

Research Title: The Study of Buddhist Learning Processes to Develop the Vithidharm –Vithithai Students’ Multiple Intelligence : A Case Study on the Donmuang Technical College’s Vocational Certificate Students.

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ABSTRACT

The purpose of this research was to explore if the Learning Model developed from the Buddhism learning processes will influence the development of Multiple Intelligence of the students, studying Vithidharm – Vithithai subject. The experimental study had been conducted in the Donmuang Technical College with vocational-certificate-level students studying Vithidharm – Vithithai subject, during the first semester of the year 2009. Forty five students of the Donmuang Technical College were purposively selected as samples of the study. Researcher used 4 research instruments including; 1) “Learning Model” developed in accordance to the contents of Vithidharm – Vithithai text book, comprising of 9 components i.e. apprehension, creativity, perception, guidance, criticism, self-assessment, experiencing, presentation, and evaluation; 2) the “Students Memorandums” of learning processes in Vithidharm – Vithithai class designed in accordance to the “Learning Model”; 3) the “Evaluation Form of Learning Results” before and after the learning was used to measure and evaluate the pre and post learning outcome; and, 4) The researcher as a lecturer conducting the learning processes. The researcher used mainly qualitative method for data collection and analysis based on the “Students Memorandums” recorded during the learning processes. The quantitative method of analysis was also used to analyze the results of pre and post learning processes experimentation by finding out the values mean and standard deviation.

It was found that the 9 components of “Learning Model” influence the development of Multiple Intelligence. Additionally, it was found that 4 components i.e. apprehension, creativity, perception and evaluation clearly influence the development of 10 aspects of Howard Gardner’s Multiple Intelligence Theory. From the results, it can be concluded that the “Learning Model” developed from the Buddhism learning processes can influence the multiple intelligence development. Therefore, it can be said that the study contributes to educational field in terms of providing alternative teaching or learning instrument that facilitates the development of students’ multiple intelligence, creativity, student-involvement, and experiential learning.