



เปลี่ยนรูปแบบการเรียนการสอนที่บูรณาการเรื่องของสิ่งแวดล้อมอย่างเป็นองค์รวมมากขึ้น มีการปรับเปลี่ยนทิศทางการศึกษาไปสู่การเน้นปัญญาด้วยการจัดประสบการณ์การเรียนรู้ และการเสริมพลังแก่นักเรียนในการเข้ามามีส่วนร่วมในกิจกรรมเกี่ยวกับสิ่งแวดล้อมของโรงเรียน

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### Abstract

This research aims to develop 43 students' learning activities about solid waste in Narasikkhalai School, Changwat Narathiwat, as well as its conditions. The learning activities, which took one period a week from May to September 2002, includes eight activities with participatory involvement, horizontal relationships, and direct experience. The research methods are participant observation, individual and group interviews, as well as questionnaires. The data analysis is based on both descriptions and statistics, including mean, median, percentage, standard deviation, and t-test. The result shows that the students' knowledge and understanding of waste management increased at 0.01 statistical significance, but they are not related to the students' age, class, GPA and frequency of their participation. The students's perception of their participation in activities was mediam, together with their positive perceptions of the activities. To an extent, they also developed a number of projects related to waste management. However, the learning process was not yet sufficient to cause changes in waste management in the school, and the activities were not sustainable. This is due to a number of related factors: the activities did not fit in with the prevalent studying schemes; the activity time was limited and fragmented; incentives for participation were not clear; and not sufficient participation from all stakeholders

These limitations are the consequences of ; (1) the student's conditions (2) the school's limited facilitative capacity, (3) the limitation of activities, (4) the indequest learning climate, and (5) the reseach design.

The recommendations are as follows : (1) Environmental education activities in school should be endorsed by the school policy and compatible with the school system,

together with incentives for all stakeholders. It also is necessary to take time scale and participation of all stakeholders into account. (2) It is vital to develop the integration of holistic learning process in the school system by providing direct experience for the students and empowering them to participate in environmental education activities in their school.