

C440034 : MAJOR CURRICULUM AND INSTRUCTION

KEY WORD: LEARNING / TEACHING / BUDDHISM / TEPITAKA

PIRACH SUSANSUK : PRINCIPLES AND PROCESS OF LEARNING AND TEACHING IN BUDDHISM
: AN ANALYSIS FROM THE TEPITAKA. DISSERTATION ADVISOR : CHAWALERT LERTCHALOLARN, Ph.D.
DISSERTATION COADVISOR PROF. RAWI BHAVILAI, Ph.D., 203 pp. ISBN 794-636-522-3.

The purpose of this research study was to analyze the principles and process of human learning and teaching in Buddhism based on the Tepitaka.

The analysis findings can be summarized as the followings :

Learning is the experience occurred from the contact to the six senses, when the consciousness is the main mental impression of what being learnt (the Four Ultimates and Designation). The learning process can be explained by the process of cognition and mental impression. Learning is the change within mind. Learning, through the mind-door, occurs one at a time, rapid and is complicated.

There are several levels of learning. The highest level is insight at which can solve any problems. Attention, faith, diligence, mindfulness, concentration, and wisdom are the bases of effective learning. Individuals have different learning styles according to learner differences. Good environment enables learning. In the higher level of learning, the learner evaluates himself/herself which yield better results because learning occurred within one's mind. Evaluated by the other is the indirect evaluation.

Teaching is systematic activities at which learners develop wisdom and good action. There are seven major teaching components : teacher, learner, purposes, content, environment, teaching process and evaluation. 1) Teacher has the role as the advisor to the learner. Good teacher should have sound knowledge, faithful to teaching, good wishes to the learner, good sequences of teaching, and be logical in teaching. 2) Good learner should be diligent, faithful, and attentive to learning. Learners are different to each other. 3) Learning purposes are aimed to present, future and ultimate goal for physical body, moral conduct, mind and wisdom. 4) Content should be selective and arranged to coincide to the purposes. Content in Buddhism can be summarized as the Four Noble Truths. 5) Social environment should be associated with virtue. Physical environment should be contentment and intelligently used. 6) Learning process should be systematic, logical, flexible, and varied. Learner should be the center of the learning process. 7) Evaluation is made in view of the purposes, and should be self-evaluation.

Besides the above mention teaching components, teaching can also be identified by 1) principles of teaching the code of monastic discipline which emphasize the conduct of living together, and 2) principles of teaching the acts of meditation and contemplation for develop concentration and insight.

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