

The Buddhist Threefold Wisdom Pedagogical Method for Deaf Students

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ABSTRACT

This article aimed (1) to study the theories about teaching deaf students in a classroom in pedagogy sciences; (2) to study the Buddhist threefold wisdom pedagogy method in Theravāda Buddhism; and (3) to propose the Buddhist threefold wisdom pedagogical method for deaf students. This is qualitative research work. The research methodology has been established, using resources and instruments for data collection and analysis from primary and secondary sources, in-depth interviews with key informants using interview questions selected through purposive sampling, the use of technological tools, etc. Descriptive analysis was used to examine the data. The study found a correlation between instructors' beliefs, classroom practices, and perceived outcomes, shaping pedagogical practices. It was emphasized that every child should receive at least one year of quality pre-primary education to foster lifelong learning and ensure inclusive and equitable education. Pre-primary education was found to enhance early cognitive abilities such as reading and math skills. The teaching and learning process was depicted as interactive and communicative, aiming to elicit visible reactions from students to demonstrate learning. Teachers' positive attitudes towards training and students were highlighted. To support participatory pedagogy and develop indicators across various learning domains, three effective tactics and strategies were identified. The integration of sustainability into the evaluation framework was emphasized as an opportunity to advance the Buddhist Threefold Wisdom Pedagogical Method for Deaf Students. This innovative approach combines Buddhist educational principles to address the unique needs of deaf students, emphasizing three components: listening (Sutamaya-pañña), wisdom (Cintā-maya-paññā), and development (Bhāvanā-mayā-pañña). In conclusion, this research sheds light on the potential of the Buddhist threefold wisdom pedagogy method in catering to the educational needs of deaf students. Keywords: Buddhist threefold wisdoms, Deaf student, Pedagogy Method.

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Introduction

Deaf learners face unique challenges due to their diverse backgrounds and communication barriers, hindering their social, emotional, and intellectual development. Teachers must transition from

mere educators to facilitators and mentors to effectively address these challenges. To study students, develop as individuals, teachers expand their responsibilities from educator to facilitator to mentor. (Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y., 2021) The theory of mind: ToM, like other scientific theories, was used to analyze human thoughts, beliefs, wants, and emotions. This idea was known as the "Theory of Mind: ToM by developmental conceptions. (Jenkins, J. M., & Astington, J. W., 2000) Understanding cognitive processes, such as Theory of Mind (ToM), is essential for educators working with deaf students, as it influences behavioral expression and predictive abilities (Jenkins & Astington, 2000; Premack & Woodruff, 1978). Moreover, insights from cognitive theory, including Vygotsky's Zone of Proximal Development and Social Progressivism Theory, highlight the importance of social interaction in learning (Langford, 2004; Groome, 2013). And Vygotsky (The Zone of Proximal Development Theory: ZPD and Social Progressivism Theory) asserts that education should be based on the principles that the child is part of society and that its learning is social. The teacher should often turn to the child's social animal and exist as part of society. The child's needs are imbued with the social needs of the society around it, and in turning to them, we find the best way to make the child's education relevant to the society around it as well as to the child. (Langford, P. E., 2004) The international development community increasingly expresses interest in tertiary education, hence shifting the focus from primary education. Tertiary education contributes to a wide range of economic and human development outcomes in low- and lower-middle-income countries, such as:

- stronger impact on economic growth than lower levels of education.
- increased earnings of graduates and a positive impact on productivity in the workplace.
- increased likelihood of technological uptake and adaptation.
- benefits related to health, gender equality, and democracy; and
- contribution to the strengthening of institutions, and the formation of professionals in key areas of sustainable development.

The quantity and quality of education strongly influence the labor force, governance, and operations of institutions. Investors are more willing to invest when they know that they will be able to draw on a skilled workforce to make that investment productive. (Amina, O., Ladhani, S., Findlater, E., & McKay, V., 2017)

In education administration, educational pedagogy plays a critical role. Courses and class creation revealed individual disparities in educators and teachers when it came to teaching. It was necessary to have a basic understanding of educational pedagogy. Because the deaf society and culture were viewed by outsiders as a society of silence, variations must be understood to comprehend learners' behavior and learning process. As a result, schools became the starting point for society's education. As a result, the researcher decided to investigate. In Buddhism, with the Dhamma idea of Threefold Wisdom (paññā: Cintāmayā-paññā, Sutamayā-paññā, and Bhāvanāmayā-paññā) knowledge is derived from reflection on social collaboration, behavioral relationships, cognitive skills, motivation development, interaction of emotion, and comprehension development. When one acquires knowledge from formal learning and generates wisdom consisting of such knowledge, one trains in wise reflection (Yoniso-manasikarā & Paratoghosa) leading to a vast, profound, and thorough understanding, that can be applied in one's

investigation of the truth. (Bhikkhu P.A. Payutto (Somdet Phra Buddhaghosachariya), 2019) Thinking involves gathering information into a center, analyzing it, and then acting on it. Thinking provides the basis for physical and verbal expression, as it is the link between the systems of perception and action. Thus, the thinking/mind map is the center of the whole life, and it is important for the right lifestyle. (Piyabhani, P. N. & Mahatthanadull, S., 2022) Therefore, thinking and mind mapping are the center of the whole life and the foundation of the right lifestyle. Buddhism has the goal of learning, which is wisdom—that is, wisdom that knows all things naturally. Human beings must learn to practice self-control to be aware of when the eyes see forms, the nose smells, the ears hear sounds, the tongue tastes, the body touches, and the mind perceives emotions, to benefit oneself within the boundaries of what has been learned; to be able to live properly; to be good; to solve problems in life.

Therefore, the researcher was interested in examining the state of the issues. Given these insights, the researcher explores the integration of Buddha pedagogical methods into education for deaf students, aiming to enhance learning experiences and overcome life's challenges through Dhamma principles and coexistence. This study proposes the Buddhist threefold wisdom pedagogical method tailored to the needs of deaf learners, offering guidelines for quality teaching and learning.

Research Objectives

1. To study the theories about teaching deaf students in a classroom in pedagogy sciences.
2. To study the Buddhist threefold wisdom pedagogy method in Theravāda Buddhism.
3. To propose the Buddhist threefold wisdom pedagogical method for deaf students.

Research Methodology

This is qualitative research work. The methodology of research has been established employing research materials and instruments, such as the collection and analysis of data from primary and secondary sources, in-depth interviews, and the use of technological devices, etc. For the purpose of the research findings which creates the series of body of knowledge respectively based on the research's objectives, in terms of to propose the Buddhist threefold wisdom pedagogical method for deaf students. This is qualitative research work.

The Conceptual Framework

This research framework integrates both the Western pedagogical approaches and the Buddhist philosophical principles to create a pedagogical method tailored to the unique requirements of deaf students. It's important to conduct a comprehensive literature review, engage with experts in both education and Buddhism, and potentially conduct empirical studies or pilot programs to test the effectiveness of the proposed method in the outlined of figure as follow:

The conceptual framework provides a structured approach to your research. In this case, it suggests a logical sequence of activities:

- Review of Pedagogical Theories: Begin with a review of existing pedagogical theories and practices in the context of deaf education. This step will help establish a baseline understanding of current educational approaches.

- Study of Buddhist Threefold Wisdom Pedagogy: Dive into the study of the Buddhist threefold wisdom pedagogy method in Theravāda Buddhism. This involves understanding its core principles and how they've been historically applied in teaching and learning.
- Synthesis and Adaptation: With knowledge from the first two steps, synthesize the relevant aspects of the Buddhist threefold wisdom pedagogy and adapt them to the specific needs and challenges of deaf students.

Development and Proposal: Develop a pedagogical method that incorporates the adapted principles and propose it as a potential solution for teaching deaf students effectively.

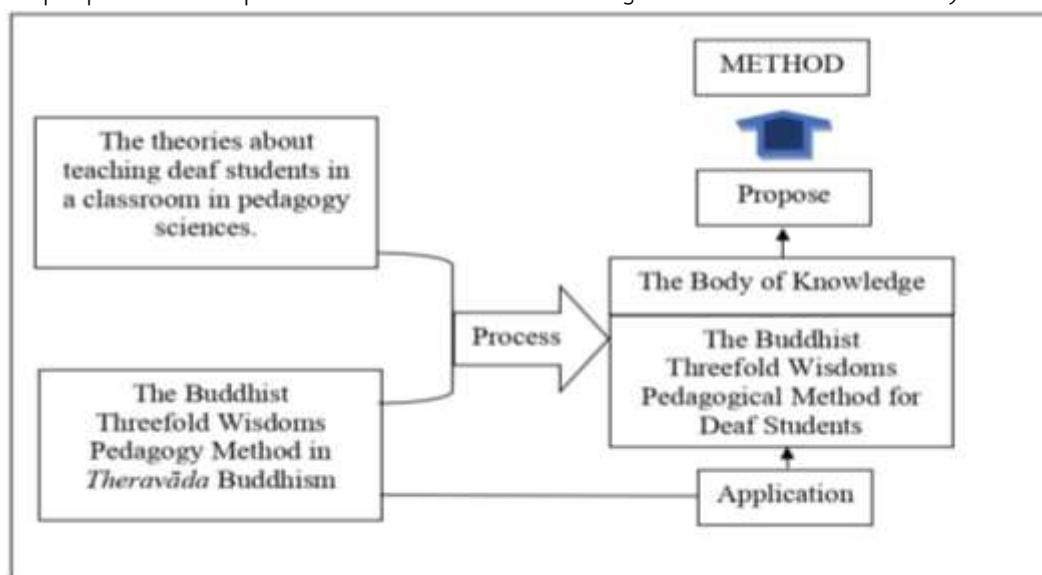


Figure 1 Conceptual Framework

Research Results

The methodical process of developing one's conduct, cognition, and wisdom is known as learning development in the context of The Threefold Wisdom Training. Two “theories—man” and “the environment”—were related to and the foundation of this learning process. Through its perceptions and sensations, a man perceives the outer world. Every perception starts with sense objects, outside factors, and testimony, moves through internal factors, and conscious factors, and ends with testimony. Based on experiences and The Threefold Wisdom Training, it is the process of learning from the outside in. Through a modification of conduct, thought, and wisdom, this leads to self-development. These adjustments encourage personal growth and raise moral standards in society. The findings show that:

1. The theories about teaching deaf students in a classroom in pedagogy sciences.

Ensuring quality educational outcomes globally poses significant challenges, particularly in achieving gender parity and universal access amidst diverse socioeconomic, political, and economic factors (Newman & Holzman, 2013). Revolutionary activity in education aims at fostering development and creating conditions for continual human advancement, reflecting the aspiration for all children to receive free, egalitarian, and high-quality primary and secondary education by 2030 (UNESCO, n.d.). Deaf education presents unique considerations due to Sign language being the native tongue for deaf individuals (Quinto-Pozos, 2007). Early communication within families forms the basis for language development until schooling begins, emphasizing the importance of pedagogical methods facilitating

effective communication (Sacks & Sacks, 2009). Understanding Theory of Mind, crucial for comprehending others' perspectives, is often delayed in deaf children, affecting social interactions and cognitive development (Daniels, 2008). Educational theories such as the Zone of Proximal Development (ZPD) offer insights into scaffolding learning and social engagement (Vygotsky, 1978). Integrating learning theories with educational practices enhances understanding and addresses diverse learning needs, including those of deaf students (Langford, 2004). However, achieving optimal educational outcomes requires addressing social, emotional, and cultural needs alongside academic development (Marschark & Hauser, 2012). The Threefold Wisdom Training emphasizes conduct, cognition, and wisdom development, fostering personal growth and societal morality (UNESCO, n.d.). Integrating linguistic, social, and cognitive dimensions, educational practices must support self-directed learning, collaboration, and problem-solving to meet sustainable development goals (Swanwick, 2016). Pedagogical approaches must adapt to diverse learning needs, utilizing various discourse forms to accommodate sensory differences (Vygotsky, 1978). Individual progressivism advocates for personalized learning experiences, recognizing students' interests and capabilities (Piaget, 1970). Communication is fundamental in education, encompassing both verbal and nonverbal channels to convey information and foster positive interactions (Marschark & Hauser, 2012). Sign language plays a vital role in facilitating communication for deaf individuals, highlighting the importance of inclusive educational environments (Quinto-Pozos, 2007). In conclusion, addressing the educational needs of deaf students requires a holistic approach integrating educational theories with practical strategies tailored to individual learning styles and social contexts. By promoting inclusive environments and fostering communication and understanding, education can empower all learners to reach their full potential.

2. The Buddhist threefold wisdom pedagogy method in Theravāda Buddhism.

The Buddhist Threefold Wisdom Pedagogical Method, focusing on Buddhist principles, enhances communication and behavior observation for deaf students (Phra Medhavinaiyaros, 2023). This method emphasizes three components: *Cintāmayā-paññā* (wisdom), *Sutamayā-paññā* (listening), and *Bhāvanāmayā-paññā* (developing). Let's explore how it benefits deaf students. **Wisdom:** This component promotes deep understanding and insight. Teachers employing this method strive to grasp the unique challenges faced by deaf students, fostering critical thinking and self-awareness. By encouraging empathy and adaptation, educators create inclusive learning environments where students feel valued and understood. This empathetic approach enhances communication and fosters meaningful discussions between teachers and students. **Collaborative Learning:** Encouraging peer-to-peer interaction and group activities facilitates collaborative learning. Deaf students benefit from sharing perspectives and experiences with their peers, enhancing their understanding and engagement. Teachers can observe student behavior more effectively in such settings, promoting a welcoming and effective learning atmosphere. **Mindfulness and Meditation:** Introducing mindfulness and meditation techniques helps students focus, increase self-awareness, and regulate emotions. These practices facilitate behavior observation and contribute to a positive learning environment. The Threefold Wisdom Pedagogical Method emphasizes the importance of understanding and empathizing with deaf students' experiences. By incorporating sign language, visual aids, and gestures, teachers enhance communication clarity.

Additionally, adopting inclusive pedagogical strategies prioritizes accessibility and supports language development for deaf students (Van der Veer, 2014). Furthermore, interactions between deaf teachers and students foster mutual understanding and promote spiritual growth. Building trust, engaging in open discussions, and seeking inner peace are key goals in these interactions (Phramaha Mit Thitapanyo, 2023). Core to learning is acquiring knowledge, with wisdom being the goal according to Buddhism. Pedagogical methods must be adapted to individual learners' needs, promoting independent learning, and considering specific interests and disabilities (Phrakhrubhavanabodhikun, 2023). In summary, the Buddhist Threefold Wisdom Pedagogical Method offers a holistic approach to deaf education, promoting understanding, collaboration, and spiritual growth. By creating inclusive learning environments and employing accessible teaching strategies, educators can empower deaf students to thrive academically and spiritually.

3. Propose the Buddhist threefold wisdom pedagogical method for deaf students.

Education plays a pivotal role in sustainable development, but not all educational approaches foster sustainable growth. For multiply disabled deaf children, speech comprehension may be challenging, limiting their ability to compensate through speechreading or residual hearing (Marschark & Spencer, 2010). Education that solely prioritizes economic prosperity can lead to unsustainable consumption patterns. To address this, the Education for Sustainable Development (ESD) goal methodology equips students with the skills to make responsible decisions promoting environmental integrity, economic viability, and social equity (UNESCO, n.d.). ESD aims to cultivate critical thinking and empower individuals to participate in sociopolitical processes for sustainable development. All educational institutions, from preschool to tertiary education, should integrate sustainability into their curricula to develop competencies essential for lifelong learning (UNESCO, n.d.). Collaboration, understanding, self-regulated learning, and engagement are key aspects of effective learning environments influenced by education research (Marschark & Spencer, 2010). Teachers play a crucial role in guiding students to create meaningful interpretations of their surroundings. Buddhist pedagogy emphasizes the development of wisdom through reasoning and personal comprehension, urging individuals to critically examine teachings and appreciate nature's gifts (Phrakhru Sudhikhambhirayan, 2023). By cultivating kindness and shared joy, individuals can achieve mental and societal peace, fostering a deeper understanding of interconnectedness and promoting sustainable behaviors. Mindfulness practices enable individuals to redirect attention inward, fostering awareness of thoughts, emotions, and actions (Phrakhru Sudhikhambhirayan, 2023). Through mindful awareness, one can cultivate moral behavior, clarity of mind, and resilience against greed and anger. In conclusion, education must empower individuals to think critically, engage in sustainable practices, and cultivate inner wisdom for personal and societal well-being. By integrating sustainability into educational frameworks and promoting mindful awareness, we can foster a more harmonious and sustainable world.

Discussions

(1) To study the theories about teaching deaf students in a classroom in pedagogy sciences. (2) To study the Buddhist threefold wisdom pedagogy method in *Theravāda* Buddhism. (3) To propose the Buddhist threefold wisdom pedagogical method for deaf students. This is qualitative research work. This

is qualitative research work. The five aspects: The doctrine of wisdom in Buddhism, particularly the Threefold Wisdom Pedagogical Method, emphasizes critical thinking, reasoning, and personal comprehension. This aligns with the challenges faced by deaf students, who require personalized and inclusive educational approaches to thrive in the classroom. To improve learning for deaf students, the proposed method focuses on five key aspects: 1) Communication Aspect: Building and renovating educational facilities to create inclusive learning environments that encourage communicative behavior. This involves utilizing Buddhist educational methods to inspire engagement with the teachings of Buddha. 2) Cultural Scenario: Deaf children often navigate between Eastern and Western cultural contexts, which can present challenges. By fostering a sense of safety, warmth, and trust within the classroom, educators can support deaf students' learning experiences. 3) Sustainable Development: Recognizing the communication needs of deaf students as a significant challenge in sustainable development efforts. Education plays a crucial role in facilitating deaf individuals' adaptation to society and culture. 4) Observation and Perception: Institutions of higher learning are increasingly acknowledging the importance of sustainability in education. However, more deliberate efforts are needed to integrate sustainable development principles into educational practices. 5) Understanding and Empathy: Educators must employ pedagogical strategies tailored to the needs of deaf students, understanding their unique social and cultural practices. This involves observing facial expressions, gestures, and emotions to enhance communication and comprehension. As a result, pedagogy methods are a special subject that teachers must be proficient in and understand the culture of deaf student society in order to bridge the gap in the perception that deaf people are different from normal children, leading to the avoidance of interaction with normal people and fostering a society among them.

1. This project would have included a thorough examination of several pedagogical theories and their application in teaching deaf children. In the context of deaf education, it would have investigated theories such as the Theory of Mind, Cognitive Theory, Zone of Proximal Development (ZPD), and other applicable frameworks. The findings would have emphasized the necessity of knowing deaf children's particular learning needs and adjusting educational tactics accordingly. The outcomes of this objective would have provided useful insights into effective teaching strategies for deaf students.

2. The research on this goal would have included a thorough examination of the Buddhist threefold wisdom pedagogical approach as used in Theravāda Buddhism. In the context of education, it would have delved into the notions of sutamayapaññā (Learning Wisdom), cintamayapaññā (Wisdom of Reflection and Reasoning), and bhāvanāmayapaññā (Developing Wisdom through Cultivation). The findings would have provided light on how these ideas might be adapted and integrated into modern educational settings to foster students' holistic growth and wisdom.

3. This research would have synthesized the findings from the preceding two objectives and developed an educational framework suited exclusively for deaf students. It would have featured modifications to communication strategies, the development of emotional intelligence, mindfulness practices, and a holistic approach to teaching and learning. The proposed method would have emphasized not only academic development but also emotional well-being and ethical development in deaf kids. How the findings of the study would have provided a novel and innovative approach to deaf education, drawing on both pedagogical sciences and Buddhist wisdom.

Focus on improving Deaf Education: While other studies on pedagogical strategies for special education or inclusive classrooms may exist, the suggested research focuses primarily on deaf students. It would target a specialized and significant topic in education by customizing the method to the unique challenges and strengths of deaf students. Mindfulness and Emotional Intelligence: The proposed method would be distinguished from traditional educational approaches by its emphasis on mindfulness and emotional intelligence. It may establish a good and supportive learning environment for deaf students by promoting self-awareness and empathy.

Originality and Body of Knowledge

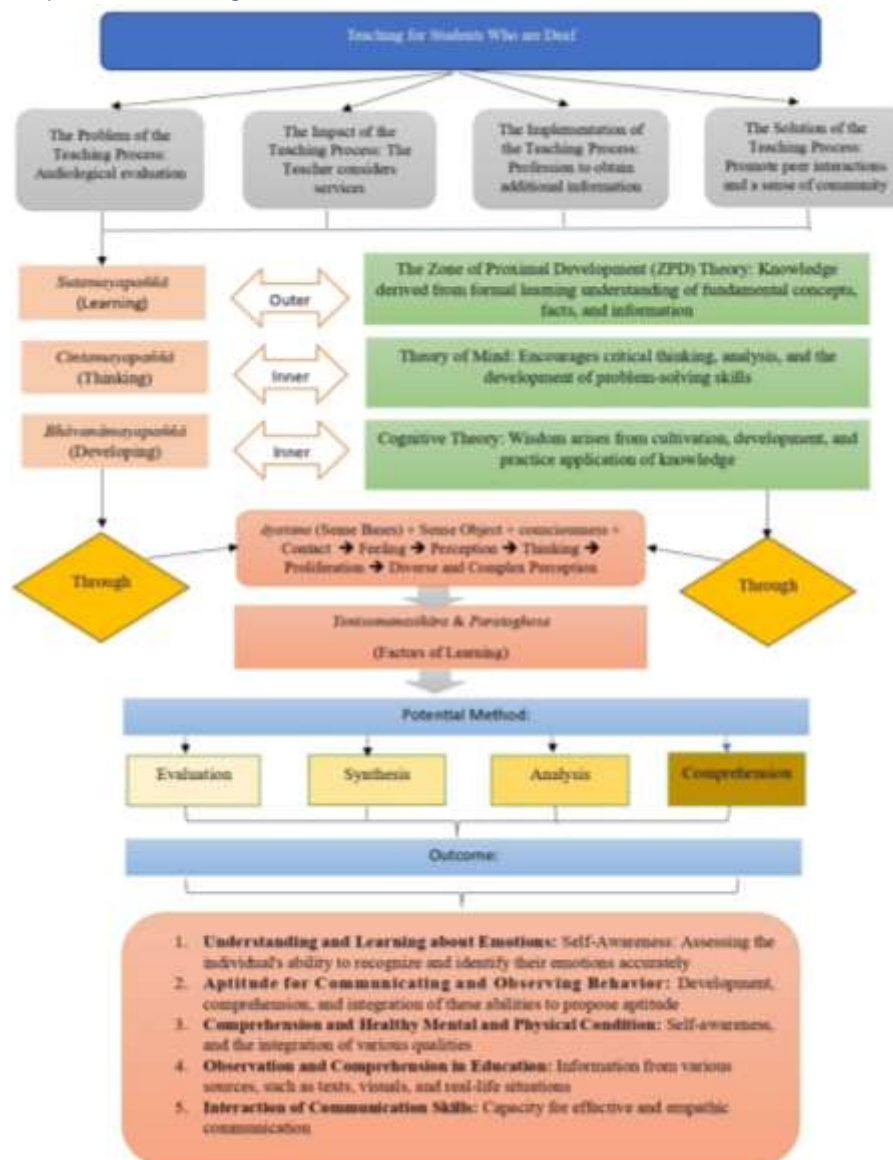


Figure 2 Body of Knowledge

Conclusion

The educational approach can be changed to create an inclusive learning environment for deaf students through collaboration and discussion, visual representation of concepts, technology integration, personalized instruction, and encouraging sensitivity and inclusiveness. The goal is to acknowledge the

special communication requirements of deaf children and to give them easy-to-use tools for communication. The Buddhist Threefold Wisdom Pedagogical Method can be modified to support the learning and communication needs of deaf students by leveraging visual communication techniques, utilizing written materials, encouraging collaboration and discussion, using visual aids, integrating technology, offering individualized instruction, and cultivating a culture of sensitivity and inclusion. Thus, we can build a welcoming and empowering learning atmosphere that enables deaf students to participate completely in the educational process.

Recommendations

1. Policymaking Recommendations

1.1 A center for developing instructional pedagogical methods for deaf students should be established by the government or the private sector.

1.2 The governmental and private sectors should assist deaf students at the organizational, provincial, and national levels. to support educational strategies, and a better understanding of mental processes and behaviors, involving emotions, performance behaviors, visual state, perception, and communication.

2. Academic recommendations

2.1 Increase public awareness of the publication of articles about the deaf.

2.2 Distribute pamphlets to spread important agendas.

2.3 Produce pedagogical resources for deaf students.

2.4 Recommendations for action.

3. Practical recommendations

3.1 Relevant organizations can lead a Buddhist activity project to offer Buddhist pedagogical therapy to deaf people.

3.2 Relevant organizations promote participation in events that involve the deaf. implementing Dhamma principles and Buddhist pedagogy in daily life.

4. Recommendations for Future Research

4.1 In the research that follows, mixed research investigations should be done, and the same research concerns should be explored in the context of different domains. To obtain more diversified information, both quantitative and qualitative methods must be used together.

4.2 To compare and comply with Buddhist pedagogical methods, some theories in various educational fields for the most beneficial of deaf students.

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