



UNIVERSITY LECTURERS' PERCEPTIONS, CHALLENGES, AND OPPORTUNITIES
ON GLOBAL CITIZENSHIP EDUCATION: A CASE OF INTERNATIONAL
BACHELOR PROGRAM IN THAILAND

BY

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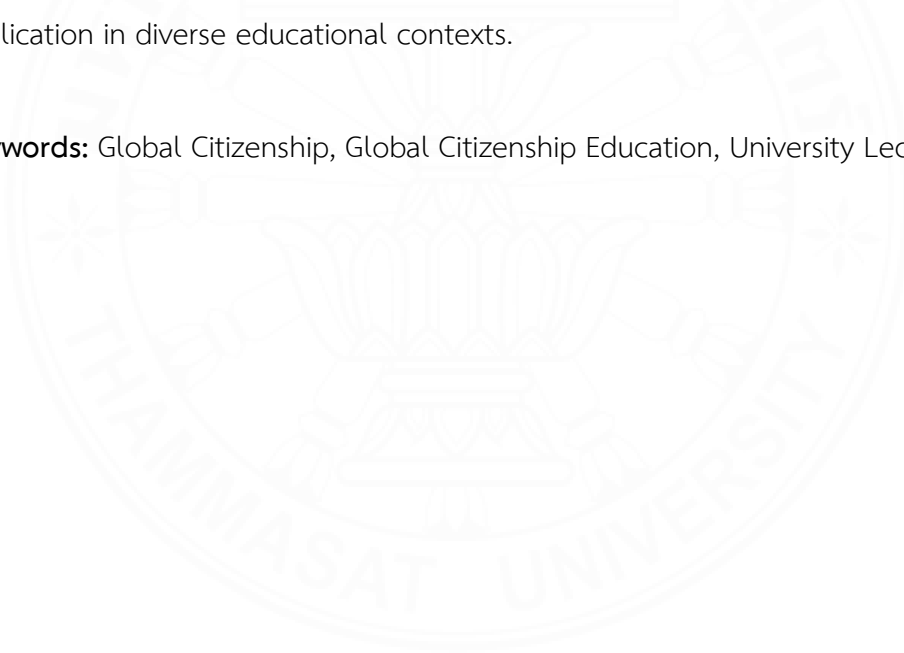
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ABSTRACT

This research investigates the conceptualization and practice of global citizenship among university lecturers within an international bachelor program in Thailand. The study aims to answer two questions: 1) how lecturers in this context perceive and implement global citizenship and 2) what challenges and opportunities they encounter in this endeavor. Employing a qualitative approach, the research involves 12 lecturers from an international undergraduate program in Thailand. Semi-structured interviews serve as the primary data collection method, offering valuable insights into the lecturers' perspectives. Thematic analysis is applied to extract common themes from the interview data. Additionally, content analysis is utilized to explore the practical aspects of global citizenship education, focusing on course syllabi and Curriculum Structure from Program Specification (TQF2). The findings reveal that lecturers conceptualize global citizenship as encompassing four attributes: cultural awareness, language and communication skills, critical thinking skills, and social responsibility. They employ three strategies including experiential learning, integrating Sustainable Development Goals (SDGs) and global contexts, and creating an

internationalized educational environment to foster global citizenship. The research uncovers significant challenges faced by the lecturers, including the absence of a clear definition of global citizenship, Thai cultural values emphasizing group harmony, and limitations within the Thai education system. On the flip side, opportunities arise from students' inherent interest in global citizenship and the international nature of the program. Future research should explore how personal and professional experiences, as well as broader contextual elements such as cultural backgrounds, economic circumstances, and educational environments, shape educators' perceptions and teaching approaches related to global citizenship. Furthermore, expanding the research to Thai schools with less international exposure and exploring global citizenship in different disciplinary settings would enhance our understanding of its relevance and application in diverse educational contexts.

Keywords: Global Citizenship, Global Citizenship Education, University Lecturers



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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
GC	Global Citizenship
GCE	Global Citizenship Education
SDGs	Sustainable Development Goals



CHAPTER 1

INTRODUCTION

1.1 Background

Global issues are a matter of public concern in the modern world. The list of global issues includes problems or occurrences that impact people worldwide, such as broad social issues, economic challenges, and environmental disasters. Every day, countries around the world face new challenges on their own, but the world as a whole is plagued by problems regardless of national boundaries. Regional events have a greater influence on other places. One explicit example is climate change. According to BP Statistical Review of World Energy 2022, the Asia-Pacific region was the most polluted area producing 17.74 billion metric tons of carbon dioxide emissions in 2021. It exceeded the total emissions of all other regions combined for the year and the negative consequences are not restricted by regional lines as the whole world faces the crisis of climate change together.

International cooperation is therefore established to tackle those global issues since they cannot be handled by any one country acting alone. The most well-known international cooperative organization that has committed to do this mission is the United Nations. The UN has shared with the world the 2030 Agenda for the Sustainable Development Goals as a blueprint that demonstrate frameworks and measures which cover all pressing global issues in the contemporary world.

Among those approaches, education for global citizenship is depicted as one of the major driving forces to produce human resource who are able to address global issues. Embedded in SDGs 4.7, the UN defined global citizenship as the belief that individuals should value social responsibility and global interest more than self-interest. The world has become so much more interconnected that individual actions have a social, political, economic and environmental impact in a global scale. Thus, being global citizens means that all individuals would be aware and care of the global

problems. They should be equipped with necessary soft and hard skills to act together to solve global problems and move forward to a better sustainable world.

Once this concept has been accepted by the global community in the United Nations General Assembly in 2015, the education for global citizenship, as a result, has considerably increased throughout the world. Many universities worldwide integrated global citizenship as part of their educational mission (Green, 2012). However, existing studies show that global citizenship is a debatable topic, especially on its meaning. Conflicting discourses and inconsistent theorizations often found in the literature. To demonstrate, Dill (2013) and Marshall (2011) suggests that there are two major discourses of global citizenship: global oriented and market oriented. These two discourses offer a contrasting view since the former emphasizes social responsibility but the later focuses on employability and self-achievement. Additionally, Goren and Yemini (2017b) found that global citizenship is conceptualized differently depending on contexts and antecedents. Each country has their own characteristics of global citizens which leads to different teaching methods and assessments.

These variations have created confusion among practitioners and educators who need to initiate global citizenship education. Existing studies shows that educators have a hard time putting this concept into practice. To illustrate, Horey et al. (2018) found that the lack of consensus in the meaning cause difficulties, especially among those who are not actively engaged in the field, to teach global citizenship. Perry et al. (2016) suggested that global citizenship education would not be able to success without the attempt to understand or define its meaning first.

This challenge therefore leads to the demand for teachers' support in teaching and arranging global citizenship education. Hou (2020) presents the lack of studies on experiences and perception of teachers in teaching process. Moreover, in Thailand, support for teachers and academic staff was ranked as most important in a needs assessment survey on global citizenship education conducted by the Thai Office of the Education Council (2018). This therefore leads to the aim of this study which is to explore how global citizenship is conceptualized and practiced in an undergraduate program in teachers' perspective in Thailand.

There is a need to study how global citizenship is understood and practiced in the Thai undergraduate level. Despite the fact that global citizenship is integrated into the students' learning outcomes in the Higher Education Standard 2018 announced by the Ministry of Education of Thailand, it is still unclear how global citizenship is taught in Thai universities because most of the research and guidelines are implemented in the basic education context. (Office of the Education Council, 2018; Pratumswan, 2019) Few researches of global citizenship conducted in the higher education context were mostly conducted with a quantitative design (Sirinon & Kiatamnui, 2019; Songdacha & Piolueang, 2020) which results in the lack of qualitative data that allow more insightful understanding of the topic.

Furthermore, there is a few studies in how to foster global citizen domestically. Gyamera and Debrah (2021) and Massaro (2022) explains that substantial studies paid attention to aboard experiences rather than the strategy to create global citizenship at home. Moreover, the study in Thai context would reflects different cultural dimensions from western contexts. Global citizenship is a popular topic internationally but the studies are mostly implemented in the western context. These aforementioned reasons justified that it is significant to conduct a study on how university teachers understand and practice global citizenship in an undergraduate program, in the Thai context, with a qualitative approach.

1.2 Keywords

Global citizenship, Global citizenship Education, University Lecturer

1.3 Research Questions

1. How do university lecturers in the selected context conceptualize and practice global citizenship?
2. From the lecturers' perspective, what are the obstacles and opportunities of global citizenship education?

1.4 Research Objectives

1. To study how lecturers in the selected context conceptualize and practice global citizenship.
2. To explore what obstacles and opportunities lecturers in the selected context face during the practice of global citizenship education.

1.5 Scope of the Research

1.5.1 Research Methodology

This research employed a qualitative approach to understand how faculty of the selected undergraduate program understand and teach global citizenship and what are the challenges and opportunity during the process.

1.5.2 Context

The context of this study is the undergraduate program established in 2014 at the international college under the administration of the public university in Pathumthani province, Thailand. It is selected because the mission and statement of the program contain global citizenship belief. In the academic year 2021, there is a total of 160 students consisting of 130 Thai and 30 international students. Most international students came from Asian countries: Cambodia, Bhutan, Japan, South Korea, Myanmar, and Taiwan. The total number of faculty members is 18. Half of them are Thai, and the rest came from various nations: Australia, Austria, Bangladesh, France, The republic of India, Bangladesh, and Nepal.

1.5.2 Research Participants

The participants of this research are 12 lecturers of the international undergraduate program with the following qualifications:

- 1) Sign an official employment contract, either faculty or adjunct, and have been working at the program for at least one year.
- 2) Teach or co-teach at least one course in the undergraduate program

1.5.4 Data collection and analysis

Semi-structure Interview is employed as a main data collection tool in this research. The collected data will be analyzed by a thematic approach to find a pattern across datasets gain from the interview extract.

Content analysis is utilized to explore the details of practices of global citizenship education, focusing on course syllabi and Curriculum Structure from Program Specification (TQF2).

1.5.5 Trustworthiness of the study

In this study, peer-review and bias reflectivity are utilized to establish trustworthiness. As this is part of the Master degree completion, the research will be reviewed by the academic advisor and defense committee. The bias reflectivity is required since the researcher has been working at the selected context for 5 years. Thus, it is significant to be aware of one's own preconceptions nurtured by the experiences and prevent its' influence in the research process.

1.6 Significant of Research

1. Fulfill a theoretical gap of global citizenship education on the non-western context. This study aims to understand how global citizenship is conceptualized and practiced under Thai unique cultural dimensions at a Thai international undergraduate program.

2. Fulfill a contextual gap of global citizenship education at the higher education level. As most research in the Thai context are conducted at the basic education level, with a quantitative approach, this research focus on the higher education level with a qualitative approach.

3. This research suggests practical recommendations for teaching at both pre-university and university levels, emphasizing the importance of inclusive learning environments and recommending regular meetings among curriculum developers and educational institutions to align on the definition of global citizenship.

CHAPTER 2

REVIEW OF LITERATURE

To understand how global citizenship is conceptualized and explore the challenges and opportunities during the process, related journal articles, books, webpages, theses, and conference proceedings are reviewed and will be presented as follows:

2.1) Global Citizenship

2.1.1 The Conceptualization of Global Citizenship

2.2) Global Citizenship Education

2.2.1 Lecturers' Perspective on Global Citizenship Education

2.2.2 Role of Lecturer's in practicing Global Citizenship Education

2.2.3 Challenges Lecturers Perceive in Arranging Global Citizenship Education

2.2.4 Opportunity Lecturers Perceive in Arranging Global Citizenship Education

2.2.5 Global Citizenship Education in the Thai Higher Education Context

2.3) Cultural Dimension Theory

As various terms are used interchangeably with global citizenship, such as global mindedness, globally-minded, global oriented (Massaro, 2022) and that causes difficulty and challenge in reviewing the existing literature in the field, In this present study, all interchangeable terms are excluded, and the sole keyword used in review is *global citizenship*.

2.1 Global Citizenship (GC)

The origin of global citizenship concept has a strong link with equality and social justice. The idea of global citizenship first emerged among the Greek Cynics in the 4th century BCE, when they coined the term "cosmopolitan" – meaning "The citizen of the world" (Kriegman, 2006) Later, in the 18th century, this concept was revived to

advocate for human equality and respect for all members of humanity. Philosophers in the 18th century refined this idea to promote freedom of thought, respect for religious diversity, and to go against slavery and systemic violence. (Carter, 2016) The global citizenship movement then becomes more prevalent in the 19th and 20th century as individuals have increasingly participated in social campaigns to achieve cosmopolitan goals.

Those social movement took off with a small group of people and became transnational, which refers to the ability to mobilize the belief across regions. Feminism movement, for instance, is one of the transnational movement that reflects belief of global citizenship. The first wave of feminism was initially established to promote women's right to vote in political elections in a small town in New York and has been scaling to a global level with the emphasis on various rights and welfare of all women in the world. (Rampton, 2015)

In the 20th century, the concept of global citizenship has been developed and becomes an international framework. The United Nations, as one of the most famous and influential intergovernmental organization in the world, proposed global citizenship as part of 2023 Agenda for sustainable development in the United Nations General Assembly in 2015. According to the UN, global citizenship, rooted in its history of war against injustice and social issues, refers to the idea that individuals belong to the global community and their actions carry social, political, environmental, and economic impact in a global level. Due to that reasons, People should act out of global interest, not of their own community or self-interest. The United Nation believes that global citizenship is a key characteristic individual should acquire to tackle pressing global issues as listed in sustainable development goals (SDGs) and to achieve a better world for all.

The international community agrees to endorse this concept since 193 UN member states, including Thailand, have adopted this framework and developed education for global citizenship in their countries. To illustrate, In the UK, global citizenship education has been influenced by Oxfam, a non-governmental confederation of 21 independent charitable organizations, and is strongly encouraged

in school curriculum. (Oxfam, 2006) Similarly, in Thailand, a world class standard school curriculum was introduced to foster global citizens at the basic education level. (Office of the Basic Education Commission, 2014) In the present time, Agenda for sustainable development goal and global citizenship have been integrated into the Thailand National Scheme of Education B.E. 2560-2579.

Global citizenship, though becomes a popular trend internationally, is a highly controversial concept. Though the UN sees global citizenship as a reasonable solution to ensure human survival and create a sustainable world, the concept is questioned on its interference in state sovereignty. Especially among the left-wing group, the concept of global citizenship is believed to threaten and weaken the nation-state since it undermines government and their policy implementation for the global interest. (Rhoads, 2013) Moreover, critiques perceived that global citizenship is a form of western imperialism since it originated from the global north, which includes the rich and influential regions such as North America, Europe, and Australia. Parmenter (2011) suggested that the landscape of this idea is mostly dominated by western or English-speaking countries. It is not impossible that only the strong nations would dictate the values and characteristics of global citizens that the rest of the world should follow. (Arneil, 2007)

2.1.1 The Conceptualization of Global Citizenship

Existing literature shows that global citizenship has diverse conceptualizations and discourses. The major argument which often mentioned is whether global citizenship refers to global-minded or market-oriented individual. Scholars have named the two discourses differently, but the meaning is very close. To illustrate, Marshall (2011) described two agendas of global citizenship: global-social justice and technical-economic. The global-social justice agenda, as suggested by its name, requires active commitment and understanding of global injustice. In contrast, the technical-economic agenda refers to a pragmatic concept that highlights the global economy and future employability for students in the global market. Similarly, Dill (2013) presented two different approaches to global citizenship: global competencies

and global consciousness. The former is to instill students with the necessary skills to compete in the global market. Meanwhile, the latter focuses on fostering humanistic values such as empathy, cultural awareness, and global orientation. These two discourses clearly offer opposing ideas of community solidarity and individual achievement.

Moreover, Inconsistency theorization of global citizenship is constantly found among research and scholars. To illustrate, Morais and Ogden (2011) developed a model of three overarching dimensions of global citizenship by analyzing the themes and concepts consistently shown in contemporary literature. Those concepts are social responsibility, global competence, and global civic engagement as shown in table 2.1

Table 2.1

Global Citizenship Conceptual Model (Morais and Ogden, 2011)

Global Citizenship		
Social Responsibility	Global Competence	Global Civic Engagement
1. Global Justice and Disparity 2. Altruism and Empathy 3. Global interconnectedness and Personal Responsibility	1. Self-Awareness 2. Intercultural Communication 3. Global Knowledge	1. Involvement in Civic Organization 2. Political Voice 3. Global Civic Activism

Meanwhile, Oxley and Morris (2013), though with a similar methodology, constructed a typology to identify and differentiate various concepts of global citizenship. An exploration of English academic text, journal articles, and books was carried out to combine diverse concepts into themes and categories. The alignment was made to see the relationships and interconnections of each until general themes were identified. The final concept was presented in two broad categories: cosmopolitan and advocacy-based. The typology emphasises that there

are various focus of global citizenship which should be discussed separately as portrayed in table 2.2

Table 2.2

Global Citizenship Conceptual modal (Oxley & Morris, 2013)

Global Citizenship	
Cosmopolitan-based	Advocacy-based
1. Political GC	1. Social GC
2. Moral GC	2. Critical GC
3. Economic GC	3. Environmental GC
4. Cultural GC	4. Spiritual GC

Goren and Yemini (2017b) reinforced a variety conceptualization of global citizenship through their systematic review of research on global citizenship in primary and secondary schools published between 2005 – 2015 from the databases on EDUsource and ERIC. The result showed that the theorization has been influenced by various antecedents and contexts. The regional analysis results are displayed in the table below.

Table 2.3

Global Citizenship Regional Analysis (Goren & Yemini, 2017)

Global Citizenship			
Region/Country	Number of articles	Common antecedents for global citizenship education	Common expected outcomes of global citizenship education
North America: USA	19	World political changes	Maintaining US status as world leading nation and enabling students to understand the nature of the changing world

Table 2.3*Global Citizenship Regional Analysis (Goren & Yemini, 2017) (Cont.)*

Global Citizenship			
North America: Canada	15	Immigration, the multicultural nature of the country	Promoting tolerance
Europe: (UK, Northern Ireland, 6 others; all western Europe except for 1 concerning on Turkey)	28	Immigration, war (particularly in Northern Ireland), adjusting to multiculturalism	Promoting tolerance and creating a common ground for citizenship
Australia and Newzealand	9	Immigration, Environmental concerns	Promoting Environmental awareness and Tolerance
Asia pacific (China, Japan, South Korea, Singkapore, Hong kong)	21	World political changes	Strengthening the relationship with the West, enabling students to understand the nature of the changing world, preparing students to participate and compete in the global economy

Table 2.3

Global Citizenship Regional Analysis (Goren & Yemini, 2017) (Cont.)

Global Citizenship			
Central and South America	4	World political and economic changes	Preparing students to participate in global society (often through learning English in order to study abroad)
Africa	2	Need for empowerment	Empowerment of students through understanding world responsibility towards their countries and promoting an understanding of human right

Though Thailand has not been surveyed in the mentioned systematic review, fortunately, the Thai Office of the Education Council (2018) conducted a survey on global citizenship characteristics which presented similar, yet different conceptualization of global citizenship from the rest of the world. There are four dimensions of global citizenship as shown in the table below.

Table 2.4

Characteristics of Global Citizens in the Thai Context (Office of the Education Council, 2018)

Global Citizenship			
Knowledge	Literacy	Skills	Values and Attitudes
1. Human right and freedom	1. Legal Literacy 2. Politics	1. Creative thinking 2. Critical thinking	1. Righteousness 2. Social justice

2. Role and responsibility 3. Peace and conflict 4. World change 5. Global issues 6. Law and judicial process 7. Equality and social just 8. Sustainable development 10. Interconnected world 11. Global, national, local knowledge	3. Environment and Ecological Literacy 4. Economics 5. Finance 6. Citizenship	3. problem solving 4. Information, Media & Technology Competency 5. languages apart from Thai 6. Live long learning	3. Multicultural awareness 4. Public mind 5. Reflective on Identity and self-worth 6. Positive mind 7. Change maker
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From the literature of meanings and theorizations of global citizenship, although various differences are prevalent, a significant common trait of these variations is that global citizenship is identified as ‘characteristics’ or ‘features’ or ‘qualities’ belonging typically to global citizens. The characteristics could refer to three key elements: 1) Skill: what global citizens should be able to perform or do 2) Knowledge: what knowledge global citizens should learn and understand and 3) Mindset: what mindset, attitudes, and values global citizens should acquire. These elements vary in definition based on context and intent. However, they offer a foundational framework that aids in comprehending the conceptualization of global citizenship within a specific context.

Understanding the conceptualization of global citizenship is significant. Its importance lies in its necessity for effective teaching. Literature indicates that different contexts present varied interpretations of global citizenship, potentially leading to ambiguity among practitioners. Therefore, this study seeks to explore the conceptualization of global citizenship within a specific context to enhance understanding and foster improved curriculum and instructional design.

2.2 Global Citizenship Education (GCE)

Global Citizenship Education is the management of teaching and learning to foster Global Citizens according to the beliefs of each educational institution. Global citizenship education has significantly increased throughout the world. Various educational institutions referred to global citizenship in their mission statements and expected learning outcomes. (Green, 2012) In the higher education level, Jorgenson and Shultz (2012) described the increase of university programs and curricular claiming to create global citizens, especially in North America, England, and Australia. In Thailand, global citizenship, as part of the 2030 Agenda for sustainable development has been integrated into the country's development framework – Thailand's 20-year National Strategy and Thailand National Scheme of Education B.E. 2560-2579 (2017-2036) Due to this reason, global citizenship becomes one of the topic educators and educational institution at all level need to pay attention to.

In the higher education level, universities fell under the pressure of preparing students to survive in the global society. Ostermiller (2005) suggests that those pressure might be the need to prepare professionals in all employment sectors such as business, education, and sciences and provide global knowledge to students to make decisions with the awareness of global consequences. According to LaMachia (2016), higher education institutions play critical roles in educating students on global citizenship with the institutional commitment and support of mentors or faculty members. In order to effectively conduct global citizenship education, it is imperative that all elements within the university ecosystem work collaboratively, from policy makers shaping the overarching vision to the dedicated academic staff implementing these principles.

This research, in this instance, is a study that examines perspectives of lecturers on fostering global citizenship. Additionally, it examines the context of Thailand. Therefore, there will be a review of educational management for fostering global citizenship in the context of the Thai higher education. The following topics will be covered in this review:

- 2.2.1 Lecturer's Perspective on Global Citizenship Education
- 2.2.2 Role of Lecturers in practicing Global Citizenship Education
- 2.2.3 Challenges Lecturers Perceive in Arranging Global Citizenship Education
- 2.2.4 Opportunity Lecturers Perceive in Arranging Global Citizenship Education
- 2.2.5 Global Citizenship Education in the Thai Higher Education Context

2.2.1 Lecturer's Perspective on Global Citizenship Education

A review of the literature found that the perspectives of lecturers directly impact the management of global citizenship education. For instance, Basarr (2017) investigated the perceptions of English Language Teaching (ELT) instructors employed within a higher education institution in Turkey concerning the incorporation of global citizenship education into ELT courses. Findings suggested that the instructors predominantly emphasized the "value" dimension of global citizenship, encompassing attributes such as respect, sensitivity, a sense of belonging, responsibility, openness, and more. However, instructors generally did not employ specific teaching practices in their classes to foster global citizenship among students. Many of them perceived ELT lessons and global citizenship education as unrelated subjects. The incorporation of global issues into their courses and the practice of role modeling were limited to only a few instructors as means to promote global citizenship.

Additional literature review has revealed that even though lecturers may have similar definitions of what global citizenship is, their perceptions of its importance and how it is applied differ. In their study conducted during the 2019-2020 academic year at a Turkish higher institution, Baysal and Tanriseven (2020) found that the instructors predominantly emphasized the "values and attitudes" dimension of global citizenship. The focus revolved around a dedication to values such as respecting differences, fostering a sense of belonging, practicing tolerance, addressing global issues, advocating for equal rights, and maintaining a heightened sensitivity to global matters. All participants were observed to integrate the concept of global citizenship

into their courses in various ways as part of the educational process, aiming to heighten their students' awareness of global citizenship. All instructors conveyed the view that global citizenship is essential for pre-service teachers, benefiting both their personal development and their professional careers.

From the literature review, it has been found that in both the research works of Basarır (2017) and Baysal and Tanriseven (2020), even though lecturers may conceptualize the concept of global citizenship in similar ways, their approaches to teaching it differ due to different perspectives. In the first study, lecturers perceive it as unrelated and thus do not incorporate it into their classroom teaching. However, in the latter observations, lecturers employ various teaching methods related to global citizenship because they consider it essential for the development of students and their professional growth.

Further literature reinforces that if lecturers prioritize global citizenship education, they will be more inclined to teach it with greater care and dedication. For instance, Jett (2013) interviewed ten elementary teachers in Mundo Pex, the elementary school which a curriculum is specifically designed to nurture global citizens in the southern area of the US. The results showed that teachers believed that every teacher should take the role of fostering global citizens. They therefore included elements of diversity and interdependence in their teaching materials, considering these aspects integral to global citizenship. In this case, it can also be perceived as related to the context of the place because the school being studied explicitly promotes global citizenship education. Therefore, the attitudes of the lecturers may lean in that direction.

The research by Ashraf et al. (2021) contributes to the point that context and place have an impact on the perspectives of lecturers in managing education to foster global citizenship. They explored how teachers from different types of curriculum from Pakistan perceived global citizenship education. The study found that religious affiliation results in various interpretations of the idea of GCE. Teachers from the religious and national curricula viewed it as a threat to Islamic cultures and values. By imposing Western concepts, global citizenship poses harm to the religious

practices. However, teachers from the international curriculum considered GCE as a way to help Pakistan's economy and reputation. They are interested in global citizenship principles that are compatible with national and Islamic traditions.

In addition to the direct perspectives of teachers towards global citizenship, it was also found that teachers' attitudes towards students have an impact on the management of education to foster global citizenship. Goren and Yemini (2017a) found that students' socio-economic status influence school teachers' perception of the relevance of global citizenship education. In their study, teachers at all participating schools considered students who had been exposed to other cultures through travel or family employment abroad as more receptive to and equipped for global citizenship education. The way teacher perceived students imagined future also affected their inclination and capacity to learn and understand contents associated with global citizenship education. Consequently, teachers are reported to tailor the GCE curriculum differently for students from various socio-economic backgrounds.

From the literature review regarding the perspective of lecturers on global citizenship education, it was found that lectures' perspective directly impacts global citizenship education. This includes the direct opinions on global citizenship education or the views on the students themselves. If lecturers view global citizenship as positive or consider it relevant, they are more inclined to incorporate it into their own teaching. However, if they perceive it as unrelated or conflicting with their belief systems, it can lead to a reluctance to teach. The perspective of lectures may also be influenced by factors like context, place, or religion. Therefore, this research aims to study the perspective of lecturers who manage teaching and learning in the context of Thailand in order to obtain specific data for the development of global citizenship education in this context.

2.2.2 Role of Lecturer's in practicing Global Citizenship Education

The literature review in this section will focus on exploring the role of lecturers in global citizenship education and the practices they employ to cultivate global citizens. From the review, it is evident that research examining how lecturers perceive their roles in Global Citizenship Education is limited. Fortunately, there is one research study that can serve as a foundation for further investigation. Başarır's study in 2017, which examined how instructors' roles were perceived, revealed that their roles and responsibilities in preparing students as global citizens were primarily seen as those of informers and role models. When regarded as informers, instructors are responsible for imparting knowledge related to national and global citizenship, as well as educating students about diverse cultures. In their role as role models, instructors are expected to exhibit behavior and communication that are free from discrimination, maintain a heightened awareness of global issues, and demonstrate a profound respect for diversities.

If this serves as the foundational premise, it can be observed that two primary functions are carried out by teachers. Firstly, there is the act of instruction, focused on selecting content and methodologies believed to be essential for students to acquire the qualities of global citizens. Secondly, there is a role modeling aspect, wherein it is demonstrated which behaviors exemplify a global citizen, thus fostering the belief among students that this constitutes global citizenship. Therefore, in the upcoming section, the teaching practices and approaches employed by teachers to promote global citizenship among students will be discussed first. Subsequently, the role models and exemplary behaviors that contribute to the development of global citizens will be examined.

Lecturers can utilize several approaches to foster the development of global citizens, including experiential learning, active learning in a participatory classroom, and the incorporation of content related to global citizenship education. Firstly, experiential learning is a highly favored approach for fostering global citizenship. This method refers to the learning process that students are learning by doing and by reflecting on the experience. It is believed that learners must engage in hands-on

experiences to bring about changes in their thinking, beliefs, and attitudes. The Belize Education Project is one of the great examples. Fry et al. (2012) established a group of educators who have made a long-term commitment to improving literacy and education in the Cayo District of Belize. By involving their U.S. students in the project, the educators provide them with the opportunity to witness firsthand how they can make a difference as global citizens. This involvement helps sustain the initiative and allows U.S. students to make lasting connections with teachers and children in Belize. The U.S. students are able to see the impact that their teachers' actions have on the community in Belize, and this can inspire them to become more globally engaged and active as global citizens themselves.

Further literature review reveals that experiential learning, particularly when it allows students to interact with people from diverse cultures or involves international experiences, yields exceptional benefits. Various research suggested that abroad experiences are valuable and can transform students into global citizens. (Caruana, 2014; Perry et al., 2016; Wynveen et al., 2012) In the USA, university programs usually apply abroad experiential learning such as internship and study abroad, service learning, and volunteer activities as an additional approach to the academic curricular to nurture global citizen. (Aktas et al., 2017)

Another approach that teachers use to foster global citizens is through active learning or creating a participatory classroom environment. According to Oxfam (2015), active learning methods entail learning through hands-on experiences and collaborating with peers in classroom to encourage student engagement in the learning process and decision-making. Oxfam believes that to become effective global citizens, learners must possess qualities such as adaptability, creativity, and proactiveness. They should be capable of problem-solving, making informed decisions, engaging in critical thinking, articulating ideas effectively, and collaborating effectively within teams and groups. These skills and attributes are increasingly recognized as essential for success in various aspects of 21st-century life, including numerous professional settings. In a classroom where active participation is encouraged, the teacher's role often transforms into that of a facilitator, assisting students in developing

their abilities to evaluate evidence, engage in negotiations, make well-informed choices, tackle challenges, and collaborate effectively, whether independently or in groups. This shift in the teacher's role and the classroom environment is essential for fostering an active learning atmosphere.

Another practice that teachers use to cultivate global citizens is to integrate content relevant to global citizenship into various subjects. There's no need to create separate courses solely dedicated to global citizenship, but rather the focus is on seamlessly embedding content believed to foster global citizenship qualities into the subjects they teach. For instance, Hadley (2021) suggests that within a modern English Language Teaching (ELT) classroom, this can be achieved through a diverse range of activities and methods. However, the key is to establish connections between these activities and the subject matter or the development of skills and perspectives that learners have identified as essential components of being a global citizen. For example, if the goal is to nurture global citizens who possess empathy, promote intercultural communication, and encourage learning from other cultures, teachers can employ role-play activities to enable students to experience and articulate the viewpoints of others. Similarly, if the objective is to foster global citizens who are engaged with global issues or have a deep environmental consciousness, teachers can utilize English-language reading materials and discussions related to global issues, thereby facilitating the acquisition of vocabulary and concepts associated with environmental concerns.

The selection of specific methods or formats by teachers for cultivating global citizens is an integral part of what can be described as a direct approach to education. This strategy involves carefully planned and executed teaching methods, each intentionally designed to instill the values and skills associated with global citizenship in students. Through this direct approach, educators aim to impart knowledge and foster attitudes that align with the ideals of being a global citizen. In the upcoming section, the concept of creating global citizens through an indirect approach will be explored. This is in contrast to the direct approach, as it is characterized by an emphasis on the role of teachers as role models.

For teachers, being role models in the effort to cultivate global citizens entails exhibiting behaviors that are in accordance with the principles or values of global citizens as defined by the beliefs of various contexts. For example, LearnQoch (2022) suggested that a global citizen actively engages in their community and society, collaborating with others to enhance the quality of life on our planet. Thus, a teacher should serve as a role model and inspire their students while helping them envision the kind of future world they aspire to create. If a focus on the environment is desired for students to become global citizens, environmentally-friendly behaviors may need to be demonstrated by teachers as an example. According to Hadley (2021), to engage students in recognizing environmental challenges and encouraging them to identify ways, even if minor, to contribute positively to their own lives or their families, it is essential for teachers to lead by example within the school. At a basic level, this entails demonstrating the significance of conserving electricity by turning off lights when not in use or implementing a recycling program in which students actively participate.

In conclusion, the role of lecturers in creating global citizens can be divided into two main approaches: the direct approach and the indirect approach. The direct approach involves teachers designing the curriculum or selecting teaching methods to foster global citizens. In these various teaching methods, teachers may take on sub-roles such as being an instructor or a class facilitator. The prominent teaching approaches are experiential learning, active learning in a participatory classroom, and the incorporation of content related to global citizenship. On the other hand, the indirect approach involves being a role model to show students what behaviors align with being a global citizen and enabling them to learn how to become global citizens through emulation of positive behaviors.

2.2.3 Challenges Lecturers Perceived in arranging Global Citizenship Education

In this literature review section, the emphasis will be placed on the challenges that lecturers perceived in fostering global citizenship. Challenges can be classified into three categories: teacher-based, student-based, and context-based.

Teacher-based challenges refer to situations where teachers feel a lack of understanding regarding the concept of Global Citizenship, being uncertain about what it entails, its objectives, and how to effectively teach it. To illustrate, Bakar et al. (2021) conducted a survey to explore primary school teachers regarding their perceptions and role in the implementation of global citizenship in Malaysia. The results displayed that most of the teachers don't know about the concept (72.2%) and its goal (74.1%) The primary impediments to the implementation of the GCE were the teachers' lack of knowledge and skills about the GCE. The teachers might feel unprepared and that lead to the second highest obstacle which is the lack of teachers' willingness' (54.1%) to implement the GCE.

Nevertheless, it can be said that attributing the fault solely to the teachers may not be accurate because global citizenship education itself can be confusing due to its multiple interpretations and meanings. Existing studies have pointed out that diverse conceptualizations cause confusion among practitioners. Educators have a hard time go through all different theorizations which lead to different approaches, measurements, and results. Rapoport (2010) conducted a study titled "We cannot teach what we don't know: Indiana teachers talk about global citizenship education" and found that participants rarely used the term global citizenship since they found the term unfamiliar and confusing. They instead used other terms that correspond to the discourse of global citizenship.

Systematic reviews exist to corroborate the matter of diverse interpretations, which can result in numerous practical challenges. To illustrate, Horey et al. (2018) conducted a systematic review of peer-reviewed articles on global citizenship in higher education published between 2000 – 2018 from the databases on EBSCOhost and ProQuest. Various theoretical framework or conceptual model were presented in 11 of the 29 studies in the review. Those frameworks are influenced by different theories and ideas. He suggested that the lack of consensus in the meaning cause difficulties, especially among those who are not actively engaged in the field, to put global citizenship in practice. Similarly, Hou (2020) conducted a literature analysis on comparative global citizenship education published after 2000 from the databases

on JSTOR, ERIC, and EBSCOhost. The result shows the lack of studies on experiences and perception of teachers in teaching process.

Upon further literature review, it is evident that teacher-based challenges can also encompass situations where teachers may hesitate to teach certain sensitive topics that might conflict with what students desire to learn. Yamashita (2006) conducted a study on the topic of "Global Citizenship Education and War: the Needs of Teachers and Learners" to investigate the perceived needs in teaching and learning about global issues, particularly war and conflict. He discovered that learners are eager to explore contemporary topics, especially those involving complexities like war and conflict, in order to gain understanding and raise questions about these issues. However, teachers were hesitant and tended to avoid these topics. They felt ill-equipped to address them and were discouraged by stories of upsetting children and other challenges associated with teaching sensitive issues.

The second challenge to discuss is the student-based challenge, which refers to situations where teachers feel that students may lack the skills, knowledge, or attitudes necessary to facilitate their learning journey towards becoming global citizens. This challenge is less prevalent in the literature compared to the first one. Baysal and Tanriseven (2020) found that instructors faced student-based challenges the most during the practices of global citizenship education. Those challenges include arguments due to thinking gap, fear of losing national identity, biases against other cultures, being unprepared, and concentrating on passing exams. Furthermore, Basarr (2017) found that the main challenges encountered in the integration of global citizenship into English Language Teaching (ELT) were primarily the student resistance.

Last but not least, the context-based challenge arises when teachers believe that the prevailing circumstances are a significant hindrance to cultivating global citizenship or make it particularly challenging. Goren and Yemini (2016) conducted a research to compare the perception on global citizenship of teachers from an international school and a local public school in Israel. They found that both parties considered that the Israeli context could pose a challenge for the global

citizenship education implementation. However, the way they perceived the context differently made teachers from a local public school consider the affect more intensely. The teachers from the international school (all foreigners) perceived the context of Israel as solely 'the Israeli-Palestinian conflict' which resulted in students' survival struggles and that prevent them to learn about the bigger world. Yet, they also felt that GCE is a way to help their students work through differences and communicate with one another, and they were encouraged that their kids were being equipped to deal with the dispute on a personal level. In contrast, teachers at the local school (all Israeli Jews) perceived the Israeli context as Israel's ongoing survival struggle which resulted in a militarized society, the issue of diaspora, and the travel limitations of Israeli citizens. They emphasized that the concept of global citizenship is more fitted to Europeans than Israelis because of the latter's geographical constraints.

In summary, the challenges that lecturers perceive in teaching to foster global citizenship can be categorized into three aspects: teacher-based, student-based, and context based. Teacher-based challenges involve a lack of comprehension of the concept, which hinders effective teaching, and reluctance to teach sensitive topics. On the other hand, student-based challenges stem from students lacking the skills that promote learning global citizenship. Lastly, context-based challenges arise from the broader environmental factors and societal contexts that may hinder or complicate the cultivation of global citizenship.

2.2.4 Opportunity Lecturers Perceived in arranging Global Citizenship Education

In this literature review section, the focus will be on examining the opportunities perceived by lecturers in organizing global citizenship education. The term "opportunity" in this context refers to elements that can contribute to the improvement of educational initiatives aimed at fostering better global citizenship. These opportunities may encompass development plans, recommendations, or the advantages of existing practices that can be further built upon.

Firstly, the primary opportunity in organizing education to foster global citizenship is the preparedness of both learners and educators. Baysal and Tanriseven (2020) revealed that the instructors primarily suggested arranging pre-planned seminars to enhance the awareness of both students and instructors. As a result, this will enhance the basic knowledge and understanding of global citizenship for both teachers and students, fostering a more positive attitude towards this concept and increasing the enthusiasm for teaching and learning about it.

Support from the school and curriculum is another crucial opportunity that contributes to the development of educational initiatives aimed at fostering global citizenship. Particularly, emphasizing the importance of the concept and creating subjects or activities that allow teachers to effectively execute global citizenship education. For instance, Schweisfurth (2006) study how individual school teachers in Ontario, Canada have prioritized global citizenship content in their teaching. The results showed that the New Ontario curriculum guidelines provide a lot of opportunities to establish global citizenship issues in class. They set Civics Education as a compulsory subject. Students are assigned to design and carry out a project which involves civic action in a global level. It was observed that both classroom-based and extracurricular activities focused on global challenges in innovative and dynamic ways, and that there was substantial interest among students in these topics.

Furthermore, incorporating content related to Global Citizenship into the teaching materials will not only make it easier for teachers to instruct but also enable students to grasp relevant content more effectively. In language education, Davidson and Liu (2020) suggested that future English textbooks in Japanese elementary school should provide more connection to the core concepts of global citizenship since the current version they explored is too culturally simplistic and fail to encourage students to connect with the concept. In Malaysia, though curriculum for global citizenship is not offered, the concept is integrated into various subjects such as geography, history and moral studies (Jeong, 2017)

Arranging activities or settings that promote exposure to cultural diversity and international experience is another pivotal opportunity in the

development of educational initiatives aimed at nurturing global citizenship. In a study conducted by Jett (2013), ten elementary teachers at Mundo Pex Elementary School in the southern United States, which has a curriculum designed to foster global citizenship, were interviewed. The findings of the study suggest that offering opportunities for students to collaborate with individuals from diverse cultures would be advantageous. Additionally, incorporating local and international field trips, character studies, and integrating the curriculum through children's literature were identified as potential enhancements to the educational approach.

In conclusion, the literature review highlights three main opportunities recognized by lecturers in the development of educational strategies aimed at fostering global citizenship. Firstly, the importance of preparing both teachers and students before embarking on actual teaching is emphasized. Secondly, the support provided by schools and curriculum alignment plays a pivotal role in ensuring effective teaching and learning experiences. This includes the emphasis on the significance of global citizenship education and the creation of subjects or activities that enhance the engagement of both teachers and students. Lastly, the integration of content related to global citizenship into the curriculum stands as a crucial aspect of this educational endeavor. Additionally, organizing activities that promote encounters with cultural diversity constitutes another vital component of fostering global citizens. These opportunities collectively contribute to a more comprehensive approach to nurturing global citizens.

2.2.5 Global Citizenship Education in the Thai Higher Education

Context

In Thailand, the concept of global citizenship is receiving increasing attention, particularly within the framework of the Sustainable Development Goals (SDGs) for 2030. Thailand is firmly committed to fulfilling the SDGs, which encompass the provision of high-quality, equitable education for all, spanning from early childhood to higher education. This commitment includes increasing the number of qualified teachers, enhancing the skills of youth and adults for employment and

entrepreneurship, and eliminating educational disparities while considering human rights, gender equality, promoting a culture of peace, and fostering global citizenship. This conceptual approach serves as a guiding principle for Thailand's national education planning, ensuring alignment with global objectives.

In the realm of higher education in Thailand, universities are strategically crafting plans to align their educational objectives with the national imperatives of sustainability and the cultivation of global citizenship. For instance, Chulalongkorn University's Strategic Plan B.E. 2564 – 2567 prominently highlights sustainability as a key focus. It explicitly commits to nurturing Chulalongkorn graduates who embody the essence of global citizenship. These graduates are envisioned as pioneers in their respective domains, well-equipped to address the societal needs of both the present and the future.

Furthermore, Thammasat University's Strategic Plan for B.E. 2565 – 2570 outlines a vision for the "Future Workforce." This plan aims to produce graduates equipped with skills necessary for sustainable development, under the initiative named "Thammasat for GREATS & SDGs." The GREATS framework includes a global mindset, responsibility, eloquence, aesthetic appreciation, teamwork, and the spirit of Thammasat. The university has laid out various operational plans related to this initiative, such as developing new courses, revising existing curricula, and incorporating Sustainable Development Goals (SDGs) into teaching and research. This includes activities like the SDGs Lab, in collaboration with external organizations from both public and private sectors. Key Performance Indicators (KPIs) have been set for this future workforce plan. One such KPI is the satisfaction rate of employers with graduates embodying the GREATS attributes, targeting a 90% satisfaction rate from 2022 to 2027. Additionally, there are KPIs for curriculum improvement, mandating that by 2023, 20% of all courses should be revised according to the Thammasat for GREATS & SDGs guidelines. This percentage is expected to increase to 30% in 2024, 40% in 2025, 50% in 2026, and 60% by 2027.

The strategic plan of Mahidol University for B.E. 2563 – 2566 also emphasizes fostering global citizenship among its students. As part of the second

strategy, focusing on Innovation Education and Authentic Learning, the university aims to develop "graduates with the desired characteristics of Mahidol University and world-class talents." A key initiative includes enhancing students' potential and learning experiences to align with the concepts of global citizenship and global talent. The university has established Key Performance Indicators (KPIs) for graduating global citizens, targeting 30% in 2020, 60% in 2021, 80% in 2022, and aiming for 100% by 2023. Additionally, there are KPIs for faculty involvement in educating global citizens, measured in hours: 60 hours in 2020, 80 hours in 2021, 100 hours in 2022, and 100 hours in 2023.

The strategic plan of Srinakharinwirot University for B.E. 2563 – 2566 prioritizes becoming an 'Educational Leader', focusing notably on 'Student and Alumni Development for Global Citizen'. This plan involves shaping graduates to be active citizens. It includes enhancing and providing services and welfare that promote a conducive learning environment and a joyful life for students. The university aims to elevate career development and support student ventures towards becoming startups. Additionally, the plan involves developing a system to support and create alumni networks for sustainable development of both students and the university. A significant Key Performance Indicator (KPI) for the university is its placement in the Impact Rankings by Times Higher Education, which assesses universities' support for the United Nations' sustainable development goals. Srinakharinwirot University aims to achieve a ranking within the top 200 by 2566-2570, ascend to the top 150 by 2571-2575, and further rise to the top 100 by 2576-2580.

From the review of strategic plans of universities in Thailand, it is evident that there is a strong support for the sustainable development goals and the education management aimed at developing global citizens. Various Key Performance Indicators (KPIs) have been established to foster learners with the characteristics defined by the universities as essential for global citizens.

Further literature review to understand how Thai universities manage teaching to cultivate global citizenship reveals a common approach: the creation of civic education courses. They often include such courses in their General Education

programs. For instance, Thammasat University has a course called "Civic Engagement" as part of its updated general education curriculum in 2023. This course is tailored to nurture students into becoming global citizens, focusing on developing their social responsibility and understanding of their responsibilities and roles in the global community. The curriculum comprises lectures, analysis of diverse case studies, and field trips for practical learning. Students must also spearhead a campaign aimed at raising awareness or effecting change in a topic they are passionate about.

The 2021 General Education curriculum at Kasetsart University includes a category called "Thai Citizen and Global Citizen." This category not only focuses on global citizenship but also emphasizes being a Thai citizen. It aims to develop students who have a broad knowledge, a global perspective, awareness of civic rights and duties, pride in being both Thai and global citizens, an understanding of cultural diversity, local wisdom, and human dignity, as well as a sense of volunteerism and public consciousness.

The 2021 General Education curriculum at Suan Dusit University, while not having a specific category named "Thai Citizen and Global Citizen," includes a course with this title. This course explores a range of topics relevant to modern, civilized societies and global citizenship. It delves into the concept of a borderless world, the nuances of Thai and global citizenship, and the importance of respecting cultural diversity. The curriculum addresses the rights, freedoms, equality, and duties inherent to citizens of various states, emphasizing personal and social responsibility. It also covers the protection of public interests, the spirit of volunteerism, the principles of good governance, anti-corruption measures, and an understanding of basic laws. The course employs case studies as a key method of learning, offering students practical insights into these complex subjects.

In the 2019 General Education curriculum at Silpakorn University, there is a course titled "Active Citizen" within the General Education Curriculum. While the course name does not explicitly mention "global citizen," the course description highlights various aspects related to citizenship, including awareness of changes in Thai

society, global society, and online society. It also covers topics such as social responsibility, anti-corruption, community engagement, and public spirit.

After reviewing the existing literature, it becomes clear that universities in Thailand have adopted strategic initiatives to align with the UN SDG 2023. They have also integrated citizenship-related courses into their General Education curricula. These courses are regarded as fundamental and essential knowledge for all students, rather than specialized subjects for specific majors. Furthermore, these citizenship courses underscore the significance of fostering both Thai citizenship and global citizenship concurrently, emphasizing the need for a dual perspective. One fascinating aspect worth exploring is the cultivation of global citizenship within the context of Thailand, where there is a robust emphasis on Thai values. This unique context offers an intriguing opportunity for research, potentially providing valuable insights.

In Thailand, research related to global citizenship education in the higher education context is relatively scarce, and the majority of these studies tend to be quantitative. To illustrate, Songdacha and Piolueang (2020) studied the global citizenship characteristics of undergraduate students and the factors that influenced them from undergraduate students from Kasetsart University. The result showed that GC traits are confident and tolerant. Students should believe in their power and virtue, and follow code of conduct. They can perform their role in the family in term of emotional response. These factors could predict global citizenship characteristics at 51.7 percent ($R^2 = .517$). Sirinon and Kiatamnui (2019) used a survey to examine the global citizenship characteristics in the 21st century of students from the Faculty of Business Administration, Vongchavalitkul University and found that every elements of GC traits are at the high level. In order to understand how global citizenship is understood and practiced, number alone might not be enough, qualitative data will be able to explain further on experiences and how teachers understand global citizenship. Therefore, this research aims to investigate the global citizenship education within the Thai context adopting a qualitative research approach, which is currently underrepresented in this field.

2.3 Cultural Dimension Theory

In this literature review section, the focus will be on exploring the cultural dimension theory, as this research is conducted in a specific context. When it comes to cultural contexts that may influence the perspective of lecturers, this theory is likely relevant. The review will delve into an explanation of what this theory entails, and how it applies in the context of Thailand.

Cultural Dimension is a famous theory developed by Geert Hofstede in 1980. He developed the framework through which sociologists can examine how culture shapes the values embraced by its members and the ways in which these values impact the behavior of individuals living within that cultural setting. It functions as a valuable tool for fostering a deeper appreciation of and effectively managing cultural differences. This theory includes six key dimensions that help to understand and compare cultures as following. (Hofstede, 2011)

1) Power Distance refers to the extent to which less influential members within organizations and institutions accept and foresee unequal distribution of power. In cultures with high power distance, substantial disparities in power and authority are accepted, whereas in low power distance cultures, there is a striving for greater equality in relationships and institutions. It's worth noting that all societies experience some level of inequality, but the degree of inequality differs across them.

The relationships between individuals in different groups of high and low power distance vary. In high power distance societies, families teach their children to obey, and people feel they should respect and fear elders. Teachers emphasize a teacher-centered education approach, and subordinates expect their superiors to give orders. In low power distance societies, families treat their children equally, people don't feel the need to show excessive respect or fear towards elders, teachers use a student-centered education approach, and subordinates expect their superiors to act as advisors rather than authoritative figures.

2) Uncertainty Avoidance is a measure used to assess how people in a society or culture tolerate and adapt to uncertainty and change. It evaluates how comfortable or uncomfortable individuals in a society feel when unexpected or

uncertain events occur. These events are often novel, unknown, surprising, and different from the norm. Societies with high uncertainty avoidance tend to make efforts to reduce the likelihood of such events happening, which may involve creating rules and regulations for control and rejecting differing opinions.

In societies with strong uncertainty avoidance, unexpected or unknown matters are viewed as dangerous and something to be resisted. Stress levels in such a society are high, and people often experience poor physical and mental well-being. Anything unusual or different from the norm is seen as a threat. There is a tendency to create and enforce rules, even though some individuals may not always adhere to them. Teachers may feel the need to have all the answers to every question, and individuals are often reluctant to change jobs even if they dislike their current ones. In politics, it is believed that the citizens have little power to challenge politicians or those in authority.

In societies with weak uncertainty avoidance, uncertainty is something that is readily accepted in daily life. It's a society that is not often stressed, and people tend to perceive themselves as having good physical and mental well-being. They are generally open to differing opinions and don't feel anxious in situations that are chaotic or unclear. Teachers are not required to have all the answers to every question and can admit when they don't know. Changing jobs is more common, and there is a preference for less strict rules and regulations. In politics, it is believed that citizens have the right to challenge politicians or those in authority.

3) Individualism is the opposite of Collectivism, and it measures how much people in a society tend to come together as a group. In an individualistic society, people are not closely tied to personal relationships in the community. Everyone believes that individuals or their own families should take care of themselves. In contrast, in a collectivist society, people often have close-knit relationships and a strong sense of group unity with individuals outside their immediate family, such as extended relatives.

In individualistic societies, everyone believes that individuals should take care of themselves, have a right to privacy, and expressing one's own opinions is

encouraged. People see others as separate individuals, and differing opinions are considered normal, with everyone having the right to their own viewpoint. Violating societal norms makes one feel guilty, and emphasizing individual task over social relationships.

On the contrary, in collectivist societies, when individuals are born into the community, they become part of a close-knit group of family and extended relatives. They often protect and support those within their own group in exchange for a strong sense of belonging and loyalty. People in such a society tend to be concerned about belonging, and maintaining harmony is something highly valued. When looking at individuals, they consider whether the person belongs to their group or is outside of it. Opinions are often shaped by the group to which one belongs, and violating social norms can lead to feelings of shame. Relationships are seen as more important than individual task in such a society.

4) Masculinity is the opposite of femininity, and this dimension measures whether a society values masculinity or femininity more. In societies with high masculinity, there is a belief in clear role differentiation and explicit expression of emotions based on gender. Men are expected to be assertive and ambitious, and women may also be encouraged to adopt such traits. Work is often seen as more important than family, and respect is given to those who display strength. Gender roles within the family are well-defined, with fathers being rational, using reason, and having the authority to determine the family's size. Mothers, on the other hand, use emotions, women can cry, men cannot, and women are not supposed to argue, while men should stand their ground. Women are less commonly found in politics in such societies.

Conversely, in societies with high femininity, gender is not used to determine social roles or the expression of individual emotions. Both men and women are expected to be nurturing and caring, and a balance between work and family is emphasized. Concern and empathy for the weak are valued. Both fathers and mothers can use both reason and emotions, and both men and women can express emotions,

but the use of force is discouraged for both genders. Mothers have the authority to determine the family's size, and women are well-represented in politics.

5) Long-term orientation is the opposite of short-term orientation, and this dimension assesses a culture's time orientation. Cultures with a long-term orientation prioritize values like persistence, thrift, and future planning, while those with a short-term orientation focus on immediate gratification, tradition, and preserving face.

In a long-term orientation society, people believe that significant events in life will occur in the future. Being adaptable to different situations is valued, and the concept of good and bad depends on the context. Customs and traditions can change according to the circumstances. Learning from other countries is considered important. Saving and endurance are cherished virtues. Students believe that success depends on their efforts, and if their efforts are insufficient, they may fail.

On the other hand, in a short-term Orientation society or culture, people tend to think that significant events in life have already happened or are happening right now. Stability and constancy are highly regarded, and being unchanging and staying the same is considered virtuous. There are universal guidelines for what is considered good and bad, and customs and traditions are not easily violated. Pride in one's own nation is important, and serving others is highly valued. Students believe that success depends on fate or luck.

6) The last dimension is Indulgence versus restraint. It explores the extent to which a society allows its members to gratify their desires and enjoy life (indulgence) versus imposing strict social norms and self-control (restraint) to regulate behavior and suppress impulses. In an Indulgence-oriented society, a high percentage of people report being very happy and feel that they have control over their lives. They value freedom of speech and place importance on leisure activities. Positive emotions are often remembered. In countries with a well-educated population, the birth rate tends to be high, and people are active in sports. In countries with an abundance of food, there is often a higher proportion of people who are obese. There is more flexibility

regarding sexual norms, and maintaining national order is not considered the utmost priority.

In a restraint-oriented society, a smaller proportion of people report being happy and often feel that they have limited control over their lives. They believe that events happen not due to their own actions. Freedom of speech is not the most concerning issue, and leisure activities are not highly valued. Positive emotions are less frequently experienced and remembered. In countries with an educated population, the birth rate tends to be low, and people are less active in sports. In countries with an abundance of food, there is a lower prevalence of obesity. In wealthy countries, there is often a higher level of concern about sexual norms, and there is a higher ratio of police officers to the population.

According to Hofstede Insights (2023), the country comparison tool is a free service that offers an analysis of countries based on cultural dimensions. The cultural dimensions of Thailand were analyzed, and the results are as follows:

In the dimension of power distance, Thailand has a society where inequalities are accepted. There is a strict chain of command and protocol, and each rank comes with its privileges. Employees demonstrate loyalty, respect, and deference to their superiors in exchange for protection and guidance. This can result in a paternalistic management style. As a result, the attitude towards managers is more formal, and the flow of information is hierarchical and controlled.

Thailand is a highly collectivist country, which is characterized by a strong commitment to the "group," whether it be a family, extended family, or broader social relationships. People in Thai society place significant importance on virtues towards their group, sometimes overlooking societal norms for the sake of their group members. This results in a society with strong interpersonal relationships, where everyone shares responsibilities for the well-being of group members and works to maintain their in-group identity. Thai individuals tend to avoid confrontation and direct communication, and agreement may not necessarily mean acceptance. Offenses can lead to a loss of face, and Thais are sensitive to face-threatening actions within their

group. Personal relationships are highly valued in business, and building such relationships often requires time and patience.

Moreover, Thailand has shown a slight preference for avoiding uncertainty. There is a tendency to establish rules and regulations to reduce potential uncertainties, which may align with the collectivist nature of the Thai people. It suggests that change is possible and not entirely discouraged but should be aimed at improving the well-being of one's group

In the context of the femininity versus masculinity dimension, the comparison tool uses the term "Motivation towards Achievement and Success." Decisiveness aligns with masculinity, while consensus aligns with femininity. Thailand scores 34 on this dimension, classifying it as a consensus-oriented society. This lower score suggests that Thai society places less emphasis on assertiveness and competitiveness compared to societies where these values are of greater significance. Consequently, this cultural inclination in Thailand tends to reinforce more traditional gender roles within the population.

Thailand also inclines towards a long-term oriented approach, indicating a pragmatic culture where people believe that the truth is highly dependent on the situation, context, and time. They exhibit the ability to readily adjust traditions to suit evolving conditions, a keen inclination towards saving and investing, a culture of thriftiness, and a determination to persistently pursue desired outcomes. However, in terms of indulgence, Thailand's intermediate score of 45 makes it difficult to ascertain a clear preference on this dimension.

In summary, Thailand's cultural dimensions, as analyzed by Hofstede Insights, reveal several key traits. In terms of power distance, it is a society that accepts inequalities and operates with a strict hierarchy, emphasizing loyalty and respect to superiors. Thailand is highly collectivist, valuing group harmony and interpersonal relationships, often prioritizing the group's well-being over societal norms. The country shows a slight preference for avoiding uncertainty, with a tendency to establish rules to reduce uncertainties. In the dimension of masculinity versus femininity, Thailand leans towards femininity, emphasizing consensus and caring for others. Additionally,

Thailand follows a long-term orientation, adapting traditions to changing conditions and displaying perseverance in achieving results. However, Thailand's stance on indulgence is less clear due to an intermediate score.

As suggested by Rhein (2017), Thai values could potentially pose challenges to the development of global citizenship. Despite ongoing policies aimed at equipping Thai university graduates with global citizenship traits, there is a noticeable gap in research that investigates this concept within Thai undergraduate programs, taking into account the distinct Thai cultural dimensions. Consequently, this study aims to delve deeper into this matter and shed light on the relationship between Thai cultural dimensions and the incorporation of global citizenship in undergraduate programs.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the justification of the research methods for this study. Firstly, section 3.1 discusses the ontological and epistemological positions of the researcher which guided the use of a qualitative research design. Secondly, section 3.2 explores nature of the qualitative design. Next, section 3.3 discusses context, participants, and selection methods. After that, section 3.4 describe data collection which is an interview. Section 3.5 displays data analysis which introduces the thematic analysis process. Lastly, section 3.6 explain the trustworthiness of the study by employing bias reflection and peer-review

3.1 Ontological and epistemological positions

This research was based on interpretivism, which believed that reality was subjective and socially constructed. The nature of reality referred to human experiences, concepts, thoughts, and ideas. These elements, according to the researcher's beliefs, had been influenced by cultural and historical circumstances that were distinct and unique, requiring context-specific studies. This paradigm opposed positivism, which believed in one absolute truth and that reality could only be scientifically measured. While the research results could not be generalized in the same way as positivism, they did contribute to a deeper understanding of the topic by shedding light on how individuals interpreted phenomena in various contexts. As mentioned in the literature review, the concept of global citizenship was theorized diversely depending on the context and antecedents of each setting (Goren & Yemini, 2017b), which aligned with the belief that one occurrence could be interpreted in many ways, as reality was multi-layered and complicated. Therefore, it was appropriate to approach this topic with an interpretivist mindset to respect the diversity of reality. This research aimed to understand how instructors conceptualized and practiced global citizenship in an international undergraduate program by employing a

qualitative method based on the belief that their experiences were perceived differently from other contexts.

3.2 A qualitative research design

This research employed a qualitative research design based on Merriam (1988). Firstly, the qualitative method was designed in a manner where the topic was studied in a natural setting without any interventions. The researcher served as the key instrument for collecting and analyzing data derived from interactions between researchers and informants through qualitative approaches such as interviews or fieldnotes. The data gained through this method were non-numerical variables, and the researcher was interested in interpretation-based information, which emphasized how humans gave meaning or made sense of the world.

Qualitative research provided in-depth and rich insights, allowing for a deeper understanding of the topic. As mentioned in Chapter 2, the majority of studies in the Thai higher education context were dominated by a quantitative framework, which might not have been able to cover the profound data that required the time and adaptability that the qualitative method allowed. This research aimed to contribute to the qualitative data, providing profound insights into how global citizenship was understood and practiced, as participants and the researcher were able to interact in interviews, and questions could be adapted in line with responses to gain rich and thick information.

3.3 Participants and selection methods

In this research, the context of this study was the undergraduate program established in 2014 at the international college under the administration of the public university in Pathumthani province, Thailand. It was a four-year bachelor of arts program aimed to equip students with 21st-century skills to succeed in a rapidly changing world. It was selected because the mission and statement of the program

contained a belief in global citizenship. Though the program did not label its degree as global citizenship, the mission and vision statement involved globalization, global issues, and resolutions that leaned toward the concept of global citizenship. In the academic year 2021, there was a total of 160 students, consisting of 130 Thai and 30 international students. Most international students came from Asian countries: Cambodia, Bhutan, Japan, South Korea, Myanmar, and Taiwan. The total number of faculty members was 18, with half of them being Thai, and the rest coming from various nations, including Australia, Austria, Bangladesh, France, India, and Nepal.

Purposive selection was used to identify and select participants who were knowledgeable and had direct experiences. In this study, the researcher contacted 12 instructors of the program who met the qualifications to conduct a semi-structured interview. The advantage of purposeful selection was that the selected participants could provide the most information-rich data out of limited resources (Patton, 2014). It allowed data collection that led to more precise and insightful research results. Since the participants were carefully selected, the results were relevant to the study context.

The participants of this research were 12 faculty who meet the following qualification:

- 1) Sign an official employment contract, either faculty or adjunct, and have been working at the program for at least one year.
- 2) Teach at least one course in the undergraduate program

The below table presents a summary of the lecturers who participated in the research including their nationality and teaching experiences.

Table 3.1*Summary Table of Research Participants*

Code	Nationality	Teaching experiences (Year)
01	Thai	5 years
02	Thai	25 years
03	Thai	3 years
04	Thai	16 years
05	Thai	9 years
06	Thai	8 and a half years
07	Thai	8 and a half years
08	Australia	7 years
09	USA	10 years
10	Nepal	5 years
11	Bangladesh	10 years
12	Dutch	8 years

The participants in this study possess a highly international background due to their diverse educational experiences and nationalities. All Thai participants have acquired international exposure by studying abroad in pursuit of their higher education degrees. Some of these participants have lived abroad during their youth and then came back to Thailand to finish their bachelor's degrees. In addition, international participants have been immersed in Thai culture for several years, serving as lecturers at Thai universities. Their extensive knowledge of Thai culture is a result of their professional roles and long-term residence in the country. In the subsequent section, a summary of each participant's background will be presented.

Participant 01 is a Thai national who has been teaching for five years in the selected context. They have a diverse educational background from different countries. They completed their undergraduate degree in the United States in 2008.

They furthered their studies in the United Kingdom, obtaining a master's degree in 2009 and then earning a PhD in 2017 in the United States. They served as an undergraduate program director in the selected context for 3 years and have a good understanding of how the curriculum is constructed. They also co-teach an online course on Global Citizenship which is part of Thai MOOC Project (Thailand Massive Open Online Course)

Participant 02 is a Thai national with an extensive teaching background in institutions across the United States and Trinidad & Tobago. They held the position of Senior Lecturer and Head in Trinidad & Tobago from 2009 to 2014. Their education includes an undergraduate degree earned in 1992 from the United States, where they were on the Dean's Honor List. They continued their studies in the United States, completing a master's degree in 1994. Subsequently, they pursued and obtained a PhD in the United States in 2001. They have been teaching in the chosen context for three years and serve as an Assistant Dean in Research and International Affairs. In this role, they frequently interact with international students, gaining insight into their concerns and issues. They also co-teach an online course in global citizenship which is part of Thai MOOC Project (Thailand Massive Open Online Course)

Participant 03 is a Thai national who has been teaching for three years in the selected context. They served as an Assistant Dean in Student Affairs in the selected context for 3 years and have been currently appointed as an Assistant Dean in planning and strategic management. Their educational background includes an undergraduate degree in Thailand, which they completed in 2005. They then pursued further studies in the United Kingdom, obtaining a master's degree in 2009. They completed their PhD in the UK in 2016.

Participant 04 is a Thai national with extensive teaching experience in Thailand. They have taught for 20 years in Thailand and including 3 years in the selected context. They served as a current undergraduate program director in the selected context and have just completed the curriculum revision for 2023. As a result, they have a strong understanding of its structure and how to navigate it in the next five years. Their educational background includes an undergraduate degree and a master's degree, both completed between 1995 and 2003 in Thailand. They then

pursued further education in the United Kingdom, earning another master's degree with Merit in 2011. They completed their PhD in the UK between 2011 and 2015.

Participant 05 is a Thai national who has been teaching for nine years in the selected context. Currently they been served as an adjunct lecturer. However, they were previously a part of the permanent lecturer team and have witnessed the program's development from the start, making them well-versed in the program's original vision. Their educational background includes an undergraduate degree completed in Thailand in 2003. During their undergraduate study, they have been to an exchange program aboard. They then pursued further studies in the United States, obtaining a master's degree in 2007. In 2014, they completed their PhD in New York.

Participant 06 is a Thai national who has been teaching for 8 and a half years in the selected context. Currently they been served as an adjunct lecturer. They are also now serving as a debate coach in various Thai schools and organizations. This experience has provided them with valuable knowledge of Thai students in local settings. They spent their early years in Thailand until the age of 7, later moving to the UK until they were 16, and then returning to Thailand to pursue their Bachelor's degree. They earned their undergraduate degree in Bangkok in 2003. Afterward, they went on to obtain a Master's degree in London between 2008 and 2009. In 2015, they furthered their education by completing an Executive Coaching Certification in the United State.

Participant 07 is a Thai national with 8 and a half years of teaching experience in the chosen context. They currently served as an adjunct at the selected context and run their own international school, demonstrating their leadership abilities and dedication to education, as well as a deep understanding of Thai culture and the local education context. They obtain their Bachelor's degree in 2007 in Thailand. While pursuing their undergraduate studies, they took part in an exchange program at a university in California, expanding their international exposure. They furthered their studies in the United States, receiving a Master's degree in 2009 and a PhD in 2015.

Participant 08 is an Australian national who has been teaching in the selected context for 7 years. They served as an undergraduate program director at the

chosen context for 2 years and have a strong understanding of how the curriculum is structured. They have been working in the Thai environment since 2006, gaining a deep understanding of local culture and education. Their academic journey started with a Thai Studies Certificate Program at a university in Thailand in 2004, which further highlights their connection to the Thai educational context. They continued their education in Austria, earning a Master's degree in 2006, followed by a PhD in 2015 from a university in Vienna.

Participant 09 is a US national with a total of 10 years of teaching experience, including 5 years in the selected context. They have also spent time teaching in China, Vietnam, and Cambodia, accumulating 3 years of experience in each country. This highly international exposure has allowed them to develop a deep understanding of various cultures. Their academic journey began with a Bachelor's degree from a university in Oklahoma, followed by a Master's degree from a university in California. They later earned their PhD from a university in the United Kingdom.

Participant 10 is a Nepali national with 5 years of teaching experience in the selected context. They have previously served as an Assistant Dean in Academic Affairs for 4 years, demonstrating a strong understanding of the curriculum and the program's values and mission. They are a co-founder of YUWA - a non-profit organization promoting youth participation through empowerment and advocacy based in Kathmandu, Nepal. They also volunteered to teach English to Burmese migrant workers living in and around Bangkok for 8th months. They obtain a Bachelor's degree from a university in Nepal in 2013. They continued their education in Thailand, obtaining a Master's degree in 2015, and later earned their PhD from a Thai institution in 2021.

Participant 11 is a Bangladeshi national with a total of 10 years of teaching experience, including 8 years in the selected context. They have also taught at multiple Thai universities and have a familiarity with the Thai education system. Currently, they serve as an Assistant Dean in Academic Affairs at the chosen context, further highlighting their involvement in the educational field. They completed a Bachelor's degree from a university in Bangladesh in 1998, followed by a Master's degree from

the same institution in 2000. They continued their education in Thailand, earning a PhD in 2012 and another Master's degree in 2014.

Participant 12 is a Dutch national with 2 years of teaching experience in the selected context. They have also taught at multiple Thai private universities and the a university in Australia. In addition to being a lecturer, they are also an artist. Their academic journey began with a Bachelor's degree from a university in New Zealand in 1994, followed by a Master's degree from a university in Australia in 2005. They earned their PhD from an Australian institution in 2013 and then pursued a Post-Doctoral Fellowship at a university in Montreal, Canada, from 2013 to 2015. Their extensive international exposure includes art presentations at various festivals and symposiums, as well as involvement in creative work across South East Asia, Japan, New York, and challenging areas such as a refugee camp in the Sahara Desert. This exposure has enabled them to gain experience in diverse fields such as dance, video making, and art activism.

This unique group of participants offers a valuable and interesting perspective for the exploration of how lecturers in an international undergraduate program in Thailand conceptualize and practice global citizenship education. Their diverse experiences and deep understanding of both Thai and international contexts allow them to navigate the complexities of global citizenship education, making their insights particularly relevant to this study.

3.4 Data collection

3.4.1 Semi-Structure Interview

Semi-structured interviews were employed as the main data collection tool in this research. Predetermined questions were structured based on the information gathered from the literature review. Follow-up questions were not planned in advance but were added in line with the participants' responses to explore rich and insightful data thoroughly. According to George (2022), various benefits of semi-structured interviews existed. Firstly, predetermined questions helped keep the

interviews on track, guiding the interviewers throughout the conversations and allowing participants to stay focused on the topic while encouraging two-way communication. Moreover, due to its open-ended and flexible nature, this method allowed for more detailed and rich data collection because researchers could ask participants to clarify or elaborate on their responses as needed. Researchers could also observe participants' verbal and non-verbal communication during the process. Ritchie & Lewis (2003 as cited in Kakilla, 2021) suggested that verbal and non-verbal communication, such as silence and laughter, might provide hints of hidden information, which could be useful in the data analysis process. This method was, therefore, an effective means of collecting qualitative, open-ended data to understand participants' feelings, beliefs, and ideas on a certain topic.

Interview Process

1. The researcher contacted 12 participants who were the instructors of the selected undergraduate program to obtain informed consent. Research background and objectives were briefly presented for the participants' consideration.

2. After obtaining consent, the researcher arranged interview times and locations convenient for the participants. The expected locations for these interviews were at the program's office or via online platforms such as Zoom. The length of each interview was approximately 60 minutes.

3. At the start of each interview session, the researcher initiated small talk to break the ice and informed the participants about the concise research background, objectives, consent, data privacy, and data analysis. The participants were clearly explained that the interview was on a voluntary basis, and they were given the option to not reply to any questions or withdraw from the interview at any moment without having to provide a reason. In this study, the relationship between the participants and the researcher could be identified as collegial, as participants were instructors, and the researcher was an academic supporting staff member. To establish trust and rapport, the participants were informed that their decision to participate or

withdraw would not affect the relationship. The data analysis and usage were also explained. The data collected would be used solely for research purposes, their names would be kept confidential for the sake of data privacy, and their responses would not affect the relationship. All these elements were explained by the researcher and were included in the interview consent form, which required participants' signatures. Finally, the researcher asked for recording permission, either by voice recording (for onsite interviews) or video recording (for online interviews), and informed participants that the recordings would be kept confidential and not open for public access.

4. The interviews were initiated with a set of predetermined questions. Given the nature of the semi-structured interview, these questions might not have been asked in order or might have been skipped if necessary, depending on the participants' responses. The predetermined questions were presented below:

- 1) What is global citizen/global citizenship?
- 2) What are the characteristics of global citizens for Thai students?
(knowledge, skill, mindset)
- 3) Are those characteristics apply for the rest of the world or only for Thai and why?
- 4) What are the approaches or process you use to teach/foster global citizens?
- 5) Have you face any challenges during the process of fostering global citizens?
- 6) Do you think the Thai culture have any influences in nurturing global citizens?

During the interview, the researcher adopted a non-judgmental attitude and was an active listener. As suggested by DeJonckheere and Vaughn (2019), a warm and friendly tone provided a sense of understanding that allowed participants to feel more comfortable. Being an active listener helped the researcher avoid asking leading questions and enabled them to attentively observe participants' verbal and

non-verbal responses. This helped in preparing follow-up questions to explore further clarification and elaboration of the responses.

5. The researcher concluded the interview after receiving all the key issues and sufficient information. The researcher offered sincere acknowledgment and gratitude to the participants for their contributions. The data analysis was discussed in the following section.

3.4.2 Content analysis of Curriculum Structure from Program Specification (TQF2), Course Syllabi, and Direct Observation.

The study of the program curriculum Structure from Program Specification (TQF2) and course syllabi will be conducted through a content analysis methodology. As the first research question for this study is 'how lecturers conceptualize and practice global citizenship education', the content analysis of the program's curriculum structure will be specifically focused on examining lecturers' practice. Once the themes of global citizenship education have been identified through the semi-structured interviews, the content analysis will allow us to delve deeper into how these concepts are reflected in the curriculum which lecturers are required to implement. The specifics of their practice will be examined through an analysis of the course syllabi and direct observation by the researcher, who serves as an administrative officer directly involved in supporting teaching and learning management.

3.5 Data Analysis

The received data were analyzed using a thematic approach to identify patterns across datasets gained from the interview extracts. Because of its wide range of theoretical possibilities, thematic analysis could be used in a variety of contexts, offering an in-depth and complicated description of data (Braun & Clarke, 2006; King, 2004 as cited in Nowell et al., 2017). Based on Braun and Clarke (2006), the analysis process consisted of six steps:

1. Familiarization

The researcher familiarizes oneself with the data by transcribing audio, reading through text and taking notes.

2. Generate initial codes

The interview extract is read thoroughly. Phrases or sentences are highlighted and then labeled with 'codes' to describe the idea or feeling expressed through texts. These codes provide a concise summary of the most important ideas and recurring concepts found in the data.

3. Generating themes

Identify patterns among the codes to generate the themes. It is common that themes are considered broader than codes. A single theme might be comprised of numerous and various sets of code. In this process, some codes which seems vague or irrelevant can be discarded, especially those with lower recurring rate.

4. Reviewing themes

Review the themes to assure that they can represent the data correctly. The researcher revisits the data or the interview extract and compare them with themes. Themes can be adjusted by diverse ways. To demonstrate, one themes can be splitting to multiple themes. Various themes can be combined. Irrelevant themes can be discarded.

5. Define themes

This process is to determine what each theme's "essence" is, how it relate to other themes, and how it represents the data set. After that themes should be named with an easily understandable word.

6. Producing Report

The end process is to write a descriptive report of the analyzed themes.

3.6 Trustworthiness of the study

To establish trustworthiness in this study, peer-review and bias reflectivity were employed based on qualitative validation strategies suggested by Creswell (2007). Firstly, peer review was used as an external verification of the research process. The methodology and analysis of this research were questioned to provide more opportunities for the researcher to reflect and improve the process. As this study was part of the master's degree fulfillment, the process was reviewed by an academic advisor and defense committee. Secondly, it was critical that the researcher's prejudices and any preconceptions or biases that may have influenced the study were stated clearly in the early stage. The researcher remarked on prior experiences, biases, preconceptions, and orientations that likely impacted the study's interpretation and strategy.

The present study solidly required bias reflectivity since the researcher had been working in the selected context as a supporting staff member in the academic affairs department. One of the major responsibilities was to administratively assist in the undergraduate program's curriculum revision. The researcher had learned about the program's curriculum design, vision, and mission. Through work experiences, some preconceptions had been established about how the program navigated and practiced global citizenship education. The researcher had reflected on their own bias and stuck with open-ended questions, avoiding leading questions that might have connected to the researcher's prejudgments and assessments.

Another major responsibility of the researcher in the program was to administratively assist instructors with teaching and learning arrangements. The researcher usually worked under the program director and reported necessary and related information to the director to ensure efficient management. This co-working relationship might have impacted how instructors responded to the interview, as some predetermined questions addressed how they taught and what they perceived as challenges. They might have felt uncomfortable answering, as those challenges may have resulted from how the program was navigated and managed. Thus, the

participants were informed of data privacy and that participating in this study would not have any effect on their career and relationship.

3.7 Research Ethics

This study followed basic ethical principles referred to in the human research ethics guidelines from the National Research Council of Thailand (2021). The topic of this research was reviewed to ensure that it was necessary and beneficial to be conducted to fulfill both theoretical and contextual gaps. Participants were informed that the study would do no harm to their careers or affect their workplace relationships.

Participants were ethically respected by obtaining informed consent on a voluntary basis. They were informed of the research background, objectives, and usage of data without incomplete disclosure or deceptions. They were also informed of their right to not respond to any questions, to withdraw, or to not participate at all. Participants' privacy was respected by keeping the collected data confidential. Any recordings were kept confidential and used only for research purposes. Participants' names were replaced by pseudonyms for data security.

Finally, to ensure that this study correctly followed ethical conduct, the research proposal was reviewed by the Thammasat Research Ethics committee. This study obtained ethical approval from the University's Research Ethics Committee on November 8, 2023.

CHAPTER 4

FINDINGS

In this chapter, the results will be presented in two distinct sections, each aligned with a specific research question. Section 4.1 delves into the understanding of the concepts of global citizenship and its associated practices among university lecturers in the chosen context. Section 4.2 examines the challenges and opportunities encountered by lecturers when imparting global citizenship education.

4.1 The Conceptualization of Global Citizenship and Its Practices Among University Lecturers in the Selected Context

The first research question was formulated as:

How the concept global citizen is conceptualized and practiced among university lecturers?

This question aims to explore insights on how university lecturers understand the concept of global citizenship and how they implement it. The finding highlights that lecturers view global citizenship as an individual who have four distinct features: cultural awareness, language and communication skill, critical thinking, and social responsibility. Regarding the practices, the lecturers believe that global citizenship can be nurtured through experiential learning, the integration of sustainable development goals (SDGs) and global contexts, and the creation of an international environment.

This section will display the information as follow. Section 4.1.1 presents the major themes of university lecturers' views of the concept global citizenship. Section 4.1.2 presents prominent teaching approach they implement. Section 4.1.3 illustrates the link between the conceptualization and the practice, as well as their practical implementation within the curriculum structure.

4.1.1 Lecturers' View on the Concept of Global Citizenship

This section offers insights on the lecturers' views of the concept global citizenship, which refers to their perceptions of students' knowledge, skills, and attitudes on global citizenship. The analysis of the interviews gathered from 12 lecturers presents 4 major themes including 1) cultural awareness, 2) language and communication skill, 3) critical thinking, and 4) social responsibility. These themes will be discussed in detail in this section.

4.1.1.1 Cultural Awareness

The study found that many of the lecturers viewed cultural awareness is a critical component of a global citizen. Cultural awareness is the ability to understand people who are different from oneself and acknowledge them as a fellow human being. The lecturers in this study believe global citizens should embrace and celebrate the diversity that they are unfamiliar with as shown below,

“Global citizenship really allows you to understand people who are different from you, people who are not like you. That and that is important in life” (10, 6 December 2022)

“In the present time, I believe global citizenship become more cosmopolitan. It's not only the ability to use other languages or understand local cultures but also the ability to understand fellow human beings” (01, 10 October 2022)

Open-mindedness and acceptance of cultural differences are constantly emphasized as shown below,

“First of all, they need to be open-minded. They need to accept the truth that in different cultures, things work differently unlike the way we are familiar with” (03, 2 November 2022)

“They have to be open-minded and just understand that.. you know, things are done differently in other parts of the

world and be accepting of that, not anticipating everything gonna be done like where your home is” (09, 13 December 2022)

In order to be aware of cultural diversity, the lecturers mentioned that the exposure to international cultures through international schools is an important aspect of developing global citizenship. Students get familiar with the multicultural interactions in their daily life and it becomes normal to them as cited in the quote below,

“I think the closest idea that I had is the people who are exposed to international cultures. Many of our students, they studied in international school. For some people, it’s normal to interact with people from different cultures.” (08, 11 December 2022)

In the thematic analysis of interviews with lecturers, key patterns have emerged, highlighting the essential aspects of cultural awareness. 1: valuing open-mindedness and empathy – The lecturers consistently emphasize the significance of open-mindedness and empathy as fundamental to being a global citizen. This includes the ability to embrace and appreciate cultural differences, fostering an inclusive and empathetic outlook. 2: cultural understanding and acceptance – another salient theme is the importance of understanding and accepting diverse cultural backgrounds. Lecturers stress this not just as knowledge but as an essential skill for creating deeper, meaningful interpersonal relationships across different cultures. 3: exposure to international cultures – the analysis underscores the value lecturers place on experiencing a variety of cultures, especially in international educational contexts. This exposure is viewed as crucial for developing a well-rounded global citizenship perspective.

The analysis indicates that lecturers place a strong emphasis on cultural awareness, particularly in the context of understanding and engaging with international cultures. This perspective encompasses a deep appreciation and recognition of the diverse customs, values, and social behaviors characteristic of people from various national backgrounds. The lecturers highlight the importance of this kind of awareness, which involves more than just a superficial knowledge of different cultures; it requires active engagement and interaction with individuals from countries different from one's own. This approach is seen as a crucial element in fostering a comprehensive global outlook, enabling students to navigate and appreciate the complexities of a culturally diverse world

4.1.1.2 Language and Communication Skills

The lecturers conceptualized global citizenship as requiring language and communication skills, particularly proficiency in English or multiple languages. They see it as an essential tool for effective communication and understanding different cultures. They stress the importance of language as a foundation for global citizenship and the need to learn English as stated below,

“To be able to use English as a mean to communication, is it sound outdated? For me, never. I believe it’s strongly required to be global citizens” (03, 2 November 2022)

“Language in general, any other languages more than your mother tongue, any number of languages you are able to speak. It’s an additional value. I feel language has a key role to play in global citizenship in general” (10, 6 December 2022)

The lecturers also emphasized the need for communication skills, beyond language proficiency, in order to communicate effectively. They stated that while language proficiency is considered important, being able to communicate effectively is the most important as shown below,

“Of course language helps a lot. Most people might think it’s the most important thing but for me I would prefer to say it’s more of a communication skill. When I teach my students, I always tell them never to care about grammar. They don’t need to find the exactly correct word as long as they can communicate what’s on their mind.” (06, 23 November 2022)

Another lecturer also said:

“What I think is the foundation is language and communication. At least they need to speak English or multiple languages. Communication skill is also required.” (05, 18 November 2022)

In the thematic analysis of interviews with lecturers, several distinct patterns have been identified, highlighting key aspects of language and communication skills in the context of global citizenship. 1: proficiency in English – Lecturers emphasize the importance of English proficiency specifically, viewing it as a crucial tool for global communication and cultural understanding. English is considered a foundational element of global citizenship, essential for effective interaction in a globally connected world. 2: value of multilingualism – In addition to English, the ability to speak multiple languages is also highlighted. Lecturers regard multilingualism as an additional value, enriching a person's ability to engage with different cultures and enhancing their role as a global citizen. 3: effective communication skills – beyond language proficiency, the importance of effective communication skills is emphasized. Lecturers stress that the ability to convey thoughts and ideas, even without perfect language mastery, is crucial. This focus on practical communication abilities highlights the need for competency in expressing oneself in diverse cultural contexts. These themes together present a comprehensive overview of the role of language and communication skills in global citizenship, where proficiency in English, multilingualism, and effective communication are all seen as integral components.

4.1.1.3 Critical Thinking

The third theme suggests that lecturers perceive global citizenship as requiring critical thinking skills. They see it as the ability to critically consume media and news, and make informed judgment calls. They highlight the importance of analyzing information to determine what is right and what is not, from the information available through media as highlight below,

“They need a critical thinking skill so they can critically consume media or news.” (01, 10 October 2022)

“I believe they need to make a judgement call which required a level of critical thinking. They need to analyze what is right and what is not since there are a lot of media” (07, 30 November 2022)

Lecturers also emphasized that critical thinking is required to navigate the complex and interconnected world. Students need to be able to think critically and understand the problems and the way the government acts to tackle them, not only locally but globally as shown below,

“ They need critical thinking and analysis skills to research the problems in any nations and to understand how the people and government try to solve them.” (02, 1 November 2022)

Another lecturer also points out that since critical thinking skill is required since it is suggested by the World Economic Forum, an international organization that engages leaders from various sectors to shape global, regional, and industry agendas and address key issues facing the world,

“Referring to the World Economic Forum, critical thinking and leadership are crucial for the coming years and serve as benchmarks. Simply put, these 21st-century skills are an

essential component of global citizenship.” (03, 2 November 2022)

In the analysis of lecturers' views on global citizenship, critical thinking skills emerge as one of central themes, divided into several key areas. 1: critical media consumption – lecturers underscore the importance of students' ability to critically assess media and news, a skill imperative for navigating the complex media landscape. 2: informed decision-making and analysis – there is an emphasis on the ability to make informed judgments and analyze the accuracy and relevance of diverse information sources, highlighting the importance of discernment in the interconnected world. 3: global Issue analysis – critical thinking is also deemed essential for understanding and addressing complex global issues, requiring students to analyze challenges faced by nations and comprehend strategies employed by people and governments at local and global levels. Additionally, the endorsement of critical thinking as a critical 21st-century skill by global entities like the World Economic Forum further underscores its significance. Together, these areas illustrate the multifaceted role of critical thinking in enhancing media literacy, facilitating informed decision-making, and deepening understanding of global issues, thereby affirming its essential role in equipping students for global citizenship.

4.1.1.4 Social Responsibility

The fourth theme that emerged is the social responsibility. According to the lecturers, socially responsible person regards as individual who paying attention to global contexts and global issues, such as climate change and international collaboration to solve problems. Students require knowledge about global issues and how to address them, with the most crucial aspect being a mindset of social responsibility. The lecturers perceived that a global citizen is supposed to be a citizen of the world. A global citizen takes a role not only for the benefits of their own country, but also the they take responsible for the benefits of the global as a whole as shown below,

“They need to pay attention to global contexts and global issues. For example, if we were the citizens of a highly industrial country that produce a lot of air pollution leading to climate change, the impact is not only in our country but beyond. We need to be aware of the global consequences” (04, 4 November 2022)

Lecturers often mentioned that the global contexts and issues usually refer to global problems and how to solve them. They believe that global citizens should be able to reflect on global interest and believe in international cooperation as shown below,

“From my understanding, global citizens, in general not only students, mean someone who have awareness of global issues. When we mention global issues, it’s often referred to problems and challenges in multiple field such as politics or economy. These challenges could not be solved by one country but need international collaboration.” (05, 18 November 2022)

Another lecturer also stated:

“They not only care about the benefits of their country. Their perspective should not be limited as ‘individual’ but the global benefits and responsibility” (06, 23 November 2022)

The lecturer interviews have yielded distinct patterns that bring to the forefront the essential components of social responsibility within the scope of global citizenship. 1: awareness of global contexts and issues – lecturers emphasize the importance of being aware of global contexts and issues, such as climate change and the broader impact of local actions on the global environment. This awareness is seen as a key aspect of being a socially responsible global citizen. 2:

knowledge and addressing of global Issues – The theme also encompasses the need for knowledge about global issues and an understanding of how to effectively address them. Lecturers stress that the most crucial aspect of social responsibility is having a mindset oriented towards global problem-solving. 3: international cooperation and global interest – an important aspect highlighted by lecturers is the belief in international cooperation and the ability to reflect on global interests. This involves thinking beyond the confines of one's own country and considering the global benefits and responsibilities. Lecturers articulate the view that a global citizen should take on a role that benefits the world as a whole, not just their own country. These themes collectively display a picture of social responsibility as encompassing global awareness, knowledge, and a commitment to collaborative international efforts, all integral to the identity of a global citizen.

4.1.1.5 Summary

Four key themes have been highlighted in this section, emerging from interviews conducted with 12 lecturers on the conceptualization of global citizenship. These themes, as demonstrated in the table below, reflect attributes of global citizens in the perspectives of lecturers.

Table 4.1*Key Attributes of Global Citizens in Lecturers' Perception*

Key Attributes of Global Citizenship	Definition/Concise Summary
Cultural Awareness	Open-mindedness, empathy, and exposure to diverse cultures. Understanding and engaging with international cultures as crucial, involving active engagement and interaction with people from various backgrounds.
Language and Communication Skills	English proficiency and multilingualism for global communication and cultural understanding. Effective communication skills, beyond language proficiency, are also highlighted as crucial for expressing oneself in diverse contexts.
Critical Thinking Skills	Critical media consumption, informed decision-making, and global issue analysis are key. Lecturers underscore the need for students to critically assess media and news, make informed judgments, and understand complex global issues, aligning with 21st-century skills.
Social Responsibility	Involves awareness of global contexts and issues, knowledge of global problems, and a mindset oriented towards global problem-solving. The importance of international cooperation and reflecting on global interests, extending beyond national benefits.

The conceptual framework of global citizenship has been established from the literature review as comprising the 'characteristics,' 'features,' or 'qualities' of individuals, encompassing skills, knowledge, and mindset. Consequently, based on the initial data table, when aligned with the conceptual framework, it would appear as follows

Table 4.2*Global Citizenship Attributes: Skills, Knowledge, and Mindset*

Global Citizenship		
Skill	Knowledge	Mindset
Proficiency in English. Be able to communicate with others effectively.	Knowledge about global issues and how to address them	Understand people who are different and acknowledge them as a fellow human being. Embrace and celebrate the diversity that they are unfamiliar with.
Critically consume media and news, and make informed judgment calls. Think critically and understand the problems and the way the government acts to tackle them.		Paying attention to global contexts and global issues, such as climate change and international collaboration to solve problems. Take responsibility for the benefits of the world.

The table provided allows for the conclusion that cultural awareness is classified as a mindset. This classification is based on the importance of an attitude that allows for the acceptance of differences and the willingness to understand, even without prior knowledge of the other party's culture. While having knowledge of other cultures is beneficial, it is not obligatory; the essential factor is the ability to embrace diversity.

On the other hand, Language and communication skills, as well as Critical thinking skills, clearly fall into the category of Skills. They are distinct qualities that are developed through the acquisition of skills, involving various learning experiences that eventually lead to expertise.

Social Responsibility is an interesting case as it is categorized under both mindset and knowledge. This is because social responsibility arises from an attitude that prioritizes concern for local issues over self-interest. It requires an awareness of global interconnectedness and necessitates knowledge because global problems are complex. Understanding how individual issues contribute to broader global challenges and knowing how to address them are integral aspects of social responsibility.

4.1.2 Lecturers' View on the Practices of Global Citizenship

The themes on practices of global citizenship that emerged from the data include 1) experiential Learning, 2) incorporation of Sustainable Development Goals and global contexts, and 3) establishment of international environment. Notably, the term "practice" encompasses a wide range of deliberate actions, behaviors, teaching strategies, and even program design that educators employ to instill in their students a sense of global citizenship. The emerged themes will be discussed in detail in this section, providing insight into how university lecturers practice global citizenship education in the selected context.

4.1.2.1 Experiential Learning

The lecturers believe that experiential learning is an important approach to create global citizenship. They suggest that global citizenship requires a "learning by doing" approach, asserting that theoretical knowledge alone cannot instill the necessary mindset and values. Their emphasis is on experiential learning, involving hands-on activities, real-world problem-solving, and engagement in practical tasks. They place great importance on immersing students in natural settings, such as through community-based learning, internships, and work and travel programs, to help students fully comprehend the principles of global citizenship, as highlighted in the following quotes.

“CBLI (Community based learning) is the best learning approach to create global citizenship since it allows students to be truly immersive. When we talk about global citizenship,

the immersion or global culture exposure is supposed to be authentic. You need to be in the natural setting, not classroom. It's better to learn the ideals of global citizens. Internships and Work and Travel programs also good for students to acquire global citizenship. Anything outside the classroom" (01, 10 October 2022)

"Students will be able to understand issues better when going into the real world. When they go to the field immersion, they learn what truly is the problems and they can reevaluate their assumptions" (07, 30 November 2022)

The lecturers also emphasize that being outside classroom is a significant experience to be global citizens as students need to learn to work with people from different cultures and background. They feel that somehow it cannot be taught but students need to learn about it themselves through out of classroom experience as shown in the quote below,

"I think one of the most important things is working with others from different backgrounds and that's one of those things you can't teach but you have to do... no amount of education, no amount of book to do that ..you actually have to practice on your own and learn how to do it" (09, 13 December 2022)

"Another approach to create global citizens is the exchange program. We support our students to travel aboard for international exposure. We need to encourage students who never go abroad to experiences different countries and different people" (02, 1 November 2022)

4.1.2.2 Incorporation of Sustainable Development Goals and Global issues.

The second theme from the data highlights the importance of integrating sustainable development goals and global contexts into classroom content. The lecturers emphasize the need to raise students' awareness of global issues through this integration. While there isn't a uniform teaching technique for this, the consensus is clear: inclusion of such content is crucial. It's noted that SDGs and a global perspective are essential in teaching global citizenship, aiming to enhance students' social responsibility and understanding of international problems. The following quotes support the significance of linking students' research with the UN SDGs, making students aware of their social responsibility and understanding the root of global problems,

“Of course, we start with SDGs (Sustainable Development Goals) Students will be able to understand that they need to pay attention to local and global problems and how to solve them. They will become aware of their global mindset. They will be able to understand the root of the problems. Everything they research should be linked with the UN SDGs” (02, 1 November 2022)

Furthermore, lecturers suggest the idea of not only focusing on self-responsibility but also on the community and creating sustainability. They highlight the need for students to understand that sometimes it is not for profit-making but for the sake of the people in need of help.

“For example, they did a project that helps the farmers. It's not only about self-responsibility but also about the community, and the people around them. It's not only about

gaining money or profit but to create sustainability or sustainable community” (06, 23 November 2022)

4.1.2.3 The Establishment of an International Environment

The lecturers regard the establishment of an international environment as a fundamental strategy for promoting global citizenship. They emphasize the importance of having a diverse student body with a significant proportion of international students. This diversity is perceived as a pivotal element in nurturing a culture and atmosphere conducive to communication and the exchange of ideas, enabling students to cultivate a global perspective. They contend that by bringing together students from various countries, cultures, and backgrounds, they can mutually question each other's assumptions and cultivate an appreciation for differing viewpoints—an essential aspect of grooming global citizens. The following quotations serve to reinforce this assertion:

“We instill global citizenship in our students through the diversity of our students, lecturers, and international partnership around the world” (01, 10 October 2022)

“Importantly, it’s how we draw people from different cultures and different countries whose mindset and opinions might be different from our Thai students. This is a foundational ingredient to nurture global citizens. It’s the required environment” (05, 18 November 2022)

Another lecturer added that while it is possible to manage without any international students in the classroom, it may not be as effective in fostering the development of global citizenship as having some international students present.

“ Having international students in the classroom helps promote diverse perspectives because their different cultural

backgrounds lead to varying expectations from each individual. When working in groups or expressing opinions, if there are no international students at all, is it possible to manage teaching to achieve global citizenship? Yes, it is possible, but it may not be as robust as when there are international students involved” (07, 30 November 2022)

4.1.2.4 Summary

This section outlines four key themes, derived from interviews with 12 lecturers, which focus on the practices or approaches they believe are instrumental in fostering global citizens. As shown in the table below, these themes encapsulate the strategies and methods lecturers consider effective for developing global citizenship.

Table 4.3

Practices of Global Citizenship Education in Lecturers' Perception

Practices of Global Citizenship Education	Definition
Experiential Learning	Engaging students in hands-on activities, solving real-world problems, and participating in practical tasks through a learning-by-doing approach.
Incorporation of Sustainable Development Goals and Global Contexts	Incorporating global contexts and sustainable development goals into classroom material, with lecturers highlighting the importance of enhancing students' understanding of worldwide issues and social awareness through such integration.

Establishment of International Environment.	Cultivating a diverse student body with a significant international presence, as lecturers emphasize the role of this diversity in promoting communication and idea exchange, thereby enriching students' global perspectives and understanding of various cultures and viewpoints.
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4.1.3 The alignment and integration of conceptualization and practice into the curriculum structure.

This section intends to create a summary connecting the lecturers' perspective on the conceptualization of global citizenship and their practice. To enhance clarity and observe real-world application, these will be aligned with the curriculum structure specification (Thai Qualifications Framework for Higher Education: TQF2) to identify the specific details of how each practice was implemented and what role lecturers play. It is essential to mention that the program curriculum structure has been revised and approved in August 2023, with feedback from all stakeholders, including the lecturers, being collected to serve as input for the revision.

However, at this time, the curriculum has only been introduced in the academic year 1/2023 and is currently being offered exclusively to first-year students. In the following analysis, the courses that exist in this curriculum but have not yet been taught will also be discussed. These courses pertain to the second to fourth-year levels. The information regarding course management will be derived not only from the course descriptions but also from the course syllabi and observations of courses that were present in the previous version of the curriculum, which are the same or have similarities.

The preceding section highlights three key practices that lecturers believe foster global citizenship: 1) experiential learning, 2) the integration of SDGs and global contexts, and 3) the creation of an international environment. The following

part discusses each theme which corresponds with the actual implementation within the program structure specification.

4.1.3.1 Experiential Learning and Actual Implementation

Three key experiential activities in the curriculum structure are field immersion, internships, and senior projects. Each activity is designed to empower students to take the lead in their own learning, with lecturers assuming the role of advisors.

The field immersion at the second year, summer semester situates students within a local Thai community, fostering their cultural awareness, communication skills, and critical thinking in line with the theme of global citizenship. During this period, students reside with local families, allowing them to deeply comprehend community challenges or pain points. By immersing themselves in these communities, students are encouraged to empathize, critically evaluate community needs, and propose initiatives aimed at enhancing local well-being.

During the summer of the third year, students enroll in an internship course tailored to their professional aspirations. They are particularly encouraged to immerse themselves in social enterprises or startups that resonate with their interests. This hands-on experience in a dynamic workplace provides them with practical insights and nurtures their cultural awareness as they navigate diverse team dynamics and interact with a variety of stakeholders. Engaging in day-to-day operations, they actively harness and enhance their language and communication skills, enabling them to effectively liaise with colleagues, clients, and partners. Through this internship, students are primed to develop a deeper understanding of the intricacies of the professional world while simultaneously strengthening their global citizenship competencies.

In the fourth year of the program, students are tasked with undertaking their senior project, drawing upon all the knowledge and skills they have acquired over the first three years. They are presented with three distinct tracks from which to choose: Social Innovation for Community Development, Internship, and

Academic Research. Each track is meticulously designed a strong emphasis on real-world experiences. Irrespective of their chosen path, there's a consistent demand for them to enhance their global citizenship capabilities. Their language communication skills are tested and honed as they work cohesively with diverse communities, organizations, or research participants. Ensuring successful collaboration requires keen cultural awareness, enabling them to gracefully traverse varying social contexts with respect and understanding.

The lecturers' role in implementing experimental learning is that of advisors. In this capacity, they provide guidance, mentorship, and critical feedback, aiding students in the practical application of their knowledge. While students are expected to take the lead in their projects, the instructors are always available for consultation, ensuring that students effectively navigate challenges and make informed decisions.

The information derived from real-world practice, in conjunction with the analysis of interview data presented in the previous section, indicates that, from the lecturer's viewpoint, experiential learning fosters all the qualities of global citizens, as outlined in the following table.

Table 4.4

Experiential Learning: Practice, Implementation, and Global Citizenship Attributes

Practice of Global Citizenship	Actual Implementation	Attributes of Global Citizens	Role of Instructor
Experiential Learning	Field Immersion or Community Based	1) Cultural awareness	Advisor
	Internship	2) Language and communication skills	
	Senior Project	3) Critical thinking skills 4) Social Responsibility	

4.1.3.2 Incorporation of SDGs and Global issues and Actual

Implementation

The program's curriculum includes courses and structures that promote the exploration of SDGs and global issues during the second and third years. Concurrently, the instructor takes on the responsibilities of both a lecturer and an advisor.

In the second year of the program, the program provides courses regarding sustainability in diverse issues responding UN's SDGs and develop a self-awareness regarding the effect of human behavior on community, society, and the world. The courses address global concerns such as Human Security, Media and Communication, Health and Well-Being, Gender Equality, Urban Development, and Environmental Considerations. These subjects resonate with the theme of 'Social Responsibility'

In the third year of the program, the curriculum for this year is split into two tracks: social entrepreneurship and social innovation. Both tracks enable students to apply the knowledge and skills they've acquired in the first two years, allowing them to create social business models or innovations that support local and global communities in alignment with the SDG goals. The course structure this year enhances students' grasp of all the global citizenship themes emerged in this study. As the main teaching method is project assignment, students engage in projects related to either social entrepreneurship or innovation, where they critically analyze issues and gain a deeper understanding of stakeholder viewpoints. They need to utilize their language and communication skills for an interview with the local people.

the role of instructors is multifaceted, addressing the diverse needs of the curriculum. For a significant portion of the academic year, they take on the mantle of lecturers, ensuring students are well-equipped with theoretical knowledge and foundational concepts. Their lectures are designed to deliver content in an engaging manner, integrating real-world examples, field visit, case studies, and interactive discussions to foster a deep understanding of the subject matter. However, as the year progresses and students delve into their project assignments, the

instructors' role seamlessly transitions to that of advisors. In this capacity, they provide guidance, mentorship, and critical feedback, aiding students in the practical application of their knowledge. The subsequent table presents the summarize the information in this section.

Table 4.5

Incorporation of SDGs and Global issues: Practice, Implementation, and Global Citizenship Attributes

Practice of Global Citizenship	Actual Implementation	Attributes of Global Citizens	Role of Instructor
Incorporation of SDGs and Global issues	Set of Courses on SDGs and Global Issues. Project	1) Cultural awareness 2) Language and communication skills 3) Critical thinking skills	Lecturer/Advisor
	Project Assignment on Social Innovation and Social Entrepreneurship	4) Social Responsibility	

4.1.3.3 The Establishment of International Environment and Actual Implementation

The program is internationally oriented, as it actively enrolls both international students and faculty, serving as a crucial catalyst for creating a global atmosphere. According to the TQF2-based admission plan, the target is to admit 40 students. Historically, each cohort has comprised 10% international students hailing from diverse countries, including Cambodia, Myanmar, Vietnam, Korea, Japan, the USA, and Canada.

While the lecturers themselves may not directly establish this practice, they effectively employ it in the classroom. For instance, they facilitate interactions between international and Thai students during group work or critical discussions. Given that the lecturers hail from various countries or have extensive international experience, they can serve as exemplars, showcasing their own personalities and cultures, thereby promoting cultural awareness among students.

Moreover, non-native English-speaking students are compelled to communicate in English when collaborating with international peers or lecturers, as all classes are conducted in English. This requirement significantly enhances their language proficiency. This environment is very important in nurturing global citizenship in every aspect but the most prominent one is the cultural awareness and language and communication skills as shown in the below table.

Table 4.6

The Establishment of International Environment: Practice, Implementation, and Global Citizenship Attributes

Practice of Global Citizenship	Actual Implementation	Attributes of Global Citizens	Role of Instructor
The Establishment of International Environment	International Students' Admission	1) Cultural awareness 2) Language and communication skills	Class Facilitator/ Role model
	Activities which promote the interaction between Thai and International Students in Classroom		

4.1.3.4 Summary

In summary, the analysis of curriculum structure specification, course description, course syllabi, and observation indicate that experiential learning,

alongside the integration of SDGs and global contexts, cultivates the full spectrum of attributes associated with global citizenship as identified in this study. Additionally, it becomes evident that the establishment of an international environment significantly influences the development of cultural awareness, as well as language and communication skills, playing a prominent role in this regard.

The roles of lecturers within the program can be distilled into four distinct categories: lecturers, class facilitators, advisors, and role models. Firstly, as lecturers, instructors predominantly employ conventional teaching methods, emphasizing theoretical knowledge and foundational concepts. In contrast, when acting as class facilitators, instructors shift their approach, utilizing a diverse range of teaching methods and primarily serving as facilitators for activities such as student group discussions.

Additionally, given that the lecturers hail from various countries or have extensive international experience, they also serve as role models and exemplars. They showcase their own personalities and cultures, thereby promoting cultural awareness among students. Lastly, in the role of advisors, lecturers extend mentorship, guiding and supporting students during their projects or fieldwork, ensuring they can effectively apply their theoretical knowledge in practical contexts.

4.2 The Challenges and Opportunities Encountered by Lecturers When Imparting Global Citizenship Education.

The second research question was formulated as:

From lecturers' perspective, what are the obstacles and opportunities of global citizenship education?

In order to address this question, the second section is divided into two subsections: obstacles and opportunities. Section 4.2.1 discusses the obstacles faced by university lecturers in implementing global citizenship education, while Section 4.2.2 highlights the opportunities that arise from such educational initiatives. The findings highlight that lecturers in the selected context face challenges and see

opportunities in imparting global citizenship education. Key challenges include an undefined concept of global citizenship, Thai cultural values that prioritize group harmony and respect, and an outdated Thai educational framework that restricts critical thinking. Conversely, the program has inherent strengths. Many students, often from international schools, already lean towards global perspectives. The program's international nature, with diverse faculty and a robust exchange program, further promotes global citizenship, even as there is room for leveraging returned students' experiences for broader benefit.

4.2.1 Lecturers' View on the Challenges of Global Citizenship Education.

The themes that emerged from the data collected from the interviews with lecturers in the BA program provide valuable insights into the challenges they face when it comes to teaching global citizenship education. In this section, we examine three key themes that emerged from the data: the lack of a clear definition of global citizenship education, the influence of Thai values and culture, and the limitations of the Thai education system.

4.2.1.1 Unclear Definition

The first challenge that lecturers perceive in arranging global citizenship education is the unclear meaning of global citizenship. The lecturers expressed a lack of clear definition and understanding of what global citizenship is. They stated that they have not had a sustained opportunity to engage in discussions about the meaning, skills, and values required to be a global citizen. This has resulted in a lack of a standardized approach to the subject and has made it difficult for lecturers to effectively teach and instill global citizenship values in their students as shown in the quotes below,

“I don't think we agree precisely on what it is. We never have this kind of discussion. We don't know what are those precise skills needed for anyone to be a global citizen. We may agree

on one or two things based on our own values, base on our own exposure or how we think about society” (10, 6 December 2022)

The lecturers emphasized the importance of having a working definition of global citizenship education to answer questions that may arise and to make it more explicit for the students. Without a clear understanding of the subject, it is challenging for lecturers to arrange and implement effective global citizenship, as evident in the quotes below,

“If they ask back why we need to be global citizens, we need to go back to the model we create and say that if we are not, we may face problems in the future. We need to have a working definition to answer the students’ question about why it's important” (03, 2 November 2022)

“As a student, I would be like.. why should I be like this..why should I adopt this mindset and you go with a pro and con and things like that.. It certainly needs to be defined, not just passed along like a term as it is now” (09, 13 December 2022)

4.2.1.2 The influence of Thai values and cultures

The lecturers believe that Thai values and cultural beliefs pose significant challenges when arranging global citizenship education in the BA program context. Thai cultural values, such as group harmony over individualism and the expectation of respect, can limit Thai students' acceptance of diversity and hinder critical dialogue, as shown in the quotes below:

"Thais have a distinct approach when they interact with foreigners compared to other countries. They tend to conform and value group harmony over individualism, which can limit their acceptance of diversity. Being different from others or

standing out is not seen as desirable in Thai culture." (01, 10 October 2022)

"This expectation around respect and the need to 'Wai' and 'Hai Kamrangjai' all these things should be stopped. You don't necessarily have to be good all the time. You don't necessarily have to be at peace with other people. Thainess is trying to be at peace with everyone and try to minimize conflict all the time. Really, it doesn't allow students to get into a critical dialogue, so it doesn't allow students to, for example, who is willing to have a conversation or something, right?" (10, 6 December 2022)

In addition, the lecturers felt that Thai students' reluctance to express their opinions freely and their fear of offending others can hinder their engagement in open and honest conversations, as indicated in the following quotes:

"One challenge that I see is that students are very reluctant to discussing in class because they are afraid that they might offend other students. When it comes to Thai culture, people are reluctant to express their opinions. People are extremely careful. It actually prevents people from learning, I think, being that careful." (08, 11 December 2022)

4.2.1.3 The Limitation of The Thai Education System

The lecturers believe that the Thai education system presents significant challenges when it comes to arranging global citizenship education. They believe that it is outdated and have a conservative nature as well as focus on right or wrong answers, which can hinder critical thinking and prevent students from becoming true global citizens. The quotes below illustrate these challenges:

“In general, Thai students tend to be quite reserved in the classroom. This reflects the limitations of Thailand's outdated education system, which has not been significantly modernized in over 50 years, in my opinion. Students are still subjected to a curriculum that is not up-to-date, leading to the reserved behavior that is commonly observed. This is a result of an education system that is stuck in the past, perhaps even dating back to World War II.” (02, 1 November 2022)

"Personally, as someone who has been teaching a debate course for many years, I feel that many students have grown up in an education system that only has a right or wrong answer. Therefore, when it comes to answering questions, there are only two options: to answer correctly or incorrectly. Making a mistake or being wrong is a shameful thing. So, they always have to be right. If they don't feel confident that they can answer correctly, they won't answer at all because they are afraid of not being good enough." (07, 30 November 2022)

Additionally, the social science exams, censorship of textbooks, and outdated assessments and evaluations further hinder critical thinking and prevent students from becoming true global citizens, as highlighted in the following quotes:

"The real problem lies in the Ministry of Education and the censorship of textbooks, as well as the assessments and evaluations that are backward." (07, 30 November 2022)

4.2.1.4 Summary

From the analysis of the obstacles that lecturers encounter in fostering global citizenship, it can be summarized that these challenges can be divided

into teacher-based challenges and context-based challenges, as shown in the following table:

Table 4.7

Challenges of Global Citizenship in Lecturers' Perception

Teacher-Based Challenges	Context-Based Challenges
Unclear Definition of Global Citizenship Among lecturers	The influence of Thai values and cultures
	The Limitation of The Thai Education System

Teacher-based challenges include the unclear definition of global citizenship, arising from the lack of consensus and communication among lecturers themselves regarding the precise meaning of global citizenship. As for context-based challenges, it is evident that lecturers perceive Thai cultural and values contexts, as well as the Thai education system at the pre-university level, as obstacles that make it challenging to implement teaching strategies aimed at fostering global citizenship.

4.2.2 Lecturers' View on the Opportunities of Global Citizenship Education.

The themes that emerged from the data include students' tendency toward global citizenship and the international nature of the program. These themes will be discussed in detail in this section, providing insight into what university lecturers perceive as the opportunity for global citizenship education at the program.

4.2.2.1 Students' Tendency Towards Global Citizenship

The lecturers feel that the students in the program already possess a tendency towards global citizenship, which distinguishes them from students in other programs. They believe that the students already have pre-existed attitudes or mindsets that allow them to be opened to global citizenship education as noted below:

"I think our children are already global citizens to a great extent, but not because we train them to be. Rather, they tend to have this tendency already before entering our program. They chose to enroll in our faculty because they were already inclined in this direction. They didn't come in as blank slates" (01, 2022).

Furthermore, lecturers consider that coming from international school make students become more exposed to diversity and that allow them to have the advantage of becoming global citizens who value cultural acceptance as reinforced by the following quote:

"For Thai students, most of them come from the international schools and they exposed to people from other countries a lot so they have that advantage." (09, 13 December 2022)

In lecturers' perspective, this tendency towards global citizenship is what draws many students to the program, which provides an environment that fosters and enhances these values. Moreover, In class, the lecturers also observed that many of our students exhibit a level of critical thinking, which they believe it is a valuable characteristic for global citizenship education as it allows students to question and challenge traditional ways of thinking and explore different perspectives as shown in the following quote:

"Sometimes they seem to be more critical about, for example, what society is telling them than previous generations. Many students seem to question, for example, their parents or very foundational things people used to be very proud of" (08, 2 December 2022).

4.2.2.2 International Nature of the Program

The lecturers believe that the international nature of the program allow the thriving of global citizenship education. A composition of international lecturers has brought a variety of perspectives which can nurture the acceptance of diversity. Different nationality would bring different ideas and cultures to the classroom and have students exposed to them in a healthy approach as stated below:

“I really feel that just this composition of the classroom and composition of lecturers alone really facilitate global citizenship education. For example, we have faculty from different 11 countries, 13 difference disciplines. When people are different from a nationality point of view, they bring a different national culture into the classroom” (10, 6 December 2022)

Furthermore, it is believed that Thai lecturers in the program who have international experiences also play an important role in this setting to help students learn about different perspectives as evident below:

“I don't think it's just because of having people from different countries or not...I also think that now that many Thai people from a younger generation, like me, has experience of living abroad... As long as the lecturers have international experiences, even though they are Thai, I believe this can still help us create global citizens.” (06, 23 November 2022)

Moreover, as the program already promotes international exchange program that is one of the key important practice believed to nurture global citizens, one lecturer note that they can do better by extracting the knowledge to the people who didn't go as stated below:

“The program should think about an activity that can extract the knowledge and experiences gained by the students who went for an exchange program, whether it is for six months or twelve months. When they come back, what can they share with their friends? It's like we need to create a mechanism to extract that knowledge and experience in some way” (05, 18 November 2022)

4.2.2.3 Summary

The lecturers recognize inherent advantages within the program. Many students exhibit a predisposition toward global citizenship, likely due to prior experiences in international schools, exposing them to diverse cultures. This predisposition, coupled with the international nature of the program and its faculty, provides a fertile ground for nurturing global citizenship values. The lecturers from varied backgrounds bring unique perspectives into the classroom, further enriching the learning experience. Furthermore, international experiences, whether through faculty or exchange programs, present valuable opportunities to infuse global perspectives and practices into the curriculum. From the analysis, opportunities for fostering global citizenship in the perspective of lecturers can be categorized as student-based opportunities and support from the curriculum as shown in the following table:

Table 4.8

Opportunity of Global Citizenship in Lecturers' Perception

Student-based opportunities	Support from the Curriculum
Students' Tendency Towards Global Citizenship	International Nature of the Program

Student-based opportunities arise because students exhibit a predisposition toward global citizenship, likely due to prior experiences in international schools, exposing them to diverse cultures. As for the support from the curriculum, it originates from the fact that this curriculum is international, with plans to admit students from various countries, international faculty members, and the promotion of cultural exchange opportunities.



CHAPTER 5

SUMMARY AND DISCUSSION

In this section, the research findings will be summarized and discussed in accordance with the research questions. Section 5.1 discusses the conceptualization and practice of global citizenship, while Section 5.2 presents a discussion on the challenges and opportunities in teaching global citizenship. 5.3 suggests the limitation of this research. Section 5.4 presents the recommendation for utilizing the results of this research and section 5.5 presents the recommendation for future research.

5.1 The Conceptualizations and Practices of Global Citizenship

The first research question is, "How do university lecturers in the selected context conceptualize and practice global citizenship?" The research findings conclude that lecturers perceive global citizenship as comprising 1) cultural awareness, 2) communication skills and language, 3) critical thinking, and 4) social responsibility. Regarding the practice, lecturers believe that there are three ways to foster global citizenship: 1) experiential learning, 2) incorporation of SDGs and global contexts, and 3) the establishment of an international environment.

Based on the research findings, there are notable observations regarding the attributes of individuals considered as global citizens, according to the perspectives of the lecturers. These observations are consistent with previous conceptualization research, particularly in contexts that emphasize the significance of embodying global citizenship in line with the principles of UN SDGs 2023. For instance, the Characteristics of Global Citizens in the Thai Context (Office of the Education Council, 2018) specify that a global citizen should possess critical thinking skills, exhibit a public-minded mentality, hold knowledge regarding their roles and responsibilities in sustainable development, and be proficient in languages beyond Thai when dealing with international matters. Similar notions were evident in the study conducted by Baysal and Tanriseven (2020), where educators associated global citizenship with individuals

who value diversity, display resilience, demonstrate an interest in global issues, and more.

In the forthcoming section, a detailed discussion will be conducted on the interesting aspects related to each characteristic of global citizenship as revealed by this research. These characteristics will be dissected and understood in terms of their nuances and implications, providing insight into their collective contribution to the concept of global citizenship. The findings will be critically analyzed, with reflections on their significance and potential impact within the broader context of global citizenship education.

In the context of cultural awareness, there is a notable emphasis among lecturers on open-mindedness and cultural understanding. It appears that they tend to normalize intercultural interaction as a fundamental necessity, likely influenced by their own experiences of regular intercultural engagements, such as studying or working abroad. Additionally, some lecturers suggest that attending international schools enhances exposure to multicultural environments, potentially better preparing students for global citizenship. This observation may stem from the research's international context, leading lecturers to view such exposure as a standard practice, ingrained in them from their backgrounds. This perspective aligns with Goren and Yemini (2016), who noted that international schools provide a unique environment for global citizenship education without the obligation to foster a nationalistic sense of citizenship.

However, this normalization raises potential concerns about the depth of intercultural interactions. It poses the question of whether these interactions are limited to similar socioeconomic circles, potentially overlooking diverse economic backgrounds. Research suggests that global citizenship is a concept more accessible to affluent individuals or those with opportunities for international travel and exchange (Caruana, 2014; Perry et al., 2016; Wynveen et al., 2012) and only a handful group of people would have an opportunity and resource to go aboard. (de Wit, Deca, & Hunter, 2015 as cited in Nienaber et al., 2021) Therefore, it becomes crucial to ensure that

intercultural interactions encompass a wide range of perspectives, not limited to a particular socioeconomic stratum.

From the perspective of lecturers regarding language and communication skills, it is observed that there is a significant emphasis on the use of the English language. Even though speaking multiple languages is acknowledged as beneficial and advantageous, English is still emphasized as the primary language. This observation can be explained for several reasons. Firstly, English is considered a global lingua franca – the most widely spoken language worldwide (University College London, 2022). This aligns with the belief of lecturers that addressing global issues requires international cooperation, hence a language universally understood is preferred.

Additionally, English holds substantial influence in the academic and scholarly world, leading professionals in these areas, like lecturers, to regard it as a crucial language. This importance is recognized not only in the context of their professional careers but also in educational teaching and learning processes. For instance, Hamel (2007) studied the influence of English in academic publishing, noting that over 75 percent of articles in the social sciences and humanities, and more than 90 percent in the natural sciences, are written in English. This shift towards English indicates that many scientists, whose first language is not English, have already transitioned to publishing in English. Consequently, other international languages like French, German, Russian, Spanish, and Japanese are losing their appeal as scientific languages. Many observers conclude that publishing in English, or even exclusively in English, has become inevitable.

In addressing critical thinking skills, lecturers place a significant emphasis on media literacy and the informed evaluation of media and news, a theme that aligns with our increasingly globalized and interconnected world. This focus is particularly relevant as the surge in online media consumption necessitates a critical approach to discerning accuracy and truth in information. From the lecturers' perspective, a notable aspect is the association of critical thinking with a mindset oriented towards global problem-solving, a connection that is notably specific. This specificity reflects a

targeted approach in their teaching, where critical thinking extends beyond theoretical skill to practical, real-world problem-solving at a global level. This particular emphasis on critical thinking may originate from the specific context of the study, where lecturers' courses are centered around addressing global challenges. In this setting, critical thinking is seen as an essential tool for problem resolution. However, in varied curricular contexts, the focus on critical thinking could differ, suggesting that the unique educational environment plays a significant role in shaping lecturers' views on the essential attributes for global citizenship.

In the context of social responsibility, lecturers emphasize the importance of being aware of global contexts and issues, as well as possessing the knowledge to address these challenges effectively. This perspective extends to the necessity of understanding global problems and developing strategies for their resolution, coupled with a commitment to international cooperation. It involves a mindset that transcends national boundaries, acknowledging global responsibilities and benefits. This approach is in line with the curriculum of the study context that are geared towards solving global issues, underscoring how the educational context profoundly shapes educators' perspectives and teaching philosophies.

In discussing the lecturers' perceptions of global citizenship characteristics, it has been interestingly noted that factors such as their experiences, backgrounds, professional roles, and working environments significantly shape their beliefs and viewpoints. This influence is particularly evident in the way these characteristics are integrated into solving global challenges, a fundamental aspect of the studied curriculum. Furthermore, the lecturers' extensive international experiences also contribute to their preference for using English and fostering international connections. This area presents an opportunity for further research to delve into additional factors that may similarly impact lecturers' perspectives.

Previous definitions of a global citizen have often been vague and lacking specificity. However, this study, based on in-depth interviews with lecturers, sheds light on the details of each theme that are perceived as crucial in the Thai context. In the thematic analysis of these interviews, several key patterns have

emerged, highlighting the essential aspects of cultural awareness, language and communication skills, critical thinking skills, and social responsibility within the scope of global citizenship. Lecturers emphasize the significance of open-mindedness, empathy, understanding, and exposure to diverse cultures, as well as the importance of English proficiency, multilingualism, effective cross-cultural communication, and critical media consumption. Additionally, critical thinking skills are seen as central, encompassing informed decision-making, media literacy, and a deeper understanding of complex global issues. Social responsibility is characterized by global awareness, knowledge, and a commitment to international cooperation and global interests. These findings provide a comprehensive and detailed understanding of global citizenship tailored to the Thai context.

In the context of practicing pedagogical strategies to foster global citizenship, this research yielded results that resonate with previous findings in the literature. The utilization of experiential learning emerged as a significant approach in nurturing global citizenship. For instance, The Belize Education Project (Fry et al., 2012) involved students in projects aimed at improving literacy and education in the Cayo District of Belize. Furthermore, there is a consistent emphasis on promoting internationalism and exposing students to culturally diverse environments as a means to enhance global citizenship (Caruana, 2014; Perry et al., 2016; Wynveen et al., 2012). Additionally, integrating content relevant to global citizenship into specific subjects was found to be an effective method (Hadley, 2021).

The lecturers' interpretation and teaching methods to foster global citizens, aligning closely with previous research and literature reviews, might be due to the relatively novel nature of the global citizenship concept. While discussions about it date back to the 18th century (Carter, 2016), it only gained widespread recognition when the United Nations introduced it as part of the 2030 Agenda for Sustainable Development during the United Nations General Assembly in 2015. The lecturers, therefore, might be drawing on the most current and authoritative sources in this field, leading to a convergence in their teaching approach and the existing literature.

The review of literature indicates that Thailand, like several UN member states, has incorporated the SDGs 2023 into its national education policy. This results in a greater emphasis on the principles and guidelines of the UN over other concepts. Both the educational curriculum and the universities to which these courses are affiliated tend to support adherence to the SDGs. In this study's context, the undergraduate program places a strong emphasis on the United Nations Sustainable Development Goals (SDGs) and has integrated relevant content into its coursework. Hence, it is understandable that the viewpoints of the lecturers are in line with the outcomes of this research. In the future, if new directions are suggested either by the UN or other influential entities, coupled with additional external factors, there may be a shift in how this concept is interpreted or viewed. Consequently, the methods of teaching and learning might also expand in the future.

5.2 The Challenges and Opportunities in Teaching Global Citizenship.

The second research question explores the lecturers' perspective on the obstacles and opportunities of global citizenship education. The research study reveals that lecturers in this case study group identify three main obstacles: 1) a lack of a clear and unified definition of global citizenship, 2) cultural values ingrained in Thai society, such as an emphasis on group harmony and respect, and 3) the conservative and outdated nature of the Thai education system. On the other hand, there are two key opportunities: 1) the inclination of students towards global citizenship and 2) the international nature of the program.

The research findings indicate that the inclination of students towards global citizenship, coupled with the international focus of the program, presents a significant opportunity, corroborating with the literature review. Students' readiness for global citizenship education, as seen in their pre-existing interest in global issues and sustainable development goals, is an asset for the program. Baysal and Tarriseven (2020) highlight the importance of initially raising learner awareness. Furthermore, the international dimension of the program is advantageous, as an international or intercultural setting is often deemed more effective in fostering global citizens.

Thanosawan (2012) observed that Thai students in international programs are better positioned for global citizenship education. Similarly, in the USA, universities often supplement academic curricula with international experiences like internships, study abroad programs, service learning, and volunteer activities to enhance global citizenship, as noted by Aktas et al. (2017)

In terms of challenges, lecturers' perceptions of obstacles align with previous research and literature. These obstacles include the lack of a clear and unified definition of global citizenship, which is consistent with prior research. For instance, Rapoport (2010) discovered that teachers in Indiana rarely used the term "global citizenship" in their teaching because they didn't understand its meaning. Furthermore, in various systematic reviews within the global citizenship domain, it has been found that there are diverse interpretations of the concept (Horey et al., 2018; Hou, 2020). While some may adhere to a similar framework based on UN SDGs 2023, there are still contextual differences in the details.

The challenges related to Thai cultural values and the Thai education system, as perceived by lecturers in fostering global citizenship, can be classified as context-based challenges. This aligns with the literature review's findings, indicating that the context can indeed present significant challenges. For example, Goren and Yemini (2016) discovered that the Israeli context posed challenges to cultivating global citizens, particularly among Israeli Jewish teachers in local schools. They viewed issues related to governance, territorial conflicts, and travel restrictions as obstacles that hindered the growth of global citizenship, unlike the situation in European countries. Furthermore, research by Ashraf et al. (2021) sheds light on how religion can also impact the development of global citizenship. If teachers' religious beliefs differ from or conflict with the concept of global citizenship, they may be less inclined to teach it.

An intriguing aspect of this discussion revolves around how lecturers in this group address the Thai Educational System at the pre-university level as a hindrance to nurturing global citizens. It suggests that they may view the development of global citizens as necessitating preparation for students before they enter university,

possibly commencing at the primary or secondary education levels, or perhaps even earlier. Consequently, this prompts the inquiry of determining the most effective age for students to initiate their path towards becoming highly proficient global citizens and the educational stage at which this emphasis should be most vigorously underscored.

Moreover, what adds to the intrigue of this research is the examination of Thai culture and identity, a subject that has been relatively underexplored in previous literature reviews. This limited focus is primarily a result of the predominant use of quantitative research methodologies in most studies (Sirinon & Kiatamnui, 2019; Songdacha & Piolueang, 2020), which may not fully explore the complexities of Thai culture and its educational system. In the upcoming section, the research findings regarding the challenges to global citizenship within the context of Thai culture and the Thai education system will be discussed, utilizing Geert Hofstede's cultural dimension theory and the Thai cultural dimension analyzed by country comparison tool. (Hofstede Insights, 2023)

Hofstede Insights indicates that Thailand has a strong collectivist culture, where group harmony is prioritized over individualism, leading to a tendency to avoid causing offense within the group. From the research findings, it is perceived by lecturers that students tend to exhibit characteristics of conformity and reluctance to think differently or uniquely from their peers, which hinders the development of critical thinking skills—a crucial aspect of global citizenship. Additionally, lecturers believe that Thai students are often overly cautious about the potential offense their words may cause to others, which stifles creative and constructive discussions. Thai students tend to avoid expressing their opinions to prevent potential conflicts, aligning with the collectivist dimension of Thai culture that prioritizes group harmony over individual expression. Consequently, this behavior can impede the cultivation of critical thinking, which typically arises from engaging in complex discussions without fear of future conflicts.

Furthermore, Hofstede Insights notes that Thailand shows a modest inclination towards uncertainty avoidance. This is reflected in the tendency to create

rules and regulations aimed at minimizing uncertainties, aligning with the collectivist mindset prevalent among the Thai population. According to the research findings, it is the lecturers' belief that the Thai education system lags behind and falls short in keeping up with contemporary standards. Consequently, students transitioning from pre-university levels often lack the requisite qualities to cultivate their global citizenship. This observation becomes apparent in classroom management practices where teachers often focus on the correctness of responses.

This approach may inadvertently limit the diversity of answers and, consequently, the opportunity for students to learn from different viewpoints. Embracing a variety of opinions and fostering an environment that accepts diversity is crucial for comprehensive learning. Besides, instructional materials and media have not kept pace with global developments, and curricula remain inadequately aligned with global benchmarks. This tendency could be linked to Thailand's cultural inclination for uncertainty avoidance. In the Thai education system, teachers may prefer structured learning environments and traditional teaching methods that focus on clear right and wrong answers. Curricula are likely to be more rigid and standardized, with a significant focus on exams and formal assessments. Such an approach might restrict opportunities for delving into global citizenship themes, which typically necessitate a more flexible, hands-on approach and a focus on globally-oriented issues.

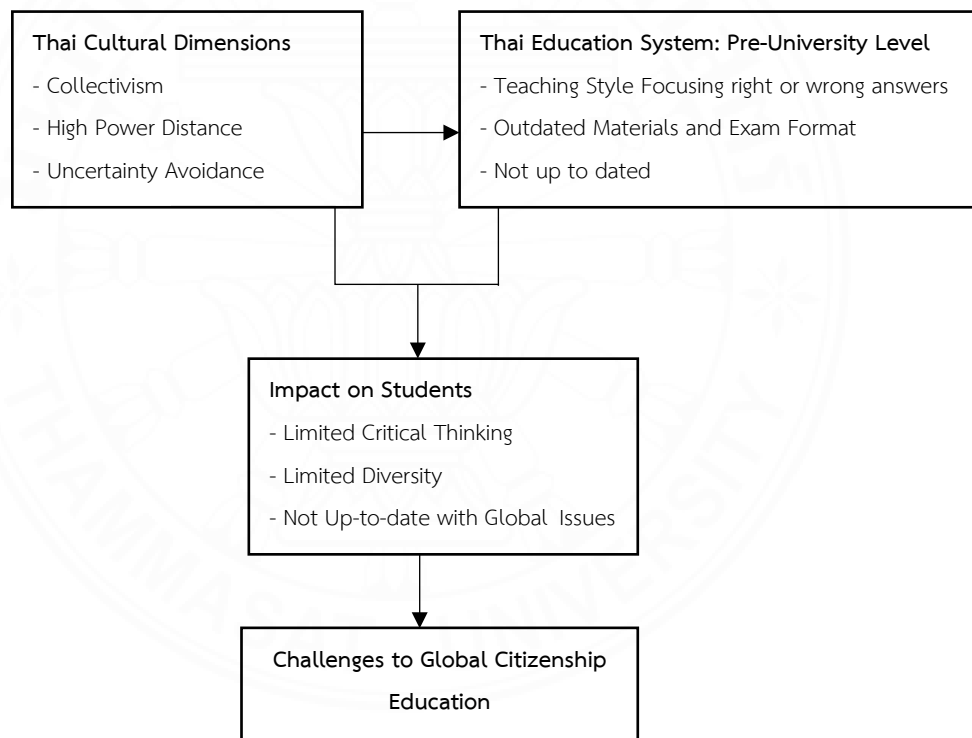
Besides, Hofstede Insights observes that Thailand has a high-power distance culture, where there is a general acceptance and expectation of power being distributed unequally in society. One of the participating lecturers noted that the reluctance of senior individuals in influential positions within the Ministry of Education to embrace change hampers the younger generation's ability to drive improvements, leaving them with limited opportunities to challenge those in more senior roles. Thus, this might show that the high-power distance aspect is also an obstacle for global citizenship education.

In summary, this research suggests that the attributes of Thai culture, characterized by a high-power distance, a tendency toward uncertainty avoidance and a strong emphasis on collectivism, are perceived by lecturers as exerting a detrimental

influence on the development of global citizens. This is due to the direct impact of such cultural dimensions on student behavior, resulting in their progression through an educational system that is outdated and stick with practices that might prevent global citizen's quality. These cultural factors contribute to students possessing traits that impede their ability to engage in critical thinking and acceptance of diversity. A chart visualizing the results of this discussion would be presented as follows:

Figure 5.1

Challenges of Global Citizenship in Lecturers' Perception



5.3 Limitations

This research has limitations in terms of its narrow and highly specialized context, leading to a limited scope. While this study provides rich insights into the specific case, allowing researchers to apply the data to improve the curriculum in the

studied context and enhance their workplace, it may not be easily generalizable to a broader population or other settings.

5.4 Recommendations for Utilizing the Findings of this Research

1) The research suggests that while the concept of global citizenship in this context generally aligns with existing literature, its aspects are notably intertwined with addressing global issues in accordance with the United Nations Sustainable Development Goals (UN SDGs). Despite perceptions of an unclear definition within the study context, the findings indicate a shared understanding among lecturers. To address this, it is recommended that curriculum developers and educational institutions hold regular meetings to discuss and align on the definition of global citizenship. Providing written guidelines or frameworks within the curriculum can also help clarify this concept for both instructors and students. Recognizing that the concept of global citizenship is dynamic and continually evolving, such initiatives should be designed to facilitate ongoing dialogue and adaptation. This approach ensures that the curriculum remains relevant and responsive to both global developments and the changing understanding of what constitutes a global citizen.

2) The research indicates that lecturers view pre-university level teaching as predominantly focused on right or wrong answers, which may limit critical thinking and diverse perspectives. To address this, educational systems at the pre-university level should incorporate teaching styles that encourage exploration, inquiry, and debate. Teachers should be trained and encouraged to value and facilitate discussions that allow for multiple viewpoints, fostering an atmosphere where students feel comfortable expressing and accepting diverse opinions. This shift would not only promote critical thinking skills but also prepare students for the complexities of global citizenship as they advance in their education.

5.5 Recommendations for Future Research

1) While the present study has identified that experiences and contextual factors potentially impact lecturers' views on global citizenship, it did not delve into the specifics of these influences. Therefore, future research should focus on a more detailed exploration of how individual experiences, both personal and professional, as well as the broader contextual elements such as cultural backgrounds, economic circumstances, and educational environments, shape educators' perceptions and teaching approaches towards global citizenship.

2) Given that the current study is situated within an international curriculum framework and includes faculty with substantial international exposure, encompassing both foreign and Thai lecturers with international backgrounds, it is imperative to expand the research to Thai schools with less international exposure. Exploring global citizenship in these more localized contexts could reveal unique and distinct perspectives. Additionally, considering that the context of this study is primarily rooted in the social sciences, extending the research to different disciplinary settings such as science, mathematics, or business education could also yield differing results. Investigating how global citizenship is perceived and integrated within these various academic disciplines would provide a more comprehensive understanding of its application and relevance across the educational spectrum.

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