

# Transformative an Area-Based Pedagogy of Social Studies Teachers for New Normal Thaischooling

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## Abstract

This paper presents social studies digital pedagogy innovation for social studies teachers for new normal Thaischooling. The purpose of this study is to enable social studies teachers to change teaching methods from traditional social studies teaching to social studies digital teaching. It also expands the area in the context of social studies more widely. Social studies pedagogy is transformative teaching for educating learners to understand human living as an individual and cohabitation in societies. Learners should be equipped with abilities to adapt themselves according to the environment, manage limited resources, understand changing development according to eras and various factors, understand themselves and other people, be patient and accept differences, have morals, and apply knowledge in living and development of digital citizenship. Social studies teachers are expected to apply such concepts suitably for the contexts and environment of new normal schooling. Teaching innovation is distinctive in the teaching and learning process with the focus on the learner as a maker. In this approach, digital technology is integrated with the teaching and learning process by selecting teaching methods, media, activities, and evaluation suitable for the contents. The methods and activities enhance learners to achieve objectives of teaching and learning as well to use students' learning performance for evaluating and developing their competencies.

**Keywords:** transformative an area-based pedagogy, social studies digital pedagogy, social studies pedagogy, new normal Thaischooling

## 1. Introduction

Education is an instrument for developing the quality of citizens, and education quality is the most important factor for developing the country. As the world societies are aware and give importance to technology advancement as a part of daily life, teachers at the digital age have to adapt themselves to teaching at the age of disruption to enhance learners' skills such as flexibility, adaptation, initiation, self-direction, leadership, and responsibility. These skills also include life skills, occupational skills, collaborative skills, production and accountability skill, analytical thinking skill, problem-solving skills, social and transcultural skills, creative and innovative skill, and skills in information communication technology (Phinla, 2016: 1140). Sustainable Development Goal (SDG) 4 supports for all people to receive equal education, lifelong learning, and educational quality. This goal confirms the proven belief that education is one of the effective drivers for sustainable development. In addition, the objectives are also on arranging occupational training at reasonable prices and eliminating sexual inequality and other social inequality to reach the international standard for a higher quality of education. Moreover, teaching and learning skills should be developed in communities by relying on surroundings as important lessons with integration to various sciences. One of the implementations is to build and upgrade educational instruments and equipment with sensitivity to children, disabled people, and genders. The learning environment should be managed to be safe without violence. Education should be arranged for all people with effectiveness as a guarantee that all students will gain knowledge and skills necessary for their sustainable development in education and living through cultural diversity and participation (United Nations, 2015). Online teaching and learning in the digital age is an educational innovation. In effective online teaching and learning, traditional learning changes to learning with advanced technology according to the learning objectives. The components of online teaching and learning consist of teachers, students, contents, media, resources, communication

system, information system network, testing, and evaluation. The teaching and learning models can be arranged in various ways for interaction between teachers and students. The components and models should be considered to be compliant and suitable for the course description and contexts of the students to gain effectiveness of online teaching and learning. The remarkable change is the changes in teaching and learning places as the current technology and innovation facilitates the production of creative content, and teaching and learning with finger touches. Accordingly, everyone can learn every lesson anywhere and anytime to the same goal of new normal teaching and learning (Mathuros, 2021: 35).

Transformative an area-based pedagogy has been defined as an educational philosophy that combines social constructivism and critical pedagogy (Tinning, 2017). “Transformative pedagogy” creates conditions that support teachers and pupils (participants) in developing their identity as persons about one another. Participants accept responsibility for expressing their meanings that implies metacognitive and socio-affective factors, and social interaction. The construct supports participants in making connections between meaning-making in class and meaning-making in the world. Interaction in the school is informed by moral-ethical values that support participants in developing self-awareness and social awareness. “Being-in-relation” and “being-in-becoming” are two interlinked terms that express social interdependence and the capacity to self-direct and by implication, to bring about improvement (Farren, 2016). With the advancement and continuous development of information and communication technology, access to educational technology is more convenient. As a result, education in the school systems has to adapt according to changes to keep up with various demands in teaching and learning. Online learning plays a role in education management of the teacher production institutes following globalization trend and borderless education as well as chance expansion for learning anywhere and anytime (Office of the Higher Education Commission, 2018). In online teaching and learning, the contents are transferred through images, videos, various multimedia, and discussion for idea exchange by using electronic and modern technological equipment (Alibak, Talebi, and Neshatdoost, 2019). The students can access various modern learning resources for self-study according to their needs. Online teaching is necessary at present, and the students in the digital age need to have communication skills and skills in using computers and information technology to promote media literacy and lifelong learning (Care, 2018). It is also critical to discuss the wide variations in perspective transformation and what factors might contribute to a greater transformation (Fay, & Kim, 2017).

At present, however, teaching social studies in Thai school systems faces various challenges mostly relating to the quality of teachers. Many social studies teachers lack literacy in social studies and they lack insights in contents, teaching and learning design, activity arrangement, teaching media, and testing and evaluation. In addition, traditional pedagogy is blended in social studies courses while the social studies teachers still lack competencies and skills to extract deep specialized knowledge and to integrate trans-disciplines into social studies (Bureau of Academic Affairs and Educational Standards, 2013; Suebwatthana, 2011; Thailand Development Research Institute, 2013). Since the last century, world citizens have been prepared for coping with disruptive changes in societies, technology, and the environment. The fundamental knowledge and skills necessary for the citizens in the digital world are set. The current world is more stable due to such readiness preparation. The forecast for the next century (2100 – 2199) is challenging to investigate what characteristics of the new code citizens and the future changes at the age of the post-digital society (Mangkhang, & Kaewpanya, 2021: 5172). The subject area of social studies educates students to gain knowledge and understanding about human living as individuals and cohabitation in societies. Learners should be equipped with abilities to adapt themselves according to the environment, manage limited resources, understand changing development according to eras and various factors, understand themselves and other people, be patient and accept differences, have morals, and apply knowledge in living, and be good citizens of the country and the world societies (Ministry of Education, 2008). Effective teaching in social studies should enhance students to learn and get basic concepts through social studies methods for coping with different issues and problems. The students should be developed in critical thinking, social critiques and practice, and self-development as members of societies to become good citizens valuable for societies and to live happily with other people (Michaelis, & Garcia, 1996). Learning management, being able to design and manage social studies learning, being able to integrate learning management, production and use of modern technological media, organizing the environment for learning development (Mangkhang, & Jitviboon, 2021: 123). Including using information technology media in the organization of learning and teaching (Mangkhang, 2017)

Teaching and learning arrangement involves incidences and steps relating to decision-making in designing particular activities for each student (Tosti & Harmon, 1972). At present, such arrangement focuses on student-centeredness for promoting students to gain 4 important skills i.e. analytical thinking, knowledge-seeking, communication, and creative thinking (Laowreandee, 2013: 52). In the social studies pedagogy approach, the teaching methods is dealt

with the processes of study, exploration, investigation, and trials of teaching innovation to find out the models and methods which promotes students' desirable characteristics for being progressive and qualified citizens i.e., "effective thinking" suitable for changes in the world societies. Each model of pedagogy approach emphasizes students' desirable characteristics, and each teaching strategy includes concepts, objectives, components, and results from using that strategy. In using pedagogical strategy, content analysis and diagnosis of teaching and learning styles are necessary to manage to teach and learn properly for the ages and maturity of the students as well as for increasing students' participation. Moreover, it is necessary to believe that all students can learn although they possess individual differences, they can get learning achievement according to the standard of the national curriculum (Mangkhang, 2018: 103). To apply digital pedagogy effectively, the teachers should have skills in using digital technology for technology-based teaching design, development of teaching and learning media, testing and evaluation, and reflection of the evaluation result towards learner development through digital technology. This application is regarded as the teachers' fundamental skills in connecting the online world between teachers and students (Wongyai & Patphol, 2020: 9). The author uses Jacques Derrida's concept of deconstruction for structural analysis, meaning, and language changes to make understanding that reality created by language is nonpermanent, but such reality divides an opposite pair leading to the intervals of the moral systems. The influence of the deconstruction concept (Derrida, 1973; 1997) on anthropology takes place in the work of Michael Taussig who uses Derrida's concept for criticizing ethnographical writing. Deconstructing the anthropologists' writings raises questions about the formation of reality in cultures and societies, and the roles of anthropologists as "makers" of stories in human cultures (Taussig, 1999). In addition, it raises doubt about the western paradigms which dominate anthropology. The questions on ethnographical writing lead to role revision of the anthropologists, and their writings are regarded as fiction, not reality (Jonathan, 1982).

Therefore, it is necessary to Transformative Pedagogy and replaces it with social studies digital pedagogy which is the process of systematically planning to teach and learning through digital systems for the teaching and learning arrangement to achieve the objectives successfully. Accordingly, the analyses are performed on teaching and learning components, theories, media, activities, and evaluation for enabling teachers to transfer knowledge to students in an effective way. In this case, technology plays an important role, and the methods, media, and activities are selected following digital technology. The quality of teaching and learning is different according to individual teachers' abilities. The teachers should be able to design their teaching models as the design of the digital teaching and learning helps plan the lessons systematically by using the course contents, methods, and activities to enable students to get learning achievement according to the objectives by comparing the learning performance with the objectives.

## 2. Method

This study was qualitative research by studying the primary and secondary data from documents. The content analysis was used for analyzing, synthesizing, and interpreting the collected data before concluding with the qualitative synthesis. The methods are described as follows.

- 1) The primary data were from books that contain traditional pedagogy and social studies digital pedagogy.
- 2) The secondary data were from previous research and articles about the research papers or articles related to traditional pedagogy and social studies digital pedagogy.
- 3) The content analysis was used for summarizing the results from the study on traditional pedagogy and social studies digital pedagogy.

### 2.1 research tools

This study instrument for the data collection was developed and validated as follows. The content synthesis form was between traditional pedagogy and social studies digital pedagogy. Then the content synthesis form was validated by 5 experts on the content accuracy, wording, and validity on IOC at the range of 0.60 – 1.00.

### 2.2 Data Collection

The content synthesis form was used to collect the data about the traditional pedagogy and social studies digital pedagogy. Then the collected data were summarized with the qualitative synthesis.

### 2.3 Data Analysis

The data were analyzed with the qualitative synthesis in the form of the explanatory research, and they were concluded according to the objectives for explanation and interpretation (Phothisita, 2007; Chantavanich, 2007; Gilson, 2014).

### 3. Traditional Pedagogy

Traditional pedagogy makes active and passive learners as a result from the traditional teaching approach of behaviorism which does not focus on students' participation but the effects towards the immediate behaviors and the teachers' roles. However, the traditional pedagogy is influenced from the theory of behaviorism which is criticized by supporters on understanding with the belief that students' participation is more meaningful than development of students' knowledge, skills, and experience (Dorier & Maab, 2012). The traditional teachers take power and responsibility to dominate the classroom and they believe that they know the students' needs and the lessons should be taught in the given time and places (Hammond, Austin, Orcutt & Rosso, 2001). Eventually, the teachers present the lessons according to the studying programs without consideration on the results of students' knowledge development (Rashty, 1999). In addition, Entwistle and Tait (1995) criticize that the traditional pedagogy obstructs students to learn with deep understanding, and testing assesses superficial knowledge such as knowledge from students' recitation rather than from their understanding (Biggs, 1996). In such situations, the traditional students face with challenges and disadvantages in practice and problem-solving process (Entwistle & Tait, 1995). The traditional approach is widely popular for more than 5 decades, and the traditional pedagogy was outstanding at the early 1970s. With the support of modern technology, various educational reforms occur and change from teacher-centeredness to student-centeredness. However, these educational reforms still have some limitations in effectiveness (Khalaf & Zin, 2018).

The traditional pedagogy mainly depends on physical interaction between students and teachers. In the traditional pedagogy classroom, the core of the teaching system emphasizes on the contents rather than focusing on the students, different learning competencies, and learning styles. The traditional pedagogy, known as the traditional teaching and learning, teaches students to learn necessary contents according to the curriculum designed by educators or teachers and from various sources such as textbooks, articles, journals, audio files, and CDs by using the physical face-to-face methods. Such traditional approach trains students to gain skills from the lessons transferred by the teachers, and prescribes for teachers and students to perform teaching and learning at the given time and places at schools or universities by using the media designed by educators. In the lessons, the teachers control the classrooms, the students have to adjust their learning techniques and styles accordingly, and the traditional pedagogy does not deal with senses or mind. There are various types of the traditional pedagogy such as homeschooling, teaching and learning in sub-groups, and teaching and learning in laboratories (Singh, Yusoff & Oo, 2009; Kelmendi, 2019).

As a result, the educational reform in the digital-based teaching of social studies encounters one important obstacle in the current educational area i.e. lack of teachers' competency development for supporting education with technological disruption in which most of educational arrangement in the current world becomes virtual classrooms. The traditional pedagogy is not different from reproduction since the contents transferred from teachers to students are specific and allocated in advance including certain media, time, assignments, and criteria set by the teachers. The author would like to propose guidelines for arranging teaching and learning suitable for encouraging paradigm changes in terms of contents and teaching as the center of the educational reform to support the post-digital education. In addition, the purpose is to promote teaching and learning which can be used for students to solve problems in their daily life. The digital teaching and learning approach is an alternative for developing the teachers at present and in the near future.

### 4. Social Studies Digital Pedagogy as Area-Based Pedagogy

The digital teaching philosophy is an emerging concept that integrates philosophy to the theory of information technology, teaching principles, and critical educational philosophy. This concept is formed in the conference supported by the UK association, Humanising Online Pedagogy, and arranged by Liverpool Hope University (Liverpool, UK) in May 2014. In the conference, educational practitioners and philosophers gathered to explore the meanings of teaching, epistemology, societies, and philosophy in technological changes for educators. They also considered perspectives in education for adults with a learning disorder, information theories, and global perspectives in technology ethics (Lewin, & Lundie, 2016: 235). Regarding teaching in the 21st century, specific skills are specified for students to be successful in occupations at present and in the future. These skills are creative thinking, innovation, critical thinking, problem-solving, metacognition, communication, working together, information literacy, technology literacy, citizenship, life, and occupational skills, cultural awareness, and social responsibility (Binkley et al., 2012; Trilling & Fadel, 2009). Apart from formal educational systems, the focus is on the roles of long-distance learning, the importance of integrated teaching, practice, and lifelong learning science. These issues are upgraded to be important factors for ensuring that learning can be formed by positive external factors with effects on living (Carr,

Balasubramanian, Atieno & Onyango, 2018). This shows that the integration of digital technology exists in teaching and learning activities, somewhat changes of classroom roles, formation of a friendly environment for students, and teaching improvement (Rana, Greenwood, Fox-Turnbull & Wise, 2018). Students should learn with this teaching method for developing students' ability to decide by themselves (Akyildiz, 2019). As world societies change into post-digital societies, people have freedom in communication, and they share values and global knowledge. In globalization, the online world becomes a platform for social interaction and is integrated into the development of people's quality of life such as online learning management, health management, and solutions to poverty problems (Mangkhang, & Kaewpanya, 2021: 89).

In area-based pedagogy education, there is a trend to extract concepts about technological changes existing in the cultural environment so education is a means for transferring the changing power of educational technology (Plowman and McPake, 2013). We are in the age of information innovation and a large number of students at present depend on computers and the internet for doing assignments. Moreover, many high education institutes are well aware that the application of technology can create, foster, transfer, and promote teaching and learning to raise students' knowledge and understanding. This method results in quick progress and technological development has an effect on education in the form of E-Learning i.e. educators and students do assignments through websites in a different way from traditional classrooms. The term 'E-Learning' comes from the combination of "E" and "Learning" where "E" is shortened from 'electronics'. There are many types of E-Learning such as online learning, long-distance learning, blended learning, M-learning (mobile learning), etc. all of which are generally called learning through digital media (Harriman, 2014; Kelmendi, 2019). Educational institutes are aware that using technological networks can create, promote, transfer, and facilitate teaching and learning as well as increase students' knowledge and experience. Therefore, rapid development and growth of information communication technology have a deep influence on higher education where online teaching refers to the course implementation of teachers and students through the Internet in a different way from the traditional classrooms (Li, Qi, Wang, and Wang, 2014: 48).

As social studies are taught for preparing citizens in the future; it is necessary to have various principles, processes, and methods for developing students' knowledge and skills from real experiences through hands-on activities. In such learning, students should gain various aspects of knowledge and skills as well as morals, ethics, and cohabitation with other people in the societies. Therefore, teaching arrangements in social studies must be integrated into other courses for developing students' skills to build new knowledge which is applicable in their living effectively and happily (Phra Sitthichai Rinrit and Charbudboontarik, 2020: 204). Nowadays, teaching and learning have been changed significantly from ever. In the 21st century, many factors cause changes in students' learning. Technology plays an important role, and it is necessary for the current teaching and learning because it is accessible by everyone with equality. Wherever the students are, they can do self-study if they can access the Internet. In social studies course arrangement, teachers have to adapt themselves to use technology for managing lessons effectively. Social studies courses are in 5 main content areas: religion, morals and ethics; citizenship and conduct of life in societies; economics; history; and geography. From the past to the present, teaching and learning social studies have been arranged in various models. Such models are important for promoting students' self-development according to their potential so the model selection should be suitable for helping students to develop their potentials. Learning arrangement should focus on students' skill practice in thinking, seeking knowledge from various learning resources, and applying knowledge to real situations. The teachers can use different models for helping students to achieve the given objectives (Khwana & Khwana, 2019).

In social studies for new normal societies, digital etiquette for being the global citizens is promoted in 3 levels (Mangkhang & Kaewpanya, 2021: 93) as follows.

#### 1) Individual Level

This level includes judgment in posting one's personal information on the public world, carefulness in posting information that might cause threats to one's privacy, and awareness that there is "no definite public area and no permanent individual area".

Information should be analyzed to distinguish between right and wrong information, and safe and harmful information. Harmful information might threaten the safety of oneself or other people such as fake news, fraudulent channels for money transfer, etc.

Time management should be done in using digital devices and balancing between online and real spaces.

People should know how to manage with digital footprints left on the online platform by other people. Such management relies on understanding that activities in the digital world always leave accessible footprints. They

should be aware that other people's footprints are a matter of privacy and they should not access such information without permission.

Communication or chats should be done with polite words without using rude words, sexual harassment, or forceful.

Dressing in public places should be proper and an online platform is like a type of public place.

### 2) Level of a Social Group or Specific Network

This level involves perception and coping with threats and bullies on cyberspaces in an intelligent way. People should be smart in communicating information in the digital world. They should not make up or spread information that is fake, bullying, or threatening other people in online societies.

In sharing information in the digital world, real and polite information should be used. If such information is personal opinion or emotion, it should be expressed carefully and creatively without sarcasm.

People should not use online networks as an instrument for cheating other people or doing illegal matters such as setting up groups of Ponzi schemes, sales of sexual videos, online bullying, etc.

People should not tease, insult, defame, threaten, or bully other people through social media for their amusement.

Networks of online societies should be built in a creative way for sharing happy spaces.

### 3) Public Level

People should not ignore the problems of online bullying and they should cooperate in creatively building online public areas.

**Table 1.** Shows the Comparison between the Aspects of Traditional Pedagogy and Social Studies Digital Pedagogy

Issues	Traditional Pedagogy	Social Studies Digital Pedagogy
Class conversation	The teacher takes a role in conversation more than the students.	The teacher allows students to take a role in conversation more than the teacher.
Teaching and learning process	Teaching and learning are arranged in groups whereas sub-group or individual teaching is seldom arranged.	Teaching and learning take place in groups or individuals, depending on the needs of each student.
Lessons, course contents	The teacher manages the lessons according to the existing study program and curriculum.	The students participate in determining the topics they are interested in by using various information resources including websites and experts through the Internet.
Priority of the teaching and learning process	The students learn 'what' not 'how'. The teacher and students are busy doing in compliance with the contents. The students do not involve with knowledge-seeking and problem-solving. They just do the assignments given by the teacher.	The students learn 'how' with less 'what'. The teaching and learning process includes research to explore and collect data from web-based resources and agencies in communication networks. Teaching and learning better link to the real world. The contents are more complete and are presented in various forms.
Motivation	The students' learning motivation is low, and the contents are 'far from their daily life.	The students' learning motivation is high due to their involvement in the surrounding topics and application of technology.
Teacher's role	The teacher is powerful.	The teacher suggests the students how to access information
Learning places	Teaching and learning take place in the school classrooms.	Teaching and learning can take place in uncertain locations.
Lesson structure	The teacher determines the lesson structure and time division.	The students participate in determining the order of the lesson structure.
Classroom etiquette	The teacher determines rules.	The teacher and the students determine rules together.

Source: Charin Mangkhang, Korravit Jitviboon & Nitikorn Kaewpanya, adapted from Libron Kelmendi, 2019

People should not spread fake or threatening information that might be dangerous for other people, and they should not disseminate other people's digital footprints in public areas.

Conflicts in opinions are expressed in the online world more than in real-life since people are not worried about relationships. Therefore, such opinions should be expressed with judgment and reasonable argument without using emotions.

In posting personal information on cyberspace, people should be aware that cyberspace is the public area for everyone to give opinions, make an observation, and raise questions. Therefore, they should post their personal information with judgment.

Other people's information should not be copied, changed, modified, and posted as if it is one's information. These actions are illegal. It is argued that the traditional pedagogy is the most suitable teaching and learning method whereas the other methods are alternatives with less effectiveness. However, there are no findings that support this argument. Research and researchers show that the technology-supported method is comparable to usual teaching and learning. Several parts of digital teaching are common in usual classrooms such as students' suggestions of ideas and concepts, group discussion, argument, various types of knowledge transfer, and collection of students' information and knowledge. Digital teaching and learning include interesting points which do not exist in the traditional method such as time for processing knowledge and responding, better interaction among students, knowledge gain and exchange among students, ability to be an open discourse leader. All students gain equivalently more than close personal conversations; and motivation and participation are higher in the teaching and learning process (Dorier & Maab, 2012; Hammond, Austin, Orcutt & Rosso, 2001; Rashty, 1999; Entwistle & Tait, 1995; Biggs, 1996; Khalaf & Zin, 2018; Singh, Yusoff, & Oo, 2009; Kelmendi, 2019; Lewin, & Lundie, 2016; Binkley et al., 2012; Trilling & Fadel, 2009; Carr, Balasubramanian, Atieno, & Onyango, 2018; Rana, Greenwood, Fox-Turnbull, & Wise, 2018; Mangkhang & Kaewpanya, 2021; Harriman, 2014; Kelmendi, 2019; Li, Qi, Wang, & Wang, 2014; Phra Sithichai Rinrit & Charbudboontarik, 2020; Khwana, & Khwana, 2019).

## 5. Results

The system of the social studies digital pedagogy leads to the success of teaching and learning arrangement in Thaischooling with 7-D components as illustrated in the diagram.

1) Digital Rights and Responsibilities: The consideration is on rights, freedom, and responsibilities in public digital media as the population of the societies in different levels at the community, national, and global levels because there is no limitation in places. Responsibility refers to the responsibility for oneself and societies as well as the effects from their actions according to laws in using legal rights and freedom without violation to laws, ethics, and morals in the societies. This is the first fundamental to know to cohabitate peacefully in the digital societies linking to people around the world.

2) Digital Media Literacy: The consideration is on knowledge and understanding about information and digital media in identifying needed information from various sources as well as in assessing its usefulness, relevance, accuracy, and reliability. This includes using such information to develop and present useful knowledge effectively.

3) Digital Content Design: The consideration is on the contents suitable for the students with the focus on training them to learn by themselves. The contents are updated to be modern at all times by using simple and concise language without causing stress. There should be options for the students to inquire and give opinions. The contents should not be designed only in the text form but colorful illustrations should be integrated to increasingly draw readers' attention.

4) Digital Activity Design: The design involves behaviorist learning by considering the age ranges of the students. The learning experience is formed in a friendly manner for each student's age range with a focus on students' learning styles, expressions, and interests. These factors are important in creative learning activity design to encourage the students to think and be responsible for themselves and the public. In addition, the students should be encouraged to learn by linking new knowledge to their life experience or surroundings for promoting lifelong study.

5) Digital Security: The consideration is on security and privacy because digital footprints still exist after using electronic devices. There may be various forms of threats and bullying. The assessment should be on possible effects to prevent and reduce the risks of such threats.

6) Digital Etiquette: The consideration is on social practice, etiquette, and desirable behaviors in using the space of the digital societies together without causing troubles, annoyance, stress, anxiety, and other mental problems of

oneself and other people. Behaviors with proper manners gain social acceptance, respect, and honor so digital etiquette is necessary to be learned and to form norms of application in digital societies.

7) Digital Wellness: The consideration is on danger in using electronic devices and health problems in various aspects including physical and mental health, and diseases. It also includes relationships and effects on youths in using the Internet and digital media to prevent, avoid, and reduce such effects as well as primary care for oneself and surrounding people to live happily in the digital societies.



**Figure 1.** Social Studies Pedagogy Systems in New Normal Thaischooling

Source: Charin Mangkhang, Korravit Jitviboon & Nitikorn Kaewpanya

In the social studies digital pedagogy, both teachers and students are flexible. Digital pedagogy is challenging and demands teachers' teaching competencies (Harriman, 2014; Kelmendi, 2019). The advantages of the social studies digital pedagogy for new normal Thaischooling consist of the following aspects.

- 1) Promote lifelong study.
- 2) Support learning anywhere without limitation in places.
- 3) Enhance interaction between teacher and students through social media such as email, Line, Facebook, SMS, etc.
- 4) Open learning space in dangerous situations such as heavy rain, storm, physical damages, epidemics, or pandemics.
- 5) Support learning in necessary matters and avoid learning in unnecessary issues.
- 6) Be flexible and save learning time consumption.
- 7) Provide opportunities for accessing education with cheaper fees than traditional learning.

## 6. Discussion

Teaching intelligence in social studies is like an area-based pedagogy to change social conditions at present in the digital age. Many people in the world including students depend on technology in work, communication, and searching for different knowledge. Rapid advancement and development of technology have effects on education, teaching and learning processes, and student's life. A lot of educational institutes are well aware that using technology can make the teaching and learning processes better and increase students' knowledge by deconstructing the traditional pedagogy and then replacing it with the social studies digital pedagogy. The social studies digital pedagogy forms a new way of teaching and learning which is different from the traditional one. It is considered as the better approach for gaining new knowledge, behaviors, and skills. Accordingly, the traditional pedagogy is changed. Moreover, in the social studies digital pedagogy, digital etiquette is applied as a part of new normal life in societies, depending on the contexts of particular areas, and relationship among people or groups of interacting people. Digital etiquette should be fostered at the levels of families, schools, and different organizations in the



societies. Accordingly, cooperation from all sectors is needed to reinforce students' digital etiquette in new normal societies in the future. This is consistent with the research of Almendingen, K. et al. Although students had little previous experience with online education, these students seemed to adapt quickly to the sudden shift to ad hoc online education due to the COVID-19 pandemic. Also, the students expressed that they wanted more structure in future digital courses (Almendingen, Morseth, Gjølstad, Brevik, Tørris, 2021). Therefore, an analysis of social studies traditional pedagogy and social studies digital pedagogy. causing teachers to teach social studies subjects in the new normal Thaischooling to be an example for improvement and develop social studies teaching in Thailand and around the world both present and future.

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