

A Comparative Analysis of Social Studies Curricula for Enhancing Global Citizenship: A Case Study of New York State, the United States, and Thailand

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Abstract

This research aims to compare the social studies curricula of Thailand and New York State, USA, analyze their similarities and differences, and propose guidelines for improving the Thai social studies curriculum. The study employed a qualitative research methodology, using documentary analysis of the Thai Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560) in the social studies, religion, and culture learning area, and the New York State K-12 Social Studies Framework.

The findings revealed that the social studies curricula of Thailand and New York State differ in many aspects, including their fundamental philosophies, goals for student development, curriculum structures, learning content, and instructional approaches. The Thai curriculum emphasizes cultivating morally good citizens with a love for the nation, while the New York curriculum focuses on developing knowledgeable, skilled citizens who actively participate in a democratic society. In today's rapidly changing world, the development of Thailand's social studies curriculum should foster 21st-century skills, digital citizenship, and a sense of global citizenship among learners while maintaining Thai identity and values. Policy-level recommendations include creating a new vision, designing a flexible curriculum, developing online platforms, and integrating artificial intelligence. At the practical level, suggestions include creating community learning innovations, using the city as a classroom, developing a competency-based curriculum, and building learning communities with local partners.

Keywords: social studies curriculum, comparative education, citizenship, Thailand, United States

1. Introduction

In today's increasingly interconnected and interdependent world, across the dimensions of economy, society, politics, and environment, preparing learners to be responsible and engaged global citizens is one of the key goals of education in the 21st century (UNESCO, 2021). This is especially true for social studies education, which plays a crucial role in cultivating the knowledge, skills, values, and attitudes necessary for being responsible citizens at the local, national, and global levels (National Council for the Social Studies, 2020).

However, the implementation of global citizenship education varies across countries, depending on their social, cultural, historical, and educational policy contexts (Goren & Yemini, 2017). Previous research has shown that countries have different definitions, models, and approaches to promoting global citizenship. Some countries may emphasize the dimensions of human rights and social justice, while others may focus on sustainable development and the environment (UNESCO, 2015).

Comparative studies of social studies curricula across countries are therefore important, not only for understanding similarities and differences in concepts and practices but also for fostering knowledge exchange, innovation transfer, and international collaboration in developing global citizenship education (Engel et al., 2019). This is particularly relevant for countries with different social and cultural contexts, such as the United States and Thailand, which despite both having democratic systems of government, have distinct historical roots, cultures, and population characteristics.

Previous research on social studies curricula in the United States has found an emphasis on promoting democratic values, human rights, equality, cultural diversity, and civic engagement (National Council for the Social Studies, 2020). The New York State K-12 Social Studies Framework provides comprehensive learning

standards, key ideas, conceptual understandings and content specifications across grade levels. It covers in-depth content and skills development in U.S. and New York history, world history, geography, economics, civics, citizenship, and government. The framework promotes inquiry-based learning and the integration of social studies practices to develop students' critical thinking and civic engagement capacities. Meanwhile, Thailand's Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560) for the subject group of Social Studies, Religion, and Culture highlights the importance of fostering good citizenship, both as Thai citizens and global citizens, with a focus on social responsibility, respect for diversity, and peaceful coexistence (Office of the Basic Education Commission, 2021).

However, there are limitations in research directly comparing social studies curricula between the United States and Thailand, particularly at the state or local levels. A comparative study of social studies curricula in New York State and Thailand is therefore of interest. New York State is highly diverse in terms of race and culture, with a population from all corners of the world (U.S. Census Bureau, 2020), and plays a significant role on the international stage in economic, political, and cultural dimensions. Thailand also has a multicultural society, with a population diverse in ethnicity, religion, and way of life. Moreover, Thailand and the United States have a long history of diplomatic relations and collaborate on driving various international issues.

Therefore, a comparative study of social studies curricula in New York State, United States, and Thailand, focusing on the promotion of global citizenship, would be highly beneficial for understanding similarities and differences in concepts, goals, content, methods, and assessment, as well as factors influencing curriculum design and implementation. This could lead to important policy and practice recommendations for improving the quality and effectiveness of social studies curricula, as well as fostering educational cooperation and exchange between the two countries in various dimensions.

Comparing social studies curricula in New York State, the United States, and Thailand is significant for several reasons. Firstly, it can reveal the dynamics and perspectives of policymakers and educators in both countries and explore opportunities for curriculum improvement to enhance social studies education in line with global citizenship. Secondly, it can provide insights into how different societies incorporate ideas of citizenship, democracy, and national identity into their social studies curricula. This can lead to discussions on global citizenship education and offer guidelines and directions for further development of Thailand's social studies curriculum.

2. Method

This research adopts a qualitative approach, employing the Documentary Analysis method to examine the fundamental education curricula of Thailand and the social studies curriculum of the state of New York, United States. The research process involves the following steps:

2.1 Problem Identification and Research Objectives

The researchers explore concepts, theories, and related studies concerning global citizenship and teaching methodologies to promote global citizenship.

Define the research problem: "How do the social studies curricula of Thailand and New York State differ from or resemble each other in promoting global citizenship, and what are the guidelines for developing a social studies curriculum to enhance global citizenship?"

Establish research objectives: 1) Compare the social studies curricula of Thailand and New York State in promoting global citizenship, and 2) Propose directions for developing a social studies curriculum to promote global citizenship.

2.2 Data Collection

Collect primary documents of the basic education curriculum of Thailand (revised edition B.E. 2560 (2017) in the Social Studies, Religion, and Culture Learning Area.

Gather documents of the New York State K-12 Social Studies Framework.

Compile documents and research related to promoting global citizenship through social studies teaching practices in Thailand and abroad.

2.3 Data Analysis

Employ Content Analysis to study and compare both curricula, focusing on:

Vision, goals, and characteristics of fostering global citizenship among students.

Content relevance and sequencing related to promoting global citizenship, such as world history, geography,

politics, economics, culture, human rights and environment, etc.

Teaching and learning activities for promoting global citizenship, such as inquiry-based learning, discussions, case studies, projects, etc.

Assessment methods and evaluation of global citizenship learning outcomes, such as tests, portfolio assessments and reflective thinking, etc.

Analyze similarities and differences between the two curricula on each analyzed point, providing illustrative examples.

2.4 Conclusion and Discussion of Findings

Summarize the comparative analysis results of the Thailand and New York State social studies curricula in promoting global citizenship, highlighting similarities and differences.

Discuss research findings in connection with theoretical concepts of global citizenship and relevant research, considering the educational and social contexts of Thailand and the United States.

Propose directions for developing a social studies curriculum to promote global citizenship suitable for the Thai context, such as revising the vision and goals, integrating global citizenship content, emphasizing student-centered teaching methods, promoting real-world learning experiences, and utilizing diverse learning resources, etc.

This qualitative research utilizes the Documentary Analysis method to compare the social studies curricula of Thailand and New York State in promoting global citizenship. The findings will provide in-depth insights into the strengths, weaknesses, and opportunities for developing Thailand's social studies curriculum, benefiting policymakers, school administrators, and social studies teachers in curriculum development and teaching management to equip students with the knowledge, skills, and attitudes of responsible global citizenship.

3. Results

3.1 Comparison of Social Studies Curricula in Thailand and New York State, USA

3.1.1 Importance of Learning Social Studies

The Thai Social Studies Curriculum emphasizes developing learners to be good citizens with morality, ethics, and desirable values according to the needs of society and the nation. It focuses on instilling love for the nation, religion, and monarchy, respect for laws and the rights of others, and understanding social, economic, political, and cultural changes at various levels through learning about religion, morality, ethics, civic duties, history, geography, and economics.

The New York State Social Studies Curriculum prioritizes creating knowledgeable citizens who participate in a democratic society and are socially responsible. It stresses understanding and recognizing rights, freedoms, equality, justice, and principles of democratic governance through learning about history, political systems, laws, and civic roles, as well as developing critical thinking, problem-solving, and judicious decision-making skills to enable learners to become quality citizens and face 21st-century challenges.

3.1.2 Key Components of Social Studies Curricula

The Thai social studies curriculum consists of 5 main learning areas: 1) Religion, Morality, and Ethics, 2) Civic Duties, Culture, and Living in Society, 3) Economics, 4) History, and 5) Geography. It covers the knowledge and skills necessary for living in Thai society and the global community, emphasizing the application of knowledge from various disciplines in real life.

The New York State social studies curriculum comprises 5 main strands: 1) History of the United States and New York, 2) World History, 3) Geography, 4) Economics, and 5) Civics, Citizenship, and Government. It has clear standards and indicators for each grade level and divides content into learning units based on key concepts.

It focuses on integrating cross-disciplinary knowledge and developing higher-order thinking skills through inquiry-based learning and problem-based learning.

3.1.3 Division of Social Studies Learning Strands

The Thai social studies curriculum is divided into 5 learning strands:

Religion, Morality, and Ethics - focusing on learning religious principles, self-development, and peaceful coexistence.

Civic Duties, Culture, and Living in Society - emphasizing good citizenship, understanding and adapting to societal changes.

Economics - stressing understanding of economic systems, resource management, and economic interdependence in society.

History - emphasizing understanding the past and development of Thai society, and its relationship to world history.

Geography - focusing on human-physical environment relationships and environmental conservation.

For example, the Thai Basic Education Core Curriculum B.E. 2551 (A.D. 2008) states: "For the learning area of Social Studies, Religion and Culture, there are five strands, namely: Religion, Morality and Ethics; Civics, Culture and Living in Society; Economics; History; and Geography" (Ministry of Education, 2008, p. 162).

The New York State social studies curriculum is divided into 5 main strands:

History of the United States and New York - studying the historical development of the country and state from pre-Columbian times to the present.

World History - examining the development of human civilizations in each world region from ancient times to the present.

Geography - analyzing human-environment interactions and using geographic tools.

Economics - studying economic systems, market and government roles, and economic decision-making by individuals and businesses.

Civics, Citizenship, and Government - learning about political systems, the Constitution, citizen roles and responsibilities, and political processes.

For example, the New York State K-12 Social Studies Framework outlines five standards: "1) History of the United States and New York, 2) World History, 3) Geography, 4) Economics, 5) Civics, Citizenship, and Government." It further specifies that "Social Studies Practices" should be integrated across all standards, such as "Gathering, Interpreting and Using Evidence" and "Civic Participation" (The State Education Department, 2014, p. 6).

3.1.4 Learner Quality

The Thai social studies curriculum aims to develop learners into morally upright and ethical individuals who possess a deep love for and take pride in their nation, religion, and the King. The curriculum seeks to cultivate responsible citizens who possess critical thinking skills, problem-solving abilities, a passion for learning, and adaptability to societal changes. This is evident in the Thai Basic Education Core Curriculum B.E. 2551 (A.D. 2008), which states that "learners should be good, moral, and ethical individuals with desirable values, have a sense of responsibility in conserving natural resources and the environment, take pride in being Thai, and understand the nation's history and cultural heritage" (Ministry of Education, 2008, p. 7).

Furthermore, the Thai curriculum places a strong emphasis on developing learners as representatives of traditional Thai values, morals, and ethics. The specific mention of "pride in Thai identity" and understanding "the nation's history and cultural heritage" (Ministry of Education, 2008, p. 7) reflects a nationalistic focus on instilling a strong sense of Thai identity and loyalty to the nation.

The New York social studies curriculum aims to develop learners into active, engaged, and responsible citizens in a democratic society. It seeks to cultivate individuals who possess critical thinking skills, the ability to make reasoned decisions, and the capacity to solve problems rationally. The curriculum emphasizes skills in communication, collaboration, and technology use, as well as an understanding of cultural diversity and respect for the human rights of others. This is evident in the New York State Framework, which focuses on developing students' qualities to "develop a deep understanding of the history of our nation and world, to think critically, to participate in civic life, and to be prepared for the challenges and opportunities of the 21st century" (The State Education Department, 2014, p. 2).

The New York framework's emphasis on developing students' "critical thinking skills" and engagement in "civic life" (The State Education Department, 2014, p. 2) aligns with liberal democratic philosophies that value critical thinking, active citizenship, and participation in democratic processes.

3.1.5 Content and Learning Standards

The Thai social studies curriculum defines content and learning standards for each grade level quite clearly, covering all 5 learning strands. However, the integration of content across strands to provide a comprehensive understanding may not be fully developed. The application of knowledge to real-life contexts largely depends on the learning activities designed by teachers.

The New York social studies curriculum clearly and systematically defines standards and indicators for each grade level. It emphasizes multidisciplinary integration, in-depth issue analysis, and seeking answers through scientific processes. It also continuously incorporates 21st-century skill development to enhance learners' academic and life competencies in modern society.

3.1.6 Learner Competencies

The Thai social studies curriculum specifies 5 key learner competencies: 1) Communication Ability, 2) Thinking Ability, 3) Problem-solving Ability, 4) Life Skills, and 5) Technological Application (Ministry of Education, 2008, p.1). These competencies play a vital role in self-development and living in accordance with the changing contexts of today.

The New York curriculum focuses on developing learner competencies according to the 4Cs framework:

1) Critical thinking & problem solving, 2) Creativity & innovation, 3) Communication, and 4) Collaboration (The State Education Department, 2014, p. 1). It integrates these competencies with hands-on learning in various contexts to prepare learners to effectively face challenges and seize opportunities in the future world.

3.1.7 Desirable Characteristics

The Thai social studies curriculum specifies 8 desirable characteristics to instill in learners: 1) Love of Nation, Religion, and Monarchy; 2) Honesty and Integrity; 3) Discipline; 4) Avidity for Learning; 5) Sufficiency Living; 6) Dedication to Work; 7) Love of Thainess; and 8) Public-mindedness. Characteristics such as "love of nation, religion, and king" and "living sufficiently" align with core Thai societal values (Ministry of Education, 2008, pp. 26-30). These characteristics are considered fundamental values that enable learners to live fulfilling lives and contribute to societal progress.

The New York social studies curriculum defines essential learner characteristics according to its vision of creating responsible citizens who uphold democratic values. These characteristics include respect for cultural diversity, exercising civil rights and duties, responsibility and volunteerism, respect for the law and human rights, environmental conservation, and diligence. Rather than specifying separate characteristics, the New York curriculum integrates them into learning objectives aimed at developing learners into responsible and participatory citizens in a democracy. For example, it aims to develop learners who "demonstrate the courage to stand up for rights, freedoms, equality, and mutual respect" (The State Education Department, 2014). These characteristics will enable learners to become leaders of positive change in their communities and society.

3.1.8 Learning Management

The Thai social studies curriculum emphasizes learner-centered education that integrates knowledge, promotes thinking processes, practice, problem-solving, and experiential learning through diverse methods such as discussions, case studies, research, projects, role-plays, etc. It includes the use of technology and community learning resources to enhance learners' experiences.

The New York social studies curriculum focuses on managing learning to develop higher-order thinking through methods such as inquiry-based learning that stimulates learners to ask questions, seek answers, and draw conclusions; problem-based learning where learners practice solving real-world or realistic problems; project-based learning that assigns learners to create works to address specified challenges; as well as discussions, debates, report writing, and multimedia presentations, etc. This learning connects to the real world.

3.1.9 Learning Time Structure

The Thai social studies curriculum specifies the following learning hours for Social Studies, Religion, and Culture: 80 hours per year at the primary level, 120 hours per year at the lower secondary level, and 240 hours per year at the upper secondary level. It allows schools flexibility in allocating appropriate time proportions based on their context.

The New York curriculum allocates an average of 100-120 hours per year, or 3-4 periods per week, for social studies. It focuses on laying [a] basic foundation at the elementary level (K-5) and increasing content depth at the secondary level (6-12). Especially in high school, learners intensively study 4 core subjects: U.S. History, World History, Government, and Economics, and choose electives based on their interests to prepare for higher education and future careers.

3.1.10 Social Studies Subjects

The Thai curriculum includes core subjects according to the learning strands: Social Studies, History, Buddhism, Civic Duties, Geography, and Economics. Additional subjects may be offered by each school as appropriate to

cover the content and learning standards set by the curriculum.

The New York curriculum has core subjects based on the learning strands, such as U.S. and New York History, World History, Geography, Economics, Government and Civics, Citizenship, and Law, etc. There are also diverse electives like European Studies, East Asian Studies, Psychology, Sociology, and Anthropology, etc., which help enhance learners' knowledge, thinking skills, and democratic values.

3.1.11 Social Studies Curricula and Global Citizenship

1.) Fostering Global Citizenship

An examination of the social studies curricula of Thailand and New York reveals contrasting perspectives on the concepts of global citizenship, democracy, and national identity, as follows:

1.1) Thai Social Studies Curriculum Emphasizes instilling Thai national identity and preserving Thai cultural traditions. One of the desired attributes stated is *"having moral [and] ethics, appropriate values, appreciating the philosophy of sufficiency economy, loving the nation, religion, and monarchy, being honest, disciplined, eager to learn, living sufficiently, and being determined in work"* (Bureau of Academic Affairs and Educational Standards, 2017). The emphasis on *"upholding the nation, religion, and monarchy"* not only fosters patriotism but also helps sustain state power through the reverence of the monarchy as a symbol of national unity.

The concept of global citizenship is mentioned but not [prominently]. The term "global citizen" does not appear in the curriculum documents, although some parts reflect this concept, such as learning about 21st-century global situations and the relationship between humans and the environment.

The concept of democracy is discussed in some parts of the curriculum, but greater importance is still given to being a good national citizen.

1.2) The New York Social Studies Curriculum - Emphasizes developing students as responsible citizens capable of solving societal problems in a multicultural environment. Standard 5 on Civics, Citizenship, and Government states students should "analyze the roles that citizen participation and public opinion play in policy development and decision making in local, state, national and international arenas." (NYSESED, 2014, p. 44) A 12th grade indicator requires students to "plan and participate in activities that advance the public good, such as forums, advocacy projects, and community service." (NYSESED, 2014, p. 47) The promotion of global citizenship is clearly incorporated into the learning standards and indicators, such as analyzing the roles of international organizations and assessing the impacts of economic interdependence between countries. The curriculum strongly emphasizes the concepts of democracy, human rights, and respect for cultural diversity. National identity plays a less significant role than in the Thai curriculum, with a greater focus on being a global citizen rather than identifying with any particular nation.

2) National Identity and Globalization

The Thai curriculum places great importance on preserving and perpetuating Thai national identity, reflecting concerns about the potential erosion of cultural identity by globalization.

The emphasis on nationalism reflects the Thai state's efforts to counter the impacts of Western culture and globalization.

In contrast, the New York curriculum is more open to the concept of global citizenship, aligning with its multicultural society and influx of foreign labor.

3) The Intersection of Multiple Identities

3.1) The social studies curricula of both countries attempt to integrate local/national and global identities, which is no small challenge.

3.2) The Thai curriculum prioritizes fostering citizens with desirable Thai values but also attempts to incorporate global dimensions. However, it still lags in constructing [a coherent] national identity.

3.3) The New York curriculum places greater emphasis on fostering global citizens but also mentions the United States history and geography to maintain a national identity. As is evident, the social studies curricula of the two countries reflect the dynamics and ideological contestations within their societies, in terms of hegemonic ideologies, the use of language to construct ideologies, the incorporation of political thought systems, and the adaptation to changing sociocultural contexts. Curricula thus serve as crucial sites for shaping and molding citizens in alignment with the ideologies and interests of various social groups.

4) Linguistic Hegemony and Power

4.1) Specifying and framing the "desired attributes" of citizens in the curriculum is an exercise of linguistic

power in shaping desirable ideologies. The Thai curriculum repeatedly employs phrases such as "be a good, moral, ethical person" and "appreciate love of nation, religion, and the monarchy," reflecting conservative nationalist values (Ministry of Education, 2008).

4.2) The Thai curriculum utilizes language with a prescriptive tone, compelling students to love the nation, religion, and monarchy, thereby constructing citizens in alignment with the nationalist ideology. In contrast, the New York curriculum employs terms such as "critical analysis," "reasoned discourse," and "active citizenship," which align with liberal democratic ideals (NYSED, 2014).

4.3) The New York curriculum uses more open language, allowing students to develop as citizens in their own way while adhering to democratic principles.

4.4) The use of terminology and the framing of meanings in the curricula thus represent an expression of hegemonic power in defining the desired characteristics of citizens.

5) Infusion of Political Thought Systems

5.1) The Thai curriculum incorporates thought systems significant for the state's power groups, such as the Philosophy of Sufficiency Economy and the preservation of the monarchy.

Emphasizing the Philosophy of Sufficiency Economy is a way of constructing citizens along the lines of King Rama IX's ideas, constituting an essential thought system.

5.2) The New York curriculum infuses ideas of civil rights, freedom, and democracy, which are core concepts in American society. Learning about the right to political participation and holding the government accountable nurtures citizens in the democratic tradition.

3.1.12 Strengths and Weaknesses of Curricula

The Thai social studies curriculum has strengths in emphasizing the cultivation of morality, ethics, Thai values, and responsibility to the nation and society by integrating these into the teaching and learning of all subjects. For example, one of the desired characteristics stated in the curriculum is "having morality and ethics, appropriate values, appreciating the philosophy of sufficiency economy, loving the nation, religion, and monarchy, being honest, disciplined, eager to learn, living sufficiently, and being determined in work" (Ministry of Education, 2017, p. 7).

However, its weaknesses are that some content may not keep pace with global changes and lacks sufficient linkage of knowledge to contemporary global social contexts. The curriculum's vision and goals focus more on national identity and less on global citizenship (Ministry of Education, 2017, pp. 1-2). Additionally, teaching and assessment methods still largely focus on memorization and exams rather than critical thinking and application, as evidenced by the emphasis on "knowledge" in the learning standards (Ministry of Education, 2017, pp. 26-130).

The New York social studies curriculum has strengths in emphasizing the development of higher-order thinking and 21st-century skills through hands-on learning processes. The curriculum introduction states its aim "to develop in students the knowledge, skills and dispositions to participate in society as competent citizens" and "emphasize civic responsibility, informed action, understanding of diversity, critical questions, and authentic assessments" (NYS Education Department, 2014, p.3). It systematically integrates and connects cross-disciplinary and cross-cultural knowledge, as seen in the Key Ideas that span across different grade levels and content areas (NYS Education Department, 2014, pp. 10-11).

However, its weaknesses are that it may sometimes overemphasize academic content or focus on developing gifted learners' potential, which may neglect to respond to individual differences and promote opportunities for all learners to fully develop their potential. The high school level curriculum in particular has very detailed and advanced content standards that may be challenging for some students to fully master (NYS Education Department, 2014, pp. 35-43).

3.2 Similarities and Differences between Social Studies Curricula in Thailand and New York, United States

A comparative study reveals the similarities and Differences between social studies curricula in Thailand and the state of New York, United States. This can be demonstrated as follows:

Table 1. Analyse Similarities and Differences between Social Studies Curricula in Thailand and the state of New York, United States

Comparative Analytical Aspect	Social Studies Curriculum of Thailand	Social Studies Curriculum of New York State
The Importance of Social Studies Curriculum	Focuses on developing learners to be good citizens according to the core values of Thai society, such as love for the nation, religion, and the monarchy; honesty; and discipline.	Emphasizes developing analytical thinking skills, decision-making, and participation in a democratic society to create responsible citizens who can solve social problems and live peacefully in a multicultural society.
Curriculum Structure	Has a clear, systematic structure that comprehensively defines all components of the curriculum, such as vision, principles, goals, key competencies, desired characteristics, learning standards and indicators, core learning content, study time structure, and learning assessment.	Has a flexible structure that focuses on defining broad learning standards and key indicators, allowing schools the freedom to design curriculum details such as content, teaching and learning activities, media and learning resources, and assessment to suit the school and community context.
Division of Learning Content	Divided into 5 main learning areas: 1) Religion, Morality, Ethics; 2) Civic Duties, Culture, and Living in Society; 3) Economics; 4) History; and 5) Geography. Local learning content can be added as appropriate.	No division into specific subjects but defines 5 learning standards: 1) History of the United States and the World; 2) World Geography; 3) Economics; 4) Civics, Citizenship, and Government; and 5) Social Studies Practices, which are cross-disciplinary and focus on higher-order thinking skills.
Learner Quality	Focuses on developing learners to have 8 desirable characteristics: 1) Love of nation, religion, and king; 2) Honesty and integrity; 3) Self-discipline; 4) Avidity for learning; 5) Observance of principles of Sufficiency Economy Philosophy in one's way of life; 6) Dedication and commitment to work; 7) Cherishing Thai-ness; and 8) Public-mindedness. Also aims to develop 5 key competencies: 1) Communication Capacity; 2) Thinking Capacity; 3) Problem-Solving Capacity; 4) Capacity for Applying Life Skills; and 5) Capacity for Technological Application.	Focuses on developing learners to have a deep understanding of social studies content; the ability to think critically, interpret, evaluate, synthesize, and create new knowledge; and the ability to apply knowledge in decision-making, problem-solving, and expressing the roles and duties of citizens in a democracy appropriately. Also promotes learners' awareness as global citizens, understanding of cultural differences, and ability to work creatively with others
Content and Learning Standards	Learning Area 2: Civic Duties, Culture, and Living in Society Standard SO2.1: Understand and act in accordance with the duties of good citizenship, have positive values and preserve Thai traditions and culture, and live together peacefully in Thai and world societies. Indicators: Grades 10-12/1: Analyze and act according to laws related to oneself, family, community, nation, and the world. Grades 10-12/2: Plan one's life with goals, know one's roles and duties as a good citizen of society and the nation. (Ministry of Education, 2017, p. 100)	Defines 5 main learning standards, each with broad, integrative indicators or expected learning outcomes, for example: Standard 5: Civics, Citizenship, and Government Indicators: - Use diverse thinking skills to understand and explain the necessity of government, the roles and responsibilities of government, and the systems of government in the United States and other nations. - Use diverse thinking skills to reason and debate about the fundamental values and principles of democracy in the constitutional system of the United States. - Understand the roles, duties, and responsibilities of citizenship in a democracy, including duties in the political process, voting, community service,

Desirable Characteristics	<p>Defines 8 desired characteristics: 1) Love of nation, religion, and king; 2) Honesty and integrity; 3) Self-discipline; 4) Avidity for learning; 5) Observance of principles of Sufficiency Economy Philosophy in one's way of life; 6) Dedication and commitment to work; 7) Cherishing Thai-ness; and 8) Public-mindedness, each with clear descriptions and behavioral indicators, for example:</p> <p>1) Love of nation, religion, and king Description: Be aware of being Thai, be loyal, maintain Thai-ness, have faith, adhere to and act according to the principles of religion, and respect and honor the monarchy. Behavioral indicators: Participate in activities that promote unity and instill love for the nation, religion, and monarchy.</p>	<p>and participation in non-governmental organizations. (The State Education Department, 2014, p. 42)</p> <p>Does not explicitly define desired characteristics like the Thai curriculum but incorporates them into the learning standards and indicators of each subject area, such as promoting learners' participation in political and government activities in a democracy, social responsibility, respect for others' rights, and acceptance of cultural differences.</p>
Key Competencies	<p>Defines 5 key competencies:</p> <ol style="list-style-type: none"> 1. Communication Capacity 2. Thinking Capacity 3. Problem-Solving Capacity 4. Capacity for Applying Life Skills 5. Capacity for Technological Application <p>Each competency has clear descriptions and behavioral indicators, for example:</p> <p>Thinking Capacity Description: Have the ability to analyze, synthesize, think creatively, think critically, and think systematically to create knowledge or information for appropriate decision-making about oneself and society. Behavioral indicators: Can think logically, analyze systematically, think critically in decision-making and problem-solving creatively.</p>	<p>Does not define key competencies as a separate category like the Thai curriculum but focuses on developing higher-order thinking skills and 21st century skills across all subject areas through learning activities, such as critical thinking and problem-solving skills, communication and collaboration skills, creativity and innovation skills, as well as life and career skills.</p>
Structuring of Instructional Time	<p>Defines the study time structure for the Basic Education Core Curriculum in the Social Studies, Religion, and Culture Learning Area as follows:</p> <ul style="list-style-type: none"> • Primary Education Level (Grades 1-6): 120 hours/year • Lower Secondary Education Level (Grades 7-9): 160 hours/year • Upper Secondary Education Level (Grades 10-12): 240 	<p>Does not specify a study time structure in terms of number of hours per year but allows each school to design its curriculum and schedule according to the school's mission and goals, while ensuring that the learning standards and indicators for each grade level are fully covered.</p>

Assessment and Evaluation	<p>hours/year</p> <p>Emphasizes authentic assessment using diverse methods and tools such as observation, interviews, tests, work inspection, and self-assessment, covering knowledge, process skills, desired characteristics, and key competencies.</p> <p>Examples of assessment guidelines:</p> <ul style="list-style-type: none"> • Assess learners' performance in activities and works such as products, projects, reports, presentations, experiments, and exhibitions. • Use diverse assessment methods such as tests, interviews, behavioral observation, surveys, progress recording, reflective discussions, and self-assessment. 	<p>Utilizes state standardized tests (NYS Regents Exams) to assess the knowledge and skills specified in the learning standards for each subject, which will be part of the determination for high school graduation in Grade 12. The exams focus on applying knowledge to real-world situations, analysis, citing evidence, and critical thinking.</p> <p>Additionally, schools can use other forms of assessment to improve teaching and learning, such as formative assessments through quizzes, work inspection, behavior observation, feedback provision, and project-based/performance-based assessments.</p>
Promotion of Global Citizenship	<p>The concept of global citizenship is mentioned in the curriculum, but not heavily emphasized. For example:</p> <ul style="list-style-type: none"> - In Strand 2: Civic Duties, Culture, and Living in Society, Standard SO 2.1 states that learners should <i>“live together peacefully in Thai society and the global society”</i> (Ministry of Education, 2017, p. 100). - In Strand 5: Geography, Standard SO 5.2 states that learners should <i>“analyze the relationship between humans and the physical environment that leads to the creation of culture, consciousness, and participation in the conservation of resources and the environment for sustainable development”</i> (Ministry of Education, 2017, p. 128). 	<p>Global citizenship is emphasized more than in the Thai curriculum, being incorporated as part of the learning standards. For instance:</p> <ul style="list-style-type: none"> - In Standard 4: Economics, it is stated that students must be able to analyze the role of the United States in the global economy and the impact of economic decisions on individuals, communities, states, nations, and the world (The State Education Department, 2014, p. 36). - In Standard 5: Civics, Citizenship, and Government, students are required to compare and contrast the political and governmental systems of the United States with other nations, and analyze the roles and responsibilities of citizens at the local, state, national, and global levels (The State Education Department, 2014, p. 42).
Examples of Global Citizenship Integration in Content Areas	<ul style="list-style-type: none"> - In the History strand for Grades 10-12, there is a learning indicator <i>“analyze important global situations in the 21st century”</i> (SO 4.2 Gr.10-12/4) (Ministry of Education, 2017, p. 123), which helps learners understand current issues and challenges faced by the global community. - In the Geography strand for Grades 10-12, there are learning indicators <i>“analyze physical changes in the world and the resulting impacts”</i> (SO 5.1 Gr.10-12/2) and <i>“analyze situations, causes, and impacts of changes in natural resources and the environment in Thailand and the world”</i> (SO 5.2 Gr.10-12/3) (Ministry of Education, 	<ul style="list-style-type: none"> - In the Global History strand for Grades 9-12, there is a learning indicator <i>“analyze the concepts of human rights, ethics, and universal values, and the role of international organizations in managing conflicts in the 21st century”</i> (SS.W.9-12.10) (The State Education Department, 2014, p. 38), which fosters learners' understanding of their roles as global citizens responsible for the global society. - In the Global Geography strand for Grades 9-12, there are learning indicators <i>“evaluate the impact of economic interdependence on countries around the world”</i> (SS.G.9-12.6) and <i>“analyze regional and global cooperation in managing natural resources in the 21st century”</i> (SS.G.9-12.18) (The State Education Department, 2014, pp. 40-42), which help learners understand interconnectedness and the necessity of collaborative problem-solving as

Development of Skills and Attitudes Essential for Global Citizens	<p>2017, pp. 127-128), which promote learners' awareness of the interconnectedness of local and global environmental issues.</p> <p>In the Thai curriculum, although the concept of global citizenship is incorporated, greater emphasis is placed on developing skills and attitudes of Thai citizenship, such as instilling love for the nation, religion, and monarchy, and preserving Thai culture and traditions (Office of the Basic Education Commission, 2018, pp. 9-11). Meanwhile, skills for global citizenship, such as respecting cultural diversity, being conscious of global issues, and participating in solving global problems, are not heavily emphasized.</p>	<p>members of the global community.</p> <p>In the New York State curriculum, there is greater clarity in developing skills and attitudes of global citizenship, as explicitly stated in the learning standards. For example:</p> <ul style="list-style-type: none"> - In Social Studies Practices, it is specified that students must be able to “<i>participate in, and understand the perspectives of diverse people in multicultural societies through social, political, economic, and historical practices</i>” (SS.SP.9-12.5) (The State Education Department, 2016, p. 2). - In the learning indicators for each subject area, students are required to analyze global issues and problems, such as wealth distribution, poverty, global warming, human rights, etc. (The State Education Department, 2014).
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From the comparison in the table, significant differences were found between the social studies curricula of Thailand and New York, as follows:

Main Objective: The Thai curriculum aims to develop students into good citizens according to the core values of Thai society, while the New York curriculum emphasizes developing analytical thinking skills, decision-making abilities, and participation in a democratic society.

Curriculum Structure: The Thai curriculum has a clear and comprehensive structure with well-defined components, whereas the New York curriculum is more flexible, providing broad learning standards for schools to design their own detailed curricula.

Content Division: The Thai curriculum divides content into 5 main learning strands, while the New York curriculum does not separate content into distinct subjects but outlines 5 learning standard domains focused on higher-order thinking skills.

Desired Attributes: The Thai curriculum explicitly specifies 8 desired attributes, whereas the New York curriculum does not directly list them but integrates desired attributes into the learning standards of each subject area.

Key Competencies: The Thai curriculum outlines 5 core competencies with descriptions and indicators, while the New York curriculum does not define separate competencies but aims to develop higher-order thinking and 21st-century skills through learning activities.

Time Allocation: The Thai curriculum clearly specifies time structures for each grade level, but the New York curriculum does not, allowing individual schools to design their own schedules based on their contexts.

Assessment: The Thai curriculum emphasizes authentic assessment through various methods, while the New York curriculum uses state standardized tests for graduation assessment and employs other methods to support teaching and learning.

Global Citizenship: The New York curriculum places greater emphasis on global citizenship by integrating this concept into its learning standards, while the Thai curriculum mentions it only minimally.

The social studies curricula of Thailand and New York differ considerably across all dimensions - philosophy, objectives, standards/indicators, course structure, learning activities, assessment, teacher/student roles, and time structure. This reflects contrasting approaches to social studies education. Regarding global citizenship, the Thai curriculum prioritizes cultivating Thai national identity, while the New York curriculum aims to develop students as citizens of a democratic society and the world.

3.3 Recommendations for the Development of the Thai Social Studies Curriculum

3.3.1 National Policy Proposals

Create a New Vision for Social Studies Learning

1.1) The Ministry of Education should collaborate with experts and stakeholders to develop a new vision for social studies learning, focusing on nurturing citizens who are knowledgeable, skilled, and actively participate in a democratic society at [the] local, national, and global levels.

1.2) The social studies curriculum should emphasize the development of digital citizenship skills, enabling the use of technology for learning, working, and socially responsible engagement in an ethical and informed manner.

Design a Personalized Learning Curriculum

2.1) Develop a flexible curriculum that caters to individual differences, allowing learners to choose subjects based on their interests, aptitudes, and personal development goals.

2.2) Employ digital technology for data collection, analysis, and designing personalized learning experiences, such as adaptive learning and learning analytics.

Develop a National Digital Learning Platform

3.1) Create an online platform that aggregates quality, diverse, and accessible social studies content, resources, and activities for students and teachers nationwide.

3.2) Promote knowledge exchange, network building, and technology skill development among teachers through this platform.

Promote the Integration of [the] Social Studies Curriculum with Artificial Intelligence

4.1) Integrate social science knowledge and processes with the development and application of AI, such as using AI for social data analysis, scenario simulations, and future forecasting.

4.2) Develop programming skills and the use of digital tools among students, alongside fostering an understanding of the ethical and social implications of technology.

Promote Futures Studies Research

5.1) Incorporate futures studies into the social studies curriculum to enhance students' ability to envision the future, forecast, and strategically plan.

5.2) Support teachers and researchers in studying trends and changes in the future world and applying them to current global situations.

3.3.2 Local Policy Proposals

Promote Community Learning Innovations

1.1) Support schools and communities in jointly developing learning innovations that meet local needs, such as community development projects, local museums, and historical storytelling.

1.2) Establish platforms or mechanisms for exchanging and expanding community learning innovations.

Use the City as a Classroom

2.1) Design social studies learning [experiences] linked to real urban areas, such as streets, districts, communities, architecture, parks, museums, and organizations, and provide opportunities for students to interact with people in society.

2.2) Develop students' citizenship skills by training them to observe, question, analyze, and solve real problems encountered in urban areas.

Develop a Competency-Based Curriculum on Sustainability

3.1) Integrate sustainability concepts into the content and activities of social studies learning, such as sustainable cities, green schools, and the circular economy.

3.2) Develop essential competencies in students for creating a sustainable society in the environmental, economic, social, and cultural dimensions.

Create Learning Communities with Local Engagement

4.1) Promote cooperation between schools and communities in organizing social studies learning activities that involve practical local engagement, such as social campaigns, public forums, and local media production.

4.2) Develop the capabilities of community personnel, such as community leaders and local experts, to act as speakers or mentors in educational management, with schools serving as facilitators.

4. Discussion

A comparative study of the social studies curricula in Thailand and New York State, USA, reveals several differences across various dimensions, including curriculum philosophy and foundational concepts, structure and content, teaching methods, and the desired characteristics and competencies of students. These differences highlight divergent goals in citizen development between the two societies. Specifically, the Thai curriculum emphasizes cultivating morally virtuous and patriotic individuals, whereas the New York curriculum focuses on developing knowledgeable, skilled citizens who actively participate in a democratic society. This research aligns with Kamonwan Chaiwanichsiri's (2014) study comparing the Thai and Singaporean social studies curricula, which found distinct differences in content and pedagogical perspectives. The Thai curriculum prioritizes moral and patriotic education, while the Singaporean curriculum aims to develop informed, skilled participants in a democratic society. These findings are consistent with the distinctions noted in the Thai and New York curricula regarding citizenry development. Similarly, Pornpimon Sreewilai's (2017) research on the early secondary school history curricula of Thailand and Australia showed that the two countries adopt different teaching approaches and focal points for student development. Thailand instills nationalistic pride through its history education, whereas Australia encourages an understanding of social and cultural diversity, reflecting different perspectives on using history to cultivate citizenship, a theme also evident in the distinctions between the Thai and New York social studies curricula.

Research by Sakhiyya et al. (2018) on citizenship education in [the] Indonesian and American curricula further indicates that differing political ideologies and power structures influence how citizens are shaped through education. The Indonesian curriculum subtly promotes state power and nationalistic ideologies, while the American curriculum underscores Western democratic and liberal values. Both nations claim to foster universal citizen characteristics, but in reality, they produce distinct types of citizens, which resonates with the findings of the Thai and American curriculum goals in this study—Thailand aims to produce “*good Siamese Thai citizens*” loyal to foundational institutions and conservative values, whereas the USA focuses on producing “*liberal democratic citizens*” committed to American-style rights and responsibilities. In conclusion, past research consistently reveals significant differences in the fundamental concepts, goals, content, and pedagogical approaches of social studies education across different countries, reflecting varying visions and methods of citizen development. However, in today's rapidly changing and interconnected world, designing a social studies curriculum for any one country cannot ignore global contexts and trends. Integrating local and global citizenship perspectives is crucial, as suggested by Torres (2017), who advocates for 21st-century citizenship education to encompass [the] local, national, and international levels, emphasizing justice, equality, and embracing diversity while promoting thoughtful engagement and decision-making.

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