

Reconstructing the Concepts of Social Studies Process to Pro-Active Citizenship: Critical Discourses Studies of Citizenship in the Digital Society

Wanlapa Intarong¹, & Charin Mangkhang²

^{1,2}Faculty of Education, Chiangmai University, Thailand

Corresponding Author's E-mail: wanlapa.i@pkru.ac.th

Abstract

This article aimed to study citizenship concepts and citizenship discourse process, and propose social studies process enhancing pro-active citizenship in the digital society. The study was conducted using a qualitative study design utilizing discourse analysis according to Michel Foucault's concept. Primary and secondary data were collected. Analysis of practical discourse of citizenship and analysis of social studies process to pro-active citizenship were implemented to propose social studies process enhancing pro-active citizenship. The findings from the study revealed that practical discourse of pro-active citizenship was produced from the powering of discoursed transmitted through the Constitution of the Kingdom of Thailand, education policy to include policies on national economic and social development. The social studies process is using as a tool to enhance citizenship through teaching innovation of social studies to develop 3. dimensions of citizenship, i.e. dimension social, emotional dimension, and intellectual dimensions is driven through 3 levels of learning, namely 1) family level, 2) educational institution and educational personnel level, and 3) civil society level to promote citizens to have digital intelligence quotient, essential skills for pro-active citizenship, comprising 1) digital citizen identity, 2) privacy management, 3) cyberbullying management, 4) cybersecurity management, 5) screen time management, 6) critical thinking, 7) digital footprints, 8) digital empathy and 9) digital health & wellness skill.

Keywords: Reconstructing the concepts, social studies process, critical discourse studies, pro-active citizenship, digital society.

1. Introduction

Citizenship situation in the digital society requires adaptation to a way of life to keep pace with and be consistent with various changes in terms of social, economic, and cultural conventional dimensions that seem to disappear due to the rise of new technologies. Self-development is important to building citizenship preparedness to facilitate the next century, which will determine preparedness of citizens to the world of work full of more complexity, with regard to creative thinking, critical thinking and problem solving skills, communication and collaboration including information, media and technology skills. Today, pieces of news or information are publicized through media and technologies tremendously. Consequently, citizens are required to have abilities to express their critical thinking and multi-task skills (Vicharn Panich, 2012).

Building citizenship is a matter that every country is pushing and giving importance to citizenship values as a tool that lead the country to be developed from the foundation of society. Children and youth play a vital part in developing learning skills for enhancing citizenship (Kantarakorn Jaratmatusorn, 2017). Citizenship discourses with regard to global citizenship or active citizenship are contemporary issues in which many countries are interested since they are discourses mentioning construction of citizenship with instilling knowledge base and citizenship to be inherited in a stable and sustainable manner on the basis of democracy society while human rights and freedoms are taken into consideration including equity and equality. Discursive practices focus on government policies and systems and mechanisms of education. Similarly, Thailand is aware of necessity of citizenship development according to Charin Mangkhang's concept (2019) stating that Thailand is one of the first countries that are aware of instilling citizenship, which can be noticed from the point of citizenship is contained in an objective of the 2008 and 2011 education curriculums as the core mission for instilling education in children and youth, driven by teachers of social studies so as to prepare students to be ready for adapting to changes in the role of citizenship in the 21st century or citizens in the digital society. As education process can be a mechanism to develop children and youth to achieve self-development for being active citizens by taking human rights and freedoms into consideration, children and youth are expected to have self-responsibility and social responsibility, volunteer mind without expecting anything in return. Such characteristics are the important basis that will drive active citizenship in order to facilitate the development to pro-active citizenship or citizens in the digital society who need to be aware of opportunities and risks in the digital world, understanding of rights and responsibilities in the digital world including the ability to discretely handle all personal information shared online in order to protect one's and others' privacy. According to the situation of changes to the digital society mentioned above, communication over the internet is explicitly increased. In 2020, Thai people used the internet on average for 11 hours 25 minutes a day, increasing by 6 hours from 2017. Compared to the previous year, it was found that students/undergraduate students are the most internet users per day. From this behavior, it reflects self-adaptation to citizenship in the digital age of new generation citizens (Electronic Transactions Development Agency, 2020). In the meantime, an important problem challenging to changes is found, namely, the lack of social interaction manner with other users on the digital world, making "digital etiquette" is an issue brought up for criticizing in the digital society since it is a basic practice for interaction in the digital society (Saranon Inthanon, 2020). Such practice emphasizes appropriateness, good behaviors, and good manners in using online media on the digital world (Office of Knowledge Management and Development, 2016). Such changes have an effect on behavior so youths who become digital citizens, especially intellect. Department of Mental Health monitored the outcome of brining "Health and Educational Reintegrating Operation" or "School Health HERO" into educational institutions. Monitoring outcomes using a behavior observation tool and mental health symptoms from using online media on the digital world found in 2020 students lacked critical thinking skills, had short attention span, had no patience to wait, spent too much time on screen, could not control their emotions, and did not have digital well-being including being careless to take care of their own safety on the online world and cyberbullying. The survey conducted by School Health HERO among 62,213 students found risk signals related to social-emotional intelligence skills in 7,045 students, accounted for 11.32% (Department of Mental Health). The study result clearly reflected that if new generation citizens cannot adapt themselves to changes in the digital society, they will have an effect on living a

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

quality of life in the digital world. Consequently, making understanding about digital media skills will be an important basis for self-adaptation to pro-active citizenship of the digital era.

In this article, the author proposed discourse criticism points related to basic characteristics of citizenship and global citizenship to make understanding to active citizenship development, a significant foundation for determining characteristics of pro-active citizenship in the digital society including proposing social studies process concepts for enhancing pro-active citizenship in the digital society (Pro-Active Digital Citizenship). The author would like to create various perspectives in building citizenship through schooling curriculums and lessons. This article will be another channel to provoke the trend of building pro-active digital citizenship in Thailand, especially by social studies process, to encourage relevant persons like educational institution administrators, teachers of social studies, and persons involved with education management to understand and view the importance of education management for enhancing citizenship in the digital era.

2.Review Of Related Studies

Citizenship critical thinking: Viewing global citizenship, active citizenship and pro-active citizenship

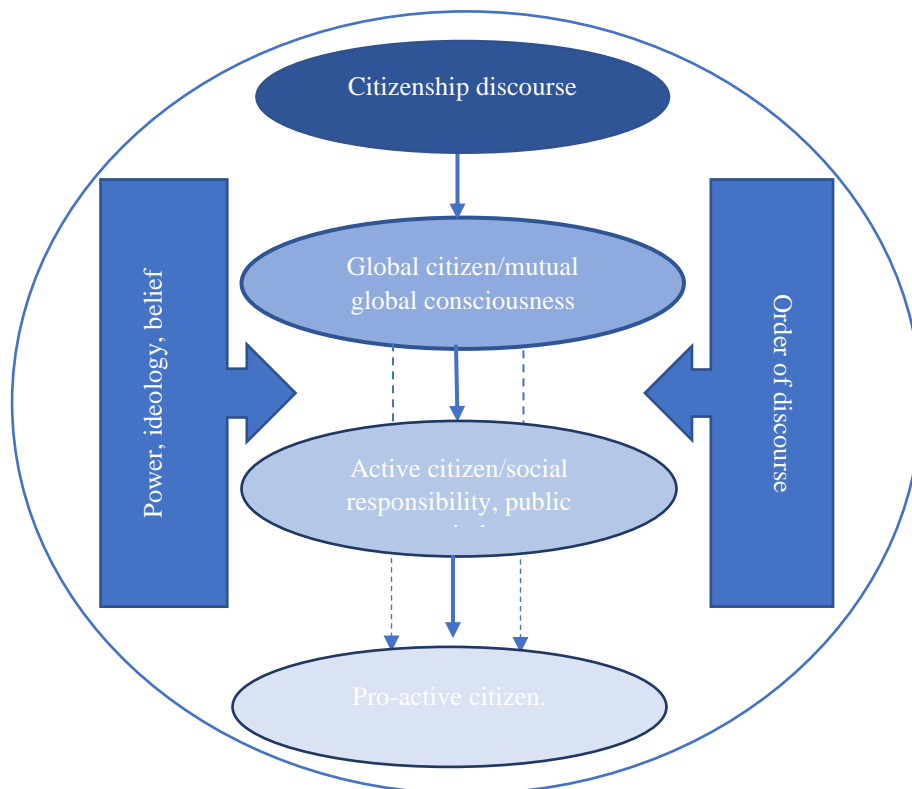
Studying citizenship as discourse is a study believed that everything in society is “discourse” which is something made by society and becomes standpoint, idea, belief, knowledge or meaning, etc. Michel Foucault states that the study on discourse and discourse practice is aimed to see history, idea reflected through languages or definitions leading to the action of power in the form of indoctrination, obstruction to make uniqueness, meaning or some action disappeared from society. Therefore, according to Michel Foucault’s point of view, discourse is regarded as a tool guiding to the acquisition of power through indoctrination (Chainarong Kreunuan, 2015). Besides, discourse study can help people view “ideology or belief” as a system, rule or regulation, and process to make uniqueness and meaning. Discourse study does not definitely separate between something called “theory and the real world, ideology and reality or intangible and tangible things” but discourse analysis helps capture these 2 pictures at the same time (Chairat Charoensin-o-larn, 2002, 2006). Similar to discourse study on “pro-active citizenship” in the digital society.

It is necessary to conduct a study through “citizenship” discourse which is the main discourse or train of thought of society as discourse of the process in building mindset about “citizenship” in terms of its background and characteristics in presenting “ideology, belief or truth” based on discourse power via social, religious, economic, and political institutions under a point of thought from discourse. Such truth is perhaps a regime of truth that is formed (Constitute) under discourse power. In addition, discourse process persuades people to see an impact or outcome from the action of discourse practice. That means a study on this point reflects strategies, policies, education curriculums or projects formulated through education systems and social institutions that are important institutions instilling characteristics of citizenship in youths of certain countries.

The process in **constructing** global citizenship is a concept realizing connection and dependency at a global level as well as mutual consciousness towards global levels problems such as global warming. Citizens living in the global society need to have global skills and understanding such as skills to connect local phenomenon to global phenomenon (Online). Meanwhile, the process of the order of

discourse is important to building citizenship discourse. Studies conducted on the order of discourse focus on working together between producing the meaning using a text and construction that connects to the text already had the meaning, which can be different or consistent through the order of discourse (Worapong Chairerk, 2013). Active citizenship discourse is a product of the process of the order of discourse since active citizenship discourse is a mindset produced its meaning from citizenship discourse through connection of the citizenship text that already had the meaning. Active citizenship mindset is a mindset coming from the existing mindset of “citizenship”. Active citizenship mentions individuals who are citizens having social responsibility, public consciousness or public mind, awareness of what they are doing, do not expect anything from others in return, care of benefits of others rather than benefits of themselves. “Citizen” means power of a state. When everyone is citizen of that country, active citizen is knowing one’s duties, one’s rights and responsibilities, being things that every country desires to possess (Yasinee Kerdpolsert, 2015).

Figure 1 : The process of citizenship discourse studies



It can be concluded that citizenship as discourse is a way to transmit discourse made through knowledge by using education systems and social institutions. It is regarded as a thinking base in a study to answer the question that knowledge or truth determined by characteristics of power is a tool of discourse practice, which can be seen from active citizenship development to pro-active citizenship by means of educational process in integrating participation of citizens in the digital era by using technologies to develop characteristics of citizenship. What comes after the educational process is digital intelligence quotient connecting to significant characteristics of pro-active citizenship. The above mentioned process shows that active citizenship and pro-active citizenship are full of control, system management, and the exercising of power in different forms through the process of the order of discourse that helps realize that citizenship considered as discourse, regardless of any form, is power-based relationship and a technique or method for indoctrination.

Pro-active citizenship: practical discourse studies of citizenship

Discourse practice is a medium between text and society in studying the constructing of pro-active citizenship through the process of intertextuality knowledge management to determine a definition by interpreting the text to see discourse dimensions interacting with society in building and communicating the meaning of pro-active citizenship like what Fairclough (as cited in Nattaporn Panpothong, 2013) describes that “production/distribution of text and consumption/text interpretation are the studies of society having an indirect influence on text to reflect that society determines a way of discourse practice and a way of discourse practice determines discourse (Wanjarat Dejjwilai, 2017).

Studying discourse practice of pro-active citizenship is a study on text produced from discourse power on citizens and transmitted through education systems and social institutions by means of knowledge and intertextuality idea. The study process needs to rely on text interpretation similar to the following examples:

1. Discourse practice transmitted through the Constitution of the Kingdom of Thailand B.E.2560 (2017) mentions duties of citizens according to the 6 frameworks of citizenship, namely, have self-responsibility and self-reliance, respect to equity, respect to diversity, respect to the rights of other people, respect to rules and regulations, and have social and public responsibility.
2. Discourse practice transmitted through Ministry of Education (2008) by determining the Basic Education Core Curriculum B.E.2551 (2008) that aims to develop students to become good national citizens, build students to become global citizens under the curriculum vision that “the Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all aspects – physical strength, knowledge, and morality. They will fully realize their commitment and responsibilities as Thai citizens as well as members of the world community. Adhering to a democratic form of government under constitutional monarchy, they will be endowed with basic knowledge and essential skills and favourable attitude towards further education, livelihood, and lifelong learning. The learner-centred approach is strongly advocated, based on the conviction that all are capable of learning or self-development to their highest potentiality.”
3. Discourse practice transmitted through the 20-year National Strategy (2017-2037) in the point related to developing and enhancing human resource potential aspect “to strengthen Thai people in the future to have physical and mental readiness including intelligence and necessary skills for the 21st century and self-development with lifelong learning to become high skills Thai people. Desired values and characteristics are instilled by integrating with “families, communities, religions, education, and media”.
4. Discourse practice transmitted through the draft 13th National Economic and Social Development Plan mentions citizenship in the 12th milestone, the content mentioning citizenship as “people are an important foundation in driving country development. Therefore, commitment given to developing people to have essentials skills in all aspects for the new world is development of foreign language skills, digital skills, and entrepreneurship skills including social/behavioural skills (Soft Skills) such as critical thinking skills, creative thinking skills, self-adaptation skills, communication and working with others skills (teamwork skills) including promoting lifelong learning society”.

5. Discourse practice transmitted through National Digital Economy and Society Development Plan and Policy B.E.2561-2580 (2018-2037) in the 5th strategy on developing workforce for the digital economy and society that “development of workforce digital is building and develop people to have creative skills and use digital technologies wisely for earning a living including developing digital technology skills for personnel in public and private sectors”. Country development in the era where economy and society rely on digital technologies is a major factor driving the 5th strategy to facilitate working in the digital economy. Emphasis is placed on the group of working age people being significant workforce for increasing productivity in the economic system, and the group of digital experts.

6. Discourse practice transmitted through Thailand 4.0 policy – the model driving Thailand to security, prosperity, and sustainability mentions citizenship in the point related to preparing Thais 4.0 as first world citizens that “preparing Thais 4.0 as first world citizens will cover changes in the following 4 dimensions: 1) transform Thai people who have limited knowledge, abilities, and skills to become Thai people having high knowledge and high skills, having abilities to create innovation, 2) transform Thai people who focus on their own benefits to become Thai people who have public mind and public responsibilities, 3) transform Thai-Thai type people to become global Thais who take pride in Thainess and have dignity in international stages and 4) transform analog Thais to become digital Thais who are able to live, learn, work , and run business happily in the digital era.”

According to discourse practices of citizenship mentioned above, it can be noticed that repetitive production of text is associated with text interpretation to show discourse dimensions interacting with society in giving the meaning of conventional citizenship and instilling citizens to step into the digital society and develop themselves to become pro-active citizens who are able to live a quality life in the digital society. All concepts are originated from the basic concept that each time text is produced, there must be pre-text but it is repeatedly mentioned according to different objectives. In terms of discourse, the text appeared is only repetitive production from existing text but is transferred in the form of new text. It perhaps newly emphasized or is put in a new context, depending on current conditions and requirements that the text is produced (Jantima Angkapanichkit, 2011). These pieces of text are considered discourse practice transmitted through social institutions, education, economy, laws, and technologies, showing that importance of citizenship development is given to Thai citizens from the past to present and it is continuously developed to be suitable for each era, similar to an attempt made to the development of characteristics of pro-active citizenship in the digital society.

3.Objectives

To critique citizenship concepts and citizenship discourse to propose social studies process enhancing pro-active citizenship in the digital society

4. Scope

The author studied the following relevant concepts, theories, polices, and research studies:

1. Scope of primary data, i.e., concepts, theories related to citizenship, discourses and discourse analysis, and social studies process.

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

2. Scope of secondary data, i.e., research studies or articles associated with citizenship enhancement, domestic and international social studies process promoting citizenship, and policies on citizenship appeared in Thailand.

5. Methodology

Qualitative research design was used to conduct the study by means of discourse analysis according to Michel Foucault's concept. Methods to conduct the study are as follow:

1. Data collection – both primary data and secondary data were collected and analyzed according to the data analysis model created by the author.

2. Data analysis method – methods used for data analysis are as follow:

2.1 primary data content was analyzed using interpretation and classified points to be a conceptual framework for studying secondary data.

2.2 secondary data about relevant policies, education curriculums, and research studies were analyzed. Next, the data were analyzed discourse practice of citizenship and social studies process towards citizenship so that obtained data will be used for proposing social studies process enhancing pro-active citizenship.

6. Findings

6.1 Pro-active citizenship: characteristics of citizenship in the digital society

Digital society is a society where technologies play a vital role in living a life full of rapid changes and evolved to have a character of “digital community” consisting of a huge number of users that communicate through different channels and various platforms. Users are required to have technology skills, information literacy skills, and know how to use technologies responsibly including digital citizenship consciousness with awareness and consciousness of responsibility for using social media, being important guidelines for global citizen development in the boundaryless society (Charin Mangkhang, & Nitikorn Kaewpanya, 2021a). Therefore, characteristics of citizenship in the digital society can offer challenges to people in the society as the society allows people to enjoy knowledge sharing, connect and combine together using information technology, making technology become a part of daily life. Foreign academics like Bryony, H. (2007), Harcup, T. (2011), Ross, A. (2007), Rooy, D. V. (2015), Ribble, M. (2015), Pardo, D. (2017), Mann J. (2019), Opengov (2019), Farmer, L. (2018), Jones, L. & Mitchell, K. (2015) define citizens who are ready to step into the digital society as “Pro-Active Citizenship”. Here, the author defines it in Thai language as “Polamuang Kao Na”. With regard to the review of literature from numerous academics in the country such as Siriwan Sripahol (2008), Parinya Thewanaruemitkul (2012), Walai Isarankura Na Ayudhaya (2012), Yasinee Kerdpolser (2015), Lertporn Udompong (2017), Kantarakorn Jaratmatusorn (2017), Feungarun Preededilok and Chanita Rakpolamuang (2019), Winit Pacharoen (2020), Patchara Pumpachart (2020) and Charin Mangkhang (2019), characteristics of citizens who are ready to step into pro-active citizenship can be concluded in 3 dimensions, namely, being persons having social, emotional and intellectual skills as follow:

Social dimension is the dimension in which importance is given to the way citizens living together in society or doing something with other people according to objectives determined under rules and regulations of certain society in an appropriate manner (Jareelak Rattanapan, 2014) by possessing the following characteristics:

1. Be persons who pay respect to and follow legal rules and regulations and realize their roles and duties as citizens at all levels with regard to local level, community level, national level, and international level as global citizens.
2. Be persons who are aware of political involvement and give collaboration with public sector, pay respect to human rights and accept a resolution passed by a simple majority of votes
3. Be persons who are aware of establishing justice and equality in every level of society, play a part in doing something to promote justice and establish equality.
4. Be persons who have communication skills and cross-cultural adaptation skills by maintain one's own cultural identity including self-adaptation in response to a new media phenomenon
5. Be persons who are aware and understand about roles of leadership and followership, have working together with others skills, teamwork skills including being able to work with people from different cultures and languages.

Emotional dimension is the dimension in which importance is given to ability to perceive emotions and feelings and be able to handle emotional and expression management appropriately for living one's own life and living with other people happily by having the following characteristics:

1. Be persons with honesty, live a life on the basis of morality and ethics.
2. Be persons who are aware of responsibility for oneself, one's family, and society, have good human relations, and able to live with other people.
3. Be persons who know about emotional management, realize one's own emotions and impacts of those emotions.
4. Be persons who are aware of self-esteem, realize one's own strength and weakness, take pride in one's own uniqueness or identity.
5. Be persons who have decision-making skills, problem-solving skills, know how to use reasons and evidence to support argument and express opinions.

Intellectual dimension is the dimension which persons are required to have knowledge and understanding about concepts, principles and theories important to intellectual dimension, have ability to apply knowledge and understanding to learning in daily life by having the following characteristics:

1. Understand the concept of the world, globalization process, and perceive current situations related to environment, politics, society, economy, and technology.
2. Understand and perceive social and cultural diversity and variety, learn and understand various sciences.

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

3. Understand living together in society on the basis of dependency, perceive one's own action that will probably have an impact on other people.
4. Understand principles of sustainable development to be used as a conceptual framework to solve problems in terms of environmental, political, social, economic and technological aspects.
5. Be able to adapt oneself to every situation, have positive thinking, critical thinking, creative thinking, and priority setting thinking skills.

According to characteristic dimensions of pro-active citizenship mentioned above, it can be noticeable that characteristics of citizens are required to reflect global citizenship and active citizenship as the basic for developing citizens in the digital society or "pro-active citizens".

6.2 Pro-Active Digital Citizenship: social studies process for enhancing pro-active citizenship
Social studies learning management is essential for developing and enhancing citizenship and global citizenship to build understanding for active citizenship development, an important foundation leading to pro-active citizenship in the digital society. Social studies process plays a vital role in combining citizenship enhancement to happen in society through a guideline of social studies learning management by adopting technological advancement to drive pro-active citizenship in the digital society. Students are representatives of changes in adjusting citizenship guideline to pro-active citizens in the digital society via the study of social studies. Emphasis is placed on a standard covering students' capacity improvement on "awareness of rights, responsibility, and opportunity in living, learning and working in the connected digital world that will lead to enhancement of pro-active citizenship in the digital society.

Social studies pedagogy innovation requires a learning method that will help strengthen experience to students to use their intelligence, knowledge, thinking, ability, skills, value and positive attitude. Meanwhile, the management should fit students' age and maturity to ensure students participate in their learning management, develop and expand their thoughts from the obtained knowledge. Therefore, to develop and promote 3 characteristic dimensions of citizens ready to step into pro-active citizenship, social studies process needs to have designs and learning activity management in a consistent manner as follow:

1. Social skill development – social studies process should develop students to be able to apply their working skills and digital skills as a guideline for social skill development through learning management process by emphasizing social skills such as learning management based on pro-active learning, collaborative learning, problem-solving process, expressing opinion, discussion, and conclusion for making decision rationally in both online and offline systems. Students should be developed to study sources of digital information in locality associated with national level or global level situations, students should be promoted to learn and respect rules and regulation and legal regulations, know their roles and duties as citizens at local, community, national, and international levels as global citizens. Emphasis is placed on experience-focused learning management in a real situation by practicing working together to help promote social skills and self-adaptation in response to the phenomenon of new media.
2. Emotional skill development – social studies process should develop students to be able to adopt knowledge from practices to promote emotional skills through computational thinking & sense making

designs. In other words, teachers should arrange activities that enhance emotional management skills in conjunction with activities related to decision-making and problem-solving, using rationale and evidence for argument or expressing opinions. Characteristics of such activities focus on emotional skill development, especially sense making or giving values or meanings to others based on developmental perspective to promote working together with others and negotiation skills which are the matter of communication, leading to a guideline for solving problems that require feeling and thinking. Having such skills is very useful for living a life in the digital society full of communication and cultural diversity but one's own cultural identity is maintained. Activity management that promotes emotional skill process includes activities focus on students or learners by promoting diversified sources of learning management in communities through the application of digital technology to create value to communities so as to cultivating students or learners to realize their own value, importance, and potential and their locality to take pride in and have an idea to develop their locality and cultivating positive attitude in the digital society in a quality manner.

3. Intellectual skill development – social studies process should develop students or learners to be able to learn and understand various sciences from sources of learning in communities and sources of digital learning using various knowledge that are regularly connected, viewing different perspectives from a wide variety of knowledge that can enhance students to welcome new knowledge, politics and points of view towards human rights in different cultures or changes in people from each generation. In addition, the process can develop observation skills and connection skills. Such learning management should be implemented on the basis of applied thinking, thinking skills that respond to living a life in the digital society. The basis of intellectual skills in this model requires creative thinking, critical thinking in conjunction with the context of information that seems to be changed at all time. Instilling students to be able to apply things according to those factors needs efficient planning flexible with one's thinking and behaviors and thinking and behaviors of others by practicing critical thinking and using reasons from fact to analyse points.

The social studies process proposed by the author as mentioned above can lead to digital skill development. Social studies should instill and promote students or learners who are citizens in the digital era to be aware of digital intelligence quotient, ability in social, emotional, and intellectual management, that helps each individual be able to confront challenges and technology and digital media requirements including digital literacy, be able to live a quality life in the digital society. Thus, social studies process should promote 3 levels of learning, namely, 1) family level – persons who play a part in promoting family level learning are parents; they should have knowledge about using digital media safely and creatively to suggest their children for being able to adjust themselves to become citizens in the digital era, 2) educational level and educational personnel level – educational institutions administrators should set policies and promote the adoption of self-adaptation to digital citizen curriculum to students by containing it in the education management plan in social studies learning, 3) civil society level – social studies process should work in collaboration with civil society network to promote digital citizens in Thailand such as work collaboratively with Thai Health Promotion Foundation (Thai Health) and Child and Youth Media Institute to promote media and digital media literacy for enhancing self-adaptation to become citizens in the digital era. Based on the study, Office for Promoting Learning Society and Youth Quality gathered information from World Economic Forum about characteristics and skills of citizens in the digital world and proposed 8 skills that youth should learn as a practical guideline for self-adaptation to become citizens in the digital era as follow.

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

1. Digital citizen identity - the ability to build and manage a healthy identity online and offline with integrity.
2. Privacy Management – the ability to discretely handle all personal information shared online in order to protect one’s and others’ privacy.
3. Cyberbullying Management – the ability to detect situations of cyberbullying and handle them wisely.
4. Cybersecurity Management – the ability to protect one’s data by creating strong passwords and to manage various cyber-attacks.
5. Screen time management – the ability to manage one’s screen time, multitasking and participation in online games and social media with self-control to achieve balance between the online world and the world outside since inappropriate using information technology will affect one’s health including stress that causes harm to mental health and triggers physical illness, leading to losing money and properties for medical treatments and long-term being unhealthy.
6. Critical Thinking – the ability to distinguish between true and false information, good and harmful content, and trustworthy and questionable content online. This skill cultivating knowledge and ability to access, use, create, evaluate, synthesize, including advanced cognitive skills based on critical thinking necessary for choosing, categorizing, analyzing, interpreting, and understanding information, have knowledge and skills in digital environment. Emphasis is placed on being good users, persons who understand well about contexts, good digital content creators in environment of the digital society.
7. Digital Footprints – the ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly.
8. Digital Empathy – the ability to show empathy towards one’s own and others’ needs and feelings online. They should be aware of social, political, economic, and cultural consequences, freedom of speech, paying respect to others’ intellectual properties. Moreover, another necessary skill that the author views important to promote to citizens in the digital era is digital health & wellness which is the ability to find a balance between oneself and the technology one is using, be able to use technology to promote living a life , and be able to control the use of technology to their full capacity, be able to use technology without having a negative impact on their real life, associated with time spent on the online world, participation in the online world or emotions obtained from the online world. According to the study on social studies process for enhancing pro-active digital citizenship as a guideline for building citizenship in the digital society to teachers of social studies, educational institutions administrators, and persons involved with education management in using as a driving tool to prepare students or learners to be citizens in the digital world, who are aware of rules and regulations, and communication norm. The author hopes that outcomes caused by the social studies process will be useful for enhancing citizens to achieve digital intelligence quotient, a necessary skill for being pro-active citizens.

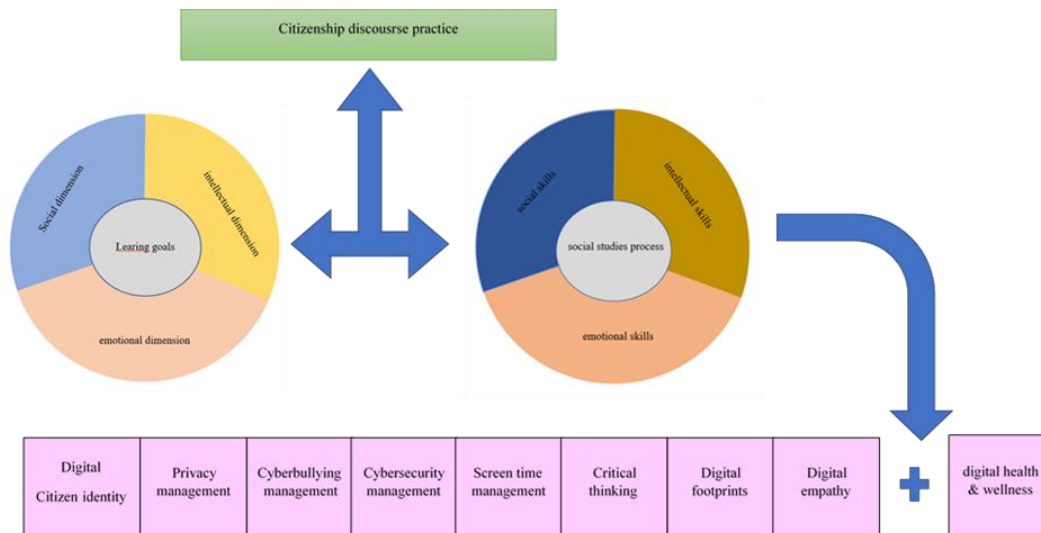


Figure 2: Social studies process for enhancing pro-active citizenship

6. Conclusion

Citizen development to pro-active citizenship in the digital society requires social studies process as an important concept that combines citizenship enhancement to happen in the society through social studies pedagogy innovation by developing 3 dimensions of citizenship skills, i.e. social dimension, emotional dimension, and intellectual dimension. As a consequence, social studies process should promote 3 levels of students' learning, namely, 1) family level, 2) educational institution and educational personnel level and 3) civil society level, leading to pro-active citizenship in the digital society for being aware of rules and regulations and norms of communication. Social studies process will be useful for enhancing citizens to have digital intelligence quotient, a necessary skill for pro-active citizenship which comprises 1) digital citizen identity, 2) privacy management, 3) cyberbullying management, 4) cybersecurity management, 5) screen time management, 6) critical thinking, 7) digital footprints, 8) digital empathy, and 9) digital health & wellness. These skills can be instilled and promoted in students to achieve digital intelligence quotient, helping students confront digital challenges, have digital literacy, and able to live a quality life as pro-active citizens in the digital society.

References

- [1]. Alawawda, M., & Hassan, A. (2021). Impoliteness in only drunks and children tell the truth by drew Hayden Taylor. *Linguistics and Culture Review*, 5(1), 195-202. <https://doi.org/10.37028/lingcure.v5n1.1307>
- [2]. Angkapanichkit J. (2011). Intertextuality: A new perspective on analytical language and discourse. *Journal of Language and Linguistics*. 29(2),1-26.
- [3]. Asif, M., Zhiyong, D., Raisinghani, M. S., & Hassan, A. (2021). Rhetoric Situation of Novel Coronavirus (COVID-19) in Social Media and its Impact on Pedagogy. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 11(3), 62-77. <http://doi.org/10.4018/IJOPCD.2021070105>
- [4]. Bryony, H. (2007). Measuring active citizenship: A comparison of current development in international surveys. Retrieved August 10, 2021 from <https://www.cret.or.jp/files/57c36dad1b77857dfabea3133ba99ad7.pdf>.
- [5]. Bhatti, A., Pathan, H., Tabieh, A., & Hassan, A., (2020). Impact of Learner-learner Rapport on L2 Learning: A Study of Public Sector Universities in Sindh, Pakistan. *The Asian EFL Journal*,27 (4.6), 204-226.
- [6]. Charoensin-o-larn, C. (2002). *Semiology, structuralism, post-structuralism and the study of political science*. Bangkok: Vipasa.

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

- [7]. Charoensin-o-larn, C. (2006). *Development discourses: power, knowledge, truth, identity and otherness*. (The 4th edition). Bangkok: Vipasa.
- [8]. Chairerk, W. (2013). Critical discourse analysis: A new perspective on Thai language research. *Inthaninthaksin Journal*. 8(1), 135-162.
- [9]. Dejiwilai, W. (2017). *Identity of Phuket Old Town community in the dimension of discourse construction and signification in the context of modern cultural tourism*. Phuket: Prince of Songkla University, Phuket Campus.
- [10]. Derlina, A., Bukit, N., Sahyar., & Hassan, A., (2020). Blended Learning in English and English-Medium Physics Classes Using Augmented Reality, Edmodo, and Tinkercad Media. *TESOL International Journal*, 15(3), 111-136.
- [11]. Digital Economy Promotion Agency. (2018). *National policy and plan on digital development for economy and society (2018-2037)*. Bangkok. Ministry of digital economy and society.
- [12]. Division of Research and Educational Quality Assurance. (2017). *Thailand 4.0 Model drive of Thailand towards stability, prosperity, and sustainability*. Bangkok. Division of Research and Educational Quality Assurance.
- [13]. Department of Mental Health. (2020). *School health HERO project*. Retrieved September 1 2021 from <https://sites.google.com/view/heroandconsultant/home>.
- [14]. Electronic Transactions Development Agency. (2020). *Survey report on Thailand internet user behavior 2020*. Bangkok: Ministry of Digital Economy and Society.
- [15]. Farmer, L. (2018). *Pro-active digital citizenship: strategies for educators*. Handbook of Research on Positive Scholarship for Global K-20 Education. California: California State University.
- [16]. Hartono, H., Suparto, S., & Hassan, A. (2021). Language: a 'mirror' of the culture and its application English language teaching. *Linguistics and Culture Review*, 5(1), 93-103. <https://doi.org/10.37028/lingcure.v5n1.835>
- [17]. Hassan, A., N. D.-e.-A. (2015). Language planning and language policy dilemma in Pakistan. *International Journal of Linguistics, Literature and Culture (Lingua- LLC)*, 2, No 4
- [18]. Hassan, A. (2017, April 9). Is Paninian grammar a Dependency grammar? Why or why not? *DIMENSION Journal of Humanities and Social Sciences*.
- [19]. Hassan, A. (2016). Assimilation and incidental differences in Sindhi language. *Eurasian Journal of Humanities*, 2(1).
- [20]. Hassan, A., Kazi, A. S., & Asmara Shafqat, Z. A. The Impact of Process Writing on the Language and Attitude of Pakistani English Learners. *Asian EFL Journal*, 27(4.3), 260-277.
- [21]. Hassan, A., Mitchell, R., & Buriro, H. A. (2020). Changes in uses of salutations in British English. *International research journal of management, IT and social sciences*, 7(1), 197-204.
- [22]. Hassan, A. (2018, January 5). Allaboutcorpora. Retrieved from <https://allaboutcorpora.com:https://allaboutcorpora.com/rising-star-ahdi-hassan-pakistani-languages-corpora>
- [23]. Harcup, T. (2011). Alternative journalism as active citizenship. *Journalism*, 12(1), 15-31.
- [24]. Itmeizeh, M., & Hassan, A. (2020). New Approaches to Teaching Critical Thinking Skills through a New EFL Curriculum. *International Journal of Psychosocial Rehabilitation*, 24(07), 8864-8880
- [25]. Inthanon, S. (2020). *Digital Empathy*. The 2nd edition. Bangkok: Child and Youth Media Institute.
- [26]. Isarankura Na Ayudhaya, W. (2012). Democracy development: challenging role of teachers of social studies. *Journal of Education Chulalongkorn University*. 35(1), 120-125.
- [27]. Jaratmatusorn, K. (2017). *The pattern and strategies active citizen education: case study for the western young active citizen*. (Master 's degree Thesis, unpublished). Silpakorn University. Nakhon Pathom.
- [28]. Jones, L. & Mitchell, K. (2015). Defining and measuring youth digital citizenship. *New media & society*. 12(2), 1-17.
- [29]. Kerdpolsert, Y. (2015). Selected factors to develop human capital to be active citizenship. *Journal of Educational Administration, Silpakorn University*. 5(2), 166-175.
- [30]. Khurshid, A., & Hassan, A. (2020). Semantic complications in the war on terror discourse and manipulation of language by state and non-state actors. *International research journal of management, IT and social sciences*, 7(1), 162-168.
- [31]. Kreunuan, C. (2015). Thai elite and their alliances' discourse and discursive practice to propel industrial development: A case study of industrial development of the Map Ta Phut model. *Burapha Journal of Political Economy*. 4(2), 129-152.

- [32]. Kumar T, Nukapangu V, Hassan A, (2021). Effectiveness of Code-Switching in Language Classroom in India at Primary Level: A Case of L2 Teachers' Perspectives. *Pegem Journal of Education and Instruction*, Vol. 11, No. 4, 2021, 379-385.
- [33]. Mahmoudi, H. M., & Hassan, A. CHALLENGES AND ISSUES OF LANGUAGE USE BETWEEN MONOLINGUAL AND MULTILINGUAL SOCIETIES. *Dimension Journal of Humanities and Social Sciences*, 1-19.
- [34]. Mirza, Q., Pathan, H., Khatoon, S., & Hassan, A., (2021). Digital Age and Reading habits: Empirical Evidence from Pakistani Engineering University. *TESOL International Journal*, 16 (1), 210-136.
- [35]. Manel, M., Hassan, A., & Buriro, H. A. (2019). Learners' Attitudes towards Teachers' switching to the mother tongue (The Case of Secondary school learners in Algeria). *Indonesian TESOL Journal*, 1(1), 9-26.
- [36]. Mangkhang, C. (2019). Toward a new understanding of global citizenship: A proposal from Thailand. *Kasetsart Journal of Social Sciences*. 40(1), 243-246.
- [37]. Mangkhang, C. (2021). Design of Community-Based Transdisciplinary Learning for Social Studies Teachers in the Diverse School Contexts, Northern of Thailand. 10(3), 17-26. DOI:10.5539/jel.v10n3p17
- [38]. Mangkhang, C., Kaewpanya, N. (2021a) The Scenarios Perspective of Social Studies Pedagogy to Next Citizenship in the 22nd Century. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*. 12(8), 5172-5180
- [39]. Mangkhang, C., & Kaewpanya, N. (2021b). The Digital Etiquette Enhancing to Global Citizenship of Social Studies Teachers in a New Normal Society. *Higher Education Studies*, 11(3), 89-94. doi:10.5539/hes.v11n3p89
- [40]. Mangkhang, C., Yimsawat, C., Nettip, A., & Kaewpanya, N. (2021). Area-Based Learning Approach to the Competency Development of Social Studies Pre-Service Teachers in the Chiangmai Education Sandbox Area, Thailand. *Journal of Education and E-Learning Research*, 8(3), 264-271. <https://doi.org/10.20448/journal.509.2021.83.264.271>
- [41]. Ministry of Education. (2008). Basic education core curriculum B.E 2008. Bangkok: Ministry of Education.
- [42]. Office of the Constitutional Court. (2021). The constitution of the kingdom of Thailand B.E. 2017. The 5th edition. Bangkok. P. PRESS CO., LTD.
- [43]. Office of the Education Council. (2018). Global citizenship promotional guideline: International experience. Bangkok: Ministry of Education.
- [44]. Office of the National Economic and Social Development Council. (2021). The draft 13th National Economic and Social Development Plan. Bangkok: Office of the National Economic and Social Development Council.
- [45]. Office of Knowledge Management and Development. (2016). 9 elements of digital citizenship. Retrieved August 2, 2021 from <http://www.okmd.or.th/okmd-opportunity/digital-age/258/>.
- [46]. Opengov. (2019) 6 Ways to Foster Proactive Citizen Engagement. Retrieved August 5, 2021 from <https://opengov.com/article/six-ways-to-foster-proactive-citizen-engagement/>.
- [47]. Pardo, D. (2017). Do you want to have a proactive attitude. Retrieved August 5, 2021. from <https://ehorus.com/proactive-attitude>.
- [48]. Panpothong, N. (2013). Critical discourse analysis according to linguistics: concept and adoption to study discourse in Thai language. (The 2nd edition). Bangkok: Chulalongkorn University.
- [49]. Pacharoen, W. (2020). Citizenship development to an active citizen model in the democratic society of Thailand. *Journal of Buddhist Sociology*. 5(1): 54-65.
- [50]. Parker, S. K. (2021). Proactivity at Work. Retrieved August 5, 2021 from <https://sites.google.com/site/profsharonparker/proactivity-research/measuring-proactive-behaviour>.
- [51]. Panich, V. (2012). Essential learning for students in the 21st century. Bangkok. Sodsri Saritwong Foundation.
- [52]. Phetparee, P. (2019). Digital citizenship. Bangkok: Office for Promoting Learning Society and Youth Quality.
- [53]. Preededilok, F, Rakpolamuang, C. (2019). Guidelines to promote global citizenship in Singapore. *Journal of Education*. 20(1), 28 – 41.
- [54]. Pumpachart, P. (2020.) The result of the utilization of the activity packages which aims to develop the positive discipline based on pro-active learning on young children's emotion development and social development at the Child Development Centers under local administration organizations at Mueang Chainat district Chainat province. *Social Sciences Research and Academic Journal*. 15(3), 1-16.
- [55]. Rattanapan, J. (2014). Development of distance training packages for teachers and parents on physical education activities for enhancing attention span and communication abilities of children with short attention span in Bangkok Metropolis and Vicinity. Nonthaburi: Sukhothai Thammathirat Open University.

reconstructing the concepts of social studies process to pro-active citizenship:
critical discourses studies of citizenship in the digital society

- [56]. Ross, A. (2007). Multiple identities and education for active citizenship, *British Journal of Educational Studies*, 55(3), 286-303.
- [57]. Rooy, D. V. (2015). 7 Ways to adopt a proactive mindset-p-and achieve success. Retrieved August 5, 2021 from <https://www.inc.com/david-van-rooy/7-ways-to-adopt-a-proactive-mindset.html>.
- [58]. Ribble, M. (2015). Digital citizenship in schools: Nine elements all students should know. *International Society for Technology in Education*. Retrieved August 5, 2021 from [https://www.scirp.org/\(S\(vtj3fa45qm1ean45vvffcz55\)\)/reference/ReferencesPapers.aspx?ReferenceID=2346884](https://www.scirp.org/(S(vtj3fa45qm1ean45vvffcz55))/reference/ReferencesPapers.aspx?ReferenceID=2346884).
- [59]. Secretariat Office of the National Strategy Committee. (2018). Thailand 20-year National Strategy (2018-2037). Bangkok: Secretariat Office of the National Strategy Committee.
- [60]. Sripahol, S. (2008). Development of a distance training packages for social studies teachers on characteristics of global citizens. Nonthaburi: Sukhothaimathirath Open University.
- [61]. Thewanaruemitkul, P. (2012). Civic education. Bangkok: Nanmeebooks Publication.
- [62]. Us Saqlain, N., Shafqat, A., & Hassan, A. (2020). Perception Analysis of English Language Teachers about Use of Contextualized Text for Teaching ESP. *The Asian ESP Journal*, 16(5.1), 275-299.
- [63]. Udompong, L. (2017). Civic/citizenship education. Bangkok: King Prajadhipok's Institute.
- [64]. Supriyatno, T., Susilawati, S., Hassan, A., (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099-1106. <https://doi.org/10.18844/cjes.v15i5.5154>
- [65]. Wongkitrungruang, W. (2018). Digital citizenship Handbook. Bangkok: Ministry of Digital Economy and Society.