

Kalama Sutta-based Critical Framework: A Practical Guide for a Biology Librarian at Roxbury Community College

TED INTARABUMRUNG



EXERCISE: ARE YOU AN AUTHORITY?

Learning Outcomes*

- Students will learn that authority is relative to the information need and to the level of knowledge of the audience.
- Students will learn that in some cases they can be authorities.


*adapted from Burkhardt, J. M. (2016), p.64



Background




Background

- ❑ Thai-born American
 - ❑ 26 years in USA
 - ❑ Educated in Thailand and USA
 - ❑ Mostly educated in Western and Anglo American schools of thoughts
 - ❑ Librarian at Boston Public Library, and Roxbury Community College
 - ❑ Exposed to ethnic diversity
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Reflections

- Loss of my parents
- CCT program: Synthesis
- Thai Cultural Heritage: Theravada Buddhism

Reflections: Critical & Creative Thinking Program

- Knowledge
 - Change in my personal and professional
 - Put ideas into practices
 - Stock of outcomes
 - Revision of my approaches
- 

Reflections:

Critical & Creative Thinking Program

Critical Thinking

- ✓ Assumptions
- ✓ Reasoning
- ✓ Evidences

Reflections: Critical & Creative Thinking Program

Creative Thinking

- Generations of alternative ideas, practices, and solutions
- Unique and effective
- New interconnectedness

BUDDHISM

**No
Blind
Faith!**



BUDDHISM

Informed decision for the path we want to take for ourselves!



Buddha's Free Inquiry

In the Buddhist scripture, **Kalama Sutta**



Buddha's Free Inquiry

In the Buddhist scripture, **Kalama Sutta**



Buddha visited a village of Kesaputta; the Kalamas people greeted and told him that there were many holy men and ascetic passing through the village. They were expounding their teaching and disparaging the teachings of others. The Kalamas people asked whose doctrines they should follow.

Buddha's Free Inquiry

In the Buddhist scripture, **Kalama Sutta**



Buddha told that they had right to doubt and investigate questions.

Instead, he provided the Kalamas people with the proper way to discover truth.

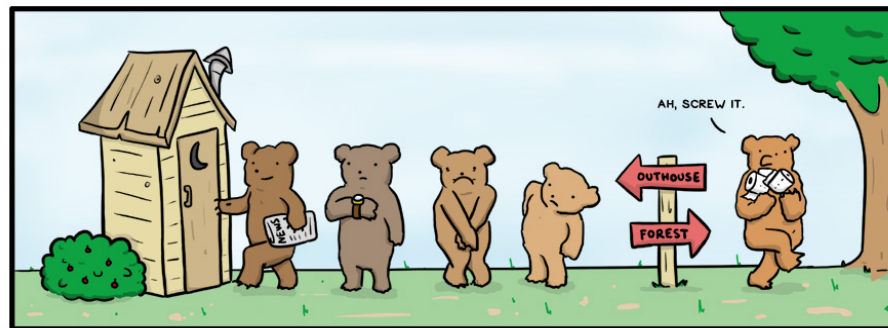
Buddha's Free Inquiry

1. Be not led by report



Buddha's Free Inquiry

2. Be not led by tradition



THE BEGINNING OF A GREAT TRADITION.

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Buddha's Free Inquiry

3. Be not led by hearsay



Buddha's Free Inquiry

4. Be not led by the authority of texts



Buddha's Free Inquiry

5. Be not led by mere logic

IF $2 + 2 = 6$

$3 + 3 = 11$

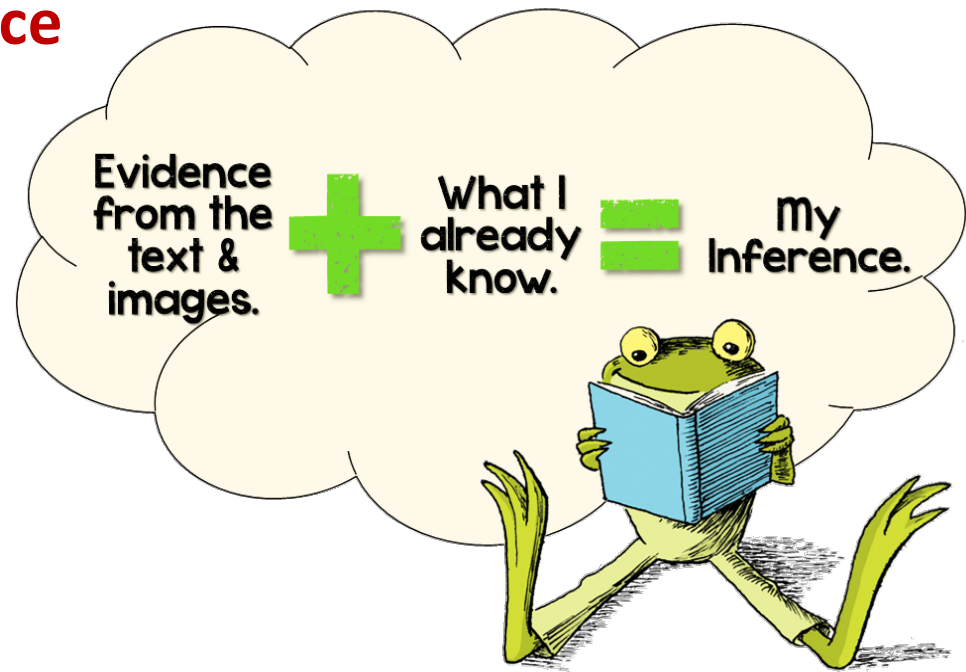
$4 + 4 = 18$

Then

$6 + 6 = ??$

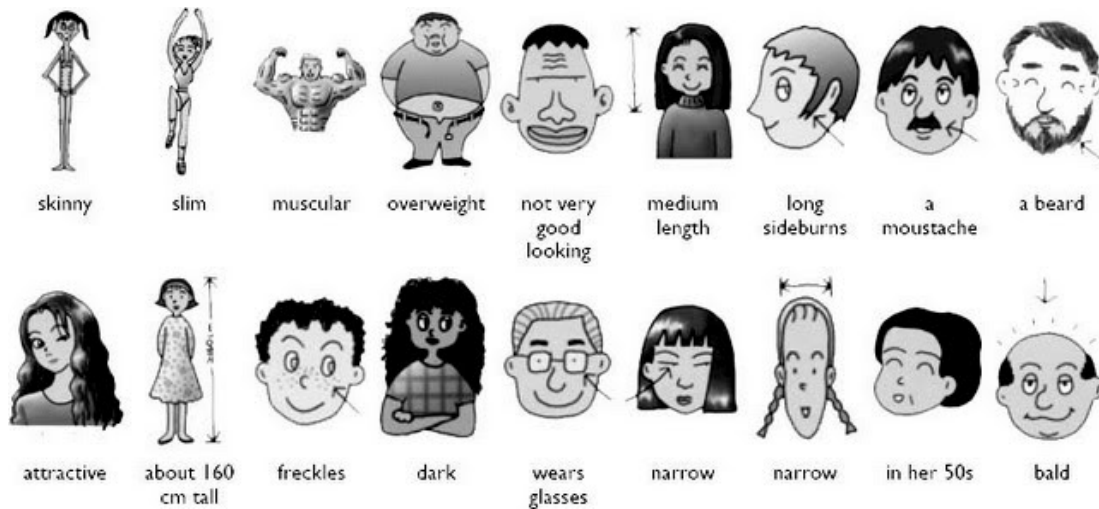
Buddha's Free Inquiry

6. Be not led by inference



Buddha's Free Inquiry

7. Be not led by considering appearances



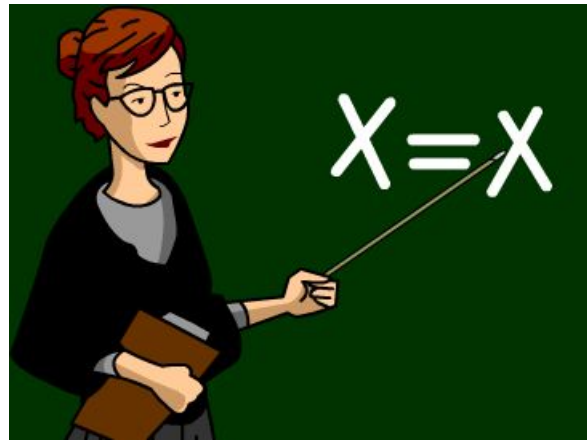
Buddha's Free Inquiry

9. Be not led by seeming possibilities



Buddha's Free Inquiry

10. Be not led by the idea, 'This is our teacher'



Buddha's Free Inquiry : Kalama Sutta

- ✓ FRAME OF DRAMMA:
- ✓ REASON OF A VIRTUOUS LIFE
- ✓ OVERCOMING OF GREED, HATE, & DELUSION

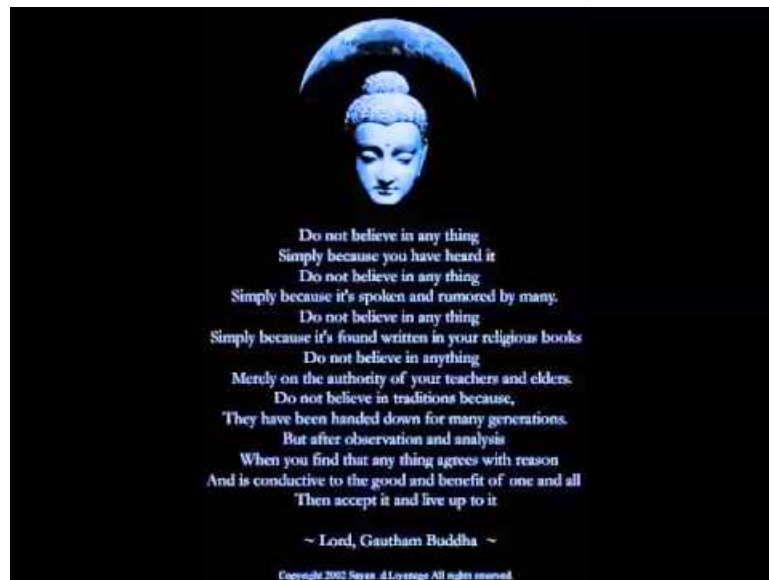
Buddha's Free Inquiry : Kalama Sutta

PURPOSES

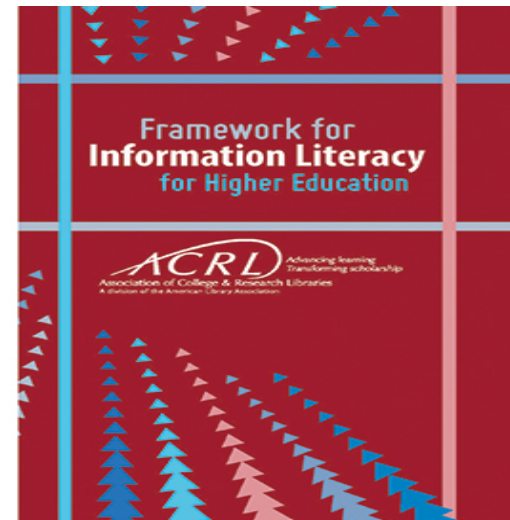
- Truth seeking
- Judgement
- Ethics

THINKING & KNOWING

BUDDHA'S FREE INQUIRY

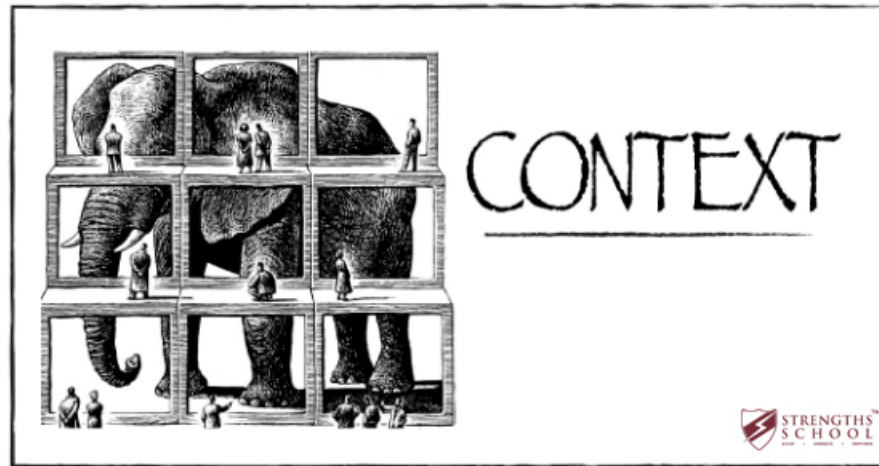


SIX FRAMES OF INFORMATION LITERACY



Six Frames of Information Literacy

1. Authority Is Constructed and Contextual



Six Frames of Information Literacy

2. Information Creation as a Process



Six Frames of Information Literacy

3. Information Has Value



Six Frames of Information Literacy

4. Research as Inquiry



Six Frames of Information Literacy

5. Scholarship as Conversation




Six Frames of Information Literacy

6. Searching as Strategic Exploration




Six Frames of Information Literacy


PURPOSES

- Higher Education
 - Supporting of critical thinking
 - Lifelong learning
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Six Frames of Information Literacy

1. Authority Is Constructed and Contextual
 2. Information Creation as a Process
 3. Information Has Value
 4. Research as Inquiry
 5. Scholarship as Conversation
 6. Searching as Strategic Exploration
- 

CCT SUSTAINIBILITY: TRUTH SEEKING

1. CCT helps me seek truth.
 2. Further seeking.
 3. Clarity and confidence.
 4. Deep changes in my learning and work.
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REFERENCE

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Bravender, P., McClure, H., & Schub, G. (Eds.). (2015). *Teaching information literacy threshold concepts: Lesson plans for librarians*. Chicago: American Library Association.

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QUESTIONS

ask me
anything

ENDING

