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Heritage conservation is a significant responsibility for Thai people, and should be stimulated from childhood. Additionally, learning is the crucial factor in human development. The integration of rigorous approaches to learning and to ideas of heritage can result in effective outcomes and benefits to the society.

The intent of this study is to present the outcomes for children (aged between 9 – 16 years) when taking part in organized school visits to the Ayutthaya Historical Park, as a World Heritage site in Thailand. From learning theory, constructivism is adopted in the present study as an effective method in modern education, and insights from it are brought to bear on (1) changes in the educational framework in Thailand, and (2) the existing insufficient interpretation, particularly for children, in evidence at the Ayutthaya Historical Park. The study is based on empirical surveys to explore the outcomes from visiting the Park's heritage sites, beginning with broad interviews with the school teachers who undertook a school trip program to the Ayutthaya Historical Park, followed by observations at the site, and contact with the school teachers for permission to distribute survey forms. The surveys were conducted in August to September and in November, 2005, when many schools conducted their trips to the Ayutthaya Historical Park. The evaluations were made from the survey form, one week, two weeks or a month after the visit. The survey form contained questions to explore prior knowledge of the Ayutthaya Historical Park, either learnt in class or elsewhere, compared to the outcomes after the visit. Furthermore, the survey forms evoked answers that may measure understanding, the appreciation of the historic sites, and the sense of historical preservation that the children derived from the experience. A goal is to suggest requirements for setting up effective types of interpretation in the future.

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