

SCHOOL-BASED CURRICULUM DESIGN OF ASEAN CULTURE BASED ON PIAGET'S CONSTRUCTIVIST THEORY

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ABSTRACT

This study explores the application of Piaget's constructivist theory in designing a school-based curriculum for ASEAN Culture, specifically targeting Chinese language majors at Guangxi University of Foreign Languages. The research objectives are threefold: (1) to explore school-based curriculum design methods based on Piaget's constructivist theory combined with Taylor's curriculum model, (2) to develop a practical ASEAN Culture curriculum that enhances students' intercultural cognitive skills, and (3) to construct a diversified course evaluation system. Employing a quantitative research design, the study collected data from 200 Chinese language major students and 10 teachers through interviews and classroom observations during the 2024-2025 academic year. The curriculum was structured around three core modules: "Understanding ASEAN," "ASEAN Cultural Diversity," and "ASEAN-Chinese Cultural Exchanges," incorporating project-based learning, case studies, and cross-cultural experiences. Research findings indicate high student engagement (mean = 4.63) and positive teacher evaluations, with 74.73% of teachers rating the curriculum as "very compliant" with educational objectives. The diversified evaluation system, combining formative (60%) and summative (40%) assessments, effectively measured students' knowledge construction and competency development. This study demonstrates that integrating Piaget's constructivist theory with school-based curriculum design significantly enhances students' intercultural communication abilities and provides a practical framework for cultivating internationalized talents in higher education institutions.

Keywords: Constructivist theory; ASEAN culture; Intercultural Communication

1. Introduction

The deepening cooperation between China and ASEAN countries across political, economic, and cultural domains has created an urgent demand for university graduates possessing international vision and cross-cultural communication capabilities. As centers of knowledge transmission and innovation, higher education institutions bear significant responsibility in promoting students' cultural understanding and comprehensive ability development. In response to this demand, school-based curriculum design centered on ASEAN culture must emphasize students' independent learning and ability construction, cultivating their cross-cultural cognitive and practical abilities.

Piaget's constructivist theory provides crucial theoretical foundations and practical direction for curriculum design. According to this theory, learning is an active construction process wherein students gradually form cognitive structures through environmental interaction and internalization of new knowledge (Smith, 2017). Under this framework, curriculum design should be student-centered, emphasizing contextualized learning, inquiry-based learning, and meaningful knowledge construction, focusing on students' practical participation and dynamic development (Waite-Stupiansky, 2022). This teaching philosophy proves particularly applicable to ASEAN culture courses, as the content encompasses broad scope and strong practicality, requiring students to cognize and experience through various learning activities.

Existing research shows progress in ASEAN culture-related course development at some universities. However, most courses remain primarily knowledge-transfer based, lacking design elements

for active exploration and deep student participation, failing to fully reflect student-centered educational concepts (Li, 2020). At the theoretical level, some universities have attempted integrating constructivist theory with ASEAN culture courses through project-based and task-driven learning models, encouraging students to explore issues in real or simulated cultural situations (Zhang, 2019). Nevertheless, current research exhibits shortcomings: many course designs remain fragmented, lacking systematicity and hierarchy, making it difficult to meet students' learning needs from basic cognition to in-depth understanding. Additionally, individualized learning needs and ability development during the teaching process have not received sufficient attention (Wu, 2021).

Based on the current situation, this study develops a school-based ASEAN Culture curriculum based on Piaget's constructivist theory, fully embodying student-centered teaching concepts and focusing on knowledge meaning construction and dynamic development. Through diversified teaching design and practical activities, the curriculum guides students to explore ASEAN culture's unique charm and cultivate their international vision and cross-cultural communication ability, providing practical samples for cultivating internationalized talents in higher education. The study demonstrates the practical value and application potential of constructivist theory in university cultural education.

2. Research objective

This study aims to achieve the following three objectives:

- 1) To explore the school-based curriculum design method based on Piaget's constructivist theory.
- 2) To develop a practical curriculum based on ASEAN Culture to enhance students' intercultural cognitive skills.
- 3) To construct an evaluation system for ASEAN Culture based on the "evaluation" dimension of Piaget's constructivist theory.

3. Theoretical framework

The research framework integrates Piaget's constructivist theory with Taylor's classical curriculum model, creating a comprehensive approach to school-based curriculum development. The framework encompasses four interconnected dimensions:

Theoretical Foundation: Piaget's constructivist theory emphasizes that learning is an active process wherein students construct knowledge through interaction with their environment (Devi, 2019). This theory provides the pedagogical basis for designing student-centered learning experiences that promote cognitive development through assimilation and accommodation mechanisms.

Curriculum Development Process: Following Taylor's model, the framework systematically addresses four key components: (1) curriculum objectives derived from national educational standards and student needs, (2) content selection based on ASEAN cultural diversity and regional characteristics, (3) teaching methods incorporating project-based learning and contextualized instruction, and (4) evaluation systems combining multiple assessment approaches.

Implementation Strategy: The framework incorporates inquiry-based learning, cross-cultural experiences, and practical activities to facilitate students' active knowledge construction. Teaching methods include visiting instruction, project-based teaching, group discussions, and cultural presentations.

Evaluation Mechanism: A diversified evaluation system integrates formative assessment (60%) covering attendance, group work, information retrieval, and handwritten reports, with summative assessment (40%) through final examinations, ensuring comprehensive measurement of learning outcomes and process development.

This integrated framework provides a systematic approach to designing, implementing, and evaluating school-based ASEAN culture curriculum that aligns constructivist principles with practical educational needs.

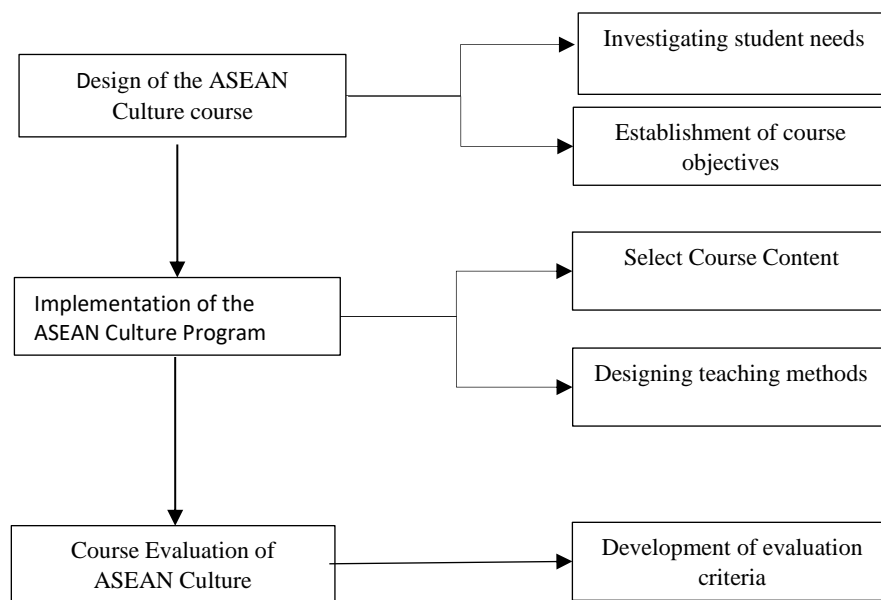


Figure 1 Research Design Framework

4. Research methodology

4.1 Research Design

This study employed a quantitative research approach using interview survey methods to systematically collect and analyze data from a large participant group. The quantitative approach proved particularly appropriate for this study, which is based on Piaget's constructivist theory and aims to examine how curriculum design promotes students' active exploration and practice (Nurhasnah & Kustati, 2024). Compared to qualitative methods, survey methods offer greater efficiency, broader topic coverage, and measurable results suitable for inferential analysis.

4.2 Research Location

The study was conducted at the College of Arts and Letters, Guangxi University of Foreign Languages, the only independently established general undergraduate foreign language college in Guangxi Zhuang Autonomous Region. This institution represents an ideal research site due to its characteristic undergraduate education, stable and sizable student population, and geographical proximity to ASEAN countries, making it academically and practically valuable for improving student engagement in China's higher education institutions.

The college maintains four grade levels (2021-2024) with a total enrollment of 1,000 students. Its unique position as a frontier region for China-ASEAN interaction provides rich cultural exchange opportunities and resources, offering authentic contexts for ASEAN culture curriculum implementation.

4.3 Population and Sample Size

The target population comprised 200 students from the Chinese Language and Literature major, class of 2022, at the College of Arts and Letters. In curriculum design based on constructivist theory, understanding students' learning needs is crucial, as their cognitive development level and learning interests directly affect learning processes and outcomes (Kaur, 2024). Additionally, 10 faculty members teaching the ASEAN Culture course were included as the teacher sample.

Given the defined population size, stratified sampling with proportional distribution was utilized to ensure subpopulation representativeness. The complete student sample (200 students) was selected through random sampling for interview surveys, while all 10 course instructors participated in teacher interviews, ensuring comprehensive data collection from both student and faculty perspectives.

4.4 Sampling Method

Stratified sampling (proportional distribution) was employed to ensure representative sample selection. This method proved appropriate given the limited but clearly defined population of 200 Chinese language major students in the 2022 cohort. The sampling strategy ensured that all students studying the ASEAN Culture course during the first semester of the 2024-2025 academic year were included, providing comprehensive coverage of the target population.

For the teacher sample, purposive sampling was used to include all 10 instructors teaching the ASEAN Culture course, ensuring that diverse teaching perspectives and experiences were captured in the data collection process.

4.5 Research Tools

The study employed three primary research tools: student questionnaires, teacher interview questionnaires, and classroom observation protocols.

Student Questionnaire: A three-part instrument consisting of: (1) demographic information (2 questions), (2) participation intention and influencing factors using a Likert scale (15 questions covering interest levels, learning expectations, preferred teaching methods, and evaluation preferences), and (3) open-ended recommendation questions (2 questions). The questionnaire was developed based on Yu (2023) and adapted through consultation with seven subject experts and three senior teachers, followed by small-scale testing and refinement.

Teacher Interview Questionnaire: An eight-item structured interview protocol designed to assess teachers' perspectives on curriculum objectives, implementation modes, evaluation methods, and implementation effects. The instrument utilized a five-point Likert scale with options ranging from "Very Compliant" (5) to "Not at all Compliant" (1), facilitating quantitative analysis of teacher evaluations. This tool was adapted from Wei (2019) and validated through expert consultation.

Classroom Observation Protocol: A systematic observation framework documenting teaching activities, student engagement patterns, and instructional strategies employed during ASEAN Culture course sessions. The protocol focused on behavioral performance, interaction dynamics, and knowledge construction processes, providing qualitative insights to complement quantitative data.

4.6 Data Collection

Data collection occurred during the 2024-2025 academic year's first semester. Student questionnaires were administered at the course's beginning to assess learning needs and expectations, with follow-up observations conducted throughout the semester. Teacher interviews were conducted after course implementation to evaluate curriculum effectiveness and gather improvement suggestions. Classroom observations were performed systematically across different course modules, documenting teaching practices and student responses in authentic learning contexts.

All data collection procedures adhered to ethical research standards, with participants informed about the study's purpose and their voluntary participation. Anonymity was maintained throughout the data collection and analysis processes to ensure respondent confidentiality and honest responses.

4.7 Data Analysis

Collected data underwent systematic analysis using descriptive statistics for demographic information and evaluation scores, while interview responses were coded and analyzed thematically. Quantitative data from Likert-scale questions were calculated as means and percentages to identify trends and patterns in student needs and teacher evaluations. The mean score interpretation followed standard ranges: 4.50-5.00 (Strongly Agree), 3.50-4.49 (Agree), 2.51-3.49 (Neutral), 1.51-2.50 (Disagree), and 1.00-1.50 (Strongly Disagree).

Classroom observation data were analyzed qualitatively to identify teaching effectiveness indicators and student engagement levels, providing contextual understanding of quantitative findings. Integration of multiple data sources through triangulation enhanced the study's validity and reliability, offering comprehensive insights into the ASEAN Culture curriculum's design and implementation effectiveness.

5. Research findings

5.1 Demographic Information Analysis

The study sample consisted of 200 students and 10 teachers from the Chinese Language and Literature program. Among student participants, 150 (75.00%) were female and 50 (25.00%) were male, reflecting the gender distribution typical of language and literature programs. The teacher sample comprised 6 females (60.00%) and 4 males (40.00%), indicating relatively balanced gender representation among course instructors.

5.2 Investigation of Students' Needs (Objective 1)

Initial assessment revealed that only 6.0% of students demonstrated awareness of ASEAN culture, while 67.5% reported limited knowledge, indicating low baseline familiarity with the subject matter. However, student interest proved remarkably high: 86.5% expressed interest in ASEAN cultural knowledge, and 84.5% indicated desire to participate in ASEAN culture school-based programs, demonstrating strong feasibility for course implementation among 2022 Chinese language majors.

Regarding content preferences, students showed greatest interest in food (80.0%), dance (60.0%), and film and television productions (46.0%), followed by language (36.0%), literature (33.5%), and politics (32.0%). These findings informed curriculum content selection, emphasizing culturally engaging topics that align with student interests while maintaining academic rigor.

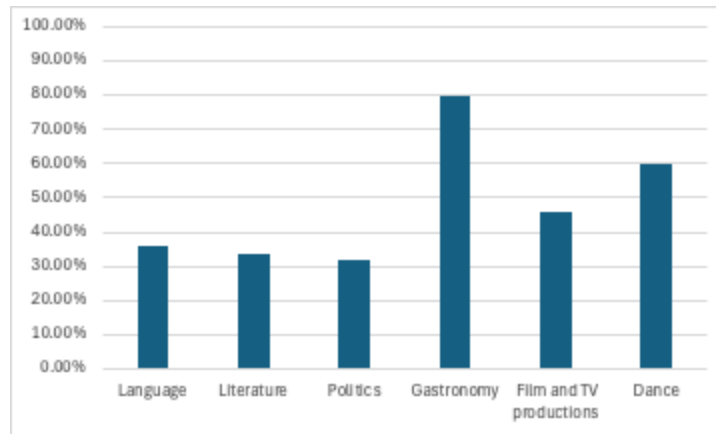


Figure 2 Result of investigated students' interest in the course content

For learning objectives, 86.0% of students wanted to broaden their horizons, 80.5% expected relaxation through learning, 68.0% desired stimulated learning interest, and 36.0% sought enriched ASEAN cultural knowledge. These diverse objectives necessitated multifaceted curriculum design addressing both cognitive and affective learning dimensions.

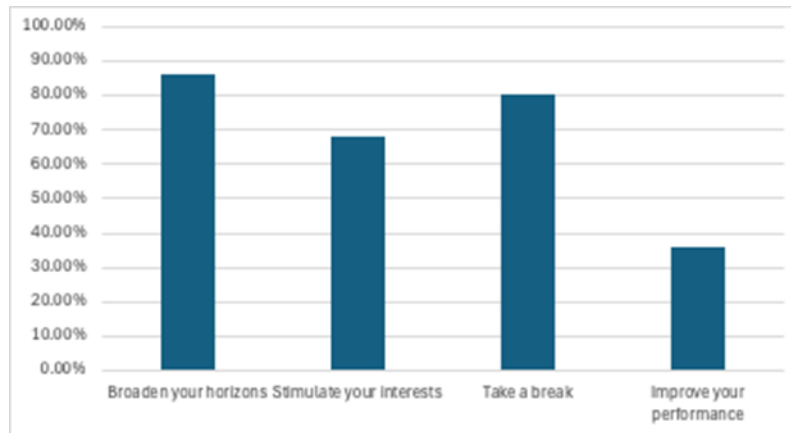


Figure 3 Result of investigated the learning objectives of the course

Teaching method preferences revealed strong student desire for experiential learning: participation in ASEAN-related activities, hands-on activities, and group work ranked highest, followed by handwriting exercises, lectures, and documentaries. This preference pattern supported adoption of project-based learning and visiting teaching methods, enabling immersive learning experiences.

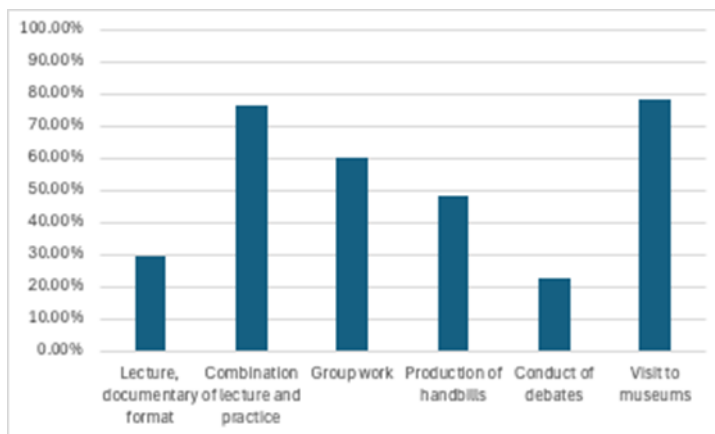


Figure 4 Result of investigated the teaching and learning methods of the course.

Regarding evaluation methods, students preferred "classroom performance," "peer assessment," and "self-grading," while rejecting "regular assignments" and "final exams." This preference for process evaluation informed development of a diversified assessment system balancing formative and summative approaches while maintaining objectivity and motivation.

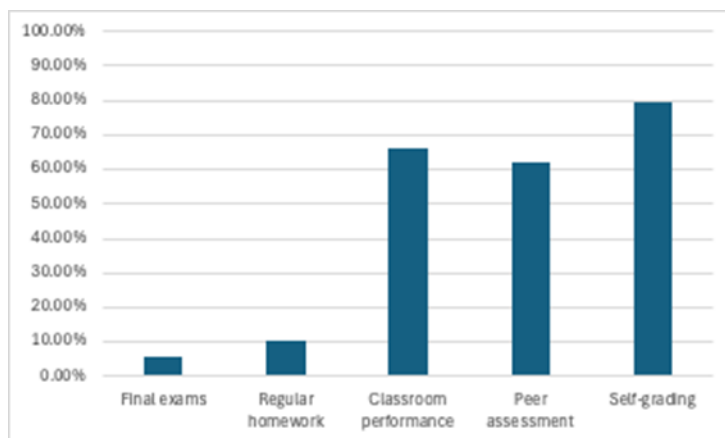


Figure 5 Result of investigated the types of assessment that students expected.

5.3 Curriculum Design and Implementation (Objective 2)

Curriculum Objectives: Three primary objectives were established: (1) understanding ASEAN cultural characteristics and appreciating cultural similarities and differences (Cultural Foundations), (2) developing autonomous learning capabilities for acquiring and evaluating ASEAN cultural information (Autonomous Development), and (3) enhancing intercultural cognitive skills (Social Participation).

Curriculum Content: The course was structured around three core modules: "ASEAN Overview and Historical Development," "Cultural Diversity and Social Characteristics," and "ASEAN-China Cultural Exchange." Content selection followed principles of scientific and humanistic integration, combining knowledge and interest. Innovative sections included "Netflix Video" showcasing popular online content and "Cloud Tour" featuring digital museum experiences, enhancing student engagement through contemporary media.

The curriculum covered eleven topics, each focusing on a specific ASEAN country: Introduction, Vietnamese Culture, Lao Culture, Burmese Culture, Cambodian Culture, Thai Culture, Malaysian Culture, Singaporean Culture, Indonesian Culture, Brunei Culture, and Philippine Culture. Each topic required students to prepare materials on relevant cultural aspects and present their work through oral presentations, PPT presentations, or skits.

Teaching Methods: Two primary teaching approaches were implemented:

Visiting Teaching Method: Students participated in organized visits to the ASEAN Cultural Park at Guangxi University of Foreign Languages, featuring permanent exhibitions including "ASEAN Culture Gallery," "Southeast Asian Non-heritage Workshop," "ASEAN Food Plaza," and "ASEAN Language Corner." These experiential learning opportunities enabled students to engage directly with ASEAN cultural artifacts, performances, and traditions.

Project-Based Teaching: The Thai Water Lantern Festival project exemplified this approach, incorporating two components: (1) cultural introduction class "Exploring Thailand's Water Lantern Festival" covering festival origins, traditional lantern production, and environmental design concepts, and (2) practical demonstration class "Water Lantern Prayer Ceremony" including work displays, blessing ceremonies, and cultural exchanges. Students created environmentally friendly lanterns incorporating Chinese and Thai cultural characteristics, fostering cross-cultural understanding through authentic cultural practice.

Teaching Practice Example: A representative lesson on Malaysian culture demonstrated the curriculum's implementation. Students worked in groups of five with clear role divisions: leader (coordination), information collector, recorder/organizer, PPT creator, and presenter. Over one week, groups researched Malaysian religious beliefs and traditional customs, conducted discussions filtering representative content, produced comprehensive presentations, and delivered 10-minute class presentations. This process developed teamwork, research, information organization, and public speaking skills while deepening cultural understanding.

5.4 Evaluation System Development (Objective 3)

A diversified evaluation system was constructed combining formative (60%) and summative (40%) assessments. The formative evaluation comprised four components:

Attendance (10% of process evaluation): Students were evaluated based on absence frequency, with scores ranging from 100 (0 absences) to 20 (more than 3 absences).

Group Work Reporting (50% of process evaluation): Teacher evaluation assessed content accuracy, organization clarity, originality, feasibility, and presentation quality. Evaluation criteria emphasized comprehensive understanding, clear organization, original thinking, theoretical/experimental basis, fluent expression, clear visuals, and operational proficiency.

Information Retrieval (20% of process evaluation): This component assessed students' ability to comprehensively view problems, identify priorities, acquire knowledge from multiple sources, seek solutions from multiple perspectives, and actively acquire ASEAN knowledge. Scoring combined teacher evaluation (50%), peer assessment (30%), and self-assessment (20%).

Handwritten Report Production (20% of process evaluation): Students produced handwritten reports demonstrating understanding of lesson content and artistic expression skills. Evaluation criteria focused on theme adherence, content rigor, layout appropriateness, proper handwriting, and beautiful illustrations. Scoring integrated teacher evaluation (50%), peer assessment (30%), and self-assessment (20%).

Summative Evaluation (40%): A 90-minute closed-book final examination assessed students' mastery of ASEAN cultural knowledge through five question types: single-choice, multiple-choice, judgmental, fill-in-the-blank, and short-answer questions.

5.5 Implementation Effectiveness Analysis

Teacher interview results demonstrated high curriculum effectiveness. The overall mean score reached 4.63 (on a 5-point scale), with 74.73% of teachers rating the curriculum as "very compliant" with educational objectives and 22.83% as "substantially compliant."

Table 1 Findings from Teacher Interviews

Items (n=10)	Very Compliant	Substantially Compliant	Fairly Compliant	Substantially not Compliant	Not at all Compliant	Mean Score
1. Do you believe that this ASEAN Culture program primarily prepares students for future careers in any ASEAN-related field?	7 (70.00%)	2 (20.00%)	1 (10.00%)	0 (0.00%)	0 (0.00%)	4.6
2. Do you consciously teach or promote ASEAN culture when you teach your students? (Content, manner of teaching, etc.)	6 (60.00%)	3 (30.00%)	1 (10.00%)	0 (0.00%)	0 (0.00%)	4.5
3. What you know so far about current students, do you think what you are learning will help you in the job you will be doing in the future?	6 (60.00%)	4 (40.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.6
4. Do you consciously teach or promote ASEAN culture to your students? How do you teach or promote it? (content, method of teaching, etc.)	5 (50.00%)	5 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5
5. When you taught a class about ASEAN Culture, did your students respond positively?	9 (90.00%)	1 (10.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.9
6. Have you learned about any ASEAN-specific cultures?	9 (90.00%)	1 (10.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.9
7. If colleges and universities were to incorporate ASEAN culture into	6 (60.00%)	2 (20.00%)	0 (0.00%)	1 (10.00%)	1 (10.00%)	4.3

Items (n=10)	Very Compliant	Substantially Compliant	Fairly Compliant	Substantially not Compliant	Not at all Compliant	Mean Score
their teaching of college students, what do you think would be of more interest to college students? Why? (Festivals, food, architecture, language, costumes, arts, etc.)						
8. If colleges and universities offer ASEAN culture courses to undergraduate Chinese language majors, do you think it will be helpful to the students in their future work, study and life?	7 (70.00%)	3 (30.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.7
Total	275 (74.73%)	84 (22.83%)	6 (1.63%)	2 (0.54%)	1 (0.27%)	4.63

For table 1, Specific findings included:

90.0% of teachers reported positive student response to ASEAN Culture classes (mean = 4.9)

90.0% confirmed learning about ASEAN-specific cultures (mean= 4.9)

70.0% believed the curriculum prepares students for ASEAN-related careers (mean = 4.6)

70.0% considered the curriculum helpful for students' future work, study, and life (mean = 4.7)

Teachers particularly noted that visiting teaching methods and project-based approaches received strong student recognition compared to traditional classroom instruction. The diversified evaluation system was rated 4.7, indicating teacher approval of the balanced assessment approach combining various evaluation methods.

The curriculum's focus on engaging topics such as festivals, food, architecture, language, clothing, and art proved effective, though teachers noted these elements' role in cultural learning received moderate ratings (mean score 4.3), suggesting room for strengthening interdisciplinary connections.

These findings confirm that the school-based ASEAN Culture curriculum based on Piaget's constructivist theory successfully achieved its objectives, demonstrating effectiveness in promoting student engagement, cultural understanding, and intercultural communication skills development.

6. Discussion

6.1 Integration of Constructivist Theory and Curriculum Design (Objective 1)

The successful application of Piaget's constructivist theory in ASEAN Culture curriculum design aligns with contemporary educational research emphasizing active student engagement and personalized learning (Chen, 2024). This study demonstrates that curriculum design rooted in constructivist principles

where students actively construct knowledge through environmental interaction effectively promotes deep learning when combined with Taylor's goal-oriented curriculum model.

The study's finding that students with limited prior ASEAN cultural knowledge (only 6.0% demonstrated awareness) nevertheless showed high engagement (86.5% interest) supports constructivist assertions about learners' capacity to build new knowledge structures when provided appropriate scaffolding (Halid, 2024). This phenomenon illustrates Piaget's concept of accommodation, where students adjust their cognitive frameworks to incorporate novel cultural information. The curriculum's emphasis on contextualized learning through visiting teaching and project-based activities provided essential experiential foundations for this cognitive development.

The integration of Taylor's curriculum model dimensions particularly goal setting, content selection, and evaluation design with constructivist principles offers a practical framework for addressing challenges identified in previous research (Zhang, 2019). While earlier studies noted fragmented course designs lacking systematicity, this study's structured three-module approach (Understanding ASEAN, Cultural Diversity, ASEAN-China Cultural Exchanges) demonstrates how systematic organization can maintain student-centered learning while ensuring comprehensive coverage. This addresses Wu's (2021) observation that individualized learning needs often receive insufficient attention in existing curricula.

6.2 Effectiveness of Practice-Based Learning (Objective 2)

The curriculum's practical orientation, exemplified through visiting teaching and project-based learning, demonstrates significant effectiveness in developing intercultural cognitive skills. The high mean scores for student engagement (4.9 for positive classroom response) and teacher satisfaction (4.6-4.7 across multiple dimensions) validate the importance of experiential learning in cultural education, consistent with Waite-Stupiansky's (2022) emphasis on hands-on experience in constructivist pedagogy.

The Thai Water Lantern Festival project exemplifies how authentic cultural practices facilitate deep learning. Students not only learned about Thai traditions but also created original works integrating Chinese and Thai cultural elements, demonstrating higher-order thinking consistent with Piaget's formal operational stage. This finding aligns with Rushton's (2024) argument that inquiry-based learning in authentic contexts promotes cognitive conflict and knowledge deepening more effectively than traditional instruction.

However, classroom observations revealed limitations in students' ability to connect theory with practice when analyzing complex cultural phenomena, particularly regarding business etiquette differences across ASEAN countries. This suggests that while experiential learning effectively develops cultural sensitivity, it requires explicit pedagogical interventions to facilitate theoretical integration. Teachers' timely guidance and analytical frameworks proved essential for helping students enhance observational depth, supporting Kharroubi & ElMediouni's (2024) emphasis on scaffolding in social constructivist approaches.

The curriculum's visiting teaching component, particularly experiences at the ASEAN Cultural Park, provided unique opportunities for multisensory engagement with cultural artifacts and traditions. This approach addresses Ültanır's (2012) call for diverse learning paths accommodating different student learning styles. The combination of visual (sculptures, architecture), auditory (music, languages), and kinesthetic (food preparation, craft-making) experiences enabled students to construct cultural knowledge through multiple modalities, enhancing retention and understanding.

6.3 Diversified Evaluation System Effectiveness (Objective 3)

The construction of a diversified evaluation system combining formative (60%) and summative (40%) assessments represents a significant advancement in cultural education assessment practices. Teacher interviews revealed that this three-dimensional evaluation approach (knowledge mastery, skill

application, attitude performance) effectively captures student development more comprehensively than traditional examination-based systems. The mean score of 4.7 for evaluation system satisfaction indicates strong teacher approval, confirming the system's practical viability.

The inclusion of self-evaluation and peer assessment components significantly enhanced students' metacognitive skills and collaborative awareness. Besides, the integration of diverse formative assessment components attendance, group work reporting, information retrieval, and handwritten report production created multiple opportunities for students to demonstrate learning across different competency areas, directly reflecting Piaget's constructivist principles of active knowledge construction (Piaget, 1964). When students participated in evaluation processes, they developed deeper understanding of learning objectives and their own progress, demonstrating metacognitive awareness central to Piaget's theory of cognitive development through self-directed learning, as noted by participating teachers. This finding supports Bertram & Rusznyak's (2024) research on navigating tensions in curriculum design, demonstrating that when students participate in evaluation processes, they develop deeper understanding of learning objectives and their own progress. However, teachers initially needed to provide detailed guidance on evaluation criteria, highlighting the importance of explicit rubrics and evaluation training in constructivist assessment approaches. With Muhammad's (2024) recommendation for contextualized and inquiry-based evaluation that stimulates student initiative. The weighted distribution (particularly the 50% allocation to group work reporting) appropriately emphasized collaborative knowledge construction, a core tenet of social constructivism..

Nevertheless, challenges emerged in implementation, particularly regarding evaluation workload and maintaining consistent standards across different assessment methods. Teachers suggested developing systematic evaluation gauges and digital tools to support the evaluation process, echoing concerns raised in recent curriculum evaluation research (Alam, 2021). The study demonstrates that while diversified evaluation systems offer comprehensive learning assessment, they require adequate institutional support and professional development to ensure sustainable implementation.

The system's emphasis on process evaluation over outcome-focused assessment represents a paradigm shift consistent with constructivist philosophy. By valuing learning journey over final product, the curriculum encouraged students to engage more authentically with ASEAN cultures, taking intellectual risks and exploring cultural complexities without fear of grade penalties for incomplete understanding. This finding has significant implications for cultural education, where openness to ambiguity and willingness to revise cultural assumptions constitute essential learning outcomes.

7. Suggestion

7.1 For Curriculum Design

Future iterations of the ASEAN Culture curriculum should strengthen interdisciplinary connections, explicit pedagogical interventions, analytical frameworks, explicitly linking cultural content to Chinese language studies, literary analysis, and professional communication competencies to help students connect their experiential learning with the theoretical analysis of complex cultural phenomena. Developers should consider incorporating more structured scaffolding for complex cultural analysis tasks, particularly when students examine business etiquette, political systems, and socioeconomic phenomena requiring theoretical frameworks for interpretation. Additionally, increasing opportunities for authentic interaction with ASEAN international students and community members would enhance the curriculum's experiential learning component while providing students with genuine cross-cultural communication practice.

7.2 For Teaching Implementation

Teachers implementing constructivist cultural curricula should invest in developing comprehensive evaluation rubrics and training students in self-assessment and peer evaluation practices from the course outset. Establishing clear criteria for group work, cultural presentations, and reflective assignments helps students understand expectations while developing metacognitive awareness. Teachers should also create digital repositories of exemplary student work, enabling future cohorts to reference quality standards and inspiring creative approaches to cultural research and presentation. Regular professional development focusing on facilitation techniques for inquiry-based learning would enhance teachers' capacity to guide students through complex cultural exploration while maintaining constructivist principles of student autonomy.

7.3 For Institutional Support

Universities should develop systematic support structures for school-based curriculum implementation, including dedicated funding for cultural field trips, guest speaker honoraria, and instructional materials. Establishing partnerships with ASEAN cultural organizations, embassies, and community associations would provide sustained access to authentic resources and expertise. Institutions should also invest in digital evaluation tools and learning management systems that facilitate diversified assessment while reducing teacher workload. Creating faculty learning communities focused on constructivist pedagogy and cultural education would foster ongoing innovation and peer support, ensuring continuous curriculum improvement based on implementation experience and emerging best practices.

7.4 For Future Research

Future research should conduct longitudinal studies tracking students' long-term retention of cultural knowledge and intercultural competency development beyond course completion. Comparative studies examining the curriculum's effectiveness across different institutional contexts, student populations, and regional settings would establish generalizability and identify factors influencing implementation success. Additionally, research exploring optimal ratios of formative to summative assessment, investigating technology-enhanced cultural learning approaches, and examining the curriculum's impact on students' career trajectories and international engagement would provide valuable insights for refining constructivist cultural education models. Mixed-methods approaches combining quantitative outcome measures with qualitative exploration of students' meaning-making processes would offer comprehensive understanding of how constructivist curricula facilitate deep cultural learning.

8. Conclusion

This study successfully demonstrates that school-based curriculum design based on Piaget's constructivist theory, when integrated with Taylor's classical curriculum model, provides an effective framework for ASEAN cultural education in Chinese higher education institutions. The curriculum achieved its three primary objectives: (1) establishing a theoretically grounded design methodology combining constructivist learning principles with systematic curriculum planning, (2) developing a practical course that significantly enhanced students' intercultural cognitive skills through experiential and project-based learning, and (3) constructing a diversified evaluation system that comprehensively assessed both learning processes and outcomes.

The curriculum's innovative integration of visiting teaching and project-based learning provided authentic contexts for cultural exploration, enabling students to construct deep understanding through direct engagement with ASEAN cultural artifacts, traditions, and communities. The Thai Water Lantern Festival project and ASEAN Cultural Park visits exemplify how experiential learning activities can facilitate meaningful cultural exchange and personal growth. These practical components, combined with systematic

content organization across eleven country-specific modules, created a comprehensive learning experience addressing cognitive, affective, and behavioral dimensions of intercultural competence.

The study validates the practical applicability of constructivist theory in cultural education while demonstrating how school-based curricula can leverage regional advantages and institutional resources to create distinctive educational offerings. For Guangxi University of Foreign Languages and similar institutions in China's frontier regions, this curriculum model provides a replicable framework for developing internationalized talent while strengthening local-global cultural connections. The curriculum's success in integrating scientific rigor with humanistic sensitivity offers valuable insights for cross-cultural education reform in Chinese higher education.

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