ได้ตรวจสอบความถูกต้องเรียบร้อยแล้ว
ลงชื่อ.....
ผศ.ดร.เลอลักษณ์ โอทกานนท์
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วันที่ 13 ก.ย. 2567

DEVELOPMENT OF PRIMARY INTERDISCIPLINARY EDUCATION COURSE BASED ON PROJECT-BASED LEARNING COMBINED WITH RESEARCH-BASED LEARNING TO ENHANCE LEARNING ACHIEVEMENT AND CURRICULUM DEVELOPMENT ABILITY OF THIRD YEAR STUDENT TEACHERS IN XI'AN UNIVERSITY

GU LINNA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
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GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
UNDER THE ROYAL PATRONAGE
PATHUM THANI PROVINCE
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GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
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Thesis Title	Development of Primary Interdisciplinary Education Course Based on Project-Based Learning Combined with Research-Based Learning to Enhance Learning Achievement and Curriculum Development Ability of Third Year Student Teachers in Xi'an University
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Field of Study	Curriculum and Instruction

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ABSTRACT

This research and development aimed to 1) study the background information focusing on the course components to develop Primary interdisciplinary education course, 2) develop primary interdisciplinary education course to enhance learning achievement and curriculum development ability of third year student teachers in Xi' an University, and 3) study results of implementing primary interdisciplinary education course to enhance learning achievement and curriculum development ability of third year student teachers in Xi' an University. The sample was 30 third year student teachers majoring in primary education in academic year 2023-2024 of Xi'an University, the People's Republic of China, which was from 1 classroom derived by cluster random sampling. The instruments were: 1) 8 lesson plans, 2) a learning achievement test with .868 of reliability, the item difficulty ranged from .47-.77, and the discrimination ranged from .22-.89, 3) an evaluation form of curriculum development ability (Scoring Rubric) with .757 of inter-rater reliability, 4) a students' satisfaction questionnaire with reliability of .855. The statistics used for data analysis were mean, standard deviation, t-test for dependent samples and t-test for one sample.

The results of the study were as follows: 1) by studying the background information, the researcher found there were problems with the current teacher education curriculum: the link between theory and practice was not strong; the course content was outdated; the instructional strategies were unitary; 2) the primary interdisciplinary education course based on project-based learning combined with research-based learning had 6-steps instructional strategy consisted of: step 1: Identify a research topic; step 2: develop a driving question; step 3: research skills training; step 4: design a Mini-Project; Step 5: collect and analyze data; step 6: reflect and evaluate; and 3) the student teachers' learning achievement post-test scores were higher than pre-test scores at .01 level of statistical significance ($t = 33.64$, $p < .01$); the student teachers' curriculum development ability post-test scores were higher than criteria of 3.51 at .01 level of statistical significance ($M = 66.02$, $SD = 2.34$) and the student teachers' satisfaction post-test scores were higher than criteria of 3.51 at .01 level of statistical significance ($M = 4.71$, $SD = .15$).

The innovation from this study is a new instructional strategy that can enhance learning achievement and curriculum development ability of third year student teachers effectively.

Keyword: Primary Interdisciplinary Education Course, Project-Based Learning, Research-Based Learning, Student Teacher, Learning Achievement, Curriculum Development Ability