

Thai and American Perspectives Towards the Implementation of Instructional Design on the Contemporary Literature Course

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Abstract

Contemporary literature course has been extensively designed in various contexts and from various perspectives, including histories, policies, curricula, and practices. However, educational technology has been affected in recent years (e.g., e-learning particularly, contemporary literature teaching and learning dimension). The study aimed to investigate Thai and American perspectives on implementing the instructional design in the Contemporary Literature course regarding content and teaching styles, and potential improvements in teaching and learning skills. The participants were two teachers from two institutes in Thailand and the United States of America who had experience in teaching literature for decades. A semi-structured interview was utilized to gather information about the participants' views. Each interview lasted approximately 30 minutes. All interviews were audio recorded and later transcribed for analysis. Data were analyzed using a thematic coding method to find significant statements related to the research questions. The findings regarding content and teaching styles indicated that the American participant thought she put the focus on the technological aspect of educating students about the values of physical activity with connection to the indigenous authors' lifestyles and lifelong learning to promote the learners' dreams and enjoyment (i.e. self-awareness with global skills). The Thai participant emphasized encouraging the learners to develop good attitudes to become critical readers (i.e., 21st- century skills). However, peer teaching, cooperative learning, direct instruction, demonstration, and feedback, personal

responsibility were highlighted as implemented standards provided by the participants from both countries. Overarching learning goals of contemporary literature course are to initiate and encapsulate the key messages into the framework with transformative competencies; reviews the nature of the knowledge, skills, attitudes and values that young learners will need; and ends with possible curriculum design principles.

Keywords: Perspectives, Instructional design, Contemporary literature

Introduction

Contemporary literature is defined as literature written after World War II through the current time. While this is a vague definition, there is no clear explanation of this concept, only interpretation by scholars and academics. While some disagree, most agree that contemporary literature is writing completed after 1940. Moreover, works of contemporary literature reflect a society's social or political viewpoints, shown through realistic characters, connections to current events, and socioeconomic messages. The writers are looking for trends illuminating societal strengths and weaknesses to remind society of the lessons they should learn and the questions they should ask (Kölling, 2017).

Each piece of writing provided for the contemporary literature course sends a message from a person living through and after World War II. These works aim to speak to the injustices in the world and the search for civil rights, the topics, and questions raised during this traumatic time in world history. The war serves as a catalyst for this shift in mindset, and the authors writing in this period consciously and unconsciously illuminate this shift in thinking through their writing (Morrison, 2003; 2017). However, contemporary literature works can speak to the more profound ideas in style and writings of contemporary literature to better understand the qualities and characteristics (Carnevale, 2022). Another equally interesting contemporary concept is focusing on storytelling by tying the knot with the influence of technology, such as going back in time with state-of-the-art tools and entering into another dimension or even the perception that we have always been deceived by technological tools. These works reflect the advancement of science. Thus, contemporary views on technology have changed, both with a glorious view of advancement, and at the same time embracing human fear of the science they have created. In addition, perceptions that appeared to be every day, empirical perceptions, such as the perception of time and place, were shaken (Freccero, 2006; Fink, 2013). Therefore, when reflecting on contemporary literature courses provided for the learners, the teachers must look at more than just a few themes or settings because society changes rapidly over time, and so do the content and messages of the writing. Ground wars, genocide and corruption, and other social movements are the pathways to this type of literature. From these real life-themes, we find the beginning of a new period of writing with the surrounding events. In other words, while the period is a primary factor, the contemporary writing style, using regional diction and slang to capture the emotional themes behind the stories, feels more authentic. It is common to see significant devotion to imagery about setting and weather to symbolically show theme and emotional changes (Pástor et al., 2018). It is seen that the main aims of all literature courses are to develop the potential of learners in a holistic, balanced, and integrated manner

encompassing the intellectual, spiritual, emotional, and physical aspects in order to create a balanced and harmonious human being with high social standards.

However, in recent years there has been a rapidly growing interest in examining the instructional design in various courses during times of change, in particular, the COVID-19 crisis and its immense impact on learning and teaching around the world at all levels of education (Ang & Sandaran, 2020; Irwandi, 2020; Jerome et al., 2022; Mahyoob, 2020). Many courses have been completely turned into online or e-learning classes. Rapanta et al. (2020) claimed that it had been established that the e-learning environment is a teaching and learning environment that uses electronic media to improve communication and interaction with students. First, it describes how course designers have historically assumed they were primarily responsible for students' learning. Second, it shows how similar issues are still a concern even with recent evolutions toward human-centered design practices. Third, it presents a view of instructional design, based on the philosophy of education in each field, that considers it a relationship that course designers enter into with learners; rather than being a process for making instructional products. Lastly, it suggests how a reframed view provides new ways of considering designer responsibility, helping course designers better understand their influence when designing (McDonald, 2021). This can lead to course designers being better partners with learners in pursuit of the unique disclosure of all parties involved, a type of achievement that could not be attained without viewing learners as equal contributors to the learning relationship.

The instructional design combines education, behavioral psychology, and communication strategy to create the most effective teaching and learning class for specific groups of learners to create and deliver educational and training materials to learners from all walks of life in a variety of ways as well as eLearning technologies and multimedia. This focus is essential because it means that learners receive instruction in the most impactful and meaningful to them form, allowing them to understand better the topics and concepts being taught. An excellent instructional design considers how students learn and what materials, methods, and technologies will most effectively change their behaviors. It considers how learning tools should be designed, developed, and delivered to the learners and is effective in crafting learning experiences. An instructional design is more than curriculum development-it plays a part in developing this course, along with a multimedia designer, eLearning developer, and quality assurance.

All in all, there are no fixed criteria or gauges. However, here, the course providers will stick to the principle. Contemporary from a "contemporary perspective" as mentioned above, but looking at it from this angle may block other perspectives. Then, looking back on this era, what do people in the future call the "contemporary" of the present? This study will answer the following research questions:

- 1. What are Thai and American perspectives towards implementing of the instructional design on the Contemporary Literature Course?***
- 2. To what extent do the Thai and American perspectives towards an implementing instructional design in the Contemporary Literature Course differ in terms of their***

knowledge, skills, attitudes, and experiences provided in the Contemporary Literature Course?

Literature review

As mentioned, a rapidly growing body of work has examined Effective Learning Environments (ELE) in times of change, specifically during the COVID-19 pandemic. The chosen theoretical lens is transformational learning through the progress of legitimate peripheral participation, an instructional practice, and concluding a learning style. They described the transformational learning happening through spending many hours in a community of practice or study trips. The learner becomes immersed into a culture and socialized into it, such that the learner's identity and self are in some way changed by the learning process.

First, the process of reflection, and the steps of observation and description in particular, require the teacher to confront the complexity of students and their learning, themselves and their teaching, their subject matter, and the contexts in which all these operate. Therefore, any action the teacher takes, will be considered rather than impulsive and based on a deep knowledge of these elements and their interactions, ultimately benefiting students' learning. In like fashion, once teachers learn to think, they can teach their students to do the same, for teachers teach best what they understand deeply from their own experience. From there, they can encourage students to confront their words phenomena thoughtfully. Second, reflection can be practiced, assessed, and perfected because it is a particular, defined way of thinking. Once reflection can be talked about with precision by both teachers and researchers ~as well as students, it cannot be so easily dismissed as "soft" nor lost in the flurry of vaguely defined movements. How to think reflectively, after all, is not a bandwagon issue. It is not a fad whose time has come and gone but perhaps the most essential piece of what makes us human and learners. Finally, with a clear language of a reflection, there can be reflection on reflection, including research on the impact of reflection on both teachers' practice and students' learning. As Dewey (1904) knew well, it is in these ways that there will be growth in our learning about how to think, teach, and learn. Dewey would urge us to reflect carefully upon his theory of reflection in light of our collective experience, changing that theory as our experience and accumulated knowledge dictate—thinking to learn (Richards & Rodgers, 1982; Rogers, 2002).

Similar findings were also reported by Zulkifli, et al. (2022). The ideas about what the teachers need to know about the content and teaching styles and the potential improvements of teaching related to contemporary literature courses for improving teaching styles and the learners' skills are crucial factors for learning acquisition. The theoretical framework guided me to achieve the research objectives mentioned above.

Perspectives

Perspective is "the ability to think about a situation or problem wisely and reasonably" (Cambridge University Press, 2022). According to Lori Desautels (2014), perspective is cultivated when a particular attitude toward or regarding something, a point of view

blending into the teachers' instruction, classroom cultures, and relationships; perspective drives all teachers are and do in their classrooms. Perspectives are bundles of beliefs, a mindset that each teacher embraces determining how he/she sees one another, one's experiences, and possibilities or lack thereof. As teachers, their perspectives directly impact the students' emotions and their learning, because emotions are contagious. Beliefs, perceptions, metacognitive knowledge, and attitudes that can accompany the learners in the classroom learning environment have been acknowledged as important factors contributing to the overall learning process and their ultimate success in this learning process (Blazar, 2018). In a good teaching environment with an appropriate instructional design, pedagogy can offer opportunities where students' perspectives can positively affect the learning process and help these learners become fully engaged in this learning process (Taguma, et al., 2018).

Desautels (2014) has shown that the cognitive process of how the teacher feels, understands, or interprets any situation always determines the "perceived" outcome of an event, or the collective disposition experienced and acted upon with a group of students or colleagues. When the teachers feel negative emotion, their perspectives narrow, and they spin in repetitive conflict cycles, reacting and subconsciously creating more negative emotions. Under negatively experienced stress, the teachers feel bound and limited in their choices of responses. Neuroplasticity is the brain's innate ability to structurally and functionally change with every new experience. The teachers' perspectives can create more of what the teachers desire to experience. In addition, Desautels (2014) added that:

"When we change our perspectives, we provide ourselves with a novel view through a lens that can open us to a growth mindset, defined by Carol Dweck as a belief that emotional and cognitive intelligence can change based on our desires and the plasticity of our thought processes. What can we do to shift perspective in our schools and classrooms? From my experiences, these three practices might assist us in approaching relationships, instruction, and even assessments with a novel working lens and increased learning."

Lori Desautels (2014), p. 12

Prachagool and Nuangchalerm-(2021) study found that Thai educators' perspectives toward 21st- century learning and teaching should be conducted appropriately. However, a few misunderstandings about the support system and learning environment were reported. Educators should discuss and prepare teachers and learners for the modern classroom because 21st- century learning requires educators to prepare the child learners through the quality of learning and teaching. Teachers are key change agents to help learners live and learn in new learning environments. The survey method investigated 41,991 educators with responsibilities or concerns in teaching and learning.

On the other hand, perspective transforms personal relationships based on individual similarities with a cardinal dimension of adult development. The learning most uniquely adult pertains to becoming aware that one is caught in one's history and is reliving it. This leads to a

process of perspective transformation involving a structural change in how we see ourselves and our relationships. If the culture permits, we move toward perspectives that are more inclusive, discriminating, and integrative of experience. We move from uncritical, organic relationships toward contractual relationships with others, institutions, and society. Perspective transformation reformulates the criteria for valuing and taking action. Behavior change is often a function of such transformation. In this emerging transformation theory, adult education finds its own inherent goals and functions (Mezirow, 1978).

It can be said that perspective can be referred to the ideas or directions of individuals who look at things based on the similarities of their experiences and personal relationships, for instance, the teachers' ideas about what teachers need to be like, to know, and to be able to do to teach ethic-and language students successfully before, considering the different approaches, which have been taken to the problem of preparing teaching and their assumptions about teacher learning by spending time outline in brief the kind of teaching toward. These efforts are aimed. A relatively large amount of literature has been accumulated in the last decade in which statements have been made about the characteristics of successful teaching for ethics and language students.

Instructional design (ID)

Instructional design is cost- effective, because it ensures students learn efficiently by creating high quality learning materials that consider students' strengths and weaknesses. These materials are also focused and customized to address the specific needs of educators.

An instructional design plays a vital role in tackling the challenges of teaching and learning pathways. Several studies have identified various definitions of instructional design. These three definitions are most practical and related to the present and are conducted here.

Firstly, Smith and Ragan (1999) define an instructional design as

“The systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation.”

Ragan and Smith (1999, p. 2)

The definition above expresses in a transparent manner the relationship between design and principles. Nevertheless, it does not include, at least explicitly, all the three elements or sub-disciplines in which an instructional design is classically organized, and that will be introduced and discussed in the following paragraphs.

Secondly, the Institute of Electrical and Electronics Engineers (IEEE, 2001) provides another definition:

“Instructional Design is the process through which an educator determines the best teaching methods for specific learners in a specific context, attempting to obtain a specific goal.”

IEEE (2001, p.1)

The above definition means the relevance of the elements involved in design: an educator (in our terms, the educational designer), the learners, the context, and the goal. All these elements are *specific*: an instructional design does not produce general solutions; it sets the methods and tools for achieving particular instructional solutions in particular cases.

Lastly, Gustafson and Branch (1997) also defined an instructional design:

"Instructional development models are almost as numerous as the practitioners of instructional development. The role of models in instructional development is to provide conceptual and communication tools that can be used to visualize, direct and manage processes for generating episodes of guided learning."

Gustafson and Branch (1997, p.73)

To understand an instructional design mentioned above refers to the models *of the design process itself*.

This is worthwhile as it is a peculiar feature of this discipline. Several models in other disciplines are models *of the object of the discipline*, not of a process. Hypermedia design models represent the hypermedia product of the design process; an architect calls a model of design a particular typology of buildings; a Physicists models the particles he is studying; the instructional designers use models that describe not the object of the design but the design process that should be performed for increasing the chances to produce high-quality instruction (Botturi, 2003).

The instructional design process consisted of three fundamental factors content and teaching styles or instructional practices.

According to Botturi, (2003), it can be concluded that an instructional design is an art of proceeding along the scope axis (classroom-, product- and system-oriented), while the teachers have left in the background the three layers (approach, design, and procedures) and the three sub-disciplines (design, development, learning theories). Not all the presented models can be strictly classified with a one- scope, one- layer and, one- discipline definition. Nevertheless, their primary concern is indeed designing if we exclude product-oriented models that are explicitly concerned with materials, and Greer's model, which brings the focus also on resources and constraints. All are conceptual and practical tools for translating an instructor's approach into a definite design. Some then identify a precise path to procedures (Greer, 1992).

An instructional design focuses on the desire to understand teaching and learning (a matter of theories, and approach or *Content and Teaching styles*) and striving to be practical (providing tools and procedures or *Content and Teaching styles*). Here is probably the fascinating side of it (as of any technical science, actually or *instructional practices*), which results in a methodological choice: investigate education, teaching, and learning, knowledge, and competencies, which are one of the greatest mysteries of human life, through reflecting over practice and finding ways for doing better.

Furthermore, Desautels (2014) suggested that the instructional practice works well in the "classroom professions," which can change as needed and are presented as guidelines and ideas for exploring and adapting at all grade levels. These six characters are offered when the

teachers are processing their classes. **Giver**-This student's responsibility is to give encouragement, affirmation, and acts of kindness throughout the day. The giver may use post-its, create signs, deliver spoken messages, or communicate hopefulness by any means. **Storytelling** could take many forms, such as seeking books to share or integrating vocabulary or content words into a story. Younger students might create a story with pictures. Older students could work with journal stories, writing, sharing, turning them into screenplays, or submitting them for publication. Your storyteller may develop an iMovie or blog for the class. He or she could create a class story with classmates' names and school projects or weave any content into this context for learning standards or subject matter. The brain adheres to stories! **Noticer**- This job is to notice what is going well and right. It is the antithesis of tattling or snitching. **Kindness Keeper** -This student would record all kind acts performed throughout the day or week. The kindness keeper periodically reflects on these kindnesses and shares them with the class. **Resource Manager**- The resource manager suggests ideas, resources, or ways solve a problem or locate information, academically or behaviorally. **Collaborator**- This-role could be assigned for acting outside the classroom. Is there is another teacher, staff member, or student in the school that needs an emotional, social, or cognitive boost?

The six characters mentioned above help the teachers share and understand their students using empathy, creating an emotionally inspired sense of belonging and service, and elevating feelings of purpose, identity, and positive emotion in their learning path. Whenever the teachers and learners desire to see behavior and engagement, the social, emotional, and academic learning deepen and are remembered for the long term. In other words, these six teacher characters can lead the implementation of instructional design being more practical as a rapport teaching and learning atmosphere.

This research was conducted following the methodology of systematic literature review that main objective of this study is to investigate the perspectives and opinions of Thai and American teachers who employed their instructional design on the learning path for the Contemporary Literature course regarding content and teaching styles, and potential improvements of teaching related to the Literature course by examining current instructional practices and perspectives of Thai and American teachers for potential improvements of sharpening teaching styles and learners' skills. The research methodology focuses on the method used in conducting this study which covers research design, research participants, research instruments, data collecting method, and data analysis.

Research methodology

Context of the study

The study investigates of the perspectives of implementing the instructional design in the Contemporary Literature Course. This study was conducted underlying the academic collaboration between two institutes (in Thailand and the United States of America). The two government institutes had agreed to revise and exchange the key details for curriculum development of the Contemporary Literature course regarding content and teaching methods and potential improvements in teaching and learning skills. Both groups of target participants

were included to compare the dimensions generated from the perspectives and practices of the Contemporary Literature course. The results were assumed to enable teachers to develop their students' appropriate scientific skills and attitudes and acquire knowledge and use due to the importance of exchanging ideas related to potential teacher and learner development in their teaching life.

Research design

The study gathered the views of two participants (Thai and American lecturers) from two selected institutes. The main method of gathering the data was a semi-structured interview. The semi-structured interview in the present study was divided into two parts:

(1) the participant's demographic information,

(2) the participants' views regarding content and teaching methods and potential improvements of teaching and learning skills implemented in the Contemporary Literature course.

Research instrument

A semi-structured interview included the first section. Each participant was asked to indicate her demographic characteristics such as age, gender, ethnicity, educational background, employment, location, homeland, marital status, sexual orientation, household income, language, and religion. In the second section, each interviewee was asked to describe the key implementation of her instructional design based on content and teaching methods and the potential improvements of teaching and learning skills with seven main questions probing the areas of interest as described above; questions were initially derived from an informal conversation about the personal experiences of two interviewees by one of the current researchers. Before conducting the interviews, both participants were informed of the purpose of the study, and their consent was obtained before the data collection. A draft interview was developed, and pilot interviews for validity and reliability or to check that questions were understood as expected were conducted using face-to-face interviews and audio-recordings. Each interviewee was interviewed face-to-face at their respective faculties by the same interviewer, with interviews lasting 30 minutes. The interviews were conducted in either Thai or English. All interviews were digitally recorded, transcribed verbatim, and translated into English.

Data analysis and procedures

Primary data are information explicitly collected for investigation under study. The researcher used researcher-administered interviews and respondent-self-administered questionnaires in collecting data. In both methods, the same set of questions was administered.

The researcher applied two methods of data collection techniques. This was done to collect adequate and relevant data to address the research objectives of this study. Nonetheless, the researcher used a qualitative research method. Data collection is the process of gathering data. The crucial part of effective data collection is providing the information needed to answer

questions, analyze performance or other outcomes, and predict future trends, actions, and scenarios. According to Cohen et al. (2017) qualitative data analysis involves organizing, accounting for, and making sense of the data regarding the participants' definitions of the situation, noting patterns, themes, categories, and regularities. A simple thematic analysis approach (Braun & Clarke, 2006) was used to identify key themes and ideas. Verbatim interview transcripts (in English) were initially analyzed individually and independently by two researchers, who coded the data without attempting to fit it into an existing framework and sorted data into key themes based on the frequency of their occurrence in transcripts but also on the strength of expressed opinion and expressed the importance of them to participants. Themes were then compared, with a subsequent round of analysis aimed at identifying the main emerging themes; because the initial analyses produced largely complementary results.

Findings and discussion

The data analysis was based on the interviews. The transcribed verbatim data from the purposive two interviewees as participants were used to explore the interviewees' perspectives, and opinions about their instructional design in the Contemporary Literature course regarding content and teaching styles and potential improvements of teaching related to the Literature course for sharpening teaching styles and the learners' skills. The details are reported below.

Participants' demographic characteristics

Before an initial interview to get some basic information about the participants' demographic data to learn more about personality, a 'brief discussion of the educational and teaching background with a variety of classes in the Contemporary Literature course with a fill-up form was offered, and followed by a discussion of seven questions. The first main question followed by sub-questions detailed as follows.

Q1. Do you have any other experience which you would consider to be background relevant to teaching students how to use primary historical or contemporary literature sources?

Please fill up some personal information in the provided paper.

The first question relates the text to context and helps the teachers to construct an interpretive stance toward the educational and teaching background. Q1 calls for reflecting on the educational background and its pros and cons. Q2 and Q3 ask questions about the entire teaching experience including the teaching techniques. Suppose teachers can read and decode the pieces of the source independently by selecting the appropriate techniques In that case, these three questions, placed at the outset of the question sequence, will likely provide little assistance. The following three questions do investigate the passage's specific rhetorical strategies: The examples of responses from two target participants are expressed below:

XI “...of course, we have to follow the national quality standard or (TQF) to guarantee that the course manager has to be qualified by experience and educational degree in

that major...I followed that indication but the most important factor to train the students' skills in literature the TQF is basic to personally the experiences is the most important but nowA must of technology literacy!!".

X2 *"...we have our state standard for teaching implements and my background is strong enough to be the subject manager almost 17 years teaching this subject...., I prefer evidence-based techniques plus with the field trip here around ABQ ..a lot of historical evidence and some poetry class...going outside classroom we can produce more writing products. But for high-tech during COVID-19 pandemic, my teaching class changes a lot ...and I found that my students loved that I invited the writers to share their writing pieces with their inspirations etc...I try to make use my connections or consortiums in means of creative writing to the classroom with teaching technologies. I agreed with adaption to challenge the classroom more than using the same technique...".*

**X1 refers to Thai participant and X2 refers to American participant.*

**TQF stands for Thai Qualifications Framework (higher education; Thailand)*

**ABQ stands for Albuquerque in New Mexico, the United States of America*

The highlighted messages show how X1 and X2 constructed the relationship between educational background and teaching experiences. This question provides close guidance placed prior to their teaching experiences and styles. The course providers, i.e., teachers, school administrators, and policymakers, were qualified at their national standard and shared the same thoughts that they had to quickly adopt new online instruction methods and learn how to use technology in the classroom. Using technology in the classroom can help their students engage with the materials to enable the students to become active learners. It is confident that it causes the pandemics and the current and following education scenario.

Furthermore, the demographic data of the two target participants are summarized in Table 1 below.

Table 1 Participants' demographic characteristics

Demographic Characteristics	Thai participant (X1)	American participant (X2)
Age	40	63
Gendre	Female	Female
Ethnicity	Asian	Native American
Education	Master's degree	Master degree
Employment	Full-time employment	Full-time employment
Location	Asia	North America
Homeland	Thailand	USA
Marital status	Married	Married
Sexual orientation	Heterosexual	Heterosexual

Demographic Characteristics	Thai participant (X1)	American participant (X2)
Household income	Prefer not to say	Prefer not to say
Language	Thai/English	English/ Spanish
Religion	Buddhist	Christian

X1 refers to Thai participant and X2 refers to American participant

The above also shows that the two target participants were females with Master's degrees working as full-time employees for educational government institutes. The Thai participant was aged 40 years old, female with a master's degree in TESOL, and she was a full-time lecturer and lived in Thailand. She always used Thai and English as a teaching medium of instruction. She got married with two children, and she is a Buddhist. She did not prefer to talk about her salary. Meanwhile, the American participant was aged 63 with a master's degree in American history and literature, and she is from North America. She is a Native Indian American writer and married. She is Christian and expects to retire in the next three years. She also did not want to talk about her income. It is seen that both participants had experience in teaching in the Contemporary Literature course with different backgrounds, ethnicity, and religion. Furthermore, they were working in different locations and contexts. They might share different ideas about the instructional design of the Contemporary Literature course.

The second section of the interview focused on implementing the instructional design of the Contemporary Literature course in terms of contents, teaching methods, and potential teaching improvements for sharpening teaching styles and the learners' skills. The results are presented in sequence and are discussed accordingly.

Perspectives on the contents of instructional design on the contemporary literature course

Q2. Have you taught courses such as Introduction to Literature, world literature, and contemporary literature? If so, describe it briefly (further guided by the next question)

What is the main focus of the selected contents provided as an ID in contemporary literature?

- the key ideas and details*
- production and distribution of writing*
- comprehension and collaboration; and*
- knowledge of language*

The common core standards or contents designed for classes must cover all four aspects: the key ideas and details; production and distribution of writing; comprehension and collaboration; and language knowledge. They are essential factors for instructional design in the modern classroom that the course provider can design through their teaching materials; then, the students can access and learn new experiences through multimedia and various tools (Abdulrahaman et al., 2020). Some contents or theoretical lessons may need to be more beneficial for their school hours. Therefore, the teachers have to learn what the learners need;

the lesson should make them interested and engaged in contemporary contents or necessary learning skills. Learning activity focused on process than that recitation is raised for the traditional or modern classroom. Curriculum and instruction help them meet self-efficacy, meet the requirements of meaningful learning, adapt knowledge and understanding to create innovation related to the course, and take responsibility to society. The response of the *two target participants* expressed how they raised their awareness of the contents of contemporary literature class:

X1 *“...I would say the language is often shaped by the cultures of the particular group who speak it and skills of communication. If we (my student and me) truly want to master a second language, knowledge of cultural contexts that underpin the language we’re learning can provide us with invaluable insights into certain phrases that are often spoken by natives of a particular cultural group (who are writers of the sources provided in the class)! So, the knowledge of language is prioritized embedded in the provided in this course, the key ideas and details is second; the production and distribution of writing and comprehension and collaboration are the third for me ”.*

X2 *“I pay most attention on how to select the written documents with contain the key ideas of the American native social movement and its details for instructional design on the contemporary literature course because it can raise my students’ awareness on their home situation. However, the knowledge of language is also important because the culture of the language you’re learning can be the key to a more enriching and faster learning experience. But the production and distribution of writing and comprehension and collaboration can be added more value when teaching ”.*

In line with the common core standards or contents, the Thai participant valued the knowledge and language most because obtaining the knowledge and language highly cultivated the cultures and skills of communication. Furthermore, the language in the selected pieces of writing taught in the class needed clear communication and collaboration among the readers (students and teachers) and authors. Like, civic literacy and social movement, and environment literacy are the key ideas and details encoded in the written pieces selected for class; then, the learners need to acquire enough on the knowledge of language skills in order to decode, understand, and interpret such a key idea hidden in such a provided class document. Unlike, the American participant paid attention to the key ideas and details such as social movement, in particular the Indian Native American movement, civic literacy, and environment literacy embedded in the written documents provided in the class. However, the knowledge of language still played a crucial role as it could help the students to learn faster. Noticeably, Thai and American participants agreed on the production and distribution of writing comprehension and collaboration, like critical thinking and problem- solving which can be made more exciting and valuable.

Perspectives on the Teaching Styles for Instructional Design on the Contemporary Literature Course

Q3. Which approaches do you think suit your Contemporary Literature class today and why? (further guided by next question)

- a. *experience-based teaching style*
- b. *evidence-based learning*
- c. *story-teller and traditional master of ceremony*
- d. *project-based teaching style*

According to Beach., et al. (2016), there are two contrasting teaching literature theories: transmission theories; and critical sociocultural learning theories. The former teaches in terms of acquiring facts and knowledge about literature. However, the latter is based on conceptualizations that posit that teaching and learning are situated within social, cultural, and political contexts. As teaching literature deals with a variety of literary texts, both classic and contemporary, traditional and digital, the course providers pose questions/problem-solving/rereading, applying critical perspectives, and critical literacy pedagogy in order to have the learners reach perspective-taking, re-storying, explaining characters' actions, and making connections. Therefore, various approaches in the teaching of literature need an inquiry-based reflection about instruction and response activities for engaging with the learners.

The teaching styles or approaches have differences in terms of personalization and individualization. Educators understand that there are many ways to deliver learning activities and content. The teachers' method use can depend on who their students are, how they want them to learn, where they are (if remote or in person), and what the teachers want to teach. The teachers must select the most appropriate delivery method depending on their students and their needs. There is no one-size-fits-all design. The best approach is to use a combination of strategies that suit their teaching style and the needs of their students (Bawa, 2020). Therefore, eclectic methods should be served to learners; teachers should focus on helping learners to learn rather than fulfilling the methods' prescriptions. The goal of teaching is learning, and learners should grasp the content. The teacher should consider learner characteristics before choosing the teaching methods because different learners learn differently and have different preferences for what factors and methods promote effective learning. In other words, methods should respond to the needs of the learners and not the learners responding to the needs or demands of the methods. It is common knowledge that each method has suggestions learning and teaching and how teachers should teach. The problem is that the suggestions made by individual methods are bracket prescriptions need to consider the differences that exist from classroom to classroom and from one learning context to the other (Mwanza, 2017).

The responses of the two target participants expressed how they shared their teaching styles for the contemporary literature class.

X1 "Normally traditional approach always used in this class but from now on we could do that anymore as our students can learn the fact and knowledge from online

sources better than in class so we try to use whatever method to have them reach the reflection and connects to their world.”.

X2 *“For history and literature class here taught by the Native Indian lecturer as we don’t want to transfer the misinformation to the next generations. Sometimes, story-telling or traditional master of ceremony around our community was invited to share our class on the basis of their real experiences. It is rich information...even during the COVID-19 pandemics site visit like Wounded Knee (nearest historic place around our school) was planned for our indigenous students with high restriction as it added more values to our indigenous students. They can see how their great-great grandparents flighted for survival. After site visit, they had taken “After” with the indigenous writer who wrote about Wounded Knee in various question section. This after we did online.... “After” can help our students fulfill the students’ gaps and dreams...last time Joy Harjo (friend of mine) visited us at SIPI in personmy students were excited and fun much...”*

In line with teaching styles or approaches, the Thai and American participants also shared a similar belief that the teaching style for the class was strongly supported by evidence-based learning, underpinning the expertise of historians, story-teller, and traditional masters of ceremony. The American participant preferred the experience-based teaching style with a strong skill of history, story-telling or traditional master of ceremony in their contexts. The project-based teaching style could serve the class as the teachers and students preferred to cooperate and collaborate effectively in the learning process. Alternatively, having the students get a chance to meet their idols/ writers can motivate or inspire the student’s dreams and goals in life. However, they added that the eclectic approach could be introduced in class because this could serve the variety of the student’s learning styles.

Perspectives on the Potential Improvement for the Instructional Design of The Contemporary Literature Course

The following two questions exhibit some of the needed skills for improving and cultivating some new ones:

Q4. Which skills do you need to cultivate your students as a priority in today’s world and why?

Q5. How will you improve your students’ skills of self-awareness and global competency?

According to Kumari (2020), Global Awareness involves a recognition and appreciation of the size, complexity, and diversity of the earth conceived as a single entity. It is a worldview at the opposite pole of the view from horseradish. It enables us to perceive the vastness of the world, its dynamic complexity, and the diversity of its peoples and cultures. Furthermore, Global Awareness allows students to learn more about the world and its diverse peoples and promote a better understanding of other cultures. Students should gain an understanding of global situations and how these situations affect their lives, as well as create

possibilities to address them. Teachers should emphasize cross-cultural awareness and deepen students' understanding of the diversity of perspectives, ways of life, and structures that shape our global community. It can be said that awareness, much like mindfulness, knows that we do not know that a realm of knowledge exists outside our direct experience, which is often identified with intuition. Therefore, teachers should possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, adaptability, flexibility, and world-mindedness to participate effectively in the globalized world. This knowledge and experience of teachers will help students to acquire the skills and competency to become influential global citizens by using 21st century skills to understand and address global issues, learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts; and understand other nations and cultures, including the use of non-English languages. Then, the students could quickly shift their self-awareness to global awareness of thinking globally but acting locally through 21st- century skills.

The two questions share some of the same information about students' needed and cultivated skills. It is entirely clear how the course providers identify the needed skills for today using either contextual information that they might have been exposed to, or evidence from the source itself.

X1 “... *the 21st century skills seem to be the first most important skills for training our students nowadays which covered Learning and innovation skills: Critical thinking and problem-solving, Communications and collaboration, Creativity and innovation, Digital literacy skills- Information literacy Media literacy & Information and communication technologies (ICT) and etc....it is better but harder ways...for both teacher and students (laughing)*”.

X2 “...*for me self-awareness is priority skill to introduce my students for value in their community and country as we are Native Indian American, the American history needs to tell truly and openly...there are plenty of Native American writers now...sometimes a bit difficult to screen the documents used in class... ”.*

In line with potential improvement for teaching and learning skills, the Thai participant realized raising awareness of self-awareness, global-awareness, and the 21st century standards. Meanwhile, the American participant had to initially raise the students' awareness as they had to value their identity and community in terms of history and literature. Then, the students could quickly shift their awareness to global awareness through 21st century skills. Without raising self-awareness, the students hardly learned how to become globally aware.

Puzzlingly, the course providers (both Thai or American) with a relatively strong background in American history appeared to have major difficulty in selecting a source and developing questions for reflecting which would help students analyze the text, place it in context, and enrich their contextual understandings in a historical field in which they had had some experience. By the time of the interview, X2 did have some insight into the difficulty of

screening the documents for students. Meanwhile, X1 agreed with-improving the student's global skills even if it seemed harder more complicated.

The final two questions return to broader issues of contextualization and difficulties:

Q6. Did you do any works or difficulties with contemporary literature documents in class? If so, describe it briefly:

Q7. What would you like to tell your students to study further when attending the Contemporary Literature class?

Two interview questions ended with a twist in the works and problematic relationship. At the end of the lessons, these understandings presumably come from deep and sustained work with historical sources and their interpretation. At best, the teachers will encounter focused history instruction as a part of their professional development in literature class. While these questions might reasonably provide the course providers hope that the lesson's difficulty level would be adjusted through experience with students in their classroom, there is little reason to believe that school experience will stimulate new insights about the relationships between historical telling and contemporary literature contexts.

X1 *“...even some provided literature documents in our class are uncertain the key ideas for decoding the concepts, that teachers’ problem...we need the students to be able the effective readers and share some reflecting skills on the pieces of writing in our class... the problem during the pandemic was my students tend to be more passive even I learnt and updated my teaching skills, attitudes and of course experiences with technology...and I felt ready to launch them!...I also found that students learnt skills, but they did not know they could transfer them unless they were prompted to remember what they know. Then, they are able to transfer skills from one context to another...so I have to pay more attention to transferring the skills to help them learn more”.*

X2 *“...in my class I haven’t faced any problems of documents in class but I would like my students reflect more about what social movement around the world embedded in the provided pieces of writing in our class... even the teacher obtained new skills, knowledges, attitudes or experiences of teaching in a new context and I would say “COVID-19 pandemic-learning and teaching skills”- most importantly was how teachers characterize learning activities (i.e., the emphasis assigned to learning versus performance aspects of tasks) thus exerts a strong influence on students’ motivational orientations. Definitely transferring strategies of our knowledges, attitudes and experiences was not easy. Observing my student’s mastering knowledge results in more self-aware learning, which helps them access knowledge they can use in a new situation. Sometimes they did not know how to apply it. It takes more time to cultivate them.*

The above discussion reveals X1 and X2's attitudes, suggesting that in conducting the lesson, they would have to go over complex contemporary literature documents before tackling

the passage. Furthermore, following a suggestion from the course providers, they would number the paragraphs of the documents and direct students to reflect on their questions particularly. However, both participants highlighted whether the transferring strategies from their skills, attitudes, and experiences to their students had led them into new situations. This becomes their teaching problem during the pandemic.

Several of the provided documents used for their assignments, are often used to discuss and reflect the key ideas of the texts. Almost all were directly concerned with the world's social movement, which can lead the students' perspectives to develop global skills. Bevington and Dixon (2005) viewed that the challenge of globalization of higher education is widely discussed in the literature (Walker, 2003). Therefore, several universities, particularly in North America, recognize the role of educating students as global citizens of tomorrow. Furthermore, young students will have to take on some very complex global challenges in the coming years and need more than business skills. Indeed, students in today's world must be socially aware, possess intercultural communication skills, be thoughtful, committed to accountability, and above all, be compassionate.

Literature in education needs to develop in students (1) an awareness of the value and pleasure of reading good literary works, (2) an appreciation and a deeper understanding of important human concerns and human relationships, (3) an ability to appreciate values which would enhance an understanding of themselves and their relationship with others, (4) an initial ability to communicate their response to texts supported with reasons, and (5) an acquaintance with an appreciation of the main forms of literary expression and of literary devices used. However, the discussion above shows several factors that influence the acceptance of technology in teaching literature. A new consideration for the literature instruction design is the influence the technology. Meanwhile, a practice guide to effectively transfer the teacher knowledge, skills, attitude, or even experiences for any program promoting the transfer of skills from instructional design to practice should be supported by the social foundation of transfer. Then, the students have to acquire sufficient basic knowledge to transfer skills with support from teachers and colleagues. Additionally, the teachers' adherence to guidelines could help students effectively transfer specific skills, attitudes, and values they would like to embrace and transfer into behaviors in new contexts.

Conclusion

Based on the data analysis and findings, it can be concluded that both participants from Thailand and the US agreed with putting the focus on the content and teaching styles with the technology connected to the rich sources of contextualized history and literature in order to train the students' values of their community through physical activity. This can induce and promote lifelong learning effectively. In addition, self-awareness and global skills can be cultivated through peer teaching; cooperative learning; direct instruction, demonstration, and feedback; and personal responsibility was highlighted as an implemented standard provided by the contemporary literature teachers from both countries. Overarching learning is an initial framework with transformative competencies; a review of the nature of knowledge, skills,

attitudes, and values that young learners will need; and ends with possible curriculum design principles that encapsulate the key messages.

Current knowledge gaps and recommendations for future research

Based on the analysis of related research, we now discuss several current knowledge gaps and provide recommendations for future research related to barriers and strategies for integrating technology for instructional purposes in the contemporary literature course. It is also important to examine how to improve the students' self-awareness and global skills in each integration strategy. In particular, groups must be able to organize themselves in ways that integrate all members' contributions. How a teacher structures the tasks, organizes, and manages productive cooperative group work about technology use is an area that needs further study.

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