

HOW THAI EDUCATIONAL INSTITUTIONS ADJUSTED DURING THE PANDEMIC

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Abstract

This academic aims to present ideas about the skills that learners should have during the pandemic: Disruption Technology, Social Disruption, and Learning in the New Normal Such as : the New Normal era, curricula in the New Normal, Educational Planning in the New Normal, and Learning Skills in the New Normal. This article explores the educational management for present-day students to align their learning skills with the changing situation, and presents a guideline for executives and management to prepare students for online learning by utilizing IT equipment, planning lessons based on learners' interests, capacity, and different needs, and applying the guideline to plan lessons with the involved parties, such as parents, instructors, and learners. The guideline will help promote, support, and arrange learning styles suitable to learners in the New Normal during the pandemic. Learners will thus be able to learn effectively, healthily, and safely.

Keywords: Learning Skills in the New Normal, Disruption Technology, Social Disruption.

Introduction

Changes in today's society result from disruption from technologies, disasters, diseases, or businesses that use technologies to develop innovations, thus creating a New Normal. People's lifestyles and ways of life are inevitably adjusted and changed.

Learning must be adjusted in accordance with the current changes and the New Normal in that learners' qualifications, and skills must be developed specifically for the New Normal. This will help learners build the skills needed to adapt and live in the New Normal. Nowadays, there are many resources and platforms to meet learners' passions. Instructors must find the right motivator for each learner's passion and draw up different instructional designs. In the New Normal, many

people have to adjust their ways of life, especially during the pandemic. The whole world needs to change its ways of life.

Life skills are important for learners. The process of life skills training is crucial to help learners achieve their learning objectives, support their individual capabilities, and ensure appropriate learning styles. Learners must think and do activities they are interested in and capable of doing. Instructors must guide the students to take action and practice until they can master the skills. Therefore, educational institutions or schools should focus on developing the necessary knowledge, skills, and attitudes for the new era. This way, learners can learn new things and live happily and safely in society. (Sriyakul and Jermsittiparsert, 2021)

DISRUPTION TECHNOLOGY

Disruptive technology means business innovations that use digital technology to transform business operations and rapidly expand market segments. The distinctive characteristics of disruptive technology include big data and future thinking, enabling people to predict future changes based on current situations (Wongyai and Phatphon, 2019).

Chearavanont (2021), in his article *Form Digital Disruption: Self-Disruption to keep myself up with the new Normal times*, maintains that evolution comes with changes. If businesses do not keep adopting new technology, their productivity or capacity will decrease. If a person does not evolve with the world while others use new technologies and continue to move forward, it means that the person keeps taking steps backward. People need to develop and adjust themselves to new technologies and digital transformation. They must keep on challenging themselves because if they stay in their comfort zone, it is hard to make changes. The word disruptive does not have negative implications. It means any actions or changes that disrupt the traditions or the old ways of doing things and replace them with new things. (Suksai, Suanpang and Thangchitcaroenkhul, 2021)

Disruptive technologies radically transform many things. New technologies do not directly limit or destroy old things, but old things merely become less significant and obsolete. The old things are devalued and replaced by new, better things. These changes are rapid and almost unpredictable. The impact of these changes can be seen in people's adjustment to the new ways of life and attitudes. The scariest part about disruption is that new technologies can be dehumanizing (Rouse, 2016).

Humans always learn new things in every crisis. For example, during the Covid 19 pandemic, people learn to care for their health and quickly use more technologies. Human behaviors are transformed into the new normal. This crisis happens in many countries and thus has a great impact on everybody (Chearavanont, 2021). Almost all professions are impacted by the

pandemic. The pandemic gives us valuable lessons, especially in the field of education of all levels. Educational institutions around the world have to adjust their instruction or teaching approaches. UNESCO (2020) (World Economic Forum) found that 1.38 billion students have been continuously impacted due to closed educational institutions. Education, however, must continue without disruption. Otherwise, it may affect the education quality and, consequently, the quality of the future population. As a result, many educational institutions must adjust their curricula, resulting in innovative thinking and education.

Disruptive innovations displace established products, firms that produce products, and the market. Information technologies (ITs) have played an increasingly important role in generating disruptive innovations. Telephones, for instance, disrupted the market for telegraphy and made the service obsolete. In a more recent example, share-riding applications, such as Uber and Didi, effectively disrupted the taxi market and, in some cities, began to replace taxi services (e.g., in Singapore, Grab acquired a taxi company). The profound effect of disruptive ITs on business has been the focus of many scholarly works (e.g., Christensen, 1997; Zeleny, 2012).

This special issue emerged from the 17th Chinese Internet Research Conference (CIRC), which was held in Singapore on 28 June 2019. China is the context in which we examine the social impact of disruptive ITs for two reasons. First, as a fast-developing country, China has embraced new ITs with great enthusiasm. Not only have the most updated technologies been rapidly introduced to Chinese society with little resistance, the Chinese IT industry has also begun to take the lead in inventing and implementing such technologies. The ban imposed on TikTok in the US and elsewhere indicates the influence of China's "home-grown" ITs, perceived or otherwise. Second, as a society, China has undergone dramatic changes due to political, economic, and technological shifts. The tensions between the past and the present, the traditional and the modern, the Chinese and the global reveal intriguing binaries and backdrops against which

we can study the immense and immersive social impact of ITs. Pairing disruptive ITs with the constantly changing social environment yields evidence that might inform other fast-moving social contexts (Zhang & Chib, 2014; Zhang & Neyazi, 2020).

It can be concluded that disruptive technology means survival or an opportunity for development and leaping. It does not completely destroy old things; it just devalues and at the same time develops, improves, and replaces them.

SOCIAL DISRUPTION

Social disruption is a term used in sociology to describe the alteration, dysfunction or breakdown of social life, often in a community setting. Social disruption implies a radical transformation, in which the old certainties of modern society are falling away and something quite new is emerging. Social disruption might be caused through natural disasters, massive human displacements, rapid economic, technological and demographic change but also due to controversial policy-making. (Beck, 2016)

Social disruptions are for example rising sea levels that are creating new landscapes, drawing new world maps whose key lines are not traditional boundaries between nation-states but elevations above sea level. On the local level, an example would be the closing of a community grocery store, which might cause social disruption in a community by removing a "meeting ground" for community members to develop interpersonal relationships and community solidarity. (Wikipedia, 2022)

The social disruption started at the end of the Second World War. The world has continuously been modernized. Countries are rapidly developed and advanced. Cultures, values, and technologies of the developed world are sometimes adapted and applied in the less developed countries. Puangpet Surattanakawikun (B.E.2541) points out that social and cultural disruption means changes to social structures, social behavior, and concrete

and abstract culture. Social disruption can be both positive and negative. New things happen, and old things become obsolete.

Nowadays, social disruption occurs in many aspects, especially information technology which turns the society into a digital society. People use technology to make everyday life easy, such as communication, working, meetings, research, study, news and information, financial transactions, and entertainment, via modern devices, such as laptops, smartphones, or tablets. People can work from anywhere and at any time. Some people even have a habit called "phubbing".

Disruption to everyday routine during the COVID-19 pandemic has resulted in considerable implications for global mental health. The inter- and intra-personal mechanisms by which disrupted routine can contribute to elevated depressive symptoms has not been well-explored. The present study aimed to examine how feelings of social (dis)connectedness and rumination, as a maladaptive coping strategy, could explain the association between disrupted well-being activities and depressive symptoms.

During the Covid-19 pandemic in 2020, education around the world was interrupted. This interruption of education is the most severe in history. According to UNESCO, over 1.6 billion learners in more than 190 countries cannot attend school. Over 100 million instructors and school personnel are impacted by sudden school closure. Currently, half of the students worldwide (more than 800 million) are still impacted by schools' closure, whether wholly or partly. Schools in 29 countries are still fully closed.

Moreover, the Covid-19 pandemic has changed the lives of people around the world in many aspects, such as work, health, and education which have to tremendously adjust to the situation. More classes take place on online platforms, using new methods and media of teaching and evaluation. Education nowadays focuses on learners' different needs to optimize their capacity (Niyamabha, 2021).

Therefore, social disruption is a normal system or mechanism in which most people in society are more passively than actively affected. That is people that lead changes have power and authority in the society. Also, natural phenomena, situations, circumstances, crises, or pandemics impact most people in society. Social disruption can be abrupt or gradual and inevitably impact different parts of society, positively or negatively.

LEARNING IN THE NEW NORMAL

- The New Normal Era

The New Normal is a situation or phenomenon that used to be abnormal to people in society. After a circumstance or a crisis, changes occur. That situation or phenomenon becomes normal or a standard (Wongyai and Phatphon, 2019).

The New Normal is considered a new way of life different from the past under a brand new standard. The New Normal consists of new ways of thinking, learning, communicating, acting, and managing things. The New Normal forces people to adjust to the new circumstances rather than maintaining the traditional ways of life or lingering in the past. Some arrangements which used to be abnormal now become normal and common. In particular, changes during the Covid-19 pandemic are very rapid and drastic. The disease has spread worldwide, causing many cases of illness and death. The world has experienced major losses. Humans, therefore, must take care of themselves to survive by adjusting their behaviors. The new behaviors have been adapted to keep people safe from infection. There are also efforts to recover the economy and businesses, leading to new inventions, innovations, and IT systems. People's thoughts, visions, arrangements, and habits are changed, such as eating, dressing, safety and hygiene, business, and educational management (Duangchurn, 2020).

The New Normal is a new way of life different from the past. It is very obvious in today's education space. Thanks to advanced technology and content innovation, teaching online has become very easy. We can learn

anywhere and at anytime. Physical classrooms have become less important. People learn or study from their smartphones, tablets, or computers. The landscape has changed from physical classrooms to online platforms. Learners study via online tools, such as YouTube videos (Mathuros, 2021).

Obviously, the New Normal means circumstances or phenomena that used to be abnormal but, after certain crises or changes, become normal or standardized. In particular, amidst the rapid changes from the Covid-19 pandemic in which the disease has spread around the world, causing many illnesses and deaths, people have to adjust their behaviors to survive. Regarding education, the most obvious adjustment to the New Normal is that classes are conducted more online than on-site. Educational institutions conduct online classes on platforms such as DLTV. As a result, learners need communication devices and must be able to use the internet. Moreover, educational institutions and parents must be ready to help and support learners to effectively use these devices to their advantage.

- Teaching in the New Normal

During the Covid-19 pandemic, educational institutions must change every space into a learning space because education must continue even though students cannot attend schools or universities. Many countries implement measures to close educational institutions. Governments, therefore, need to issue other measures to support remote or online learning. Governments need to consider the readiness of equipment and devices and the readiness of parents and learners of different age groups. As for Thailand, the challenges do not only lie in immediate solutions for Covid-19. We need to turn the crisis into an opportunity by improving our education. Therefore, changes are not only required in classrooms but in the whole system, which needs to be aligned and connected with students' learning (Mathuros, Boonphak, and Duangchurn, 2021). The following actions are recommended.

1. Online Learning. Instructors and learners have to urgently and immediately adjust

to online learning. Learners must be ready to study online, and parents must be ready to support their children. Depending on each learner's age, IT devices are also a must, such as the internet, computers, laptops, tablets, smartphones, etc.

2. **Physical Classrooms.** A physical classroom may include only a small number of students. If there are many students, the social distancing and hygiene measures must be strictly implemented. Learners must wear masks at all times and frequently wash their hands. The facilities for learners must be frequently cleaned and sanitized, such as classrooms, toilets, computer labs, and study rooms, to prevent the spread.

3. **Mixed Classrooms.** Educational institutions may choose to mix online and offline classrooms. A subject that requires practice or group work can conduct a physical classroom appropriate for effective learning. A subject that does not require group work may conduct online classes. Instructors may develop a teaching approach suitable for learners' capabilities, and allow learners to do research and conduct activities according to the Active Learning principles.

4. **Home School.** Homeschooling requires parents to provide appropriate education to their children. They must identify the right motivation for learners. Learners must be allowed to evaluate themselves based on mutual goals and identify strengths and weaknesses.

5. **Course Planning by Professional Instructors.** Instructors must be knowledgeable, deeply understand the subject matter they teach and explain it to the students. The instructors must also be able to use digital technology as an education tool, which is an important factor for successful learning.

6. **Instructional design that corresponds with learners' capabilities and needs.** Instructors plan the classes and evaluation methods and motivate students to attend their online classes and be able to focus in the classes.

To date, the long-term effects on children's academic achievement and social and

emotional well-being are unclear. There is evidence to suggest that academic achievement has been impacted (Blainey & Hannay, 2021; Education Endowment Foundation, 2021), however, although losses equated to less than two months and reduced over time. Other researchers have found that the impact is not as detrimental as was predicted earlier in the pandemic (Johnson et al., 2021). What is clear, however, is that home learning has been challenging and children of higher-income parents are more likely to have better access to technology and spend more time on home learning (Andrew et al., 2020).

Corporate resources had an indirect influence on the success of frontier research promotion through characteristics of the operating unit and practitioner's attitude. It was recommended that universities or related agencies provide sufficient funding for frontier research. The researcher views that the frontier research is research that requires a massive funding since equipment and technology used in frontier research were expensive. While universities and institutes had large amounts of research funding, frontier research funding was scarce. Therefore, the researcher proposes that frontier research be jointly invested with the private sectors earn more funding for frontier research. They could also exchange personnel with specific abilities to come together to create new knowledge (Khamkhruang, Niyamabha Wichitpatcharapon, Kerdsuwan 2022)

In conclusion, education in the New Normal can be online or a mixture of online and offline classes. Executives of educational institutions must implement an education management system that focuses on students' digital skills and plans classes based on learners' capabilities and needs. When learners need to attend physical classes, the institution must implement a social distancing measure and a strict hygiene measure that makes learners wear masks and clean their hands with alcohol gel to ensure safety from Covid-19. Education must be designed in accordance with the context of the current society during the Covid-19 pandemic.

- Instructional Design in the New Normal

Educational Planning in the New Normal corresponds with the concept coined by Morrison (2010), consisting of design, development, and redesign. Therefore, it is extremely important that future education emphasizes learning and interaction between instructors and learners rather than the number of hours. Education must motivate learners' interest and creativity, as well as love and loyalty towards their family, society, and nation.

Therefore, institutions must train learners to be resilient, especially during the Covid-19 pandemic. Educational institutions around the world must plan and manage classes in a way that reduces physical contact and the spread of Covid-19. ADDIE Model of Instructional Design has proposed five steps of instructional design as follows: 1) analysis; 2) design; 3) development; 4) implement; and 5) evaluation. The Design-Based Research and other researches based on the concept by Morrison (2010) maintain that in the instructional design during and after the Covid-19 crisis, executives and personnel of educational institutions must adapt themselves from the old practice to support the changing situation in order to solve problems and focus on learning. They must focus more on the interaction between instructors and learners than the number of hours. Classes must motivate learners' interest, creativity, and challenges based on good public health standards (Tongkeo, 2020).

Educational institutions should redesign their curricula by making them more flexible and fresh and adhering to the public health standard and the life-long learning principle. The goal is to develop smart citizens who can secure jobs. The curricula must also be unique and different from other curricula. This Thai discussion and policy formulation are always concentrated on re-establishment of the new form of changing or separating from the ministry of education to be a single autonomous department or join with the ministry of science and technology. (Suyaprom and Manmee, 2018)

- Learning Skills in the New Normal

In the era of the digital revolution, the important skills that enable people to survive in terms of living, work, and learning all require adjustment, practice, and logical thinking, as follows (Krungsri Plearn Plearn, 2021) and (Chawanthawat, 2019).

1. Adaptive thinking requires creativity and analytics skills in line with the ever-changing context. Adaptive thinking is required to solve problems, as well as effective planning, flexibility, and critical thinking.
2. Adjustment to the New Media (New Media Literacy) is also required in the Digital Age. Learners must be familiar with new technological tools, applications, and add-on gadgets. These technologies keep evolving and changing. Therefore, learners in the New Normal need to adapt to the new technologies and experiences and be ready to apply them to their studies and work.
3. Transdisciplinarity requires open-mindedness. We need to listen to other people's opinions and expand our knowledge to other fields that connect and expand our existing views. Learners should be observant and able to connect the dots. They must be industrious and always learn new things to develop themselves, identify goals they want to achieve, and learn new lessons from any situation.
4. Computational Thinking and Sense Making is a type of analytical thinking. One needs to plan steps to achieve their goals, think logically, and have strategies to consider and evaluate circumstances.
5. Negotiation skill helps learners to handle problems. It is the fundamental of communication that leads to solutions. It takes empathy, thinking, and being a good listener. Before one can present their ideas in a negotiation, one must be able to empathize with the other party and understand all strengths and weaknesses before proceeding to find ideas and solutions.
6. Complex Problem Solving skill helps learners analyze and solve unforeseen problems. They will be better at solving and managing

immediate problems and handling and preventing problems that may occur in the future.

7. Leadership and People Management skills help learners manage and lead teams for maximum productivity by gaining trust from the team members and motivating team members to work effectively by assigning the right job to the right people. Learners learn to be courageous, take responsibility for their actions, and be reliable.

8. The cross-cultural and generational teamwork skill helps learners be flexible to new environments and work with organizations from different cultures, generations, and perspectives.

9. Emotional intelligence enables learners to manage their emotions and be mentally healthy, optimistic, determined, reasonable, conscious, and able to recognize other people's needs.

10. Life skills include professional skills that enable fruitful work, leadership and innovation, and lifelong self-development.

11. Social and environmental responsibilities mean having a sense of responsibility to society and being public-minded.

12. Ethics means having a sense of responsibility to society and being public-minded.

CONCLUSION

Disruptive technology means survival or an opportunity for development and leaping. It does not completely destroy old things; it just devalues and at the same time develops, improves, and replaces them.

Therefore, social disruption is a normal system or mechanism in which most people in society are more passively than actively affected. That is, people that lead changes have power and authority in society. Also, natural phenomena, situations, circumstances, crises, or pandemics impact most people in society. Social disruption can be abrupt or gradual and inevitably impact

different parts of society, positively or negatively.

Obviously, the New Normal means circumstances or phenomena that used to be abnormal but, after certain crises or changes, become normal or standardized. In particular, amidst the rapid changes from the Covid-19 pandemic in which the disease has spread worldwide, causing many illnesses and deaths, people have to adjust their behaviors to survive. Regarding education, the most obvious adjustment to the New Normal is that classes are conducted more online than on-site. Educational institutions conduct online classes on platforms such as DLTV. As a result, learners need communication devices and must be able to use the internet. Moreover, educational institutions and parents must be ready to help and support learners to effectively use these devices to their advantage.

In conclusion, education in the New Normal can be online or a mixture of online and offline classes in one course. The executives of educational institutions must implement an education management system that focuses on digital skills for students and plans classes based on learners' capabilities and needs. When learners need to attend physical classes, a social distancing measure must be implemented and a strict hygiene measure that makes learners wear masks and clean their hands with alcohol gel to ensure safety from Covid-19. Education must be designed in accordance with the context of the current society during the Covid-19 pandemic.

Educational institutions should redesign their curricula by making them more flexible and fresh and adhering to the public health standard and the life-long learning principle. The goal is to develop smart citizens who can secure jobs. The curricula must also be unique and different from other curricula. As well as the research of Liangcheepchop, Chaemchoy and Siribanpitak (2019) in the title "Academic Management Strategies of Primary Schools Based on the Concept of Thais 4.0" that to accelerate development, supply and use media, learning resources, innovation and educational technology to enhance Thais 4.0 features in

innovative behavior and digital entrepreneurship.

Learners must adapt themselves during the current Covid-19 pandemic. Even though there is no physical interaction between instructors and students or students and students, activities can still be conducted online among students or between students and community members (in curricula where community members are engaged in or play a role in the classes). Learners must be able to adapt skills and knowledge from the curricula in real-life socialization, communication, self, and social responsibilities, creativity, adaptive thinking, adjustment to the New Media, transdisciplinarity, computational thinking and sense making, negotiation, complex problem solving, leadership and people management, leadership and people management, and emotional intelligence. These are the results of instructional design during the Covid-19 pandemic, which requires adjustment and adaptation to the New Normal era. These valuable skills will be deeply ingrained in learners and benefit them, the nation, and the world in the years to come.

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