area, learning promotion, social system, reaction and support, including 6 steps of the instructional process of: (1) stimulation: S, (2) situational learning: L, (3) critical thinking training: T, (4) explanation: E, (5) conclusion and application: C, and (6) evaluation and feedback: E; the efficiency of the model was 83.38/83.01, which was higher than the assigned criteria of 80/80.

2. The learning achievement of the students learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students after learning through the model was higher than that before learning at the statistically significant level of .01.

3. The knowledge construction ability and critical thinking ability of the students learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students after learning through the model was higher than that before learning at the statistically significant level of .01.

4. The satisfaction of Mattayomsuksa3 students toward learning through the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students was at the high level.

The results of the study indicated that the instructional model to enhance knowledge construction ability and critical thinking ability in social study course (SOC23101) on geography for Mattayomsuksa3 students which provided the instructional activities according to the researcher was more effective than the assigned criteria, was able to employ in classroom management for the learners to meet the goal effectively, and was continually appropriate for developing the instruction on geography.