

**RESEARCH AND DEVELOPMENT IN  
ORGANIZING LEARNING RESOURCES  
BASED ON THAI WISDOM  
FOR MULTIPLE INTELLIGENCE DEVELOPMENT IN  
YOUNG CHILDREN**

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# Background and Significance of the Study

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- ❖ Teachers often use the same teaching methods and activities for all children. In doing so, **the learning is cast from the same “mold”**, and the children are not able to express their own individuality. The researcher believes that the findings this research will allow **more self-directed learning in children.**
- ❖ **A multiple intelligence** approach to learning is essential for children because each child has different capabilities and is attentive to different stimuli, thus requiring different methods of learning.



# Background and Significance of the Study

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- ❖ Enhancing self-directed learning in rich educational environments is just as vital for optimizing a child's learning capacity as having a suitable curriculum and a practical learning process.



# Research Objective:

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- ❖ To develop learning resources in schools in accordance with the curriculum and learning process of Project Spectrum, which are based on the Multiple Intelligence Theory.



# Ongoing Process

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- ❖ 1) Development of project-based, self-directed curriculums and spiral-growth learning processes, which integrate multiple intelligence with life skills in everyday situations using northeastern Thai wisdom
- ❖ 2) On the job training for preschool teachers on two topics:
  - ❖ learning process enhancement through sensory-based activities
  - ❖ learning process evaluation in accordance with multiple intelligence
- ❖ 3) Enrichment of learning resources and learning environments in schools using Thai wisdom to optimize the learning capacity in young children.

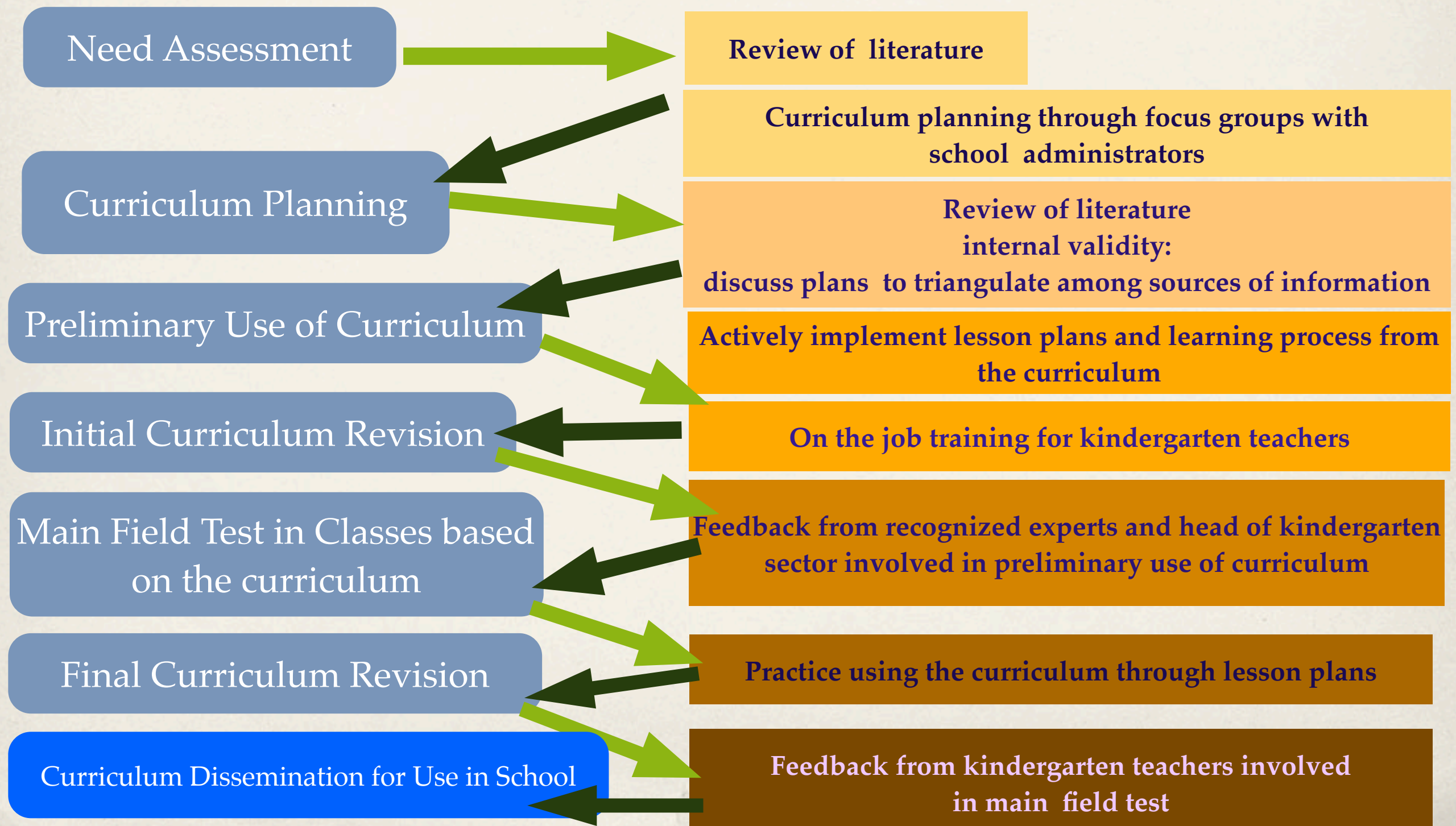


# Research Procedure

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- ❖ Phase 1: Curriculum Development Process
- ❖ Phase 2: Learning Resources Development Process
- ❖ Phase 3: Implementing to the Stakeholders

# Phase 1: Curriculum Development Cycle





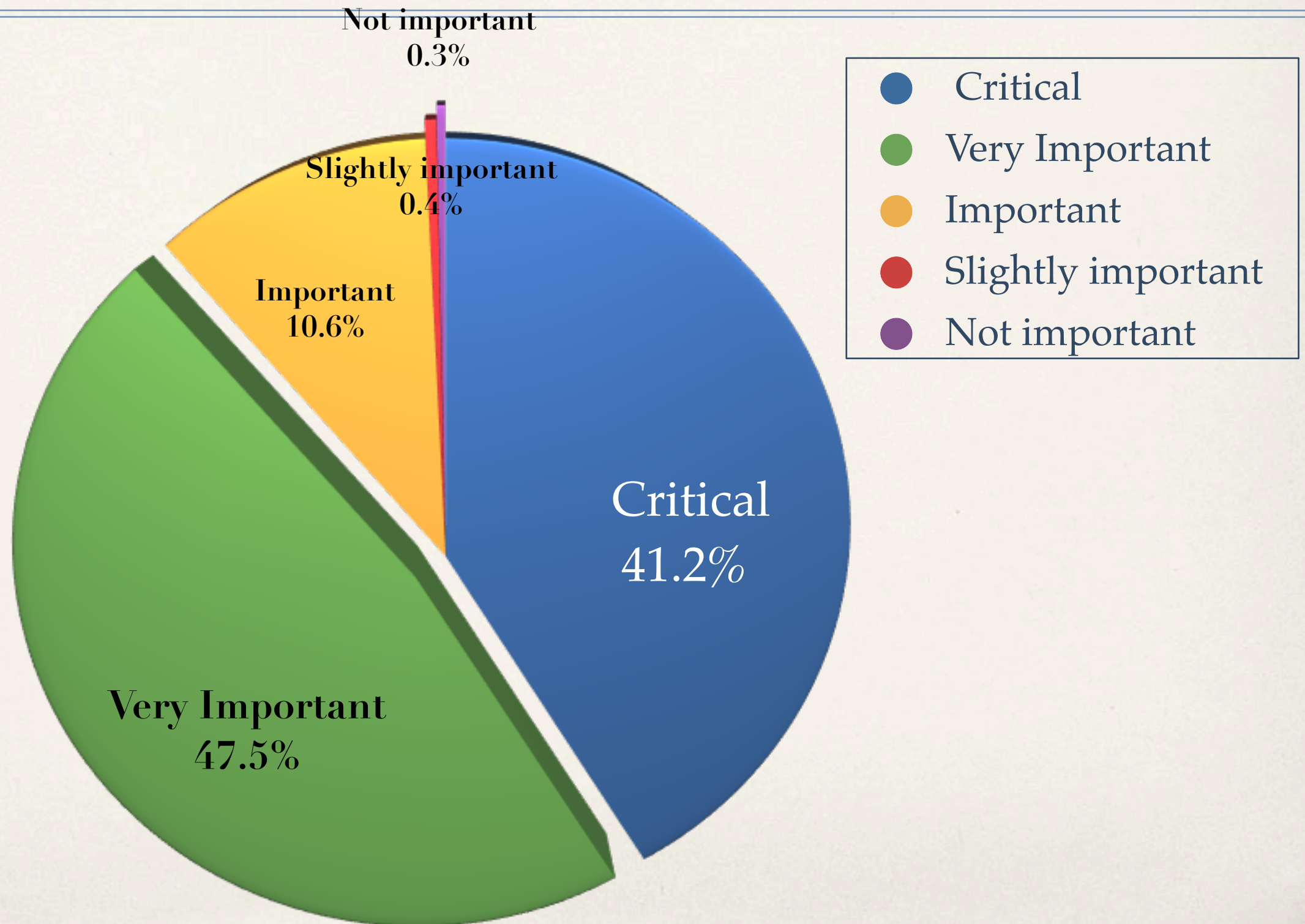
# Need Assessment

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- ❖ Build an understanding of the status and problems in using learning resources in Thai kindergartens.
  - ❖ Survey given to 913 caregivers in child development centers throughout Thailand
- ❖ In-depth study
  - ❖ Survey given to 31 kindergarten teachers and school managers



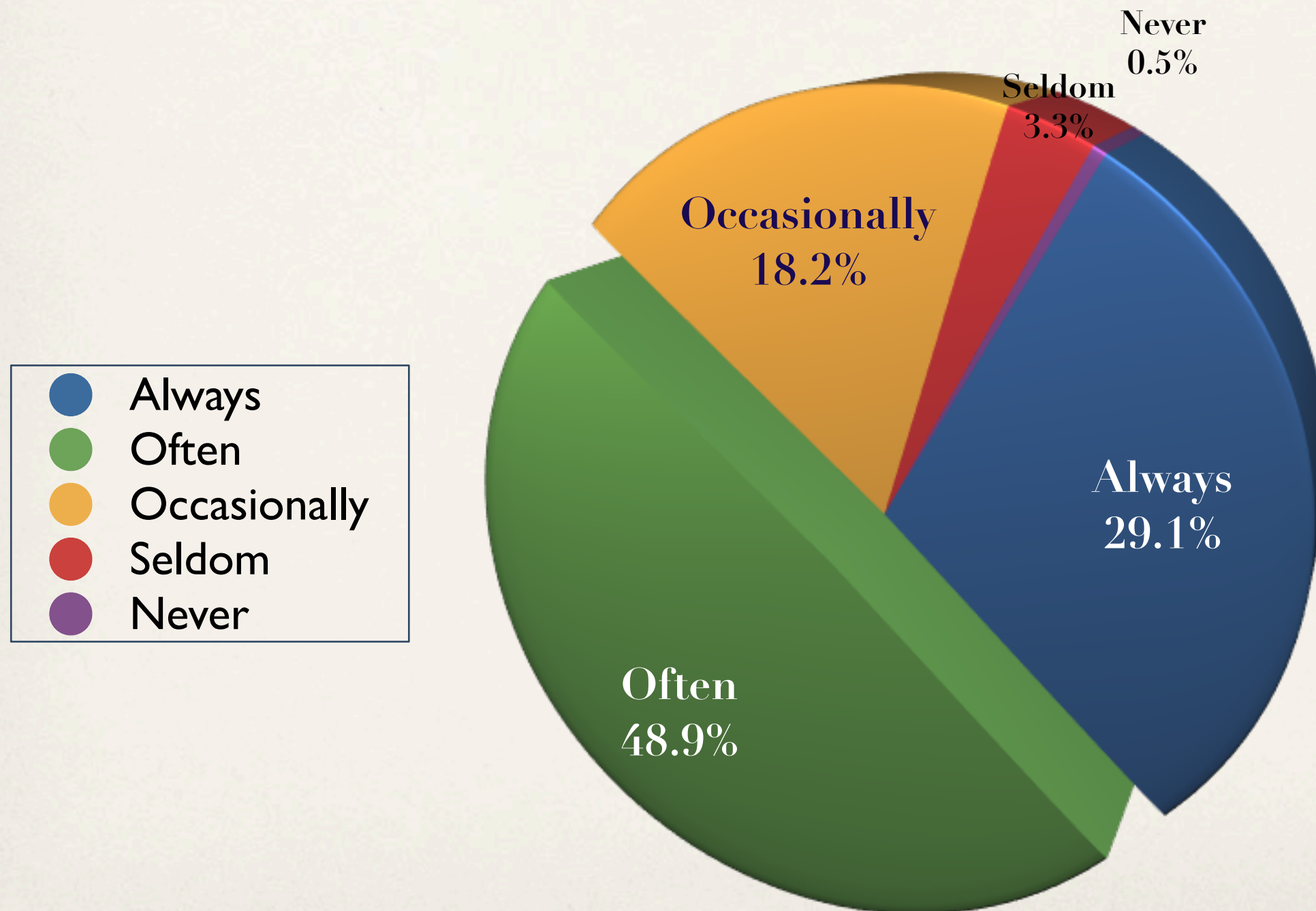
# Degree of Learning Resource Importance





# Degree of Learning Resource Usage Frequency

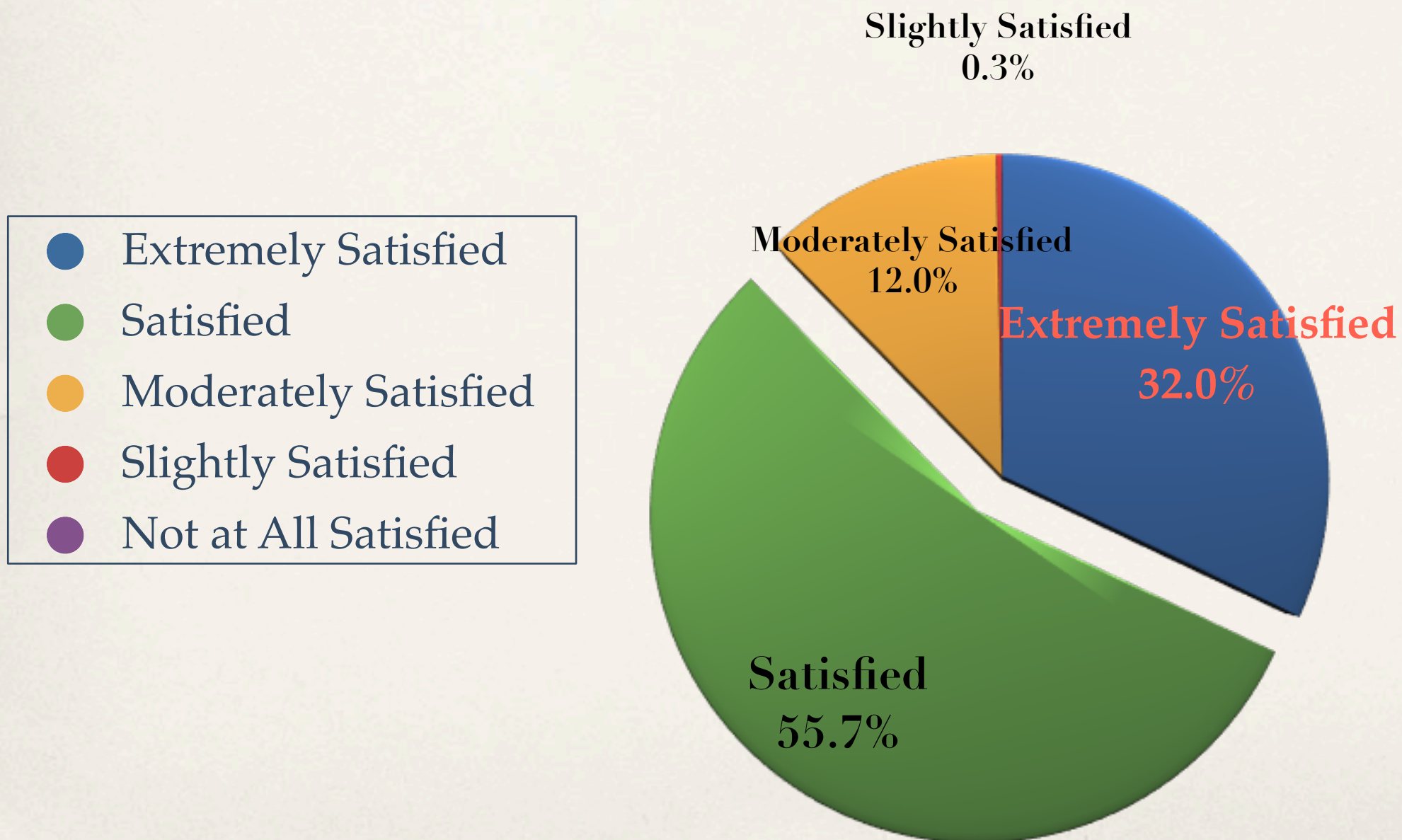
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# Learning Resource Usage Satisfaction

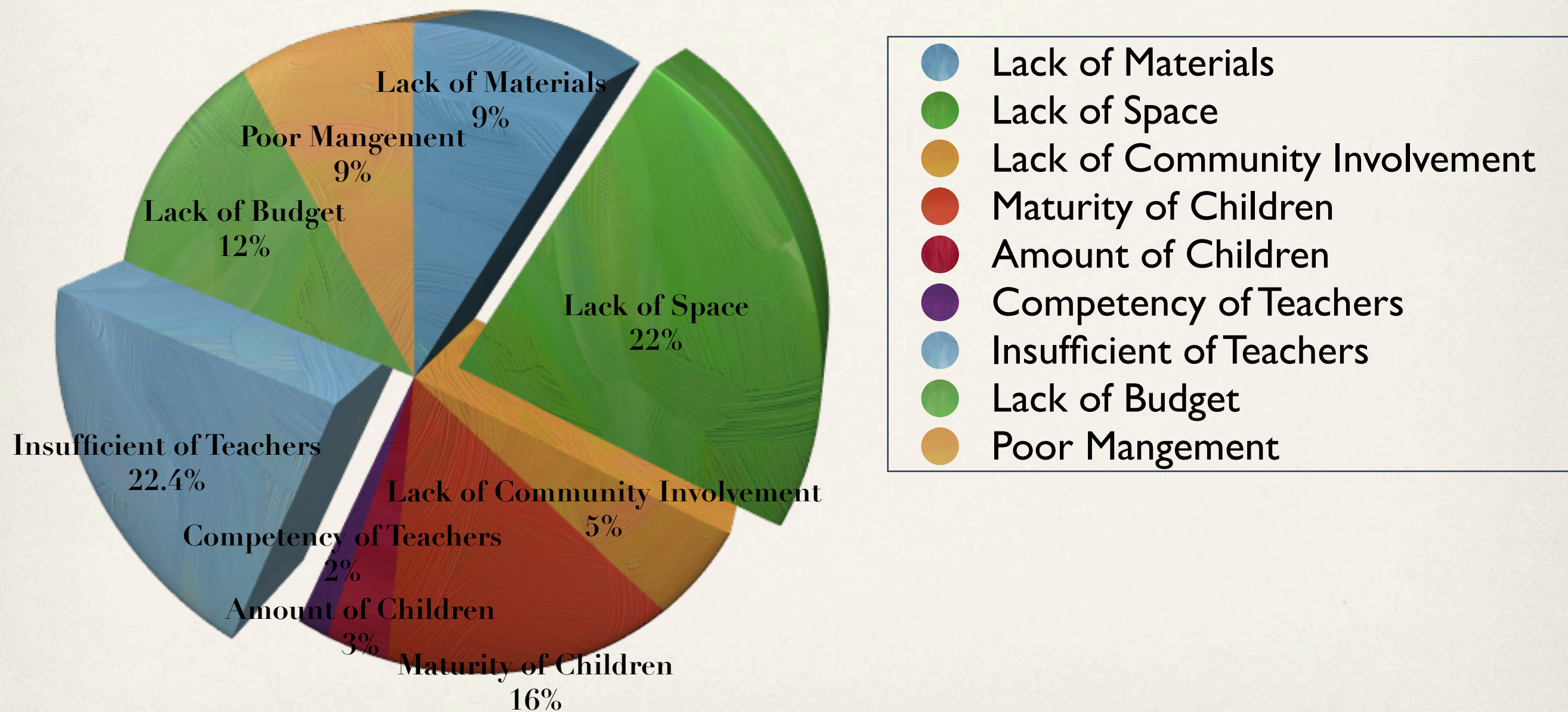
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# Degree of Problems of the Usage of Learning Resources

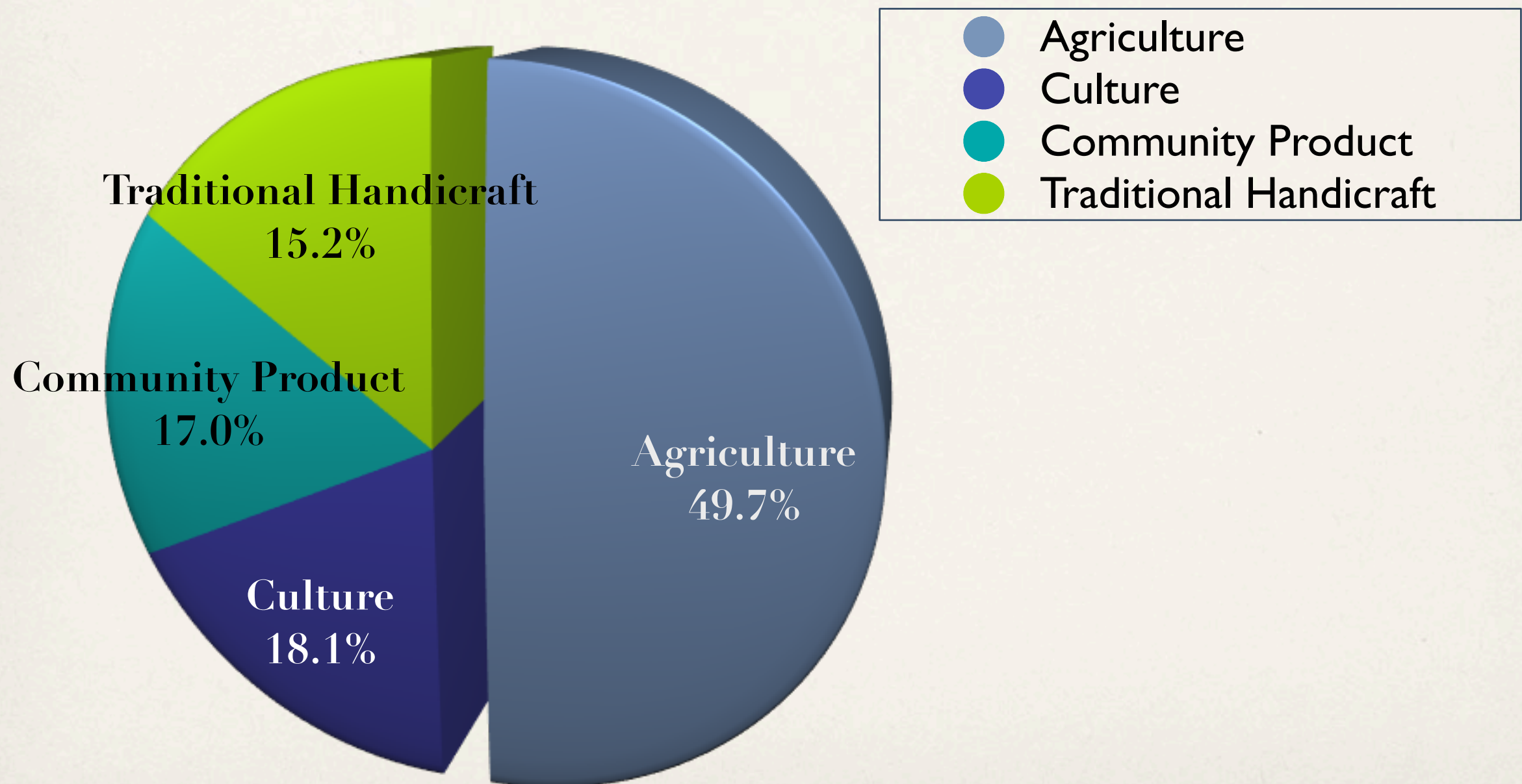
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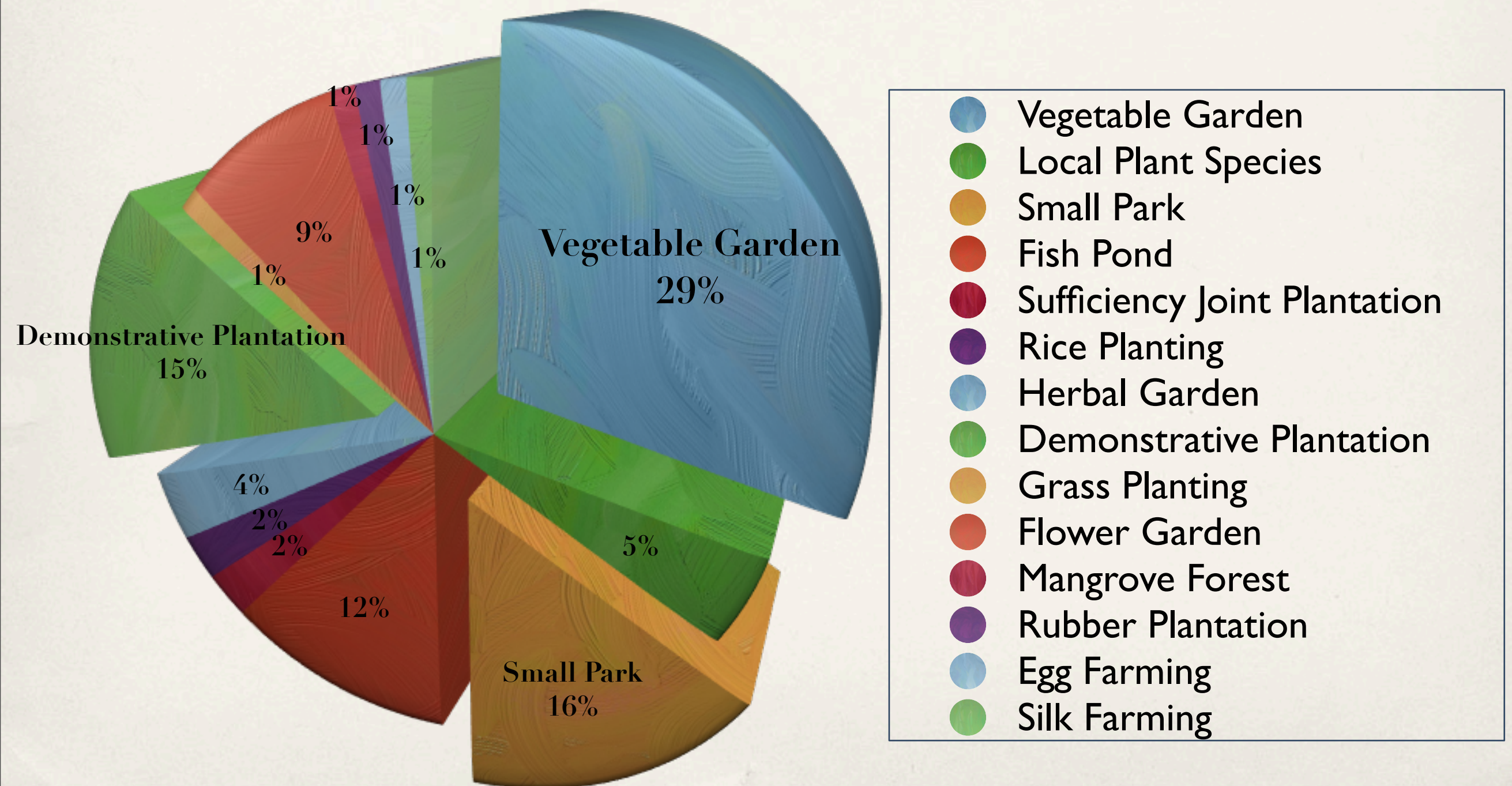
# Degree of Needs of Learning Resources

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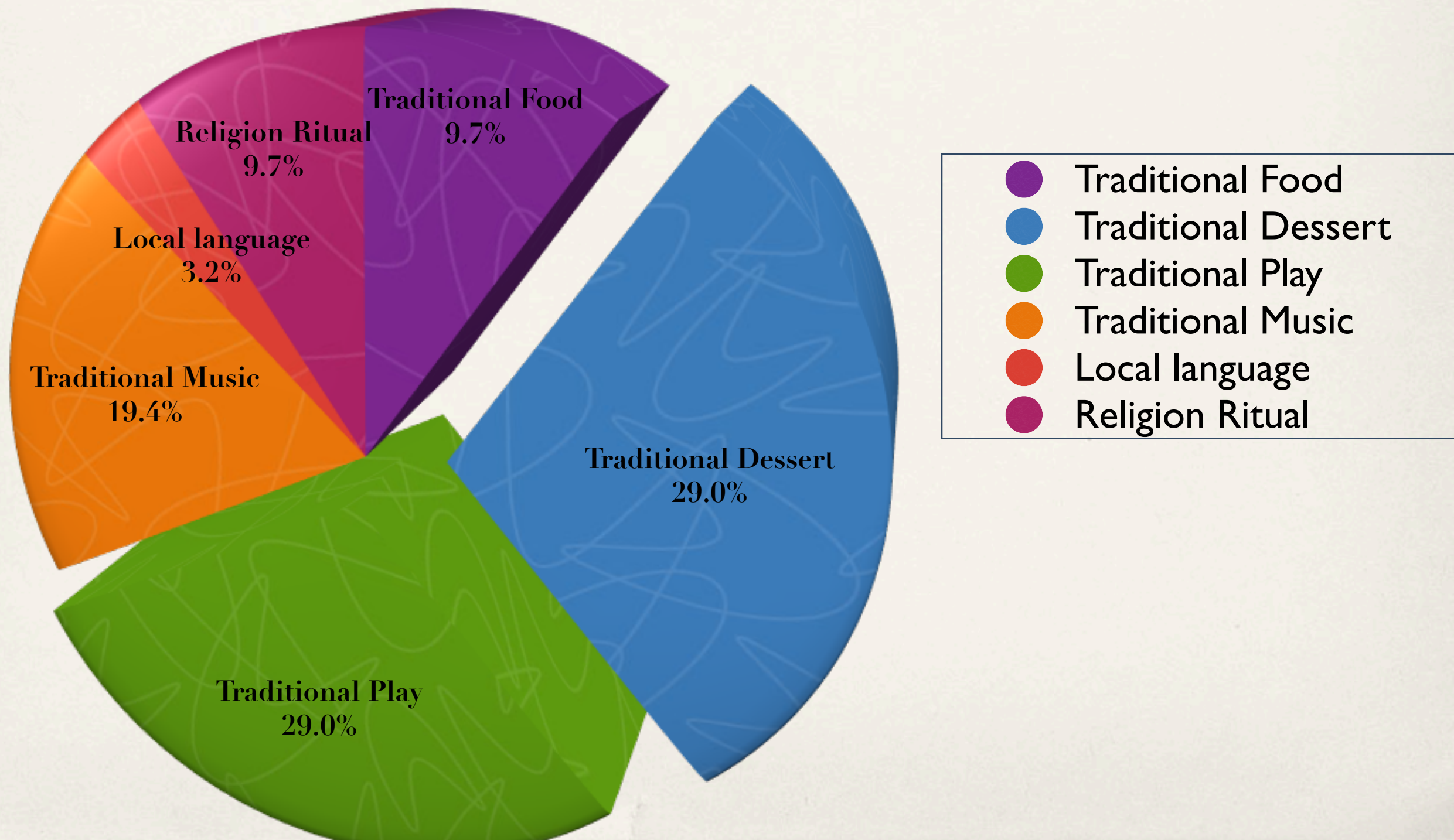
# Degree of Needs of Agriculture in Learning Resources





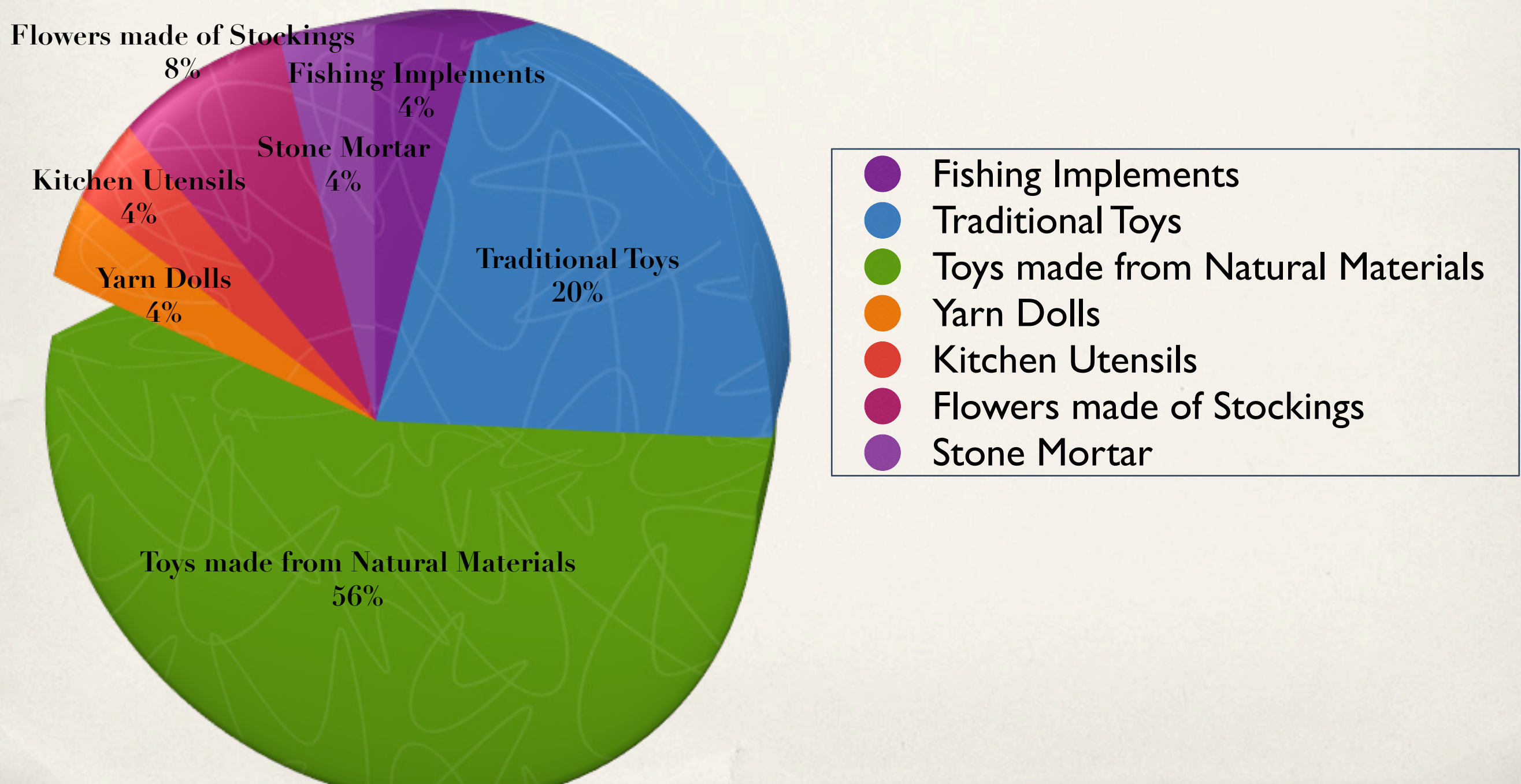
# Degree of Needs of Culture in Learning Resources

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# Degree of Needs of Community Products in Learning Resources

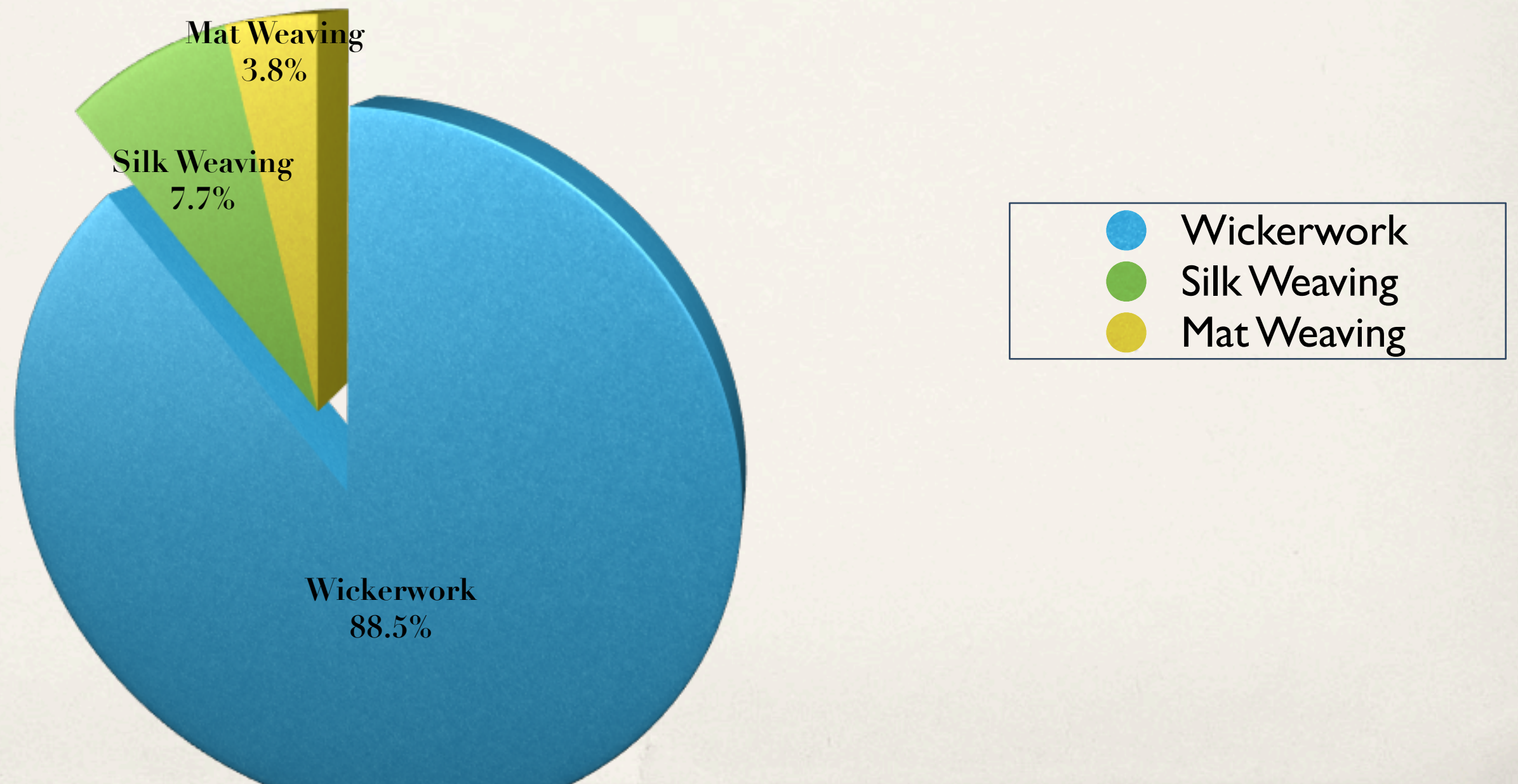
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# Degree of Needs of Traditional Handicraft in Learning Resources

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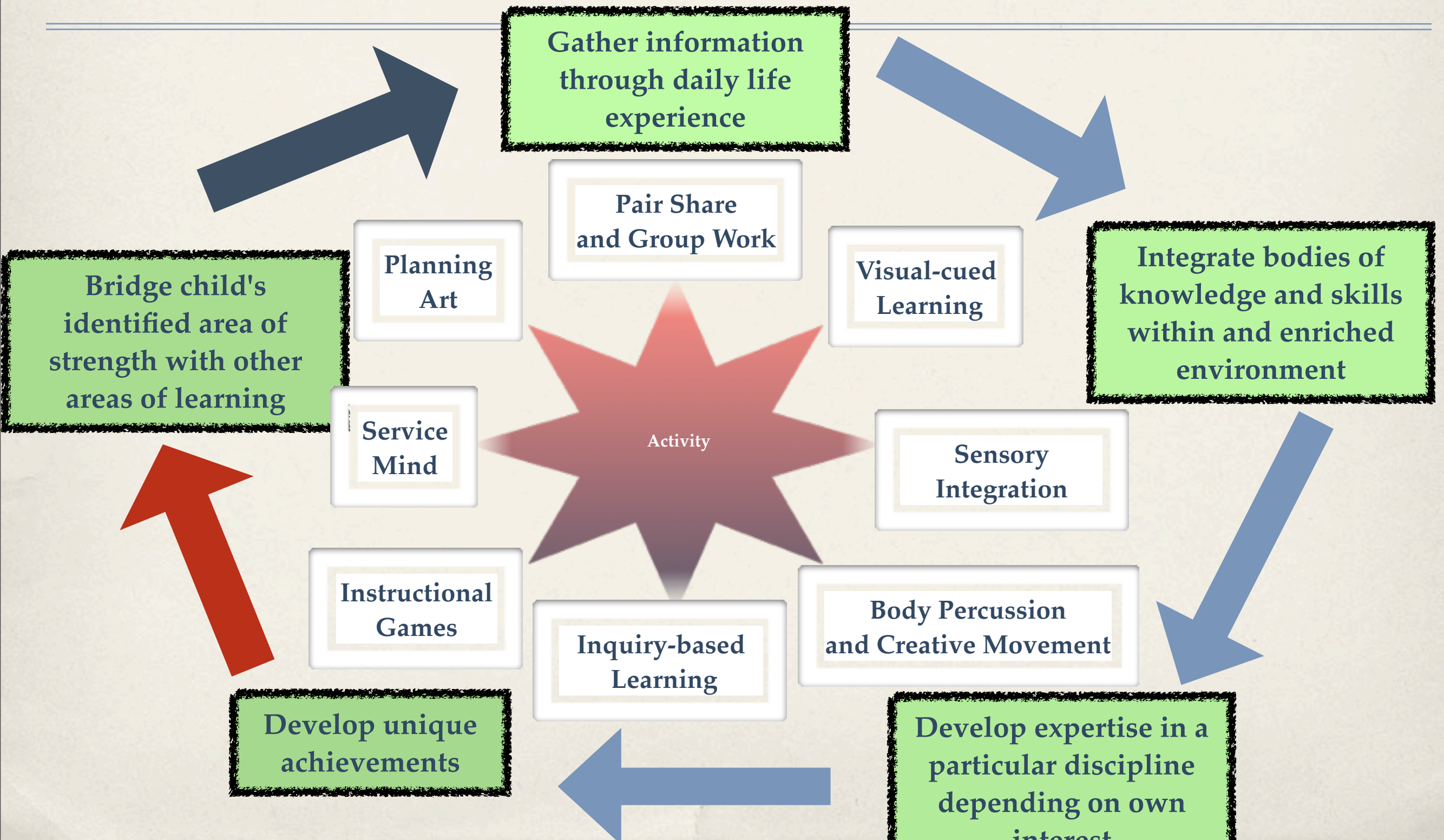
# Curriculum Development

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- ❖ Pilot study with School Leaders and Kindergarten Teachers
- ❖ Longitudinal study over 4 years in Plookpanya School



# Learning Process



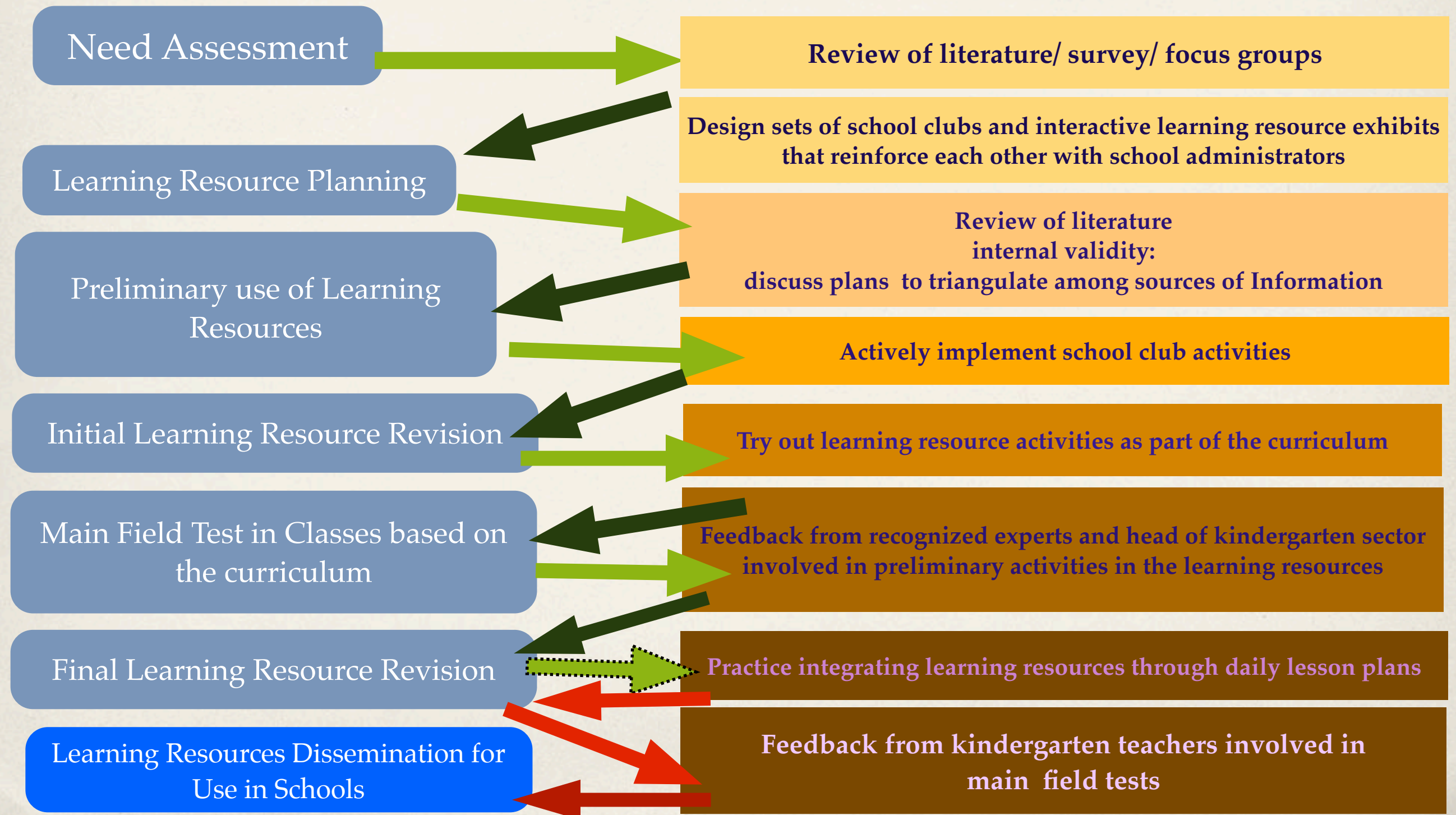


# Phase 2: Learning Resource Development Cycle





# Phase 2: Learning Resources Development Cycle





# Indoor Learning Resources





# Outdoor Learning Resources

