

The purposes of this study were to evaluate and to compare students' learning achievement and their impression of the three types of innovations used in learning and teaching Buddhism. The three innovations were omni-interactive teaching, programmed texts, and classroom learning centers. Among these, the most appropriate method for teaching Buddhism was to be identified. 360 mathayom-suksa-six students were sampled during the academic year 1988. Using matched-group method, these students were divided into 3 groups and pre-tested with the 40-item Buddhism Learning Achievement Test. Each group was then taught with a different innovation. The same test and the Impression Evaluation Form were given to these students after the experiments. Scores from the pre-test and post-test were compared by t-test. One-Way ANOVA was used for comparison among groups and Tukey procedure for testing significant difference. All were computed by using SPSS/PC program. The findings were :

1. All students' learning achievement increased. The group learning through programmed texts had more increased scores than the group learning through the learning-center package. However, the increased scores of the group using omni-interactive method were not different from those of the other groups.
2. In general, all three groups of students had good feelings toward the teaching innovations.

Students' opinions concerning each of the innovations were analyzed in terms of their first 5 ranking order as shown below.

2.1 The omni-interactive teaching helped create open and responsive learning atmosphere most. It also encouraged students' astuteness; fostered democratic behaviors; was thought to be appropriate for teaching Buddhism; and increased learning excitement, respectively.

2.2 The programmed texts were thought to be most appropriate for teaching Buddhism. They helped foster honesty, self-discipline, self-confidence, and reasoning ability, respectively.

2.3 The learning-center teaching helped create open and responsive learning atmosphere most. It was thought to be appropriate for teaching Buddhism, provided participative activities, encouraged astuteness, and fostered democratic behaviors, respectively.

3. Considering in terms of students' impression and increased achievement scores, then, the programmed text was found to be most appropriate in teaching Buddhism.