

A DEVELOPMENT OF THE HUMAN VALUES INTEGRATED INSTRUCTIONAL MODEL
BASED ON INTUITIVE LEARNING CONCEPT

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for the Degree of Doctor of Philosophy in Curriculum and Instruction

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The objectives of this study are: 1. To introduce the researcher's Human Values Integrated Learning Concept derived from intuition; 2. To conduct documentary research pertaining to learning theories and documents in countries where the researcher's intuitive learning concept has been introduced; 3. To conduct ex post facto research in the Sathya Sai School to identify the causes that led to the transformation, if any, in the children; 4. To develop the Human Values Integrated Instructional Model; 5. To test and refine the Human Values Integrated Instructional Model; 6. To study research outcome.

The research findings can be summarized as follows:


Documentary research had demonstrated a wide acceptance of the Human Values Integrated Learning Concept not only in Thailand but also in many other countries around the world. There were evidences of transformation taking place in students, teachers and parents. Transformation was evident through the emergence of Human Values which were defined as the five universal values of Truth, Right Conduct, Peace, Love and Non-Violence.

The ex post facto research conducted in the Sathya Sai School identified the main causes of transformation as daily prayers and meditation, inspiring teachers, friends in the school, and the school atmosphere.

From the study of various learning theories that were compatible with Learning Concept, and the above research, the Human Values Integrated Instructional Model was developed. The Instructional Model contained the following: theory and concept; objectives; context; components of the model. The important part of the components was the process which consisted of: 1. The Light meditation; 2. Method – inspiration; 3. Create atmosphere – teachers' example; 4. Educare – to bring out the Human Values from the students; 5. Integration of Human Values in all subjects and all activities; 6. Collaborative learning. The model also identified the roles of the school administrator, parents, community and the government in promoting human values in children.

The Model was presented to teachers and academics in Thailand, Kazakhstan, China, Indonesia and Fiji Islands and obtained a general approval. The model was also tested on children at the primary level as well as at the university level in Thailand which confirm the expected outcome of the model which is the transformation of the students.

Department: Secondary Education

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Field of Study: Curriculum and Instruction

Signature of Advisor.....

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Signature of Co-advisor.....

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