

TRENDS OF THESES ABOUT SOCIOSCIENTIFIC ISSUE (SSI)-BASED TEACHING IN THAILAND

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ABSTRACT

Under Thai educational reform, science learning processes concern with the current situations in daily life. The aim of this study was to identify the trends of theses regarding Socioscientific Issue (SSI)-based teaching in Thailand. The researchers gathered the information by first handedly reviewing theses related to SSI-based teaching from thesis databases in Thailand. The collected data were analyzed using content analysis. The findings showed that 41 theses about SSI-based teaching were found during years 2008-2014. Most of them were conducted in a master level education and focused on higher-order thinking. For content knowledge related to SSI, various SSIs were used in science classrooms rather than using single SSI. In addition, most of the content knowledge that the researcher(s) investigated was related to biotechnology. For the participants who were concerned with SSI-based teaching, most of the theses conducted with participants in lower secondary and higher secondary level. Moreover, quantitative research was used as research methodology rather than mix-method study or qualitative research. For the student benefits, SSI-based teaching could promote students in aspects related to higher-order thinking.

KEYWORDS: Socioscientific Issue, Science Education, Trends of Theses

Received: Dec 17, 2015; **Accepted:** Dec 24, 2015; **Published:** Dec 30, 2015; **Paper Id.:** IJESRFEB20162