

## **SOCIAL STUDIES AND THE DEVELOPMENT OF GLOBAL CITIZENS IN EDUCATIONAL SYSTEMS**

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### **Abstract**

Learning management in the 21<sup>st</sup> century should prepare students to be global citizens in an increasingly globalized world. Globalization is a process by which things change ever more rapidly and learners become increasingly interdependent upon one another. This is considered to be an important role of social studies teachers as core players in preparing the students to have the characteristics of global citizens by integrating a variety of experience with the learners. Therefore, the curriculum and learning activities should aim to develop the characteristics of global citizens for students and provide essential knowledge to them. It should also serve the learners' needs and help them develop social adjustment skills as well as learning skills. The learner should be able to seek knowledge by themselves and live with other people harmoniously leading to the characteristics of global citizenship. These are the important points to integrate into their learning activities in the instructions of social studies teachers. For this reason, the teaching methodology of social studies for global citizens is a mechanism that can be added to the curriculum and help learners develop their skills. The methodology consists of the teaching methodology to develop intellectual skills, thinking skills, life skills, and affective characteristics. As a result, learners will have an improved moral conscious, public awareness and the ability to peacefully live with other people as global citizens.

**Keywords:** Social studies; global citizens; education systems

## Introduction

Education is a vital mechanism for developing the quality of human resources. A country with a more highly educated population has greater potential for progressive thought and efficient development. Thus, a good education is the foundation of development in any country. Thailand has prioritized the development of its citizens, as is evidenced by every version of the National Economic and Social Development Plan, and an educational management system that resulted in the Basic Education Core Curriculum B.E.2551 (A.D. 2008) (Bureau of Academic Affairs, 2009). The current situation, however, has affected both Thai citizens and Thai society in various ways. Despite being developed, Thai people still have problems related to their education, behavior, and personal safety, including the increasing prevalence of drugs and gambling.

An increase in the range of cultural diversity present in Thai society is likely part of the reason that Thai students have experienced a steep decline in morality and ethics (Office of the Education Council, 2010). Further, Thailand has been ranked 30<sup>th</sup> out of 63 countries in terms of the overall competitive ability. Moreover, the results of the evaluation of the capacity of Thai education on an international level in B.E. 2561(A.D. 2018) by International Institute for Management Development: IMD 2018 (Office of the Education Council, 2018) found that Thai education in 2018 ranked 56<sup>th</sup> out of 63 countries regarding competitive ability. In addition to this, the results from the evaluation of education in a report done by the International Civic and Citizenship Education, illustrated that a sample group from Thailand had limited knowledge related to civic duty and ‘model global citizens.’ The score was significantly lower than the mean score calculated by the ICCS (Makornmanee, 2010).

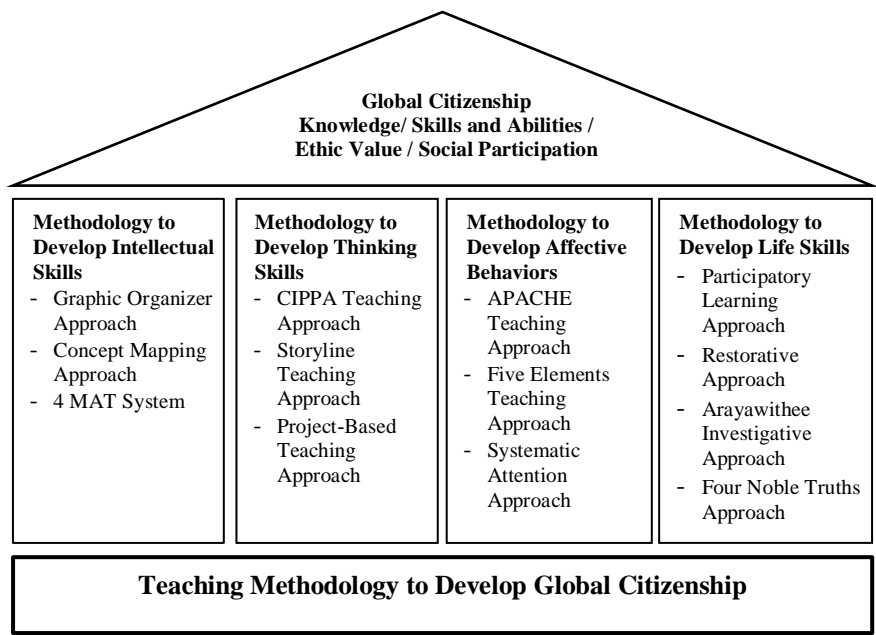
Based on this information, it cannot be denied that today’s Thai learners should learn more about global citizenship in order to increase Thailand’s potential to compete in international affairs. Additionally, the development of global citizens at an international level corresponds with the Thai national education standards in 2018. The standards aim to develop a more stable and sustainable Thailand that can compete on the world stage, while preserving its cultural and historical identity.

A large component of the Thai identity is a specific set of ‘morals and ethics.’ Maintaining a commitment to Thai social norms is certainly an important foundation for development. Thai students can develop along three main dimensions: learning ability, creativity and innovation, and a strong sense of Thai citizenship (Office of the Education Council, 2018b). In addition, it is essential to develop an awareness of global citizenship for Thai citizens, an understanding that is not simply learned naturally, but must be taught. Students must constantly be learning and practicing to truly develop the characteristics of a global citizen (Panitch, 2006), meaning the development of global citizens is the result of socialization.

Education is a vital tool used by many countries around the world to create a united society. Social studies courses are particularly significant as they can be used to develop desired global citizenship characteristics in the learners. Ideally, learners are knowledgeable about and willing to take on responsibility within their societies, their countries, and global affairs. Hence, the knowledge they acquire should come from practical learning processes and activities that allow them to compare, analyze, synthesize, and evaluate information in order to generate connections and see the greater meaning, importance, and benefit of what they are learning to apply it to their daily life. Such a learning process enhances the learners’ skills and increases their capacity to be knowledgeable and take responsibility (Wittayawuttikul, 2011). Social studies courses can help the learners understand more about humans both as individuals and as a group of individuals living together in society. They can also learn how to adjust themselves to new environments (Bureau of Academic Affairs, 2009). Thus, one role of social studies is to teach the citizens of a country to understand the changing nature of their society. For the learners, this can lead to a better understanding of themselves and others. As a result, they will become more understanding and accepting of cultural differences within their society. Last but not least, they will be able to apply the knowledge from their social studies classes to their daily life as global citizens.

This is the challenge for education systems in Thailand, as well as for social studies teachers. Teachers are left with the responsibility to improve their instruction to promote global citizenship among learners living in an increasingly globalized society. For this reason, education is an essential

mechanism for ensuring that students obtain the skills necessary for global citizens to live effectively in a rapidly modernizing society; a process which in turn contributes to the improvement of the learners’ quality of life (Sinthaphanon, 2015). Therefore, in order to conduct powerful social studies classes, teachers need a deep understanding of content related to global citizenship as well as how to effectively activate such content in order to develop global citizens. For this reason, social studies classes develop learners’ identities, working skills, and problem-solving abilities specifically within the context of an increasingly culturally diverse society. Social studies also enhance the skills of global citizens in terms of knowledge, abilities, values, and ethics, as well as social participation (Mangkhang,2018). In this article, I aim to present guidelines for instructional activities to be used in social studies courses that focus on developing the characteristics of a global citizen by synthesizing concepts, theories, documents, textbooks and related research. Using teaching methodology in social studies, I aim to provide an effective praxis that teachers can use to prepare their learners to be responsible and skillful global citizens, as shown in Figure 1.



**Figure 1:** The Framework of Teaching Methodology to Develop Global Citizenship

## **Global Citizenship**

Promoting learners as global citizens is one of the visions mentioned in the Basic Education Core Curriculum B.E. 2551(A.D. 2008). “The curriculum aims to help learners become the powers of our country with the balance with their body, knowledge, morality, awareness of being Thai citizen and global citizen and royalty to our democratic government with the King as Head of State. They should be knowledgeable and have basic skills as well as the attitude of lifelong learning and learning for career based on student-centered teaching method as it is believed that everyone has the ability to learn and develop themselves based on their potential.” (Bureau of Academic Affairs, 2009). Social studies teachers play a significant role in determining the direction of the development and design of curriculum. This, in turn, helps equip learners with the skills needed to be future global citizens.

Many scholars and academics have given definitions for the term ‘global citizen’. For example, Oxfam (2018) defined global citizenship as the understanding to solve problems related to inequality as well as the needs and the ability to work hard and be aware of the world’s value and identity to protect the future of the world. Global citizenship is the collection of thoughts and behaviors related to one’s perspective of life; it entails a young person’s feeling that they are able to make a positive difference in the world. Furthermore, Obama (2008), the forty-fourth president of the United States, defined global citizenship in a 2008 speech in Berlin. He explained that global citizenship is the ethical and moral management that can be taught to an individual, community, and global context, which includes the relationships of responsibility in various communities. In addition, Hett (1991) defined global citizenship as coming from an international awareness. In other words, global citizenship is the ability to see oneself related to the world accompanied by a feeling of responsibility to the world as one of its members. Each member of the globe consists of five elements: 1) a feeling of responsibility, 2) cultural diversity, 3) the results of their actions, 4) the ability to see the world as the center of the community, and 5) an attitude of world citizenship.

Thai scholars have varied in their definitions of ‘global citizen’. For instance, Isarankura Na Ayudhya (2012) stated that global citizens are citizens

living in countries and sharing the same resources with the rest of the world. Moreover, it is the attribute of an individual who understands and accepts the citizens of other regions. A global citizen sees the world with a good understanding of the right attitudes towards others, and accepts that we are all interdependent. They are also able to work, cooperate, and communicate effectively with other people. They are willing to solve conflicts by using peaceful methods at local, national, and international levels (Sriphahon, 2008). In addition to this, Ratthananuson (2014) mentioned that global citizenship refers to the attributes of individuals who are aware of and understand themselves, their community, their country, and the greater global society. Global citizenship comprises four elements: 1) behavior, 2) social interaction, 3) action within one's role, and 4) awareness of resources and environmental circumstances. Moreover, the Upper Secondary Education Bureau (2010) stated that global citizenship refers to the understanding, skills, and attitudes of global citizens living together. Such global citizens also understand diversity, justice, equality in society, interdependence, peace, conflict, and sustainable development together through creativity and critical thinking that works towards a global society. Additionally, Sukphitak (1993) stated that the definition of global citizen awareness consists of eight aspects: 1) interactions among mankind, 2) cultural diversity, 3) effects of human action, 4) morality related to a responsibility to the world, 5) the perspective of seeing the world as the center, 6) an aim for the future, 7) use of global resources, and 8) proper use of technology. Furthermore, Laowthong (2001) who studied global awareness in the context of Thai society defined global citizenship as a broad perspective of the world, acceptance of cultural diversity, and awareness of global issues, especially issues, regarding environmental resources and environmental conservation. It can be seen that every country is interdependent and aims to live together harmoniously. Every human is a global citizen who has freedom, rights, and equality.

It can be concluded that a global citizen is an individual who is not simply a member of a country, but is aware of their place in the world. Even though global citizens have various races, religions, and cultures, they all accept that they share the world in which they live. This allows them to accept differences and live together in peace. They are also aware of and eager to solve

global issues. In addition to this, they take responsibility for global resources through conservation efforts and efficient and sustainable use of the world's resources.

### **The Concepts of Global Citizenship: The Attributes of Global Citizenship**

The concept of being a global citizen is similar to being a good citizen of a country. A global citizen refers to a citizen who has a high ability, has a positive attitude, has a good moral compass, and strives to make a positive social contribution. A global citizen has four main attributes. The first attribute is knowledge, as the development of global citizenship should aim to enhance both the learners' understanding of the evolution of international values as well as their attitude regarding global unity. This allows them to contribute to the world and find solutions to global problems. The second attribute is skill. The study of global citizenship should aim to ensure that learners think logically and solve problems systematically. Learners should also be able to use different methods to innovate solutions to problems and apply their knowledge to daily-life. The third attribute is moral value. This attribute of a global citizen focuses on interdependence, responsibility to oneself and society, drive towards human rights, as well as concern for our ecological systems. Moral value also emphasizes participation, contribution, and acceptance of diversity as regards races, religions, and cultures in order to best solve problems peacefully and with dignity. The fourth attribute is social participation. This is a very important attribute for democratic societies as people have a right to know what happens in their society as well as why and how it happens. People should be aware of their responsibility and participation, especially when it comes to saving the world. A global citizen is not only aware of the reasons and effects of global issues, but they also take action grounded in proper moral values to solve these issues (Knip, 1986).

The documentary "Global Perspectives: A Statement on Global Education for Australian Schools" Curriculum Corporation (2002) stated that the attributes of youth in a global society should be: 1) awareness of what is happening in the world and a sense of membership in the global society, 2)

respect for cultural diversity and an awareness of its value, 3) readiness to create a future based on respect of human rights and equality, and 4) responsibility for the effects of their actions. This is compatible with the studies related to global citizenship in the 21<sup>st</sup> century conducted by 26 researchers from 9 countries. It was proposed that there should be eight attributes of a global citizen which are 1) the ability to see and solve the problem as a member of a global society; 2) the ability to work cooperatively with other people within their own role; 3) the ability to understand, accept, admire, and be patient with cultural diversity; 4) the ability to think, analyze, and criticize systematically; 5) the ability to willingly solve conflicts by non-violent methods; 6) the willingness to change one's lifestyle and consumption behaviors; 7) the ability to be sensitive and protective regarding human rights issues; and 8) the ability and willingness to participate in local, national, and international politics (Cogan and Kubow., 1997). According to the conclusions of many scholars, the attributes of a global citizen can be summarized as 1) the awareness of racial and cultural diversity and diversity of belief across the world; 2) the awareness that people are in need of basic resources to survive in every region of the world; 3) the awareness that we are interdependent; 4) the awareness that the roles and attitudes of citizens in one region affect the citizens of other regions; 5) the knowledge, understanding, and critical attitude towards global issues; 6) proper knowledge, understanding, and critical attitude towards current world events and realities as well as the readiness to solve problems with peace at the local, national, and international level; 7) the ability to work with other people cooperatively and effectively; 8) the ability to work logically, fairly, and patiently; 9) the ability to accept differences and similarities; 10) the interest and willingness to learn about culture; 11) a wide perspective; 12) the proper awareness of one's surroundings as well as the willingness to change one's lifestyle to protect the environment; 13) the participation in and acceptance of social regulations and other people's opinions; 14) the willingness to seek more knowledge as well as the ability to collect and analyze information systematically in order to decide and solve problems; 15) the desire to help others; and 16) the ability to live effectively in society (Sriphahon, 2004 : 32).



According to the attributes of a global citizen mentioned above, the definition of global citizenship can be defined as people who understand and accept citizens of other regions. They have a deeper understanding of the world. They have a proper conceptualization of and attitude towards humankind in terms of relationships and interdependence. The term 'global citizen' consists of four main elements, which include: 1) knowledge, 2) skills, 3) value and morality, and 4) social participation.

### **Social Studies and the Scope of Contents for Global Citizenship Development**

In Basic Education Core Curriculum B.E. 2551 (A.D. 2008) in the Learning Area of Social Studies, Religion and Culture, Civics, Culture and Living in the Society, the contents of the development of citizens has been included in the two learning standards, S 2.1 and S 2.2 (Bureau of Academic Affairs, 2009): S 2.1 is to practice the role of a good citizen based on the law, tradition, and Thai culture, as well as to live peacefully in both Thai and global society; and S 2.2 is to understand the political system in today's society, as well as to be faithful and conserve our democratic form of government with the King as Head of State. Based on these two standards, learning scope can be expressed as the integration of many fields: sociology, anthropology, political science, and law. The scope is based on the system of human relations as members of society with culture and interaction with people from different groups or social institutions. It also includes a social organization aiming to promote better understanding in the regime, especially regarding the roles and duties of citizens in a democratic form of government with the King as Head of State. It also focuses on the study of the Thai government and law.

Nevertheless, the Upper Secondary Education Bureau (2010) has defined it as the scope to develop the global dimension. This consists of 1) global citizenship, referring to the knowledge and understanding of the concepts, principles, institutions, and the roles of the global member at the local, national, and international level, as well as the participation and responsibility as a good citizen who is concerned about human rights and democratic ideology; 2) social justice, referring to the awareness of equality and justice in the society as well

as the role and the participation to create equality and justice; 3) human rights, referring to the knowledge and understanding of human rights and respecting human dignity; 4) conflict resolution, referring to the knowledge and understanding of conflict nature, having patience for conflict as well as the ability to negotiate, connect, reduce or solve conflicts using non-violent methods; 5) sustainable development, referring to the understanding the importance of conservation and quality of life development without destroying the world so that the next generation can still survive; 6) values and perceptions, referring to the ability to evaluate values and important global issues and their effects as well as the attitudes and values towards human rights; 7) diversity, referring to the knowledge, understanding, acceptance, and awareness of racial and social diversity in terms of culture and tradition and including biological diversity and the environmental effects on economics, society, and culture; and 8) interdependence, referring to the understanding and awareness of the connected relationships between people, regions, economics, and the environment, that they have to be interdependent including the understanding of the global situation and the ability to learn complex issues.

In addition to this, the guideline of developing global citizenship is that the learners should have knowledge and understanding of the following topics: 1) the knowledge and understanding of themselves and how others see them; 2) knowledge and understanding related to the world system, interdependence, and the similarity of mankind; 3) knowledge and understanding regarding development, such as forms of development, trade, contribution, public health, education, and roles of women; and 4) knowledge and understanding about their surroundings such as ecological degradation, natural resources, natural conservation, and pollution (Pike and Selby, 1990). Furthermore, the learners should know the following issues: 1) multi-culture, 2) world system, 3) peace, 4) communication, 5) interdependence, 6) third world countries, 7) developed countries, and 8) developing countries (Michaelis 1992). Kniep (1986) stated that in order to develop skilled learners, the stance should consist of the following topics: 1) interdependence, which is related to the logic of community and the relationships between systems; 2) change, which is related to the attitude of changing themselves, development, evolution, and revolution; 3) culture, which is related to one's attitude about aesthetics, diversity, social norms, roles,

and values; 4) scarcity, which is related to one's attitude towards conflicts, immigration, investment, policies, resources, and expertise; and 5) conflict, which is related to rightful power, cooperation, competition, interest, justice, power, and rights. According to "Global Perspectives: A Statement on Global Education for Australian Schools" of the Curriculum Corporation (2002), there are six proposed learning units regarding the development of global citizens: 1) globalization and interdependence, 2) identity and diversity of culture, 3) change dimension, 4) social justice, 5) creating peace and avoiding conflicts, and 6) sustainable future.

In conclusion and gathered from the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), learners should know and understand the following topics as a good citizen: 1) good citizen, 2) rules, regulations, and law, 3) tradition and culture, 4) living together peacefully, and 5) political system. These contents allow the learners to understand human society, especially Thai society, Thai culture, and local wisdom. They will also understand the duties of a good citizen in a democratic society as stated in the Constitution. They will also understand the regime of Thailand as well as other countries in the world. They will also have a better understanding of law and the justice process. In addition to this, it is vital to allow the learners to practice the skills of a good citizen such as seeking knowledge, critical thinking, creativity, problem-solving, and decision-making. Therefore, the scope to develop good citizenship should emphasize knowledge, development of skills, and proper attitude. I have studied the concepts as a framework for the contents to develop global citizenship in the stance of citizenship, culture, and the way of life in the society consisting of the following topics: 1) global citizenship, 2) social justice, 3) human rights, 4) conflict resolution, 5) sustainable development, 6) values and perceptions, 7) diversity, and 8) interdependence. These topics are included in the instructions to develop global citizenship in learners in terms of knowledge, ability, ethics, and morality. The instruction can be based on the eight topics which have been proposed above. The teachers should consider connecting local issues to global issues, so that the learners can express their opinions and be aware of the similarity of people around the world. This also develops the learner's ability to effectively stand up against injustice, irrationality, and discrimination. As a result, the learners can finally become effective global citizens

## **Learning Activities to Develop Global Citizenship**

Educational management can develop global citizens by following these guidelines: 1) Teaching the students to realize the importance of concepts, beliefs, attitudes, values, and ethics as these influence human behaviors. Also, it should include the surrounding and cultures with its own concepts, beliefs, attitudes, values, and the ethical norm influencing the human behaviors. The values of teaching these topics are that the learners will understand feel sympathy for other people. In classes for small children, teachers can indicate that children's rights are important in every country. Therefore, every country provides education to their youth in order to develop a knowledgeable and skillful workforce. At a higher level, the learners can learn about social conditions, politics, economics, rights, and duties in each country and the learners can compare their country with other countries in order to examine the similarities and differences in terms of the citizen's role. 2) The second guideline is to teach the learner to realize that humans are global citizens together. This can promote the awareness that when the economic, political, social or environmental issues happen in one place, they also affect the rest of the world. 3) The third guideline is to teach the learners to be aware of cross culture and to appreciate cultural diversity in each part of the world. This allows the learners to accept different opinions due to the variance in cultures. Role play, dance, and play can be used to promote better understanding of the learners. 4) The fourth guideline is to teach the learners about the dynamics of the world that we are living in. They should be aware that we are living in the world system. The change in one place can affect another place. Such examples include genocide, wars, and conflicts. Through this, learners can also understand the process of immigration and the impacts that this has in different countries. Last but not least, 5) the fifth guideline is to encourage the students to realize the importance of the human role in the ability to make personal, economic, or political decisions. These issues always require decision making. The instruction should also emphasize opportunities to choose, evaluate and consider the consequences. This will make them realize that every global citizen is capable of making positive changes in this world (Pilanthanon, 1994).

In addition to this, Jarolimek (1986) proposed the guideline to develop global citizenship by emphasizing the development of positive attitudes, mutual

beliefs, and better understanding of other people without considering only one aspect of the issue. The instruction should allow learners to have a better understanding of current nation states and future ones. The guideline consists of; 1) learning activities focused on citizens' daily experiences leading to a better understanding of the world, such as the experience of traveling abroad, the items immigrants may possess from their home country, or learning about their experiences from television and news; 2) learning activities related to reliable information or news about other countries; 3) instruction focused on student-centered learning that allows the students to do, search, and seek for more knowledge by themselves under the supervision of the teachers; 4) learning activities that allow the learners to meet people of the same age from different countries so that they can have a conversation and contact one another leading to better relationships between the citizens as they are able to exchange knowledge regarding lifestyle, transition and other personal topics of their interests; 5) learning activities that use the literature and culture of other countries, which can promote a better understanding of other regions; 6) learning activities focused on the analysis and exploration of different ways of life of people in other regions in terms of history, social issues, psychological issues, and religion of other regions, which can lead to a better understanding of why other people are living this way; and 7) learning activities related to the United Nations as one of the vital international organizations. This involves establishing strong international relationships in order to achieve a more peaceful world.

Furthermore, Collins (1982) proposed that learning activities should promote global citizenship as follows: 1) activities to exchange culture with foreigners who live in their local communities so that the foreigners can educate the learners about their cultures; 2) materials related to races and cultures of other parts of the world; 3) games or competitions that promote a better understanding of other cultures; 4) activities related to music, arts, and literature of other races or cultures; and 5) exhibitions regarding the races or flags of other countries. This is similar to Sriphahon (1993), who proposed that in order to provide improved learning activities, teachers should promote better understanding of citizens. This should be done through the following activities: 1) lectures regarding regions and current global situations, 2) activities that

allow the students to do research and write reports about other regions and current global situations, 3) the exchange of students from other countries, 4) exhibition of arts and culture as well as local performances, 5) performances of other countries' arts and culture, 6) foreign language clubs, 7) celebrating important days of other countries, and 8) field trips.

Moreover, there are also Buddhist methods to promote in the study of global citizenship: 1) lecture methods, 2) the threefold method of training in morality, concentration, and wisdom, 3) the Noble Truth of the Cause, 4) Dhammasàkacchà or discussion about the Doctrine (religious discussion), 5) catechism method-question and answer, 6) investigation method, 7) Bahussuta method referring to a person of great learning, 8) deductive and inductive learning methods, and 9) experiencing method (Mangkhang, 2018).

The mentioned guidelines to promote global citizenship will allow learners to have a better understanding of people living in other parts of the world. They also seek to promote the creation of better attitudes towards different people within one's own country. This leads to the development of logical thinking skills and increases the ability to peacefully coexist in society. During the instruction, it is vital to ensure that learners are fully aware of global issues regarding the conflicts of ethical values and also allow them to think and solve problems independently. It can be seen that many activities can be provided to promote global citizenship. The teachers should consider which activities are most suitable for their school contexts. For this reason, it is essential that teachers are skillful and willing to apply a variety of teaching methods and techniques in order to broaden the perspectives of the learners. Therefore, it can be concluded that there are three important elements of learning activities to promote global citizenship: 1) Teachers should have techniques and skills to provide activities that promote flexible thinking; 2) Learners should be aware of their learning process; 3) The learning activities of social studies classes should allow the teachers and the learners to plan together. The proposed activities above can be implemented based on the school context and be included in classroom learning objectives. Learner participation should be added as this will lead to the successful development of global citizens by allowing learners to achieve the learning objectives in their social studies classes.

## **The Guidelines of Teaching Methodology to Develop Global Citizenship**

Teaching methodology in social studies is the body of knowledge related to teaching approach, including the process of studying, researching, seeking, and experimenting with teaching innovation in social studies in order to find a method to promote learning outcomes or to determine the teaching process and learning evaluation which is a result from the analysis of learning objective, learners, and learning contexts. Also, it is related to choosing the concepts, methods, and main strategies that will maximize the potential of the students (Mangkhang, 2018). The majority of teaching methodology in social studies emphasizes on promoting desire attributes of the learners in order to create a citizen with academic knowledge, psychomotor domain, affective domain and life integration. Each teaching methodology consists of various teaching strategies. Most of them were invited by foreign scholars; however, a Thai scholar has classified four types of teaching methodology in social studies (Mangkhang, 2018). The details are as follows:

1. Teaching methodology to develop intellectual skills. This is the teaching method to develop the ability to analyze situations with knowledge, concepts, theories, and processes of critical thinking and problem-solving implemented in a systematic way when facing a new or unexpected situation. It consists of Graphic Organizer Approach, Concept Mapping Approach, and four MAT System.

2. Teaching methodology to develop life skills. This is the teaching method that aims to promote the learners' interpersonal relationship and responsibility. It helps the learners to solve problems creatively. They have the ability to use this process in their daily lives, learn by themselves, learn continuously, work, and live with other people in the society by promoting good relationships with other people, managing the programs, and reducing conflicts properly. The learners are also capable of adjusting themselves to the society and surroundings. They know how to avoid improper behaviors that might affect themselves or other people. It comprises of Participatory Learning Approach, Restorative Approach, Arayawithee Investigative Approach, and Four Noble Truths Approach.

3. Teaching methodology to develop the affective domain. This is the teaching method to develop ethics, morality, and responsibility for themselves and

society. It also promotes the ability to adjust themselves in the conflict value, develop their behaviors, and follow the ethics for both social and personal issues. It consists of APACHE Teaching Approach, Five Elements Teaching Approach, and Systematic Attention Approach.

4. Teaching method to develop thinking skills. This is the teaching method that aims to develop the ability to find truth as well as to understand and evaluate the information from various sources and integrate the information to solve problems. The learners are also able to study complex problems and propose solutions to solve problems creatively when concerning both theoretical and practical experience. They can use their skills and understanding to integrate academic and professional contents. It consists of CIPPA Teaching Approach, Storyline Teaching Approach, and Project-Based Teaching Approach.

Therefore, the teaching methodology needed to develop good citizens possessing the desired characteristics is an important mechanism to use in the curriculum to promote global citizenship among learners in terms of ethics, morality, values, awareness and the ability to live with other people happily as a national citizen and a global citizen. As it is very vital, I therefore synthesized and presented the attributes of global citizenship, content scope to develop global citizenship, and the teaching methodology in social studies to develop global citizenship in the following table 1:

**Table 1:** The Teaching Methodology to Develop Global Citizenship

Civics, Culture and Living in the Society	The Attributes of Global Citizenship	Content Scope to Develop Global Citizenship	Teaching Methodology to Develop Global Citizenship
<b>Standard S 2.1</b> practices the role of a good citizen by following the law, Thai tradition and culture, as well as living in Thai and global societies peacefully.	1) Knowledge Element	1) Global Citizenship	<b>Teaching Methodology to Develop Intellectual Skills</b>
	2) Skill and Ability Element	2) Conflict Resolution	● Graphic Organizer Approach
			● Concept Mapping Approach
			● Four MAT system



**Table 1:** Continued

<b>Civics, Culture and Living in the Society</b>	<b>The Attributes of Global Citizenship</b>	<b>Content Scope to Develop Global Citizenship</b>	<b>Teaching Methodology to Develop Global Citizenship</b>
<b>Standard S 2.2</b> understands the current political system, has faith, and conserves the democratic form of government with the King as Head of State.	3) Ethic Value Element      4) Social Participation Element	3) Social justice 4) Human Rights 5) Values & Perceptions 6) Diversity 7) Interdependence 8) Sustainable Development	<b>Teaching Methodology to Develop Life Skills</b> ● Participatory Learning Approach ● Restorative Approach ● Arayawithe Investigative Approach ● Four Noble Truths Approach <b>Teaching Methodology to Develop Affective Domain</b> ● APACHE Teaching Approach ● Five Elements Teaching Approach ● Systematic Attention Approach <b>Teaching Methodology to Develop Thinking Skills</b> ● CIPPA Teaching Approach ● Storyline Teaching Approach ● Project-based Teaching Approach

However, to apply the teaching strategies, it is essential that the teachers are knowledgeable and are able to select the strategies that are most suitable based on the age and maturity of the learners. The learners should also participate in the development of their academic performances, life skills, attitudes, and global citizen characteristics in order to create the good society in the future. The social studies instruction to develop global citizenship in Table 1 is for social studies teachers to adapt to their context and environment. Each teaching instruction has different advantages that students can earn from the learning process. Therefore, it can be used as a guideline to develop the learners to have global citizenship. The teaching strategies can be illustrated as in Table 2 and Table 3.

**Table 2:** The Relationship Between Social Studies Teaching Methodology to Develop Global Citizenship and the Teaching Instruction

Teaching Methodology to Develop Global Citizenship		Teaching Strategies	Teaching Instruction
Teaching Methodology to develop intellectual skills		Graphic Organizer Approach	1) Preparing the lessons, 2) Analyzing the lessons, 3) Selecting the graphic organization, 4) Creating the graphic organization, and 5) Summarizing and evaluating.
		Concept Mapping Approach	1) Preparing the lessons, 2) Analyzing and ranking, 3) Creating the concept mapping, and 4) Concluding and evaluating.
		4 MAT system	1) Creating the experience, 2) Considering the experience, 3) Creating the concept, 4) Developing the theories and concepts, 5) Practicing, 6) Creating what reflects oneself, 7) Analyzing the benefits and application, and 8) exchanging the experience with other people.
Teaching Methodology to develop life skills		Restorative Approach	1) Encounter, 2) Amends, 3) Reintegration, 4) Inclusion.
		Participatory Learning Approach	1) Experience: E <sub>1</sub> , 2) Reflection/Discussion: R&D, 3) Understanding and Concept: C, 4) Experimentation/ application: E <sub>2</sub> .
		Arayawithee Investigative Approach	1) Inquiring, 2) Observing, 3) Explaining the causes of the problem, 4) Predicting the results, and 5) Control and creating mental environment.

**Table 2:** Continued

Teaching Methodology to Develop Global Citizenship	Teaching Strategies	Teaching Instruction
	Four Noble Truths Approach	1) Identifying problems, 2) Creating assumptions, 3) Conducting an experiment and collecting data, 4) Analyzing the information and summarizing the results.
Teaching Methodology to develop affective behaviors	APACHE Teaching Approach	1) Creating the awareness, 2) Planning, 3) Practicing, 4) Creating the body of knowledge, and 5) Applying, and 6) Presenting.
	Five Elements Teaching Approach	1) Planning of stimulus, 2) Perceiving, 3) Analyzing Synthesizing, 4) Value Judgment, and 5) Characterization.
	Systematic Attention Approach	1) Pre-teaching, 2) While-teaching, and 3) Post-teaching.
Teaching Methodology to develop thinking skills	CIPPA Teaching Approach	1) Introduction, 2) Activities, and 3) Analyzing.
	Storyline Teaching Approach	1) Setting up the storyline, 2) Teaching, and 3) Evaluating.
	Project – based Teaching Approach	1) Preparing, 2) Selecting the project topic, 3) Presenting the proposal, 4) Running the project, 5) Summarizing/ Evaluating the program, and 6) Presenting the project results.

**Table 3:** The Example of Graphic Organization Approach in Social Studies Class

Teaching Steps	Instructional Activities
1. Preparing the lessons	1) The teacher prepares teaching materials before teaching. 2) The teacher grabs the students' attention by using conversation, discussion, and other interesting activities. 3) The teacher explains the learning objectives and instructional activities. 4) The teacher reviews prior knowledge.
2. Analyzing	5) The students study and analyze the concepts as individuals and in groups. 5.1) Analyze the subordinate concepts. 5.2) Analyze the concept or the sample and other related concepts. 5.3) Categorize the concepts.
3. Selecting the graphic organization	6) The students study and select the graphic organization that is suitable for the analysis.
4. Creating the graphic organization	7) The students create the graphic organization as an individual or as a group.
5. Summarizing and Evaluating	8) The students present their graphic organization in front of the classroom. 9) The teacher and other students evaluate the students' graphic organization.

The Guidelines of Teaching Methodology to Develop Global Citizenship in the Table 1-3 used to develop knowledge, ability, ethical values, and social participation were presented in the framework through the teaching methodology to develop global citizenship. All of the strategies used to teach social studies are interesting and new. The strategies affected the development of the learners because the new teaching method can develop the global citizenship through the teaching and learning process. With the new teaching method, the learners are able to practice analyzing the situation and use their knowledge and understanding of concepts, principles, theories, and process to analyze and solve the problem in a well systematic way. In addition to this, the learners are able to use the information to integrate with solving problems and other tasks in their daily life. Furthermore, the guidelines of teaching methodology to develop global citizenship aim to develop the behaviors of the learners in terms of moral and ethical aspects. The guidelines can be used to enhance the learners' responsibility for themselves and for the society. The guidelines also promote the ability to adapt their lives to the conflict values and develop their behaviors ethical values in personal and social aspects.

However, I cannot state which method is the best because it depends on many factors. Hence, it is the role of the social studies teachers to decide and choose the most suitable method for their contexts. The teachers should use techniques to arouse the learners' interests. The teaching methodology proposed above can be considered to serve the learning objective effectively. The teachers also need to consider teaching content that suits the time, place, and number of learners. As a result, this reflects the learning outcomes in the cognitive domain, affective domain, and psychomotor domain of the learners. However, to use any teaching strategies, the social studies teacher should consider all inputs, including teachers, learners, curriculum, facilities, and teaching materials.

## **Conclusion**

Social studies are the foundation and the integration regarding the relationships between humans, societies, the natural environment, the physical world, understanding of situations, changes in history, national main

institutions, economic systems, resource management, and ethics of good citizenship. Therefore, it is important to provide a learning experience that develops strong citizens that have the desired characteristics of the future society with the aim to promote knowledge, skills, and affective domain which benefits a peaceful society. Furthermore, social studies teachers should find a way to develop their instruction to be compatible with the dynamic of the new world by aiming to develop learners' intellectual skills, life skills, thinking skills, and affective domain skills. This corresponds with Intamanon (2011) and Suwannathuch (2003), who stated that social studies instruction can develop intellectual skills, the ability to analyze situations, and the understanding of concepts, theories, and processes to solve problems in a systematical way when the students confront new challenging situations. Besides, social studies class allows students to develop life skills. Phungthong (2012), Insarod (2007) and Prewnim (2010) stated that social studies help students become more responsible and have ethical values. They have good relationships with people around them leading to better conflict management. Further, Soda (2012) and Mangkhang (2007) stated that the development of ethical behaviors creates the ability to avoid conflicts and adhere to moral and ethical values. Therefore, social studies courses can be a way to develop global citizenship among students, and this is the real value of social studies, which aims to develop humanity and sustainability in the world.

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