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ระดับมาก 3 ด้าน คือ ด้านการตรวจสอบจุดประสงค์ เนื้อหา สาระ ( $\bar{x} = 4.49$ ) ด้านการกำหนดจุดประสงค์การเรียนรู้ ( $\bar{x} = 4.46$ ) และด้านการเลือกเรื่องที่จะสอนในการจัดประสบการณ์ ( $\bar{x} = 4.16$ ) และอยู่ในระดับปานกลาง 1 ด้าน คือด้านความรู้ / ทักษะ สาระ เจตคติ และอื่น ๆ ( $\bar{x} = 3.99$ )



มหาวิทยาลัยราชภัฏมหาสารคาม  
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**Title:** Teacher Development on Learning Experience Organization for Early Childhood Children in the Child Development Center of Buamat Tambon Administration Organization, Borabue District, MahaSarakham Province

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## Abstract

The research aimed to: 1) study the state of learning experience organization; 2) develop the child care teachers on learning experience organization for early childhood children in the child development center of Buamat Tambon Administration Organization, Borabue District, MahaSarakham Province by using a workshop based on the concept of Kemmis and McTaggart which comprises 4 steps: planning, action, observation and reflection. Two developmental strategies were used: workshop and supervision. The target group consisted of 4 child care teachers. The instruments used in the collection of data comprised a questionnaire and an assessment form for the learning experience organization plan for early childhood children. The analysis of data employed basic statistics to find percentage, mean and standard deviation.

The results are as follows:

1. The learning experience organization for early childhood children by the child care teachers lacked brainstorming. In writing the teaching plan there was a lack of opinion insertion. There was no checking on children's background. Teaching method was not various; the teachers still used the same old method of teaching. Organization of activities did not cover all activities because it lacked planning. Teaching by rote learning was used more often than by understanding.

2. In the development of the child care teachers in learning experience organization for early childhood children, the target group gained the cognizance of experience organization, on the whole, in the high level ( $\bar{x} = 4.40$ ). Three aspects of teacher development in learning experience organization for early childhood children were in the highest level: checking children's background

( $\bar{x} = 4.66$ ), setting instructional activities ( $\bar{x} = 4.56$ ), and writing the syllabus ( $\bar{x} = 4.53$ ). Three aspects were in the high level: checking the objectives and content and substance ( $\bar{x} = 4.49$ ), setting the learning objectives ( $\bar{x} = 4.46$ ), and selecting the topics for experience organization ( $\bar{x} = 4.16$ ), and 1 aspect was in the moderate level. That was the aspect of knowledge/ skill, substance, attitude, and others ( $\bar{x} = 3.99$ ).



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