

2. ผลการพัฒนาครูด้านการจัดการเรียนการสอนแบบโครงการ โดยกิจกรรม การอบรมเชิงปฏิบัติการ การศึกษาดูงาน โรงเรียนต้นแบบ และการนิเทศภายใน พบว่า ผู้ร่วมวิจัย ทุกคนมีความรู้ความเข้าใจเกี่ยวกับการจัดกิจกรรมการเรียนรู้แบบโครงการหลังการอบรม เชิงปฏิบัติการ ร้อยละ 85 สามารถเขียนแผนการจัดการเรียนรู้แบบโครงการได้ในระดับมาก และ ผู้ร่วมวิจัยสามารถนำแผนการเรียนรู้ไปจัดกิจกรรมการเรียนรู้แบบโครงการทั้ง 5 ขั้นตอนได้ใน ระดับดีมาก ทุกขั้นตอน คือ การคิดและเลือกหัวข้อเรื่องการวางแผนโครงการ การดำเนินงาน โครงการ การเขียนรายงานโครงการ และการนำเสนอผลงานโครงการ ตามลำดับ



มหาวิทยาลัยราชภัฏมหาสารคาม
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TITLE: The Development of Teachers in Arranging Learning Activity Using a Project at Ban Na Udom School under the Jurisdiction of Ubonratchathani Primary Educational Service Area Office 5

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ABSTRACT

The purposes of this research were to 1. study current status of learning arrangement by using a project and 2. develop teacher's skills in arranging learning activities by using a project. There were three strategies employed in this research consisting of workshop, study tour, and internal supervision. It was an action research conducted according to the concept of Kemmis and McTaggart. In terms of the process, four processes consisting of planning, acting, observing, and reflecting were used. Six teachers of Ban Na Udom School conducted the research. There were a total of 37 respondents covering 5 target teachers, 2 experts, and 30 students studying in Prathom Suksa 1-6 at Ban Na Udom School. Recording forms, observation forms, interviewing forms, tests, project evaluation forms, and evaluation forms for learning arrangement were used as research tools. The data was analyzed by utilizing mean, percentage, and standard deviation. Analysis was presented in a descriptive form.

The results of the study showed as follows:

1. For the current status of arranging learning activities using a project, the co-researchers and teachers at Ban Na Udom School still used the old method of teaching, which was lecturing. Teachers did not use a variety of teaching techniques. Students did not have a chance to learn by themselves. Moreover, the learning arrangement did not match with students' requirements. Teachers lacked knowledge in arranging learning activities by using a project, and lacked understanding in forming a management plan for a project activity.

2. After developing teachers by means of a workshop seminar, study tour at a master school, and internal supervision in arranging learning by using a project. meet that ; person share research everybody is omniscient the understood more in arranging learning activities by using a project. Can write the conspiracy manages to learning activity by using a project well and person share research can lead the conspiracy learns to go to very learning activity by using a project covering five processes: thinking and selecting a title for the project, planning for conducting the project, action following the plan, writing a project report, and presenting the results. covering five processes: thinking and selecting a title for the project, planning for conducting the project, action following the plan, writing a project report, and presenting the results. They were able to write a project learning plan and practice it in their teaching. Moreover, students were able to conduct a project achieving the goals according to the lesson and curriculum's objectives, but , still have person share research someone lack the understanding in the way and the skill in writing report project step , and the lead presents project works, then must manage develop by use the strategy something the supervision within , arrangement activity learning supervision within a classroom cooperates a teacher person share to research , and give advices, advise help from person the supervision, make person share research have the understanding and excellent skill go up, can very learning activity by using a project covering five processes well, cause achieve the goal that note.