



Addressing Globalization in Thai Social Studies: Opportunities and Challenges for Educators

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Abstract

This paper explores the impact of globalization on Thai social studies education, focusing on both the opportunities and challenges faced by educators. Globalization offers significant potential for enhancing students' understanding of interconnectedness, fostering global citizenship, critical thinking, and cultural awareness. However, Thai educators face challenges in balancing global perspectives with the preservation of local culture and identity, as well as overcoming systemic barriers such as limited resources and traditional teaching frameworks. By integrating innovative teaching strategies like experiential learning, Sustainable Development Goals (SDGs), and digital tools, educators can create a more inclusive, globally conscious curriculum. This paper also discusses the need for professional development, collaboration with international institutions, and curriculum reform to address the complexities of globalization within the Thai educational system.

Keywords: Globalization, Social studies education, Thai education, Global citizenship, Curriculum reform

1. INTRODUCTION

In recent decades, the phenomenon of globalization has reshaped educational landscapes across the world, necessitating a critical examination of its implications within specific national contexts. In Thailand, where social studies curricula are traditionally grounded in local history and culture, the infusion of global perspectives presents both significant opportunities and formidable challenges for educators. By embracing globalization, educators can enhance students' understanding of interconnectedness, fostering critical thinking and empathy that transcend national borders. However, this shift also demands a careful negotiation of cultural integrity and the preservation of local identity, ensuring that students do not lose sight of their roots amidst the influx of global narratives. Thus, addressing globalization within Thai social studies is not merely a pedagogical adjustment; it is a profound engagement with the complexities of identity, citizenship, and education in an increasingly interdependent world.

The phenomenon of globalization encapsulates the intricate interconnectedness of nations, economies, and cultures, fostering an environment where ideas, goods, and values seamlessly transcend borders. This dynamic process has profound implications for education, particularly within contexts like Thailand, where diverse cultural and linguistic communities coexist. Understanding globalization is essential for educators as it informs their approach to developing curricula that promote intercultural understanding and social responsibility. As highlighted in (Fidelis Abunimye Unimna et al., 2024), the integration of social studies education is pivotal for cultivating global intercultural competencies, enabling students to navigate multicultural societies effectively. Furthermore, (Supitsara Sornsaensuk, 2023) underscores the necessity of fostering global citizenship among students through curriculum innovation, aligning educational practices with broader societal needs. Ultimately, the relevance of globalization to education lies not only in preparing students for a competitive global landscape but also in nurturing a sense of shared humanity in an increasingly interconnected world.

In Thailand, the education system is characterized by a strong emphasis on formal structures and standardized curricula, often resulting in a rigid approach to teaching and learning. Social studies, as a subject, aims to cultivate students' understanding of their cultural identity and global citizenship, yet it faces significant challenges. The Thai social studies curriculum is heavily influenced by nationalistic narratives, which can limit critical engagement with global issues and diminish students' awareness of international perspectives. This situation is exacerbated by a lack of clear definitions surrounding concepts like global citizenship within the educational framework, as highlighted by lecturers' experiences in a recent study on global citizenship in an international bachelor program in Thailand (Supitsara Sornsaensuk, 2023). Furthermore, educators often grapple with the cultural expectations that prioritize group harmony over critical discourse, making it difficult to foster an environment conducive to open examination of globalization's complexities (Jaira Gibson, 2020).

In an increasingly interconnected world, the integration of globalization into social studies is not merely beneficial but essential for fostering informed citizenship among students. By examining global interconnectedness, educators can cultivate cultural awareness, critical thinking skills, and social responsibility, crucial attributes identified by lecturers in international programs (Supitsara Sornsaensuk, 2023). Through robust content-based instruction, as witnessed with non-Thai EFL teachers in Thailand, students not only enhance their language proficiency but also develop a nuanced understanding of global dynamics (Maschanok Sukkhatpatvara, 2023). This holistic approach prepares students to navigate complex societal issues, encouraging them to appreciate diverse perspectives and engage

actively in their communities. Thus, integrating globalization into social studies paves the way for meaningful dialogue about local and global challenges, empowering students to make informed decisions that resonate beyond the classroom and into the global arena, aligning with contemporary educational goals.

In exploring the intersections of globalization and Thai social studies education, this research essay aims to provide comprehensive insights into the challenges and opportunities faced by educators. It emphasizes the need for a critical examination of how global citizenship can be effectively integrated within the Thai educational framework. By investigating the experiences of university lecturers, the essay highlights their perceptions of global citizenship, which encompass cultural awareness, communication skills, critical thinking, and social responsibility (Supitsara Sornsaensuk, 2024). Furthermore, it delves into the efficacy of various pedagogical strategies, such as experiential learning and the incorporation of Sustainable Development Goals (SDGs), to foster a more globally informed curriculum. The scope also extends to examining the efficacy of the Tripartite Education System as a means of connecting educational institutions with industries, which can enhance educational relevance and workforce preparedness in the context of Industry 4.0 and globalization (Patcharee Chaiyong et al., 2024). Through these multifaceted analyses, the research seeks to contribute valuable frameworks for educators navigating globalization within the Thai context.

2. THE ROLE OF GLOBALIZATION IN SHAPING THAI SOCIAL STUDIES

In the context of Thai social studies, globalization acts as a double-edged sword, presenting both opportunities for pedagogical enhancement and challenges that demand critical attention. The rapid exchange of information and cultural practices fostered by globalization has stimulated educators to re-evaluate traditional curricula, integrating more diverse perspectives that reflect the global landscape. For instance, as the Vietnamese language has transformed within various sociocultural contexts, similar adaptations in Thai social studies can cultivate a rich understanding of global citizenship among students. This transformation underscores the importance of developing attributes such as cultural awareness and social responsibility, which have become vital in a globally interconnected world (Phan Le Ha et al., 2024). However, educators also encounter significant hurdles, including a lack of coherent frameworks defining global citizenship and a cultural tendency towards group harmony that sometimes stifles individual expression (Supitsara Sornsaensuk, 2023). Therefore, navigating these complexities is essential for educators committed to enriching Thai social studies in alignment with global realities.

The influence of globalization in Thailand can be traced back to various historical junctures, marking a transition from a predominantly agrarian society to a more interconnected global player. Initially, Thailand's strategic geographical position made it an important hub for trade in Southeast Asia, facilitating cultural exchanges that predated Western colonization. This historical context laid the groundwork for subsequent engagements with global economic systems, especially during the 20th century when the nation began to adopt policies promoting foreign investment and trade liberalization. As globalization intensified, the integration of international norms into local practices became evident, particularly in education. The complexities of this integration are underscored by the challenges faced by Thai educators, who navigate cultural values emphasizing group harmony alongside the need to foster critical thinking and civic responsibility in a globalized curriculum (Supitsara Sornsaensuk, 2023).

Such dynamics reflect broader global trends, as illustrated by the transformation of industries and the environment in response to global economic pressures, highlighting the dual nature of globalization as both an opportunity and challenge for Thailand (Malkhaz Nadareishvili, 2021). As globalization permeates educational frameworks worldwide, its influence on national and cultural identities becomes increasingly complex, particularly in Thailand. The integration of global perspectives into Thai social studies curriculum presents both opportunities and challenges for educators striving to maintain cultural integrity while embracing global citizenship. Lecturers in international programs have identified cultural awareness, language skills, and social responsibility as essential attributes of global citizenship, suggesting that such competencies can coexist with and enrich Thai identity (Supitsara Sornsaensuk, 2023). Simultaneously, educators face systemic challenges, such as the lack of clear definitions and cultural values emphasizing group harmony, which complicate their efforts to instill a sense of global belonging among students (Solihah Hayeesama-ae, 2023). By weaving global perspectives into the curriculum, educators can cultivate an identity that not only reflects traditional Thai values but also prepares students for active participation in an interconnected world, fostering resilience against cultural dilution in the process.

Incorporating international issues into the curriculum offers a crucial avenue for fostering a more global perspective among students. This integration not only enhances cultural awareness but also equips learners with essential skills such as critical thinking and social responsibility, as discussed by lecturers in Thailand's international programs who identified these attributes as fundamental to global citizenship (Supitsara Sornsaensuk, 2023). Moreover, the inclusion of international issues in social studies encourages students to engage with diverse perspectives, which can lead to a deeper understanding of their own cultural identities and responsibilities. However, challenges persist; educators often face limitations stemming from existing curriculum structures and cultural values that emphasize conformity over individual expression. As seen in studies at Fatoni University, a lack of resources and professional development further complicates the effective integration of Islamic perspectives into education (Solihah Hayeesama-ae, 2023). Thus, successful implementation requires not only robust frameworks but also support for educators, fostering an environment where international awareness can thrive.

Successful globalization in Thai social studies can be exemplified through the incorporation of sustainable practices and Islamic values within educational frameworks. Case studies reveal that integrating these principles into curricula not only addresses local cultural identity but also prepares students for a globally interconnected world. For instance, research demonstrates how Islamic ethical teachings can guide technological advancements in education, as discussed in the context of the Fourth Industrial Revolution (Ghadeer Hamood Humaid Al Junaibi et al., 2024). This approach fosters critical thinking and interdisciplinary learning, allowing students to engage with global challenges while remaining rooted in their cultural heritage. Additionally, the exploration of sustainability in design education initiates discussions on social responsibility and environmental stewardship, illustrating how educators can effectively blend traditional values with modern educational demands (Joshua Alahira et al., 2024). These examples highlight an opportunity for Thai educators to create culturally sensitive and globally aware learning environments, ultimately enriching the educational landscape amidst the challenges posed by globalization.

3. OPPORTUNITIES FOR EDUCATORS IN ADDRESSING GLOBALIZATION

The integration of globalization into educational curricula presents numerous opportunities for educators to foster a deeper understanding of interconnectedness among students. By embracing the principles of global citizenship, educators can cultivate skills such as cultural awareness and critical thinking, which are essential in today's diverse society (Supitsara Sornsansuk, 2023). Additionally, the use of innovative teaching strategies, such as experiential learning and the incorporation of Sustainable Development Goals (SDGs), can engage students and prompt them to explore global issues relevant to their local contexts. This approach allows educators to bridge theoretical discussions and practical applications, enhancing students' ability to navigate the complexities of a globalized world. Furthermore, the rise of digital communication technologies creates platforms for collaboration and knowledge sharing, enabling educators to connect their students with peers worldwide (Asia & ASEAN Center for Educational Research et al., 2022). Ultimately, these opportunities not only enrich the learning experience but also prepare students to become active and responsible global citizens.

In addressing contemporary global issues, the development of critical thinking skills becomes paramount for educators, particularly within the context of Thai social studies education. By engaging students with complex global themes, instructors can cultivate an environment that encourages open inquiry and analytical reasoning. As highlighted in studies of university lecturers, integrating Sustainable Development Goals (SDGs) into curricula not only connects students to worldwide contexts but also stimulates critical engagement with these pressing issues (Supitsara Sornsansuk, 2023). This approach aligns with the notion that equipping learners with the ability to analyze information critically can empower them to navigate an increasingly interconnected world. Furthermore, universities are tasked with preparing students for a future shaped by rapid technological advancements and societal changes, suggesting that fostering critical thinking through authentic engagement with global challenges is essential for educational success (Asia & ASEAN Center for Educational Research, 2022). Ultimately, addressing global issues equips Thai educators with the tools needed to enhance students' critical thinking capabilities, ensuring they are prepared for the complexities of the 21st century.

Fostering an environment that emphasizes cultural awareness and sensitivity is crucial for preparing students to navigate an increasingly interconnected world. By integrating diverse perspectives into the curriculum, educators can create a more inclusive learning atmosphere that encourages students to appreciate and respect cultural differences. Such curricula should incorporate global case studies, literature from various cultures, and exposure to international issues, which collectively enrich the educational experience. Participatory activities like collaborative projects with peers from different backgrounds can further solidify this understanding, enabling students to engage in meaningful dialogue about cultural norms and values. Moreover, training educators to recognize their own biases and adopt culturally responsive teaching strategies is essential. This professional development can empower teachers to model sensitivity and inclusiveness, ultimately enhancing students' ability to interact with diverse populations respectfully and knowledgeably (Amnuay Tapingkae et al., 1973). Preparing students in this manner supports not only academic success but also social cohesion in a multicultural society.

Strategic partnerships with international educational institutions present a profound opportunity for Thai educators to enhance their curriculum, particularly in social studies. By engaging in collaborative projects, educators can integrate diverse perspectives that challenge traditional viewpoints, aligning educational practices with global standards. Such partnerships allow for the sharing of resources, innovative teaching methods, and pedagogical frameworks that reflect international best practices. For example, drawing upon insights from (Phan Le Ha et al., 2024), the evolving roles of language and educational matters in Vietnam can inform curriculum development

that is both culturally sensitive and globally aware. Furthermore, as highlighted in (Supitsara Sornsaensuk, 2023), incorporating global citizenship concepts from these international collaborations can foster critical thinking and cultural awareness among students, equipping them to thrive in an interconnected world. Thus, the cultivation of international partnerships not only enriches the educational experience but also prepares Thai learners to navigate and contribute to the complexities of globalization.

The integration of technology and digital resources into teaching practices presents a transformative opportunity for educators, particularly in the context of globalization. As highlighted in recent studies, digital tools can significantly mitigate barriers to inclusion for students, allowing for diverse learning styles and needs to be addressed effectively (Ashling Cashmore et al., 2022). In the realm of Thai social studies, leveraging these technological advancements can enhance both curricular administration and student engagement. Research indicates that understanding the current conditions and challenges facing curriculum administration is paramount for optimizing educational outcomes (Apichat Sukaram, 2020). By incorporating digital resources, educators not only enrich the learning environment but also prepare students for a globalized society, where digital literacy is essential. Emphasizing technology's role in promoting inclusivity and fostering critical thinking will ultimately equip Thai students with the skills necessary to navigate and contribute meaningfully to an interconnected world.

4. CHALLENGES FACED BY EDUCATORS IN IMPLEMENTING GLOBALIZATION

Integrating globalization into the curriculum poses significant challenges for educators, particularly in contexts where pedagogical frameworks may not align with global competencies. The resistance to adopting new educational paradigms often stems from a lack of resources and comprehensive training. For instance, as noted in the study examining perceptions of academic staff at Fatoni University, educators highlighted deficiencies in manuals, guidelines, and training workshops essential for effectively implementing an integrated knowledge approach rooted in Islamic perspectives (Solihah Hayeesama-ae, 2023). Similarly, the experiences of non-Thai EFL teachers in Thailand reveal a common obstacle: language barriers impede not only instructional efficacy but also classroom management, diminishing the overall effectiveness of content-based instruction (Maschanok Sukkhatpatvara, 2023). Thus, without structured support and adequate resources, the implementation of globalization principles in education remains hampered, calling for systemic reforms to empower educators and enhance learner outcomes in a globalized context.

Embedded within traditional educational frameworks is a pervasive resistance to change, often stemming from entrenched beliefs about pedagogy and curriculum design. This reluctance arises from various factors, including educators' adherence to legacy practices and a collective apprehension towards the uncertainties associated with innovative methodologies. In the context of Thai social studies, educators may hold fast to conventional teaching approaches due to a perceived lack of time, resources, and institutional support for integrating global perspectives. Additionally, these frameworks may reinforce nationalistic ideologies, thus complicating efforts to embrace a more cosmopolitan curriculum. As globalization demands a reevaluation of educational norms, understanding the underlying causes of this resistance becomes crucial. Without addressing these challenges, opportunities for enriching curricula with diverse content will likely remain untapped, limiting students' critical engagement with an increasingly interconnected world (Iris G. Haapanen, 2011-07-19). Ultimately, overcoming resistance necessitates fostering a culture of adaptability and collaboration among educators and stakeholders.

The effectiveness of educational initiatives in the context of globalization is significantly hindered by the limited resources and training available for teachers. This challenge is particularly pronounced in developing regions, where infrastructure and access to educational materials can be severely inadequate. For instance, the Girls Accessing Teacher Education (GATE) project in Sierra

Leone highlights the systemic barriers faced by aspiring female educators, emphasizing the need for tailored resources that consider the realities of resource-poor environments (Dfid Girls' Education Challenge Programme in Sierra Leone et al., 2018). Similarly, in Thailand, the rapid expansion of Chinese language education has outpaced the supply of qualified teachers and standardized curricula. As the research indicates, addressing these deficiencies is crucial to fostering a sustainable model for language acquisition, which necessitates progressively refining teacher training and resource allocation strategies (Mengyao Zeng). Without adequate support, the ambitious goals of education systems in a globalized context are unattainable, underscoring the pressing need for comprehensive policy reforms focused on professional development and resource enhancement.

Navigating the delicate interplay between local culture and global perspectives is critical for educators in Thailand, particularly as they incorporate social studies curricula informed by globalization. By cultivating a curriculum that honors Thai traditions while integrating global viewpoints, educators can foster a more inclusive environment that encourages critical thinking and cultural empathy among students. This balance not only enhances students understanding of their local heritage but also prepares them to engage with diverse cultures and ideas, fueling a sense of global citizenship. The challenge lies in avoiding the overshadowing of local narratives by dominant global discourses, which can lead to cultural homogenization. Therefore, educators must strategically design lessons that emphasize the richness of Thai history and customs, while simultaneously exposing students to global issues and perspectives, effectively equipping them to navigate a complex world (Amnuay Tapingkae et al., 1973). Ultimately, this dual approach contributes to a holistic educational experience that values both local and global contexts.

Effective assessment and evaluation mechanisms are vital in gauging the integration of globalization within the curriculum. These mechanisms should not only measure student knowledge but also reflect their ability to engage critically with global issues. By incorporating diverse metrics such as formative assessments, project-based learning, and collaborative evaluations, educators can better understand student perspectives on globalization and its socio-economic impacts. Furthermore, aligning assessment criteria with global competencies, such as intercultural communication and global citizenship, ensures that students are not merely passive recipients of information but active participants in their learning journey. The challenge lies in developing rubrics that accurately reflect these competencies while also being manageable for educators to implement. Continuous feedback loops between teachers and students can facilitate adaptive learning environments that support deeper understanding and engagement with globalizations complexities (OECD et al., 2016-08-31). Such a comprehensive approach ultimately empowers educators to foster a generation of informed, globally-minded citizens.

5. CONCLUSION

In summation, the complexities of integrating globalization into Thai social studies require a nuanced understanding of both opportunities and challenges distinct to the educational landscape. As demonstrated, educators are instrumental in fostering global citizenship, whereby faculties perceive it as interwoven with cultural awareness, critical thinking, and social responsibility, illustrating the challenges they face within the context of Thai cultural values and an often rigid education system (Supitsara Sornsasensuk, 2023). Moreover, while non-Thai EFL teachers within the English Program advocate for Content-Based Instruction, asserting its potential to enhance language acquisition, they simultaneously grapple with significant impediments such as language barriers that hinder effective teaching practices (Maschanok Sukkhatvartara, 2023). Ultimately, addressing these challenges necessitates a collaborative effort among educators, policymakers, and the community to create an educational framework that not only embraces globalization but also respects and integrates Thai cultural contexts, thus preparing students to thrive in a globalized world.

The exploration of global citizenship within Thai social studies education reveals both

significant opportunities and formidable challenges for educators. Findings indicate that while there is a growing recognition of the importance of global citizenship, there remains a lack of a coherent definition and clear frameworks for its implementation in the classroom. Lecturers identified essential attributes such as cultural awareness, social responsibility, and critical thinking skills as vital components of global citizenship education (Supitsara Sornsaensuk, 2023). However, the perceived emphasis on group harmony within Thai culture often clashes with the individualistic nature required to foster independent critical thought, presenting a notable challenge in achieving these educational objectives. Additionally, the integration of Sustainable Development Goals (SDGs) highlights an opportunity for a more globally conscious curriculum that aligns with broader educational trends (Supitsara Sornsaensuk, 2023). Together, these insights underscore the complex interplay between cultural context, educational aspirations, and the necessity for adaptive pedagogical strategies in navigating global citizenship education in Thailand.

The integration of globalization within Thai social studies curricula necessitates concerted efforts from both educators and policymakers to maximize educational outcomes. Educators are encouraged to adopt a more interdisciplinary approach, incorporating international perspectives and case studies that resonate with students' lived experiences. This pedagogical shift not only promotes critical thinking but also encourages cultural empathy and global citizenship among students. Concurrently, policymakers must prioritize the development of resource-rich environments, ensuring that teachers have access to training focused on globalizations complexities and implications for local contexts. Investment in professional development programs is essential to equip educators with the necessary skills and knowledge to facilitate discussions around globalization effectively. Ultimately, a collaborative framework that unites educators and policymakers, grounded in research and practice, is vital for creating a dynamic educational landscape that responds to the challenges and opportunities posed by globalization in a meaningful way (Somwung Pitayanuwat et al., 2005).

As globalization continues to shape educational contexts worldwide, future directions for research in Thai social studies must prioritize the development of a curriculum that reflects these transformative dynamics. This entails investigating how educators perceive and implement global citizenship within the framework of Thai social studies, as highlighted in the work of international programs in Thailand (Supitsara Sornsaensuk, 2023). Given the challenges of cultural values emphasizing group harmony and the ambiguities surrounding the concept of global citizenship, research can explore innovative pedagogies that effectively integrate these values into social studies. Additionally, examining public-private partnerships, such as the School-in-Factory model (Patcharee Chaayong et al., 2024), may provide insights into collaborations that bridge educational gaps and enhance workforce preparedness for a globalized economy. By fostering a critical understanding of local and global interconnections, future research can contribute significantly to redefining social studies education in Thailand to meet the demands of an increasingly interconnected world.

In contemplating the future trajectory of education within an increasingly interconnected world, the imperative to address globalization in educational curricula becomes increasingly clear. As educators in Thailand navigate the complexities of social studies, they must recognize the multifaceted implications of globalization on local cultures, economies, and identities. By integrating global perspectives into education, teachers can cultivate critical thinking, cross-cultural competency, and civic awareness among students, preparing them to engage thoughtfully in a globalized society. Moreover, the challenges posed by rapid globalization—such as cultural homogenization and economic disparity—demand a pedagogical response that fosters resilience and adaptability in learners. Ultimately, addressing globalization in education is not merely an academic exercise; it is essential for empowering future generations with the knowledge and skills necessary to navigate and shape the intricate dynamics of their world, ensuring that they are active, informed participants in both local and global contexts.

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