



APPENDICES

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX 1

List of Qualified Persons and Experts

List of experts' name for validate research instrument Step 1

- | | | |
|---|--------------------------------------|--|
| 1 | Miss. Wongduan Pothipun | Pensioner and Specialized Supervisor |
| 2 | Assoc.Prof.Yupin Intaya | Lecturer in Curriculum and Instruction
Faculty of Education
Chiang Mai Rajabaht University |
| 3 | Asst.Prof.Sirichai Sriprom | Associate Dean of Academic Affair
Faculty of Education and Development Sciences
Kasetsart University Kamphaeng Saen Campus |
| 4 | Asst.Prof.Dr.Puongpayom
Chidthong | Associate Dean of Graduate
Chiang Mai Rajabaht University
Lecturer in Psychology |
| 5 | Lect.Dr. Jitima Katunyoo | Head of Health Promotion
Faculty of Science and Technology
Chiang Mai Rajabaht University |
| 6 | Lect.Dr.Atchariya Kasiyaphat | Lecturer in Physical Education and Recreation
Faculty of Education
Chiang Mai Rajabaht University |
| 7 | Lect.Dr.Chitinthree Boonma | Lecturer in Physical Education and Recreation
Faculty of Education
Chiang Mai Rajabaht University |

List of experts' name for validate research instrument

Step 2 and Step 3

1. Assoc.Prof.Dr. Tay Chiengchee Lecturer in Educational Research and Development
Faculty of Education Chiang Mai University
2. Miss. Wongduan Pothipun Pensioner and Specialized Supervisor
3. Asst.Prof.Dr.Kasem Nakhonket Sports science and exercises
Graduate of Chiang Mai Rajabaht University
4. Asst.Prof.Sirichai Sriprom Associate Dean of Academic Affair
Faculty of Education and Development Sciences
Kasetsart University Kamphaeng Saen Campus
5. Asst.Prof.Suntanee Lecturer in Evaluation and Research
Kunchayangklun Faculty of Education Chiang Mai Rajabaht
University

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List of experts' name for quality improvement of model

1.	Assoc.Prof.Dr.Weerasak Chomphucome	Lecturer of Curriculum and Instruction Faculty of Education Chiang Mai Rajabaht University
2.	Assoc.Prof.Dr.Chalong Chatrupracheewin	Lecturer of Educational Administration Naresuan University Phitsanulok
3.	Assoc.Prof.Dr.Pornhathai Tanjitanont	Lecturer of Rajamangala University of Technology Lanna Chiang Mai
4.	Asst.Prof.Dr. Anuchit Thaesungnern	Lecturer of Educational Faculty Institute of Physical Education Suphanburi
5.	Mr.Satien Loaprasert	Specialized Teacher in Physical Education National Teacher of Physical Education
6.	Mr.Prochom Nimnu	Director of Bann Don Keaw School The Office of Primary Education Chiang Mai Area 2
7.	Lect.Dr.Atchariya Kasiyaphat	Lecturer in Physical Education and Recreation Faculty of Education Chiang Mai Rajabaht University
8.	Lect.Dr.Chitinthree Boonma	Lecturer in Physical Education and Recreation Faculty of Education Chiang Mai Rajabaht University

List of experts' name for evaluate
A physical education teacher's teaching provision competency

- | | |
|----------------------------|--|
| 1. Miss. Wongduan Pothipun | Pensioner and Specialized Supervisor |
| 2. Mr.Sompong Promjun | Deputy director of The Office of Primary
Education Chiang Mai Area 6 |
| 3. Dr.Siripong Nunkaew | Specialized Supervisor
The Office of Primary Education Chiang Mai
Area 1 |
| 4. Mrs. Tipawan Namkaew | Specialized Supervisor
The Office of Primary Education Chiang Mai
Area 5 |

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APPENDIX 2

Sample of Manual for Using the Physical Education Teacher's Teaching Provision Competency Development Model for Primary Student's Health Promotion

คู่มือการพัฒนาสมรรถนะการจัดการเรียนการสอนของครูพลศึกษา

เพื่อสร้างเสริมสุขภาพแก่นักเรียนประถมศึกษา



โดย

พิมพ์ทอง สังสุทธิพงศ์

นักศึกษาปริญญาเอก รหัส 520252009

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เอกสารฉบับนี้เป็นส่วนหนึ่งของการทำวิทยานิพนธ์

เรื่อง รูปแบบการพัฒนาสมรรถนะการจัดการเรียนการสอนของครูพลศึกษา

เพื่อสร้างเสริมสุขภาพแก่นักเรียนประถมศึกษา

สาขาการวิจัยและพัฒนาการศึกษา แขนงการวิจัยและพัฒนาบุคลากรทางการศึกษา

คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่

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**Part of Manual for Using A Physical Education Teacher's
Teaching Provision Competency Development Model
for Primary Student's Health Promotion**

1. Background

2. Objective of manual

3. Literature reviews on concepts and theories to design and develop the model development

4. Figure of A Physical Education Teacher's Teaching Provision Competency Development Model for Primary Student's Health Model

5. How to use A Physical Education Teacher's Teaching Provision Competency Development Model for Primary Student's Health

Component 1 – Development Direction

- 1) Development goals
- 2) Development principle

Component 2 - Development Process

Step 1 - Paradigm Shift & Study onto Lesson Plan

- 1) Objective of step
- 2) Content of step (Appendix A)
- 3) Method of step
- 4) Document and media (Appendix B)
- 5) Instrument for evaluation and measurement (Appendix C)
- 6) Role of a provider
- 7) Role of a receiver

Step 2 - Approach to the fieldwork & Mentoring

- 1) Objective of step
- 2) Content of step (Appendix A)
- 3) Method of step
- 4) Document and media (Appendix B)

- 5) Instrument for evaluation and measurement (Appendix C)
- 6) Role of a provider
- 7) Role of a receiver

Step 3 – Sharing the lesson learned.

- 1) Objective of step
- 2) Content of step (Appendix A)
- 3) Method of step
- 4) Document and media (Appendix B)
- 5) Instrument for evaluation and measurement (Appendix C)
- 6) Role of a provider
- 7) Role of a receiver

Component 3 – Assessment of the Development

1. Assessing along the development objectives – It was the assessment along objectives having been set at each step of the development process as follows:

Step 1 – Paradigm shift and study onto the plans – The step was aimed at building up the awareness of the teachers to be developed to realize the significance of physical education studying for solving health problem, and roles and significance of physical activities for health promotion by providing knowledge and understanding on the principle of physical education learning provision to promote health using brain-based learning principle as well as the ability to appropriately set up the learning provision plans for physical education to promote health and could practice to correctly check on the student's physical fitness.

The test of knowledge and competence is using for physical-strength examination tool properly.

Step 2 – Approach the fieldwork and mentoring – This step was aimed at studying on planning and providing physical education instruction for health promotion using brain-based learning approach on part of the teachers having been developed and to get supports, assistance, mentoring, and guidance on physical education instructional provision for health promotion using brain-based learning principle.

The questionnaire is using for assessment by the expert.

Step 3 – Sharing the lesson learned – This step was objectives to facilitate the teacher being developed to exchange learning and experiences from physical education instructional provision for health promotion using brain-based learning principle, conclude the knowledge gained from the process of developing competency on carrying out the physical education instruction for student's health promotion and the presentation of the works done by the teachers having been developed.

The questionnaire is using for development by samples physical education teachers.

2. Assessing along the development goals s

This was the assessment before and after the development on 5 aspects of physical education teacher's teaching provision competency: 1) General condition analysis, 2) Learning provision planning, 3) Implementing the instruction, 4) Learning assessment, and, 5) Reflecting on the instruction.

Tool 1- the evaluation form for a physical education teachers' teaching competency for primary students' health promotion.

And also included the assessment on the student's health in 4 aspects: 1) Physical health – their moving behavior, physical exercise, and sports playing, 2) Mental health - feeling and opinions of students on body movement, physical exercise, and sports playing, 3) Social health – feeling and opinion of the students on classmates, family members, and surrounding people, and, 4) Intellectual health – the ability to carry out analytical thinking, synthetic thinking, and problem solving thinking, and creative thinking of the students.

Tool 2-6 - the tools for collect data of effectiveness on the students.

6. Appendices

Appendix A Table of a physical education teacher's teaching provision competency development seminar

Appendix B Content to use for a physical education teacher's teaching provision competency development as follow:

1. Principles of Physical Education for Health Promotion
2. Physical Activities Related to Brain- Based Learning
3. Physical Education Measurement and Evaluation
4. Physical Fitness Test Related to Health
5. The Backward Design for Physical Education Lesson Plan

Appendix C Tools for measurement and evaluation development

1. Tool for evaluated the objective - s
 - 1.1) Form for assessed paradigm shift
 - 1.2) Form for evaluated lesson plan and teaching behavior skill
 - 1.3) Record on consults
 - 1.4) Questionnaire on Sharing the lesson learned activity
2. Tool for evaluated the goals - s
 - 2.1) Evaluation form on competency on physical education teaching for primary-school students' health
 - 2.2) Questionnaire on primary-school students' habits of movement, exercise and sports playing
 - 2.3) Questionnaire on primary-school students' movement, exercise and sports playing
 - 2.4) Questionnaire on relationship between primary-school students and their family members as well as their surrounding people
 - 2.5) Evaluation form on students' skill of critical thinking, problems synthesizing, problem solution and creativity in primary school 1-3
 - 2.6) Evaluation form on students' skills of critical thinking, problems synthesizing, problem solution and creativity in primary school 4-6
3. Criteria for critical thinking, problems synthesizing, problem solution and creativity in primary school 1-3 score
4. Criteria for critical thinking, problems synthesizing, problem solution and creativity in primary school 4-6 score

CURRICULUM VITAE

Author's Name	Mrs. Pimthong Sungsutthipong
Date of Birth	May 5, 1962
Place of Birth	Mae Hong Son Province Thailand
Education	1982 - 1984 Bachelor of education, Physical Education Srinakharinwirot University (Physical Education) 1998 - 2000 Master degree in Educational Measurement and Evaluation, Chiang Mai University
Experience	1984 – 1991 Instructor of The office of Primary Education Mea Hong Son Province Thailand 1992 – 1997 Personnel of The office of Primary Education Mea Hong Son Province Thailand 1998 - 1999 Policy and Planning Officer of The office of Primary Education Mea Hong Son Province Thailand 2000 - 2004 Policy and Planning Officer of The office of Primary Education Chiang Mai Province Thailand 2005 - Now Instructor of Faculty of Education Faculty of Education Chiang Mai Rajabhat University Thailand

