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ในโรงเรียนมัธยมศึกษา: กรณีศึกษาจังหวัดกำแพงเพชร ราชอาณาจักรกัมพูชา



นายจันเชง เมียก

ศูนย์วิทยทรัพยากร

จุฬาลงกรณ์มหาวิทยาลัย


วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

PROPOSED GUIDELINES FOR UTILIZING COMMUNITY LEARNING RESOURCES IN  
SOCIAL STUDIES INSTRUCTION IN SECONDARY SCHOOLS:  
A CASE STUDY OF KAMPONG THOM PROVINCE,  
KINGDOM OF CAMBODIA



Mr. Chantheng Meak

ศูนย์วิทยุทรัพยากร  
A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education Program in Teaching Social Studies  
Department of Curriculum, Instruction, and Educational Technology

Faculty of Education

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Academic Year 2009

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IN SECONDARY SCHOOLS: A CASE STUDY OF KAMPONG  
THOM PROVINCE, KINGDOM OF CAMBODIA

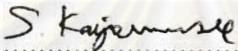
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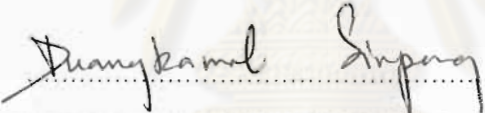
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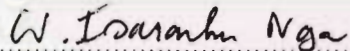
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Accepted by the Faculty of Education, Chulalongkorn University in Partial  
Fulfillment of the Requirements for the Master's Degree

  
..... Dean of the Faculty of Education  
(Professor Sirichai Kanjanawasee, Ph.D.)

#### THESIS COMMITTEE

  
..... Chairman  
(Associate Professor Duangkamol Sinpeng)

  
..... Thesis Advisor  
(Assistant Professor Walai Isarankura Na Ayudhaya, D.Ed.)

  
..... External Examiner  
(Associate Professor Lawan Wittayawudikul)

ศูนย์วิจัยและพัฒนา  
จุฬาลงกรณ์มหาวิทยาลัย

จันแดง เมียก: การนำเสนอแนวทางการใช้แหล่งเรียนรู้ชุมชนในการเรียนการสอนสังคมศึกษาในโรงเรียนมัธยมศึกษา: กรณีศึกษาจังหวัดกำแพงเพชร ราชอาณาจักรกัมพูชา  
(PROPOSED GUIDELINES FOR UTILIZING COMMUNITY LEARNING RESOURCES IN SOCIAL STUDIES INSTRUCTION IN SECONDARY SCHOOLS : A CASE STUDY OF KAMPONG THOM PROVINCE, KINGDOM OF CAMBODIA) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ.ดร.วลัย อิศรางกูร ณ อยุธยา, 191 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพและปัญหาของการใช้แหล่งเรียนรู้ชุมชนในการเรียนการสอนสังคมศึกษาของครูผู้สอนชาวกัมพูชาในระดับมัธยมศึกษา (2) เพื่อนำเสนอแนวทางการใช้แหล่งเรียนรู้ชุมชนในการเรียนการสอนสังคมศึกษาสำหรับครูผู้สอนชาวกัมพูชาในระดับมัธยมศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้คือครูผู้สอนประวัติศาสตร์ ภูมิศาสตร์ และศีลธรรม-หน้าที่พลเมือง ระดับมัธยมศึกษาในจังหวัดกำแพงเพชร ราชอาณาจักรกัมพูชา จำนวน 28 คน จาก 7 โรงเรียน โดยเก็บรวบรวมข้อมูลจากการสัมภาษณ์ ใช้การวิเคราะห์ข้อมูล วิเคราะห์เนื้อหา ความถี่ และร้อยละ

ผลการวิจัยพบว่า ครูผู้สอนส่วนใหญ่อธิบายและให้การบ้านเพิ่มเติมแก่นักเรียนเกี่ยวกับแหล่งเรียนรู้ชุมชน ครูผู้สอนส่วนน้อยใช้การลงพื้นที่ภาคสนามเพื่อศึกษาแหล่งเรียนรู้ชุมชน ครูผู้สอนส่วนใหญ่ใช้การสอบข้อเขียนเพื่อประเมินผลสัมฤทธิ์ทางการเรียนของนักเรียน ปัญหาที่สำคัญคือโรงเรียนไม่มีนโยบายและงบประมาณเพื่อสนับสนุนการจัดกิจกรรมนอกชั้นเรียน ไม่มีเวลาเพียงพอสำหรับการจัดกิจกรรมนอกชั้นเรียน ครูผู้สอนขาดความรู้เกี่ยวกับวิธีการจัดกิจกรรมนอกชั้นเรียนและความรู้ความเข้าใจเรื่องแหล่งเรียนรู้ชุมชน ดังนั้น แนวทางการใช้แหล่งเรียนรู้ชุมชน คือ ได้นำเสนอเนื้อหาหลักสูตรวิชาสังคมศึกษาที่สามารถใช้แหล่งเรียนรู้ชุมชนในการเรียนการสอน รายชื่อแหล่งเรียนรู้ชุมชน กิจกรรมและตัวอย่างการจัดกิจกรรมโดยใช้แหล่งเรียนรู้ชุมชน ซึ่งแนวทางดังกล่าวได้รับการตรวจสอบจากผู้เชี่ยวชาญด้านการสอน และการบริหารการศึกษา จากราชอาณาจักรกัมพูชา จำนวน 3 ท่าน ว่ามีความเหมาะสมมากและเป็นนวัตกรรมการเรียนการสอน

ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา ลายมือชื่อนิติ.....  
สาขาวิชา การสอนสังคมศึกษา ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก...  
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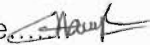
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CHANTHENG MEAK: PROPOSED GUIDELINES FOR UTILIZING COMMUNITY LEARNING RESOURCES IN SOCIAL STUDIES INSTRUCTION IN SECONDARY SCHOOLS: A CASE STUDY OF KAMPONG THOM PROVINCE, KINGDOM OF CAMBODIA. THESIS ADVISOR: ASST.PROF. WALAI ISARANKURA NA AYUDHAYA, D.Ed., 191 pp.

This study aimed to study the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers and to propose the guidelines for Cambodian secondary school teachers. The samples were 28 teachers teaching history, geography, and morals-civics from 7 High Schools in Kampong Thom Province, Kingdom of Cambodia. The data were collected through interview and were analyzed by content analysis, frequencies, and percentage.

The findings revealed that explanation and additional homework were mostly utilized, the field trips were rarely organized, and written test was mostly used to assess students' learning outcomes. No school's policy and no budget for supporting on organizing activities outside the class, a short amount of time for organizing activities outside the class, and teachers' lack of knowledge on methods for organizing activities outside the class and on community learning resources were the main problems. In the guidelines, the contents of social studies curriculum related to community learning resources, a list of community learning resources, methods for organizing activities, and samples of organizing activities for utilizing community learning resources in social studies instruction were presented. The guidelines that were verified by three Cambodian experts in the fields of social studies instruction and educational administration indicated that they were very appropriate and were considered as instructional innovation.

Department: Curriculum, Instructional, and Educational Technology. Student's Signature... 

Field of Study: Teaching Social Studies.

Advisor's Signature ... 

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## CONTENTS

	Page
Abstract (In Thai).....	iv
Abstract (In English).....	v
Acknowledgements.....	vi
Contents.....	vii
List of Tables.....	x
List of Figures.....	xii
Chapter I: Background and Statement of the Problem.....	1
Research Questions.....	5
Research Objectives .....	5
Scope of the study.....	5
Definition of terms.....	6
Significance of the study.....	6
Chapter II: Review of the Literature and Research Studies .....	8
Definition of Community Learning Resources.....	9
Categories of Community Learning Resources.....	11
Significance of Community Learning Resources.....	17
Using Community Learning Resources for Social Studies Instruction....	21
Evaluation of Students' Learning Outcomes .....	34
Social Studies Instruction and Cambodian Social Studies Curriculum....	39
Community Learning Resources in Kampong Thom Province.....	47
Previous Research Studies.....	48
National Research Studies.....	48
International Research Studies.....	55

	Page
Chapter III: Research Methodology.....	58
Population and Samples.....	58
Research Instruments.....	63
Data Collection.....	65
Data Analysis.....	66
Chapter IV: Results Analysis.....	67
Section1: The current status of social studies teachers.....	68
Section2: The utilization of community learning resources in social studies instruction.....	70
Section3: The problems of utilizing community learning resources in social studies instruction.....	76
Section 4: The solutions to the problems of utilizing community learning resource in social studies instruction.....	85
Section 5: The respondents' comments on the expectation to use community learning resources in the future.....	92
Chapter V: Conclusion, Discussion, and Recommendation.....	101
Conclusion.....	101
Discussion.....	155
Recommendations for further research.....	163
References.....	164
Appendices.....	169
Appendix A.....	170
Appendix B.....	171



	Page
Appendix C.....	172
Appendix D.....	180
Appendix E.....	189
Appendix F.....	190
Biography.....	191



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## List of Tables

	Page
Table 3.1: The number of High School with social teachers in Kampong Thom Province, Cambodia in the 2008-2009 academic years.....	60
Table 3.2: The sample schools of social studies teachers in Kampong Thom.....	61
Table 3.3: The subject areas relevant to the community learning resources, schools located near community learn resources, and the samples of the research .....	62
Table 4.1: Current status of social studies teachers.....	68
Table 4.2: Frequencies ad percentage of utilizing Sambor Prei Kuk in history...	71
Table 4.3: Frequencies ad percentage of utilizing the natural forest in geography	72
Table 4.4: Frequencies ad percentage of utilizing Entrysamakvolak in morals-civics.....	74
Table 4.5: Frequencies and percentage of problems of utilizing Sambor Prei kuk in history.....	76
Table 4.6: Ranking of problems of utilizing Sambor Prei kuk in history.....	78
Table 4.7: Frequencies and percentage of problems of utilizing the natural forest and Chinit River in geograph.....	79
Table 4.8: Ranking of problems of utilizing the natural forest and Chinit River in geography.....	81
Table 4.9: Frequencies ad percentage of problems of utilizing Entrysamakvolak in morals-civics.....	82
Table 4.10: Ranking of problems of utilizing Entrysamakvolak in morals-civics	84
Table 4.11: The solutions to the problems of utilizing Sambor Prei Kuk Temple.	85
Table 4.12: Solutions to the problems of utilizing forest and Chinit River.....	88

Table 4.13: Solutions to the problems of utilizing Entrysamakvolak in morals- civics.....	90
Table 4.14: Opened respondents' comments on utilizing CLR in history.....	92
Table 4.15: Opened respondents' comments on utilizing CLR in geography.....	94
Table 4.16: Opened respondents' comments on utilizing CLR in moral civics....	95
Table 4.17: The state of the ways of organizing the activities to utilize CLR.....	97
Table 4.18: The state of evaluating students' learning outcomes .....	98
Table 4.19: The problems of utilizing CLR in Social studies Instruction.....	98
Table 5.1: Validation of proposed guidelines.....	154



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## List of Figures

	Page
Figure1: Proposed Conceptual Framework of Guidelines for Utilizing Community learning resources in Social Studies Instruction.....	57



ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

# CHAPTER I

## INTRODUCTION

### **Background and Statement of the Problem**

In the current world situation, with world rapid economic growth and globalization, new information technology, and social changes, it leads the educational reform of new strategies in education quality development to accelerate and fulfill the needs of individuals and society. Also education has to include community participation in educational management that enables students to become good citizens (Kaltsounis, 1987; Laughlin & Hartoonian, 1995, and Cingkao & La Eit, 2006). The educational management should encourage students to broadly inquire knowledge and be able to study by themselves in order to become lifelong learners. Learning processes can occur wherever and whenever not only in the classroom. The students can learn from learning materials and many kinds of learning resources around us including learning resources in their community. The materials used in educational management can be various such as natural sources, printed sources, technological sources, and others that can promote the values of learning and enable students to gain knowledge widely.

At the same time, social studies are the integrated study of the social sciences and humanities to promote civic responsibility. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help students develop their ability to make informed and rational decisions for

the public good as citizens of a culturally diverse, democratic society in an interdependent world (Sunal & Haas, 2005). However, it is crucial that social studies teachers also play very important roles in developing students as learners with knowledge, skills, and civic attitudes to be good citizen and to live together harmoniously in society. Thus, teachers should attempt to find teaching techniques and methods that provide students a plenty of opportunities to inquire about a variety of knowledge and direct experiences on their own both inside and outside of the classroom. The teachers should also encourage students to use creative thinking to build their knowledge and skills through practical activities. Moreover, the teachers ultimately engage them in effectively using the extremely valuable leaning resources in their own community. Additionally, there are educators proposing the benefits of utilizing community learning resource in social studies instruction.

The first benefit of utilizing community learning resources is that it can build an excellent learning environment to stimulate students' interest in the topics of social studies concepts for students' own lives. Study of the local community has proved motivating for many students to draw on topics from their own experiences whenever possible (Armstrong, 1980; Conrad, 1991; Joseph, Erichson, & Jeffrey, 1997).

The second benefit of utilizing community learning resources is that students can get direct experiences in real situations outside the school through students' function both as observers and as participants to move toward full participation in the social-cultural practices of their community (Maxim, 1977; Armstrong, 1980; Beery & Mark, 1984; Dobkin, Fischer, Ludwig, & Koblinger, 1985).

The third benefit of utilizing community learning resources is to enable students to develop intellectual and social skills. The students can develop a variety of skills like collecting data, analyzing data, synthesizing data, and presenting data. They

can become good citizen in the nation as well as in the world (Kaltsounis, 1987; Laughlin & Hartoonian, 1995).

The fourth benefit of utilizing community learning resources is to help students develop a positive attitude toward social action in society. The students become a real part of the community where they live, interact with it and contribute to it so that they are proud of themselves and have the opportunity to serve their own community (Kochhar, 1975& Kaltsounis, 1987).

The fifth benefit of utilizing community learning resources is to establish a closer relationship between the school and the community. The schools arrange a variety of activities to serve the communities surrounding the schools and utilize learning resources in the community as a laboratory for the students to observe and do experiments in real places (Kaltsounis, 1987).

In Cambodia, the Ministry of Education, Youth, and Sports Act 1996 stipulates that the necessity of education should be in line with local socio-economic needs and that the students' community must ensure that students use their knowledge and skills, be healthy, solve problems, do work, like studying and love doing work so that they become useful to their families and community. The government should encourage participation from local authorities and communities in the management of education and training. Basic education institutions should be assigned the responsibility to form their own basic education curricula to reflect local and community problems, and local wisdom, to establish a desirable quality of good members of family, community, society and country. Additionally, to create the teaching and learning activities promoted the efficiently applicable knowledge and understanding of learners, the teachers should use the effective community learning resources to help their students in their learning processes to encourage each student

to participate in social activities in their own community and provide them with the opportunities to apply what they learnt in class into their community, these students can have direct contact with their community and learn about social changes by becoming part of processes. They can also carry out the broadest goals of social studies in the area of human relations; moreover, moral values and positive attitudes towards a democratic society are instilled. Obviously, community learning resources can motivate students' interest in lessons they are taking in social studies learning activities within and outside the class and also create an excellent learning environment.

The researcher's survey and interviews with social studies teachers in Kampong Thom Province, Cambodia, are rich in a variety of extremely valuable learning resources such as natural resources, social and cultural resources and so on in which enable social studies teachers to fruitfully benefit from these resources either through field trips or by inviting guest speakers from those institutions to come to the classroom to share their knowledge and experiences with the students. In the implementation of Cambodian social studies teachers, the utilizing community learning resources for social studies instruction was limited.

As mentioned above, Kampong Thom Province is rich in a variety of extremely valuable learning resources and the benefits of utilizing community learning resources for social studies instruction are very important for Cambodian social studies teachers to indisputably manage the various activities for enhancing their teaching of social studies and students are engaged in inquiring knowledge by themselves through learning resources in their own community so that students have excellent opportunities to participate in the social-cultural practices of their community. Thus, the researcher did the research studies on the topic of proposed



guidelines for utilizing community learning resources in social studies instruction in secondary schools in Kampong Thom Province, Cambodia.

### **Research Questions**

This study is aimed to find answers to the following research questions:

1. What are the state and problems of utilizing community learning resources in social studies instruction by Cambodian Teachers?
2. What are the proposed guidelines for utilizing community learning resources in social studies instruction for Cambodian teachers?

### **Research Objectives**

The objectives of this study are as follows:

1. To study the state and problems of utilizing community learning resources in social studies instruction by Cambodian teachers in secondary schools.
2. To propose guidelines for Cambodian teachers to utilize community learning resources in social studies instruction in secondary schools.

### **Scope of the study**

The scopes of this study are as following:

1. The samples for the present study were 28 social studies teachers teaching the subjects areas of history, geography, and morals-civics in secondary schools in the 2008-2009 academic years.
2. The community learning resources such as the natural forests in Sandan district, the Chinit River, Sambo Prei Kuk Temple, and Entrysamakvorak Pagoda in Kampong Thom Province were utilized in social studies instruction.

### **Definitions of terms**

**Social Studies** refer to the integrated study of the subject areas of history, geography, and morals civics which were stipulated in Cambodian curriculum.

**Community Learning Resources (CLR)** refer to terms of resources in the community that the teachers utilize for social studies instruction. The resources in the present study are (1) natural resources that consist of natural forests and the Chinit River, (2) social and cultural resources that consist of the Sambo Prei Kuk Temple and Entrysamakvorak Pagoda.

**State of Utilizing Community Learning Resources** refers to (1) the utilization of community learning resources (2) activities of community learning resources that social studies teachers utilize in social studies instruction, and (3) evaluation of students' learning outcomes.

**Problems of Social Studies Instruction** refer to the difficulties of utilizing community learning resources in social studies instruction in the categories of (1) social studies curriculum understanding, (2) organizing activities of teachers, (3) evaluation of students' learning outcomes, and (4) school support regarding the utilization of community learning resources.

**Secondary Schools** refer to high schools managed its general education covered from grade 7 to grade 12 in Kampong Thom Province, Cambodia.

### **Significance of the study**

1. It is expected that the results of this study would be useful to social studies teachers and educational administrators to study and utilize community learning resources in social studies instruction in secondary school.

2. The results of the study would help Cambodian social studies teachers gain knowledge and experiences in organizing activities for utilizing learning resources in their own community for more effective social studies instruction.

3. The results of this study would be useful to future researchers who are intent on doing research on utilization of learning resources in social studies instruction.



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## **CHAPTER II**

### **REVIEW OF THE LITERATURE AND RESEARCH STUDIES**

In this present study of proposed guidelines for utilizing community learning resources in social studies instruction in secondary schools, the researcher has studied from documents, text books, journals, and previous research studies related to the community learning resources, categories of utilizing community learning resources, significances of community learning resources, utilizing community learning resources, social studies instruction, Cambodian social studies curriculum, and community learning resources in Kampong Thom Province, Kingdom of Cambodia.

#### **1. Community learning resources**

1.1. Definition of Community Learning Resources

1.2. Categories of Community Learning Resources

1.3. Significance of Community Learning Resources

1.4. Using Community Learning Resources in Social Studies Instruction

1.5. Evaluation of Students' Learning Outcomes

#### **2. Social Studies Instruction and Cambodian Social Studies Curriculum**

2.1. Social Studies Instruction

2.2. Cambodian Social Studies Curriculum

#### **3. Community Learning Resources in Kampong Thom Province**

3.1. Natural Resources

3.2. Social and Cultural Resources

#### **4. Related Previous Research Studies**

4.1. National Research Studies

4.2. International Research Studies

## 1. Community Learning Resources

### 1.1. Definition of Community Learning Resources

Community learning resources (CLR) are also called community resources or local resources depending on their definitions. However, there are many educators defining the meaning of community learning resources in various ways differently as follows:

Maxim (1977) defined community learning resources as a collective, comprehensive term meaning all of the library, audiovisual, instructional development, and production personnel and facilities, and all of the constructional content materials, both print and non-print, available on each campus, regardless of location or organizational pattern.

Armstrong (1980) defined community resources as a laboratory for social studies. In this laboratory, students learn to seek out information, analyze information, develop tentative conclusions, and revise their conclusions.

Kaltsounis (1987) defined community resources as everything in the community that can be used to illustrate a concept, generalization, value, or human conflict. Such resources include every community situation in which the children apply an intellectual or social skill, and every experience that allows them to express their feelings and clarify their values.

Savage & Armstrong (1987) defined community resources as excellent laboratories for social studies instruction. Many universal social studies concepts can be experienced directly.

Michaelis (1988) defined community resources as social studies laboratory where geographic, historical, economic, and other concepts are developed in a realistic setting. Changing conditions can be studied, and factors produced can be explored.

Holidays, special events, and commemorations can be experienced with others, the field trips can be taken, local experts can be interviewed, historical site can be visited, and other resources can be tapped.

Duke (1990) shared similar ideas that community learning resources are the organizational institutions and people with local wisdom and also things that benefit to students' learning processes.

Similarly, Osborn & Nancy (1994) said that community learning resources can be people who provide information to teachers or visit their classroom, places to be visited, things to be borrowed or donated to the school for instructional use.

Therefore, Saisuree Chutikul (2000) stated that department stores, sport centers, and markets can be good learning resources because learning is not only limited to written resources. Public places in communities can provide lesson in social skills, which are as a necessary to life as knowledge learned in educational institutes. In addition, there are other electronics media. Learning resources are unlimited to places; they should include persons too.

Additionally, Naowanara Likitwatanaset (2001) defined Community learning resources as residential land areas, original places, estate and knowledge centers which are available to be used to gain knowledge, understanding, and expertise. So learning resources can be natural or man-made, people, living and non-living things, which may be inside the classroom or outside of the school.

Sunal & Haas (2005) defined community learning resources as resources relevant to educational field such as experiences derived from a community or communities surrounding schools including nature, human kind, farming fields, industrial factories, organizations, other institutions such as markets, and infrastructure of social services and social tendency.

In accordance with definitions and interpretations above, it has been shown that Community Learning Resources refers to terms of resources which are places in a realistic setting, people with knowledge and skills, materials, social and cultural events or activities in the community that the teachers utilize for organizing the activities in social studies instruction and that students also use to discover knowledge and direct experiences both inside and outside of the classroom.

### **1.2. Categories of Community Learning Resources**

It is very difficult to clearly classify the enormous varieties of community learning resources. At the same time, there are many educators presenting their concepts to classify categories of community learning resources in the aspect of components of learning resources.

Kenworthy (1962) classified the community learning resources as following:

1. Government institutions and personnel
2. Business and commercial establishments, labor groups, and their personnel
3. Cultural institutions and personnel: libraries, museums, theaters, etc.
4. Religious institutions and personnel
5. Recreational facilities and personnel
6. Transportation and communication facilities and personnel
7. Social welfare and health institutions and personnel
8. Miscellaneous

Jarolimek (1971) grouped the community resources in some local ways such as local industries, places of historical interest, governmental agencies, civic establishments, annual events (pageants, concerts, festivals, fairs), places of

geographic importance, persons to interview, places of cultural significance, and similar categories.

Kochhar (1975) categorized community resources under the seven following headings:

1. Resources of Geographical Interest: Such as hills, valleys, lakes, waterfalls, rivers, springs, sea-sports, dams, river-valley projects, mines, rocks, fossils, tea gardens, etc.

2. Resources of Historical Interest: Such as forts, pillars and monuments, temples, mosques and churches, old relics, inscriptions, excavations and exclaves, etc.

3. Resources of Cultural Interest: Such as art theatres and galleries, museums, zoos, cinema halls, radio station, universities, film studies, schools, colleges, organizations like the Boy Scouts and the Girl Scouts, emporiums, newspaper offices, etc.

4. Resources of Economic Interest: Such as market places, commercial centers, brick kilns, dairies, banks, mills, factories, railway junctions, posts offices, telephone exchanges, agricultural farms, water works, printing processes etc.

5. Resources of Scientific Interest: Such as scientific laboratories, thermal and hydro power generating stations, radio transmission stations, workshops, factories, power transmissions, distributing stations, engineering colleges, broadcasting stations, etc.

6. Government buildings: Such as municipalities, district boards, hospitals, courts of law, police stations, fire stations, Parliament House, Assembly Hall, Secretariats, military installations, etc.

7. Forms of Social Control: Such as traditions, customs, usages, rituals, modes, beliefs and attitudes of the local community.



Wichai Prasittiwudhiweech (1992) classified the categories of community learning resource into four categories as follows:

1. Learning resources inside the school can be things, person or places in school. These resources can help students learn all teaching and learning activities, and extracurricular activities. Instructors should qualitatively consider and assign to their learning especially learning resources.

1.1. Learning in-school: Teachers and school administrators have high competency.

1.2. Learning media: Learners can learn by themselves, example corner of experience management, occasional exhibition management, offering services in classrooms or knowledge centers such as a learning media center, instant lesson etc.

1.3. Places: Learning resources inside the school such as the laboratory, apprentice house, audio-visual room, green house, seedbed, co-operative shop, and classroom.

2. Learning resources in school groups: Personal responsibility group's knowledge, library knowledge centers, learning media etc.

3. Local learning resources: People, places and things depending on the instructors.

3.1. Natural resources in the local community: soil, stone, ores, woods, plants, etc that can help students be conducted to understand and have the right vision and appreciate of these resources.

3.2. Persons who have specific skills in local community are invited to be presenters sharing the experiences with students.

3.3. Places built such as public libraries, local museums, clubs, vocational training centers, etc are useful in teaching and learning management.

4. Outer local learning resources: The resources which are in other areas outside the local community but teachers can use those resources for their instruction.

Maxim (1999) claimed that community resources can be classified into major types: Resource persons, who bring history to the classroom, and Field trips, which take students to the community for the purpose of the study.

Chaiyos Imsuwam (2001) stated the components of learning resources should be considered as the following:

1. Learning resources: emphasize places which are managed to be learning resource locations.

2. Activities resource: Produce learning which has interactive process between people and people, people and group, people and media, people and event, group and group, group and media, group and event. This interactive process many happen in individual, or in group without any relations. At the same time, there is a relation which bases on conversation for exchanging knowledge with each other, formal or informal intend or unwilling depending on leading of situation.

3. Educationalists that administrate learning activities.

4. Learning resource management is able to build up the learning atmosphere.

Chaiyos Imsuwam (2001) classified categories of administrative learning resources based the following categories:

1. Learning resources established for learning purposes.

2. Learning resources established for other purposes.

Sumon Amornwiwat (2001) classified categories of learning resources into community and natural learning resources.

1. Community learning resources and natural learning resources

## 2. Learning resources in the community.

Tassanee Supamattee (2006) stated that learning resources consist of the following:

1. Human resources: People who have knowledge, potential, and special academic abilities such as career, religion, culture, governing, public health etc. which may be classified to two categories:

1.1. Local instructors are people who have a local residence and work place in the community such as government officers, local authority villagers, merchants, businessmen, gardeners, farmers, monks etc.

1.2. Visiting instructors are people such as educational supervisors, development officers, government administrator officers, and nongovernmental organization workers who are invited from the other places to visit the community or to provide learners with knowledge, and work experiences.

2. Natural resources: For example, Natural things which teachers can use to teach students, provide further knowledge and appreciation of things such as forests, mountains, rivers, oceans, soil, animals, etc

3. Social resources: Anything man-made that can be used in instruction, such as ancient temples, museum, libraries, institutions, rice fields, heritage, culture, traditions, etc.

From the literature studies of the categories of community learning resources, the researcher classifies community learning resources as three categories as follows:

1. Resource Persons: Resource persons refer to individuals from the outside world who are invited to come into the classroom to share some expertise or knowledge with students. The resource persons are separated into two categories:

1.1 Official Resource Persons: Resource persons are guest speakers such as persons with special skills like government officers, local authority leaders, police officers, legislators, merchants, businessmen, employers, and scientists.

1.2 Non Official Resource Persons: Resource persons are guest speakers such as persons with special skills from the community such as local experts, community agencies or non government organizations, construction workers, industrial workers, craftsmen, people who have local knowledge, experts, etc.

2. Natural Resources: Natural Resources are natural things in their local community such as forests, mountains, rivers, lakes, landforms, the atmosphere, etc which teachers can use in social studies teaching to ensure that students better understand the communities in which they live, gain knowledge, and have an appreciation in the value of those things.

3. Social and Cultural Resources: Social and Cultural Resources are man-made things like places, institutions, events, local traditions, customs, and beliefs, etc.

3.1. Historical Resources: Historical Resources refer to resources relevant to historical events, historical sites, ancient temples, museums, art galleries, etc.

3.2. Place Resources: Place Resources are the institutions relevant to the content of social studies curriculum such as government agencies, public works, creational resources, zoos, national parks, resource agencies, factories, laboratories etc.

3.3. Traditional and Cultural Resources: Traditional and Cultural Resources refer to things in the community such as the ways people in the local community live, households, community heritage, local wisdom, tradition, culture, customs, beliefs, etc.

### **1.3. Significance of Community Learning Resources**

The utilizing community resources in social studies instruction is the activities in which teachers should manage their teaching social studies in order to build the direct experiences upon students because learning in the classroom only is inadequate, instead, with the real world, they can directly see, hear, listen, ask questions, and practice by themselves, they will participate in learning content and understand more effectively. The local community provides many opportunities for the kind of involvement required. Whether to understand an issue or to reach or implement a decision, the students seek and analyze information, make predictions, develop conclusions, and act. Social action must come to be valued by the students through their guided involvement in the affairs of the community. There are numerous researchers mentioning their concepts relevant to the significance of community resources as follows:

Kenworthy (1962) mentioned that utilization of community resources is significant as follows:

1. The use of the local community should help to arouse the interest of students.
2. It should help them to learn social studies skills in realistic situations.
3. It should breathe life into what seems dead to them in the textbooks.
4. It should give them experiences in socialization while working together in small groups.
5. It should help in their vocational choices.
6. It should build good will for the school.
7. It should expose students to activities in which they can and should engage after graduation.

8. It should build in them an understanding of and an appreciation for their community.

9. It should instill in them a desire to further improve their local community.

10. It should add to their fund of useful knowledge.

Jarolimek (1971) mentioned that the resources of the local community make a vital and indispensable contribution to a modern program of social studies instruction. It is in the local community that the student is introduced to geographical concepts, to the problems of group living, to government in operation, to the production and distribution of goods and services, and to the rich historical heritage. The use of the community as a resource in social studies presents many opportunities for good teaching and learning. In most cases what the teacher and class do prior to and following the use of such a resource determines the extent to which it contributes to the attainment of desirable learning outcomes.

Kochhar (1975) claimed that the significance of community resources can enrich social studies instruction in ways more than one. To achieve the purposes of social studies, the children must become a real part of the community in which he lives, interact with it and contribute to it. To become an effective citizen, the children must become a responsible member of the community with civic attitudes and ideals compatible with the spirit of democracy. It gives students an opportunity to observe and sometimes to participate in basic human activities that characterize living in the social groups. Students can go almost everywhere under the careful guidance of the school and of the co-operating community groups-asking questions, gathering data and grouping information. They can investigate any phases of human activity in the community.

Kaltsounis (1987) claimed that community resources are considered as useful resources in the teaching-learning process. The community resources include everything in the community that can be used to illustrate a concept, generation, value, or human conflict. Such resources include every situation in which the students apply an intellectual or social skill, and every experience that allows them to express their feelings and clarify their values. There are four main reasons why community resources are valuable:

1. Teaching and learning become relevant because they are conducted through or are assisted by the children's experience.
2. The community provides excellent opportunities for social action and for the development of intellectual and social skills.
3. The school and the community grow closer together
4. The children learn more about the community and become involved in its affairs, and therefore may become better citizens than they otherwise would.

Savage & Armstrong (1987) stated that community resources are excellent laboratories for social studies instruction. Many universal social studies concept can be direct experiences. Community studies can help teachers establish the relevancy of social studies concepts for students' own lives.

Fischer (1999) pointed out that the importance of local communities as learning resources. Learning will be efficient when the community participates as learning resources, not only from experts, but also the members of family and local community. At the same time, community members also can learn from their children which can be a collaborative learning experience. First, the community members are encouraged in the activity themselves, and secondly, when the community members are challenged by children's questions, they have an opportunity to think more critically

about what they are doing and why. Therefore, effective community based learning resources exhibit greater educational benefits than classroom based learning. The learning process using community learning resources are the most important strategies to help students make a connection between the theory studied and knowledge gained in the classroom and application in the real world. Throughout these processes, students will have the opportunity to understand the content of things in their community relative to curriculum and implementation of social studies learning activities.

Utilizing community learning resources can help to arouse the interest of students, instill in them a desire to improve their local community further, help them to learn social skills in realistic situations, give them many socializing experiences while working together in groups, as well as community and societal participation skills. Linking school wide citizenship to the community providing student access to the community outside school is an important element in development of citizenship; they can develop themselves as lifelong learners because they can learn whatever and whenever in all situations that are the best opportunities for them to actively inquire knowledge and skills to potentially develop themselves.

From the review of the concepts of educators mentioned above, the researcher found that the significances of utilizing community learning resource for social studies instruction are as follows.

1. Change the learning environments by taking students to see realistic situations, real things, and real-life problems in their own community that are integrated with curricular requirements and involve higher-level thinking through reflection.



2. Stimulate a higher degree of student interest and enthusiasm for social studies than can be anticipated when books, films, and other stimulators of reality are used.

3. Help teachers organize their teaching activities of utilizing community learning for social studies instruction with lively learning environment in the real world.

4. Give students opportunities to participate actively in community activities and institutions, such as finding and solving problems in their local community by themselves.

5. Enable students to develop a variety of their skills in regards to collecting data, analyzing data, synthesizing data, and presenting data.

6. Encourage students to actively acquire knowledge and skills to develop their own potentials as lifelong learners.

7. Help students develop a positive attitude toward social action in their own community.

8. Establish a closer relationship between the school and the community.

#### **1.4. Using Community Learning Resources for Social Studies Instruction**

Community learning resources are used in a variety of ways to enhance students' learning process in social studies instruction. A variety of methods, utilizing community resources are as follows:

Walter (2001) suggested that some of the ways in which the community resources can be used in social studies classes:

1. Trips or excursions
2. Guest speakers who come to the classroom
3. Interviews with people in the community who supply needed data

4. Use of documentary and audio-visual materials from the community
5. Community surveys made by students

Kenworthy (1962) suggested that some of the ways in which the community resources can be used in social studies classes are:

1. Field trip to factories, businesses, labor unions, political party headquarters, churches, museums, etc.
2. For studies of community history
3. For interviews and polls on various topics
4. For studying of the community: its history, its people, social processes, occupations, health and welfare, transportation and communication, etc.
5. For resources personnel
6. For first-hand experiences in government by observing court proceedings, town council, clinics, hospitals, etc.
7. For providing resources for class work: books, records, pictures, government reports, budgets, etc.
8. For social service projects: community fund drives, social service centers, etc.
9. For exposing students to new types of experiences: such as concerts, plays, and other cultural activities.
10. For work experiences, as a means of trying out what the students think they want to do after graduation from high school or college.
11. For understanding the relation of community problems to world problems.
12. For experiences in working with adults

According to Jarolimek (1971) and Kochhar (1975), there are basically two ways in which the teacher may use the community resources. One method is to take the school to the community and the other method is to bring some portion of the community to the classroom.

#### I. Taking the school to the community

It is said that “The emotions of children are mostly reached not by words but by sights and sounds.” It is actually when they see the things, that they remember them. This is possible through field trips, surveys, camping, service projects etc.

1. Field Trips: Few Social Studies teaching programs are complete without a field trip. Field trips may be undertaken for securing information, changing attitudes, awaking interests, developing appreciations, promoting ideals, or enjoying a new experience. They can initiate a unit of study, they can be a part of the score of it or they can give it the finishing touch. They are a very good means of obtaining knowledge first hand, and confirming and supplementing second-hand knowledge. They are a means for sharpening observation, testing principles and doing everything which social studies requires.

2. Community surveys: Community surveys can provide excellent educational experience particularly to senior students. They are an organized and systematic method for an accurate determination of social or physical data.

3. School Camping: The camp, a classroom in the woods, is a part of the large community. The outdoor environment in and around the camp offer tremendous possibilities for true education. The opportunities to learn, work and play amidst the natural resources of the area stimulate interest and concern for the protection and wise use of the natural resources of the community. The drift to the city and the rapid tempo of modern living is creating a felt need for people in cities to find more

opportunities for roots in the soil, thus developing a closer relationship between human being begins and natural resources.

4. Community Service Projects: Sharing in community improvement programs can prove useful for the students and for the community. Service projects can be taken up by the students for civic welfare. Involving individual activity of an integrated mental, physical, emotional, spiritual nature, service projects results in genuine educational value to the students as well as in significant social value to society

## II. Bringing the Community to the School

The community can be brought to the school in a number of ways:

1. Inviting Resource Persons: Every community, no matter how small or isolated, has within it, a score of people with rich and varied backgrounds who can open doors to vivid learning experiences. The banker, the doctor, the engineer, the merchant, the artist, the municipal commissioner, the editor- all these and many more are a community's human resources which can be utilized by the enterprising teacher to enrich and utilize the school program. These distinguished persons can explain to students their own important role in the community and the services rendered by them to the community in different directions. This will create better understanding of many different types of people and will help students to identify themselves with other people and their problems. Inviting resource people provides an opportunity for developing social skills in real life situations like: letter writing, making introductions, receiving guests, carrying on conversations, listening attentively and leading discussions. In this way a resource person is a significant avenue of realistic life-centered education. Students realize that people as well as books are desirable sources of information and inspiration.

2. Parent Teacher Association: Parents Teacher Associations can cooperate in efforts to make the school a real community center, to locate and list resource visitors to the classroom, to assist with field trips and surveys and to develop the community program. Parents' participation in the school program is not only something generous to do for schools; it is also an intrinsically rewarding process to the students themselves. Parents will know what is going on in the school and what is expected of their children. Similarly the knowledge that the teachers work is appreciated by the students' parents gives the teachers much solace and comfort and inspires towards better and greater efforts. Thus parent-teacher associations may serve as important two-way channels of communication between the school and the community.

3. Social Service Activities: School maps can be made to be the center of social education. Bulletin Boards may be set up, containing daily news and other useful information about the local community in particular and the country in general. The school furniture, the rooms, the towns, the playgrounds, the school hall, the gymnasium and audio-visual aids may be freely lend to the adult community for the purposes of education and recreation.

4. Celebrations of Fairs, Festivals and National Days: Social studies can be very well taught with the help of fairs, festivals and national holidays to be celebrated in the community. Students are interested to know the significance of these social events. These opportunities provide extremely dynamic, interesting, and real life opportunities for learning. Celebration of the birthday and death day anniversaries of great people can familiarize students with the noble ideas and deeds of great people. Human Rights Day and Red Cross Day can develop international understanding and make the students understand the right of human beings all over the world.

Celebration of Children's Day will enable them to realize their own charter of rights. Observance of Social Education Day will show them the magnitude of literacy in the country. There are a number of local fairs and festivals which are celebrated in every locality. These can enlighten the students about the local traditions and local customs. Interesting talks may be arranged on holidays to celebrate these local fairs.

5. Arranging talks about national and international problems. Adults are interested in current problems of national and international interests. When such talks are arranged by the school authorities, members of the community may be cordially invited to listen and participate in the discussion.

6. Financial Aid by the Community members. Well-to-do members of the community can help the school enterprise financially too.

7. Local trades can provide apprenticeship to experiences to the students.

Vornleak Rathikanchalakorn (1982) stated that using learning resources in the community for instruction are done with various methods depending on instructors who choose the appropriate methods relevant to contents, teaching and learning process, and appreciated time allowed in instruction for students who can effectively gain the most knowledge.

Savage & Armstrong (1987) claimed that there are many ways to organize successful local-community studies programs. One approach is to plan for experiences related to (1) the community's history, (2) the community's present status, and (3) the community's future prospects.

1. Community's History: Studying community history is to begin a study of the local community.

1.1. The History Fair: it is a public event presented by one or more elementary teachers and their classes. Typically, the fair focuses on a theme. In

presentation for the event, teachers and students work hard to learn as much as they can about the theme. Based on their study, they identify a number of activities that might be displayed at the history fair to help the visitors better appreciate what life was like in earlier times.

1.2. Oral History: Sometimes it is convenient to gather information about life in the early days of a community by interviewing long-time residents. Students can be given tape recorders for gathering and organizing the information. A successful exercise of this type requires careful planning. First of all, a focus topic must be selected. Next, a list of common questions should be prepared. After the interviews, students need help to organize the information.

2. Community's Present Status: The present statuses of the local community help students to acquire two kinds of information. First, teachers give students a general understanding of the nature of their home community and how it may be similar to and different from other communities. Second, teachers help students grasp the point that communities are not randomly organized. Communities are physically arranged according to predictable pattern. Teachers use many approaches to introduce students to the nature of the local community. Two examples of what can be done are the community-use log exercise and the Yellow Pages activities.

2.1. The Community-Use Logs Exercises: The community-Use Logs Exercises helps students to grasp the point that life in a community involves the interaction among people and the functions and services are not uniformly placed throughout the community, but tend to be clustered in certain areas.

2.2. The Yellow Pages activity: The Yellow page activity, as the title suggests, requires the use of the Yellow page activity. It works best with students in the intermediate and upper elementary grade. These are the procedures to be followed:

2.2.1. Divide the class into groups of about five students each

2.2.2. Provide each group with an outline map of the local community.

2.2.3. Assign each group to look up the addresses of the examples of one service or function provided in the local community.

2.2.4. The member of each group will be asked to place a dot at each location.

2.2.5. When the groups have completed their task, as a representative from each group to transfer the information from the group map to a larger group map on the classroom wall.

3. Community's future prospects: Students are encouraged to comment on the changes and to speculate about the future changes as well. A more elaborate activity that some teachers have often used is referred to as the community-future day exercise. It involves many people from community and demands a good deal of teacher planning.

Michaelis (1988) claimed that the use of learning resources in the community is as follows:

#### 1. The community survey

In many social studies programs the community is the focus of study, and the topics chosen for study are determined by the curriculum and the maturity of the students. Topics can include:

Communication	Health services	Residences
Conservation	History	Resources
Ecology	Mass media	Sanitation services
Education	Museums and theaters	Social services



Ethnic groups	Occupations	Sports facilities
Future plans	Pollution	Transportation
Geography	Population	Urban renewal
Government	Recreation	Utilities

Many educational benefits can be gained from a community survey. As students conduct their survey-perhaps checking safety hazards, type and location of residence, housing conditions, the business and industrial sections, or museums-their observation skills are sharpened. As they talk with old-timers, business people, school workers, public officials, and other community workers, they improve their interview techniques. As they examine pictures, letters, newspapers, reports, and other local documents, they develop skills in content analysis.

## 2. Daily Experiences

Every day experiences in the community constitute one of the student's most valuable resources. As children see buildings under construction, watch changes in the reason, see workers in action, observe holiday and celebrations, enjoy radio and television, hear and discuss current events, buy articles in stores, use the transportation system, attend churches, and engage in a host of other activities, they make discoveries and are stimulated to raise questions. Afterwards teachers can capitalize on these experiences and use them in the social studies program.

## 3. Field Trips

There are many learning resources in the community that teachers can take students to visit such as factories, farming fields, museums etc. It takes time to travel from school to those learning resources. The field trip can be organized with one class or the whole school and for one hour, all day or during a weekend or public holiday.

Listed here are examples of study trips. As a substitute, videotapes can be made and used as needed.

Airport	Farms	Police station
Bakery	Firehouse	Post office
Bank	Historic homes	Sawmill
City hall	Library	Stores
Courtroom	Mission	Telephone exchange
Dairy	Museum	Television station
Ancient temples	Governmental institution	

Short informal walks taken in the immediate neighborhood are valuable study trips. Students may see a house being built, changes in the season, a neighborhood fire station or library, a historic home, soil erosion, or various people at work. Also useful are trips with parents to places in the community, especially when guided by questions raised in class. Informal walks and trips with parents require a minimum of organization and make students critical observers of their environment.

#### 4. Resource Persons

Community studies are enriched when fire fighters, police, journalists, and other workers are interviewed or meet with classes to discuss problems and questions. In units about foreign countries, individuals who are natives or have visited the country can share their experiences with the class. The showing of reality, pictures, and slides along with the discussion enhances the contributions of resource visitors.

Examples of resource persons to invite to classroom, or to videotape at work, are as follows:

Airport employees	House builders	Long-term residents
Authors	Industrial workers	Police

Business people	Lawyers	Social workers
City officials	Librarians	Traffic safety officer
Consuls of foreign	Merchants	Specialists
Nations	Musicians	Travelers

Interviewing resource persons: When a resource person cannot come to the school. When essential materials must be kept on the job, or when seeing the person in a working situation is more beneficial. A student or a small group can interview the person at work. Interviews require the same kind of planning as is needed for resource visitors.

Maxim (1999) claimed that community resources can be classified into major types: Resources person, who bring history to the classroom, and Field trips, which take students to the community for the purpose of the study.

1. Resource Persons. Resource persons are individuals within or outside the school who bring certain expertise, experience, skill, or knowledge to the classroom. Generally, students enjoy contacting with outside visitors and the interesting materials they have to share. Regardless of whether you choose a parent or the school custodian as a resource person, the key to success lies in the way you use the individual, merely having someone come into the school and talk with your students will not guarantee a successful experience,

2. Field Trip. The world outside the classroom is rich in potential learning experiences, too. By organizing trips into the community, students experience firsthand the quality of the field trip is directly related to the quality of your planning. A poorly planned field trip is worse than no field trip at all. Regardless, the challenge is to effectively use wherever you choose to go. One enterprising teacher, for example, took a trip to a local cemetery as a place for historical study. The teacher wrote that a

group of middle school students took a walk through their community with the intent of noticing and listening as many as interesting places as they could.

From the related literature review studies, the researcher can include that the utilization of community learning resources for social studies instruction as follows:

### **1. Taking the School to the Community**

The community learning resources can be utilized by the school in a number of ways:

1.1 Take the students to the community: In addition to bringing the community to the school to enrich lessons, students can be taken into the field to observe or to collect data.

1.1.1 Field Trip: The world outside the classroom provides students with firsthand experience.

1.1.2 School Camping: The outdoor activities are organized for the students to have a closer more direct relationship with nature and to observe the real world.

1.2 Give the students an assignment or project

1.2.1 Community Survey: Students are assigned to conduct a community survey for observation or interview to gather data, analyze data, synthesis data, and present the data.

1.2.2 Community Service Projects: Students have the opportunity to participate in serving their community and to share their knowledge with the community.

### **2. Bring the Community to the School**

The community learning resources can be brought to the school in a number of ways:

2. 1 Resource Persons: The persons who have knowledge and skills are invited to be guest speakers to enrich lessons:

2.1.1 Guest speaker from governmental organization.

2.1.2 Guest speakers from non-governmental organization.

2.1.2 Guest speaker from the local community.

2.2 Material and Cultural Resources: The materials, facilities, equipment, and local tradition and culture in the local community are brought into the classroom for social studies instruction.

2.2.1 Household facilities/ items. These materials can be used as teaching materials in the classroom.

2.2.2 Unique Local equipment: Unique local equipment also can be used as teaching material in the classroom.

2.2.3. Local culture and tradition: The local tradition, culture, customs, or beliefs are presented in the classrooms in order to engage students in their social studies and being proud of their valuable local community.

2.3 Exhibition and activities: The events and a variety of activities in their community are brought to display and take role play in their school;

2.3.1 Bulletin board exhibition: Students are provided the opportunity to bring local materials or local event announcements to display on the bulletin boards at schools.

2.3.2 Role play: Students are provided the opportunity to observe or study the ways of living and then they simulate those events to perform in the school.

2.3.3 Community Social Service: School places and a variety of activities can be arranged for everyone in the community for the purpose of education.

### 1.5. Evaluating on Students' Learning Outcomes

The Ministry of Education Thailand Act 2001 stipulated that measurement and evaluation are procedures to be used by instructors for learner quality development. Evaluation is the one of the issues of greatest concern to teachers, parents and students. The outcomes of these two activities are data and information concerning learners' development, progress and achievement, as well as useful data for promoting learners' full development potential. Classroom assessment serves at least two important purposes for effective teachers (Black & Willian, 1998). First, it provides information about the effectiveness of instruction. By gathering information before, during, and after instruction, teachers are able to plan and adapt instruction to better meet students' needs. Second, the information gained through assessment helps teachers make more accurate determinations about what an individual student has or has not learned and why. Thus, they can re-teach when appropriate, avoid unnecessary repetition, and help the student correct or modify misconceptions, errors, and inaccurate strategies.

Biggs & Telfer (1987) state that evaluation requires making a judgment, in terms of criteria, as to what constitutes good or poor learning. Evaluation may be associated with all three of the pre-stage, process and product stages of learning.

**Pre-stage:** Curriculum evaluation. This aspect suddenly becomes important when it is realized that the school will be developing their own curricula. There are two aspects: curriculum development and the evaluation of that curriculum to see how effective it is; and the evaluation of *students* in terms of the objectives in that curriculum. The first aspect is beyond our present concern; it is an issue in its own right, with a massive literature in each content area, to which the reader's attention will no doubt be drawn in other coursework. The second issue is the important one for present

purposes. When the state departments set the curricula, they in effect tell teachers what should be tested. Now teachers will have to decide what to teach, and hence what to evaluate.

**Process evaluation:** Evaluation usually refers to: (a) how well the learning outcomes match the curriculum (criterion-referenced), or (b) to how students compare with each other with respect to some measure of outcome. Both kinds of evaluation miss what many would consider to be an extremely important result of learning: *how the student has been changed by the learning experiences*. Helping students become more self-aware of their learning processes, and the aims of responsible self-direction and moral autonomy, refer to process outcome.

**Product:** Outcome evaluation. Outcome may be either cognitive or effective: how students think after a learning experience, and what they feel about that experience. The later aspect obviously says something important about the quality of the learning experience, and it is also likely to have a profound influence on how the task or related tasks are likely to be handled in the future.

Cognitive outcomes have been described in terms of the S-D (structure-to-data) ratio, thus emphasizing that outcomes are not only quantitative but also qualitative. The quantitative outcomes are 'horizontal' referring to *accretion* of knowledge; qualitative outcomes are 'vertical', referring to *understanding*. The curriculum objectives thus need to specify both the kinds of structuring (multistructural or relational), and the level of abstraction in the target mode.

White (1984) said that school tests measure understanding only in terms of problem solving, a concept that rapidly becomes quantitative: The more problems addressing a topic the student can solve, the more that student understand the topic. As White points out, however, concepts, whole disciplines, single elements of

knowledge, extensive communications, situations, and people, are all understood differently, entirely different methods of seeing that we do understand the domain in questions are used. For example, understanding situations is often done by interview, asking the students to predict, observe and explain the demonstration. The most appropriate methods of evaluating understanding in each context are qualitative and quantitative evaluation that focuses on accretion of knowledge in a multi-structural framework. One method of introducing qualitative differences in item selection in tests is the Bloom taxonomy (Bloom et al. 1956), which outlines six levels of response, ordered in increasing levels of quality:

1. Knowledge: rote reproduction of the correct response;
2. Comprehension: explaining the response in the student's work;
3. Application: applying the knowledge to a practical situation;
4. Analysis: isolating crucial components of the knowledge;
5. Synthesis: recombining elements to yield new knowledge;
6. Evaluation: applying higher order principles to test the worth of the new knowledge.

The Bloom taxonomy has mainly been used to guide the selection of items for a test; it is not suitable for evaluating the quality of a response to an open-ended item.

### **Types of Assessment: Formative versus summative**

A test is designed as an instrument for measuring educational outcomes; tests may take several forms, such as essay, multiple choice, interview, observation, etc.

Scriven (1967) introduced two terms to describe the different types of assessment.

**Formative assessment** refers to assessment conducted during the course of instruction. Such assessment provides feedback while it is still possible to influence



the instructional and learning process. Although student performance may be graded during formative assessment, the primary purpose is to provide feedback that can be used to plan or alter instruction. Formative assessment enables the teacher to form effective instruction and thereby improve students' performance. Formative assessment consists of both informal teachers' observations and samples of student work, including responses to teachers' questions or any work students might complete within a large unit of instruction. The feedback provided through formative assessment allows the teacher to adjust instruction and improve students' performance before a final assessment of learning is conducted.

**Summative assessment** is the term used to describe assessment conducted after instruction is completed. This type of assessment is used to make final judgments about a student's understanding. Its primary purpose is not to adapt instruction or to remedy learning deficiencies; rather, it attempts to summarize a student's achievement or progress, generally in the form of a grade or score. Summative assessment generally involves information gathered from examinations or other projects due at information *during* learning (formative), and to state some kind of standard that has been achieved *after* learning has been completed (summative).

Student strategies are very different if they perceive the function as formative as opposed to summative. The latter, for example, rewards students for concealing error, the former for revealing error.

The test scores may be determined in three different ways. Each way has its advantages:

Norm-referencing determines the scores in relation to other students' performance. This method has been traditionally used, ranking being the stereotypical example; other examples would include moderation procedures. Norm-referencing

maximizes the differences between students as the basis for expressing scores. When competition is the issue—as when scholarships or prizes are to be awarded—norm-referencing is quite appropriate. Often, however, it is used when the competitions are inappropriate.

Criterion-referencing ties the test score to a predetermined standard, as in a driving license: the candidate's performance does/does not meet the pre-set criterion, independently of how the other individuals perform. The criterion for deciding whether performance is adequate or not is determined in advance: on educational or reasonable grounds. Such grounds should be stated in the curriculum objectives, based on sound curriculum development.

Latent trait theory is a sophisticated method of combining the advantages of criterion and norm referencing. The statistics may be complicated but the theory is simple. A coherent set of test items is presumed to address a competency: a student's score on a test can be used to determine that individual's ability or competency, in units that are transferable across tests.

Necessary properties of a test are reliability and validity. Reliability refers to the stability of a score: the chances that a retest would produce the same answer. Whether or not that is so depends on the test itself, the way it is administered, and the test-taker (illness, nervousness at the same of testing).

Validity refers to whether or not the test measures what it is supposed to measure. The determination of validity is quite technical, requiring that scores be associated with an independent criterion. One area where tests may be reliable but invalid is distortion, where an irrelevant characteristic of the learner may distort the score, positively or negatively.

## **2. Social Studies Instruction and Cambodian Social Studies Curriculum**

### **2.1 Social Studies instruction**

The social studies can be understood by examining its goals, definitions, related terms, outlooks, ideologies, and approaches. Perceptions include those outlooks that are held by social studies educators regarding the best possible means for educating youth for their roles and responsibilities as citizens of their communities, the nation, and the world. Most educators agree that the social studies is the study of humankind from a multitude of perspectives. The term of social studies has been used as a label for a host of disciplines and approaches that focus on human activities. In most social studies, the study of history and its related social science disciplines educates youth about the society's heritage, customs, and traditions. In addition to these, social studies is also assigned the important task of socializing students for their responsibilities as citizens.

Dynneson, Gross, and Berson (2003) stated that teaching methods are usually determined by four important elements:

- 1) The characteristics of the content
- 2) Acceptable instructional practices
- 3) The nature of the instructional materials, and
- 4) The learning attributes of the students.

Social studies can be taught in a variety of settings inside and outside the classroom. It can be organized and presented as a separate subject or in combination with other subjects. Within the classroom, students can learn about social studies content in large and small groups or individually. Social studies can be studied in either a competitive or cooperative setting, but a cooperative social arrangement usually is preferred as being consistent with the values and goals of social studies.

Within the school setting, social studies can be taught within the classroom, library, or resource center. Outside school, social studies can be taught within the local community or in more distant places. Although the community and community service are considered powerful components of social studies, the most important place where social studies is learned is within the family. Social studies include several instructional program approaches that reflect various beliefs regarding how to solve problems associated with societal, child, and content needs. Content needs usually are addressed in a rationale (ideological position) statement on which the instruction is based, including the program approaches that will be emphasized throughout instruction. This statement describes what is important in teaching and is the basis for writing instructional objectives. Subsequently, the priorities of instruction are identified in the rationale statement, as are the important elements (concepts, skills, and values) and components of design (objectives, motivation, strategies and activities, and evaluation).

## **2.2. Cambodian Social Studies Curriculum**

In Cambodia, the Ministry of Education, Youth, and Sport Act of 1996 stipulates the goals of education in Cambodia are to develop people with a paralleled and balanced growth intellectually, spiritually, mentally and physically. It is aimed at ensuring the development of a dignified and educated people, with skills, experiences, morals, the spirit of tolerance, cooperation, solidarity, national unity and national consciousness, and respects for justice, laws, human rights, and environmental conservation awareness.

### **Lower Secondary Curriculum Purpose**

The goal of national education specifies that the roles of education in Cambodia are to develop a complete people with a paralleled and balanced growth

intellectually, spiritually, mentally and physically. Curriculum should, thus, guarantee sufficient education which enables students to attain knowledge, skills, attitudes, values, and efficiency in language communication as expected.

### **2.2.1 Social Studies Lower Secondary Curriculum**

The overall purpose of the studies of social studies at lower secondary level is to help students to acquire basic knowledge in general aspects of the social economy to become good citizens who love their nation, religion, king, humanity and the earth, and to be able to apply their knowledge and skills to social development. Social studies comprise history, geography, and morals-civics.

#### **History**

The purpose of the study of history at lower secondary level is to promote students' sense of patriotism and mutual tolerance, encourage them to think about the past, be able to evaluate social settings, and be aware of social differences. They take part actively in their natural development, analyze events, make criticism, and give their opinions and suggestions to solve social problems.

#### **Content Areas**

1. Definition of the word 'history': Historical materials, criteria's history, and benefit of history
2. Historical times: Time-eras and measurement of time.
3. Pre-history: Civilization in stone period, smooth period, and metal period.
4. World history: Ancient European and Asian countries
5. Regional History: Vietnam, Thailand and Laos
6. Cambodian history: Cambodian pre-history, before and after the Angkorian period.

## **Geography**

The purpose of the study of geography at lower secondary level is to make students have knowledge about human problems and environment, be well aware of their nation and other countries in the aspects of the nature, society and economy and take this knowledge as investment for participation in national development in the trend of current political economy of the world. After finishing this education, they:

- are aware of their county and natural aspects on the earth.
- are aware of general characteristics of our continent and some regions of the continents which have political and economic relationships with Cambodia.
- are aware of Cambodia and south-east Asian countries
- love the study and can make comparisons and do research and experiment from their knowledge of this subject area in order to make themselves become excellent citizens.

## **Content Areas**

1. Cambodia: General characteristics of Cambodia
2. People in hot weather:
3. People in cold climates:
4. People in bad climates:
5. Asia: General characteristics of Asia
6. South-East Asia: General characteristics of Laos and Burma
7. Eastern Asia: General characteristics of China, North Korea, and South Korea
8. Southern Asia: General characteristics of India
9. Study of geography of Cambodia: Natural conditions, social conditions, economy and environment
10. South-East Asian Countries

## **Morals-Civics**

The purpose of the study of Morals-Civics at lower secondary level is to educate students in honesty, justice, strong and serious character and responsibility for their actions, welfare and other people's benefit and national benefit.

### **Content Areas**

1. Promote strength of one's character
2. Increase one's potential
3. Improve relationships with other people
4. Improve one's family life
5. Promote sense of public spirit
6. Value culture and religion
7. Increase devotion to developing the nation

### **Upper Secondary Curriculum Purpose**

The purpose of upper secondary education is aimed at strengthening and expanding good personality, upgrading physical, mental and intellectual capacity of students, and also to ensure that students have access to and can make use of their knowledge and basic skills, have physical fitness, can solve problems, are willing to sacrifice, willing to study, and willing to work. They will become good people, conscious of human values and the values of national and international heritages, civilizations, democratic and scientific, who are also useful to the family and society. They can take up proper jobs; get secondary/ high level of professional training and further education. In addition, we must encourage freedom of thought and tolerance, and be able simultaneously develop skills, attitudes, values, creativity, social morals, and aesthetics. Meanwhile, they must take serious responsibility for their family

members, society, and participate in preserving the national and international environment.

### **2.2.2. Social Studies Upper Secondary Curriculum**

The overall purpose of the study of social studies at the upper secondary level is to help provide students with basic knowledge on general aspects of social economy, to live as good citizens who love their nation, religion, the king, love humanity and the earth, and be able to apply their knowledge and skills to social development. Social studies comprises of history, geography, morals-civics and economics.

#### **History**

The purpose of the study of history at upper secondary level is to promote students' sense of patriotism, cultivate mutual tolerance and solidarity between generations to one another, remind students about the experiences of past eras and be familiar with social evaluation, make students take part actively in their national development, to analyze events, to use their past experience for present and in preparation for the future, share their opinions for solving social problems, conduct further investigation to predict events, know how to live in the society, community and in the family, and can help to reduce social problems.

#### **Content Areas**

1. The history of the world: The ancient Greek, Roman, Egyptian civilizations, Ancient Indian and Chinese civilization. World War I and World War II and the ideologies of the twentieth century.
2. History of the region: The ancient Indonesian, Malaysian, and Mon- Khmer civilization, the social-economy of Southeast Asia.



3. The history of Cambodia: The Khmer civilization, The Cambodian socio-economy during both World Wars, Cambodia's Sangkum ReasNiyum of the twentieth century, Cambodia in the 1970s, 1980s, and 1990s of the 20<sup>th</sup> Century.

### **Geography**

The purpose of the study of geography at the upper secondary level is to enable students to have an even better understanding about the land, water and history of their nation. It is aimed at cultivating essential knowledge for attending the status of citizens for the outlook. At the same time, it helps students to expand basic merits of citizens for the construction and protection of the nation and humanity peacefully and democratically.

### **Content Areas**

1. Human activities and economics relationship versus geographical location: Industrial location, agricultural activities and major production regions, exploitation activities in the sea.
2. One world of contrasting sides: inequality of development of countries in the Northern and Southern Hemispheres.
3. The concepts of Economy: Currency and Money
4. Urban and rural areas: growth, employment and problems, management of rural areas and society.
5. Europe: European Union, France, Britain and Germany
6. Africa: General characteristics of Africa
7. Latin America: General characteristics of Latin America
8. Australia: General characteristics of Australia
9. Antarctica: General characteristics of Antarctica

10. General situation of Cambodia, geography, economic conditions, and different regions of Cambodia
11. The super power countries: Japan and The United States of America
12. The new industrialized countries in the Asia-Pacific Region; South Korea, Singapore, Taiwan, Kong Hong
13. The inter-benefiting religion: The globalization of exchange, commodity flow of the world, information and capital flow of the world, demography and tourist flow.

### **Morals-Civics**

The purpose of the study of Morals-Civics at the upper secondary level is to educate students in honesty, justice, strong and serious character and responsibility for their own actions, welfare and other people's benefit and nation and that of the nation and love peace.

### **Content Areas**

1. Promote strength of one's character
2. Increase one's potential
3. Improve relationships between individuals
4. Improve one's family life
5. Promote a sense of community and public spirit
6. Value the culture and religions
7. Increase devotion in developing the nation
8. Study human rights

### **Economics**

At grade 12, the study of Economics is part of the initial knowledge related to economic phenomena occurring in the society. These are simple basic issues for

students to understand, and to use as the basis for expanding and deepening their knowledge to solve daily problems with progressing improvement.

### **Content Areas**

1. The Introduction to Economics
2. Social Needs
3. Economic Production
4. Marketing
5. Material Production
6. The Economics of Demand
7. The Economics of Supply
8. Balance
9. Currency
10. Finance and Banks

### **3. Community Learning Resources in Kampong Thom Province**

Kampong Thom is located in the central part of Cambodia, 168 Km along the National Road 6 from Phnom Penh City. It shares borders with Kratie and Stung Treng Provinces in the east, Siem Reap Provinces in the west, Kampong Chhnang and Kampong Cham Provinces in the south and Preah Vihear Province in the north. The province covers an area of 942,466 sq. km and consists of 8 administration districts, 81 communes, and 737 villages (Phan Kamnap, 2003). There are a variety of learning resources in Kampong Thom Province.

The researcher studied community learning resources utilization for social studies instruction in two categories as follows:

**3.1. Natural Resources:** National Resources consisting of community forests in Sandan District, the Chinit River, and the Tonle Sap Lake in Baray District, Kampong Thom Province.

**3.2. Social and Cultural Resources:** Social and Cultural Resources consist of Prasat Sambo Preykuk Temple in Sambo District, and Entry Samak Vorak Pagoda in StoeungSen District, Kampong Thom Province

#### **4. Previous Research Studies**

##### 4.1. National Research Studies

Siriyupa Sakuntasathien's (2002) a research is entitled "The administration of the implementation of learning resources as related to the national education Act B.E.2542 of the secondary School under the department of general education in Nakhon Pathom province." The purposes of this research were 1) to study the levels of the administration of the implementation of learning resource centers as related to the National Education Act B.E. 2542, 2) to compare the administration of the implementation of learning resource centers based on personnel positions, school sizes and school locations, 3) to study the needs of the implementation of learning resource centers of the secondary school administrators by studying the learning resource centers including nature, persons, associations, places, institutes, units, technology, activities, cultures and traditions, based on the Deming Cycle, incorporating planning, doing, checking and acting. The research samplings were purposively stratified into random samplings and selected from 290 secondary school administrators, academic assistant directors and heads of departments. There were two sets of research instruments; the first was a set of questionnaires employing a five-scale rating method and the second was a structured interviewing form. The research findings were that aspects of the administration of the implementation of learning

resource centers as related to the National Education Act B.E. 2542 of the secondary schools under the Department of General Education in Nakhon Pathom Province were all at the moderate level. There was a significant difference on the opinions of school administrators and the heads of subject sections at the .05 level. Administration in the especially large schools differed significantly from the large, the medium, and the small ones at the .05 level. There was no significant difference on the administration of the learning resource centers of the schools located inside and outside of the municipality. All of the school administrators preferred implementation of 4 type of learning resource centers, namely the ones including nature, persons, associations, places, institutes, units and learning centers involving technologies, activities, cultures and traditions. They also preferred the implementation of school libraries and herbal gardens.

Jariya Lauchai's (2003) a research is entitled "A study utilizing the local community resources for teachers' teaching and learning management in secondary schools, Chumphon province." The purposes of the research were 1) to study the levels of learning community learning resources to facilitate in managing learning, 2) to study the problems arising while implementing and 3) to compare the opinions of the teachers towards them. It was divided into 5 aspects which are quantities of the teachers used, methods used, benefits in using those methods, and problems occurred in using those methods. The sample group consisted of 251 teachers teaching in secondary school levels in Chumphon Province. The 64 item questionnaires consisting of a 5-level rating scale were used as research instruments. The results were the amount of resources quantities used, styles and methods of using were at the average level, while the benefits of using aspect was at the highest level. Teachers who held bachelor or higher degrees, and 10 years over or less than 10 years

experiences in teaching used local community resources had no significant difference. The problems in using the resources ranged from high to low were distances from government and private resources, lacks of funding, too many contents in the course descriptions to use outside classroom resources, lack of resource information, limited of personnel and budget, too many students in the classroom, and lack of transportation to get to the resources. Communities lacked readiness to support schools and students both in budgeting and servicing for learning sources. Learning sources were limited. Moreover, they were not relevant to the course descriptions.

Dee Soongsawang's (2003) a research is entitled "The enhancement of knowledge seeking ability and attitude of elementary students in grade six by using learning process from resources in the community and nature." The purposes of this research were to study the enhancement of knowledge seeking ability and attitude of element students in grade six by using learning process from resources in the community and nature. The sample groups were 16 students in grade 6 in the academic year 2003 from Wat Hong Pathummawas School. The research instruments were learner's seeking ability, learner's seeking attitude form, learner's learning behavior observation, and learner's learning recording. The results were as follows:

- 1) The students' knowledge seeking ability by using learning process from resources in the community and nature was at high level of followed agreement in resource, learning plan, exchanged knowledge and opinions among friends in group, willing to actively work in team, respectfully paid attention to lectures and joined the activities which were planned.

- 2) The students' knowledge seeking attitude by using learning processes from resources in the community and nature was at high level of proper well-dresses, litter in rubbish bin, respectfully greeted and bid farewell to the lecturer and were interested

in learning. The students who used learning process from resources in the community and nature though that they had more chances to seek knowledge, work well in groups, enjoy activities, and gain valuable knowledge and experiences.

Siri Phonmakphek's (2003) a research is entitled "A study on the utilization of community learning resources for educational administration in primary schools under the primary education office Chumphon Province." The purposes of the research were to study on the utilization of community learning resources for educational administration in primary schools under the primary education office Chumphon Province and to compare teachers' opinions toward the state of utilization of community learning resources according to their experiences in teaching and attending the trains and seminars regarding community learning resources. The sample groups consisted of 290 teachers. The research instruments were questionnaires. The results of the research found that teachers' opinions on the quantity of using community learning resources for educational administration in primary schools under the primary education office Chumphon Province were at the middle level, meanwhile the methods of utilization of community learning resources were at high level. When comparing teaching experiences, they were statistically significant difference at the .05 level and when comparing experiences in attending trainings and seminars regarding community learning resources, they were overall statistically significant difference at the .05 level.

Sureerut Khunhuag's (2005) the research is entitled "Use of Community Resources in Teaching Social Studies, Religion and Culture Learning Substances at Grade Level 3 of Wat Ngew Thao Basic Education Institution, Samoeng District, Chiang Mai Province." The purpose of this study was to study how to implement local academic resources into the subjects of Social Science, Religion, and Culture for

the students in the third educational phrase (early secondary school) at Wat Ngu Tao Education Institute, Amphoe Samoeng, Chiang Mai Province. The samples for this study were 15 social-science teachers in the third educational phase. The tools used for this study were questionnaires. The results of the study revealed that:

1. Local academic resources had been implemented for the teaching of Social science, Religion, and Culture subject group in the third educational phrase by the Social-Science teachers for more than ten years as following.

1.1 For the subjects of Religion, Morals, and Ethics, the Social-Science teachers used temples as local academic resources the most. Wat Nga-Maeng was used the most for the teaching of standard subject 1.1, and Wat Ngu Tao was used the most for standard subjects 1.2 and 1.3.

1.2 For the subjects of Civil Duty, Culture, and Social Life, the Social-Science teachers mostly used the Mae-Sab Tambol Administration Organization for teaching both standard learning subjects.

1.3 For the subject of Economics, the Social-Science teachers used the Mae Tungting Model Farm in His Majesty the King's Initiatives the most frequently for both standard learning subjects.

1.4 For the subject of History, the Social-Science teachers used the Ngu-Tao community the most frequently as the local academic resource for all three standard learning subjects.

1.5 For the Geography subject, the Social-Science teachers used the watershed forest in Mae Saab District the most frequently for both standard learning subjects.

2. Regarding the method of utilization for the local academic resources in teaching of Social Science, Religion, and Culture to the students in the third educational phase, the Social-Science teachers mostly brought the students to participate in the



traditional and cultural activities within the communities. This applied to all of the subjects of Social Science, Religion, and Culture.

Pornchai Thungkanakorn's (2006) the research is entitled "Development of Learning Units on Community Occupation through Local Learning Resources for Prathom Suksa 6 Students." The purposes of this study were to develop and to use learning units through community occupation using local learning resources, and to study the consequences of using those learning units for Prathom Suksa 6 students. The sample groups of research were Prathom Suksa 6 students in the second semester of the 2005 academic year at Wat Pathueng Muengche School, Lamphun Educational Office Area 1. The instruments were questionnaires. The learning achievement test data were analyzed by computing mean and percentage, then compared with school set criterion of 70.00%, and students' opinions data were computed by using mean and standard deviation. The findings were as follows:

1. Two learning units on community occupation learning units through using local learning resources consisted of 13 lesson plans, which were effective and appropriate to the community.
2. After learning by learning units, the researcher found that student achievement scores were at the mean of 79.44%, which was beyond the school set criterion of 70.00%.
3. Students' opinions after learning through the units on community occupation through using local learning resources showed at a good level.

Raviporn Muneewan's (2005) the resource is entitled "A Learning Resources Utilization in Communities for Learning Management of Teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1". The objectives of this research were to study the learning resources utilization in

communities for learning management, problems and obstacles and to compare learning resources utilization in communities of Teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1 in four aspects; the quantities, the format, the methods and the benefits of the learning resources utilization in communities. The samples of this research were 338 teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1, in the 2005 academic year. The data collection instruments were the questionnaire with rating scale, check lists and opened questions. The reliability of the questionnaire was .8664. The data was analyzed by frequency, percentage, mean, and standard deviation. The hypotheses were tested by using t-test, F- test and the analysis of pair wise comparison between means by using Scheff's method.

The results of the research were:

1. The comparison of the learning resources utilization in communities for learning management of teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1, who differ in terms of academic degree, as a whole and for individual aspect, there was no difference in the learning resources utilization.

2. The comparison of the learning resources utilization in communities for learning management of teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1, who differ in terms of teaching experiences, as a whole and for individual aspect, there was no difference in the learning resources utilization.

3. The comparisons of the learning resources utilization in communities for learning management of teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1, who differ in terms of school

sizes, as a whole, there were statistically significant difference at the .05 level. When the analysis of pair wise comparison between means was considered, it was found that there was statistically significant differences at the .05 level between teachers in the small schools and those who work in the large and medium schools.

4. Problems and obstacles of utilizing learning resources of teachers in Basic Education Institution under the Office of Nakhon Si Thammarat Educational Service Area 1, were as follows: a lack of supporting in budget for learning resources utilization; there were too many contents in lessons that gave teachers having no time to go to learning resources outside of education institutions; there was no readiness in the information of personnel and budget ; too many learners; a lack of vehicles, the communities were not ready to assist the education institutions in financial support or services; and the learning resources were limited, not various and not in accordance with the learning contents.

#### 4.2. International Research Studies

Gardella (1995) the study is entitled “The effects of community Resources Based Law Curriculum upon the Attitudes and Knowledge of Senior High School Social studies Students”. The objectives were to study the effects of community resources Based Law Curriculum upon the Attitudes and Knowledge of Senior High School Social studies Students who were studying Law and Political science in the first semester. The samples for this study were 255 students from 2 schools. The experimental groups consisted of the 138 Senior High School students and controlled group consisted of 117 students. The instructional unit plans used for this study were 4 parts, 2 parts of knowledge and 2 parts of attitude.

The findings were as follows:

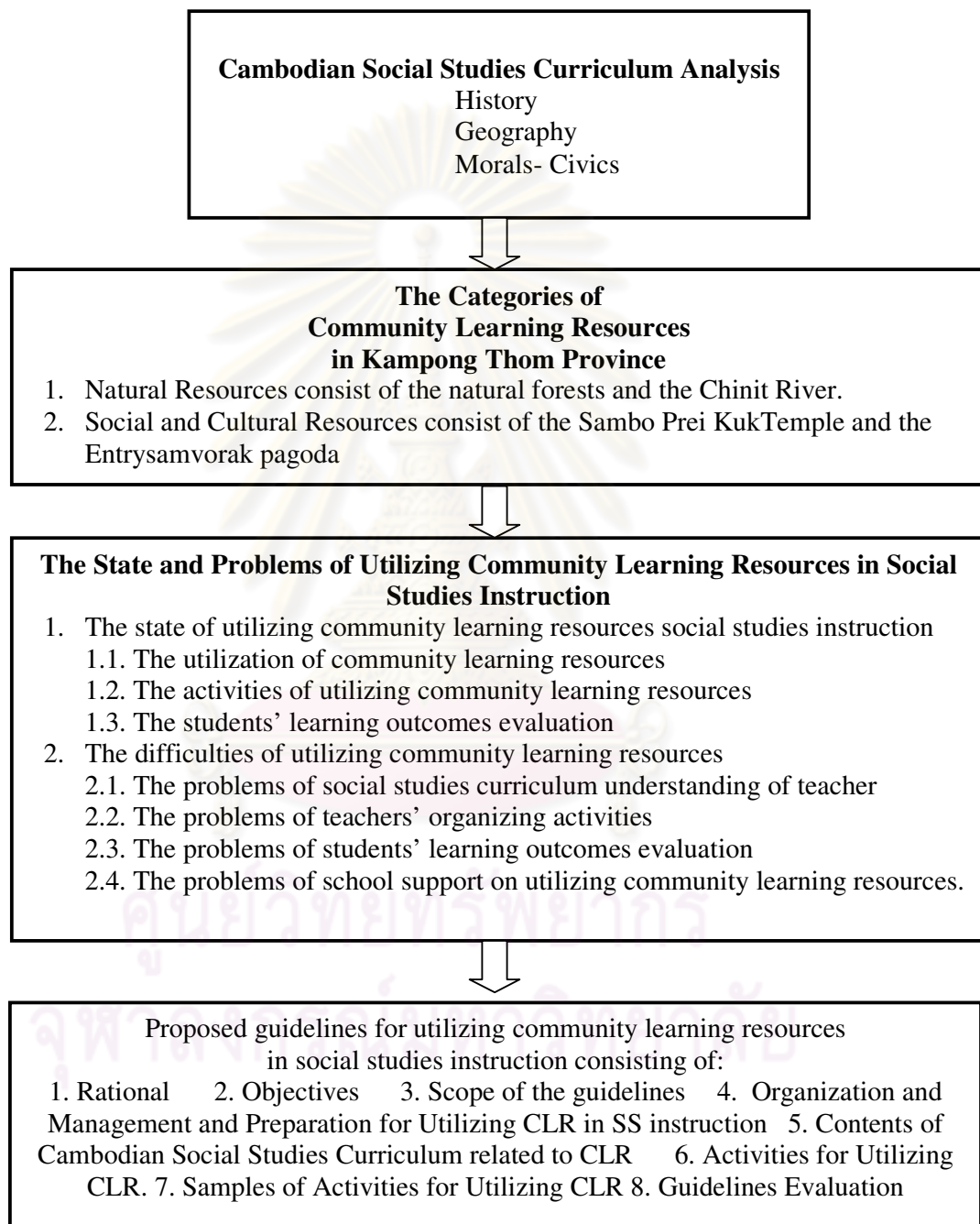
1. Students had more knowledge when they participated in learning by using community resources in the law subject.
2. Students gained more knowledge and better understanding of law and constitution when learning by real practice.
3. Students gained more knowledge of their local community knowledge and about law and political environment when they participated in community activities.

From the literature review, community learning resources are important resources that teachers can get a lot of benefits such as building excellent learning environment, motivating students to learn better in social studies, getting direct experiences in the world, developing intellectual and social skills and a positive attitude toward social action in society, and establishing closer relationship between the school and the community. Moreover, the students studying with community based learning resources are more active and understand better in their learning than students who did not participate. In terms of the effect on students' learning, students also learn how to solve problems in their community.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## Conceptual Framework

This thesis proposes the conceptual framework of guidelines for utilizing community learning resources in social studies instruction as follows:



*Figure 1: Proposed Conceptual Framework of Guidelines for Utilizing Community learning resources in Social Studies Instruction*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section describes how the research study was conducted. The following topics are discussed: literature review and related research, population and samples, research instruments, data collection, and data analysis.

#### **1. Literature Review and Related Research**

The study from documents, books, and related resources on:

- 1.1. Community learning resources, and utilizing community learning resources.
- 1.2. Social studies instruction.
- 1.3. Cambodian social studies curriculum and community learning resources in Kampong Thom Province.
- 1.4. Related research to construct research instruments.

#### **2. Population and Samples**

The population for this research study were 155 Cambodian social studies teachers from 19 High Schools in Kampong Thom Province. They were teaching history, geography, and morals-civics from grade 7 to grade 12 in the 2008-2009 academic years in secondary school (See table 3.1).

The samples for this research study consisted of 28 Cambodian secondary social studies teachers from 7 schools in Kampong Thom Provinces. The samples of this research study were selected purposively based on three characteristics: community learning resources concerning with contents of subject areas, schools located nearby those community learning resources, and social studies teachers who were teaching history, geography, and morals-civics.

### 1. The community learning resources

The target sites of the community learning resources are the Chinit River in Baray District, natural forest resources in Sandan District, Sambor Prei Kuk Temple in Sambor District, and Entrysamakvolak Pagoda in Stung Sen District in Kampong Thom Province. The natural forest resources and the Chinit River are concerning with the contents of geography; the Sambor Prei Kuk Temple is concerning with the contents of history; and the Entrysamakvolak Pagoda is concerning with the contents of morals-civics (See table 3.3).

### 2. The Schools

The 7 High Schools were selected from 19 High Schools in Kampong Thom Province depending on their locations near community learning resources. The Chea Sim Kampong Thmor and Kampong Thmor High Schools are located near the Chinit River, the Sandan High School high is located near the natural forest resources in Sandan District, The Kampong Chheuteal and Prasat Sambor High School are located near the Sambor Prei Kuk Temple, the Kampong Thom and Hun Sen Baliang High Schools are located near the Entrysamakvolak Pagoda (See table 3.3).

### 3. Social Studies Teachers

The 28 Cambodian secondary social studies teachers were selected from 77 social studies teachers of 7 High Schools in Kampong Thom Province, Cambodia: 5 geography teachers were selected from 16 social studies teachers at Chea Sim Kampong Thmor High School, 3 geography teachers were selected from 13 social studies teachers at Kampon Thmor High School, and 3 geography teachers were selected from 5 social studies teachers at Sandan High School. 3 history teachers were selected from 8 social studies teachers at Kampong Chheuteal High School and 1

history teachers were selected from 5 social studies teachers at Prasat Sambor High School. 8 morals-civics teachers were selected from 18 social studies teachers at Kampong Thom High School, and 5 morals-civics teachers were selected from 12 social studies teachers at Hun Sen Baliang High School (See table 3.2).

Table 3.1

*The number of high schools with social studies teachers in Kampong Thom Province, Cambodia in the academic 2008-2009 year:*

	High Schools	Number of Social Studies teachers
	Baray District	56
1	Baray High School	09
2	CheaSim KampongThmor High School	16
3	Krava High School	05
4	Hun Sen Sras BanTeay High School	05
5	Hun Sen Tankouk High School	11
6	Treal High School	10
	Kampong Svay District	15
7	Tbeng High School	09
8	Toul Kbel High School	06
	Prasat Balaing District	04
9	Prasat Balaing High School	04
	Prasat Sambor District	13
10	Kampong Chheuteal High School	08
11	Prasat Sambor High School	05
	Sandann District	05
12	Sandann High School	05



Table 3.1 (continued)

*The number of high schools and social studies teachers in Kampong Thom*

*Province, Cambodia in the academic 2008-2009 year:*

	High Schools	Number of Social Studies teachers
	Santouk District	20
13	KampongThmor High School	13
14	Tangkrasang High School	07
	Staung District	12
15	Chea Sim Balay High School	03
16	Hun Sen Rungroeung High School	02
17	Reaksmey Sorphorn High School	07
	Stung Sen District	30
18	KampongThom High School	18
19	Hun Sen Baliang High School	12
	Total	155

Table 3.2

*The sample schools and social studies teachers in Kampong Thom Province,*

*Cambodia:*

No	High Schools	Number of Social Studies teachers	Sample Group
1	CheaSim KampongThmor High School	16	05
2	KampongThmor High School	13	03
3	Sandann High	05	03
4	School Kampong Chheuteal High School	08	03

Table 3.2 (continued)

*The sample schools and social studies teachers in Kampong Thom Province, Cambodia:*

No	High Schools	Number of Social Studies teachers	Sample Group
5	Prasat Sambor High School	05	01
6	KampongThom High School	18	08
7	Hun Sen Baliang High School	12	05
Total		77	29

Table 3.3

*The subject areas relevant to community learning resources, the schools located near community learning resources, and the samples of the research:*

Subject Area	Learning Resources	High Schools	Sample Group
Geography	1. Chinit River Resources	1.CheaSim KampongThmor	05
		2.KampongThmor	03
	2. Natural Forest Resources	3.Sandann	03
<b>Sub total</b>			<b>11</b>
History	3. Sambor Prei kuk Temple	4.Kampong Chheuteal	03
		5.Prasat Sambor	01
<b>Sub total</b>			<b>04</b>
Morals-Civics	4. Entrysamakvolak Pagoda	6.KampongThom	08
		7.Hun Sen Baliang	06
<b>Sub total</b>			<b>14</b>
<b>03 subjects</b>	<b>04 learning resources</b>	<b>07 schools</b>	<b>28 teachers</b>

### **3. Research Instruments**

#### **3.1. Research Instruments Preparation**

The researcher has studied related documents, concepts of community learning resources, utilization of community learning resources, previous research studies, and the interview questions in which are similar to the research topic and then adjusted to the appropriate content of this research.

#### **3.2. Structure of Interview Form**

The structure of interview form consists of five sections:

**Section 1:** The background information of respondents.

**Section2:** The state of utilizing community learning resources in social studies instruction.

**Section 3:** The problems of utilizing community learning resources in social studies instruction.

**Section 4:** The solutions to the problems of utilizing community learning resources in social studies instruction.

**Section 5:** The respondents' needs and expectations to use the community learning resources in the future.

The researcher conducted the interview question items and then submitted to advisor to check for content accuracy.

#### **3.3. Content Validity of the Interview Question Items**

The content validity of the interview question items was evaluated by three experts in the field of teaching social studies and in the field of evaluation and assessment. These experts were asked to give comments on the items of interview question.

**Expert A** suggested to translate the meaning of research instrument from English to Khmer language should be referred to Cambodian context and the target community learning resources. After the consultation with the expert, one of the community learning resources, The Tonle Sap Great Lake, was cut off because it was located too far from the schools, so that it was rarely used in social studies instruction.

**Expert B** suggested that some specific words in term of research should be used clearly and the items should be improved to make the questions more understandable and easier to answer.

**Expert C** suggested that the form of questions for interview should be divided separately into each subject area: history, geography, and Morals- Civics in order to avoid confusion when the researcher used and also respondents would probably provide incorrect and accurate answers for this research. The researcher then adjusted some parts as the experts commented and improved to better understanding in contents and structures.

Based on the above criteria, the interview question items that were evaluated by three experts indicated that the interview question items were good in terms of content so that the question items were satisfactory to use in this research.

In conclusion, the overall question items were good, only a few parts of questions items needed to be modified.

### **3.4. Content Reliability of the Interview Question Items**

Research Instruments were used as a pilot study with five samples of teachers who taught geography at Kampong Thom and Hun Sen Baliang High School which were not the teachers in the samples of this research study. In conclusion, the overall question items were acceptable and understandable for interviewees to answer.

## **4. Data Collection**

The data collection for this research study was conducted using research instruments to interview 28 social studies teachers teaching subjects in the areas of: history, geography, and morals-civics in Kampong Thom Province. The procedure of data collections is as follows:

### **4.1. Permission**

4.1.1. The researcher asked permission from the graduate school of Chulalongkorn University to do research study at the high schools in Kampong Thom Province, Cambodia.

4.1.2. The researcher took this permission letter to contact with administrators of Provincial Department of Education, Youth and Sport of Kampong Thom Province, Cambodia to issue the permission letter to collect data of sample schools listed in the table 2.3.

### **4.2. Interviewing**

4.2.1. The researcher interviewed 28 social studies teachers by using the question items mentioned in the research instrument.

4.2.2. The researcher took notes and recorded the tap for what they responded on the topics and then the researcher organized the data for analysis.

4.2.3. The data collection took 25 days from September 10 to October 04, 2009.

### **4.3. Procedures on constructing and assessing the proposed guidelines**

With the findings of the state and problems of teachers who were utilizing community learning resources in social studies instruction, the researcher additionally studied from documents, books, and related researches to design the

guidelines for utilizing community learning resources in social studies instruction. The proposed guidelines were three experts in the field of social studies instruction and educational administration in order to ensure its appropriate contents and construct validity.

## **5. Data Analysis**

Research question 1 was on the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers in secondary schools. To respond to this question, the data obtained from the interviewees were analyzed using content analysis to understand further insight of state and problems of utilizing community learning resources in social studies instruction and descriptive statistics to find frequency and percentage.

Research question 2 was on the guidelines for Cambodian teachers to utilize community learning resources in social studies instruction secondary schools teachers. To find the answers to this question, the researcher proposed guidelines for utilizing community learning resources in social studies instruction depending on the state and problems of utilizing community learning resources of the teachers and documentary related to utilization of community learning resources. The proposed guidelines were three experts in the field of social studies instruction and educational administration in order to ensure its appropriate contents and construct validity.

Statistical Analysis: descriptive statistics were used to find frequency and percentage to analyze data.

## CHAPTER IV

### RESULTS ANALYSIS

This chapter presents the data collected from the interviewing with 28 social studies teachers who teach history, geography, and morals- civics of 7 high schools in Kampong Thom Province, Cambodia. The sample of this research study consisted of 28 social studies teachers to seek for the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers and to propose guidelines for utilizing community leaning resources in social studies instruction for Cambodia teachers. The qualitative findings of the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers consisted of the current status of social studies teachers, the utilization of community learning resources in social studies instruction that were the activities for utilizing community learning resources in social studies instruction and evaluation of students learning outcomes, the problems of utilizing community learning resources in social studies instruction and evaluation of students' learning outcomes, the solutions to the problems of teachers utilizing community learning resources in social studies instruction, and the social studies teachers' comments on the future utilization of community learning resources.

#### **Results of research question 1**

**Research question 1** – What are the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers?

This question explores the state and problem currently found in utilizing the community learning resources in social studies instruction of Cambodian teachers. To elaborately address this research question, the following aspects are discussed:

- The current status of social studies teachers
- The utilization of community learning resources in social studies instruction.
- The activities and evaluation of utilizing community learning resources in social studies instruction.
- The problems of utilizing community learning resources in social studies instruction and the problems of students' learning outcome evaluation.
- The solutions to the problems of utilizing community learning resources in social studies instruction, and the social studies teachers' comments on the future utilization of community learning resources.

### **Section1: The current status of social studies teachers**

In this study, the respondents were the 28 social studies teachers who were teaching in seven High Schools in Kampong Thom Province. The details of those teachers' current status and background information are shown in Table 4.1.

Table 4.1

*Current status and background information of the respondents*

Items	Frequencies (N=28)	Percentage
1. Gender		
1.1. Male	12	42.9
1.2. Female	16	57.1
2. Age		
2.1. 20-29 years	2	7.1
2.2. 30-39 years	19	67.9
2.3. 40-49 years	5	17.9



Table 4.1: (Continued)

*Current status and background information of the respondents*

Items	Frequencies (N=28)	Percentage
2.4. Over 50 years	2	7.1
3. Educational Level		
3.1. Associate Diploma	19	67.9
3.2. Bachelor Degree	9	32.1
4. Teaching Experiences		
4.1. 1-5 years	2	7.1
4.2. 6-10 years	0	0
4.3. 11-15 years	12	42.9
4.4. Over 16 years	14	50.0
5. Teaching Social Studies Experience		
5.1. 1-5 years	5	17.9
5.2. 6-10 years	2	7.1
5.3. 11-15 years	11	39.3
5.4. Over 16 years	10	35.7
6. Current Teaching Subject Area		
6.1. History	4	14.3
6.2. Geography	11	39.3
6.3. Morals- Civics	13	46.4
7. Teaching Grade Level		
7.1. Grade 7	5	17.9
7.2. Grade 8	5	17.9
7.3. Grade 9	7	25.0
7.4. Grade 10	2	7.1

Table 4.1: (Continued)

*Current status and background information of the respondents*

Items	Frequencies (N=28)	Percentage
7.5. Grade 11	2	7.1
7.6. Grade 12	7	25.0
8. No training on utilization of CLR in social studies instruction	28	100

As shown in table 4.1, the teachers who were interviewed in this study consisted of 28 teachers; 42.9 % were male teachers and another 57.1 % were female teachers. Regarding the ages of the teachers, it indicates that the majority of the teachers' age ranged between 30 and 39 years old (67.9%), while the minority of teachers' age fell between 20 and 29 years old. As further observed on the degree obtained, it was noticeably found that only 32.1 % of the teachers graduated with a bachelor degree while the remaining teachers hold associate diplomas. Most of the teachers were experienced teachers, and had been teaching in the field of social studies for more than ten years. Only 7.1% of the teachers had teaching social studies experience for less than five years.

It was also found that all teachers said that there were not training courses or seminars regarding utilizing community learning resources.

### **Section2: The utilization of community learning resources in social studies instruction**

The state of the utilization of community learning resources in social studies instruction include the ways of utilizing community learning resources in social studies instruction, the topics which teachers use as community learning resources,

and evaluating students' learning outcomes. The details of the state of utilizing community learning resources are discussed by each subject as follows:

### History

In teaching history to students, Sambor Prei kuk Temple was selected to be the sample of community learning resources in this study. The details of teachers utilizing community learning resources both in and out of schools are illustrated in the Table 4.2.

Table 4.2

*Frequencies and percentage of utilizing Sambor Preikuk Temple in history in instruction*

Items	Frequency (N=4)	Percentage
The utilizing Sambor Prei kuk Temple in history in instruction	4	100
1.The ways of utilizing Sambor Prei kuk Temple in history in instruction		
1.1. Explain subject content of history related to CLR in classroom	4	100
1.2. Assign additional homework	3	75
1.3. Field trip	2	50
2. The teachers used Sambor Prei Kuk Temple as learning resources in the topics of		
2.1. Chenla Period (Pre-Angkorian Period)	4	100
2.2. Ancient temple Conservation	2	50
3. Evaluating students' learning outcomes		
3.1. Written test	1	25
3.2. Written and oral test	1	25
3.3. Written and observation test	2	50

As shown in table 4.2, it is indicated that all teachers explained explain subject content of history related to Sambor Prei kuk Temple in history instruction in the classroom. 75% of the teachers assigned additional homework related to their community for students, while 50% of the teachers organized field trips.

With regards to the topics, all teachers utilized Sambor Prei kuk Temple as learning resources in the topics of the Chenla Period (Pre-Angkorian Period), and 50% of the teachers utilized Sambor Preykuk Temple as a learning resource in the topic of Ancient Temple Conservation.

Whereas the way to evaluate students' learning outcomes in the history subject, 50% of teachers assessed the students' learning outcomes by written and observation test, while 25% of the teachers assessed the students' learning outcomes by only written test and written and oral test.

### **Geography**

In teaching geography to students, the natural forest and the Chinit River were selected to be the sample of community learning resources in this study. The details of teachers utilized the community learning resources both in and out of school are illustrated in the Table 4.3.

Table 4.3

*Frequencies and percentage of utilizing the natural forest and Chinit River in geography instruction:*

Items	Frequency (N=11)	Percentage
The utilizing the natural forest and the Chinit River in geography instruction	11	100
1.The way of utilizing the natural forest and the Chinit River in geography instruction		
1.1. Explain subject content of geography related to CLR in classroom	9	81.8

Table 4.3 (continued)

*Frequencies and percentage of utilizing the natural forest and Chinit River in geography instruction:*

Items	Frequency (N=11)	Percentage
1.2. Assign additional homework	9	81.8
1.3. Field trip	2	18.2
2. The teachers used natural community forests and the Chinit River as learning resources in the topics of		
2.1. Utilization of natural resources	9	81.8
2.2. Benefits of natural resources	8	72.9
2.3. Environmental Conservation	5	45.6
3. Evaluating students' learning outcomes		
3.1. Written test	7	63.6
3.2. Written and oral test	1	9.1
3.3. Written and observation test	3	27.3

As shown in table 4.3, it is indicated that 81.8% of the teachers explained subject content of geography related to the natural forest and the Chinit River in geography instruction in the classrooms and assigned additional homework related to their community for students. 18.2 % of the teachers organized field trips.

With regards to the topics, 81.8% of the teachers utilized natural community forests and the Chint River as learning resources in the topics of utilization of natural resources, while 72.9% of the teachers utilized natural community forest and Chint River as learning resources in the topics of benefits of natural resources. 45.6% of teachers utilized natural community forests and the Chint River as learning resources in the topics of environmental conservation.

Whereas the way to evaluate the students' learning outcomes in geography subject, 63.6 % of teachers assessed the students' learning outcomes with a written test, while 27.3 % of the teachers assessed the students' learning outcomes with a written and observation test. 9.1 % of the teachers assessed the students' learning outcomes with a written and oral test.

### **Morals- civics**

In teaching morals-civics to students, the cultural place of Entrysamakvolak Pagoda was selected to be one community learning resources in this study. The details of teachers utilizing community learning resources are illustrated in the Table 4.4.

Table 4.4

*Frequencies and percentage of utilizing Entrysamakvolak Pagoda in morals- civics instruction:*

Items	Frequencies (N=13)	Percentage
The utilizing Entrysamakvolak Pagoda in morals-civics instruction	13	100
1.The way of utilizing Entrysamakvolak Pagoda in morals-civics instruction		
1.1. Explain subject content of morals-civics related to CLR in classroom in the classroom	9	69.2
1.2. Assign additional homework	8	61.5
1.3. Field trip	3	23.4
2. The teachers used Entrysamakvolak Pagoda as a learning resource in the topic of		
2.1. Religious education	10	76.9
2.2. Social moral education	8	61.5
2.3. Tradition and customs	2	15.4
2.4. Social issues	5	38.8
3. Evaluating students' learning outcomes		
3.1. Written test	8	61.5

Table 4.4 (continued)

*Frequencies and percentage of utilizing Entrysamakvolak Pagoda in morals- civics instruction:*

Items	Frequencies (N=13)	Percentage
3.2. Written and oral test	2	15.4
3.3. Written and observation test	3	23.4

As shown in table 4.4, it is indicated that 69.2% of the teachers explained subject content of morals-civics related to Entrysamakvolak Pagoda in morals-civics instruction in the classrooms, while 61.5% of the teachers assigned additional homework related to their community for students, 23.4% of the teachers organized field trips.

With regards to the topics, 76.9 of the teachers utilized Entrysamakvolak Pagoda as learning resources in the topics of religious education. 61.5% of teachers utilized Entrysamakvolak Pagoda as a learning resource in the topic of social moral education. 38.8% of teachers utilized Entrysamakvolak Pagoda as a learning resource in the topic of social issues. 15.4 % of the teachers utilized Entrysamakvolak Pagoda as learning resources in the topics of tradition and customs.

Whereas the way to evaluate the students' learning outcomes in the morals-civics subject was indicated that 61.5 % of the teachers assessed the students' learning outcomes with a written test. 23.4 % of the teachers assessed the students' learning outcomes with a written and observation test. 15.4 % of the teachers assessed the students' learning outcomes with a written and oral test.

### Section 3: The problems of utilizing community learning resources for social studies instruction

The problems shown in utilizing community learning resources were related to curriculum analysis, organization of effective classroom activities, students' learning, evaluation of students' learning outcomes, and support from the school regarding use of community learning resources. Similar to the previous section, the problems of utilizing community learning resources in the instruction of history, geography, and morals-civics are discussed.

#### History

In teaching history to students, the historical place of Sambor Prei Kuk Temple was selected to be a learning resource in this study. The details of the problems of teachers utilizing Sambor Prei Kuk Temple in history instruction are illustrated in the Table 4.5

Table 4.5

*Frequencies and percentages of problems of utilizing Sambor Prei Kuk temple in history instruction:*

Items	Frequency (N=4)	Percentage
The problems of teachers utilizing Sambor Prei Kuk Temple as learning resources in history instruction		
1. Curriculum understanding of teachers		
1.1. Difficult to link content of the lesson to Sambor Preykuk temple	4	100
1.2. Difficult to understand the content about Sambor Preykuk temple	2	50
1.3. Difficult to divide the time allocation to use Sambor Preykuk temple in teaching history.	2	50
2. Teachers' organizing activities of utilizing Sambor Preykuk Temple		
2.1. Short time to organize activities outside the class	4	100



Table 4.5 (continued)

*Frequencies and percentages of problems of utilizing Sambor Prei Kuk temple in history instruction:*

Items	Frequency (N=4)	Percentage
2.2. Do not know methods for organizing the activities	3	75
2.3. Large number of the students in the classroom for organizing the activities both in and outside the class	3	75
3. Students learning about community learning resources		
3.1. Students don't have experience to work as a team	2	50
3.2. Students are not interested in the topics	1	25
3.3. No prior experiences of students to utilize CLR in and outside the class	1	25
4. The evaluating students' learning outcomes		
4.1. Difficult to evaluate all aspects of students' learning outcome	2	50
5. School support on utilizing community learning resources		
5.1. School doesn't have any policies on utilizing CLR	4	100
5.2. School doesn't have any budget for utilizing CLR	4	100

As shown in table 4.5, it is indicated that the problems found in this study were related to five aspects.

In the aspects of curriculum understanding of teachers, all teachers found it difficult to link content of the lesson to Sambor Prei Kuk Temple. 50 % of the teachers found it difficult to understand the content about Sambor Prei Kuk temple and they found it difficult to divide the time allocation to use Sambor Prei kuk Temple in teaching history.

In the aspects of organizing activities of utilizing Sambor Prei Kuk Temple, it was found that all the teachers had a short amount of time to organize the activities outside the class. 75% of the teachers did not know methods for organizing the activities of utilizing Sambor Prei kuk Temple and they said that it was difficult to organize activities with large number of students in each classroom.

In the aspects of students themselves, it was found that 50 % of the teachers affirmed that students did not have experience in working as a team. 25 % of the teachers said that students were not interested in the topics and students did not have prior experiences to utilize CLR in and outside the class.

In the aspects of evaluating students' learning outcomes, 50% of the teachers found it difficult to evaluate all aspects of students' learning outcomes

In the aspects of school support, it was found that all teachers stated that schools did not have any policies to support the use of community learning resources and did not provide any budget for teachers to utilize Sambor Prei Kuk Temple in history instruction.

### **Ranking problems**

Table4.6

*Ranking the problems of utilizing Sambor Preykuk Temple in history instruction:*

1. Ranking problems ( The most to the least problematic)	1	2	3	4	5
1.1. Curriculum understanding of teachers	1	0	0	1	2
1.2. Teachers' organizing activities of utilizing Sambor Preykuk Temple learning resources	0	3	1	0	0
1.3. Students learning about Sambor Prei Kuk Temple learning resources	0	0	2	2	0
1.4. The evaluating students' learning outcomes	0	0	1	1	2
1.5. School support on utilizing Sambor Prei Kuk Temple learning resources	3	1	0	0	0

As shown in table 4.6, it is indicated that the most problems that teachers (3 out of 4 teachers) encountered in utilizing Sambor Prei Kuk temple in history instruction were no school support and the next problems (3 out of 4 teachers) were teachers' organizing activities for utilizing Sambor PreiKuk Temple in the instruction.

### **Geography**

In teaching geography to students, natural forests and the Chinit River resource were selected to be learning resource in this study. The details of the problems of teachers utilizing natural forests and the Chinit River in geography instruction are illustrated in the Table 4.7

Table4.7

*Frequencies and percentages of problems of utilizing natural forest resources and the Chinit River resource in geography instruction:*

Items	Frequency (N=11)	Percentage
The problems of teachers utilizing natural forests and the Chinit River in geography instruction	11	100
1. Curriculum understanding of teachers		
1.1. Difficult to understand the content about natural forest resources and the Chinit River	8	72.7
1.2. Difficult to link content of the lesson to natural forest resources and the Chinit River	3	27.3
1.3. Difficult to divide the time allocation to use natural forests and the Chinit River in geography instruction	2	18.2
2. Teachers' organizing activities of utilizing natural forests and the Chinit River		
2.1. Short time to organize activities outside the class	9	81.8
2.2. Do not know methods for organizing the activities	8	72.7
2.3. Large number of the students in the classroom for organizing the activities both in and outside the class	3	27.3
3. Students learning about natural forests and the Chinit River		

Table 4.7 (continued)

*Frequencies and percentages of problems of utilizing natural forest resources and the Chinit**River resource in geography instruction:*

Items	Frequency (N=11)	Percentage
3.1. Students don't have experience to work as a team	1	9.1
3.2. Students are not interested in topics	2	18.8
3.3. No prior experiences of students to utilize natural forest and Chinit River outside the class	5	45.5
4. The evaluating students' learning outcomes		
4.1. Difficult to evaluate all aspects of students' learning outcome	5	45.5
5. School support on utilizing community learning resources		
5.1. School doesn't have any policies on utilizing CLR	11	100
5.2. School doesn't have a budget for utilizing CLR	11	100

As shown in table 4.7, it is indicated that the problems found in this study were related to five aspects.

In the aspects of curriculum understanding of teachers, 72.7% of the teachers found it difficult to understand the content about natural forests and the Chinit River. 27.3 % of the teachers found it difficult to link content of the lesson to natural forests and the Chinit River in teaching geography. 18.2 % of teachers found it difficult to divide the time allocation to utilize natural forests and the Chinit River in geography instruction

In the aspects of organizing activities of utilizing natural forests and the Chinit River, 81.8 % of the teachers did not know methods for organizing the activities of utilizing natural forests and the Chinit River. 72.7 % of the teachers had short amount

of time to organize the activities outside the class. 27.3 % of the teachers found it difficult to organize activities with a large number of students in each classroom.

In the aspects of students themselves, it was found that 45.5 % of the teachers affirmed that students did not have prior experiences to utilize natural forests and the Chinit River outside the class. 18.8 % of the teachers said that students were not interest in the topics. 9.1 % of the teachers said that students did not have experience in working as a team.

In the aspects of evaluating students' learning outcomes, 45.5 % of the teachers found it difficult to evaluate all aspects of students' learning outcomes

In the aspects of school support, it was found that all teachers stated that the schools did not have any policies to support the use of natural forests and the Chinit River and did not provide any budget for teachers to utilize natural forests and the Chinit River in geography instruction.

### **Ranking problems**

Table 4.8

*Ranking the problems of utilizing natural resources and the Chinit River as resources in geography instruction:*

6. Ranking problems( The most to the least problematic)	1	2	3	4	5
6.1. Curriculum understanding of teachers	1	1	3	3	3
6.1. Curriculum understanding of teachers	1	1	3	3	3
6.2. Teachers' organizing activities of utilizing natural forests and the Chinit River learning resources	0	4	4	0	3
6.3. Students learning about natural forests and the Chinit River learning resources	2	1	1	3	4
6.4. The evaluating students' learning outcomes	1	1	3	2	4
6.5. School support on utilizing natural forests and the Chinit River learning resources	7	4	0	0	0

As shown in table 4.8, it is indicated that the most problems that teachers (7 out of 11 teachers) encountered in utilizing natural forests and the Chinit River resource in geography instruction were no school support and the next problems (4 out of 11 teachers) were teachers' organizing activities of utilizing natural forests and the Chinit River resource in geography instruction.

### **Morals- Civics**

In teaching morals-civics to students, Entrysamakvolak Pagoda was selected to be a learning resource in this study. The details of the problems of teachers utilizing Entrysamakvolak Pagoda in morals-civics instruction are illustrated in the Table 4.9

Table 4.9

*Frequencies and percentages of problems of utilizing Entrysamakvolak Pagoda as resources in morals- civics instruction:*

Items	Frequency (N=13)	Percentage
The problems of teachers utilizing Entrysamakvolak Pagoda in morals-civics	13	100
1. Curriculum understanding of teachers		
1.1. Difficult to understand the content about Entrysamakvolak Pagoda	11	84.6
1.2. Difficult to link content of the lesson to Entrysamakvolak Pagoda	3	23.4
1.3. Difficult to divide the time allocation to use Entrysamakvolak Pagoda in morals-civics	2	15.4
2. Teachers' organizing activities of utilizing Entrysamakvolak Pagoda		
2.1. Short time to organize activities outside the class	11	84.6
2.2. Do not know methods for organizing the activities	10	76.9
2.3. Large number of the students in the classroom for organizing the activities both in and outside the class	5	38.5
3. Students learning about Entrysamakvolak Pagoda		
3.1. Students don't have experience to work as team	5	38.5

Table 4.9 (continued)

*Frequencies and percentages of problems of utilizing Entrysamakvolak Pagoda as a resource in morals-civics instruction:*

Items	Frequency (N=13)	Percentage
3.2. Students are not interested in topics	3	23.4
3.3. No prior experiences of students to utilize Entrysamakvolak Pagoda outside the class	8	61.5
4. The evaluating students' learning outcomes		
4.1. Difficult to evaluate all aspects of students' learning outcome	8	61.5
5. School support on utilizing Entrysamakvolak Pagoda learning resources		
5.1. School doesn't have any policies on utilizing CLR	13	100
5.2. School doesn't have budget for utilizing CLR	13	100

As shown in table 4.9, it is indicated that the problems found in this study were related to five aspects.

In the aspects of curriculum understanding of teachers, 84.6 % of the teachers found it difficult to understand the content about Entrysamakvolak Pagoda in morals - civics instruction. 23.4 % of the teachers found it difficult to link content of the lesson to Entrysamakvolak Pagoda in morals-civics instruction. 15.4 % of teachers were difficult to divide the time allocation to utilize Entrysamakvolak Pagoda in morals-civics instruction.

In the aspects of organizing activities of utilizing Entrysamakvolak Pagoda in morals- civics instruction, it was found that 84.6 % of the teachers had a short amount of time to organize the activities outside the class. 76.9 % of the teachers did not know methods for organizing the activities of utilizing Entrysamakvolak Pagoda in

morals-civics instruction. 38.5 % of the teachers found it difficult to organize activities with large numbers of students in each classroom.

In the aspects of students themselves, it was found that 61.5 % of the teachers affirmed that students did not have prior experiences to utilize Entrysamakvolak Pagoda in morals- civics instruction outside the class. 38.5 % of the teachers said that students did not have experience in working as a team. 23.4 % of the teachers said that students were not interested in the topics.

In the aspects of evaluating students' learning outcomes, 61.5 % of the teachers found it difficult to evaluate all aspects of students' learning outcomes

In the aspects of school support, it was found that all teachers stated that schools did not have any policies to support the use of Entrysamakvolak Pagoda in morals-civics instruction and did not provide any budget for teachers to utilize Entrysamakvolak Pagoda in morals-civics instruction.

### **Ranking problems**

Table4.10

*Ranking the problems of utilizing Entrysamakvolak Pagoda resources in morals-civics instruction:*

6. Ranking problems ( The most to the least problematic)	1	2	3	4	5
6.1. Curriculum content understanding of teachers	0	1	2	4	6
6.2. Teachers' organizing activities of utilizing Entrysamakvolak Pagoda resources in morals-civics instruction	1	9	3	0	0
6.3. Students learning about Entrysamakvolak Pagoda resources in morals-civics instruction	0	0	3	5	5
6.4. The evaluating students' learning outcomes	0	1	5	4	3
6.5. School support on utilizing Entrysamakvolak Pagoda resources in morals-civics instruction	13	0	0	0	0



As shown in table 4.10, it is indicated that the most problems that all teachers encountered in utilizing Entrysamakvolak Pagoda resources in morals-civics instruction were no school support and the next problems (9 out of 13 teachers) were teachers' organizing activities for utilizing Entrysamakvolak Pagoda resources in morals-civics instruction.

#### **Section 4: Solutions to the problems in utilizing community learning resources in social studies instruction**

In order to respond to the problems and difficulties rose in the previous section, this section seeks for the solutions to the said problems. To give a clear picture of how to deal with the problems in utilizing community learning resources in social studies instruction, the findings of the solutions to each of the subject in social studies instruction are presented.

##### **History**

According to the data collected from the interview, the solutions to the problems which occurred in the history instruction could be summarized and divided into five aspects as illustrated in the following table 4.11.

Table 4.11

*Solutions to the problems of utilizing Sambor Prei Kuk Temple resource in History instruction:*

Items	Frequency (N=4)	Percentage
1. The solutions to curriculum content relative to Sambor Prei Kuk Temple resource		
1.1. Individual problem-solving of teacher	2	50
1.2. Share ideas and experiences in monthly subject area meeting	2	50
1.3. Present the problems to school and minister of education	4	100

Table 4.11 (continued)

*Solutions to the problems of utilizing Sambor Prei Kuk Temple resource in History**instruction:*

Items	Frequency (N=4)	Percentage
2. The solutions to teacher's organizing activities		
2.1. Further self study on organizing activities	3	75
2.3. No ideas for the problems to be solved	1	25
3. The solutions to students' learning about CLR		
3.1. Encourage students to study hard	4	100
3.2. Explain more on assigned topics for students to study	1	25
3.3. Give students the opportunities to study by themselves on their interesting topics.	3	75
4. The solutions to evaluating on students' learning outcome		
4.1. Written test	1	25
4.2. Written test and Oral test	1	25
4.3. Written test and Observation assessment	2	50
5. The solutions to School support on utilizing community learning resources		
5.1. Requested to school or ministry of education	2	50
5.4. No ideas for the problems to be solved	2	50

As shown in table 4.11, it is indicated that all of the teachers reported that they asked for help from the school and the Ministry of Education, Youth, and Sports. Likewise, 50% of the teachers said that in order to improve the teaching capability in teaching history, the teachers themselves had to do more self-research and hold a regular monthly meeting to share ideas and experiences.

With regards to the solutions to the problems in organizing classroom activities, 75% of the teachers still stressed the further research. They said that teachers themselves did further research on how to organize the classroom activities. And unexpectedly, 25% of the teachers reported they didn't have any idea for solutions to these problems because they considered these problems as normal things in their construction.

Whereas the solution related to students, all of the teachers reported that they continuously encouraged and motivated the students to study harder. Also 75% of the teachers said that they gave students the opportunities to study by themselves on their topics they are interested in for the content of the lesson. Additionally, 25% of the teachers said that they explained more on assigned topics for students to study.

Regarding the solutions to the evaluation to the students' learning outcome, 50% of the teachers said that they used written tests and observation assessment to assess students' learning outcome. Moreover, 25% of the teachers reported that they used written and oral tests, and written tests to assess students' learning outcome.

Lastly, to deal with problems concerning school policy, 50% of the teachers said that they requested to school and Ministry of Education, Youth, and Sport for support in the utilization of community learning resources in the history instruction and also teachers didn't have any idea for the problems to be solved because they considered these problems as normal things in their instruction.

## **Geography**

According to the data collected from the interview, the solutions to the problems which occurred in geography instruction could be summarized and divided into five aspects as illustrated in the following table 4.9.

Table 4.12

*Solutions to the problems of teachers utilizing natural forests and the Chinit River as resources in geography instruction:*

Items	Frequency (N=11)	Percentage
1. The solutions to curriculum content relative to natural forests and the Chinit River resources		
1.1. Individual problem-solving of teacher	6	54.5
1.2. Share ideas and experiences in monthly subject area meetings	4	36.4
1.3. Present the problems to the school and minister of education	4	36.4
2. The solutions to teacher's organizing activities		
2.1. Further self study on organizing activities	6	54.5
2.3. No ideas for the problems to be solved	7	63.6
3. The solutions to students' learning about CLR		
3.1. Encourage students to study hard	8	72.7
3.2. Explain more on assigned topics for students to study	3	27.3
3.3. Give students opportunities to study by themselves on interesting topics.	3	27.3
4. The solutions to evaluating on students' learning outcome		
4.1. Written test	8	72.7
4.2. Written test and Oral test	1	9.1
4.3. Written test and Observation assessment	2	18.2
5. The solutions to School support on utilizing community learning resources		
5.1. Requested to school or ministry of education	4	36.4
5.4. No ideas for the problems to be solved	7	63.6

As shown in table 4.12, it is indicated that 54.5% of the teachers reported that they were trying to solve by themselves, in order to improve their capability in

teaching geography, the teachers themselves had to do more self-research. Likewise, 36.4% of the teachers said that they asked for help from the school and the Ministry of Education, Youth, and Sports and held a regular monthly meeting to share ideas and experiences.

With regards to the solutions to the problems in organizing classroom activities, 54.5% of the teachers stressed further research. They said that teachers themselves did further research on how to organize the classroom activities. And unexpectedly, 63.6% of the teachers reported that they didn't have any ideas for solutions to these problems because they considered these problems as normal things in their construction.

Whereas the solution related to students, 72.7% of the teachers reported that they continuously encouraged and motivated the students to study harder. Likewise, 27.3% of the teachers said that they gave students the opportunities to study by themselves on their topics they are interested in for the content of the lesson and also explained more on assigned topics for students to study.

Regarding the solutions to the evaluation of students' learning outcome, 72.7% of the teachers said that they used written test, likewise, 18.2% of the teachers reported that they used written and observation assessment to assess students' learning outcome. Moreover, 9.1% of the teachers reported that they used written and oral tests to assess students' learning outcome.

Lastly, to deal with problems concerning school policy, 36.4% of the teachers said that they requested to the school and the Ministry of Education, Youth, and Sport for more support in utilization of community learning resources in the geography instruction. 63.6% of the teachers reported that they did not have any ideas how to

solve these problems to be solved because they considered these problems as normal things in their instruction.

### **Morals-Civics**

According to the data collected from the interview, the solutions to the problems which occurred in the morals-civics instruction could be summarized and divided into five aspects as illustrated in the following table 4.13.

Table 4.13

*Solutions to the problems teachers have in utilizing Entrysamakvolak Pagoda as a resource in morals- civics instruction:*

Items	Frequency (N=13)	Percentage
1. The solutions to curriculum content relative to Entrysamakvolak Pagoda resources		
1.1. Individual problem-solving of teacher	4	30.76
1.2. Share ideas and experiences in monthly subject area meetings	8	61.53
1.3. Present the problems to the school and minister of education	2	15.38
2. The solutions to teacher's organizing activities		
2.1. Further self study on organizing activities	8	61.53
2.3. No ideas for the problems to be solved	4	30.76
3. The solutions to students' learning about CLR		
3.1. Encourage students to study hard	11	84.61
3.2. Explain more on assigned topics for students to study	4	30.76
3.3. Give students the opportunities to study by themselves on their interesting topics.	4	30.76
4. The solutions to evaluating on students' learning outcome		
4.1. Written test	9	69.23
4.2. Written test and Oral test	2	15.38
4.3. Written test and Observation assessment	1	7.69

Table 4.13 (continued)

*Solutions to the problems teachers have in utilizing Entrysamakvolak Pagoda as a resource in morals- civics instruction:*

Items	Frequency (N=13)	Percentage
5. The solutions to School supporting on utilizing community learning resources		
5.1. Requested to school or ministry of education	7	53.84
5.4. No ideas for the problems to be solved	6	46.15

As shown in table 4.13, it is indicated that 61.53 % of the teachers said that they held a regular monthly meetings to share ideas and experiences, likewise, 30.76 % of the teachers said that in order to improve the teaching capability in teaching history, the teachers themselves had to do more self-research. Additionally, 15.38 % of the teachers reported that they asked for help from the school and the Ministry of Education, Youth, and Sports.

With regard to the solutions to the problems in organizing classroom activities, 61.53 % of the teachers said that teachers themselves did further research on how to organize classroom activities. And unexpectedly, 30.76 % of the teachers reported they did not have any ideas for solutions to these problems because they considered these problems as normal things in their construction.

Whereas with the solutions related to students, 84.61 % of the teachers reported that they continuously encouraged and motivated the students to study harder. 30.76 of the teachers said that they gave students the opportunities to study by themselves on their topics they are interested in for the content of the lesson and they explained more on assigned topics for students to study.

Regarding the solutions to the evaluation to the students' learning outcome, 69.23 % of the teachers said that they used written tests to assess students' learning outcome. Likewise, 15.38% of teachers said that they used written and oral tests. Additionally, 7.69 % of teachers reported that they used written tests and observation assessment to assess students' learning outcome.

Lastly, to deal with problems concerning the school policy, 53.84 % of the teachers said that they requested to the school and the Ministry of Education, Youth, and Sport for more support in the utilization of community learning resources in geography instruction. Moreover, 46.15 % of teachers said that teachers did not have any ideas to solve the problems to be solved because they considered these problems as normal things in their instruction.

### **Section 5: The respondents' comments on the expectation to use community learning resources in the future**

With the state, problems, and solutions raised in the previous section, this section asks for the comments on the expectation to use community learning resources in appropriate ways in the future and advantages of utilizing community learning resources in social studies instruction, the findings of the expectation to each of the subject in social studies instruction are presented.

#### **History**

According to data collected from the interview, the expectation of teachers to use community learning resources in history instruction could be summarized and divided into two aspects as illustrated in the following table 4.11.

Table 4.14

*The opened respondents' comments on utilizing community learning resources in history instruction*



Table 4.14 (continued)

*The opened respondents' comments on utilizing community learning resources in history instruction*

Items	Frequency (N=4)	Percentage
1. The utilizing community learning resources in social studies instruction		
1.1. Explain CLR in the classroom	4	100
1.2. Assign additional homework	4	100
1.3. Organize field trips	2	50
2. The advantages of utilizing community learning resources		
2.1. Build an excellent learning environment to stimulate students' interest in the topics	4	100
2.2. Get direct experiences in real situations outside of the school	3	75
2.3. Enable students to develop intellectual and social skills	2	50
2.4. Help students facilitate a positive attitude toward social action in society	1	25
2.5. Establish a closer relationship between the school and the community	1	25

As shown in table 4.14, it is indicated that all of the teachers suggested that in order to provide students with better understanding on the content of the history lessons, teachers should explain about community learning resources to the students in the class, and teachers also assigned additional homework related to their community for students by explaining all of the community-related topics as the clues. Therefore, 50% of the teachers also organized field trip to the real community as learning resources to students to strengthen their understanding.

With regards to the advantages of utilizing community learning resources, 100% of teachers thought that utilizing community learning resources would build an

excellent learning environment to stimulate students' interest in topic. Meanwhile, 75% of the teachers thought that students get direct experiences in real situations outside the school. 50% of the teachers thought that it enabled students to develop intellectual and social skills. 25% of the teachers thought that it helped students facilitate a positive attitude toward social action in society and established a closer relationship between the school and the community.

### Geography

According to the data collected from the interview, the expectation of teachers to use community learning resources in geography instruction could be summarized and divided into two aspects as illustrated in the following table 4.15

Table 4.15

*The opened respondents' comment on utilizing community learning resources in geography instruction*

Items	Frequency (N=11)	Percentage
1. The utilizing community learning resources in social studies instruction		
1.1. Explain CLR in the classroom	9	81.8
1.2. Assign additional homework	5	45.5
1.3. Organize field trips	6	54.5
2. The advantages of utilizing community learning resources		
2.1. Build an excellent learning environment to stimulate students' interest in topics	10	90.9
2.2. Get direct experiences in real situations outside of the school	9	81.8
2.3. Enable students to develop intellectual and social skills	6	54.5
2.4. Help students facilitate a positive attitude toward social action in society	5	45.5
2.5. Establish a closer relationship between the school and the community	4	36.4

As shown in table 4.15, it is indicated that 81.8 % of the teachers suggested that in order to provide students with a better understanding on the content of the geography lessons, teachers should explain about community learning resources to the students in the class. Likewise, 45.5 % of the teachers reported that they also assigned additional homework related to their community for students by explaining about all the community-related topics as the clues. Also, 54.5 % of the teachers also organized field trips to local community learning resources for students to strengthen their understanding.

With regards to the advantages of utilizing community learning resources, 90.9% of teachers thought that utilizing community learning resources would build an excellent learning environment to stimulate students' interest in topics. Meanwhile, 81.8% of the teachers thought that students get direct experiences in real situation outside the school, 54.5% of the teachers thought that it enabled students to develop intellectual and social skills, 45.5% of the teachers thought that it helped students facilitate a positive attitude toward social action in society and 36.4 of teachers thought that it established a closer relationship between the school and the community.

### **Morals-civics**

According to the data collected from the interview, the expectation of teachers to use community learning resources in morals-civics instruction could be summarized and divided into two aspects as illustrated in the following table 4.16

Table 4.16

*The opened respondents' comment on utilizing community learning resources in morals-civics*

Table 4.16 (continued)

*The opened respondents' comment on utilizing community learning resources in morals-civics*

Items	Frequencies (N=13)	Percentage
1. The utilizing community learning resources in social studies instruction		
1.1. Explain subject content of CLR in the classroom	9	64.3
1.2. Assign additional homework	6	42.9
1.3. Organize field trips	11	78.6
1.4. Invite guest speakers	4	28.6
2. The advantages of utilizing community learning resources		
2.1. Build an excellent learning environment to stimulate students' interest in topics	11	78.6
2.2. Get direct experiences in real situation outside of the school	12	85.7
2.3. Enable students to develop intellectual and social skills	7	50
2.4. Help students facilitate a positive attitude toward social action in society	3	23.4
2.5. Establish a closer relationship between the school and the community	3	23.4

As shown in table 4.16, it is indicated that 78.6 % of the teachers also organized field trips to local community learning resources for students to strengthen their understanding. Therefore, 64.3 % of the teachers suggested that in order to provide students with better understanding on the content of the morals-civics lessons, teachers should explain subject content of community learning resources to the students in the class. Likewise, 42.9 % of the teachers reported that they also assigned additional homework related to their community for students by explaining about all

the community related topics as the clues. Therefore, 28.6 % of teachers said that they suggested inviting guest speakers into class.

With regards to the advantages of utilizing community learning resources, 78.6% of teachers thought that utilizing community learning resources would build an excellent learning environment to stimulate students' interest in topic. Meanwhile, 85.7% of the teachers thought that students get direct experiences in real situations outside the school, 50% of the teachers thought that it enabled students to develop intellectual and social skills, 23.4% of the teachers thought that it helped students facilitate a positive attitude toward social action in society and 23.4 of teachers thought that it established a closer relationship between the school and the community.

### Summary

The findings of this research were summarized in the tables into two sections; the state of utilizing community learning resources in social studies instruction and the problems of utilizing community learning resources in social studies instruction.

### 1. The state of utilizing community learning resources in social studies instruction

Table 4.17

*The state of the ways of organizing activities for community learning resource:*

Subject	Learning Resources	Explain subject content in classroom	Assign additional homework	Organize field trips
Geography	1. Chinit River Resources	7	8	1
	2. Natural Forest Resources	2	1	1
History	3. Phasat Sambor Preykuk	4	3	2
Morals-civics	4. Entrysamakvolak Pagoda	9	8	3
Total		22(78.57%)	20(71.42%)	7(25%)

As shown in table 4.17, it is indicated that 78.57% of teachers explained subject content related to community learning resources in their classrooms. Likewise, 71.42% of teachers assigned additional homework related to their community to students. Additionally, 25 % of teachers also organized field trips. Teachers assessed their students learning outcomes through written tests, written and observation tests, and written and oral tests.

Table 4.18

*The state of evaluating students' learning outcomes in social studies instruction:*

Subject	Learning Resources	Written Tests	Written and Oral Tests	Written and Observation Tests
Geography	1. Chinit River Resources	7	1	3
	2. Natural Forest Resources			
History	3. Sambor Prei Kuk Temple	1	1	2
	4. Entrysamakvolak Pagoda	8	2	3
Total		16(57.14%)	4(14.28%)	8(28.57%)

As shown in table 4.18, it is indicated that 57.14% of the teachers used written tests to assess students' learning outcomes. 28.57% of the teachers used written and observation tests to assess students' learning outcomes. And 14.28% of the teachers used written and oral tests to assess students' learning outcomes.

## **2. The problems of utilizing community learning resources in social studies instruction**

Table 4.19

*The Problems of utilizing community learning resources in social studies instruction:*

Table 4.19 (continued)

*The Problems of utilizing community learning resources in social studies instruction:*

Subject	No School Policies	No School Budget Support	Methods for Organizing Activities	Short amount of time for Organizing Activities	CLR Understanding of teachers
History	4	4	3	4	2
Geography	11	11	9	8	8
Morals-civics	13	13	11	10	10
Total	28(100%)	28(100%)	23(82.14%)	22(78.57%)	22(78.57%)

As shown in table 4.17, it is indicated that all of the teachers reported that the schools neither had policies nor supported any budget for organizing activities in social studies instruction outside the class. Likewise, 82.14 % of teachers did not know methods for organizing the activities for effective utilizing community learning resources. 78.57% of the teachers had a short amount of time to organize the activities outside the class and teachers did not understand about the contents of those community learning resources. The teachers also encountered other problems such as the evaluating students' learning outcomes the students did not have prior experiences to learn about community learning resources.

Table 4.19 (continued)

*The Problems of utilizing community learning resources in social studies instruction*

Subject	Students learning about CLR	Evaluating students' learning outcomes
History	1	2
Geography	5	5
Morals-civics	8	8
Total	14(50%)	15(53.57%)

As shown in table 4.19, it is indicated that 53.57% of the teachers reported that they had a problem in evaluating students' learning outcomes. 50% of the teachers reported that students did not have prior experiences in learning about community learning resources.



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## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATION**

The research of the proposed guidelines for utilizing community learning resources in social studies instruction in secondary schools, the purposes of this study were to: 1) study the state and problems of utilizing community learning resources in social studies instruction of Cambodian teachers in secondary schools and 2) propose guidelines for Cambodian teachers to utilize community learning resources in social studies instruction teachers in secondary schools. The participants in this study were 28 social studies teachers who were teaching history, geography, and morals-civics at 7 high schools in Kampong Thom Province, Cambodia in the 2008-2009 academic years. The content analysis and descriptive statistics were used to find frequency and percentages to analyze data. The researcher proposed guidelines depending on the state and problems of utilizing community learning resources of the teachers and documentary related to utilization of community learning resources. The proposed guidelines were three experts in the field of social studies instruction and educational administration in order to ensure its appropriate contents and construct validity.

#### **CONCLUSION**

The findings of this study can be summarized into four main aspects: 1) the state of utilizing community learning resources in social studies instruction in Cambodian secondary schools and 2) problems of utilizing community learning resources in social studies instruction, 3) solutions for teachers to the problems in utilizing community learning resource in social studies instruction, and 4) respondents' comments on the expectation to use community learning resources in the future.

## **1. The state and problems of utilizing community learning resources in social studies instruction**

### **1.1. The state of utilizing community learning resources in social studies instruction**

The results derived from the current status of social studies teachers were found that 16 teachers are female, 19 teachers are range in age between 30 to 39 years old, 19 teachers graduated with associate diploma, 14 teachers have over 16 years of teaching experiences, and 11 teachers have between 11 and 15 years of social studies teaching experience.

In the ways of utilizing community learning resources in social studies instruction, it was found that most of the teachers explained subject content of community learning resources in their classrooms. Likewise, some teachers assigned additional homework related to their community for students. Additionally, a small number of teachers organized field trips. Besides, teachers assessed their students' learning outcomes through written tests, written and observation tests, and written and oral tests.

### **1.2. The problems of utilizing community learning resources in social studies instruction**

The results were found that all of the teachers reported that the schools neither had policies and nor supported any budget for organizing social studies instruction activities outside the class. Likewise, most of the teachers did not know methods for organizing the activities to effectively utilize the community learning resources. Teachers had a short amount of time to organize the activities outside the class. Additionally, teachers did not have clear understanding about the content of those community learning resources. Besides, teachers also encountered other problems

such as evaluation of students' learning outcomes and the students did not have prior experiences in learning about community learning resources.

### **1.3. The solutions to the problems of utilizing community learning resource in social studies instruction**

To solve the problems concerning school policies and school support for utilizing community learning resources in social studies, most of the teachers requested support from the schools and the Ministry of Education, Youth, and Sport. Some teachers had no ideas how to solve the problems because they considered these problems normal things in their instruction.

With regards to the methods for organizing the activities for utilizing community learning resources, most of the teachers were trying to do further research on how to organize the classroom activities by themselves, some teachers had no any idea for solutions to the problems because they considered these problems as normal things in their instruction.

Regarding the solution to the short amount of time for organizing activities outside of the class, most teachers suggested that the community learning resources should be explained in the class and the additional homework related to their community should be assigned for students instead of taking students out of school.

Concerning the solution to students' leaning, most of the teachers encouraged and motivated the students to study hard, some teachers gave plenty of opportunities for students to inquire about the topics they were interested in.

Regarding the solutions to the evaluation of students' learning outcomes, most of the teachers used written and observation tests, written tests, and written and oral tests to assess all aspects of students' knowledge, skills, and attitude.

#### **1.4. The respondents' comments on the expectation to use community learning resources in the future**

It was found that most of teachers suggested that the lesson related to community learning resources should be explained in the classroom, some teachers suggested that field trips should be organized for students to get direct experiences and assign additional homework should be assigned for students to work in a team, and a small number of the teachers suggested that guest speakers should be invited to share knowledge and experiences in the class.

With regards to the advantages of utilizing community learning resources, most of the teachers thought that utilizing community learning resources would build an excellent learning environment to stimulate students' interest in topics and get direct experiences in real situations outside the school. Some teachers thought that it would enable students to develop intellectual and social skills and help students facilitate a positive attitude toward social action in society, and a small number of the teachers thought that it would establish a closer relationship between the school and the community.

## **2. Proposed guidelines for utilizing community learning resources in social studies instruction**

### **Results of research question 2**

*Research question 2* – What are the proposed guidelines for utilizing community learning resources in social studies instruction for Cambodian teachers?

In Kampong Thom Province, Cambodia, there are rich in a variety of valuable learning resources such as natural resources, cultural and historical resources and resource persons in which enable social studies teachers to fruitfully benefit from these learning resources through taking the school to the community by organizing a

field trip to learning resources or bringing the community to the school by inviting guest speakers to come to the classroom to share their knowledge and experiences with the students. However, the research findings were indicated that the utilization of community learning resources in social studies instruction of Cambodian teachers was low effective due to most of the teachers explained the contents of subject related to community learning resources in the class and seldom organized the activities outside the class so that students did not have opportunity to get direct experiences in real world. In principles, community learning resources are used in a variety of ways to enhance students' learning process in social studies instruction through activities in and outside the class, therefore, there are basically two ways in which the teachers may use the community resources. One method is to take the school to the community and the other method is to bring some portion of the community to the classroom. The researcher studied the state and problems of utilizing community learning resources of Cambodian secondary teachers and additionally studied from documents, books, and related researches after that researcher proposed guidelines. The proposed guidelines were verified by three Cambodian experts in the field of social studies instruction and educational administration in order to ensure its appropriate contents and construct validity.

The guidelines consist of rational, objectives, scopes of the guidelines, organization and management, and preparation for utilizing community learning resources in social studies instruction, content of social studies curriculum related to community learning resources in Kampong Thom Province, activities for utilizing community learning resources, the samples of organizing activities for utilizing community learning resources in social studies instruction, and evaluation of guidelines. The details of the guidelines are presented as follows:

**2.1. Rational:**

The community learning resources can relate what goes on in school to actual life situation, needs, and problems, therefore, it can develop the kind of interest in school work that impels rather than compels students to come to school, teachers can use learning resources to clarify teaching and learning by making use of concrete, first-hand illustration and demonstration, otherwise, it can provide experience in planning, in problem-solving, and in critical group thinking, and also develop power of observation, of asking questions, of researching out information of seeing relationships. Additionally, community learning resources can provide for a combination of common learning and adjustment to problems and situations, differences in needs, and interests, and can place emphasis upon achieving good human relations and practicing them; moreover, the community learning resources can increase opportunities for understanding and practicing the responsibility involved in community citizenship that students can see evidence that it is possible for person of varied backgrounds, nationalities, religious faiths, and races to live and work together harmoniously. Likewise, social studies teachers need using community learning resources in a variety of activities to enhance students' learning outcomes responding to social need in recent global development.

**2.2. Objectives:**

The guidelines are aimed to propose the activities for social studies instruction in which consists of three subject areas: history, geography, and morals-civics using community learning resources both inside and outside of the classroom. Additionally it is to help Cambodian social studies teachers gain knowledge and experiences in organizing activities for utilizing the learning resources in their own community for more effective social studies instruction.

### **2.3. Scope of the Guidelines**

The scope of the guidelines is used for social studies teachers teaching the subjects areas of history, geography, and morals-civics in the secondary schools who utilize community learning resources in Kampong Thom Province, Cambodia.

### **2.4. Organization and Management of Utilization of Community Learning Resources in Social Studies Instruction**

Planning instruction is so important to the success of students, so that social studies teachers should know how to organize and manage their teaching and learning process well. The organization of utilizing community learning resources should be consistent with ministry's policy, based on Cambodian social studies curriculum related to community learning resources and based on a variety of ways to enhance students' learning process in social studies instruction through activities in and outside the class. The teachers should consider as a core planning for the utilizing community learning resources which are basically ways how teachers take the school to the community and bring the community to the school. For management of utilizing community learning resources, teachers should plan materials, activities, and students for their social studies instruction. The materials planning consisting of fact sheet, activity sheet, evaluation sheet, and vehicles for the teachers and students. The activities planning consists of two ways of activities for utilizing community learning resources: taking the school to the community and bringing the community to the class that teachers should select the best appropriate activities for their instruction, for instance, organizing a trip into the community can enable students to get firsthand experience in real world such as historical site, natural resources, etc., and inviting guest speakers into the class can get student have a chance to share their knowledge and experiences with guest speakers. Also teachers should reserve other activities in

case situations change. For students, teachers should consider students as explorers, observers, and participants in their potential development by themselves, teachers as facilitators; thus, every activity should be organized to meet to the goals. Finally, teachers must evaluate students learning outcomes and their teaching to get feedback and improve for the next instructional management.

## **2.5. Preparation for Utilizing Community Learning Resources in Social Studies Instruction**

The preparation of teaching is a complex task requiring the development of knowledge and essential teaching skills, as well as preparation of teachers in their instruction to captivate the interest of students and motivate them to learn. The preparation for utilizing community learning resources in social studies instruction is presented as following:

### **2.5.1. Content Knowledge of Community Learning Resources**

Many people assume all teachers really need to be effective teacher is an understanding of content. It is simple a matter of telling others what teacher knows. Teachers should have broad knowledge of community learning resources they will teach because it is necessary for teacher to organize activities in advance. Teachers must have a strong background in the subjects related to their specialty area that they can search from documents, primary sources, person who knows about learning resources or technological media. Teachers should understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline they teach, additionally teachers know how to apply information from their discipline to real-world situations. Moreover, it is necessary that teachers understand the ways in which their teaching area connects to the broad curriculum that links



between the grades or subject they teach and what comes before and after their course or grade related to disciplinary knowledge to other subject areas.

#### 2.5.2. Organizing Activities for Utilizing Community Learning Resource

Learning resources should be generally extended beyond the concept contained in the textbook and should be correlated with the unit objectives. Once teacher has determined the topics, sequence, and time for each topic, teacher must develop specific instructional objectives that relate to the selected content. Learning activities teacher selected must then be identified that will support the unit. Teacher needs to choose the learning activities carefully to ensure that the objectives can be met. In addition, teacher should group the unit objectives and activities into the plan for implementation. Selecting of activities and grouping of the unit objectives and activities require teacher to decide how best to accomplish the planned goals. If teacher intends to illuminate the Sambor Prei Kuk Temple, teacher might plan a variety of activities, such as having students read about the Sambor Prei Kuk Temple history in the text books, showing a film about Sambor Prei Kuk Temple, or taking a trip to Sambor Prei Kuk Temple to observe or gather information. These are all decisions teacher needs to make early in the planning process to allow time for arranging these activities.

Planning for instructional materials of teacher is an important part of the entire planning process. Teacher needs to investigate the community for possible learning resources and materials. A field trip to a learning resource may be problematic if the nearest resource is several kilometers away and teacher has failed to contact the learning resource or to arrange for permissions and transportation. As teacher plans for learning resources or instructional materials, it is a good idea to keep a notebook or journal of available materials and resources. Teacher should select the

appropriate an appropriate activity in amount of a variety of activities for utilizing community learning resources in social studies instruction. Before organizing activities for social studies instruction, teacher should consider that the learning resources that teacher should choose must relate to the content of curriculum. Meanwhile, teacher should clearly know the time allocation and the number of students who participate because they can effect to organize activities or control. Therefore, teacher should prepare budget and materials for instructional activities. Actually, selecting the activities is only the beginning in planning for instruction. Teacher must clarify the purpose and instructional intent: Teacher must decide exactly what teacher wants students to learn, how they will learn it, and how teacher will know they have learned.

### 2.5.3. Evaluation of Students' Learning Outcomes

Evaluation is a vital part of the instructional process. Evaluation must be conducted to determine whether students are learning, to gauge the appropriateness of the instruction for students, to identify what must be re-taught, to ensure proper placement of individual student within instruction, and to make sure that state guidelines for achievement have been met. Essentially, it provides not only information about student achievement but also information that can be used in future instruction planning. The teacher's professional role and responsibilities for student assessment may be described in three different types of evaluation: pretest, formative test, and posttest (summative test) as followings:

2.5.3.1. Pretest evaluation provides valuable information to teachers about the knowledge, attitudes, and skills of students. The results will assist the teachers in planning effective lessons in terms of appropriate activities and the level and pace of

class instruction. Pretest evaluation can be based on teacher-made tests, standardized tests, or observational techniques.

#### Activities Occurring Prior to Instruction

- a) Understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains subject areas;
- b) Understanding students' motivations and their interests in specific class content;
- c) Clarifying and articulating the performance outcomes expected of pupils; and
- d) Planning instruction for individuals or groups of students.

2.5.3.2. Formative evaluation is carried out during instruction to provide feedback on students' progress and learning. It is used in monitoring instruction and promoting learning. Formative evaluation is also diagnostic in that it provides information about the strengths and weaknesses of students. The results obtained from formative evaluation are used to adjust or revise the instruction.

#### Activities Occurring During Instruction

- a) Monitoring students progress toward instructional goals;
- b) Identifying gains and difficulties students are experiencing in learning and performing;
- c) Adjusting instruction;
- d) Giving contingent, specific, and credible praise and feedback;
- e) Motivating students to learn; and
- f) Judging the extent of student attainment of instructional outcomes.

2.5.3.3. Post evaluation is used for determining student achievement and for judging teaching success. Post evaluation provides an account of students'

performances. It is usually based upon test scores and written work related to cognitive knowledge and rarely addresses such areas of learning as values, attitudes, and motor performance.

Activities occurring After the Appropriate Instructional Segment (e.g. lesson, class, semester, grade)

- a) Describing the extent to which each student has attained both short- and long-term instructional goals;
- b) Communicating strengths and weaknesses based on assessment results to students, and parents or guardians;
- c) Recording and reporting assessment results for school-level analysis, evaluation, and decision-making;
- d) Analyzing assessment information gathered before and during instruction to understand each student's progress to date and to inform future instructional planning;
- e) Evaluating the effectiveness of instruction; and
- f) Evaluating the effectiveness of the curriculum and materials in use.

Most evaluations will require the construction of specific measurement instruments such as tests, rating forms, interview schedules, or questionnaires. The methodological rigor with which the instruments are constructed and administered affects the reliability, validity, and cost of the evaluation. It is also necessary to choose measurement methods that are feasible in terms of technical possibilities and of available resources. For evaluating students' learning outcomes for utilizing community learning resources in social studies instruction, teachers should assess all aspects of students; knowledge, skills, and attitude through various forms of test such as rating forms, questionnaires, exercises, test, writing report, written tests, oral

examinations, etc so that teachers can determine the different aspects of students through students' task in terms of the accuracy of contents and students' learning process such as planning, process, and performances of their work. The students' attitude toward their interest on study are evaluated by asking questions, questionnaires, interviews, or writing about their opinions to satisfy toward teaching and learning about community learning resources.

In summary, teachers require the development of knowledge and essential teaching skills, as well as continuous professional growth. To effectively utilize community learning resources in social studies, firstly, teachers must analyze the contents of social studies curriculum to see that which unit is related to community learning resources. Secondly, teachers should try to know more about those learning resources. Thirdly, teachers need to know the methods for organizing activities of utilizing community learning resources in social studies instruction for the students. Fourthly, teachers have to guide the plans of activities into implementation. Finally, teachers also prepare the evaluate form to assess students' learning outcomes and then, teachers reflect the feedback to develop their better instruction in the next time. Also, teachers strive to improve their knowledge and skills in instruction while working to make significant contributions to the school and community.

## 2.6. The Contents of Social Studies Curriculum Related to Community Learning Resources in Kampong Thom Province, Cambodia.

Social Studies Curriculum Related to CLR	Person Resources	Place Resources	Materials and Cultural Resources
<b>1. History</b>			
Cambodian Pre- History: Describing Living life of people in Cambodian Pre-History	Officers of Provincial Department of Fine and Art, Kampong Thom, Province		
Kingdom of Chenla (Pre-Angkorian History) : The reign of King IsanavarmanI (AD 616- 635) in the 7 <sup>th</sup> century		Sambor Prei Kuk Temple: Cultural and historical site, old capital named Isanapura and a religious center for the worship of Shiva Brahmanism	
Cambodian Ancient Civilization: Describing about culture and civilization in Khmer Ancient		Prasat Kok Rokar Temple: Sandstone and laterite in Khleung	

Social Studies Curriculum Related to CLR	Person Resources	Place Resources	Material and Cultural Resources
		<p>style at the end of 11th century during the reign of king Suryavarman I to dedicate to Siva.</p> <p>Prasat Andet Temple: The reign of king Jayavarman I to dedicate to God Hirihara</p>	
Khmer Heritage Conservation	Archaeologist working in Sambor Prei Kuk Temple		Local Ancient Materials from Villages
Cambodia under French colony		Old buildings left from French colony in Kampong Town	

Social Studies Curriculum Related to CLR	Person Resources	Place Resources	Material and Cultural Resources
<b>2. Geography</b>			
Physical Geography of Cambodia Natural Geography in Cambodia Landform of Cambodia Waterway in Cambodia		Tonle Sap Lake San Tuk Mountain Reung Mountain Stung Sen River	Maps of Kampong Thom Province.
Human and Political Geography of Cambodia Population/ Density of People Politics of Cambodia Khmer Culture and Tradition	Officers from Provincial Department Plan and Statistics	Villages	Statistics Data Religious Ceremony Local ceremony Customs
Economic Geography of Cambodia Agriculture of Cambodian General Agriculture/ Kinds of Agriculture	-Officers from Provincial Department Fishery and Agriculture/ Local Farmers	Field Rice	Agricultural Traditional Equipments of Local Farmers,



Social Studies Curriculum Related to CLR	Person Resources	Place Resources	Material and Cultural Resources
Environment of Cambodia Roles of forest Deforestation/ Causes of cutting the trees Impact of deforestation Water Pollution Land Pollution Air Pollution Waste	-Officers from Provincial Department of Environment -Villagers -Staff from NGO	Community Natural Forest Stung Sen , Steung and Chinit River Tonle Sap Lake Field Rice Villages	Maps Pictures Graphics Materials
<b>3. Moral Civics</b>			
Self-esteem Self Weakness/Self Strength Personal Development	Psychologists: Provincial Department of Social Development	Villager's House	

<b>Social Studies Curriculum Related to CLR</b>	<b>Person Resources</b>	<b>Place Resources</b>	<b>Material and Cultural Resources</b>
Self Evaluation Interpersonal Interaction Responsibility of family Gender Discrimination	Students' Parents Non-organizations		
Foundational Health Care	Doctors Local Health Person	Health Center	
Social Participation National Development Community Participation		Non- organization (Orphan center) Community Community Association Centers	Local Craft Products
National Culture and Civilization Religious Education/ Buddhism Culture and Faith	Monks Religious Leaders	Pagoda	Local Believes Leung Nak Ta Phachorn Arak

## **2.7. The Activities for Utilization of Community Learning Resources in Social Studies Instruction**

The activities for utilizing community learning resources for social studies instruction are proposed as follows:

### **1. Taking the School to the Community**

The community learning resources can be utilized in a number of ways:

1.1 Take the students to the community: In addition to bringing the community to the school to enrich lessons, students can be taken into the field to observe or to collect data.

- Field Trip: The world outside the classroom provides students with firsthand experience.
- School Camping: The outdoor activities are organized for the students to have a closer more direct relationship with nature and to observe the real world.

1.2 Give the students an assignment or project

- Community Survey: Students are assigned to conduct a community survey for observation or interview to gather data, analyze data, synthesis data, and present the data.
- Community Service Projects: Students have the opportunity to participate in serving their community and to share their knowledge with the community.

### **2. Bring the Community to the School**

The community learning resources can be brought to the school in ways of:

2. 1 Resource Persons: The persons who have knowledge and skills are invited to be guest speakers to enrich lessons:

- Guest speaker from governmental organization.
- Guest speaker from non-governmental organization.
- Guest speaker from the local community.

2.2 Materials and Cultural Resources: The real objects, facilities, equipment, and local tradition and culture in the local community are brought into the classroom for social studies instruction.

- Household facilities/ items. These materials can be used as teaching materials in the classroom.
- Unique Local equipment: Unique local equipment also can be used as teaching material in the classroom.
- Local culture and tradition: The local tradition, culture, customs, or beliefs are presented in the classrooms in order to engage students in their social studies and being proud of their valuable local community.

2.3 Exhibition and activities: The events and a variety of activities in their community are brought to display and take role play in their school;

- Bulletin board exhibition: Students are provided the opportunity to bring local materials or local event announcements to display on the bulletin boards at schools.
- Role play: Students are provided the opportunity to observe or study the ways of living and then they simulate those events to perform in the school.
- Community Social Service: A variety of activities can be arranged for the community in the purpose of education and recreation.

## **2.8. Samples of organizing activities for utilizing community learning resources in social studies instruction**

There are a variety of approaches that teachers can organize the instructional social studies activities but here are the examples of the best ways for effective utilizing community learning resources that teachers should organize activities outside the class such as field trip, additional assignment for project-based learning, and invite guest speakers into the class. Through these instructional activities, students are stimulated to be interested in the topics of social studies; moreover, students can get direct experiences in real situations outside the class through students' function both as observers and as participants to move toward full participation in social-cultural practices of their own community.

### **2.8.1. Field Trip**

As matter of principle, it is advisable to take students into the community only the experiences that cannot be duplicated in the classroom. Whenever students are taken off the school site, the teacher must attend to several exceedingly important details. As with guest speakers, attention must be paid to the three phases of a field trip: before, during, and after.

Adequate planning will help the teacher anticipate some of the problems that may arise in connection with the field trip and will help make the trip educationally worthwhile. Good planning will ensure that the field trip will be both a pleasure and an educational experience.

### **Planning a Field Trip**

#### **1). Preparing for the field trip**

- Clearly establish the purposes of the trip and make certain that the students understand the purposes, too.

- Obtain administrative permission for the field trip and make arrangements for transportation.
- Obtain written permission from each parent or guardian for the student to go on the trip.
- Make all necessary preliminary arrangements at the place of the visit. This should include the time for the group to arrive, where the students are to go, who will guide them, and so forth. Make sure that the field trip guide is aware of the purposes of the field trip.
- Search the informative resources on subject. This knowledge will later be valuable in helping prepare students for the field trip and initiating follow-up and study activities.
- Prepare the class for the field trip. The easiest way is to conduct a KWL activity. “What do you already know about this? What do you want to find out? And afterward comes “What did you learn?”
- If the trip is to be long, make arrangements for lunchroom and restroom facilities. Take along a first-aid kit.
- Have an alternate plan in case the weather turns bad or something interferes with your plans.

## **2). Conducting the Trip**

- Take roll before leaving the school and frequently during the trip to make sure that some of the students have not become lost or left in some restrooms along the way. It is better to place them in pairs because a student will know and report immediately the absence of a partner. To assist with supervision of the students and to help ensure a safe trip, the teacher should arrange for the head leader team.

- Arrive at the designated place on time, and have the students ready for the guide. Teacher should introduce the guide to the class and supervise students closely during the tour to prevent accidents or injury. Before leaving, teacher and head leader team check again to make sure all students are with the group.
- Teacher provides time to students to ask questions.
- Each student can see and hear adequately.
- Students summarize the experience
- It should include writing a thank-you note to the firm.

### 3). Evaluating the Trip

- Engage the class in appropriate follow-up activities. The teacher and students will also want to evaluate carefully the extent to which the purposes of the trip have been achieved.
- Discuss the questions as follows

What did you learn about the trip?                      Did we accomplish what we set out to do?

What did you learn from the trip?                      Did we get the answers to our questions?

What will you want to learn the next trip? What did we learn that we didn't know before? What are some other things we will want to find out?

- Use the opportunities to draw on information and experiences from the field trip in order to arrange another trip.

Finally, the teacher and students will want to evaluate the conduct of the class in terms of the standards set up before the trip was made. This evaluation should always include some favorable reactions as well as ways in which the group might improve on subsequent trips. A list of these suggestions for improvement may be saved for review just before the next trip is undertaken.

## Sample of Lesson Plan on History Topic: Pre-Angkor Period

### Field Trip to Sambor Prei Kuk Temple

#### Concept

Cambodia is called a kingdom of wonders due to numerous temples presented, especially; Sambor Prey Kuk Temple is the one of ancient historical and cultural temple built in the 7<sup>th</sup> century. The temples provided in a number of cultural heritage and historical events in Pre-Angkor Period.

#### Learning Outcomes

- 1). Students will able to understand the history and value of Sambor Prei Kuk Temple for their community.
- 2). Students will be able to participate in conserving Sambor Prei Kuk Temple

**Objectives:** After completing this unit, students will be able to

Knowledge:

1. Describe the history and aspects of Sambor Prei kuk Temple clearly
2. Know the value of Sambor Prei kuk Temple in Khmer heritage
3. Find out the ways to conserve Sambor Prei kuk Temple

Skills:

4. Observe and gather data about the Sambor Prei kuk Temple
5. Write report of the field trip about Sambor Prei kuk Temple
6. Work in team to write report of field trip



Attitude:

7. Write report of Sambor Prei kuk Temple illustrated students' desirable characteristics and pride of national cultural heritage through.

### Activities Procedure

This unit will be conducted a field trip activities (10 hours).

Steps	Teacher and Students' Learning activities
1. Prepare the field trip	<p>1.1. Teacher explains clearly the purposes of the trip and make certain that the students understand the purposes.</p> <p>1.2. Teacher asks school administrative permission for the field trip.</p> <p>1.3. Teacher asks each parent permission or guardian for the student to go on the trip.</p> <p>1.4. Teacher asks field trip site permission.</p> <p>1.5. Number of students and date for field trip. Teacher makes all necessary preliminary arrangements at the place of the visit. This should include the time for the group to arrive, where the students are to go, who will guide them, and so forth. Teacher makes sure that the field trip guide is aware of the purposes of the field trip.</p> <p>1.6. Search the informative resources of Sambor Prei Kuk Temple. The information students should have prior to the visit in order to gain the most from the experience.</p>

	<p>This knowledge will later be valuable in helping prepare students for the field trip and initiating follow-up and study activities.</p> <p>1.7. Prepare the class for the field trip. The easiest way is to conduct a KWL activity.</p> <ul style="list-style-type: none"> <li>-What do you already know about this?</li> <li>-What do you want to find out? And afterward comes</li> <li>-What did you learn?</li> </ul> <p>1.8. Take along a first-aid kit.</p> <p>1.9. Have an alternate plan in case the weather turns bad or something interferes with the plans.</p> <p>1.10. Student plans for observations on trip.</p> <p>1.11. Teacher hands out fact sheet1 and worksheet 2 to the students.</p>
2. Conduct the field trip	<p>Careful guidance during the trip</p> <p>2.1. Teacher divides students into groups and arrange for the head leader team to assist with supervision of the students and to help ensure a safe trip. It is better to place them in pairs because a student will know and report immediately the absence of a partner. Take roll before leaving the school and frequently during the trip to make sure that some of the students have not become lost or left in some restroom along the way.</p> <p>2.2. Teacher and Students arrive at the designated place on time, and have the students ready for the guide.</p>

	<p>Be sure to introduce the guide to the class. Supervise students closely during the tour to prevent accidents or injury. Before leaving, to teacher ask head team leaders to check again to make sure all students are with the group.</p> <p>2.3. Teacher provides time to students ask questions and take note.</p> <p>2.4. Each student summarizes the experience that they have from the trip</p> <p>2.5. It should include writing a thank-you note to the firm.</p>
3. Evaluating the field trip	<p>After field trip, discuss the experience with the class and appraise how worth while you think the field trip was</p> <p>3.1. Engage the class in appropriate follow-up activities.</p> <p>3.2. Discuss the questions as follows</p> <p>What did you learn about the trip?</p> <p>Did we accomplish what we set out to do?</p> <p>What did you learn from the trip?</p> <p>Did we get the answers to our questions?</p> <p>What will you want to learn the next trip?</p> <p>What did we learn that we didn't know before?</p> <p>What are some other things we will want to find out?</p> <p>3.2. Use the opportunities to draw on information and experiences from the field trip in order to arrange</p>

	for the next trip. 3.3. Teacher hands Evaluation Sheet 4 to the students
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Evaluation: The scores will be classified by grade, excellent, good, fair and poor.

Grade: 4.00-3.56 : Excellent

3.55-2.56 : Good

2.55-1.56 : Fair

1.55-1.0 : Poor



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จุฬาลงกรณ์มหาวิทยาลัย

## FACT SHEET 1 (FOR STUDENT)

### **Sambo PreI Kuk**

Sambo Preykuk is a cultural and historical site located in Sambo village, Sambo commune, Prasat Sambo district, about 25 kilometers northeast of Kampong Thom provincial town. The site was once an old capital named Isanapura and a religious center for the worship of Shiva Brahmanism. Many temples were built in Sambo Preykuk during the reign of King Isanavarman I (AD 616- 635) in the 7th century. The temples of Sambo Preykuk constructed of solid brick, laterite and sandstone and decorated by bas-reliefs. The lintel, pillars and the door frames are all made of sandstone. So far, 140 temples have been discovered in the forest. Sambo Preykuk temples are divided into four main groups:

- **The Central Temple**

The central temple is called Tor temple, or the lion temple. There are sealed doors on three sides and a real door that opens on the north side. On each side is a set of stair between two statues of kneeling lions. There are a number of small temples west of lion temple. The lion temple was built in 9th century.

- **The Northern Temple**

The northern temples are called mid-Sambo temples and are surrounded by many small temples.

- **The Southern Temples**

The southern temples are called Yeay Poan temples. They, too, are surrounded by many temples. There are two ramparts, which the inner rampart has four gopuras (getaway) on each side. This site was a former capital.

Prasat Yeay Poan Group comprised a total of 22 sanctuaries (5 have octagonal shapes) with two wall rampart, and was built of brick, masonry, laterite and sandstone in rectangular form in 7th century (600-635) during the reign of Isanavarman I to dedicated to Shiva. They were built on a hill with Gopura from the eastern and western entrances joining to an outside laterite rampart. The inner rampart reached by gateways from the four directions and joined to the brick rampart carved in various clustering figures.

Along the sanctuary contained the eastern and western Gopura joined to the laterite rampart (304m x 274m or 83,296 square-meter surface). Gopura contained framed door with diamond columns and a lintel built of sandstone. Eastern Gopura contained a buried large inscription (size: 2.41m x 0,9m x 0,15) inscribed with 17 lines of script. This inscription was brought to be kept in Kampong Thom Museum.

- **Kraol Romeas Temples**

Kraol Romeas temples are located about 2 kilometers north of Sambo Preykuk. All were built of brick, except the temple to the west, which is made of laterite. To conserve the temples, three areas are designated as protected sites for the purpose of conserving the temples. They are marked as follows:

- **First Area:** the first area covers 30 meters outside the rampart.
- **Second Area:** the second area covers 300 meters outside the first area.
- **Third Area:** the third area covers 1,500 meters outside the second area.

## WORK SHEET 2 (FOR STUDENT)

I. Please try to find the answers of these questions below:

1. What do you already know about Sambor Prei Kuk Temple?
2. What do you want to find out about Sambor Prei Kuk Temple?
3. Where is Sambor Prei kuk Temple located?
4. How was Sambor Prei Kuk Temple built? And what was it built for?
5. What is the history of Sambor Prei Kuk Temple?
6. How is Sambor Prei Kuk Temple value to your nation, community, and you?
7. How is Sambor Prei Kuk Temple conserved?

II. Obstacles or Problems and Solution

1. What obstacle or problems did you have during the field trip to Sambor Prei Kuk Temple?
2. How did you solve those obstacle or problems?

II. Report Writing about the field trip to Sambor Prei Kuk Temple

1. What did you learn about Sambor Prei Kuk Temple?
2. How did you learn about Sambor Prei Kuk Temple?
3. What did you learn from the trip to Sambor Prei Kuk Temple?
4. How will you apply these experiences and knowledge into your life?
5. What will you want to learn about Sambor Prei Kuk Temple?

## Project Evaluation Form

### Worksheet 3

Report Writing Title: .....

Group: .....

Items	Level of Outcome			
	Excellent 4	Good 3	Fair 2	Poor 1
<b>1. Content</b>				
2.1. Accuracy				
2.2. Completed				
2.3. Sequence				
2.4. Significance				
<b>2.Procedure</b>				
3.1. Planning				
3.1. Methods to gather data				
3.2. Data Analysis				
3.3. Discussion				
3.4. Conclusion				
<b>3.Decoration</b>				
3.1. Format				
3.2. Neatness				
<b>Total:</b>				



## WORKSHEET 4

## A Group Skills Evaluation Form by Students and Teacher

Write down what you think about each question. Use the key to tell what you think.

Key: E= Excellent      A= Average      N= Needs improvement

No	Description	E	A	N
1	Each person in the group participated			
2	Each person contributed ideas to the activity			
3	Everyone was able to work together and cooperate			

Comment.....

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### **2.8.2. Project-Based Learning**

Project-based learning (PBL): best defined as instruction relating questions and technology relative to the students' everyday lives to classroom projects. Students form their own investigation of their own group which allows students to develop valuable research skills. The students engage in design, problem solving, decision making, and investigative activities. It allows students to work in groups or by themselves and allows them to come up with ideas and realistic solutions or presentations. Students take a problem and apply it to a real life situation with these projects. Whether students work individually, in pairs, or in groups, having them design something from scratch taps their creative abilities. When using the project-based learning strategy, it is almost guaranteed that the endeavor will be interdisciplinary. The teacher's role is to serve as coach, guiding students to use a variety of resources, employ a strategy that is fun and motivating, and uncover content with depth and breadth. The project-based learning in the most general way was broken down into the following steps

1. Project Initiative and Finding a Topic
2. Primary data study
3. Project Planning
4. Carrying out the Project
5. Writing Report
6. Presentation
7. Evaluation

## Sample of Lesson Plan on Geography Topic: Environmental Education

### Case study: Chinit River

#### Concept

The quality of life for all people of the world depends on their careful use of natural resources. The earth's natural resources are limited to what we now have. Many nonrenewable resources will be used up in a few decades. Some renewable resources are being degraded by pollution and some living resources are threatened with extinction. The Chinit River is the one of natural resources in Kampong Thom Province in Cambodia, so it needs to be managed as sustainable development.

#### Learning Outcomes

- 1) Students will be able to understand the value of the Chinit River as important natural resource for their community.
- 2) Students will be able to participate in conserving the Chinit River.

**Objectives:** After completing this unit, students will be able to

Knowledge:

1. Describe clearly the location and sources of the Chinit River
2. Describe the benefits of the Chinit River for the community surrounding
3. State how the Chinit River is used by people in their community

Skills:

4. Synthesis the causes of the Chinit River pollution

5. Determine how the Chinit River can be kept clean.
6. Present and write report of the project of the Chinit River Management

Attitude:

7. Work in team to do the Chinit River management project.
8. Conserve and be facilitated a positive attitude toward Chinit River

### Activities Procedure

This unit will be conducted in project activities (14 hours).

Steps	Teacher and Students' Learning activities
1. Project Initiative and Finding a Topic.  (2 hours)	<p>Get started point and the interest of the <b>Chinit River management</b> topic. The initiative for the project can originate from the spontaneous ideas of the students, but also the teacher and students can jointly consider a topic for the project, for instance via brainstorming, idea competitions etc.</p> <p>1).Teacher introduces the location, sources of the Chinit, and the benefits of the Chinit River for community, value of the Chinit River, use of the Chinit River, water pollution of the Chinit River and how to conserve by showing the Chinit pictures and then ask students to share a via brainstorm idea on topic.  (worksheet 2)</p>

	<p>2).Teacher brings students at the first time to see and survey the sources relevant to location and state of use and conservation of water in local community, let students gather and record data by using instrument materials. (Worksheet 1)</p> <p>3).Teacher divides students into groups of 4-6 so that each group can conclude; prepare data such as a map of scope and limitation of the study for presentation in class.</p> <p>4).Have a representative of each group actively presented their task from survey and teacher coordinates, correct data survey collected and indicates the guidance.</p> <p>5).Teacher gets students arranged new group in order to choose new interested topics in which were surveyed.</p>
<p>2. Primary data study (2 hours)</p>	<p>6). Teacher brings students to see and survey the sources at the second time. This time, each group collects primary data from villagers sample and water supply to have a project draft arrangement.</p>
<p>3. Project Planning (2 hours)</p>	<p>The group works through the topic and outlines the area in which the participants want to become active in documentary research and field survey of location and source of the Chinit River, use of water, water pollution</p>

	<p>and water conservation at villages in community. In addition, it formulates the final topic, defines the time period and outdoor activities, set up action plan, steps, schedule, and responsibility for their topics.</p> <p>7).Each group studies the sample of project, prepares primary data, and then submits to teacher checks it.</p> <p>Guideline questions are formulated jointly and the project work structured, Conduct the questionnaire forms with items of the topic mentioned above. A concrete work schedule is drawn up: Who does what, how exactly and in what time period?</p> <p>8).Teacher gives students some recommend and guidance to gather data relevant to use of water in order to enforce each group’s project to be implemented effectively.</p>
<p>4. Carrying out the Project/Working Phase (4 hours)</p>	<p>9).Teacher gets students started collecting data by interviewing in community. Teacher and Students work according to the time schedule: Collecting information of location, sources, use of Chinit, and Chinit conservation from sample families and officers in community, carrying out interviews with villagers.</p> <p>10).Design products, and prepare presentation. Intermediate discussions: all parties are informed about</p>

	<p>the work performed to-date. Suggestions for improvement can be made. The teacher and students talk about the project work and their dealings with one another. Intermediate discussions help to stop actionist and hinder participants getting into a muddle. Besides this it also serves for keeping an eye on the time schedule.</p>
<p>5. Writing Report  (2 hours)</p>	<p>11).Teacher introduces how to write report:</p> <ol style="list-style-type: none"> <li>1. Topic</li> <li>2. Proposal Writer Name</li> <li>3. Background</li> <li>4. Method</li> <li>5. Objectives</li> <li>6. Results</li> <li>7. Conclusion</li> <li>8. Suggestion</li> <li>9. Reference</li> </ol>
<p>6. Presentation  (2 hours)</p>	<p>12).Each group has to prepare a report project survey for presentation in the class and for exhibitions, so other students can understand and gain new knowledge.</p> <p>13).Each group presents their projects and teacher hands out (sheet 5-6) in order to other students' group summary their understanding individually and can evaluate each other.</p>

	14) Each group merges into one group to display on the board. It is whole class exhibition.
7. Evaluation	The teacher and students jointly reflect on the process. They discuss the learning success and the success of the product. Criticism is formulated and suggestions for improvement in the future are worked out. It also gives students to evaluate their own and other group achievement by evaluation sheet below (Sheet 4-6).

Evaluation:

The scores will be classified by grade, excellent, good, fair and poor.

Grade: 4.00-3.56 : Excellent

3.55-2.56 : Good

2.55-1.56 : Fair


1.55-1.0 : Poor

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## Survey Record (For Student)

### Worksheet 1

Place :	
Date :	Time:
Researcher :	
1. Draw the map of the Chinit River:	
	
2. Sources and Benefits of the Chinit River	
Sources of the Chinit River	Benefits of the Chinit River
1.	1.
2.	2.
3.	3.
4.	4.

## PROJECT PLANNING FORM

## Worksheet 2 (For Student)

1. Project title:

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2. Responsible Person:

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3. Advisor:

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4. Principle and Reason:

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5. Objective:

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6. Duration:

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7. Procedure:

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8. Budget:

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9. Measure/Evaluation:

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10. Significance of the study:

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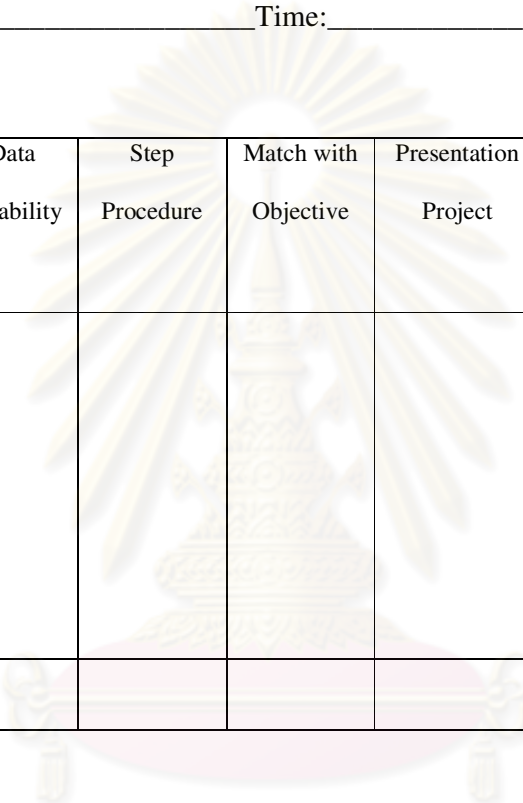
## Interview

### Worksheet 3 (For Student)

Interviewer:		
Interviewee:		
Day/Month/Year:	Time:	Place:
Questions for interview	Answer	
1. Where is Chinit River Located?	1.	
2. Where is the Sources of Chinit River?	2.	
3. What are the benefits of Chinit River for people living along the river?	3.	
4. How is Chinit River used?	4.	
5. What is Chinit River polluted?	5.	
6. What impact of the Chinit River Pollution to people living along the river?	6.	
7. How is Chinit River Conserved?	7.	
8. Who are responsible for these problems?	8.	

## Evaluation Report Form

### Worksheet 4 (For Teacher)

Name of Evaluation(Teacher/Student/ Community): _____Project						
Title: _____						
Day/Month/Year: _____Time: _____Place: _____						
Description Group	Data suitability	Step Procedure	Match with Objective	Presentation Project	Data Completed	Total
1.....						
2.....						
3.....						
4.....						
5.....						
Total						
Comments: <div style="text-align: center; margin-top: 20px; color: #ccc; font-size: 1.2em;">  <p>ศูนย์วิทยทรัพยากร จุฬาลงกรณ์มหาวิทยาลัย</p> </div>						

## Project Evaluation Form

### Worksheet 5 (For Teacher)

Project Title: .....

Group: .....

Items	Level of Outcome			
	Excellent 4	Good 3	Fair 2	Poor 1
<b>1. Innovation</b>				
1.1. Creativeness				
1.2. Interesting/ New knowledge				
<b>2. Content</b>				
2.1. Data Accuracy/ Complete				
2.2. Data sequence				
2.3. Significance				
<b>3. Procedure</b>				
3.1. Planning				
3.1. Research Instrument				
3.2. Methods to gather data				
3.3. Data Analysis				
3.4. Discussion/ Conclusion				
<b>4. Presentation</b>				
3.1. Content Accuracy				
3.2. Technique Presentation				
3.3. Explain/ Answer to question				
<b>Total:</b>				

**A Group Behavior Evaluation Form**

**Sheet 6 (For Teacher and Student)**

Write down what you think about each question. Use the key to tell what you think.

Key: E= Excellent G= Good F= Fair P= Poor; Needs improvement

No	Description	E	G	F	P
1	Did each person in the group participate?				
2	Did each person contribute ideas to the activity?				
3	Was everyone able to work together and cooperate?				

Comments: .....

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### **2.8.3. Guest Speaker**

The teacher must always select with care the persons who are invited to spend time with the class for instructional purposes. The teacher should plan some time with the visitor sufficiently far enough in advance to brief the guest on the activities of the class, the purpose of the visit, and the points to be discussed and stressed. The guest should be encouraged to bring visuals of some sort: slides, photos, charts, or maps. Likewise, the students must be prepared for the visitor, listing questions they would like to ask, and be aware of general courtesies that should be extended to classroom guests. The key to hosting a successful visit to the classroom by a community member is to plan well the three phases of visit: before, during, and after.

#### **Before the Guest Arrives**

Before the guest arrives, the teacher and students need to prepare to get the very most out of the visit.

- 1). Build background knowledge
- 2). Practice interviewing and plan the interview questions
- 3). Organize committee to welcome the guest

#### **During the Visit**

During the visit, the teacher helps students demonstrate courtesy and curiosity while enacting the interview or other activity they had planned

#### **After the Visit**

After the visit, the learning is reviewed and organized and a full report is “published”. A follow-up committee writes a “thank you” letter telling of the class’s plan to publish a report on the guest’s visit and promising to send a copy when it is completed.

## Sample of Lesson Plan on Morals-Civics Topic: Morality in Buddhist Education

**Guest Speaker: Monk Form Entrysamakvolak Pagoda**

### Concept

The education is a very important key to develop people with a parallel and balanced growth intellectually, spiritually, mentally and physically. Otherwise, students must be educated with knowledge, skills, and attitude to be good citizens. Particularly, Buddhist education is also important to educate student to become accomplished in virtue.

### Learning Outcomes

Students will be able to have awareness and understanding of the morality to apply in every day life.

**Objectives:** After completing this unit, students will be able to

Knowledge:

1. Understand the value of morality to apply in every day life

Skills:

2. Demonstrate courtesy and curiosity to the guests
3. Raise the questions to the quest speakers

Attitude:

4. Be patient in every day life and pay respect to others



### Activities Procedure of guest speaker

The key to hosting a successful visit to the classroom by a community member is to plan well the three phases of visit: before, during, and after.

Steps	Teacher and Students' Learning activities
1. Before the guest speaker arrives	1). Build background knowledge Teacher tells students about learning objective, explain significances of the morality, and introduce students how should apply in every day life. 2). Practice interviewing and plan the interview questions 3). Organize committee to welcome the guest and registration. 4). Arrange the seats for guest speaker and participants 5). Prepare refreshment for guest speaker
2. During the visit	1). Teacher helps students demonstrate courtesy and curiosity while enacting the interview or other activity they had planned 2). Teachers facilitates between guest speaker and students 3). Students prepare questions and ask quest speakers
3. After the visit	1) Students are divided into small group to discuss what they learnt and got from guest speaker. 2) Students make conclusion and summarize the results. 3) The learning is reviewed and organized and a full

	<p>report is “published” whether prepared in cooperative teams and published in the classroom newspaper or written individually and placed in students’ portfolios. A follow-up committee writes a “thank you” letter telling of the class’s plan to publish a report on the guest’s visit and promising to send a copy when it is completed.</p>
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Evaluation:

The scores will be classified by grade, excellent, good, fair and poor.

Grade: 4.00-3.56 : Excellent

3.55-2.26 : Good

2.55-1.56 : Fair

1.56-1.00 : Poor

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## Interview

### Worksheet 1 (For Students)

Interviewer:		
Interviewee:		
Day/Month/Year:	Time:	Place:
Questions for asking guest speaker	Answer	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	

## Evaluation Form of Publishing a Report on the Guest's visit

### Worksheet 2 (For Teacher)

Group: .....

Items	Level of Publishing Report			
	Excellent 4	Good 3	Fair 2	Poor 1
<b>1.Content</b>				
2.1. Accuracy				
2.2. Complete				
2.3. Sequence				
2.4. Significance				
<b>2.Procedure</b>				
3.1. Planning				
3.2. Writing				
3.3. Discussion				
3.4. Conclusion				
<b>3. Decoration</b>				
3.1. Cover				
3.2. Format				
3.3. Neatness				
<b>Total:</b>				

## **2.9. Evaluation of Guidelines for Utilizing Community Learning Resources in Social Studies Instruction**

The proposed guidelines were evaluated by three experts in the fields of social studies instruction and educational administration. The guidelines were verified using the evaluation form to ensure its contents and construct validity.

In the evaluation form, guideline layout and design, objectives, analysis of contents of social studies curriculum, activities for utilization of community learning resources, sample of organizing activities for utilizing community learning resources, and organization and management of utilizing community learning resources in social studies instruction were examined. The whole evaluation form comprised 23 items which were presented in 4 – point numeral Likert-type scales (See appendix F).

4= Very good

3= Good

2=Acceptable

1=Poor

The experts were asked to rate the quality of the guidelines from 1 to 4 according the degree to which they agreed with the statements. The results of the evaluation were calculated into mean and compared using the following criteria:

3.50-4.00 means that the quality of guidelines is “very good”

2.50-3.49 means that the quality of guidelines is “good”

1.50-2.49 means that the quality of guidelines is “acceptable”

1.00-1.49 means that the quality of guidelines is “low”

Items scoring higher than 3 were reserved and those scoring lower than 3 were modified. The average score of each item is shown in Table 5.1

Table 5.1

*Validation of proposed guidelines*

Aspects	Expert	Expert	Expert	Mean	Meaning
	A	B	C		
Guidelines layout and design	3.50	3.60	3.50	3.53	Very good
Objectives	4.00	3.50	4.00	3.83	Very good
Analysis of curriculum	3.50	3.00	3.30	3.26	Good
Activities for utilization of CLR	3.50	3.50	3.50	3.50	Very good
Samples of organizing activities	3.50	3.30	3.30	3.36	Good
Organization and Management	3.00	3.50	3.00	3.16	Good
<b>Overall</b>	<b>3.50</b>	<b>3.40</b>	<b>3.43</b>	<b>3.44</b>	<b>Good</b>

According to table 5.1, the results of the guidelines evaluation indicated that the average scores of the guidelines ranged between 3.16 and 3.83 and the overall score was 3.44. It implied that the guidelines contained a majority of the relevant characteristics and the overall guidelines were good. The three experts provided some additional comments on the guidelines as follows:

**Expert A** suggested that it was important to organize and manage the activities for utilizing community learning resources in social studies instruction. The guidelines were based on good planning, could be implemented, and could get good outcomes. The analysis of social studies curriculum was clear and consistent with local learning resources near schools. The expert stated that teaching with community learning resources has never been introduced in Cambodia and he hoped that it would be useful for social studies teachers to carry out.

**Expert B** suggested that activities and preparation of teachers for utilizing community learning resources were organized and managed well, especially, setting the objectives of the lesson, suggesting practical activities, and evaluation of students' learning outcomes that can bring successful teaching and learning.

**Expert C** suggested that a variety of activities provided more chances for students to learn outside the class. The fact sheet and evaluation sheet were clear and appropriate for assessing individual and group behavior.

In conclusion, the overall score of experts' evaluation showed that guidelines were 3.44. It showed the guidelines were good in terms of content and effectiveness.

## **DISCUSSION**

In this study, the state and problems of utilizing community learning resources in social studies instruction and proposed guidelines are discussed. The details of the discussion are presented as follows:

### **1.1. Discussion on the state of utilizing community learning resources in social studies instruction**

1.1.1. The ways of utilizing community learning resources in social studies instruction

In relation to the state, the findings revealed that most of the teachers utilized community learning resources in passive ways due to two factors. First, teachers did not take students to explore knowledge outside the classroom. Teachers just explained the community content in the regular classroom and assigned additional homework for students. Second, teachers rarely organized the local community field trip to get direct experiences.

Based on the findings, it can be attributed that teachers did not maximize teaching benefit from the field trip. In other words, teachers made very limited use

from field trip. They mostly explained about community learning resources in their classrooms that it was easy way to use community learning resources without necessarily taking the class to community, moreover, the time allocation for organizing activities outside class was limited for each subject and it was also difficult to organize the activities and control students outside the class because teacher must be highly responsible for students security and expenses which result in teacher rarely took the school to the community learning resources. To deal with these, teachers should provide students with various activities for utilizing community learning resources both in and outside schools by integrating subjects and using learning resources near school without expenses on transportation. The activities outside the schools should be organized after the class or public holiday. On the other hand, teachers can take pictures or clips of community learning resources to show or play in the classroom.

According to Savage & Armstrong (1987), community resources are excellent laboratories for social studies instruction. Many universal social studies concepts can be experienced directly from utilizing community learning resources. Also, Metcalf and Hunt (1955) identified some of the ways in which the community resources can be used mainly documentary and audio-visual materials from community in social studies classes. Jarolimek (1971) and Kochhar (1975) proposed that there are two ways in which the teacher may make use of community resources; taking the school to the community and bringing some portion of the community to the classroom.

#### 1.1.2. The ways of the evaluation to the students' learning outcomes

Regarding the evaluation to the students' learning outcomes, most of the teachers used written tests, some teachers used written and observation tests, and a small number of teachers used written and oral tests to assess all aspects of students'



knowledge, skills, and attitude. It was indicated that teachers designed instrument for measuring students' learning outcomes in several forms. According to the results, written test seemed to be the best way to assess students' aspects. Actually, written test only could not assess all aspects of students; it mostly assesses students' knowledge so if most of the teachers used only written test, it means that they missed the student's attitude in order to assess all aspects of students, teachers must assess students' learning outcomes through written test and observation. As a result, most of the teachers utilized community learning resources in social studies through explaining in the classroom so that it was very difficult for teachers to assess students' performances by observation. Moreover, the oral test is used to assess students' knowledge.

The finding of the study is similar to the theory proposed by Black & Willian, (1998) in which stated that classroom assessment serves at least two important purposes: providing information about the effectiveness instruction by gathering information before, during, and after instruction, teachers are able to plan and adapt instruction to better meet students' needs, and gaining information through assessment that helps them make more accurate determinations about what an individual student has or has not learned and why. Thus, they can re-teach when necessary, avoid unnecessary repetition, and help the student correct or modify misconceptions, errors, and inaccurate strategies.

### **1.2. Discussion on the problems with utilizing community learning resources in social studies**

The teachers reported the problems with utilizing community learning resources in social studies in relation to four main areas: school's policy, Ministry's policy, teachers' ability, and students' ability are presented as follows:

It was reported that the school did not have policy to allocate budget to promote social studies instruction activities outside the class. Both teachers and students had to be responsible for all the expenses on organizing activities and transportations. It was very difficult for teachers to implement because the problems above are in charge of high level policy. The school should support and encourage teachers to additionally improve their knowledge on learning resources and methods for organizing activities outside the class and bringing the community into the class. The school also introduces learning resources near the school to the teachers to use for their teaching social studies without expenses on transportations.

Likewise, the Ministry of Education, Youth and Sport's policy did not fully encourage teachers to employ extra activities to students as the amount of teachers' teaching time provided was very limited. Therefore, it was difficult for teachers to organize activities outside the classroom. The ministry and schools have to state clear policy on enforcement and supporting teachers with encouragement, improvement, and budgets for activities outside the classroom to enhance effective utilization of community learning resources.

Additionally, most of the teachers reported that they had limited ability in organizing the activities for utilizing effective community learning resources, as well insightful understanding about the content of those community learning, this was due to teachers did not attend training course and seminar on community learning resources. Teachers should have widened and deepened their understanding of knowledge on contents of community learning resources and methods of organizing activities for utilization of community learning resources. The training courses or seminars regarding to utilization of community learning resources should be organized for social studies teachers. Also, teachers were lack of knowledge on

technology for utilizing community learning resources. Teachers should be supposed to use modern instructional technology for utilization of community learning resources such as taking pictures or clips of learning resources concerning with the contents of unity to show or play in the classroom, so that teachers can save both time and budget. Besides, teachers encountered problems concerning evaluating students' learning outcomes that they could not assess all aspects of students. Teachers should assess all aspects of students by various forms of students learning outcomes evaluation such as written test with oral test and written test with observation test by examination, students' task, or opinions toward their learning.

Another problem encountered was the ability of students to gain content knowledge of their local community due to their existing background knowledge was insufficient to comprehend the new input. Students did not have prior experiences in learning about community learning resources.

To deal with problems of budget shortage, time constraint, and teachers' ability in organizing activities, teachers suggested that schools should arrange a training regarding to community learning resources course and assign teachers to search for additional knowledge from document by themselves to develop their effective instruction. Additionally, teachers should spend time after class or during holiday organizing the activities outside the class. Likewise, teachers should choose any available learning resources nearby for their field trip in order to save the time and expense on transport.

Regarding problems with evaluating students' learning, teachers suggested most assessment students' learning outcomes should be carried out through written, observation, and oral tests before, during, and after instruction. In addition, teachers should have the opportunity for students to assess themselves and assess their group.

In terms of students' ability to comprehend the new content knowledge, teachers viewed that content of lesson should be simplified. Also, teachers should pay close attention to every individual student by encouraging them to study harder. The students' background knowledge of learning resources would be built in advance so that they have prior content knowledge before going to the real world.

The results were consistent with the findings of Raviporn Muneewan's (2005) whose study entitled "A Learning Resources Utilization in Communities for Learning Management of Teachers in Basic Education Institutions under the Office of Nakhon Si Thammarat Educational Service Area 1". In his conclusion, he found that a lack of support in the budget for learning resource utilization and too many contents in lessons that allowed teachers have no extra time to visit learning resources outside of educational institutions. There was no readiness in the information of personnel and budget; too many students; a lack of vehicles, the communities had no readiness for assisting the education institutions with financial support or services; and the learning resources were limited, not various and not in accordance with the learning contents.

### **1.3. Discussion on the proposed guidelines for utilizing community learning resources in social studies instruction**

It was found that most of teachers suggested that the lesson related to community learning resources should be explained in the classroom, some teachers suggested that field trips should be organized for students to get direct experiences and assign additional homework should be assigned for students to work in a team, and a small number of the teachers suggested that guest speakers should be invited to share knowledge and experiences in the class.

The research findings were indicated that the utilization of community learning resources in social studies instruction of Cambodian teachers was low

effective due to most of the teachers explained the contents of subject related to community learning resources in the class and seldom organized the activities outside the class so that students did not have opportunity to get direct experiences in real world because teachers missed concepts of organizing activities outside the class, they thought that the utilization of community learning resources in social studies instruction need necessarily budget and techniques. In general, there are two basic ways in which the teachers may use the community learning resources. One method is to take the school to the community and the other method is to bring some portion of the community to the classroom. In here, researcher studied the state and problems of utilizing community learning resources of Cambodian secondary teachers and additionally studied from documents, books, and related researches after that researcher proposed guidelines. The proposed guidelines consist of rational, objectives, scopes of the guidelines, organization and management, and preparation for utilizing community learning resources in social studies instruction, content of social studies curriculum related to community learning resources in Kampong Thom Province, activities for utilizing community learning resources, the samples of organizing activities for utilizing community learning resources in social studies instruction, and evaluation of guidelines.

With findings of suggested guidelines of the teachers, researcher proposed guidelines for taking the school to the community with the sample of field trip and project based learning activities and bringing the community to the school with the sample of inviting guest speaks to share knowledge and experiences in the class. Teachers were suggested to have a strong background in content knowledge of community learning resources and know how organize activities for utilizing community learning resources, and evaluate student learning outcomes. To get

successful, otherwise, the Ministry should make a clear policy of community participation in educational management, and support the policy to enhance the roles of community and private sectors in education provision. At the same time, the school should encourage and support teachers to utilize learning resources in school and community in their instruction through organizing a training course of utilizing community learning resources for teachers or providing document for teachers to do additional self research. However, students should be encouraged and given a chance to learn about everything from everywhere and develop students' potentials so that they can use their knowledge through self study and experiences that they meet in every day life. Otherwise, their parents should be seen as partners in education of students and participate in educational management both financial and resources. When possible, parents should be used a classroom resource. Many parents have skills or experiences that can be tapped for classroom use as a speaker or helper. Additionally, the community should be welcomed in the school and supports public school financially through fund-raising and should be a part of the school. The community has vast resources for schools both financial and academic. The community can be brought into the school for a purpose of both schools and community benefits.

### **Pedagogical Implications**

The findings from this study generated some recommendations. The Ministry should make a clear policy of community participation in educational management, and support the policy to enhance the roles of community and private sectors in educational provision. The School should support and encourage teachers to utilize learning resources in school and community in their instruction. In addition, training course regarding utilizing community learning resources should be organized for

teachers. The teachers should pay more attentions on their instruction with effective methods and new technology, especially develop and research experiences and new knowledge. The teachers should think that students are able to learn not only in the classroom but in everywhere.

### **RECOMMENDATIONS FOR FUTURE RESEARCH**

Firstly, it is recommended that future research should extend further studies in context of community learning resources with a variety and broader sample of participants.

Secondly, the researcher should continue to explore other dependent variables, for example, the students' opinions towards learning about their own community.

Lastly, future researcher will do experimental research on methods of utilizing community learning resources or student's development on knowledge, skills, and attitude through utilization of community learning resources in social studies instruction.

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ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



APPENDICES

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

**Appendix A**

**Questions for Interview Evaluation Form**

Please rate ✓ these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

	Items	1	0	-1	Comment
<b>1. The objectives of the research</b>					
1	Do the questions meet to the objectives of the research?				
<b>2. The form of the interview questions</b>					
1	Is the form of the interview questions systematic?				
2	Is the form of the interview questions accurate?				
<b>3. Section 1: Personal Information</b>					
1	Is the personal information question questionable?				
2	Do the questions of personal information cover?				
<b>4. Section 2: The utilization of community learning resources for social studies instruction.</b>					
1	Are the questions of section2 questionable?				
2	Do the questions of section2 cover?				
<b>5. Section 3: The problems of utilizing community learning resources for social studies instruction</b>					
1	Are the questions of section3 questionable?				
2	Do the questions of section3 cover?				
<b>6. Section 4: The solutions to the problems of utilizing community learning resources for social studies instruction</b>					
1	Are the questions of section4 questionable?				
2	Do the questions of section4 cover?				

**Additional Comments:**

.....

.....

.....

.....

.....

Thank you very much for your time and assistance.

.....  
 (.....)

**Appendix B**  
**ឧបាយកលស្រាវជ្រាវសម្រាប់សិក្សាស្រាវជ្រាវ**

សូមគូស ✓ ក្នុងតួឯកតាមការវាយតម្លៃនិងការយល់ឃើញរបស់លោក

ត្រូវចំ = 1

អាចទទួលយកបាន = 0

មិនត្រូវចំ = -1

	Items	1	0	-1	មតិយោលបស់
<b>១. វត្ថុបំណងនៃការស្រាវជ្រាវ</b>					
1	តើសំណួរទាំងនេះឆ្លើយតមទៅនឹងវត្ថុបំណងការស្រាវជ្រាវដែររឺទេ?				
<b>២. ទំរង់នៃសំណួរសម្ភាស</b>					
1	តើទំរង់នៃសំណួរទាំងនេះមានលក្ខណៈជាប្រព័ន្ធដែររឺទេ?				
2	តើទំរង់នៃសំណួរទាំងនេះត្រឹមត្រូវដែររឺទេ?				
<b>៣. ផ្នែកទី១ទិន្នន័យបុគ្គល</b>					
1	តើសំណួរផ្នែកទី១មានលក្ខណៈជាសំណួរដែររឺទេ?				
2	តើសំណួរផ្នែកទី១គ្របដណ្តប់ទាំងអស់ដែររឺទេ?				
<b>៤. ផ្នែកទី២ការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសង្គមសិក្សា</b>					
1	តើសំណួរផ្នែកទី២មានលក្ខណៈជាសំណួរដែររឺទេ?				
2	តើសំណួរផ្នែកទី២គ្របដណ្តប់ទាំងអស់ដែររឺទេ?				
<b>៥. ផ្នែកទី៣ បញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសង្គមសិក្សា</b>					
1	តើសំណួរផ្នែកទី៣មានលក្ខណៈជាសំណួរដែររឺទេ?				
2	តើសំណួរផ្នែកទី៣គ្របដណ្តប់ទាំងអស់ដែររឺទេ?				
<b>៦. ផ្នែកទី៤ ដំណោះស្រាយចំពោះបញ្ហាលំបាកទាំងឡាយនៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសង្គមសិក្សា</b>					
1	តើសំណួរផ្នែកទី៤មានលក្ខណៈជាសំណួរដែររឺទេ?				
2	តើសំណួរផ្នែកទី៤គ្របដណ្តប់ទាំងអស់ដែររឺទេ?				

**មតិយោលបស់ន្តែម:**

អរគុណចំពោះការចំណាយពេលវេលាដ៏មានសារៈសំខាន់និងការជួយជ្រោមជ្រែងរបស់លោក

(.....)

## Appendix C

### QUESTIONS FOR INTERVIEW

**Proposed guidelines for utilizing community learning resources  
in social studies instruction in secondary schools  
: A case study of Kampong Thom province,  
Kingdom of Cambodia**

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#### **1. The objectives of the questions**

The objectives of questions are to collect data of the state and problems of utilizing community learning resources in social studies instruction in secondary school in Kampong Thom Province, Kingdom of Cambodia and to propose the guidelines for utilizing community learning resources in social studies instruction for Cambodian teachers.

#### **2. The form of the interview questions**

The form of the interview questions is opened-ended questions consisting of five sections following:

**Section 1:** The background information of respondents

**Section 2:** The utilization of community learning resources for social studies instruction

**Section 3:** The problems of utilizing community learning resources for social studies instruction

**Section 4:** The solutions to the problems of utilizing community learning resources for social studies instruction

**Section 5:** The respondents' needs and expectations to use the community learning resources in the future



### 3. Definition of terms

**Social Studies** refer to the integrated study of the subject areas of history, geography, and morals civics which were stipulated in Cambodian curriculum.

**Community Learning Resources (CLR)** refer to terms of resources in the community that the teachers utilize for social studies instruction. The resources in the present study are (1) natural resources that consist of natural forests and the Chinit River, (2) social and cultural resources that consist of the Sambo Prei Kuk Temple and Entrysamakvorak Pagoda.

**State of Utilizing Community Learning Resources** refers to (1) the utilization of community learning resources (2) activities of community learning resources that social studies teachers utilize in social studies instruction, and (3) evaluation of students' learning outcomes.

**Problems of Social Studies Instruction** refer to the difficulties of utilizing community learning resources in social studies instruction in the categories of (1) social studies curriculum understanding, (2) organizing activities of teachers, (3) evaluation of students' learning outcomes, and (4) school support regarding the utilization of community learning resources.

**Secondary Schools** refer to high schools managed its general education covered from grade 7 to grade 12 in Kampong Thom Province, Cambodia.

**Direction:** Social studies teachers will be interviewed by these questions.

**Section 1:** The background information of respondents

1. Gender  Male  Female
2. Age  20-29  30-39  
 40-49  More than 50
3. Educational Level  Associate Degree Major.....  
 Bachelor Degree Major.....  
 Others (identify).....Major.....
4. Teaching Experience  1- 5 years  6- 10 years  
 11- 15 years  more than 16 years
5. Teaching Social studies Experience  1- 5 years  6- 10 years  
 11- 15 years  more than 16 years
6. Current Teaching Subject Area  History  Geography  
 Morals- civics  Others
7. Teaching Grade Level (can choose more than 1)  
 Grade 7  Grade 10  
 Grade 8  Grade 11  
 Grade 9  Grade 12
8. Have you ever been trained on utilization of community learning resources for social studies instruction?  
 Yes  No

**Section 2:** The utilization of community learning resources for social studies instruction.

Subject Area	Community Learning Resources	High Schools
History	1. Sambor Prei Kuk Temple	1. Kampong Chheuteal 2. Prasat Sambor

2.1. Do you utilize community learning resources in social studies instruction?

- Yes (if yes, go on 2.2)       No (if no, go to section3)

2.2. What topics do you utilize the Sambor Prei Kuk Temple for history?

-----  
-----  
-----

2.3. What activities do you organize to utilize the Sambor Prei Kuk Temple for history instruction?

-----  
-----  
-----

2.4. How do you evaluate students' learning social studies by utilizing community learning resources?

-----  
-----  
-----  
-----

**Section 3:** The problems of utilization of community learning resources in social studies instruction

3.1. Curriculum Understanding of teachers

3.1.1. Do you have any problems with social studies curriculum understanding?

Yes

No

3.1.2. What problems do you have with social studies curriculum understanding?

-----  
 -----  
 -----

3.2. Teachers' organizing activities of utilizing community learning resources.

3.2.1. What problems do you have in organizing the activities to utilize the Sambor Prei Kuk Temple for history?

-----  
 -----  
 -----

3.3. Evaluation of students' learning outcomes

3.3.1. What problems do you have in evaluating students' learning outcomes?

-----  
 -----  
 -----  
 -----

### 3.4. School support on utilizing community learning resources

3.4.1. What problems do you have with the school support on utilizing community learning resources?

3.4.1.2. Does your school have any policies on utilizing community learning resources?

Yes  No

3.4.2.3. Does your school have a budget on utilizing community learning resources?

Yes  No

### 3.5. Ranking the problems of utilizing community learning resources

Please rank these problems below from the most to the least problems by numbering 1 to 5 before the phrases as follows:

-----The problems of curriculum understanding of teachers

-----The problems of organizing activities of utilizing community learning resources

-----The problems of students learning about utilizing community learning resources

-----The problems of evaluating on students' learning outcome

-----The problems of school support on utilizing community learning resources

**Section 4:** The solutions to the problems of utilizing community learning resources for social studies instruction

#### 4.1. Curriculum Understanding of teachers

4.1.1. How do you solve the problems of social studies curriculum understanding?

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4.2. Teachers' organizing activities of utilizing community learning resources

4.2.1. How do you solve the problems of organizing activities of utilizing community learning resources?

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4.3. Students learning about utilizing community learning resources

4.3.1. How do you solve the problems of students learning about utilizing community learning resources?

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4.4. Evaluation of students' learning outcomes

4.4.1 How do you solve the problems of evaluating on students' learning outcomes?

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4.5. School support on utilizing community learning resources

4.4.1. How do you solve the problems of school support on utilizing community learning resources?

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**Section 5:** The respondents' needs and expectations to use the community learning resources in the future

Please give any comment on utilizing community learning resources in social studies instruction in the future.

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ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Appendix D

**សំនួរសម្ភាស**

**ប្រធានបទ:** សំណើការណែនាំស្តីពីការប្រើប្រាស់ធនធានសិក្សានៅក្នុង  
សហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គមកិច្ចការសិក្សា  
: ការណែនាំសិក្សានៅក្នុងខេត្តកំពង់ធំ ព្រះរាជាណាចក្រកម្ពុជា

**១. វត្ថុបំណងនៃសំនួរ**

វត្ថុបំណងនៃសំនួរនេះគឺដើម្បីប្រមូលទិន្នន័យដែលទាក់ទងទៅនឹងស្ថានភាពនិង  
បញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម  
កិច្ចការសិក្សានៅក្នុងខេត្តកំពង់ធំ ព្រះរាជាណាចក្រកម្ពុជាបន្ទាប់មកនឹងធ្វើសំណើ  
ការណែនាំស្តីពីការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សា  
សង្គមកិច្ចការសិក្សាសំរាប់គ្រួសារសង្គមនៃព្រះរាជាណាចក្រកម្ពុជា។

**២. ទំរង់នៃសំនួរសម្ភាស**

ទំរង់នៃសំនួរសម្ភាសជាសំនួរបើកបែងចែកជាប្រាំផ្នែកដូចខាងក្រោមនេះ

- ២.១. ព័ត៌មានផ្ទាល់ខ្លួននៃអ្នកឆ្លើយតប
- ២.២. ការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម
- ២.៣. បញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀន  
សង្គមសិក្សា
- ២.៤. ដំណោះស្រាយចំពោះបញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុង  
សហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម
- ២.៥. មតិយោបល់បន្ថែមរបស់អ្នកឆ្លើយតបចំពោះការប្រើប្រាស់ធនធានសិក្សា  
នៅក្នុងសហគមន៍នៅពេលអនាគត



**៣. និយមន័យនៃពាក្យគន្លឹះដែលប្រើប្រាស់នៅក្នុងការស្រាវជ្រាវនេះ**

**ធនធានសិក្សានៅក្នុងសហគមន៍** សំដៅទៅលើធនធានទាំងឡាយនៅក្នុងសហគមន៍ដែលត្រូវយកមកប្រើប្រាស់សំរាប់ការបង្រៀនសិក្សាសង្គម។

ធនធាននៅក្នុងការស្រាវជ្រាវនេះមានដូចជា :

- ១. ធនធានធម្មជាតិរួមមាន ព្រៃឈើធម្មជាតិនៅស្រុកសណ្តាន់ និង ស្ទឹងជីនិត
- ២. ធនធានវប្បធម៌រួមមាន ប្រាសាទសម្បូរណ៍ព្រៃគុក និង វត្តឥន្ទ្រិយសំរវៈទីរួមខេត្តកំពង់ធំ។

**ស្ថានភាពនៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍**សំដៅទៅលើ

- ១. ការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម
- ២. សកម្មភាពដែលត្រូវសង្គមសិក្សាប្រើប្រាស់ក្នុងការបង្រៀនពីធនធានសិក្សានៅក្នុងសហគមន៍
- ៣. ការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

**បញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម** សំដៅទៅលើការលំបាកនៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គមរួមមាន

- ១. យល់ដឹងពីកម្មវិធីសិក្សាសិក្សាសង្គមរបស់គ្រូបង្រៀន
- ២. ការរៀបចំសកម្មភាពបង្រៀនរបស់គ្រូក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍
- ៣. ការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍
- ៤. ការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍
- ៥. ការជួយឧបត្ថម្ភរបស់សាលាក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

### ការណែនាំអ្នកស្រាវជ្រាវនិងធ្វើការសម្ភាសជាមួយគ្រូបង្រៀនសង្គមសិក្សា

#### ផ្នែកទី១: ព័ត៌មានផ្ទាល់ខ្លួននៃអ្នកធ្វើយកប

- ១. ភេទ  ប្រុស  ស្រី
- ២. អាយុ  ២០-២៩ ឆ្នាំ  ៣០-៣៩ ឆ្នាំ  
 ២៤-៤៩ ឆ្នាំ  ច្រើនជាង៥០ ឆ្នាំ
- ៣. កំរិតវប្បធម៌  បរិញ្ញាបត្ររង  មុខវិជ្ជា.....  
 បរិញ្ញាបត្រ  មុខវិជ្ជា.....  
 ផ្សេងៗ....  មុខវិជ្ជា.....
- ៤. បទពិសោធន៍បង្រៀន  ០១-០៥ ឆ្នាំ  ០៦-១០ ឆ្នាំ  
 ១១-១៥ ឆ្នាំ  ច្រើនជាង១៦ ឆ្នាំ
- ៥. បទពិសោធន៍បង្រៀនសង្គមសិក្សា  
 ០១-០៥ ឆ្នាំ  ០៦-១០ ឆ្នាំ  
 ១១-១៥ ឆ្នាំ  ច្រើនជាង១៦ ឆ្នាំ
- ៦. មុខវិជ្ជាបង្រៀនបច្ចុប្បន្ន  ប្រវត្តិវិទ្យា  ភូមិវិទ្យា  
 សិល្បៈវិទ្យា  ផ្សេងៗ....
- ៧. កំរិតបង្រៀនបច្ចុប្បន្ន  ថ្នាក់ទី៧  ថ្នាក់ទី៨  
 ថ្នាក់ទី៩  ថ្នាក់ទី១០  
 ថ្នាក់ទី១១  ថ្នាក់ទី១២

៨. តើលោកធ្លាប់បានចូលរួមវគ្គបណ្តុះបណ្តាលស្តីពីការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គមដែររឺទេ?

- ធ្លាប់  មិនធ្លាប់

**ផ្នែកទី២:**

**ការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម**

មុខវិជ្ជា	ធនធានសិក្សានៅក្នុងសហគមន៍	សាលារៀន
ប្រវត្តិវិទ្យា	1. ប្រាសាទសម្បូរណ៍ព្រៃគុគ	1. វិ. កំពង់ឈើទាល 2. វិ. ប្រាសាទសំបូរ

២.១. តើលោកប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម ដែររឺទេ?

- ប្រើប្រាស់
- មិនប្រើប្រាស់

២.២. តើប្រធានបទអ្វីខ្លះដែលលោកប្រើប្រាស់ធនធានសិក្សានៅក្នុង សហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម?

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២.២.៤. តើមេរៀនអ្វីខ្លះដែលលោកប្រើប្រាស់ធនធានប្រាសាទសម្បូរណ៍ ព្រៃគុគក្នុងការបង្រៀនប្រវត្តិវិទ្យា?

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២.៣. សកម្មភាពក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម

២.៣.១. តើសកម្មភាពអ្វីខ្លះដែលលោកប្រើប្រាស់ធនធានប្រាសាទសម្បូរណ៍ព្រៃគុកក្នុងការបង្រៀនប្រវត្តិវិទ្យា?

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២.៤. តើលោកវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គមយ៉ាងដូចម្តេច?

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**ផ្នែកទី៣: បញ្ហានៃការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម**

៣.១. ការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គម

៣.១.១. តើលោកមានបញ្ហាក្នុងការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គមដែររឺទេ?

- មានបញ្ហា
- មិនបញ្ហា

៣.១.២. តើបញ្ហាអ្វីខ្លះដែលលោកបានជួបប្រទះក្នុងការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គម?

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៣.២. ការរៀបចំសកម្មភាពបង្រៀនរបស់គ្រូក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

៣.២.១. តើលោកមានបញ្ហាអ្វីខ្លះក្នុងការរៀបចំសកម្មភាពនៃការបង្រៀនដោយប្រើប្រាស់ធនធានប្រាសាទសម្បូរណ៍ព្រៃគុកក្នុងការបង្រៀនប្រវត្តិវិទ្យា?

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៣.៣. ការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្ស

៣.៣.១. តើលោកមានបញ្ហាអ្វីខ្លះក្នុងការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្ស ក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍?

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៣.៤. ការជួយឧបត្ថម្ភរបស់សាលាក្នុងការប្រើប្រាស់ធនធានសិក្សា  
នៅក្នុងសហគមន៍

៣.៤.១. តើលោកមានបញ្ហាអ្វីខ្លះក្នុងការជួយឧបត្ថម្ភរបស់សាលាក្នុង  
ការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍?

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៣.៤.១.១. តើសាលារៀនមានគោនយោបាយក្នុងការប្រើប្រាស់ធនធាន  
សិក្សានៅក្នុងសហគមន៍?

- មាន       មិនមាន

៣.៤.១.២. តើសាលារៀនមានថវិការបំរុងក្នុងការប្រើប្រាស់ធនធាន  
សិក្សានៅក្នុងសហគមន៍?

- មាន       មិនមាន

៣.៥. ការកំណត់លំដាប់នៃការលំបាកក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុង  
សហគមន៍

៣.៥.១. តើលោកគិតថាក្នុងចំណោមបញ្ហានៃការប្រើប្រាស់ធនធានសិក្សា  
នៅក្នុងសហគមន៍ទាំងប្រាំខាងក្រោមនេះតើបញ្ហាមួយណាមានការលំបាក  
ខ្លាំងជាង? ចូររៀងតាមលំដាប់ពីខ្លាំងទៅស្រាល

- .....ការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គម
- .....ការរៀបចំសកម្មភាពបង្រៀនរបស់គ្រូក្នុងការប្រើប្រាស់ធនធាន  
សិក្សានៅក្នុងសហគមន៍
- .....ការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍
- .....ការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិ  
ក្សានៅក្នុងសហគមន៍
- .....ការជួយឧបត្ថម្ភរបស់សាលាក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុង  
សហគមន៍

**ផ្នែកទី៤: ដំណោះស្រាយចំពោះបញ្ហាលំបាកទាំងឡាយនៃការប្រើប្រាស់**

**ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម**

**៤.១. ការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គម**

៤.១.១. តើអ្នកដោះស្រាយចំពោះបញ្ហាក្នុងការវិភាគកម្មវិធីសិក្សាសិក្សាសង្គមយ៉ាងដូចម្តេច?

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៤.២. ការរៀបចំសកម្មភាពបង្រៀនរបស់គ្រូក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

៤.២.១. តើអ្នកដោះស្រាយចំពោះបញ្ហាក្នុងការរៀបចំសកម្មភាពបង្រៀនរបស់គ្រូក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍យ៉ាងដូចម្តេច?

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៤.៣. ការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

៤.៣.១. តើអ្នកដោះស្រាយចំពោះបញ្ហាក្នុងការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍យ៉ាងដូចម្តេច?

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៤.៤. ការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

៤.៤.១. តើអ្នកដោះស្រាយចំពោះបញ្ហាក្នុងការវាយតម្លៃលទ្ធផលការសិក្សារបស់សិស្សក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍យ៉ាងដូចម្តេច?

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៤.៥. ការជួយឧបត្ថម្ភរបស់សាលាក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍

៤.៥.១. តើអ្នកដោះស្រាយចំពោះបញ្ហាក្នុងការជួយឧបត្ថម្ភរបស់សាលាក្នុងការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍យ៉ាងដូចម្តេច?

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**ផ្នែកទី៥: មតិយោបល់បន្ថែមរបស់អ្នកឆ្លើយតបចំពោះការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គម**

សូមផ្តល់ជាមតិយោបល់បន្ថែមរបស់អ្នកឆ្លើយតបចំពោះការប្រើប្រាស់ធនធានសិក្សានៅក្នុងសហគមន៍ក្នុងការបង្រៀនសិក្សាសង្គមនៅពេលអនាគត

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**Appendix E**  
**Guideline evaluation form for experts**

Please put ✓ to give the comments in the column.

4 = Excellent    3 = Good    2 = Average    1 = Revise

Assessment Issues	1	2	3	4
<b>1. Guideline Layout and Design</b>				
1.1. The layout and design of the guideline is appropriate and clear.				
1.2. The layout and design of the guideline is organized effectively.				
<b>2. Objectives:</b>				
2.1. The objectives are clear				
2.2. The objectives are relevant and consistent with the concept of the guidelines.				
<b>3. Analysis of Contents of Social Studies Curriculum</b>				
3.1. The contents of curriculum and learning resources are consistent.				
3.2. Learning resources that were selected are usable				
<b>4. Activities for Utilization of Community Learning Resources</b>				
3.1. The activities cover the utilization of community learning resources				
3.2. The activities consist of both in and outside learning process				
3.3. The activities are practical				
4.4. The activities provide students with excellent learning environment				
4.5. The activities provide students with chance to self study				
<b>5. Sample of Organizing Activities for Utilizing Community Learning Resources</b>				
5.1. Field trip of Sambo Prei Kuk is appropriate				
5.2. Project based learning of Chinit river is appropriate				
5.3. Guess speaker of monk is appropriate				
4.4. Procedures of lesson plan of history are appropriate				
5.5. Procedures of lesson plan of geography are appropriate				
5.6. Procedures of lesson plan of morals- civics are appropriate				
5.7. Worksheets of lesson plan are appropriate				
5.8. Evaluation sheets of lesson plan are appropriate				
<b>6. Organization and Management of Utilizing Community Learning Resources in Social Studies Instruction</b>				
6.1. Teachers' organization and management				
6.2. Content knowledge of teacher is appropriate				
6.3. Organizing activities of teacher is appropriate				
6.4. Evaluating students' learning outcomes is appropriate				

Evaluator:.....

Comments:.....

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## Appendix F

### List of experts validating research instruments and guidelines

#### A. Experts Validating Research Instruments

1. Associate Athapon Anunthavorasakul  
Faculty of Education, Chulalongkorn University
2. Associate Vipha Supradith Na Ayudhaya  
Demonstration Secondary School of Chulalongkorn University
3. Mr. Sawad Dith  
Deputy of head provincial department of education, youth and sport in  
Kampong Thom Province, Cambodia

#### B. Experts Validating Guidelines

1. Mr. Sawad Dith  
Deputy of head provincial department of education, youth and sport in  
Kampong Thom Province, Cambodia
2. Mr. Kai Chay  
Head provincial department of secondary education, youth and sport in  
Kampong Thom Province, Cambodia
3. Mr. Seang Pech  
Head subject of morals-civics of Kampong Chheuteal High School in  
Kampong Thom Province, Cambodia.

## BIOGRAPHY

Mr. Chantheng Meak was born on the 10<sup>th</sup> October 1978 in Preyveng Province, Cambodia. In 2001, he graduated with a bachelor's degree of Arts in Geography from Royal University of Phnom Penh. In 2002, he satisfied the requirements of a training course leading to the certificate of Upper Secondary School Teacher from the Faculty of Pedagogy. In 2007, he continued his Master's degree in Teaching Social Studies, Faculty of Education, Chulalongkorn University, Thailand. He is currently teaching Earth and Environment Science at Kampong Chheuteal High School, Kampong Thom Province, Cambodia.



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย