

# Developing Thai Society and Culture Learning Innovation to Enhance Global Literacy of Cross–Cultural Families Students in the Global Society

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## Abstract

This research aimed to 1) study the context of Thainess within cross-cultural families in the global society; 2) develop a Thai society and culture learning process to enhance global literacy of cross-cultural families students in the global society; and 3) evaluate the Thai society and culture learning innovation to enhance global literacy of cross-cultural families students in the global society. This study employed a participatory action research (PAR) approach. The research instruments included document analysis, unstructured interviews, learning innovation quality assessment forms, global awareness assessment forms, and focus group discussion records. Qualitative data were analyzed using data reduction techniques, followed by data extraction to obtain information suitable for content analysis. Findings were presented descriptively. Quantitative data were analyzed using statistical software to calculate the mean and standard deviation. The results of the study the context of Thainess within cross-cultural families in the global society. The findings reveal that Thainess, as reflected in these families, is a significant indicator of the processes involved in constructing and preserving Thai identity within a globalized context. This Thainess is comprised of five key aspects: 1) Thai multicultural way of life 2) Thai etiquette 3) Thai food wisdom 4) Thai family ethics and values and 5) Thai arts and culture. This study investigated the development of a Thai society and culture learning process to enhance global literacy of cross-cultural family's students in the global society. The researcher synthesized a learning process called the "ABCD Thai Society and Culture Learning Approach," comprising four steps: 1) Achievement motivation, 2) Brainstorming, 3) Creative thinking, and 4) Discussion. Based on this approach, four lesson plans were designed, totaling 12 learning hours, incorporating digital media with content on Thai society and culture. The content covered three areas: 1) Basic

knowledge, 2) Thai ways and traditions, and 3) Thai food culture. The developed lesson plans were evaluated and deemed to be of the highest quality for implementation in an educational setting. And an evaluation of the Thai society and culture learning innovation to enhance global literacy of cross-cultural family's students in the global society revealed that students who engaged in this learning process demonstrated a very high level of global literacy.

**Keywords :** Thai Society and Culture Learning Innovation, Global Literacy, Cross-Cultural Families, Secondary Students, Global Society

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## 1. Introduction

The concepts of Digital Educational Philosophy, Digital Educational Psychology, Digital Educational Sociology, Digital Pedagogy, and Technology-Based Pedagogy illustrate the phenomenon of the Educational Paradigm Transformation. This shift moves from traditional paradigms to new ones that align with the changing global landscape, including natural disasters, pandemics, terrorism, and technological advancements. Consequently, conventional onsite classroom learning has transitioned to virtual classrooms, significantly altering learning processes. Schools must adapt their educational models, teachers must adjust their teaching strategies, and students must acclimate to new learning environments that rely heavily on technology. (Mason & Metzger, 2012; Mangkhang & Kaewpanya, 2021; Mangkhang, 2022b).

The Educational Paradigm Reframing in the new century represents a critical turning point. It demands a reconfiguration of perspectives in preparing new generations to live and drive society alongside digital technology. This includes learning to navigate life by transferring real-world interactions into virtual or digital spaces without losing one's identity and lifestyle in the real world. This approach aims to achieve a balanced and fulfilling life amidst the changes in the Global Society.

The world is moving toward a borderless state, with unrestricted access to information and rapid communication. Modern media technology has become integral to the lives of individuals of all ages, particularly teenagers. The proliferation of media and information technology has swiftly diversified, with communication occurring through various devices such as TVs, phones, tablets, and computers. The use of digital technology has increasingly become a significant part of human behavior, influenced by societal values and beliefs.

Surveys on the use of technology in education by the Basic Education Commission reveal that technology enhances educational opportunities, making them more convenient, prompt, and equitable for students of all genders and ages across different educational systems. When used correctly and effectively, technology serves as a potent tool for teaching and learning management, ensuring equal access to information and keeping up with global developments without educational limitations. The current under-18 global population, having grown up with information technology, finds their lives increasingly intertwined with digital tools, influencing learning, communication, and commerce. This demographic is poised to become the backbone of the Global Society, which is characterized by a disrupted society—a society adapting to significant changes in traditional beliefs and facing new phenomena from migration, natural disasters, environmental challenges, technological shifts, population decline, economic fluctuations, political issues, and pandemics.

These factors necessitate a re-evaluation of educational systems to prepare students for various possible future scenarios affecting global citizens, such as climate change, pandemics, artificial intelligence replacing human resources in production systems, and changing human interactions. These challenges will profoundly impact future lifestyles, necessitating education that aligns with the digital age's global transformation. This preparation aims to cultivate digital citizens with a global civic sense of responsibility to themselves and the community.

Education serves as a critical mechanism in developing quality human resources, as countries with high-quality populations are likely to achieve significant advancement. Therefore, enhancing educational quality is foundational to national development. Thailand, for instance, prioritizes population development in its National Economic and Social Development Plans, continually refining its educational management systems to foster citizens who contribute meaningfully to society, live happily, and support the creation of an equitable and just society.

Sustainable Development Goal 4 (SDGs) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It emphasizes providing educational access to children and youth across all areas, fostering societal awareness of education's value for life quality, and recognizing it as a fundamental human right. The goal is to align learning management with the diverse contexts of multicultural societies, encouraging cooperation among all sectors to manage an Education for All system that responds to the changes of the Global Society transitioning from the Digital Age to a Post-Digital Society (Daes, 2008; United Nations, 2015; Mangkhang & Kaewpanya, 2021). This approach aligns with the country's development strategy outlined in The Thirteenth Plan (2023-2027).

Strategies to promote lifelong learning include developing ecosystems for continuous education by encouraging various sectors to create and enhance learning cities, resources, and creative spaces, both physical and virtual. Appropriate incentives will motivate educational institutions, local government agencies, NGOs, civil society, and private sectors, especially startups, to create and develop quality learning resources and creative spaces. These initiatives aim to meet the diverse needs of learners, make them accessible in all areas, ensure learning opportunities, and utilize knowledge creatively, which are crucial factors in fostering lifelong learning values and behaviors. (Office of the National Economic and Social Development Council, 2022) thus represents a significant approach to advancing Education for All, overcoming learning limitations, and progressing toward

quality and creative lifelong learning that keeps pace with societal changes and fosters a global citizenship that retains Thai identity.

Real Life Education discusses lifelong learning, encompassing themes of self, birth, growth, friendship, love, sex, loneliness, violence, hatred, and death, which are central to individual life experiences. It advocates for lifelong learning to address these issues, enabling individuals to manage life's uncertainties and conflicts. Lifelong learning, therefore, serves as an essential educational intervention that can enhance individual capabilities, addressing life's uncertainties, irrationalities, and conflicts (UNESCO Institute for Education, 2001). Moreover, it opens the world to broader educational formats, diverse learning methods, and enriches learning spaces that are engaging and inclusive, crucial for fostering education for real life. It must inspire innovative design approaches that integrate digital arts and crafts into learning spaces. As we consider the cost of virtual spaces for lifelong learning, preparing future educational technologists should include examples of learning spaces and communities in training, offering opportunities for self-designed educational experiences (Peter, 2000). Thus, educational management must link students' learning experiences to life experiences, promoting continuous, creative learning processes that bolster strong citizenship in the dynamic changes of the world.

The dynamic changes in social contexts lead to redefining society's meanings from the gradual influence of the advancing Global Society. Analyzing these changes expands learning within diverse social education components in a Global Society environment in modern times, supporting sustainable coexistence in everyday human life. Redefining society involves considering the transformations in social components and advancing towards a new socio-cultural ecosystem. This approach analyzes future trends, understanding phenomena according to knowledge pathways, perspectives, and reinterpretations, adapting to challenges posed by changes in the Global Society context.

Currently, Thai society is witnessing the emergence of Cross-Cultural Families formed with Western partners, reflecting complex interactions of economic, social, and cultural structures, and attitudes shaped by new lifestyle practices accompanying globalization. This phenomenon leads to structural family changes more complex than traditional forms (Limanonda, 2013). The formation of families between rural Thai women and foreign spouses, particularly Europeans and Americans in northeastern Thailand, represents a new family formation trend with increasing numbers (Tosakul, 2010). Furthermore, Thai women married abroad often retain their unique Thai identity in daily practices, such as language use, cuisine, and cultural knowledge, which they transmit through various social media platforms like YouTube or TikTok. This lifestyle showcases Thai culture and values to the Global Society, spurring interest in Thai cuisine, culture, and lifestyle, thereby stimulating Thailand's economic growth. Cross-Cross-cultural families thus evolved as multicultural families, with family roles adapting to a universal level and embracing diverse gender norms, allowing freedom in family roles.

In addition, Thai language teaching as a foreign language is gaining popularity, with more foreigners interested in learning Thai. However, teaching Thai as a foreign language faces several limitations, such as curriculum shortages, lack of qualified teachers, assessment methods, teaching materials, and textbooks. Despite this, foreign language teaching materials should incorporate cultural content. Textbooks must include cultural elements, as understanding the host culture aids students in grasping the language content better. Therefore, students should learn culture alongside language, as cultural learning enhances understanding of lifestyles, concepts, beliefs, and behaviors expressed through language (Sapaprot, 2010). Transmitting knowledge about Thai society and culture to heirs in Cross-Cultural Families is crucial for nurturing their Thai citizenship, providing them with fundamental knowledge of Thai identity, fostering effective learning processes from close-to-life experiences, and enabling learning from family members as an efficient socialization process. This results in the unique identity formation of Cross-Cultural Family heirs who integrate Thai and global citizenship harmoniously.

Global Literacy involves studying globalization-related education and exploring other regions of the world through arts, culture, language, economics, geography, mathematics, and science. Learning connects to various projects and activities like performances, festivals, celebrations, sports, games, and food, as well as diverse learning approaches such as themes, simulations, leadership training, peer education and advice, internships, and real-life experiences through travel and technology. Multicultural societies focus on diversity, equity, and social justice, promoting cultural awareness by addressing issues like discrimination and oppression against other ethnic groups. This promotes intellectual and social development in modern diverse settings, addressing racism and social justice, necessitating awareness and consistent actions within the social ecosystem concerning humanity, the world, and the impact of human decisions aimed at equipping students with knowledge and skills to face future challenges in local and global ecosystems (Banks, 1996; Boutte, 2008; Guo, 2014; Language and Ideas, 2023; Prasad, 2021). Global Literacy contributes to enhancing communication skills, knowledge, understanding, and developing social, and emotional skills. It facilitates global education opportunities for students to brainstorm, and share knowledge, values, attitudes, and skills, fostering ideas about Global Society inside and outside school, and interacting with people from diverse cultural backgrounds.

The primary objective of this study is to develop learning innovations that enhance the learning of students from Cross-Cultural Families in the context of the Global Society, instilling Multiculturalism and Global Citizenship (MGC). These individuals possess diverse language skills contextualized within environmental settings (Triple + language), hold civic consciousness at local (Indigenous), national (National), and international (Global) levels, and exhibit awareness of societal and global changes, maintaining intellectual balance in their advanced technological lives.

Thus, the study of Thai Society and Culture Learning Innovation aims to enhance Global Literacy among students from Cross-Cultural Families in the Global Society context. It examines the Thai identity context within Cross-cross-cultural families, reflecting Thai identity through various lifestyles, and studies the transmission process of Thai identity, culture,

wisdom, language, and lifestyle to subsequent generations. This socialization process within the family institution ensures that future generations of Cross-Cultural Families blend Thai identity with global citizenship harmoniously. The sustainability of Thai identity processes ensures their transmission to future generations, forming a Thai identity that proudly exists within global citizenship. This approach provides a guideline for learning management to develop the learning process of Thai society and culture to enhance Global Literacy among students from Cross-Cultural Families in the Global Society context, promoting inclusive and equitable education management.

## 2. Methodology

### 2.1. Research Design

This research is a Participatory Action Research (PAR) (Mangkhang, 2022a). It involves data collection and analysis through document analysis, interviews, assessments, and focus group discussions. The findings will be presented using descriptive analysis.

### 2.2. Research Instruments

The instruments utilized for data collection in this study include:

- 1) Unstructured interview
- 2) Learning innovation quality assessment forms
- 3) global literacy assessment forms
- 4) Group discussion records.

### 2.3. Sample and Data Collection

#### 2.3.1. Sample

The sample includes 1) Informants on the Thai identity of Cross-Cultural Families in the Global Society context, comprising 20 representatives from Cross-Cultural Families, selected through Snowball Sampling. 2) Evaluators of Thai society and culture learning processes, including 9 academic staff, teachers, and experts in Thai society and culture learning management, were selected through Purpose Selection based on meeting two out of three criteria: a master's degree in education or related fields, at least five years of experience in educational institutions, and expertise in Thai society and culture learning management. And 3) Experimental group using Thai Society and Culture Learning Innovation, including 100 students in the International Program for the second semester of the academic year 2024 in schools in Chiang Rai Province, selected through Simple Random Sampling.

#### 2.3.2. Data Collection

1) Documentary Study involves collecting information from documents, books, and journals, including theoretical frameworks, concepts, and relevant research. This data is used to support the analysis of research issues and to study background information that will guide the field research.

2) Field Study is divided into 3 phases as follows:

Phase 1: Situational Analysis involves collecting qualitative data. This includes synthesizing relevant documents and research and conducting fieldwork to gather research data. The tools used in this phase include unstructured interviews focusing on the context of Thainess within cross-cultural families in the global society.

Phase 2: Design and Development involves collecting data by designing and developing social and cultural learning process to enhance global literacy of cross-cultural family's students in the global society. The tools used in this phase includes learning innovation quality assessment forms.

Phase 3: Lesson Learning. This phase involves evaluate the innovation of social and cultural learning to enhance global literacy of cross-cultural family's students in the global society. The tool used is global literacy assessment forms and group discussion records.

### 2.4. Analyzing of Data

1) Qualitative Data. The research team analyzed the data according to the research objectives using interpretative data analysis methods. This involved interpreting data from document analysis, interviews, and focus group discussions to summarize issues within data groups and analyze the relationships between the data.

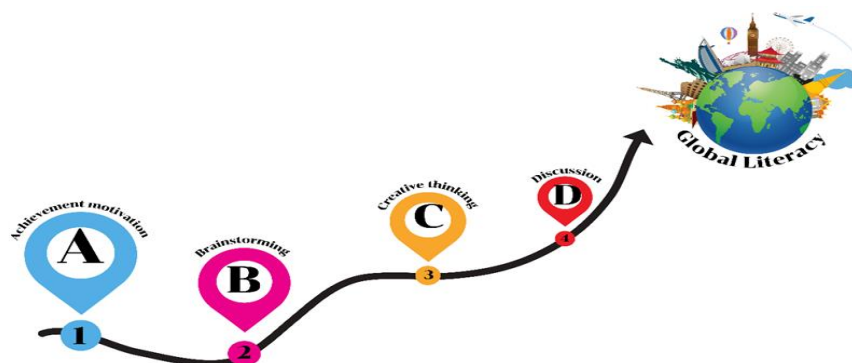
2) Quantitative Data. The research team analyzed the data obtained from the evaluation forms using statistical software suitable for the analysis. This involved descriptive statistical analysis, with results presented as means and standard deviations.

## 3. Results

The study the context of Thainess within cross-cultural families in the global society. The study found that the Thai identity in cross-cultural families within the context of the global society is a significant reflection of the process of constructing and maintaining Thai identity in cross-cultural families within the global society. This process comprises five key aspects: 1) Thai multicultural way of life 2) Thai etiquette 3) Thai food wisdom 4) Thai family ethics and values and 5) Thai arts and culture Furthermore, the Thai identity transmitted within Cross-Cultural Families, which serves as an important learning component in these families, includes four key areas: 1) Fundamental knowledge of Thai society and culture; 2) Regions of Thailand; 3) Thai cultural heritage and traditions; and 4) Thai food culture. The study also proposes approaches for learning about Thai society and culture to enhance global literacy for students from cross-cultural families in the context of the global society.

These approaches consist of three key elements: 1) Experiential learning, 2) Co-operative learning, and 3) Thai identity learning.

The present study examined the development of a Thai society and culture learning process to enhance global literacy of cross-cultural family's students in the global society. The researcher then synthesized the process of learning about Thai society and culture to enhance global literacy. This synthesized process was developed into a learning approach within an innovative learning framework for Thai society and culture to foster global literacy among cross-cultural family students in the context of global society. This approach is termed the "ABCD Thai Society and Culture Learning Approach," with details as follows:



**Figure 1. ABCD Thai Society and Culture Learning Approach**

**Step 1: Achievement Motivation (A):** This step focuses on building motivation and inspiration for learning in the classroom. Digital media resources are used to engage students with learning topics, delivered through Digital media that focus on Thai society and culture. The content covers four key areas: 1) Fundamental knowledge of Thai society and culture; 2) Regions of Thailand; 3) Thai cultural heritage and traditions; and 4) Thai food culture. Students are encouraged to connect their daily life experiences with the classroom content to enhance their learning and achieve the desired learning outcomes.

**Step 2: Brainstorming (B):** Students form groups to engage in collaborative learning activities. Groups are formed based on voluntary selection, followed by open discussions where students share their diverse perspectives on the topics learned in class. This step emphasizes active participation from all members to plan, design learning activities, and fairly distribute tasks within the group. Each group elects a leader to facilitate the brainstorming process, maintain order, and summarize the group's ideas for a comprehensive learning plan.

**Step 3: Creative Thinking (C):** This step involves exploring learning objectives through activities that encourage creative thinking. Students engage in diverse activities such as vlog storytelling, digital media design, creative writing, short film scriptwriting, costume design, music composition, and role-playing. These activities aim to foster creative thinking and teamwork skills. Teachers play a crucial role in facilitating learning, providing support, knowledge, learning resources, and other relevant resources.

**Step 4: Discussion (D):** Students reflect on their learning outcomes through spoken or written explanations and share their perspectives. This facilitates the exchange of information about challenges encountered during learning, observations made, and other insights. Teachers and students engage in collaborative discussions, either through group representatives or individually, depending on the class agreement. This step provides a space for free expression, allowing students to reflect on their learning, feelings, and aspirations for future lessons. Teachers actively listen and use this feedback to design appropriate learning activities for subsequent lessons.

Following the synthesis of the learning process for Thai society and culture to enhance global awareness, the researcher identified the roles of students and teachers within this learning process. The results are presented in the following table.

**Table 1. Roles of Students and Teachers in the Thai Society and Culture Learning Process to Enhance Global Intelligence**

ABCD Thai Society and Culture Learning Approach	Student Role	Teacher Role
Step 1 Achievement motivation	Students engaged in constructive discussions before entering the lesson and viewed digital media about learning topics through the digital media with learning content about Thai society and culture.	Teachers create a learning atmosphere by asking creative questions and creating motivation and inspiration for learning in the classroom through digital media about learning topics through digital media with learning content about Thai society and culture.

Step 2 Brainstorming	Students form groups to engage in collaborative learning activities. Students are divided into groups voluntarily, followed by a free-for-all discussion to gain feedback on various issues learned in class, with an emphasis on group participation in planning, designing learning, and fairly distributing tasks among group members.	Teachers are facilitators of learning for students by creating agreements and explaining roles, responsibilities, and learning methods to students. Then, they act as observers. If any group needs help, teachers can provide suggestions as appropriate.
Step 3 Creative thinking	Students learn classroom learning topics through creative thinking activities through a variety of activities such as vlogging, digital media design, creative article writing, short film script writing, costume design, music composition, and role-playing. In each session, students independently select a learning piece that their group is interested in presenting.	Teachers are the facilitators of learning for students by creating a flexible learning environment, giving students opportunities to ask questions and seek advice without guiding their thinking and focusing on driving learning by asking questions for students to investigate further.
Step 4 Discussion	Students reflect on their learning outcomes through speaking or writing to share their opinions and issues with the teacher, and exchange information about learning problems, observations, and other opinions.	The teacher acts as a moderator of the discussion and listens to students' comments and concludes with a summary of the main points learned.

From the analysis of learning standards and indicators to design learning units and lesson plans, it resulted in learning units divided into 4 learning units and 4 lesson plans, with a total learning time of 12 hours, with details as follows.

**Table 2. Social and Cultural Learning Units and Lesson Plans for Thai Society and Culture to Enhance Global Literacy of Students in Cross-Cultural Families in The Global Society Context**

No.	Learning Unit/ Lesson plans	Learning hours (hours)	Summary
1	Fundamental knowledge of Thai society and culture	1	Thai society is an agricultural society. It is a kinship society. We depend on each other. We are kind and considerate. We give importance to the institutions of the nation, religion, and monarchy. Thai culture is influenced by Buddhism, mixed with traditional beliefs. This is reflected in customs, traditions, and various ceremonies. The Thai language is beautiful and complex, which reflects the delicacy of the language. In addition, Thai art is influenced by religion, such as architecture, painting, sculpture, and literature. All of these reflect the beliefs and wisdom of Thais that are uniquely distinctive.
2	Regions of Thailand	6	Thailand has diverse regions, divided into 6 main regions: The North, the Northeast, the Central, the East, the West, and the South. Each region has its own unique geographical features, climate, culture, and way of life. The North has mountainous terrain, the Northeast is a plateau, the Central region is a river plain, the East has beautiful coastlines, the West has abundant forests, and the South has coastlines on both the Gulf of Thailand and the Andaman Sea. This regional diversity is what gives Thailand its unique identity and resource diversity.

No.	Learning Unit/ Lesson plans	Learning hours (hours)	Summary
3	Thai cultural heritage and traditions	2	Thai traditions reflect the identity and diverse culture of Thai society, which has been passed down from generation to generation. These traditions are connected to the way of life, religious beliefs, local wisdom, and the environment, such as religious ceremonies, seasonal celebrations, merit-making activities, and folk games, all of which serve to strengthen the spirit and build relationships in the community. Even as times change, Thai traditions are still preserved and adapted to the times in order to maintain the valuable cultural heritage of the nation.
4	Thai food culture	3	Thai food culture reflects the wisdom and way of life of Thai people. There is valuable use of natural resources, a variety of local vegetables and herbs. Thai food stands out with its unique flavors and meticulousness in cooking and food decoration, indicating a refined culture. Thai food is also connected to various traditions and beliefs, such as making merit by offering food to monks and preparing food for auspicious occasions. In addition, Thai food helps to enhance the good health of Thai people by using local vegetables that are suitable for the physical condition of people in each region.

The researcher brought the Thai society and culture lesson plans to enhance the global literacy of students in cross-cultural families in the global context to the experts to check the index of consistency (IOC) and found that the index of consistency of the Thai society and culture lesson plans to enhance the global literacy of students in cross-cultural families in the global context was 0.96. Considering the criteria that if the index of consistency (IOC) is 0.50 or higher, it is considered that the lesson plans can be used in teaching.

After checking the index of consistency of the Thai society and culture lesson plans to enhance the global literacy of students in cross-cultural families in the global context by the experts, the researcher assessed the quality of the Thai society and culture learning innovation to enhance the global literacy of students in cross-cultural families in the global context, which consisted of the lesson plans used with the digital media by experts in Thai society and culture learning management to assess the quality of use in teaching and learning. A joint workshop was held with experts in developing Thai society and culture learning innovation to enhance the global literacy of students in cross-cultural families in the global context. The results are shown in the following table.

**Table 3. Results of the Evaluation of the Quality of Thai Society and Culture Learning Innovations to Enhance Global Literacy of Students in Cross-Cultural Families in The Global Society Context**

No.	Evaluation list	Mean	SD	Results
1	Learning innovation covers the content of Thai society and culture.	5.00	0.00	most suitable.
2	Learning innovation covers the development of students to have knowledge, skills, processes, important competencies and desirable characteristics.	4.67	0.50	Highest
3	Learning innovation has activities that are consistent with learning in the 21st century and help promote students' global intelligence.	4.44	0.73	High
4	Learning innovation has a variety of activities and focuses on students.	4.89	0.33	Highest
5	Learning innovation uses modern learning media and responds to learning in the digital age.	4.67	0.50	Highest
6	Learning innovation uses technology to develop into spatial learning innovation.	4.44	0.88	High

7	Learning innovation promotes changes in students' Buddhist domain, skill domain and affective domain.	4.67	0.50	Highest
8	Learning innovation assesses students' progress in a variety of ways that are appropriate for the nature of the subject.	4.33	0.71	High
9	Learning innovation has a process to promote sustainable citizenship skills for students.	4.56	0.53	Highest
10	Learning innovation continuously monitors students' learning progress.	4.44	0.73	High
11	Learning innovation is flexible in learning and suitable for lifelong learning.	4.67	0.50	Highest
12	Learning innovation integrates cross-disciplinary learning and can be applied in teaching and learning.	4.67	0.50	Highest
13	Learning innovation helps students gain knowledge and understand the Thai context.	4.78	0.44	Highest
14	Learning innovation helps promote Thai consciousness in students.	4.56	0.73	Highest
15	Learning innovation is appropriate and can be applied in practice.	4.67	0.50	Highest
<b>Overview</b>		<b>4.63</b>	<b>0.54</b>	<b>Highest</b>

From Table 3, it was found that the Thai society and culture learning innovation to enhance global literacy of students in cross-cultural families in the global context had the most appropriate quality for use in teaching and learning overall ( $\bar{x}$  = 4.63, SD = 0.54), which showed that the learning innovation was effective enough to manage Thai society and culture learning to enhance global literacy of students in cross-cultural families. From the evaluation results, when considering each issue, it was found that the learning innovation had the highest appropriate quality in the top 3 as follows: 1) The learning innovation covered Thai society and culture content ( $\bar{x}$  = 5.00, SD = 0.00); 2) The learning innovation had a variety of activities and focused on students ( $\bar{x}$  = 4.89, SD = 0.33); and 3) The learning innovation helped students gain knowledge and understand the Thai context ( $\bar{x}$  = 4.78, SD = 0.44).

The evaluation of the Thai society and culture learning innovation to enhance global literacy of cross-cultural family's students in the global society. The researcher has applied the Thai society and culture learning innovation to enhance global literacy of cross-cultural family's students in the global society to provide teaching to 100 students in the International Program, Semester 2, Academic Year 2024, and collected data from the students' global literacy assessment form and group discussions. The results are shown in the following table.

**Table 4. Mean, Standard Deviation and Global Literacy Level of Students in All Aspects (N=100)**

No.	Evaluation list	Mean	SD	Results
<b>Global Awareness</b>				
1	Students follow news about social and global issues such as human rights, climate change, inequality and social inequity and dissemination and share the news with people around them and electronic communities.	4.70	0.48	Highest
2	Students learn and understand that everyday situations are connected and affect social and global situations, such as the use of electricity or water resources.	4.40	0.84	High
3	Students understand that green citizenship must not think about advantages and disadvantages in participating in the protection, maintenance and care of natural resources and the environment.	4.20	0.79	High
4	Students often express opinions about the importance of being aware of social or global issues for living in a global society and for the future of humanity.	4.50	0.71	Highest
5	Students learn and understand changes and their impacts on the individual, social and global levels.	5.00	0.00	Highest
<b>Global literacy Overview</b>		<b>4.56</b>	<b>0.56</b>	<b>Highest</b>
<b>Perspective Taking</b>				
6	Students often try to understand situations that occur in society and find out the factors that cause those situations.	4.70	0.48	Highest
7	Students always act according to the agreements of the school and society regarding the environment.	5.00	0.00	Highest
8	Students are aware that they are members of Thai society and the world society.	4.20	0.79	High



9	Students often find solutions to problems rather than arguing to win.	4.80	0.42	Highest
10	Students often express constructive opinions on social issues on social media.	4.90	0.32	Highest
<b>Perspective Taking Overview</b>		<b>4.72</b>	<b>0.40</b>	<b>Highest</b>
<b>Cultural Diversity</b>				
11	Students respect the behavior or culture of others even if it is different from their own way of life.	4.90	0.32	Highest
12	Students believe that society is diverse and can live together happily.	4.80	0.63	Highest
13	Students are proud and appreciate and participate in the conservation and continuation of Thai wisdom and the environment.	4.50	0.71	Highest
14	Students often participate in activities that promote understanding of cultural diversity.	4.50	0.71	Highest
15	Students are interested in learning about the cultures and ways of life of people in other countries.	5.00	0.00	Highest
<b>Cultural Diversity Overview</b>		<b>4.74</b>	<b>0.47</b>	<b>Highest</b>
<b>Understanding Global Systems</b>				
16	Students believe that technology plays an important role in connecting people around the world and in influencing culture and society.	4.70	0.67	Highest
17	Students have consumption behaviors that are mindful of the impact on the environment and global society.	4.40	0.84	High
18	Students believe that participation by all people in society is important for solving global problems.	4.60	0.84	Highest
19	Students often research information about global changes and their impacts.	4.50	0.85	Highest
20	Students often consider the impact of the production and consumption of everyday goods on the environment and society on a global scale.	4.90	0.32	Highest
<b>Understanding Global Systems Overview</b>		<b>4.62</b>	<b>0.71</b>	<b>Highest</b>
<b>Applying Knowledge to Contemporary Global Contexts</b>				
21	Students tend to analyze information and assess the credibility of social media before commenting or sharing with the community.	4.70	0.67	Highest
22	Students have participated in volunteer activities to help victims of natural disasters or participated in volunteer activities according to their abilities, such as volunteering, signing campaigns, or supporting non-profit organizations, etc.	4.40	0.97	High
23	Students think that studying issues about multicultural societies will help students communicate and interact well.	4.40	0.84	High
24	Students tend to use technology wisely and are aware of the impact of technology on the global community.	4.50	0.85	Highest
25	Students tend to act to show social and environmental responsibility, such as turning off water or electricity when not in use, separating waste, and reducing the use of plastics, etc.	4.60	0.70	Highest
<b>Applying Knowledge to Contemporary Global Contexts Overview</b>		<b>4.52</b>	<b>0.81</b>	<b>Highest</b>
<b>Overview</b>		<b>4.63</b>	<b>0.59</b>	<b>Highest</b>

From Table 4, it was found that students who learned through learning Thai society and culture to enhance global literacy of students in cross-cultural families in the context of global society had the highest overall global literacy level ( $\bar{x}$  = 4.63, SD = 0.59). Considering each aspect, it was found that the top 3 global literacy assessment results were 1) Cultural Diversity ( $\bar{x}$  = 4.74, SD = 0.47), 2) Perspective Taking ( $\bar{x}$  = 4.72, SD = 0.40), and 3) Understanding Global Systems ( $\bar{x}$  = 4.62, SD = 0.71). The results of the assessment of the global literacy level of students who learned through the learning process of Thai society and culture to enhance the global literacy of students in cross-cultural families in the global context indicated that the level of global literacy in all 5 dimensions of students was at the highest level, which was a result of the learning management that helped enhance global literacy through knowledge that could be linked to the basic understanding of culture and the way of life of students.

#### 4. Discussion

Study the context of Thainess within cross-cultural families in the global society. The study found that The Thai identity in Cross-Cultural Families within the context of the Global Society is a significant reflection of the process of constructing and maintaining Thai identity in Cross-Cultural Families within the Global Society. This process comprises five key aspects: 1) the Thai language, 2) social interactions, 3) Thai cuisine, 4) the instillation of values within the family, and 5) Thai art and culture. Furthermore, the Thai identity transmitted within Cross-Cultural Families, which serves as an important learning component in these families, includes four key areas: 1) basic knowledge about Thai society and culture, 2) regional characteristics based on Thailand's regions, 3) cultural heritage and Thai traditions, and 4) Thai culinary culture. The study also proposes approaches for learning about Thai society and culture to enhance Global Literacy for students from Cross-Cultural Families in the context of the Global Society. These approaches consist of three key elements: 1) Experiential Learning, 2) Co-operative Learning, and 3) Thai Identity Learning. These elements align with the concept proposed by Sampaotong (2022), who suggests that teaching Thai society and culture serves as a clear example of bilingual and multilingual groups in the classroom. Therefore, effective teaching strategies should always consider Differentiated Instruction, with teachers believing that all students, despite differences in their prior knowledge, learning styles, native languages, and cultural backgrounds, can develop to their full potential. Differentiated instruction enables all students to fully develop their language skills in alignment with the Child-centered instruction approach, a central teaching concept in international schools. This aligns with Snodin (2016), who proposes that integrating culture into teaching and designing curricula under the Thai educational framework should promote cultural awareness and use media to facilitate language skills practice, brainstorming, and activities that offer novel learning experiences. These experiences should foster new perspectives, improve communication skills, and encourage critical thinking and appreciation for other cultures. The study of Thai identity within Cross-Cultural Families in the Global Society provides data to design learning processes that create learning innovations promoting equality and the right of citizens to freely learn about their own culture. This aligns with the concept of Shockley et al. (2017), who emphasize that Cross-Cultural Families represent a diverse cultural environment that is crucial because the dynamics of work and family are deeply embedded in broader social contexts, such as gender role norms, national policies, and cultural values. Furthermore, this aligns with the main goal of public education as proposed by Mangkhang (2022b), which advocates for education that meets the learning needs and basic rights of all people. This includes decentralizing power and involving society in curriculum development to ensure that education is responsive to the local context and needs. This approach encompasses formal, non-formal, and informal education, ensuring that all target groups have equal and equitable access to educational opportunities.

The development of a Thai society and culture learning process to enhance global literacy of cross-cultural families students in the global society. The study synthesized a learning process for Thai society and culture to enhance global literacy, termed the "ABCD Thai Society and Culture Learning Approach." This approach comprises four stages: Stage 1: Achievement Motivation, Stage 2: Brainstorming, Stage 3: Creative Thinking, and Stage 4: Discussion. Using the synthesized learning process, the researcher developed four lesson plans for Thai society and culture, spanning 12 hours of learning. These lesson plans were integrated with digital media, covering three key areas of Thai society and culture: 1) Fundamental knowledge, 2) Thai traditions and practices, and 3) Thai culinary culture. The developed lesson plans were found to be high-quality and effective for instructional use. This aligns with the concept proposed by Khamthien, Saengloetuthai, Booncherdchoo, & Toujinda (2023), who suggested that educational innovation involves new models, methods, processes, or learning media introduced into teaching. These innovations may either be entirely novel or adaptations of existing ones refined for greater utility in achieving educational goals. Similarly, the findings resonate with Sitthimethi (Alakul), Boonpoo, & Thitavaddhano, (2023), who emphasized that the development of educational innovations begins by identifying problems and needs, which are then used as targets for innovation development. Such innovations may involve creating new solutions or improving existing ones to maximize benefits and ensure alignment with the institution's vision, mission, and objectives. Importantly, the process of developing educational innovations often employs research methodologies to ensure systematic progress at each stage, resulting in prototypes that can be practically implemented to address educational challenges. Expert feedback further suggested that the ABCD Thai Society and Culture Learning Approach is effective for enhancing students' global literacy. Its modern design fosters essential learning and skills development, preparing students to navigate the dynamics of a globalized society. The approach also leverages diverse technological tools to enhance the learning process. This is consistent with Sanrattana, et al. (2016) notion that 21st century education requires students to "create knowledge" through processes of knowledge acquisition, knowledge deepening, and knowledge creation. Thus, teaching strategies should aim to foster learning through real-world activities (learning by doing), progressing from basic thinking skills (remembering, understanding, applying) emphasized during the industrial era to higher-order thinking skills (analyzing, evaluating, creating), as delineated in Bloom's taxonomy. Furthermore, the online curriculum for Thai society and culture, designed in conjunction with the learning process, was noted for significantly enhancing learning effectiveness. Online education systems operate on the principle of "Anyone Anywhere," promoting lifelong learning by offering free, accessible educational opportunities. By integrating modern instructional methods with information technology, global access to education has been facilitated. This aligns with Dewi (2018) highlighted the importance of learning innovation as a central aspect of education, emphasizing integrated learning activities that address future needs, technological progress, and information accessibility. Similarly, Mungpattanasunthon

(2020) underscored the need to prepare global citizens to adapt to societal and environmental changes, driven by technological disruptions. Technology serves as a medium for understanding the relationship between the world and humanity, shaping how humans perceive the world through innovation and tools.

The evaluation of the Thai society and culture learning innovation to enhance global literacy of cross-cultural families students in the global society. It was found that students who participated in the Thai Society and Culture Learning Process to enhance Global Literacy for students from cross-cultural families in the context of a global society demonstrated the highest levels of Global Literacy. The evaluation results indicated that the developed learning process effectively promoted transformative learning, fostering students' Global Literacy and encouraging appreciation and pride in their cultural identity within a multicultural society. This aligns with the ideas proposed by the Global Village Academy Collaborative (2024), which suggests that youth with Global Literacy should possess diverse competencies that enable the new generation to connect their social ecosystems with the global society. Similarly, the Ministry of Education Ontario (2023) highlights the importance of Global Literacy, emphasizing its role in enabling individuals to live sustainably within the social ecosystem of a multicultural society. Global Literacy facilitates peaceful coexistence in multicultural societies, fostering mutual respect despite differences and enabling members of the social ecosystem to collaboratively address emerging challenges. Moreover, learning to coexist harmoniously is a cornerstone of global citizenship skills, which form the foundation for developing societies in alignment with national objectives. The development of modern citizens extends beyond merely enhancing knowledge and understanding; it must also emphasize awareness of social norms and humanity. This contributes to reducing cultural conflicts and supports education for sustainable development. Global Literacy encourages new generations to engage with global challenges and participate in identifying solutions for social, political, economic, and environmental issues. It plays a critical role in developing Global Citizenship, characterized by communication skills, social competencies, and an understanding of cultural diversity. This perspective is consistent with Hahn (2020), who advocates for educational approaches aimed at fostering global citizenship awareness. Hahn emphasizes that education for global citizenship should develop students' understanding of the significance of transnational cultures, appreciation of diverse cultural values, and acceptance of differing opinions arising from cultural variations. This approach aims to prepare students to navigate and thrive in the complexities of the globalized world while respecting cultural diversity.

## 5. Conclusion

This study investigates how Thai identity is constructed and transmitted within cross-cultural families in a globalized society. It explores the diverse ways Thai identity manifests through lifestyle and examines the socialization processes that ensure its transmission to future generations. By analyzing how families blend Thai identity with global citizenship, this research provides a framework for developing culturally-grounded learning approaches that enhance global literacy among students from cross-cultural families. This contributes to inclusive education management that fosters both cultural preservation and global awareness.

## 6. Recommendations

### 6. 1. Recommendations from the Research

1. The development of electronic learning guides should be actively promoted to provide a framework for teaching Thai society and culture in international schools and institutions offering international curricula across diverse contexts.
2. Teachers and school administrators should be briefed on the concepts, goals, and objectives of the learning approach beforehand to establish a shared understanding and align the direction of teaching development with the institution.
3. Collaborative agreements between teachers and students should be established to foster a friendly learning atmosphere and enhance the effectiveness of the learning process.
4. Collaboration with higher education institutions should be fostered to develop comprehensive knowledge resources, including electronic manuals and multimedia materials, in both Thai and foreign languages. This partnership can ensure high-quality, accessible learning materials for diverse audiences.

### 6. 2. Recommendations for future Research

1. Studies should be conducted on the teaching of Thai society and culture at the primary education level, for students with disabilities, and through non-formal education to promote educational equity.
2. The study of Thai society and culture should be expanded to encompass other areas such as traditional games, Thai literature, and customary practices related to Thai traditions. This broader approach would provide a more comprehensive understanding of Thai cultural heritage.
3. Further research should investigate the outcomes of implementing Thai social and cultural learning across diverse contexts. This comparative analysis will facilitate the identification of best practices and inform the development of effective, context-specific approaches to teaching Thai society and culture, ultimately enhancing global literacy.
4. To enhance learning in primary and higher education, the development of Massive Open Online Courses (MOOCs) focusing on Thai society and culture should be prioritized. These accessible online courses can serve as valuable learning resources, promoting wider engagement with Thai cultural knowledge.

5. To enhance learning effectiveness in multicultural and global societies, further research should explore innovative pedagogical approaches that foster Thai citizenship within the broader context of global citizenship.

6. Further research should explore the adaptation and effectiveness of Thai social and cultural learning innovations for students whose primary language is not English, such as those speaking Russian, Chinese, Korean, Japanese, German, or French. This will ensure inclusivity and culturally responsive pedagogy for diverse learners.

7. Thai universities should develop dedicated social and cultural studies programs for international students. Similarly, universities offering Thai Studies programs abroad should enhance their curricula to incorporate comprehensive socio-cultural dimensions. This will foster deeper cross-cultural understanding and enrich the educational experience for all students engaged in Thai studies.

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