

Table of Content

	Page
Acknowledgements	iii
Abstract (English)	iv
Abstract (Thai)	vi
List of Tables	xi
List of Charts	xii
Chapter 1 Introduction	1
Rationale and Significance of the Problem	1
Research Objectives	5
Scope of the Research	5
Research Variables	6
Operational Definitions	6
Expected Outcomes	7
Chapter 2 Related Literature Review	9
Definition of Critical Thinking	9
Concept of Critical Thinking	10
Prime Components and Stand of Critical Thinking	14
Critical Thinking Process	16
Role of Teacher in Development Critical Thinking	18
Teaching for Developing Critical Thinking	19
Meaning of Collaborative Learning	21
Main Characteristics of Collaborative Learning	22
Collaborative Learning Techniques	23
Meaning of Action Research	25
Main Features of Action Research	26
Action Research Procedural Steps	26
Advantages of Action Research	27
Related Researches	27
Research Conceptual Framework	29
Chapter 3 Research Methodology	31
Population and Sample	33
Research Instruments	33
Instruments Construction	34
Information Collection	37
Information Analysis	38
Chapter 4 Research Outcomes	40
Part 1 Features of the Handbook for Enhancing Knowledge and Understanding on Critical Thinking for the Teachers' Collaborative Learning	40
Part 2 Results of Using the Handbook for Enhancing Knowledge and Understanding on Teaching Critical Thinking for the Teachers' Collaborative Learning	46

Table of Content (cont.)

	Page
Part 3 Problems, Obstacles, and Guidelines for Developing Competence On Teaching Critical Thinking of the Teachers at Lower Secondary School Level	68
Chapter 5 Conclusion, Discussion, and Recommendation	74
Research Conclusion	74
Discussion	76
Recommendations	81
Bibliography	82
VITA	86

List of Tables

Table		Page
1	Components of the Learning Units on Developing the Teachers' Critical Thinking	43
2	Mean and Standard Deviation on the Appropriateness of Inserting Critical Thinking Teaching in the Curriculum	47
3	Number and Percentage of the Insertions of Thinking Standard in Each Learning Strand	49
4	Number and Percentage of the Insertions of the Characteristics Facilitating Critical Thinking Done in Each Learning Strand	51
5	Works that Enhanced Student's Critical Thinking Created by the Students in the 4 Learning Plans	53
6	Mean and Standard Deviation of the Appropriateness of the Learning Plans on Facilitating the Teacher's Critical Thinking	57
7	Mean and Standard Deviation of the Instructional Provision that Facilitated the Critical Thinking Teaching	62
8	Mean and Standard Deviation of the Evaluation on the Implement of the Instructional Plans Enhancing Critical Thinking	64
9	Mean and Standard Deviation of the Scores on the Students' Critical Thinking Behavior	67
10	Problems, Obstacles, and Solution Taken to Improve the Teachers' Critical Thinking Teaching Competence	68
11	Frequency and Opinion of the Teachers on Problems and Obstacles of the Teacher's Critical Thinking Teaching	71
12.	Frequency and Percentage Opinion of the Teachers Concerning Critical thinking teaching Competency Development for the Teacher	71

List of Charts

Chart		Page
1	Relationship Among the Thinking Standards, Characteristics of Critical Thinkers, and Critical Thinking Ability	16
2	Research Conceptual Framework	30
3	Phase 1 of Research Procedure	31
4	Phase 2 of Research Procedure	32
5	Model for Developing the Teachers' Critical Thinking Teaching Competence	73