



The Development of Supplementary Readings Concerned Local Archaeology for Elementary School Students*

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Abstract

The paper was written with the purpose of studying the origin of local archaeology and supplementary documents concerning the history of local archaeology to study the current condition and problem of local archaeology and supplementary documents concerning the history of local archaeology and to improve the quality of the supplementary readings concerning local archaeology for elementary school students. This study was a qualitative research in 3 specific areas including the historical cities of Champa Si, Fa Daet Song Yang, and Sagatenakorn. The population chosen for this study includes citizens associated with the development of supplementary documents concerning local archaeology in 3 provinces including Maha Sarakham, Kalasin and Roi Et with a purposive sampling of 65 people. The research was conducted through surveys, interviews, observations and focus groups. Using survey forms, questionnaires and observation as research tools, the methods and contents were checked through triangulation. Content analysis was conducted by using related concepts and theories concerned. Data were presented by descriptive analysis.

It was found that, in the nature of the subject, the study of local archaeology by elementary school students tends to focus on the history, mythology, and archaeological sites. The curriculum for this subject, from first-year elementary school level to last year of high school, tends to be classified by the locality of the archaeological sites and grades of the learner. Supplementary readings concerning local archaeology are few and far in between, what documents there are written classroom materials only. Study of the current dynamics and the problems of the supplementary readings concerning local archaeology indicates that there are demands in place, that history teachers do want supplementary readings concerning local archaeology, as such things would facilitate the teachings of history lessons, with the status as a distinct subject. The local curriculum can be supplemented by the students being responsible for their own studies of local matters. The published articles and books could prove a useful and convenient method of supplementing the students' self-study. Further complicating the matter is that the documents are paradoxically designed as a teaching aid and thus are largely concerning the curriculum, making it difficult for standardized publication. There are 6 steps to the development of supplementary readings for elementary school students. The first (1) is the Analysis, the second (2) is Design, the third (3) is Development, the fourth (4) is the Creation process, the fifth (5) is the Assessment process and The sixth (6) is the Distribution stage.

Keywords: Development of Supplementary Readings, Local Archaeology, Nakorn Champa Si, Fa Daet Song Yang, Sagatenakorn, and Supplementary Readings for Elementary Schools students

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Introduction

The ever evolving, ever moving forward nature of society poses a problem to the study of local archaeology, potentially leading to the disastrous result of communities losing the memories of their own roots. Similarly, other cultural aspects of their history, whether it be local history, mythology, folktales or ancient sites also faded from the minds, despite their status as past-down cultural heritage. (Pramuan Phimsen, 2547, p.34) Even though the study of archaeology can facilitate the wider and deeper understanding of the past, the vital foundation of which we could use to propel us forward into a more stable, more realized future. (Attack Sattayanurak, 2548, pp.7-8) The process of learning local history should incorporate the people living there, such to allows true understanding of the problems of the people in the community and see the ongoing dynamics borne of societal change in a more physical, tangible manner, for the purpose of inviting various parties to identify the community's problems and fixing them correctly. (Jamboree Chiengthong, 2543)

Supplementary readings as a teaching tool would be an appropriate response to the difference in the personality and capability of each student. This is because over the teacher, and the student would use the normal study books, and such things cannot by their very nature of being in line with the general outline of things delve deep into true purpose of local archaeology, a learned teacher could publish a book, and the good book would be wielded by the teacher and their fellows alike as they would coincide with the actual situation of the community and be appropriate to the age of the student, in turn honing the effectiveness of the study of local archaeology. (Amornrat Cheng Thom, 2541, pp. 1-2) The improvement of the supplementary readings concerning local archaeology for elementary school students is thus of vital importance. The benefits of supplementary readings are to promote of the student's aspect as follow: 1) curiosity. (2) critical thinking skill. (3) critical reading skill. (4) the usage of time (5) problem-solving skills and (6) attitude toward book learning. (Rossukon Withaithanom, 2553, pp.43-44)

The researcher notes the importance of local archaeology and cultural heritage supplementary readings, which provides the interested students with knowledge of; as such, the researcher is interested in finding ways to improve upon the supplementary readings concerning local archaeology such that they would be effective for their intended purpose and works as a medium for education alongside more



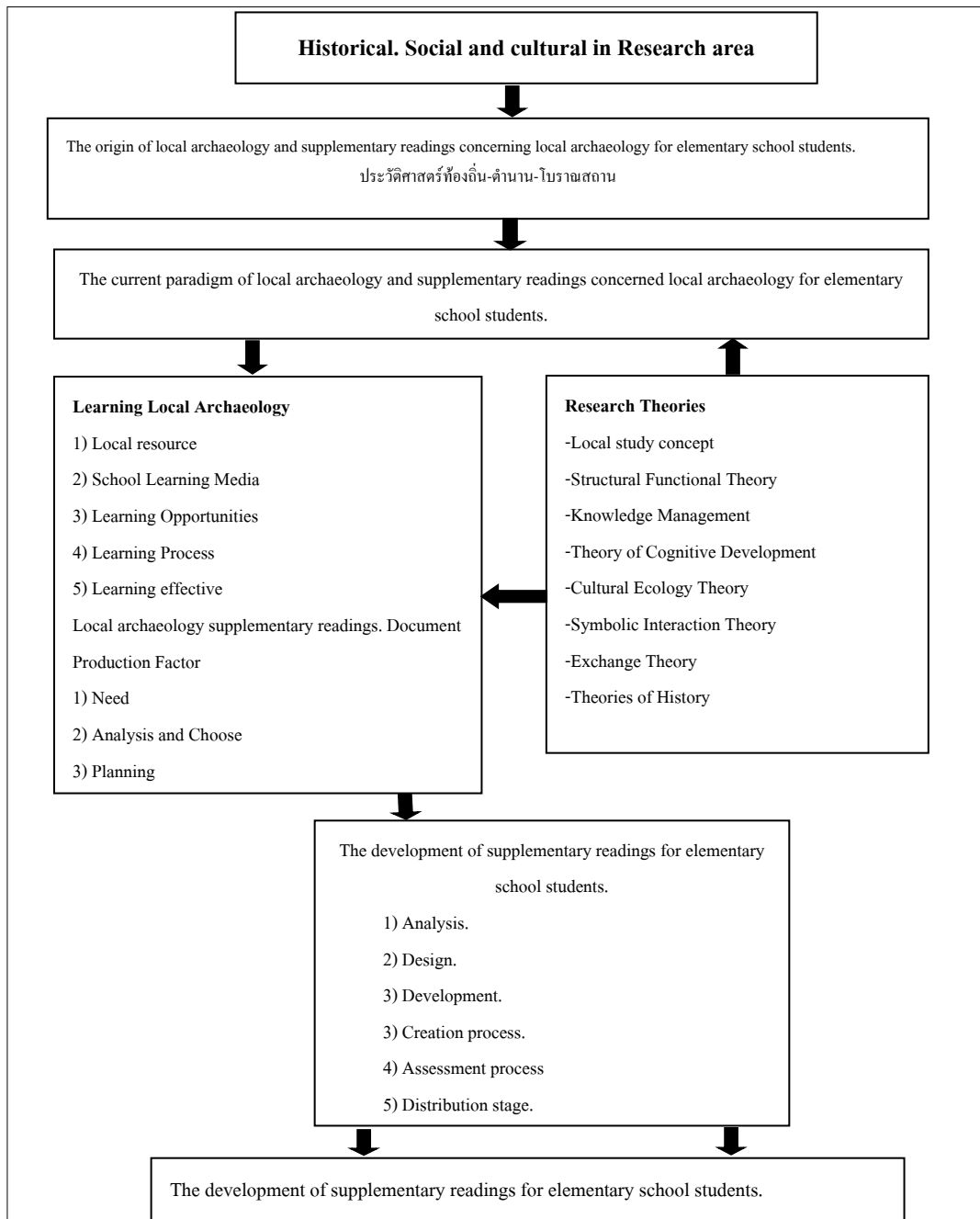
conventional study books, and also fulfilling the goal of preservation and dissemination of local history to students as well.

Research Objective

1. To study the origin of local archaeology and supplementary readings concerning local archaeology for elementary school students.
2. To study the current paradigm of local archaeology and supplementary readings concerning local archaeology for elementary school students.
3. To improve supplementary readings concerning local archaeology for elementary school students.



Relate Ideas Theories



Research Methodology

The research on the improvement of supplementary readings concerning the local archaeology for elementary school students was conducted as a qualitative researching the area whereupon the great importance and teaches a provincial level of local archaeology, and that the provincial authority have ruled it such that it is of enough importance to teach the subject compound with Nakorn Champa Si, Fa Daet Song Yang and Sagatenakorn. The target subjects for the study are personnel with ties to the development of supplementary readings concerning local archaeology, being wise men, teachers, experts, parents, and students in the Maha Sarakham, Kalasin, and the Roi Et Province, divided into 18 experts, 32 participants, and 15 general populace, for a sum of 65.

Sampling and data collection Using research tools such as surveys, questionnaires and observations with quality controls through 5experts on the subject who oversaw collection and compilation of the data with survey data. Interview and Observation of the sample and group discussion provide the data obtained from the action, and the contents are checked by means of triangulation. Data were analyzed for the research purposed outlined above. Content analyses were conducted with related concepts and theories concerning descriptive analysis presentation. Resultant conclusions are thusly submitted with the goal of illumination and comparison with the stated goals of the research.

Research Result

Part 1: The origin of the study of local archaeology and the local archaeology for elementary school students

Research indicated that the boundary of the contents might be defined as three aspects: history, mythology, and ancient sites.

1. The historical origin of the local archaeology of Nakorn Champa Si is the locale being situated at Na Dun District, Maha Sarakham Province. There are many archaeological sites in the possible location of the Nakorn Champa Si, and it was theorized that the city had two separate era of prosperity- the Dharavadi Era in the years 1000 to 1200 and the Lopburi Era in the years 1600 to 1800. As for the origin of the study of local archaeology in the locale of Nakorn Champa Si for elementary school students, the schools in the area had their students learn the local culture first thing, had the mythology be taught divided by the grades of the students, focused on the archaeological sites of Maha



Sarakham province and surrounding provinces, and on historical aspect focuses on the history of the province and that of Thailand.

2. The archaeological origin of Fa Daet Song Yang, situated in the Gamonlasai District, Kalasin Province, there are traces of prehistoric communities over the years, from Dharavadi to Ratanagosin Era. On the local historical aspects includes the learning and development of Kalasin province in the various era. On the educational aspect of the local archaeology of Fa Daet Song Yang for elementary school students, the system is akin to other provinces.

3. On the archaeological origin of Saketnakorn, the locale is situated in the Roi Et province and was an ancient prehistory city established since the Dharavadi Era. In the past, it was a large town known as Mueang Saketnakorn, in ancient times having 11 subordinate towns and 11 gates into the city. Ancient site was a large part of elementary school students year 4-6's studies; there were many educational materials regarding local archaeology, and vital historical, educational centers included Gu-Gang and Roi Et Museum

Part 2 : Current Paradigm of the study of Local Archaeology and Supplementary Readings for Local Archaeology for Elementary School Students

1. The current conditions of learning the local history archaeological sites for primary school students have been divided into the historical, archaeological Studies for local grades 4-6 in the area, divided into 3 areas as follows

1.1 Learning about local archeology Champa Si with learning resources local to give students learn history, archeology, local Champa Si include Ku Santarat, Holy Pond, Sala Nang Khao, Ku Noi and Phra That Na Doon. Study the history, archeology, local aspects of Champa Si in the schools in the Mahasarakham Province through slide animation media, including media and books and following the elementary curriculum. The joint traditions and tourism boost for the learning process are done by are inherited from teachers and lectures, or watching a video or reading a book in the classroom. Teachers would be able to operate the various tools and supplementary readings in the long run. The field trips face concern about the safety of the student, time, and cost. Learning in the historical section 1 time per year would be optimal for students.

1.2 Learning local Archaeology in Fa Daet Son Yang can be done in the following locations: Old Fa Daet Song Yang City Canal, Phra That Yakubu, Wat Pho Chai Semaram Lamphao



Dam, and Dinosaur Excavation Site Phu Gum Khao; Fa Daet Son Yang as a whole serves to be a teaching environment for elementary school students in Kalasin Province. Various ways exist to aid in the teaching of local archaeology, such as Still Media, Motion Media, Media Learning through the internet and books, including the opportunity to learn about the curriculum, joint learning of local traditions and Tourism. Teachers learning to teach the material over the career, with most teachers, satisfied with the activity. The teachers become more knowledgeable, and the students understand more than before. Responsibilities and duty, therefore, rests with the teachers. For students, there is also a duty to find and report satisfaction in activities as well. By learning to see clearly and understanding more, the students would be less likely to be bored than by book learning in the classroom. Thus, learning outside of history by learning through the media in various forms. While at present teachers have the satisfaction of learning and teaching, the students need something more, to meet and share the idea with other students and matches the lessons taught to compare and contrast. Students report high satisfaction from learning from the media.

1.3 Learning local Archaeology in Sagatenakorn can be done in the following locations:

Roi Et National Museum, Ku Kang Ku Phonrakang Ku John wit Ku Kardon, Ku Phra Kona, Ku Mungbean, Phra That Bor Punk, Prang Ku, Ku Katana, and the Hongkong Castle ; Sagatenakorn as a whole serves to be a teaching environment for elementary school students in Roi Et Province. Various ways exist to aid in the teaching of local archaeology, such as Still Media, Motion Media, Media Learning through the internet and books, including the opportunity to learn about the curriculum, joint learning of local traditions and Tourism. The learning process is inherited from teachers with teaching and lecturing to watching a video or reading a book in the classroom. Excursions outside the classroom and self-learning condition. Reflection and introspection from lessons taught by history. Teachers learning to teach the material over the career, with most teachers, satisfied with the activity. Thus, learning outside of history by learning through the media in various forms. While at present teachers have the satisfaction of learning and teaching, the students need something more, to meet and share the idea with other students and matches the lessons taught to compare and contrast. Students report high satisfaction from learning from the media.



2. The current status of supplementary readings for local archaeology in all 3 areas, Champa Si Fa Daet Song Yang and Sagatenakorn are cataloged by the subject matters of the supplementary readings as follow.

2.1 Study of the current dynamics and the problems of a dearth of supplementary readings concerning local archaeology indicates that there are demands in place, that history teachers do want supplementary readings concerning local archaeology, as such things would facilitate the teachings of history lessons, with the status as a distinct subject. Yet actually organizing the schedule for teachings proves difficult—whatever media used must serve to lessen the preparation time for both the teacher and students; therefore, supplementary readings which would free time for teachers to pursue other agendas are in high demand.

2.2 Study of the current dynamics and the problems of a dearth of supplementary readings concerning local archaeology indicates that there are demands in place, that history teachers do want supplementary readings concerning local archaeology, as such things would facilitate the teachings of history lessons, with the status as a distinct subject. The local curriculum can be supplemented by the students being responsible for their own studies of local matters, as such, it is vital to provide them with books and documents to help them in their learning.

2.3 Though published articles and books could prove a useful and convenient method of supplementing the students' self-study, there are many complicating factors. While most teachers do write down books on the subject matters allowing such documents to be readily available, being generated in the locale by experts on such subjects, a study has shown that most teachers don't actually use the books they wrote as part of their teachings. Further complicating the matter is that the documents are paradoxically designed as a teaching aid and thus are largely concerning the curriculum, making it difficult for standardized publication.

Part 3: The development of supplementary local archaeology for elementary school students

Comprises six steps as follows:

1. The first is the Analysis, whereupon the teacher or publisher must divide the end products into components and go over the various facets, including curriculum, need, webs of content and fieldwork.

2. The second is Design, the planning stage whereupon the methods of bringing the contents to the students through means of supplementary readings are considered, and the most effective and convenient means are selected. In this stage, the teacher or publisher would define the presentation method of the subject, the purpose of the subject, and set a boundary for the subject.

3. The third is Development, or generally improving the contents. In this stage, the teacher or publisher would organize and prioritizes the contents, such that there are links between the written details, photograph, cartoons, and conversations. The main concern for this stage is that the contents be easily accessible and easy to follows; the narrative flows, the storytelling, the prioritization of certain subjects and questioning and answering session between actors are all vital in this stage.

4. The fourth is the Creation process, where the teacher starts outlining the substances of the supplementary readings and send them over to the experts to check on various aspects, building upon them where needed, checking again until the book reaches a certain quality standard. This step also includes the publication itself.

5. The fifth is the Assessment process, the printed or written book would be assessed for quality by the target teachers and students that would use the products, testing for effectiveness and satisfaction.

6. The last is the Distribution stage, the completed local archaeology books being disseminated to the target schools and other interested parties. This stage also includes the researcher teaching the methods to other schools.

Research Conclusion

Research Result in conjunction to the purposes of the research are as follows

1. It was found that, in the nature of the subject, the study of local archaeology by elementary school students tends to focus on the history, mythology, and archaeological sites. Supplementary readings concerning local archaeology are few and far in between, what documents there are written as classroom materials only.

2. The current paradigm of the study of local archaeology indicates the present existence of learning nodes, media, and various sources to facilitate learning through ancient sites in the local communities. There are many problems in the process of teaching itself- the selection of teachers' complex the matter and the failure of interdependence webs and standardized materials all lead to



inefficient methods of education. While books and documents exist, it proves difficult to use them in an actual learning environment.

3. There are 6 steps to the development of supplementary readings for elementary school students. The first is the Analysis and the second is Design, which is, the planning of the bringing methods of the contents to the students. The third is Development, or generally improving the contents. The fourth is the Creation process, where the teacher starts outlining the substances of the supplementary readings. The fifth is the Assessment process by the target teachers and students that would use the products, testing for effectiveness and satisfaction. The last is the Distribution stage.

Discussion

The researcher offers the following advice on how to accomplish the research's objectives

On the origin of local archaeology and supplementary readings concerning local archaeology for elementary school students: it was found that a complete local archaeology study comprises of 3 aspects: History, Mythology and Ancient Sites; this may be because mythology and historical anecdotes are not concrete, observable places in the ilk of ancient sites, needing wise men to pass them on from generation to generation, or through reading historical documentations. As such, wise men are of vital importance in ensuring continued passing of historical anecdotes and mythology, a trend consistent with what Puangrat Wittamaporn (2541, p.1) learned of in the Community Experience and wisdom Learning node in the Office of Elementary School Education, Khonkaen. He found that most teachers are of the opinion that learning nodes are important in reinforcing the love and attraction a student, as a member of the community, should have to their community.

On the origin of local archaeology studies for elementary school students, the lesson plans were divided into two major parts: into class studies, sectioned by different grades and field excursion. There were little in the ways of supplementary readings for local archaeology for elementary school students; most are published only for uses in class as teaching aids for the teacher. Further complicating the process is the school's need to comply with the template laid down by Office Education Commission of Thailand (2541, pp.36-40), whom in the past concluded that, on the subject of increasing local Thai cultural wisdom, there would be great difficulties in bringing local Thai cultural wisdom into the conventional education system due to the yet still disparate nature of education. Different schools have their own methods to deal with ever present lacks of funding and essentials.



On the current dynamics of learning local archaeology and supplementary readings concerning local archaeology for elementary school students, it was found that there were 2 main types of lessons: classroom studies and excursion studies. While provincial-level schools tend to focus on bringing students out on an excursion to historical sites, researchers have shown that the interest level and, correspondingly, the benefits of and to the students are still low. Conversely, schools already situated onsite of the local archaeological sites tend toward learning the archaeological sites from a national level, mostly of other provinces. All these leads to a problem in the process of education and excursion; one reason for this may be that the process of publishing supplementary readings or media are fraught with multiple complications and steps, thus making them unattractive prospects to educators in spite of their long-term usage, consistent with the research of Sarawut Chitpilai (2551, pp.81-84) on the development of multimedia for the Museum of Thai Soh of Kuruman District, Sakhon Nakorn Province, where it was discovered with interactive multimedia collected on the computer in the format of CD-ROM multimedia for users in the Museum of Thai Soh of Kuruman District, Sakhon Nakorn Province was rated by students as having very good impacts, especially on the convenience aspect, a vital characteristics in generation of education medium.

On the development of quality supplementary readings for local archaeology for elementary school students, there are three aspects to consider compound with the contents, the mechanical and the frameworks aspect; this may be because supplementary readings count as a medium for education and fortifying knowledge in students. It is very difficult, however, for a teacher to publish their own supplementary readings on local archaeology and thusly there were organization created to assist them in this endeavor, as is the case with Jiraporn Chaowana (2542, p.41) who conducted research "On publishing a reading comprehension training book for 3rd year elementary school; "Travel Guide: Muang Nakorn" whereupon she took the stories told in the locale to weave a reading comprehension training book to improve education process; this book directly led to greater capabilities than previous standards, and Chania Kachathong (2543: 48–49), who published "On publishing a reading comprehension training book for 5th year elementary school; "Travel Guide: Songkhla" and whom made uses of end-of-chapter exercises and examinations for the purpose of gauging understanding of the materials results similarly shown her works to be of greater quality than previously set standard.



Recommendations

1. General Suggestion

1.1 This research complied the origin of local archaeology from each province and media concerning such for the purposes of education. The relevant schools and subjects of this research are 3 (1), historic region Champa Si, Mahasarakham Province (2) historical Area Fa Daet Song Yang, Kalasin Province (3) historical Area Sagatenakorn, Roi Et Province, and it hence will thusly be known that these schools can use all results of this research as an educational medium for the school, and the generated supplementary readings are allowed to be used freely by the schools and communities in the historical area.

1.2 The problems faced over the course of learning local archaeology through such means as book leanings and excursions should be met and overcame through brainstorming from all relevant parties; the success of which will lead to the appropriate development of local archeology tailored to each school.

1.3 This research incorporated both documentations for data regarding local archaeology and education on local archaeology, all to the development and improving upon supplementary readings regarding local archaeology and field works; the result thus allows the reader to both delve in depth and learn about the process of development of supplementary readings and can be tweaked to apply to uses in conjunction with other research.

1.4 This research were conducted on a total of 3 research area schools in the historical area; similarities are maybe drawn with other schools of not dissimilar disposition, and the research turned to benefits such schools.

1.5 The research results has shown that the development of supplementary readings needs the cooperation of the school and local Office of Elementary Education, especially concerning funding and minimizing time resource used to publish supplementary readings; this also can be tuned to answer similar questions on various subjects concerning the publication of books and supplementary readings.

2. Suggestion for Future.

2.1 Interviews with educational, personal and teachers in each school indicated that they are of varying knowledge and experiences regarding the publication of supplementary readings, from never having written any at all to having tried 3 times. The researcher posits that there should be

research on the possible improvement of personal in regards to the creation of supplementary readings concerning local archaeology.

2.2 It was found that archaeological sites are incredibly numerous, such that it is virtually impossible to create supplementary readings that cover all location; further research should be concentrated on an area near the school, or schools near the archaeological area.

2.3 This research was conducted as a systematic research, and by nature takes the big picture approach. It would be beneficial for there to be a follow through research that has a narrower scope or that focus on the development of another educational medium.

2.4 This research was conducted in such a way that the participation of community members was, unfortunately, minimal. A more sociological approach hinging more on communities as a follow through could reveal dynamics unobservable through the smaller, experts and teachers demographics.

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