

# Development of a Distance Training Package on Organizing Instruction for Social Studies Teachers to Develop Global Citizenship Characteristics of Students

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## ABSTRACT

*This research had three purposes: to develop a distance training package on organizing instruction for social studies teachers to develop the global citizenship characteristics of students to meet an 80/80 efficiency criterion; compare learning achievements of trainees before and after receiving training with the package; and study the opinions of trainees on whether the package is cost-worthy, interesting and feasible for implementation. The research sample comprised 53 teachers who taught in the Social Studies, Religion and Culture Learning Area at Mathayom Suksa 1 – 3 levels in secondary schools in Bangkok Metropolis Educational Service Areas 1 – 3. Research instruments consisted of: three units of the distance training package; a learning achievement test administered before and after the training; and a questionnaire to assess the opinions of trainees. The statistical tests employed to verify the efficiency of the training package were the  $E_1/E_2$  efficiency index and  $t$ -test. Research findings showed the training package met the efficiency criterion. The trainees achieved learning progress significantly and thought the distance training package was cost-worthy, interesting and feasible for implementation.*

## INTRODUCTION

The main educational purpose of any country is to develop good citizenship in the young so that they can pursue their lives efficiently as individuals and members of society. This concept of good citizenship development is an integral part of the curriculum at every level. In the past, the majority of schools emphasised on the approach for development of good citizenship to be in accordance with the social context of their own country.

Nowadays, the concept of good citizenship development has undergone changes and become wider in scope due to great changes in the world during the past decade. Advances in science and technology have led to globalization, so the world has become smaller as perceived by people. Citizens in countries and regions of the world can now have closer relationships and become more interdependent with more sympathy and understanding. At the same time, however, fierce competition, advantage taking and misunderstandings still exist. As a result, relationships among citizens of countries and regions in the world are characterized by both cooperation and competition/conflicts. Thus, there is a dire need to develop citizens with more knowledge and understanding of the world. Being good citizens not only means being good citizens of their own country but also of the world.

The mission of social studies teachers, therefore, is to equip students with real-world citizenship characteristics for this 21st century world. There are many instructional approaches for the development of world citizenship characteristics. One important approach is the global education approach which is aimed at preparing the young in society to become good citizens of the world. Its main objectives are to equip the young with knowledge and understanding of world citizens residing in other regions; correct concepts and attitudes on the co-existence of human beings with good relationship and interdependence; and the skills of reasonable thinking and working with others. The obtained knowledge, understanding, attitudes and skills will transform the young into world citizens with good qualities.

Another approach is the Buddhist instructional approach which involves a variety of instructional models and activities for learners including the application of the *yonisomanasikara* thinking process to enhance the thinking process of learners in order to develop their global citizenship characteristics.

The above-mentioned instructional approaches can be applied by teachers to develop efficient global citizenship characteristics in learners. At present, however, instructional management to develop global citizenship characteristics has still not been seriously implemented in schools. This study is aimed at presenting a systematic and practicable instructional model to develop the global citizenship characteristics of learners. It provides details on the contents and scope of the characteristics based on analysis of the global citizenship substance in the basic education curriculum and the organization of instructional programs with focus on global citizenship characteristics development.

In order for the global citizenship development instructional approach to be implemented efficiently by teachers, the researcher decided to develop a distance training package for teachers to use as a manual. To study from a distance training package is to gain knowledge and experience imparted via multimedia comprising the main media which consist of text and study guide, and supplementary media which are interaction media. Users of the package can study by themselves from the text and gain additional knowledge and understanding from the supplementary media. Training using the package is different from traditional training because in the latter, the trainer and trainees must spend time together in a specific place for dissemination of knowledge and experience. The number of trainees has to be limited and large amounts of time

and resources are required, thus making the training not very flexible or convenient. In contrast, the distance training approach can train a large numbers of trainees without limitation of place, without use of too many resources and within a short time.

This distance training package is for social studies teachers to use as a manual for instructional management to develop global citizenship characteristics in their students. The reason the researcher selected social studies teachers as the target group is that the objectives and contents of global citizenship characteristics development are related to, and in accordance with, the Social Studies, Religion and Culture Learning Area, which is under the responsibility of social studies teachers. Therefore, social studies teachers are directly responsible for the development of their learners' global citizenship characteristics.

Social studies teachers selected for the sample of this study were those teaching in schools in the Bangkok metropolitan area as these schools are diversified in terms of students and the environment. Also, the teachers are diversified in terms of educational qualifications and experience. For these reasons, the teachers should be an appropriate sample for the population of social studies teachers in Thailand.

## **RESEARCH OBJECTIVES**

The objectives of this research were to develop a distance training package on organizing instruction for social studies teachers to develop the global citizenship characteristics of students to meet the 80/80 efficiency criterion; to compare the pre-training and post-training learning achievements of trainees who used the training package and; to study the opinions of trainees towards the cost-worthiness, interestingness and feasibility for implementation of the training package.

## **RESEARCH METHODOLOGY**

The research methodology covers the sub-topics of population and sample, research instruments, data collection and data analysis with details as follows:

### **Population and Sample**

The research population consisted of social studies teachers teaching in the Social Studies, Religion and Culture Learning Area in Mathayom Suksa 1 to 3 classrooms of 123 schools in Bangkok Metropolitan Educational Service Areas 1 - 3. Mathayom Suksa 1 to 3 refers to the three years of lower secondary school in the Thai education system.

The research sample comprised 53 teachers who were selected through simple random sampling. The sample was classified into the following groups:

- Single subject sample (1:1) consisting of three social studies teachers;
- Small group sample (1:10) consisting of 10 social studies teachers; and
- Field sample (1:100) consisting of 40 social studies teachers.

## Research Instruments

Research instruments comprised the following:

### *Distance Training Package*

This was a training package on organizing instruction for social studies teachers to develop the global citizenship characteristics of students. Steps for development of the distance training package were as follows:

- Study of related documents and research literature;
- Analysis and synthesis of contents for the training; and
- Production of the distance training package, which consisted of the main media and supplementary media. The main media comprised a compiled text and a study guide for the distance training package.

The compiled text for the distance training package was composed of the following units:

### **Unit 1: Concept of Global Citizenship Development**

#### ***Section 1.1: Historical Background of Global Citizenship Development***

Topic 1.1.1: Historical Background of Education for Good Citizenship Development

Topic 1.1.2: Historical Background of Education for Global Citizenship Development

#### ***Section 1.2: Desirable Global Citizenship Characteristics***

Topic 1.2.1: Good Citizenship Characteristics

Topic 1.2.2: Global Citizenship Characteristics

### **Unit 2: Guidelines for Providing Education for Global Citizenship Development**

#### ***Section 2.1: Guidelines for Determination of Scope and Contents of Global Citizenship Development***

Topic 2.1.1: Goals of Education for Global Citizenship Development

Topic 2.1.2: Contents and Concepts to Be Developed for Global Citizenship Development

Topic 2.1.3: Skills to Be Developed for Global Citizenship Development

Topic 2.1.4: Attitudes to Be Developed for Global Citizenship Development

#### ***Section 2.2: Guidelines for Organizing the Global Citizenship Development Curriculum***

Topic 2.2.1: Relationship of the Social Studies, Religion and Culture Learning Area Curriculum and Global Citizenship Development

Topic 2.2.2: Guidelines for Organizing the Curriculum and Instruction for Global Citizenship Development

### **Unit 3: Organizing Learning Activities for Global Citizenship Development**

#### ***Section 3.1: Guidelines for Organizing Instruction for Global Citizenship Development***

Topic 3.1.1: Organizing Instruction for Good Citizenship Development

Topic 3.1.2: Organizing Instructional Activities for Global Citizenship Development

### ***Section 3.2: Examples of Organizing Learning Activities for Global Citizenship Development***

Topic 3.2.1: Examples of Organizing Learning Activities for Global Citizenship Development

Topic 3.2.2: Examples of Learning Management Plans for Global Citizenship Development

The study guide for the distance training package had the following components:

- Details and methods of study;
- Concept maps of the units;
- Unit and section instructional plans;
- Summary of content for each section;
- Learning activities, answer sheets and answer keys; and
- Pre-learning and post-learning self-evaluation tests for each unit.

The supplementary media consisted of interaction media such as worksheets and PowerPoint media for presentation in training.

#### *Learning Achievement Test for Distance Training*

This test was aimed at evaluating trainees' knowledge on organizing instruction to develop the global citizenship characteristics of students for social studies teachers. It was a multiple-choice test constructed in two parallel forms – one was to be used for pre-training assessment and the other for post-training assessment.

#### *Questionnaire for Opinion Assessment*

This five-scale rating questionnaire was aimed at assessing the trainee's opinions towards the quality of both the main and supplementary media of the distance training package.

## **DATA COLLECTION**

The researcher conducted the efficiency test of the training package by trying it out with social studies teachers. The tryout steps consisted of single subject tryout, small group tryout and field tryout. Details of the data collection for each step of the tryout were as follows:

#### *Data Collection in the Single Subject Tryout*

The researcher conducted the single subject tryout of the distance training package with three social studies teachers teaching in Mathayom Suksa 1 – 3 classrooms. Each teacher was given a training package to study according to its recommended self-study procedure. The time allotted for this step was three weeks. Results of the tryout were analyzed to find out the efficiency of the distance training package based on the 80/80 efficiency criterion. Tryout data on the opinions of the teachers concerning the quality of the training package in terms of language, contents and difficulty level were used to improve the training package.

#### *Data Collection in the Small Group Tryout*

The researcher tried out the improved version of the distance training package with 10 social studies teachers by having them study the package according to its recommended self-study procedure. The time allotted for this step was also three

weeks. Results of the tryout were analyzed to find out the efficiency of the distance training package based on the 80/80 efficiency criterion. The training package was further improved based on the opinions of the concerning its quality in terms of language, contents and difficulty level.

#### *Data Collection in the Field Tryout*

The distance training package was tried out with a sample of 40 selected social studies teachers who were also asked to study the package according to its recommended self-study procedure. The time allotted for this step was also three weeks. Results of the tryout were analyzed to find the efficiency of the distance training package based on the 80/80 efficiency criterion. Opinions of the teachers concerning the package's quality in terms of language, contents and difficulty level were taken into consideration for further improvement of the package. After the improved version of the distance training package, which had met the 80/80 efficiency criterion, had been obtained, the researcher provided the social studies teachers in the sample with supplementary media in the form of training. It was a two-day, face-to-face training aimed at complementing and fulfilling the experience of the sample group teachers after their study of the distance training package.

## DATA ANALYSIS

Efficiency Analysis of the Distance Training Package: The statistical procedure employed for efficiency analysis of the distance training package in the single subject tryout, small group tryout and field tryout based on the 80/80 efficiency criterion was the  $E_1/E_2$  efficiency index, the formulas of which were as follows (Chaiyong Brahmawong, 2007: 211):

The formula for  $E_1$  was the following:

$$E_1 = \frac{\sum x}{N} \times 100$$

Here,  $E_1$  = The efficiency index for the process in terms of the percentage score from the exercises

$\sum x$  = Summation of activity or assignment scores of learners

$A$  = The full score of activities or assignment work

$N$  = The number of learners in the sample

The formula for  $E_2$  was the following:

$$E_2 = \frac{\sum f}{B} \times 100$$

- Whereas  $E_2$  = The efficiency index for the outcome in terms of the percentage score from the post-test  
 $\Sigma f$  = Summation of the post-test scores of learners  
A = The full score of the post-test  
N = The number of learners in the sample

Comparison of Pre-training and Post-training Achievement Scores of Trainees Who Used the Distance Training Package: The statistical procedure employed for the comparison was the t-test.

Study of Trainees' Opinions towards the Distance Training Package: Statistics employed for data analysis were the mean and standard deviation.

## RESEARCH FINDINGS

### Results of Efficiency Analysis of the Distance Training Package Based on the 80/80 Efficiency Criterion

#### *Results of Single Subject Tryout Efficiency Test (1:1)*

In the single subject tryout, the obtained  $E_1/E_2$  efficiency indices of the three units of the distance training package were as follows:

- Unit 1 = 71.67/73.33  
Unit 2 = 68.33/70.00  
Unit 3 = 63.33/66.67

#### *Results of Small Group Tryout Efficiency Test (1:10)*

In the small group tryout, the obtained  $E_1/E_2$  efficiency indices of the three units of the distance training package were as follows:

- Unit 1 = 79.50/83.00  
Unit 2 = 79.00/81.00  
Unit 3 = 76.50/74.00

#### *Results of Field Tryout Efficiency Test (1:40)*

In the field tryout, the obtained  $E_1/E_2$  efficiency indices of the three units of the distance training package were as follows:

- Unit 1 = 80.38/81.50  
Unit 2 = 79.75/80.50  
Unit 3 = 78.38/78.75

The efficiency analysis results of the distance training package indicated that both the exercise scores and the post-test scores of the three units met the 80/80 efficiency criterion.

### Results of the Comparison of Pre-Training and Post-Training Achievement Scores of the Trainees from the Distance Training Package

Comparison of the pre-training and post-training achievement scores of trainees from the distance training package in the field tryout (1:40) showed that the trainees' post-

training achievement scores were significantly higher than their pre-training counterparts at the .05 level.

### **Results of the Analysis of Opinions of Trainees Who Used the Distance Training Package**

Analysis of opinions of the social studies teachers showed that they felt the training package, inclusive of the compiled text and the interaction part of the study guide, were appropriate at the high level in every aspect. They also felt the cost-worthiness, interestingness, and feasibility for implementation of the training package in school were appropriate at the very high level.

## **DISCUSSION**

Based on the research findings, the following points have been provided for discussion on this research study:

In this research study, a distance training package was developed on organizing instruction for social studies teachers to develop the global citizenship characteristics of students. The distance training package was tested for efficiency based on the hypotheses that it met the predetermined 80/80 efficiency criterion and that the post-training learning achievement of trainees was significantly higher than the pre-training counterpart. The findings confirmed both the hypotheses.

This distance training package is a compilation of knowledge on global citizenship development which has not been compiled before. The concept of good global citizenship development has been proposed by educators for social studies teachers to take and implement for learner development. However, so far there has never been a serious effort to develop instruction on this concept. This distance training package comprising is therefore aimed at being a handbook for social studies teachers to use in developing the global citizenship characteristics of their learners concretely.

Also, the package is a result of systematic planning for the training and production of the training package. The training has been designed to be system-based rather than resource person based, to be responsive to individual differences, to save training time and to save training expenses. This is in accordance with the distance training concept concluded by Chaiyong Brahmawong in the rationale and principles of the distance training package.

Based on the opinions of the trainees, the training package still lacked measurement and evaluation. In the first development of the training package, the researcher had an understanding that evaluation of the global citizenship characteristics could be made in terms of affective domain evaluation. Therefore, the researcher intends to add information on evaluation of the global citizenship characteristics in the next version of the training package in order to make it more complete.

In the opinions of social studies teachers, this distance training package could be implemented for instruction in school. They also recommended that the e-learning instructional package be developed for learners to study by themselves without having to go to class. The e-learning package should enable learners to study by themselves, to exchange experiences among fellow learners and to have interaction between learners and instructors.

## RECOMMENDATIONS

### Recommendations for Application of Research Findings

- The distance training package is appropriate for schools to use in organizing instruction to develop learners to be good citizens of the world.
- In developing the global citizenship characteristics of learners, the school should undertake the development on a continuous basis. Therefore, the distance training package can be implemented in every academic year.
- The distance training package can be adapted for use with learners in other class levels, especially at the elementary education level.

### Recommendations for Further Research

- This package places emphasis on the use of printed and interaction media. There should be further research studies on using other media such as the computer or other forms of electronic media.
- This package is aimed at Mathayom Suksa 1 – 3 students. There should be further research studies on implementing the package with Prathom Suksa 1 – 6 students and Mathayom Suksa 4 – 6 students.
- This package is to be used by social studies teachers as a handbook in developing the global citizenship characteristics of students. There should be further research studies on having teachers in other learning areas use the package and verify its efficiency for further improvement.
- There should be further research studies on taking the distance training package that has undergone preliminary tryouts to experiment in trial runs in real situations in order to assure the completeness of the training package.

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