

TQF. 3 Course Details

Course Specification

Course Code 112 104 Course Name Fundamental of Philosophy

This course is a part of the Bachelor of Buddhism Program in Mahayana Studies (International Program)

Curriculum Update 2018

Institute for Contribution to Mahapanya College

Mahachulalongkornrajavidyalaya University

Table of contents

Category

Category 1 General information

Category 2 destinations and objectives

Category 3 Characteristics and operations

Category 4 Development of student learning results

Category 5 Lesson plans and assessments

Category 6 Teaching and learning resources

Section 7 Evaluation and Improvement of Course Operations

**Course Specification**

Name of Higher Education: Maha Chulalongkorn University, Mahachulalongkornrajavidyalaya University

Campus / Faculty / Department: Associate institution Maha Panya College

Section 1 General information

1. Course code and name

Course Code Course Title 112 104 Course Name Fundamental of Philosophy

2. Number of business units

3 (3-0-6)

3. Curriculum and course type Bachelor of Buddhist Studies Program Mahayana Studies Program (International Program)

Compulsory subject

4. The teacher responsible for the course And teachers

Dr. Uthai Eksaphang

5. Semester / Year of study

Year 1-4

6. Courses that must be studied first (Pro-requisite)

without

7. Co-requisite Courses

without

8. Place of study

Institute for Contribution to Mahapanya College

9. The date of making or updating the details of the last course

2018

Section 2 Aims and objectives

1. The purpose of the course: for students

1) have knowledge and ability in the science of religious philosophy And be a good citizen with morality, ethics, responsibility According to the society's desire

2) Able to apply philosophical concepts to explain, analyze, and research sociological issues critically. Based on knowledge, reason, morality and good attitude to society

3) have characteristics suitable for being a teacher of religious philosophy Have skills and techniques for learning management Social Studies Learning Group Quality religion and culture

2. Objectives of course development / improvement

To produce graduates in religious philosophy Mahayana Department of Education with morality, ethics, responsibility to oneself and society nation

Section 3 Characteristics and operations

1. Course description

Study philosophical foundations such as metaphysics, epistemology, ethics, aesthetics, And apply the important things that come from philosophical foundations to the principles of daily living

2. Topics and hours used per semester

|  |  |  |  |
| --- | --- | --- | --- |
| describe | Supplementary teaching | Practice / Job Field work / Internship | Self-study |
| 45 hours / semester | - | - | 90 hours / semester |

3. The number of hours per week that the teacher advises and advises students individually.

1. hours / week By announcing to students via the internet

Section 4 Student development

1. Morality and ethics

1.1 Morality and ethics that must be developed

(1) have morality and ethics With emphasis on discipline Being honest, self-sacrificing, polite, humble, hardworking and patient, and adhering to the principles of sufficient living

(2) Consciousness of responsibility towards one's self and society

(3) Recognizing and appreciating human dignity values ​​in a multicultural society Including respect for human rights

(4) having academic and professional ethics

1.2 Teaching strategies that use moral and ethical learning development

Insert moral awareness and ethics awareness into subject matter through various forms of learning

1.3 Moral and ethics learning evaluation strategies

(1) Discipline in class attendance and participation in class

(2) Discipline in delivering work on time Responsible for the assignment.

(3) Cooperating with classmates in group work

2. Knowledge

2.1 Learning Outcomes: Knowing, having a worldview, understanding the nature of oneself, others and society.

Students know and understand complex social relationships. Have consciousness in religious principles To be applied in life

(1) have knowledge and understanding in various sciences related to nature Life and society

(2) have a wide world view Able to integrate various sciences and apply it for personal and social development.

(3) have the ability to link knowledge through the application of concepts, theories and religious principles in accordance with life

2.2 Teaching strategies that use knowledge development

Giving importance to the teaching that is learned together Through a variety of teaching methods, including lectures, discussions, studies, reporting, and ethical and moral issues

2.3 Knowledge evaluation strategies for knowledge

Combine the assessment forms in the following areas:

(1) Group work and exercises

(2) Midterm and final semester exams

(3) Assess from the assigned report

(4) Assessing from classroom activities

3. Intellectual skills

3.1 Learning outcomes of intellectual skills: have the ability to think critically and critically. Creative thinking Thinking about solving problems and making systematic decisions. Reasonable. Have a passion for lifelong learning.

(1) There is a systematic analytical thinking process Critical thinking Creative thinking Think and solve problems And make rational decisions

(2) have a passion for knowledge for lifelong learning And able to connect knowledge with local knowledge in order to create a society

(3) Participatory work practices to solve life problems

(4) Application of knowledge and skills for solving life problems Including creating new body of knowledge in line with the development of human society

3.2 Teaching strategies used in the development of cognitive skills

(1) Lecture and media learning

(2) Research and group discussion

(3) Conducting specific educational programs And organizing classroom activities

3.3 Assessment methods

Assess according to the actual situation from the work and practice of the students such as report making and presentation Project implementation Inter-examination And final exam

4. Interpersonal skills and responsibilities

4.1 Interpersonal skills and responsibilities that must be developed

Students have the ability to adapt to various groups of people in society. Students have the following qualifications

(1) Respect for social order And responsible to oneself, the community and society

(2) Good human relations Respect and value for yourself and others.

(3) Having volunteer spirit and working with others as leaders and members of society

(4) Learning to live happily with members of a multicultural society

(5) Having the ability to apply knowledge in his / her discipline appropriately for social development

4.2 Teaching methods

Emphasis is placed on teaching and learning with participatory learning. Which creates the following interpersonal skills and responsibilities

(1) able to work well with others

(2) Be responsible for the assignment

(3) able to adapt to the situation and culture of the organization that works well

(4) have good relations with colleagues in the organization and with the general public

(5) Leadership

4.3 Assessment methods

Assessed by student behavior and expressions in group group presentations And observing the behaviors expressed in the various activities

5. Numerical analysis skills Communication and the use of technology

5. 1 in numerical analysis skills Communication and the use of technology that must be developed

Students have numerical analysis skills. Communication and the use of minimum technology as follows

(1) has the ability to efficiently search, collect data, analyze, synthesize, summarize issues, present and communicate using national language and second language

(2) able to choose the appropriate technology and information

5.2 Teaching methods

Organizing teaching and learning activities Inviting students to participate in classroom management, group discussions for sharing and learning together.

5.3 Assessment methods

Evaluation strategies for learning in numerical analysis skills Communication and the use of technology

1. Assessment from presentation techniques Choosing information technology tools Or mathematics and related statistics

(2) Evaluation of the ability to explain limitations Reasons for choosing tools, discussion of classroom presentations

6. Quality of life

6. Learning outcomes in quality of life: physical health, good mental health, aesthetics, awareness of values ​​and awareness of preservation of art, culture, nature and the environment.

(1) Know how to care Maintain physical, mental, social, emotional and intellectual health.

(2) Having an open attitude to the awareness of the diversity of cultures

(3) Interested in pursuing knowledge and inheriting art and culture

(4) Realize the value of nature And conserve the environment

(5) has appreciation for aesthetics and can be used in modern life

6.2 Teaching strategies used in the development of quality of life learning

(1) Emphasizing teaching and learning for students to work together as a diverse group Which will lead to learning about interpersonal skills

(2) Learning and teaching activities Have students analyze case studies and discuss to present suitable work together

6.3 Quality assessment of life quality learning strategies

Assessed by students' behavior and expressions in group group presentations and observed from behavior expressed in various activities

Section 5 Lesson plans and assessment

1. Lesson plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| week  that | Topic / Details | number\*  (hour) | Teaching and media activities | Instructor |
| 1 | - Introduction to course syllabus  - agree to the rules of the class  - Discussing the purpose of study | 3 | - Distributing course syllabus to students |  |
| 2-3 | Chapter 1 Fundamental knowledge in philosophy | 6 | Lecture / discussion / internet |  |
| 4-5 | Chapter 2 Basic knowledge in Indian philosophy | 6 | Lecture / discussion / internet |  |
| 6-7 | Chapter 3 Basic knowledge in metaphysics | 6 | Lecture / discussion / internet |  |
| 8 | Midterm exam | 3 |  |  |
| 9-10 | Chapter 4 Fundamentals of Epistemology | 6 | Lecture / discussion / internet |  |
| 11-12 | Chapter 5 Basic knowledge of ethics | 6 | Lecture / discussion / internet |  |
| 13-14 | Chapter 6 Basic knowledge of aesthetics | 6 | Lecture / discussion / internet |  |
| 15-16 | Chapter 7 Applying philosophy to life | 6 | Lecture / discussion / internet |  |
| 17-18 | Summary | 6 | Lecture / discussion / internet |  |
| 19 | Final Exam | 3 |  |  |

2. Learning evaluation plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Order  rate | Assessment characteristics  (Exam, report etc.) | Week  rate | The proportion of Score at rate | note |
| 1 | Questions and activities at the end of the chapter  Assess knowledge  - Knowledge and understanding in religious philosophy  - have a wide world view Able to integrate different religions  - Ability to connect knowledge of religious philosophy |  | 10 |  |
| 2 | Preparation of research reports  Assessment of intellectual skills  - Have systematic analysis and make rational decisions  - apply knowledge to solve problems in accordance with the changes of society Numerical analysis, communication, technology usage  - have the ability to analyze, synthesize information and communicate using language efficiently  - able to choose technology and information appropriately and knowingly |  | 20 |  |
| 3 | Midterm exam Assess knowledge  - have knowledge and understanding of religious principles  - have a wide world view Able to integrate religion  - have the ability to connect religious knowledge in line with the way of life | By calendar | 10 |  |
| 4 | Final exam Assess knowledge  - have knowledge and understanding of religious principles  - have a wide world view Able to integrate religion  - have the ability to connect religious knowledge in line with the way of life | By calendar | 60 |  |

Section 6 Teaching and learning resources

1. Primary documents and texts ....

2. Important documents and information

Alburey Castell and Donald M. Borehert . **An Introduction to**

**Modern Philosophy in eight philosophical problems**. 3d ed.

New York : 1976.

Buddhadasa Phikkhu. **Human Handbook**. Bangkok: Sahamaha, 1958.

D. A. Gangadhar . **Essays in Philosophy of Religion**. Varanasi :

Vishwavidyalaya Prakashan . India. 1980

John Hospevs . **An Introduction to Philosophical Analysis**. New

Delhi : Pvt.Ltd. India. 1988.

Keerati Boonchuea. **Philosophy for beginners**. 6th edition. Bangkok: Thai

Wattana Panich, 1988.

Keerati Boonchue. **Preliminary Philosophy**. Bangkok: Thai Wattana

Panich, 1978.

Keerati Boonchue. **Basic Theology**. Bangkok: Thai Wattana Panich, 1989.

Phra Dhammapidok (Prayut Prayutto), **Buddhatham**. Bangkok:

Mahachulalongkornrajavidyalaya University College, 2003.

Phra Ratchaworamuni (Prayut Prayutto). **Buddhist Dictionary of Dharma.**

editions. 5th edition. Bangkok: Dan Sutthakaraphan, 1985.

Saeng Chan-ngam. **Prathiptham**. Bangkok: Kamonpimprang, 1983.

.................... **Theology**. Bangkok: Thai Wattana Panich, 1991.

Uthai Eksaphang . **Analytical Study of Karma, Hell and Heaven in**

**Buddhism**. Varanasi :Banaras Hindu University . India. 1994

Wit Wisathaveda, **General Philosophy**. 11th edition. Bangkok: Thai

Romklao.

3. Suggested research sources

Textbooks, academic documents Religious philosophy Both Thai and foreign languages

Journal of religious philosophy produced by universities that are accepted both in Thailand and abroad.

Section 7 Evaluation and improvement of course operations

1. Strategy to assess the effectiveness of the course by students.

Students fill out an evaluation form and express their opinions through the university's assessment system.

2. Teaching evaluation strategies

(1) Assessment from discipline in class attendance Class participation And cooperation in

Group work with classmates

(2) Evaluated from test scores

3. Teaching Improvement

(1) Improve teaching by listening to students' opinions Educational Quality Assurance Subcommittee

Course committee And fellow teachers teaching in similar courses

(2) Looking for experience from teaching with other teachers or working with highly qualified speakers.

4. Verification of achievement standards of students in courses

Educational Quality Assurance Subcommittee And the curriculum committee Check student learning results. By checking from the lesson plan, exam, grading method And rank values

5. Conducting review and planning to improve the effectiveness of the course.

Conduct review and plan for course updates every 3 years