

SCHOOL-BASED CURRICULUM DESIGN OF "SOUTHEAST ASIAN LITERATURE" BASED ON STENHOUSE'S PROCESS MODEL CURRICULUM THEORY

Han Lu | ORCID ID: 0009-0006-7114-7845

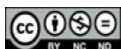
M.Ed. Student in Educational Administration, Faculty of Education, North Bangkok University, Bangkok, Thailand
E-mail: 1224992002@qq.com

Qin Jian | ORCID ID: 0009-0001-6537-4359

Guangxi University of Foreign Languages, Nanning, China
Corresponding Author E-mail: qinjian611@yahoo.com

Received: (October 16, 2025); Revised: (November 4, 2025); Accepted: (November 21, 2025)

Citation:



Han, L., & Qin, J. (2026). School-Based Curriculum Design of "Southeast Asian Literature" Based on Stenhouse's Process Model Curriculum Theory. *Journal of Research and Innovation for Sustainability (JRIS)*, 3(1), 33-49.

ABSTRACT

This study explores the design of a school-based curriculum for the History of Southeast Asian Literature course, grounded in Stenhouse's Process Model of Curriculum Theory. The research addresses three primary objectives: (1) to develop a curriculum framework that integrates the goal orientation of Tyler's model with the openness of Stenhouse's process model, establishing a two-tier structure comprising core literacy goals and a dynamic adjustment mechanism; (2) to construct and implement a three-stage teaching model—"thematic inquiry, cultural comparison, and critical reflection"—aimed at fostering students' intercultural competence in analyzing the cultural hybridity of Southeast Asian literature; and (3) to design a diversified course evaluation system by integrating formative and summative assessment dimensions.

The research employs qualitative and quantitative methods, including questionnaire surveys, in-depth interviews, and classroom observations. The study was conducted at the School of Literature, Guangxi University of Foreign Languages, targeting 200 undergraduate students majoring in Chinese Language and Literature (Class of 2022) and 10 faculty members teaching the course during the 2024-2025 academic year. Data collection focused on student learning needs, teaching practices, and curriculum evaluation effectiveness.

Findings indicate that the integrated curriculum framework successfully balances pre-set learning objectives with generative, student-centered learning processes. The three-stage teaching model effectively enhanced students' cross-cultural sensitivity and critical thinking skills, particularly when analyzing literary works such as the Ramayana adaptations and Malaysian Chinese literature. Classroom observations confirmed progressive improvement in students' ability to engage with complex cultural identity issues. The diversified evaluation system, combining process-oriented assessments (attendance, group presentations, information retrieval) with summative examinations, provided comprehensive measurement of student learning outcomes. Teacher interviews validated the curriculum's effectiveness in promoting intercultural understanding and professional development. The study demonstrates that Stenhouse's Process Model offers a robust theoretical framework for developing literature courses emphasizing inquiry-based learning and cultural dialogue in multicultural educational contexts.

Keywords: Stenhouse's Process Model; Southeast Asian Literature; School-Based Curriculum

1. Introduction

In the context of globalization, curriculum design has increasingly become a central concern in educational research, particularly in multicultural and multilingual educational settings where the complexity and significance of curriculum development are pronounced (Stenhouse, 2014). With the growing influence of Southeast Asia on the global stage, the need to understand and disseminate the region's literature, history, and culture has become an urgent educational imperative. The course History of Southeast Asian Literature, both academic and practical in nature, carries the critical mission of cultivating

students' cross-cultural awareness and critical thinking skills. However, a core challenge in school-based curriculum development remains: how to balance theoretical knowledge with practical application, and how to integrate cultural heritage with pedagogical innovation.

The Process Model of Curriculum proposed by Lawrence Stenhouse offers an effective theoretical framework to address this challenge (Stenhouse, 2014). As a model that emphasizes the dynamic and generative nature of curriculum, it shifts the focus from static knowledge transmission to a process-oriented approach, in which students actively interact with, explore, and reflect upon knowledge (Lawton, 1983). The model's open-ended learning objectives, flexible content delivery, and its positioning of teachers as reflective practitioners make it particularly well-suited for school-based curriculum innovation. Stenhouse contends that curriculum design should prioritize learners' experiences and the development of competencies, rather than the mere acquisition of knowledge an idea that aligns closely with the goals of the History of Southeast Asian Literature course, which aims to enhance students' cultural sensitivity and critical literacy.

In China, school-based curriculum at the tertiary level refers to curricula designed and implemented by higher education institutions based on their unique educational philosophies, institutional goals, student characteristics, and local contexts (Yu, 2023). According to Lu (2024), the implementation of school-based curricula not only enhances students' academic competence but also fosters their holistic development particularly in creativity, practical skills, and interdisciplinary integration. Hong (2023) argues that such curriculum models enable universities to diversify their educational goals, better accommodate the heterogeneous learning needs of students, and cultivate innovative, critical, and comprehensive talents.

This study employs the Stenhouse Process Model as a guiding framework and integrates the unique characteristics of Southeast Asian literature with the specific teaching objectives of the course (Stenhouse, 2014). Regarding content selection, History of Southeast Asian Literature engag

es with complex cultural contexts, diverse literary traditions, and a wide range of textual genres. In terms of pedagogy, the process model advocates for student-centered learning, encouraging independent inquiry, reflective thinking, and collaborative learning through dialogic teaching, inquiry-based activities, and interactive classroom practices (Elliott, 2006). Moreover, school-based curriculum design must take into account the local educational context and learners' needs. In Southeast Asia, the diversity of languages and cultures has produced rich literary traditions while posing challenges for curriculum development (Macalister, 2024).

At the theoretical level, this research expands the application boundaries of the process model within non-Western literary education. Through interviews with curriculum designers and educational experts, combined with classroom observations, this study investigates how process-oriented pedagogy can be adapted to the specificities of teaching regional literature. At the practical level, the research focuses on the complementary value of qualitative approaches, offering an actionable, practice-oriented model for regional literature programs in higher education. In terms of cultural value, this study underscores the educational significance of the process model in fostering multicultural respect and inclusion (Norris, 2012).

2. Research objective

This study aims to achieve the following three objectives:

1) To develop a curriculum framework that incorporates the open-ended nature of Stenhouse's Process Model and to establish a school-based curriculum plan for the History of Southeast Asian Literature

that is oriented toward core competency objectives and includes a mechanism for ongoing curricular adaptation.

2) To carry out the effective implementation of the school-based History of Southeast Asian Literature curriculum.

3) To develop a multi-dimensional curriculum evaluation framework by integrating the assessment dimensions of Stenhouse's Process Model.

3. Theoretical framework

This study adopts a comprehensive research design framework that integrates Stenhouse's Process Model (Stenhouse, 2014) with Tyler's Objective Model to achieve a balanced approach to curriculum development. The framework encompasses five key components: investigating students' learning needs, determining curriculum objectives, selecting course content, designing teaching methods, and developing evaluation systems.

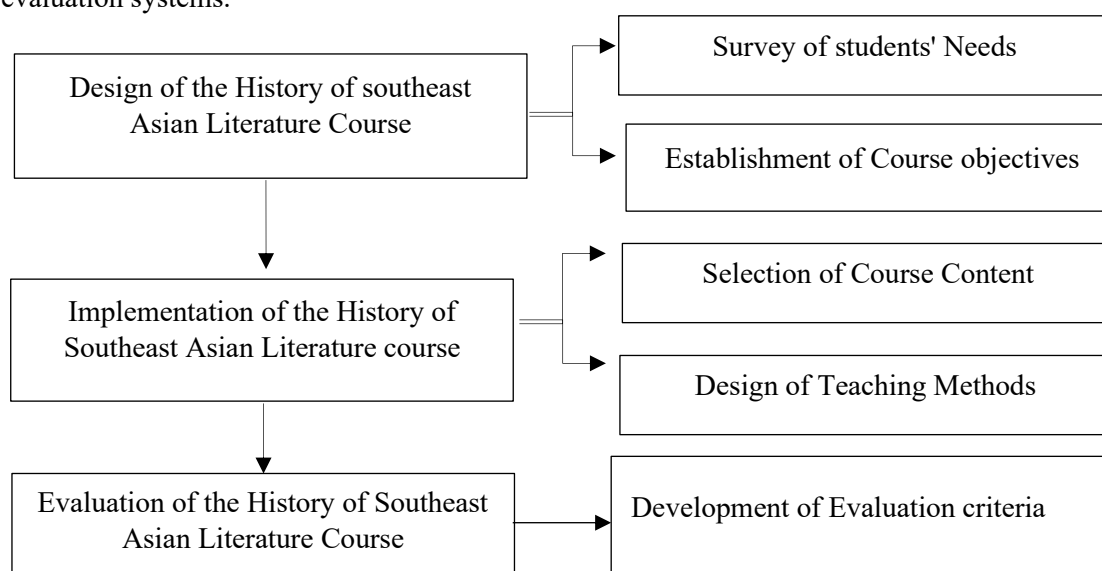


Figure 1 Visual representation of the process model and dynamic stages.

4. Research methodology

4.1 Research Design

This study adopts a mixed-methods approach, primarily utilizing qualitative research methods through structured interviews and classroom observations, supplemented by quantitative questionnaire surveys. The qualitative approach allows for in-depth exploration of participants' experiences and perspectives regarding curriculum design and implementation, while quantitative data provides statistical validation of key findings. This methodological triangulation ensures comprehensive data collection and enhances the validity of research conclusions (Elliott, 2024).

4.2 Research Location

The study was conducted at the School of Literature, Guangxi University of Foreign Languages, the only independent foreign-language-focused undergraduate institution in the Guangxi Zhuang

Autonomous Region. The School of Literature primarily offers undergraduate programs in Chinese Language and Literature, constituting an ideal research site due to its representative features of undergraduate education, stable student population, and institutional commitment to international cultural education.

4.3 Population and Sample Size

The research population comprised 200 undergraduate students majoring in Chinese Language and Literature (Class of 2022) who enrolled in the History of Southeast Asian Literature course during the 2024-2025 academic year. According to Krejcie and Morgan's (1970) table for determining sample size, a population of 200 requires a sample size of 132 participants. Therefore, 132 students were selected through stratified proportional sampling to ensure representativeness. Additionally, 10 full-time faculty members responsible for teaching this course were included as teacher participants.

4.4 Research Tools

Three primary research instruments were employed: questionnaires, interview protocols, and classroom observation forms.

Student Needs Questionnaire: Adapted from Yu's (2023) student needs assessment tool, this questionnaire comprised two parts with nine items total. Part I assessed students' understanding of Southeast Asian literature (4 items), while Part II measured student participation intentions (5 items). The questionnaire employed a five-point Likert scale (Waree, 2016) with response options ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Items covered dimensions including interest in school-based curriculum, learning expectations regarding course content, learning objectives, instructional methods, and assessment methods.

Teacher Interview Questionnaire: Based on Wei (2019) teacher expectation measurement tool, this structured interview protocol contained eight open-ended questions examining teachers' perceptions of course objectives, implementation models, evaluation methods, and effectiveness. Questions explored topics such as career preparation relevance, conscious integration of Southeast Asian literary history, student engagement, knowledge acquisition, and implementation helpfulness.

Classroom Observation Form: A standardized observation form was developed to systematically record teaching activities, student behaviors, and classroom interactions during the implementation of the History of Southeast Asian Literature course. The form documented instructional methods, student participation levels, and evidence of learning outcomes aligned with Stenhouse's process model principles.

Validity and Reliability: To ensure instrument validity and reliability, all research tools underwent expert review by three specialists in curriculum and pedagogy and three senior frontline teachers. Following pilot testing with a small group of participants, instruments were revised based on feedback. The Student Needs Questionnaire demonstrated high internal consistency with Cronbach's alpha exceeding 0.70 for each dimension. Content validity was established through expert panel evaluation, confirming that items comprehensively addressed key aspects of student needs and expectations for the course.

4.5 Data Collection

Data collection occurred in three phases during the first semester of the 2024-2025 academic year. In the preliminary phase (September 2024), student needs questionnaires were administered to 132 randomly selected students to assess their prior knowledge, interests, and expectations regarding Southeast Asian literature. The response rate was 100%, with all questionnaires completed and returned for analysis.

In the implementation phase (October-December 2024), systematic classroom observations were conducted weekly throughout the 16-week semester. Each observation session lasted 90 minutes and documented teaching activities, student interactions, and learning processes. Concurrently, student

performance data were collected through formative assessments including attendance records, group collaboration presentations, information retrieval exercises, and handwritten poster productions.

In the evaluation phase (January 2025), structured interviews were conducted with all 10 teacher participants. Each interview lasted approximately 45-60 minutes and was audio-recorded with participant consent. Interview transcripts were prepared for qualitative analysis. Additionally, final examinations were administered to assess summative learning outcomes, consisting of multiple-choice questions, true/false items, fill-in-the-blank questions, and short-answer questions totaling 100 points.

4.6 Data Analysis

Quantitative data from questionnaires and assessment scores were analyzed using descriptive statistics including frequencies, percentages, means, and standard deviations.

Qualitative data from teacher interviews and classroom observations were analyzed through thematic analysis.

5. Research findings

5.1 Findings Related to Objective 1: Curriculum Framework Development

The investigation of students' learning needs revealed significant baseline characteristics and expectations for the History of Southeast Asian Literature course. The demographic analysis showed that among the 200 student participants, 130 were female (65.00%) and 70 were male (35.00%), while among the 10 teacher participants, 7 were female (70.00%) and 3 were male (30.00%).

Regarding students' prior knowledge and interest levels, results indicated that only 6.0% of students reported familiarity with Southeast Asian literature, while 67.5% indicated limited familiarity, demonstrating a generally low baseline understanding. However, 86.5% expressed interest in Southeast Asian literature, and 84.5% indicated willingness to study the course, confirming strong student demand for this curriculum.

Student preferences for course content showed the following ranking from highest to lowest: Malaysian literature (80.0%), Thai literature (60.0%), Philippine literature (46.0%), Laoian literature (36.0%), Vietnamese literature (33.5%), and Cambodian literature (32.0%). Regarding learning objectives, 86.0% hoped the course would broaden their horizons, 80.5% expected relaxation and enjoyment, 68.0% wished to stimulate learning interest, and 36.0% sought to enhance knowledge of Southeast Asian literary history.

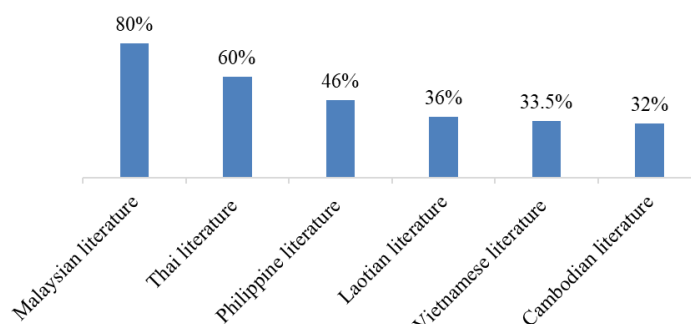


Figure 2 Data statistics for students' interest in course content.

Student expectations for learning objectives were diverse: 86.0% hoped the course would broaden their horizons, 80.5% expected relaxation and enjoyment, 68.0% wished to stimulate learning interest, and 36.0% sought to enhance their knowledge of Southeast Asian literary history. For instructional methods, students preferred participation in ASEAN-related activities, integration of theory with practice, group collaboration, and creation of handwritten posters over traditional lectures. Regarding assessment, students favored formative evaluation methods such as classroom performance (preference indicated through survey responses), peer evaluation, and self-assessment, while showing reluctance toward regular assignments and final examinations.

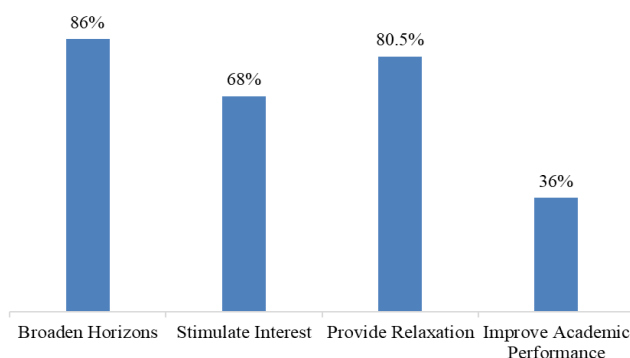


Figure 3 Data statistics for the learning objectives students expected from the course.

Based on these findings, a two-tier curriculum structure was established combining core competency objectives with a dynamic adjustment mechanism. The core competency objectives were organized across three dimensions aligned with Chinese national standards: (1) Cultural Foundation understanding characteristics of Southeast Asian literary history and appreciating cultural commonalities and differences; (2) Self-Development effectively acquiring, evaluating, and utilizing information about Southeast Asian literary history; and (3) Social Participation enhancing cross-cultural awareness.

The dynamic adjustment mechanism incorporated flexibility in content selection and instructional approaches based on ongoing assessment of student engagement and learning progress. The course content outline was organized into four main chapters: Medieval Literature (3rd-13th Century), Late Medieval Literature (13th Century-Mid-19th Century), Early Modern Literature (Mid-19th-Mid-20th Century), and Contemporary Literature (Mid-20th Century-Present), with each chapter subdivided into specific sections addressing literary origins, cultural fusion, nationalism and patriotic literature, realist literature, revolutionary progressive literature, and the diversification of contemporary Southeast Asian literature.

5.2 Findings Related to Objective 2: Implementation of Teaching Model

The three-stage teaching model of "thematic inquiry cultural comparison critical reflection" was successfully implemented through various pedagogical approaches. Field-based learning activities leveraged Guangxi University of Foreign Languages' geographical advantages, organizing students to explore Southeast Asian literary classics through close reading and field research. For example, students examined Vietnam's *The Legend of Jin Yunqiao* and Indonesia's *The Legend of the Javanese Hero* to gain deeper understanding of human insights and social emotions underlying these works.

Project-based learning was exemplified through the "Exploring the Legend of Jin Yunqiao: A Journey into the Treasures of Southeast Asian Literary History" activity. Students worked in groups of five with clearly defined roles: group leader coordinating work, one member collecting information, one

recording and organizing materials, one developing PowerPoint presentations, and one delivering oral reports. The project introduction class reviewed the work's background, identified reading issues, analyzed themes, and discussed the work's position in Southeast Asian literary history. The project presentation class included three sessions: results presentation, work analysis, and implementation assessment.

Classroom observations documented that students demonstrated progressive enhancement of cross-cultural sensitivity throughout the semester. During thematic inquiry activities, students actively engaged in discussing representative cases such as localized interpretations of the Ramayana in Thailand and Cambodia. In cultural comparison sessions, parallel textual comparison effectively stimulated analytical engagement, particularly during comparison of Malay Pantun poems with Chinese quatrains. The critical reflection stage showed most notable yet challenging outcomes, with students applying postcolonial theory and cultural hybridization frameworks to explore cultural power relations and identity politics in Southeast Asian literature.

Innovative technological integration enhanced learning experiences. A "Social Media Location" game used QR codes for students to mark their "most cherished Southeast Asian city" on a map with real-time comments scrolling on screen. Text immersion activities had students read the first 400 characters of Li Yongping's "The Spring and Autumn of Jiling" projected in Chinese, English, and Malay, with students using Mentimeter to instantly vote for the strongest sensory word, with "moldy smell" receiving 72% of votes. A "Sound Montage" experiment had students record 15-second clips of hometown dialects mixed with ambient sounds, then edit them into 2-minute audio collages on-site, demonstrating "high-interaction, low-cost" design principles.

5.3 Findings Related to Objective 3: Evaluation System Development

A diversified evaluation system was established with formative assessment weighted at 60% and summative assessment at 40% of the final grade. Formative assessment comprised four components: attendance (10%), group collaboration presentation (50%), information retrieval (20%), and handwritten poster production (20%). Attendance was evaluated based on number of absences across the 16-week semester, with scoring ranging from 100 points for zero absences to 20 points for more than three absences.

Group collaboration presentations were assessed through multiple evaluation sources. Teachers evaluated presentations using a 100-point rubric focusing on content (70%) and expression (30%). Content criteria included topic clarity (10 points), organized thinking (15 points), originality and innovation (30 points), and practicability supported by evidence (15 points). Expression criteria evaluated language fluency and delivery (10 points), visual clarity (10 points), and demonstration proficiency (10 points). Additionally, peer evaluation and self-evaluation contributed to the final group presentation score through the formula: $\text{Group Presentation Score} \times 60\% + \text{Average Peer Evaluation Score} \times 20\% + \text{Self-Evaluation Score} \times 20\%$.

Table 1 Group Activity Peer Evaluation Form for the *History of Southeast Asian Literature* Course

Evaluation Criteria (Weight)	Evaluation Elements	Evaluation Level					Score
		A	B	C	D	E	
Participation (10%)	1. Actively participates in discussions	5	4	3	2	1	5
	2. Ability to express unique insights	5	4	3	2	1	5
Cooperation and	3. Listens attentively without interrupting others	10	8	6	4	2	10

Evaluation Criteria (Weight)	Evaluation Elements	Evaluation Level					Score
		A	B	C	D	E	
Communication (50%)	4. Does not attack others' ideas or use verbal abuse	10	8	6	4	2	10
	5. Objectively analyzes others' ideas and provides constructive feedback	20	16	12	8	4	20
	6. Affirms others' ideas and reaches consensus	10	8	6	4	2	10
Cooperative Task Allocation (40%)	7. Difficulty and workload of task allocation	10	8	6	4	2	10
	8. Ability to complete tasks on time	10	8	6	4	2	10
	9. Ability to actively address encountered challenges	10	8	6	4	2	10
	10. Quality of task completion meets expected standards	10	8	6	4	2	10
Overall Score							100

Group activity peer evaluation employed a detailed rubric assessing participation (10%), cooperation and communication (50%), and cooperative task allocation (40%). Evaluation levels ranged from A to E, with specific point allocations for behaviors such as active discussion participation, expressing unique insights, listening attentively, providing constructive feedback, and completing tasks on time with quality

Table 2 Course Group Presentation Evaluation Form for *History of Southeast Asian Literature*

Evaluation Items (Weight)	Evaluation Criteria	Evaluation Level					Score
		A	B	C	D	E	
Content (70%)	1. Clear topic and thorough understanding of the issues	10	8	6	4	2	10
	2. Clear thinking, organized and summarized discussion results	15	12	9	6	3	15
	3. Original ideas, innovative content, and unique insights and reflections	30	24	18	12	16	30
	4. High practicability, supported by theoretical or experimental evidence	15	12	9	6	3	15
Expression (30%)	5. Fluent language, confident tone, clear organization, and accurate expression	10	8	6	4	2	10
	6. Clarity of video and images	10	8	6	4	2	10
	7. Proficiency in demonstration operations	10	8	6	4	2	10
Overall Score							100

Information retrieval was evaluated on students' ability to comprehensively understand pre-set questions (20 points), identify correct search keywords (30 points), obtain knowledge from multiple sources

(20 points), seek solutions from multiple perspectives (10 points), retrieve project-related information (10 points), and actively acquire relevant knowledge (10 points).

Table 3 Information Retrieval Evaluation Form for the *History of Southeast Asian Literature* Course

Evaluation Items (Weight)	Evaluation Criteria	Evaluation Level					Score
		A	B	C	D	E	
Information Retrieval Skills (70%)	1. Ability to comprehensively and accurately understand and analyze the pre-set questions	20	16	12	8	4	20
	2. Ability to prioritize and identify the correct search keywords	30	24	18	12	6	30
	3. Ability to obtain relevant knowledge from multiple sources	20	16	12	8	4	20
Divergent Thinking (30%)	4. Ability to seek solutions from multiple perspectives	10	8	6	4	2	10
	5. Ability to retrieve information related to the project theme from multiple perspectives	10	8	6	4	2	10
	6. Actively acquiring relevant knowledge from multiple sources	10	8	6	4	2	10
Total Score							100

Handwritten poster evaluation assessed content adherence to topic (20 points), factual accuracy (20 points), appropriate layout with text-image balance (20 points), neat handwriting (20 points), and aesthetic illustrations with rich colors (20 points).

Table 4 Handwritten Poster Evaluation Form for the *History of Southeast Asian Literature* Course

Evaluation Items (Weight)	Evaluation Criteria	Evaluation Level					Score
		A	B	C	D	E	
Content (40%)	1. Adherence to the topic	20	16	12	8	4	20
	2. Content is rigorous and free from factual errors	20	16	12	8	4	20
Format (60%)	3. Layout is appropriately divided, with a reasonable text-to-image ratio	20	1	12	8	4	20
	4. Neat and legible handwriting, with appropriate line spacing	20	16	12	8	4	20
	5. Illustrations are aesthetically pleasing and feature rich colors	20	16	12	8	4	20

Evaluation Items (Weight)	Evaluation Criteria	Evaluation Level					Score
		A	B	C	D	E	
Total Score							100

Summative assessment consisted of a 90-minute closed-book final examination worth 40% of the final grade. The examination included five question types: multiple-choice, multiple-response, true/false, fill-in-the-blank, and short-answer questions, totaling 100 points. Questions assessed students' mastery of Southeast Asian literary history knowledge acquired throughout the learning process.

Teacher interview results (n=10) revealed high satisfaction with the evaluation system, with all items scoring above 4.50 on a 5-point scale (average 4.63). Teachers rated student classroom engagement at 4.90 points, indicating that compared with traditional teaching methods, adoption of varied approaches such as field trips and project-based learning was well received. Teachers also rated the course's evaluation methods as reasonable (4.7 points), reflecting appreciation for the integration of multiple assessment approaches. However, content selection for enhancing learning motivation scored slightly lower (4.30), suggesting themes such as festivals, food, and architecture were less effective in stimulating overall learning enthusiasm.

6. Discussion

6.1 Curriculum Framework Effectiveness

The findings related to curriculum framework development demonstrate successful integration of Tyler's goal orientation with Stenhouse's process-oriented openness, confirming the viability of a two-tier structure combining core competency objectives with dynamic adjustment mechanisms. The high levels of student interest (86.5%) and willingness to study (84.5%) despite low prior familiarity (6.0%) validate the appropriateness of the curriculum design in addressing genuine student needs while introducing new knowledge domains.

The systematic needs assessment revealed important preferences that informed curriculum design decisions. Students' strong preference for experiential and immersive learning approaches (participation in ASEAN-related activities ranked highest) aligns with Stenhouse's emphasis on active learning and knowledge construction through experience rather than passive reception (Elliott, 2006). This finding supports Elliott's (2024) assertion that curricula should offer opportunities for exploration and discovery rather than predetermined knowledge transmission.

The relatively lower rating for content selection's effectiveness in enhancing learning motivation (4.30 compared to other dimensions averaging 4.63) suggests that while topics such as festivals, food, architecture, language, clothing, and art are valuable, they may be insufficient as standalone motivators. This indicates the need for deeper integration of these cultural elements with literary analysis and critical interpretation, consistent with Stenhouse's view that curriculum content should emphasize intrinsic value and process rather than superficial engagement (Norris, 2012).

The two-tier curriculum structure addresses a fundamental tension identified by Poulton and Mockler (2024) between curriculum stability and flexibility. By establishing clear core competency objectives while maintaining mechanisms for dynamic adjustment, the framework ensures both accountability (Tyler's concern) and responsiveness to emerging learning needs (Stenhouse's concern). This

integration represents a methodological advancement beyond single-model approaches that often sacrifice either rigor or flexibility.

The strong gender imbalance in both student (65% female) and teacher (70% female) populations raises questions about disciplinary participation patterns in literary studies that warrant further investigation. While this imbalance did not appear to affect course implementation outcomes, it may influence the diversity of interpretive perspectives brought to Southeast Asian literary analysis and suggests the need for strategies to encourage broader participation across genders

6.2 Teaching Model Implementation and Cultural Competency Development

The classroom observation findings regarding the three-stage teaching model implementation provide empirical validation of Stenhouse's process-oriented pedagogical principles while revealing important nuances in their application to cross-cultural literary education. The progressive development of students' analytical capabilities across the three stages—from initial engagement with cultural difference (thematic inquiry) through systematic comparison (cultural comparison) to theoretical application (critical reflection) demonstrates the scaffolding potential of this structured yet flexible approach.

The thematic inquiry stage's success in generating initial engagement through activities like the "Social Media Location" game illustrates Philippou and Tsafos's (2024) argument that process-oriented learning benefits from contextualized, relatable entry points. The 72% convergence on "moldy smell" as the strongest sensory descriptor reveals how sensory-emotional connections can serve as bridges to deeper cultural understanding. However, the observed variability in students' ability to analyze cultural identity dilemmas without scaffolding confirms Ronksley-Pavia's (2024) finding that personalized, individualized support remains necessary even within process-oriented frameworks.

The cultural comparison stage's effectiveness, particularly in comparing Malay Pantun poems with Chinese quatrains, demonstrates what Blackmore and Hatley (2024) describe as "close to practice" research opportunities where students actively construct comparative frameworks rather than receiving them didactically. The use of visual representation tools (shared digital pads with color-coded sticky notes for "dispersed-local" coordinates) exemplifies how technology can support process-oriented learning without displacing the centrality of student inquiry. This finding extends Swift and Rawlings Smith's (2024) work on professional learning through curriculum design by showing how students themselves can become curriculum co-constructors through collaborative comparative analysis.

The greater difficulty students experienced with Vietnamese Nôm poetry-Chinese poetry intertextuality compared to Malay-Chinese comparisons suggests that linguistic proximity may paradoxically complicate rather than facilitate cross-cultural understanding. This aligns with research on Southeast Asian Chinese literature by scholars who note that closer cultural connections can obscure rather than illuminate difference, requiring more sophisticated analytical frameworks to discern subtle distinctions (Wang, 2022).

The critical reflection stage yielded the most significant cognitive development but also presented the greatest challenges, particularly with abstract theoretical concepts like religious secularization. Students' successful application of postcolonial theory and cultural hybridization frameworks to analyze linguistic hegemony in Philippine English literature demonstrates achievement of higher-order thinking skills consistent with Stenhouse's goals. However, the observed cognitive limitations with more abstract philosophical concepts suggest that Grigg et al.'s (2024) emphasis on "reflection-in-action" may need supplementation with more explicit theoretical instruction for complex topics.

The "Sound Montage" creative workshop exemplifies the theory-to-creation integration that distinguishes this curriculum from traditional literary study. The 1:2.5 theory-to-creation ratio creating a

90-minute experience where "laughter and homesickness resonate in harmony" demonstrates what Maratos et al. (2024) describe as the emotional-cognitive integration necessary for deep cultural learning. Students' creation of 15-second hometown dialect recordings mixed with ambient sounds and edited into 2-minute audio collages represents what Pascual et al. (2024) term "justice-focused" learning that validates diverse cultural identities while building analytical capabilities.

6.3 Evaluation System Design and Implementation

The multi-dimensional evaluation framework combining formative (60%) and summative (40%) assessment successfully addressed limitations of traditional single-evaluation approaches. Teacher interview results showing 4.63 average satisfaction score (on 5-point scale) confirm that diversified assessment provides more comprehensive and objective reflection of student learning outcomes while promoting holistic development in knowledge, competencies, and emotional engagement.

The emphasis on formative assessment through attendance, group presentations, information retrieval, and handwritten posters enabled timely monitoring of learning progress and provided constructive feedback for strategy adjustment. This approach aligns with the National Standards for the Quality of Undergraduate Programs in General Higher Education Institutions (2018 edition, revised in 2022) advocating organic integration of formative and summative evaluation with flexible adoption of diverse methods including performance assessment and portfolio evaluation.

The group collaboration presentation component, evaluated through teacher assessment (60%), peer evaluation (20%), and self-assessment (20%), exemplified what Azzam and Puvirajah (2024) describe as situating curriculum within theoretical framework for productive engaged learning. The detailed rubrics assessing participation, cooperation, communication, and task allocation provided clear standards ensuring objectivity and fairness while developing teamwork and communication skills essential for intercultural competence.

However, the slightly lower score (4.30) for content selection in enhancing learning motivation suggests need for refinement. Teachers noted that themes like festivals, food, and architecture were less effective in stimulating enthusiasm, indicating potential for stronger connection between content and students' immediate interests and career development needs. This finding supports Blackmore and Hatley's (2024) assertion about rethinking elements of classroom practice through close-to-practice research.

7. Suggestion

7.1 Enhancing Curriculum Content and Delivery

According to Stenhouse, a curriculum should be a dynamic process rather than a fixed body of knowledge. In this course, instructors guide students to explore the origins, developmental trajectories, and distinctive literary characteristics of various Southeast Asian countries. Students are encouraged to engage in independent inquiry by reading canonical works, analyzing literary schools and movements, and examining historical contexts. Through such an approach, students gradually develop a profound understanding of Southeast Asian literature. This curriculum design transforms students from passive recipients of information into active participants and creators of knowledge, fostering their intellectual curiosity, critical thinking, and independent research skills. In the process of exploration, students are able to appreciate the unique aesthetic appeal and profound cultural connotations of Southeast Asian literature..

Future implementations should integrate additional fieldwork activities related to Southeast Asian literature, such as organizing visits to cultural exhibitions and relevant institutions. These activities would enable students to engage directly with cultural contexts underpinning literary works, strengthening perceptual awareness and intuitive understanding (Fu et al., 2024). The curriculum should incorporate more

challenging inquiry-based learning tasks encouraging students to independently select research topics and explore deeper connotations of Southeast Asian literature, fostering autonomous study capacity and creative thinking.

Emphasis should be placed on interdisciplinary integration, organically combining knowledge from history, politics, sociology, and other disciplines with literary history teaching. This multidimensional pedagogical approach would enable students to comprehend Southeast Asian literature's developmental trajectory from multiple perspectives, enhancing overall literacy (Surco Mamani & González Velasco, 2024). The current content areas showing lower motivation scores (festivals, food, architecture) should be redesigned to establish stronger connections with students' immediate interests and future career applications.

7.2 Expanding International Collaboration

Course construction should prioritize international cooperation and exchange. Faculty members should engage in close collaboration with scholars and writers from Southeast Asia, inviting them to contribute to curriculum development and participate in online and offline academic lectures and exchange activities (Smith et al., 2025). This would broaden students' international perspectives, enhance curriculum internationalization, and provide access to cutting-edge academic viewpoints and creative concepts, thereby strengthening cross-cultural understanding and communication skills.

The development of diverse teaching aids should be prioritized, including creating well-functioning online learning platforms offering extensive resources, interactive discussion forums, and online assessment tools. Virtual cultural experience software could simulate Southeast Asian cultural settings, allowing students to immerse themselves in literary works' cultural contexts (Eck et al., 2024). These technological implementations would facilitate more accessible and effective learning environments while improving teaching outcomes.

7.3 Refining Evaluation System

The evaluation system should undergo continuous optimization by further refining formative assessment criteria and clearly defining specific standards for classroom performance and group discussions to ensure objectivity and fairness (Ronksley-Pavia, 2024). Big data analytics should be employed to strengthen recording and analysis of students' learning processes, track progress and performance, provide teachers with precise instructional feedback, and assist in timely pedagogical adjustments meeting students' needs.

In summative assessment, beyond traditional academic essays and literary creation, more practice-oriented evaluation components should be introduced, such as stage performances of literary works and planning and organization of cultural activities (Pascual et al., 2024). These practical assessments would comprehensively evaluate students' teamwork, creativity, and practical skills, enabling them to deepen understanding of Southeast Asian literature through hands-on experience. The evaluation system should undergo regular reflection and review, with continuous adjustments based on course implementation outcomes and student feedback.

For future research, it should to administer a validated pre- and post-test measure of Intercultural Competence (e.g., IDI, ICC-SC) to provide statistical, empirical evidence of the claimed learning outcomes.

8. Conclusion

This study successfully developed and implemented a school-based curriculum for History of Southeast Asian Literature based on Stenhouse's Process Model (Stenhouse, 2014), achieving all three research objectives. The integrated curriculum framework combining Tyler's goal orientation with

Stenhouse's process flexibility established a robust two-tier structure of core competency objectives and dynamic adjustment mechanisms. This approach balanced educational rigor with pedagogical adaptability, ensuring clear learning outcomes while respecting student agency and curriculum generativity.

The three-stage teaching model of thematic inquiry, cultural comparison, and critical reflection effectively fostered students' intercultural competence and critical thinking skills. Through representative teaching content including literary comparisons across ASEAN countries, students developed nuanced understanding of Southeast Asian literature's cultural hybridity and evolved from passive knowledge recipients to active meaning-makers. Classroom observations confirmed progressive enhancement of cross-cultural sensitivity, particularly in analyzing cultural power relations and identity politics through postcolonial and cultural hybridization theoretical frameworks.

The diversified evaluation system integrating formative assessment (attendance, group presentations, information retrieval, handwritten posters) and summative assessment (final examinations) provided comprehensive measurement of student learning outcomes. Teacher interviews validated the system's effectiveness in promoting holistic development across knowledge, skills, and affective domains. The multi-source evaluation approach (teacher, peer, self-assessment) enhanced objectivity while encouraging student reflection and continuous improvement.

Key findings demonstrate that: (1) high student interest (86.5%) despite low baseline knowledge (6.0%) validates the need and feasibility of Southeast Asian literature courses; (2) process-oriented pedagogy successfully adapted to non-Western literary education contexts, expanding Stenhouse's theoretical application boundaries; (3) innovative technological integration (digital platforms, virtual tours, multimedia tools) enhanced engagement while maintaining pedagogical effectiveness; and (4) teacher satisfaction (4.63/5.0) confirmed curriculum design quality and implementation success.

The study contributes theoretically by demonstrating Process Model applicability in multicultural literature education and practically by providing replicable framework for regional literature curriculum development. The emphasis on intercultural competence development addresses critical needs in globalized higher education for cultivating talents with international vision and cultural sensitivity. Future curriculum iterations should strengthen connections between course content and students' career development needs while maintaining the balance between structured learning objectives and emergent inquiry opportunities that characterize Stenhouse's educational philosophy.

9. Acknowledgements

The authors express sincere gratitude to the students and faculty of the School of Literature at Guangxi University of Foreign Languages who participated in this research. Special thanks to the ten instructors who generously shared their time and insights through interviews, and to the 132 undergraduate students whose engagement and feedback made this study possible. We acknowledge the support of the university administration in facilitating this research and granting access to curriculum implementation. The authors also thank the expert reviewers who provided valuable guidance on research instrument development and the anonymous peer reviewers whose constructive feedback strengthened this manuscript.

10. References

Azzam, M., & Puvirajah, A. (2024). Situating interprofessional education curriculum within a theoretical framework for productive engaged learning: Integrating epistemology, theory, and competencies. *Journal of Research in Interprofessional Practice and Education*, 14(1), 1–15.

- McFlynn, P., Davidson, M., McAuley, C., & Taggart, S. (2024). Fulfilling the unmet potential: Harnessing ambition, autonomy, and agility in Northern Ireland's education system. *The Curriculum Journal*, 35, 637–651. <https://doi.org/10.1002/curj.282>
- Eck, C., Rankin III, K., Marsh, K., Sewell, E., Best, R., Coleman, B., & Robinson, J. S. (2024). The impact of a weeklong STEM immersion curriculum experience in school-based agricultural education. *Journal of Agricultural Education*, 65(4), 73–89.
- Elliott, J. (2006). Educational research as a form of democratic rationality. *Journal of Philosophy of Education*, 40(2), 169–185.
- Elliott, J. (2024). The Stenhouse legacy and the development of an applied research in education tradition. *The Curriculum Journal*, 35(4), 706–721.
- Fu, L., Zhang, Z., Yang, Y., & Curtis McMillen, J. (2024). Acceptability and Preliminary Impact of a School-Based SEL Program for Rural Children in China: A Quasi-Experimental Study. *Children and Youth Services Review*, 160, Article 107579. <https://doi.org/10.1016/j.childyouth.2024.107579>
- Grigg, R., Lewis, H., Morse, M., & Crick, T. (2024). Rethinking student teachers' professional learning in Wales: Promoting reflection-in-action. *The Curriculum Journal*, 35, 690–705. <https://doi.org/10.1002/curj.271>
- Hong, H. (2023). The collision and exchange between Southeast Asian Chinese literature and modern Chinese literature: A study on the content and artistic characteristics of the works of Autumn Wild. *Journal of Heihe College*, (12), 15–18.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Lawton, D. (1983). Lawrence Stenhouse: His contribution to curriculum development. *British Educational Research Journal*, 9(1), 7–9.
- Lu, Y. (2024). Research on school-based curriculum development in higher education institutions. *Journal of Educational Research*, 45(3), 112–125.
- Macalister, J. (2024). Language curriculum design in Southeast Asia: Challenges and opportunities. *Asian EFL Journal*, 28(2), 45–67.
- Maratos, F. A., Wood, W., Cahill, R., Tronco Hernández, Y. A., Matos, M., & Gilbert, P. (2024). A mixed-methods study of Compassionate Mind Training for Pupils (CMT-Pupils) as a school-based wellbeing intervention. *Mindfulness*, 15(2), 459–478.
- Norris, N. (2012). Lawrence Alexander Stenhouse: An educational life. In *Curriculum, pedagogy and educational research* (pp. 7–48). Routledge.
- Pascual, S., Martini, A., Gambito, J., Gemar, C., Bell, E., Delucio, K., & Ciao, A. C. (2024). Developing a justice-focused body image program for U.S. middle schoolers: a school-based community-engaged research process. *Eating disorders*, 32(6), 623–643. <https://doi.org/10.1080/10640266.2024.2328402>
- Philippou, S., & Tsafos, V. (2024). Recontextualising Stenhouse: Instantiations of the ‘teacher as researcher’ metaphor in Greece and Cyprus. *The Curriculum Journal*, 35(4), 567–585.
- Poulton, P., & Mockler, N. (2024). Early career teachers' curriculum realities: Implications of school context on a continuum of curriculum-making possibilities. *Journal of Curriculum Studies*, 56(1), 1–26.
- Ronksley-Pavia, M. (2024). Curriculum in special school contexts: A collaged framework for personalised, individual student learning. *The Curriculum Journal*, 35(1), 56–72.
- Smith, P. S., Goforth, C. L., Carrier, S. J., Hayes, M. L., & Safley, S. E. (2025). An emerging theory of school-based participatory science. *Citizen Science: Theory and Practice*, 10(1), 1–15.
- Stenhouse, L. (2014). Defining the curriculum problem. In *Curriculum and the teacher* (pp. 25–28). Routledge.

- Surco Mamani, L. M., & González Velasco, J. M. (2024). Pedagogical curriculum integration inside higher education. *Revista CON-CIENCIA*, 12(1), 41–54.
- Swift, D., & Rawlings Smith, E. (2024). Leading professional learning for sustainability in geography education through curriculum design. *Journal of Professional Capital and Community*, 9(2), 156–173.
- Wang, S. J. (2022). *Academic history of Chinese micro fiction research in Southeast Asia* [Master's thesis, Zhejiang Normal University]. Zhejiang Normal University.
<https://doi.org/10.27464/d.cnki.gzsfu.2020.000904>
- Waree, S. (2016). *Research methodology in social sciences*. Chulalongkorn University Press.
- Wei, S. (2019). Teacher expectations and curriculum evaluation in higher education. *Chinese Journal of Educational Research*, 38(4), 78–92.
- Yu, Y. (2023). Analysis of strategies for teachers to respond to school-based curriculum development. *Frontiers in Educational Research*, 6(4), 45–58.