มคอ พุทธ



TQF 3 Course details

Course Specification

Course Code 101 403 Name of Buddhism and World Religions

This course is part of the Bachelor of Buddhism program in Mahayana Studies

(International Program)

Curriculum revised 2018

Institute for Contribution to Mahapanya College

Mahachulalongkornrajavidyalaya University

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Course Specification

Institution of Higher Education: Maha Chulalongkorn University

Maha Chulalongkornrajavidyalaya University

Campus / Faculty / Department: Associate Institute of Mahapanya Wittayalai

Section 1 general information

1. Course code and title

 Course Code Course Title 101 403 Name of Buddhism and World Religions

2. Number of business units

 2 (2-0-4)

3. Courses and types of courses Bachelor of Buddhist Studies Program Mahayana Studies Program (International Program)

 Required subjects

4. The teacher responsible for the course And teachers

 Lecturer Dr. Uthai Eksaphang

5. Semester / Year of Study

 Years 1-4

6. Required courses (Pro-requisite)

 without

7. Courses to be studied together (Co-requisite)

 without

8. Place of study

 Institute for Contribution to Mahapanya College

9. The date of the most recent preparation or update of the course details.

 2018

Section 2 Aims and Objectives

1. Aim of the course: to provide students with

1) have knowledge and ability in the science of Buddhism And be a good citizen with morality, ethics and responsibility As the society desires

2) able to critically apply Buddhist concepts to explain, analyze, research sociological issues. On the basis of knowledge, reasons, morality and good attitude towards society

3) having characteristics suitable for being a teacher in Buddhism Have the skills and techniques in learning management Social Studies Religion and culture with quality

2. Objectives of course development / improvement

To produce Buddhist graduates Mahayana branch of study with morals, ethics, responsibility towards oneself and society, nation

Section 3 Characteristics and operation

1. Course description

 An analytical study of Buddhism in relation to the religions of the world dealing with the doctrines and key messages. Organizations, ministers, devotees and their activities Refers to cultivating faith as a feature that is beneficial to religious behavior.

1. Topics and hours spent per semester

|  |  |  |  |
| --- | --- | --- | --- |
| describe | teaching supplementary | practice / work Field / Internship | Self study |
| 45 hours / semester | - | - | 90 hours / semester |

3. Number of hours per week that an instructor gives academic advice and advice to individual students

 1. hour / week by announcing to students via the Internet

Section 4 Student Learning Development

1. Morality and ethics

 1.1 Morals and ethics to be developed

 (1) having morality With an emphasis on discipline Be honest, selfless, gracious, humble, diligent, diligent, and patient, and stick to the principles of self-sufficient living.

 (2) Having a sense of responsibility for their duties towards oneself and society.

 (3) Recognize and value human dignity in a multicultural society. Including respect for human rights

 (4) Have academic and professional ethics.

 1.2 Teaching strategies used to develop moral and ethical learning Insert the awareness of morality and ethics into the subject matter through learning in different forms.

 1.3 Moral and Ethical Learning Evaluation Strategy

 (1) Discipline in class attendance and participation in class

 (2) Discipline in delivering work on time Are responsible for the assigned work

 (3) Cooperating with classmates in group work

2. Knowledge

 2.1 Outcomes of knowledge learning: know-how, have a worldview, understand nature, oneself, others and society. Students know and understand the complex social relationships. Have a conscience of religious principles To be applied in life

 (1) Have knowledge and understanding of the various sciences related to nature. Life and society

 (2) have a broader world view Able to integrate various sciences to apply for self and social development

 (3) Ability to connect knowledge through the application of religious concepts, theories and principles to be consistent with life.

 2.2 Teaching strategies used to develop knowledge learning Give importance to teaching that we learn together Through a wide range of teaching methods, including lectures, discussions, research, reporting, as well as presenting ethical and moral issues.

 2.3 Knowledge evaluation strategy Incorporating the following types of assessment models:

 (1) Group work and sub exercises

 (2) Mid-term and final exam

 (3) Evaluate from the assigned report.

 (4) Evaluated from classroom activities

3. Intellectual skills

 3.1 Learning outcomes in cognitive skills: Ability to think critically, critical thinking. Creative thinking to think, solve problems and make decisions in a systematic manner, having an ambition for life-long learning.

 (1) having a systematic thinking process Think critically Creative thinking Problem solving And make rational decisions

 (2) Commitment to knowledge for life-long learning And able to apply knowledge to connect with local wisdom to create society

(3) Participatory work practices to solve problems in life.

 (4) Application of knowledge and skills for problem solving in life. Including the creation of new knowledge in accordance with the development of human society.

 3.2 Teaching strategies used to develop cognitive skills learning development

 (1) Lecture and media learning

 (2) Research and group discussion

 (3) conducting a case study project And organizing classroom activities

3.3 Evaluation method

 The actual assessment of the student's performance and practice, including making reports and presentations Project implementation Inter-semester exam And the final exam

4. Interpersonal Skills and Responsibilities

 4.1 Interpersonal skills and responsibilities to be developed Students have the ability to adapt to different groups of people in society. Students have the following qualifications.

 (1 ) respect social order And have responsibility to oneself, community and society

 (2) have good human relations Respect and value ourselves and others.

 (3) Volunteer and work with others as a leader and member of society

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

 (5) To have the ability to apply knowledge in his field for appropriate use in social development.

 4.2 Teaching methods Focus on learning and teaching in a cooperative and learning environment. Which gives rise to the following interpersonal skills and responsibilities

 (1) able to work well with others

 (2) be responsible for the assigned work

 (3) Able to adapt well to the situation and culture of the organization in which it works

 (4) Have good interpersonal relationships with the organization's colleagues and the public

 (5) have leadership

 4.3 Method of assessment Evaluated from students' behavior and expressions in presenting the class group report. And observe from the behaviors expressed in participating in various activities

5. Numerical analysis skills Communication and use of technology

 5. 1 Numerical Analysis Skills Communication and use of technology to be developed

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

 (1) Ability to search, collect information, analyze, synthesize, summarize, present and communicate effectively using national and second language.

 (2) able to choose the appropriate technology and information and be knowledgeable

 5.2 Teaching methods Teaching and learning activities Encourage students to participate in classroom management, have group discussions for the exchange of knowledge together.

 5.3 Assessment methods Numerical analysis skills learning evaluation strategy Communication and use of technology

 (1) Evaluation from presentation techniques Selection of information technology tools Or mathematics and related statistics

 (2) Evaluation of the ability to explain constraints Reasons for choosing the tools, discussion presented in the classroom.

6. Quality of life

 6. 1 Learning outcomes on quality of life: having physical health, good mental health, aesthetics, value awareness and awareness of the conservation of art, culture, nature and environment.

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

 (2) Have an open attitude towards recognizing multicultural differences.

 (3) interested in learning and inheriting art and culture

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

 (5) Appreciation of aesthetics and can be used in modern life.

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

 (1) Focus on teaching and learning for students to work together in a diverse group. This will lead to learning about interpersonal skills.

 (2) Teaching and learning activities Have students analyze case studies and discuss to present appropriate work together.

 6.3 Quality of Life Learning Assessment Strategy Assessment of students' behavior and expressions in presenting group reports in class and observing the behaviors that were expressed in participating activities.

Section 5 Lesson and Assessment Plans

1.Lesson plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| week | details | Number(Hours) | Teaching activities | Instructor |
| 1 | - Course introduction- agree on the rules of class- Discuss learning objectives. | 2 | - Give course materials to students. |  |
| 2-3 | Chapter 1 Religious Fundamentals | 4 | Lecture / Discussion / Internet |  |
| 4-6 | Chapter 2 Fundamentals of Religions in the World | 6 | Lecture / Discussion / Internet |  |
| 7-8 | Chapter 3 Fundamentals of Buddhism | 4 | Lecture / Discussion / Internet |  |
| 9 | Mid Exam, Part | 2 |  |  |
| 10-11 | Chapter 4 Analysis of Buddhist principles | 4 | Lecture / Discussion / Internet |  |
| 12-13 | Lesson 5 Analysis Doctrine Theism | 4 | Lecture / Discussion / Internet |  |
| 14-15 | Chapter 6 Analysis of Atheism Doctrine | 4 | Lecture / Discussion / Internet |  |
| 16-17 | Chapter 7 Analysis of Dharma Practice Institute | 4 | Lecture / Discussion / Internet |  |
| 18-19 | Summary / Final Exam | 4 |  |  |

2. Learning assessment plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Order | Assess the assessment(Exams, reports, etc.) | Week ofEstimate | the proportion ofScore  | note |
| 1 | Questions and group activities at the end of the chapter Assess knowledge- Have knowledge and understanding of religious principles- Has a wide world view Able to integrate various religions- Ability to connect religious knowledge |  | 10 |  |
| 2 | Preparation of study and research reports Cognitive skills assessment- Have systematic thinking and decision making- Apply knowledge to solve problems in accordance with the changes of society. In numerical analysis, communication, and use of technology- Ability to analyze, synthesize information and communicate using language effectively.- Able to choose technology and information appropriately  |  | 20 |  |
| 3 | midterm exam Assess knowledge- Have knowledge and understanding of religious principles- Has a wide world view Able to integrate religion- Ability to connect religious knowledge in accordance with life. According to the TAS calendar  | By calendar | 10 |  |
| 4 | Final exam Assess knowledge- Have knowledge and understanding of religious principles- Has a wide world view Able to integrate religion- Ability to connect religious knowledge in accordance with life. According to the TAS calendar | By calendar | 60 |  |
|  |  |  |  |  |

Section 6 Teaching Resources

1. Documents and main texts ....

2. Important documents and information

 Keerati Boonchua. Introduction to Theology. Bangkok: Thai Wattanapanich, 1989.

 Phra Dharmapitaka (Prayutto). Buddhadhamma, Bangkok: Mahachulalongkornrajakarn University

 College, 2003.

 Phra Ratchaworamuni (Prayut Prayutto). Buddhist Dictionary of Dharma Code. 5th edition.

 Bangkok: Sutthakarn Pim, 1985.

 Buddhadasa Bhikkhu, Human Handbook, Bangkok: Sahathammik, 2501.

Wit Witthawet. General Philosophy. 11th edition. Bangkok: Thai Romklao.

 Sang chanNgam. Prateeptham. Bangkok: Kamol Printing, 1983.

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

3.Source of research and advice

 Academic documents textbooks Buddhism Both Thai and foreign languages

Buddhist journals produced by universities that are recognized both in Thailand and abroad.

Section 7 Course Evaluation and Improvement

1. Strategies for evaluating course effectiveness by students Students complete assessments and express their opinions through the university assessment system.

2. Teaching Evaluation Strategies

 (1) Evaluated from class discipline Class participation And cooperating in Group work with classmates

 (2) Evaluated by exam scores

3. Improving teaching

 (1) Improve teaching by listening to students' opinions. Educational Quality Assurance Subcommittee Curriculum Committee And fellow teachers who teach in similar courses

 (2) gain experience from teaching with other lecturers or work with highly qualified speakers

 4. Verification of the achievement standards of students in the courses Educational Quality Assurance Subcommittee And the curriculum committee Check the learning results of students. By checking the teaching plan, exam, scoring method and level values Conducting review and planning to improve course effectiveness. Conduct a review and plan for course updates every 3 years.