



**EVALUATION OF INTERPRETATION : OUTCOMES FOR CHILDREN AT
AYUTTHAYA HISTORIC CITY.**

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

**By
Supralee Pongvuthitham**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
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Program of Architectural Heritage Management and Tourism
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The Graduate school, Silpakorn University has approved and accredited the Thesis title of “Evaluation of Interpretation: Outcomes for Children at Ayutthaya Historic City” submitted by Miss Supranee Pongvuthitham as a partial fulfillment of the requirements for the degree of Doctor of Philosophy in Architectural Heritage Management and Tourism.

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46056961 : MAJOR : ARCHITECTURAL HERITAGE MANAGEMENT AND TOURISM
KEY WORD : CULTURAL HERITAGE/INTERPRETATION/INFORMAL EDUCATION/
SUPRANEE PONGVUTHITHAM : EVALUATION OF INTERPRETATION : OUTCOMES
FOR CHILDREN AT AYUTTHAYA HISTORIC CITY. THESIS ADVISOR : PROF. ROSS KING, Ph.D..
139 pp.

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.

Program of Architectural Heritage Management and Tourism Graduate School, Silpakorn University Academic Year 2007
Student's signature
Thesis Advisor's signature

ACKNOWLEDGEMENTS

A dissertation would never be finished without encouragement and support. At this special moment in my Ph.D. study, I would like to express my sincere thanks and appreciation to Professor Ross King for his guidance, confidence he has shown in me, in addition to his friendship and advice, support and encouragement through the whole process. A special thank is extended to Professor Dr. Truengjai Buranasompop for her initiative of this program; the Architectural Heritage Management and Tourism. A special thank to Dr. Russell Staiff who inspired me an idea and significance of heritage interpretation.

I wish also to thank my colleagues, friends, teachers and students in Thailand for their time during the data collection period. Finally, my deepest gratitude goes to my family support and faith in me has been the motivation to keep me going through the many difficult times.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Table of Contents

	Page
Abstract	c
Acknowledgements	d
List of Figures	f
List of Tables	g
Chapter	
1 Introduction	
Purpose of the study	2
Statement of the problem	2
Ayutthaya Historical Park: The World Heritage	3
Learning and interpretation	5
Conceptual framework.....	6
Objectives.....	8
Research questions.....	8
Justification of the study.....	9
Organization of the dissertation.....	9
2 Literature Review	
Introduction.....	10
Definitions.....	10
Education in Thailand.....	12
Development of lifelong learning sources.....	15
Learning theories.....	16
Outdoor education.....	26
Prior knowledge.....	26
Teaching and learning history.....	28
Heritage Interpretation.....	30
Links between learning and heritage interpretation	49
Significance of Evaluation.....	56
3 Research Methodology	
Introduction	64
Population and sample	65
Area of historical sites	66
Methodology and instrument development	68
Limitations of the study	71
4 Results and Findings	
Pilot observations	72
Results of survey form	76
Existing interpretation for children at the Ayutthaya Historical Park	100
Findings and discussions	101
5 Conclusion	107
References	114
Appendix	
Appendix A Survey form	120
Appendix B Survey results tabulation	122
Appendix C Booklet for school children	123
Appendix D Introductory letter	138
Biography	139

LIST OF FIGURES

Figures	Page
1 Map of Ayutthaya	3
2 Map of the area of Wat in the Ayutthaya Historical City	4
3 Integration model of conservation plan, business plan and interpretation plan	7
4 Theory of Knowledge (Plato)	21
5 Theory of Learning (Berkeley)	22
6 Combination of Knowledge and Learning theory	22
7 Four museums from combination of Knowledge and Learning	23
8 A Model for Interpretation and Education	54
9 Visitor-Centered Evaluation Hierarchy	59
10 The area of the Ayutthaya Historical City	67
11 Children listening to a briefing of Wat Phananchaeng from a tour guide	73
12 A group of primary school children listening to an explanation from the teacher at Wat Yai Chaimongkhon	74
13 The children allowed to walk in the area of Wat Yai Chaimongkhon	74
14 Junior high school children writing down information in their books at the Ayutthaya Historical Study Center	75
15 Children interviewing a foreigner for the English subject at Wat Chai Watthanaram ...	75
16 Type of visit	80
17 Prior knowledge	81
18 Intention to repeat the visit	87
19 Map of a popular place ‘Wat Phra Si Sanphet’ and close areas	88
20 Return of filled sheet from children after school trip	96
21 Mind Mapping chart after the site visit	97
22 Foreign tourist reading a sign at Wat Yai Chaimongkhon	104
23 A signboard at Wat Na Phramane	105

LIST OF TABLES

Tables		Page
1	Aspects of learning and constructivism	18
2	Questions and practices of heritage interpretation	44
3	Distribution of survey form	70
4	List of schools	76
5	Profile of respondents	77
6	Profile of respondents in detail	78
7	Type of visit	79
8	Prior knowledge of children	80
9	Perception of the significance of the Ayutthaya Historical Park	83
10	Crosstabulation between writing report and reading further books	84
11	What do children want more of	85
12	Crosstabulation between things which children want more of and age	86
13	Crosstabulation between things which children want more of and school grade	86
14	Places which children can remember	89
15	Comparison of visit and non-visit	90
16	Reason for non-visit	90
17	Prior knowledge	91
18	Explainer	92
19	Perception of the past	93
20	Recognition of the World Heritage Listing	93
21	Understanding of the World Heritage Significance	94
22	Further information about Ayutthaya	94
23	Writing and reading	95
24	Impression	98
25	Things which children want more of	99
26	Places	99

Chapter One

Introduction

Introduction

Since the mid twentieth century tourism to historic sites has become very significant in the context of the development of the tourism industry more broadly, and thereby especially in the case of Southeast Asian nations for economic recovery post-1997. While the focus is placed on revenue and economic development, the significance of such sites for historic conservation particularly, and for linked issues of cognition and learning, may lose out.

Thailand is one of the areas in Southeast Asia, which contains archeological and historic sites whose significance relates to issues of authenticity, and the beginning and persistence of a unique culture. The word heritage in its broader meaning is frequently associated with the word inheritance: something transferred from one generation to another. The role of heritage as a carrier of historical value from the past means that it is to be seen as part of the cultural tradition of society. To sustain historic conservation, one should begin at the level of education, learning to realize its significance and being encouraged from childhood; the aim should be to stimulate a sense of belonging and of commitment to conservation in the future. It is still in question whether it is possible to formulate and undertake a management plan for historic sites, which consists both of tourism development and a program of learning for conservation. On the surface however, these kinds of objectives seem compatible.

In recent years, tourism in Thailand has been used as the economic justification for heritage preservation. It is similar in other countries in this region, namely Cambodia, Lao and Vietnam, where all sites are developed in the way of tourism as the core objective, while the field of learning is given a lower priority.

Ayutthaya Historical Park, a world heritage site of Thailand, is a place, which attracts tourists both local and international. It is supported by good infrastructure and facilities, easy access for one-day trips from Bangkok, two alternatives of road or boat transportation, an office of tourism and information for tourists, and a center for people with interests in history. Ayutthaya enjoyed great prosperity in the past and was long the capital of the Thai kingdom, and for these reasons, the historic park is contained in the curriculum of schooling from primary to secondary level, and field trips or visual education for school children are always set up at Ayutthaya Historical Park. It is a common scene to see the area of the historic park with many school children visiting there.

Current heritage interpretation services in Thailand are far from enough to accomplish the goals of enhancing heritage visitors' experience, especially young visitors like school children. Appropriate management decisions concerning interpretation need to be supported by the activities of a rigorous evaluation process (Sealey, 1986). Evaluation should be the essential part of the process for improving the exhibits and visitor centers. It should be an ongoing process in order to improve the effectiveness of the interpretive program (Uzzell & Ballantyne, 1998). The sort of study reported here can be seen as part of such an evaluation.

The economic crisis, which has affected Thai society adversely since 1997 has underlined the urgent need for reform in education, because it is recognized that Thailand's weak human resource base has been one of the major contributors to the economic downturn. From the 1997 crisis year, which was the beginning of a new era in Thailand's national education, the development of Thai education started to move forward to keep up with the changes linked to globalization and the envisioned restructuring of the Thai economy and society after the economic crisis. To be able to thrive in the global arena, which is bringing about extensive and rapid socio-economic, environmental and cultural changes both in the country and around the world, Thailand must move forward to a knowledge-based economy and society in which the country's competitiveness and people's competency to proactively adapt to the changing environment needs to be enhanced. An effective education system must not only prepare Thai people to pursue promising careers but also provide them with the ability to make rational judgement and choices in order to live in harmony with other members of the society.

Informal education is contained in the National Education Act whereby government is paving the way to create links among three types of education: formal, non-formal and informal education. So visiting heritage sites should be an aspect of informal education that can link to formal education as represented for example in a history subject in a classroom. How does the teacher and in turn the children create this linkage?

Purpose of the study

By understanding the outcome which children and young visitors derive from their visit to the Ayutthaya Historical Park, one can link that understanding to the forms of the site's interpretation. From finding what children want to know or learn from visiting a heritage site, one can evaluate the site's interpretation plan and link it into the master plan of the Ayutthaya Historical Park. This can lead to a good practice of sustainable conservation and encourage children to realize the significance and value of heritage.

Statement of the problem

"Built heritage sites contain much information about the history and culture of a place, and successful interpretation at such sites can create visitors who not only appreciate the specific site but who have some understanding of the region or nation that the site is a part of" (Moscardo, 1996, p.393).

The problem for this study is to determine the outcome of present forms of interpretation, particularly for children, at the Ayutthaya Historical Park which in the present day there is no any interpretation plan and method for children.

Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best it will require a separate program (Tilden, 1957).

Limited research has been done on evaluation of interpretation in Thailand, and accordingly the project needs to seek some understanding of the theory of cognition, of education in Thailand, and of principles of interpretation. It has been suggested that visitor experience should be placed at the center of any heritage management process. Traditional management focusing on the conservation of the heritage resource is thought to be inadequate because it usually takes insufficient account of the human element in heritage management and the significance of visitors (Hall & McArthur, 1993).

Ayutthaya Historical Park: The World Heritage

When King Rama I succeeded to the throne, thereby founding the Chakri dynasty, he and his younger brother started to establish Rattanakosin city or Bangkok in 1792. When the city was effectively established, most people in both Thonburi and Ayutthaya integrated to settle down in the new capital city of Siam, until then largely unoccupied. It was not until the reign of King Rama V that Ayutthaya's deterioration was addressed and its cultural ruins renovated. It was the first time that the importance of cultural ruins in Ayutthaya was recognized as ancient monuments of the nation and as being of present and lasting significance.



Figure 1: Map of Ayutthaya (source: Microsoft MapPoint)

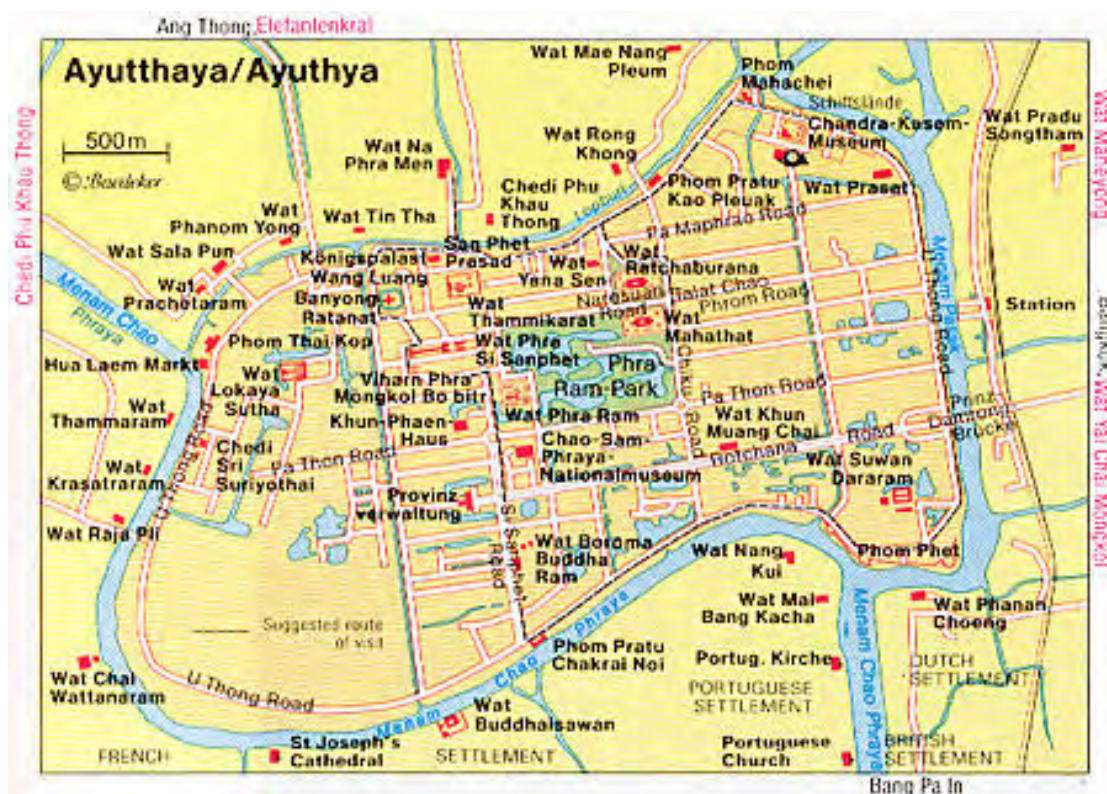


Figure 2: Map of the area of Wat in the Ayutthaya Historical City (source: Baedeker)

Traces of the adornment and glory of Ayutthaya are still seen through monuments and art objects remaining at the site. These remnants are evidence of the greatness of the kingdom. They are the reflections of the grandeur and beauty of palaces, temples, fortresses, residences and the lives of Ayutthaya people in the past. Moreover, the architecture, craftsmanship and literary works of Ayutthaya reveal the extreme skill of Ayutthaya artists and artisans. Evidence of the civilization made Ayutthaya a historical site that was inscribed in the World Heritage List in 1991 under the criterion:

C (iii): bear a unique or at least exceptional testimony to a cultural tradition or to a civilization, which is living or which has disappeared.

The reasons given for the inscription were:

1. Ayutthaya represents a masterpiece of creative genius in the perceptive selection of a site to suit a complex scheme of site planning that capitalized on the natural features of the typically Thai water-based settlement and culture, to satisfy the demanding needs of the capital city to defend itself with the help of nature against an enemy's attacks, and to be blessed with an infrastructure system that would ensure its prosperity in peace time.

2. The city plan of Ayutthaya exerted a decisive influence on Bangkok. In fact, Bangkok in its early years was Ayutthaya's resurrection in every aspect, including the structural arrangements, even the names of places, the unique houses, boat houses, royal barges and boats, and life styles.

3. The Historic City of Ayutthaya, in its role as a capital city, is distinctive and unique, and there is no historic city anywhere in Asia or any other parts of the world of its like.

4. The monuments in Ayutthaya are unique and outstanding in architectural design in the region. Many structures such as chedi, prang, and prasat have a distinctive character and appearance that cannot be found anywhere else, though the origins were from an earlier period. The architectural design of Ayutthaya represents the continuation of architectural development irreplaceable now as a traditional Thai style.

5. Architecture, paintings, and art objects of Ayutthaya associated with the nominated area are unique in their style, design, craftsmanship, materials, integrity and rarity.

Children, it seems, can recognize qualities of surroundings, absorb environment and culture. Thai children in the present era have however been confronted with new technologies and media. Western culture infuses and is influencing Thai ways of life. Many people including children pay more attention to electronic equipment than the significance of national history, archeological or historic sites or museums which government has tried to create as a source of learning. Learning history in the classroom can be boring because it is still a subject that talks about how ancestors built the nation, how long they survived, their wars, and dry processions of facts and dates. Pictures of wars and fighting are not enough to encourage children to realize the value and significance of history, and there is little space for imagination. How do we solve this problem?

Heritage interpretation for children and young visitors is absolutely distinctive from other kinds of heritage tourism. Its objective should not be related to the issues of economy as with a tourism industry but should contribute to learning both in the fundamentals of heritage comprehension and the importance of conservation, and more broadly in areas of experience that are outside the narrow domain of school textbooks. However, effectiveness is an important and interesting issue when it comes to developing the view of interpretation and presentation, particularly in children and young visitors, because nobody can at present answer well what children get from their visit. What is an outcome?

Learning and interpretation

Interpretation is the art of explaining knowledge simply and clearly. Interpretation is a bridge. It is often required to explain professional conclusions in ordinary language. It can be used to explain the findings of one profession to another, the point of view of one cultural group to another, the meaning of an archaic device to modern life.

Conversely, interpretation can be a specific message to reach a diverse audience successfully. Interpretation selects the most effective focus for communication. It identifies the most relevant development information. It chooses the most suitable medium for presentation. At the same time, the learner should be able to absorb the value of such information as informal education. Many people seek a more informal understanding and appreciation of what they see. However, heritage sites do not readily explain themselves and need to be made intelligible to their visitors (Light, 1995).

There is an issue about two sides of the same coin when it comes to comparing heritage interpretation and informal education, in that 'informal education' is self-motivated, voluntary, exploratory, and non-coercive learning. The main point of learning at heritage sites depends on an objective that will vary somewhat for an individual, a group of school children with teachers, or children with their families. Further, children and young visitors may or may not be conducted by a teacher who will in some way structure (or perhaps filter) the experience and the interpretation.

The Historical Park is an outdoor museum where children can learn as part of their classes, or spend leisure time for their specific interest with their families. To link and apply learning theories with interpretation at an historical park will extend both learning and interpretation, making both more beneficial. If we believe that knowledge consists of learning about the real world out there, then we endeavor primarily to understand that world (of a heritage site), organize it in the most rational way possible, and present it to the learner. This view may engage all concerned by providing the learner with activities, with hands-on learning, with opportunities to experiment and manipulate the objects, but the intention is always to make clear to the learner the structure of the world independent of the learner.

Tilden (1957) has stressed that the aim of interpretation is not instruction but provocation, and the revelation of the larger truth lying behind any simple statement of fact; however, in contrast, the way of learning in Thailand at heritage sites is still seemingly via formal education between teacher and student. It is not leisure time for them but a classroom, and certainly there is very little provocation or revelation. With present 'accountability of teaching' requirements, the teacher's role is interpreter and teacher at the same time. This leads to the important question of what does the teacher interpret? On the other hand, does he or she give the children only a dry history of Ayutthaya?

Conceptual framework

Nowadays, learning methods for Thai children have been changed considerably from the past. Whereas in the past almost a hundred percent of learning was from textbooks, the modern curriculum focuses on self-learning. Teachers need to increase their abilities and have to find stimulation tools to create eagerness, and interest in children. Effective learning will be characterized by an idea generated by children themselves and will continue to life-long learning.

By exploring ideas which children get from their visit to the Ayutthaya Historical Park, this paper will help to mould learning theory especially relevant to children, in order to seek practical methods for encouraging self-learning. The appropriate environments such as interpretation method, context, places and time can convey the significance and historic value to children effectively with non-coercive learning. This could create a sense of concern for preservation in the children themselves.

In education, many scholars have found that learning directed by teachers does not produce effective results particularly in a technological era. So theory that focuses on the learner must be applied broadly, and at the same time learning in some subjects has to adapt to informal learning as a motivation, virtually in the form of entertainment. Spending their leisure time will stimulate them better than the feeling of the classroom.

For heritage interpretation where it is very important to convey information to visitors, processes and outcomes should be considered cautiously and systematically to seek and manage an interpretation approach that conforms to the needs of target groups. All heritage places have their own management plans that have been set to contribute to the survival of the place itself. And also they need a business plan to create funding for expenditure on the sites. At the same time interpretation is an essential component of a management plan because through it:

- visitors will be inspired – this will lead to increased commitment;
- visitors numbers and the duration of their stay will increase;
- visitors are more likely to come again;
- visitor diversity will increase; and
- grants and other supports are likely to increase.

The appropriate answer for an ideal heritage management plan would seem to involve an ideal of integration and balance among three components in the model: conservation plan, business plan, and interpretation plan.

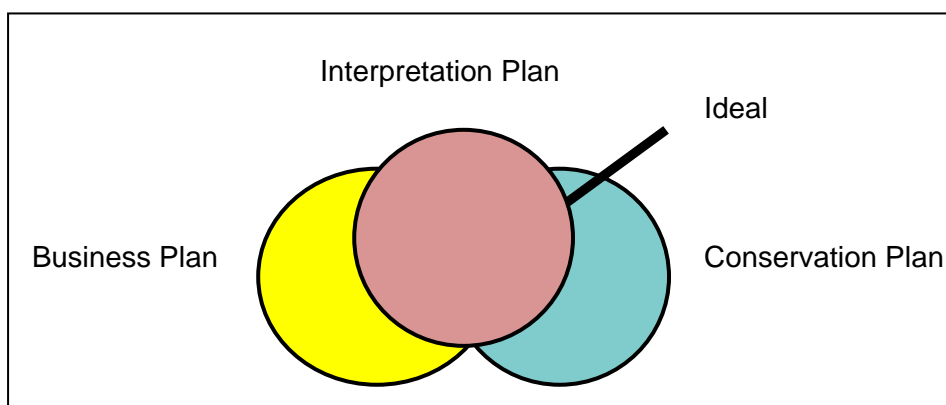


Figure 3: Integration model of conservation plan, business plan and interpretation plan

In one sense, this paper will focus on conservation by encouraging children to provide, via their enthusiasm and commitment, a form of accumulating power to conserve the significance of heritage places. It will involve the two concepts of learning and heritage interpretation. For children, the expected major benefits of an effective heritage interpretation for the Ayutthaya Historical Park would be to give them an appreciation of the past and to build respect (and indeed enthusiasm and commitment) for the area so that it will be treated well. Consequently, interpretation gradually instills a connection between the interests of the children and the meanings of the historic sites.

In most fields, evaluation is necessary in order to answer questions that involve need and the ways and extents to which it is met. Interpretation is not only for education but also for national heritage conservation and preservation in the long-term future; all concerned exhibits that a teacher, a curator, or an officer has provided for one heritage site should be evaluated. Evaluation has long been a part of any interpretive planning strategy to make sure the exhibits or interpretive media accomplished the objectives that the designer intended to deliver. To measure the effectiveness of an interpretation of a historic site or museum, a rigorous evaluation is necessary. Leaders in educational organisations and heritage conservation sections have to be able to identify their program weakness in order to learn and to improve programming. Then, evaluation can target specific valued outcomes and provide the information leaders need and want.

Objectives

The above discussion leads to a set of inter-linked objectives to be pursued in the present study:

1. To evaluate the learning of school children from their visit at the Ayutthaya Historical Park.
2. To explore how a process model of interpretation and education might be integrated as a part of the master plan of the Ayutthaya Historical Park.
3. To explore appropriate interpretation methods for children and to connect the area of learning at the Ayutthaya Historical Park to a school curriculum.

Research questions

In the pursuit of these objectives, a number of relatively practical questions and sub questions need to be asked, and hopefully answered.

1. What do children want more from visiting the Ayutthaya Historical Park?
2. What do children experience on the historic site visit?
 - 2.1 What is an appropriate learning method for children to induce perception of heritage significance?
 - 2.2 What is a relevant factor to construct history knowledge?
3. How does the heritage experience contribute to the developing sense of preservation?
4. How should interpretation for children be provided at the Ayutthaya Historical Park?

Justification of the study

This study is justified on the basis that an understanding, particularly among children and young visitors, of heritage value and its significance may provide support for the preservation of heritage sites.

This research will also contribute to a management plan of development at the Ayutthaya Historical Park. The findings should additionally strengthen the theoretical literature related to interpretation for children in Thailand and hopefully elsewhere.

However, this study is significant only in the aspect of education, not for the tourism industry in Thailand because school children are not a target group to gain revenue for this industry.

Organisation of the dissertation

Chapter One has given an overview of heritage interpretation and the view of children at the Ayutthaya Historical Park. The objectives and research questions have been presented. Chapter Two presents a literature review. Chapter Three will explicate the methodology and Chapter Four will present results and discussion. The project is concluded in Chapter Five.

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Chapter Two Literature Review

Introduction

This chapter will explore ideas relevant to heritage interpretation for children under four categories:

- **Education in Thailand** that affects the learning process of Thai children by the application of concepts and theories of learning which are applied to the curriculum in the school.
- **Heritage interpretation** in general and the interpretation situation in Thailand.
- **Links between learning and heritage interpretation.**
- **Significance of evaluation.**

The chapter will also focus on the importance of interpretation at heritage sites. The heritage planning literature will include the relevant elements of interpretation, authenticity, sense of place, and the importance of these elements in the heritage experience.

Definitions

It is useful to begin this chapter with a series of definition of ideas and terms that will be encountered subsequently.

Cultural heritage

The United Nations Educational, Scientific and Cultural Organisation (1972) defines cultural heritage under three categories useful to the present study. Monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;

Groups of buildings: groups of separate or connected buildings that because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;

Sites: works of man or the combined works of nature and man, and areas including archaeological sites that are of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view.

The Cultural Heritage Preservation Act of the Slovak Republic (1987)

Cultural heritage according to this Act cover objects

- a) which are outstanding documents of the historical development, lifestyle and milieu of society from the oldest time to the present as manifestation of man's creative capacities and work in the most varied spheres of his activity, because of their revolutionary, historic, artistic, scientific and technological values,
- b) which are in direct relationship with important personalities and historic events.

Interpretation

Tilden (1957) defines interpretation as an educational activity that aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information.

National Association for Interpretation (2000) argues that interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings in the resource.

For **Peart (1976)**, interpretation is a communication process designed to reveal meanings and relationships of our cultural and natural heritage to the public through first-hand experiences with objects, artifacts, landscapes, or sites.

Hall and McArthur (1998) refer to its powerful position to generate learning and self-awareness through additional structuring of its programs or activities and its 'semi-captured' audience. Interpretation can attract and reach greater numbers of people but must offer a greater emphasis on entertainment to attract and hold them.

For **Aplin (2002)**, interpretation includes any form of presentation of factual material and interpreted meaning about a site or other heritage item, whether on site or off site. Brochures, web sites, media coverage, and advertising campaigns all involve interpretation according to this definition.

Russell, Bushell, and Kennedy (2002) argue that a protected area such as a National Parks should obviously show its status and role to multiple communities. This means interpretation is not just a form of meaning-making but visitors in different cultures can experience understanding and preservation in the place.

Informal education

McGivney (1999) defines informal education as covering learning that takes place outside a dedicated learning environment and which arises from the activities and interests of individuals and groups, but which may not be recognised as learning.

Dale and Bell (1999) add that it will cover learning which takes place in the work context, relates to an individual's performance of their job and/or their employability, and which is not formally organized into a programme or curriculum by the employer. It may be recognised by the different parties involved, and may or may not be specifically encouraged.

Education in Thailand

Education is the most important factor in human capability building, in order to increase the capacity and international competitiveness of the country. Education should also provide necessary skills and knowledge that prepare all individuals to become productive members of a knowledge-based society.

Education in Thailand has developed from traditional education offered in the temple, the palace and the family between 1220 and 1868, leading to the foundation of formal education from 1868 to 1932. The era of modernised education for national development began when Thailand became a constitutional monarchy in 1932. During the 1950's the government became much more concerned with the development of education as a part of national reconstruction and modernisation in the post-war period. In the year 1997 when Thailand was faced with economic crisis, there began a new era of national education and of moving forward with the changes of globalization and a knowledge-based economy and society.

The framework for education in Thailand is based on the 1997 *Constitution* and the *National Education Act*. Subsequently the *National Education Plan (2002 – 2016)* was promulgated. In providing education, consideration would be given to the maximum public benefit in national communication resources (*Section 40*), and the conservation and restoration of local wisdom (*Section 46*). Participation of local people and communities in educational provision will be enhanced which will make education both relevant to the needs of the people and responsive to changing environments, demands and opportunities at a local level.

The National educational plan (2002 – 2016)

A 15-year National Educational Plan, prepared by the Office of the National Education Commission (ONEC), focuses on the integration of all aspects of the quality of life. It emphasizes human-centered development and an integrated and holistic scheme of education, religion, art and culture. Education is classified into three levels:

1) **Formal education** specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. Formal education services are provided by both public and private bodies to those inside the school system. It is divided into two levels: basic education and higher education, while there are many kinds of institutions in each level.

2) **Non-Formal education** has more flexibility than formal education in determining the aims, management procedure, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal education can be adjusted to meet the needs of individual groups of learners. Provided by both public and private bodies to those outside the school system, it is in five types:

- Non-Formal Education for Pre-School children
- Fundamental Education for Literacy
- General Non-Formal Education
- Vocational Non-Formal Education
- Quality of Life Improvement Activities

3) **Informal education** enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media, or other sources of knowledge as follows:

- Informal education programs provided by libraries, museums, and science/technology centers, etc. as well as by mass media.
- Informal education programs of community learning networks, i.e. community learning centers, village reading libraries.
- Learning from various sources including local wisdom, local media, families and networking through cooperative activities.

In Section 4 of the *National Education Act 1999*, it is proclaimed that "Education" means the learning process for personal and social development through imparting of knowledge; practice; training; transmission of culture; enhancement of academic progress; building a body of knowledge by creating a learning environment and learning society and the availability of factors conducive to continuous lifelong learning. "Basic education" means education provided before the level of higher education. "Lifelong education" means education resulting from integration of formal, non-formal and informal education so as to create the ability for continuous lifelong development of quality of life.

Formal education is fundamental to the development of a knowledge-based society. Therefore, it is not just the basis, but is also crucial for continuing education in the future. Although non-formal education is outside of the school system and may

not be as concentrated as much as formal education, nevertheless learners seek interesting issues to support their needs.

Informal education addresses that part of lifelong learning that fulfills the individual's need for learning outside of formal classroom experiences. It is characterized by a structured approach that is termed 'interpretation'. Informal learning opportunities occur at a variety of venues, and involve the use of various media. It is common for individuals to accumulate knowledge of a particular subject from a variety of venues and sources. Informal education also can be an outgrowth of or lead into formal education and is a part of the total lifelong learning process.

Some learners in informal education may spend leisure time looking backwards into history and trying to recapture its spirit, and so learning history offers a way to appreciate and understand the past. Learning from various sources such as historic sites, museums, or cultural centers is an alternative that could be selected by learners. To provide heritage interpretation at this level might be similar to formal education. Interpretation must be elaborately established because learners themselves will consume interpreted information. The risk of misunderstanding in contexts may lead them to confusion.

While both formal education and non-formal education will use heritage interpretation in structured schemes, informal education has different tendencies. Diverse and flexible interpretation using modern technologies can address many target groups such as children directly.

All three levels of education, formal, non-formal, and informal, are part of the Thai educational system according to the *National Education Act 1999* which was designed to ensure continuous and lifelong learning for individuals so as to promote their wisdom, and their spiritual, physical and social development, and contribute toward the progress of the nation. Lifelong learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."

Heritage interpretation can be applied into all three levels of education in different activities, methods, media, and presentations. For formal education, the role of heritage interpretation is expressed via textbooks with the teacher's role as an interpreter. This type of interpretation needs historical experts to specify which parts of history should be written and taught, while an educational expert plans the curriculum and decides in which level or grade the school children should be able to learn.

However, lifelong learning in Thailand in the past encountered major obstacles such as: education opportunity was not allocated equally; the present education system does not aid under-represented groups; the content was not practical in real life; education was teacher-centered rather than student-centered; analytical minds were not encouraged, nor creative learning (Unya and Kanokporn, 2004). Students were unable to solve problems and lacked self-study motivation;

transfer of educational credits was limited, in fact not possible; people were lacking in motivation and support systems; the community received insufficient participation in lifelong learning activities due to the misconception that education was only provided in schools.

In order to find the most relevant and useful way, learning concepts are stated as follows.

- Learning by doing: This is meant to encourage students by play and activities, and enhances learning by practical means. For example, students learn about history by growing bean sprouts.
- Student-centered learning: Instead of encouraging students to follow subjects of interest under the teacher's guidance, we leave them to find the right direction.

Development of lifelong learning sources

In a sense, such learning from lifelong sources is not optional; rather it has adaptive value and is unavoidable. In order to succeed in the twenty-first century schools most graduate students are prepared to be lifelong learners. Helping them to develop the skills necessary to become lifelong learners requires a different approach to teaching and learning. This challenge necessitates a pedagogical shift from transmitting a body of expected knowledge that is largely memorized to one that is largely process oriented.

According to *Section 25 of the National Education Act*, the State will promote the running and establishment, in sufficient numbers and with efficient functioning, of all types of lifelong learning resources, namely: public libraries; museums; art galleries; zoological gardens; public parks; botanical gardens; science and technology parks; sport and recreation centers; data bases; and other sources of learning.

Various efforts have been made to enable individuals to learn at all times and in all places from lifelong learning sources such as the National Science Museum that was founded in 2000. It aims to involve individuals in the excitement of science and to increase the public understanding of science and technology by showing them the links between science and technology that are presented in nearly every aspect of our lives, through the use of interactive exhibits and everyday examples.

The National E-learning Center provides E-learning and E-training services as a source for self-study. Objectives of the center are:

- to contribute to the development of Thai society as a knowledge seeking society
- to inspire learners to think creatively
- to help learners acquire good reading habits

- to be an alternative learning source for children and youth in the community
- to expand the knowledge industry
- to promote E-learning and E-training through related exhibitions and competitions

Source: Education in Thailand 2002/2003, 2003

Besides the Science Museum and E-learning Center, many libraries were established and renovated and other types of lifelong learning sources have also been restored. These include national museums and historic parks under the supervision of the Department of Fine Arts.

The National Education Act 1999 puts its emphasis on development of the quality of human resources, lifelong learning, and stimulating everyone to take responsibility for the reformation of the education system.

The Thai education system has changed little in relation to teaching and learning strategies during the past three decades. The idea of child-centered learning is good in fostering the above ideas but it is hard for teachers to implement. Although there have been many guides supporting the above ideas, most teachers have not been able to implement the theory into practice. Thus, recent teaching and learning methods were not enough to stimulate children's thinking and action.

On the other hand, learning experience enables people to achieve certain learning goals that are more difficult to attain through classroom learning alone. Also, knowledge acquired through lifelong learning helps students to achieve the aims of whole-person development and enables them to develop the lifelong capabilities that are needed in a changing society. Educators have realized that for students to be successful in the twenty first century they need to be lifelong learners (Conway, 1997). Helping them to develop the skills necessary to become lifelong learners requires a different approach to teaching and learning. The direct instruction method that was used almost exclusively in the earlier part of this century, though still effective for some skills, is giving way to a more cooperative approach. It is supporting the choices that teachers make every step of the way by providing the environment, the content, the experiment.

It is necessary to explore how education in Thailand, thus understood, is to link to the concept of using museums and historic sites as an important source of learning, particularly in informal education via various channels, either physically or virtually. Consequently, education reform needs to consider many ideas and theories of learning applicable in all three levels of education.

Learning Theories

Before looking at relevant theories of learning, it is important to think about how students learn in general. Learning in a course of study is more complex than

merely remembering what students have read or been told, and students do not necessarily learn by having teachers explain to them how to solve a problem. In fact, it is frustrating to work out a problem elegantly, explaining all the steps clearly, and then find out that hardly any of the students understand it.

There are informal learning theories that guide the teaching approaches. Some theories of learning are well defined and have recognizable names such as behaviorism, or cognitivism. In describing how students learn or think, theories of learning serve as a basis for theories of instruction that draw conclusions about how instruction should be carried out (Romberg and Carpenter, 1986). What happens in a particular course can be viewed as an interaction between the teacher's goals for what students should learn, the view of students' characteristics and abilities, theory of how students learn, and assumptions about how students should be taught.

A recent theory of learning which has been widely accepted in education communities stems from earlier work by Jean Piaget, and has been labeled "constructivism." This theory describes learning as actively constructing one's own knowledge (Von Glasersfeld, 1987). What is meant by constructivism? The term refers to the idea that learners construct knowledge for themselves, each learner individually constructing meaning as he or she learns. Constructing meaning is learning, and the dramatic consequences of this view are:

- to focus on the learner in thinking about learning,
- there is no knowledge independent of the meaning attributed to experience by the learner, or community of learners.

Today, this is the guiding theory for much research and reform in education. New learning activities stem from previous activities, building on skills and understandings learned from past experiences. Reflection is an essential activity that takes place at throughout the learning process, helping students absorb and process what they have experienced. Constructivists view students as bringing to the classroom their own ideas, experiences, and beliefs, which affect how they understand and learn new material. Rather than "receiving" material in class as it is given, students restructure the new information to fit into their own cognitive frameworks. In this manner, they actively and individually construct their own knowledge, rather than copying knowledge "transmitted", "delivered" or "conveyed" to them. A related theory of teaching focuses on developing students' understanding, rather than on rote skill development. This views teaching as a way to provide opportunities for students to actively construct knowledge rather than having knowledge "given" to them.

A proper learning and teaching method of constructivism is a combination between 'discovery learning' and 'cooperative learning' (Pradit, 2005). Discovery learning is "an approach to instruction through which students interact with their environment-by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (Ormrod, 1995). The students are more likely to remember concepts they discover on their own. Teachers have found that

discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences. (Roblyer, Edwards, and Havriluk, 1997). While cooperative learning focus on learners and it unites cooperative skill among students in the group and their knowledge skill in each subject. The group of cooperative learning will achieve its objectives by themselves together with helping from teacher.

The methods of constructivism emphasize students' ability to solve real-life, practical problems. Students typically work in cooperative groups rather than individually; they tend to focus on projects that require solutions to problems rather than on instructional sequences that require learning of certain content or skills. The job of the teacher in constructivist models is to arrange for required resources and act as a guide to students while they set their own goals and 'teach themselves' (Roblyer, Edwards, and Havriluk, 1997).

A more complete view of constructivism can be displayed in the form of a table:

Table 1: Aspects of learning and constructivism

Aspects of learning	Aspects of constructivism
How does learning occur?	Learning is creating meaning from experience. The mind filters input from the world to produce its own reality. Learners build personal interpretations of the world based on individual experiences and interactions.
Which factors influence learning?	Both learner and environmental factors interact to create knowledge. Context is important. Content knowledge must be embedded in the situation in which it is used. It is critical that learning occur in realistic settings and selected tasks relevant to the student's experience. Learning must include activity, concept and culture.
What is the role of memory?	Memory is always under construction as a cumulative history of interactions. Emphasis should be on flexible use of pre-existing knowledge rather than recall of prepackaged schemas. The learner creates novel and situation-specific understandings by assembling prior knowledge from diverse sources appropriate to the problem at hand.

Table 1: Aspects of learning and constructivism (continued)

Aspects of learning	Aspects of constructivism
What is the role of memory?	<p>Memory is always under construction as a cumulative history of interactions.</p> <p>Emphasis should be on flexible use of pre-existing knowledge rather than recall of prepackaged schemas.</p> <p>The learner creates novel and situation-specific understandings by assembling prior knowledge from diverse sources appropriate to the problem at hand.</p>
How does transfer occur?	<p>Transfer is facilitated by involvement in authentic tasks anchored in meaningful contexts.</p> <p>Understanding is indexed by experience, and authenticity of experience is critical to the ability to use ideas.</p> <p>Appropriate and effective use comes from engaging the learner in the actual use of the tools in real world situations.</p>
What types of learning are best explained by this position?	Advanced knowledge acquisition in ill-structured domains.
What basic assumptions or principles are relevant to instructional design?	<p>Emphasis should be on a context in which the skills will be learned and applied (anchoring learning in meaningful contexts).</p> <p>Learner exercises control and manipulation of information.</p> <p>Information is presented in a variety of ways (cognitive flexibility).</p> <p>Problem solving is supported that allow learners to go beyond the information.</p> <p>There are principles of cognitive apprenticeship, collaborative learning, cognitive flexibility, social negotiation.</p>
How should instruction be structured?	One should model construction of knowledge, promote collaboration, design an authentic learning environment.

Table 1: Aspects of learning and constructivism (continued)

Aspects of learning	Aspects of constructivism
Role of instructor/ instructional designer.	<p>The student needs to be instructed on how to construct meaning, and how to effectively monitor, evaluate and update their constructions.</p> <p>Experiences need to be aligned and designed for the learner so that authentic, relevant contexts can be experienced.</p>

Source: Ertmer and Newby, 1993

Learning is not understanding the “true” nature of things, nor is it remembering dimly perceived perfect ideas, but rather a personal and social construction of meaning out of the bewildering array of sensations which have no order or structure besides the explanations which we fabricate for them (Hein, 1991).

There are two important ideas in constructivism which would be considered to point to the way that learning could become a developmental part of community via children. First is Piaget's epistemology that his interest was to research the development of understanding as it emerged through the individual's interactions with the physical environment. The logical operations investigated by Piaget would necessarily be constructed by all children; understanding of the conservation of mass would be acquired whether through making mud pies in Calcutta or shaping piles of caviar in St Petersburg (Russell, 1994) - independently of cultural context, it might be argued. Equally, a moment's reflection will confirm that much of what we come to know and understand is acquired not through generic direct experiences but as the result of the social transmission of knowledge and information. Information of this kind may be culturally and historically very precisely located.

Piaget and his followers conducted research into the development of thinking. His research revealed that the developmental changes in the internal representations of the world constructed by children has been explored and described in many different content areas especially in the logic of scientific and mathematical thinking. Piaget has described how the earliest internal representations are sensor-motor in nature, 'knowing in action'. In the period of development known as 'concrete operational', thinking is dependent on the support of real objects (Russell, 1994).

The second idea is Vygotski's (1962) that added a social dimension to the description of the acquisition of knowledge in recognition of the fact that much learning is culturally mediated. Vocabulary, for example, is culturally originated and transmitted; language is what humans characteristically use to represent inside our heads the things that happen outside our heads: it is an important representational system for the internalization of external phenomena. A language offers the opportunity to extend the accumulation of knowledge beyond the direct experience that was Piaget's focus. We share language during child rearing; we are exposed to

secondary sources of information via books, newspapers, television, cinema and various electronic media and, not least, museums.

To understand the application of constructivism for learning, this paper will refer to the education literature in museums where the perspective is from applied cognitive developmental psychology. Comparing a historic site to a museum might lead to better understanding. Experience of working with museum-based contexts confirms that this broad view of learning is consonant with a great deal of museum activity in the cultural and historical domains (Russell, 1994).

Current education literature is dominated by discussions of constructivism with major implications for how museums address learning. Constructivism is particularly appropriate as a basis for museum education if we consider the wide age range of museum visitors (Hein, 1993).

Two components of educational theory

In order to understand constructivism, it is useful to consider the nature of any theory of education. An educational theory consists of two major components: a theory of knowledge and a theory of learning. To consider how a museum is organized to facilitate learning, it needs to go through each what is to be learned and how it is to be learned.

There are two perspectives, of Plato and Berkeley (Hein, 1995), to express beliefs of knowledge. Plato believed in the existence of ideal forms, independent of the learner, where learning consists of arriving at knowledge through an intellectual process as illustrated in Figure 4.

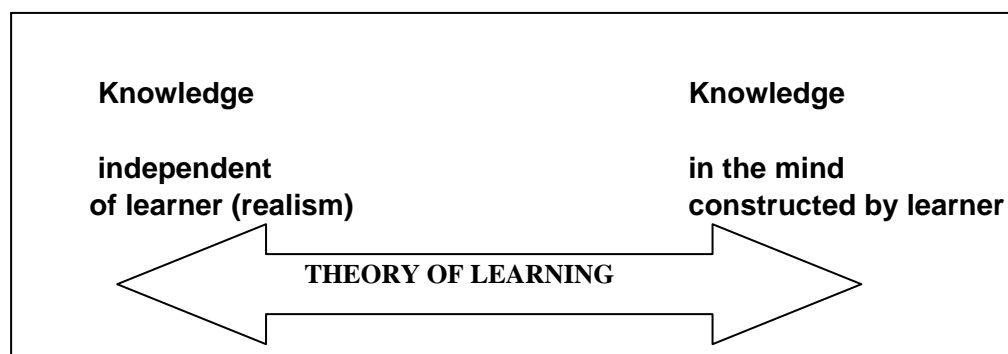


Figure 4: Theory of Knowledge (Plato)

Berkeley, from a behaviorist position, believed that knowledge exists only in the mind of the knower and he concluded that learning consists of belief in the original condition of the mind as a tabula rasa (blankness or empty mind), and that all that is known has been acquired through experience. His view is presented in Figure 5.

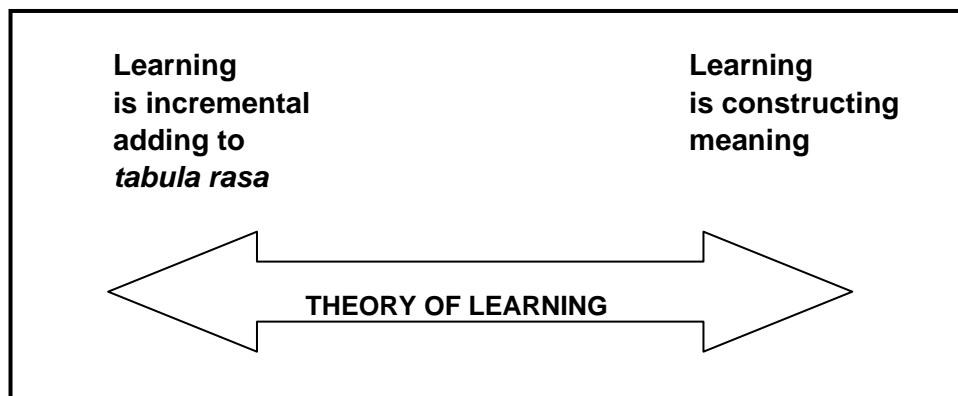


Figure 5: Theory of Learning (Berkeley)

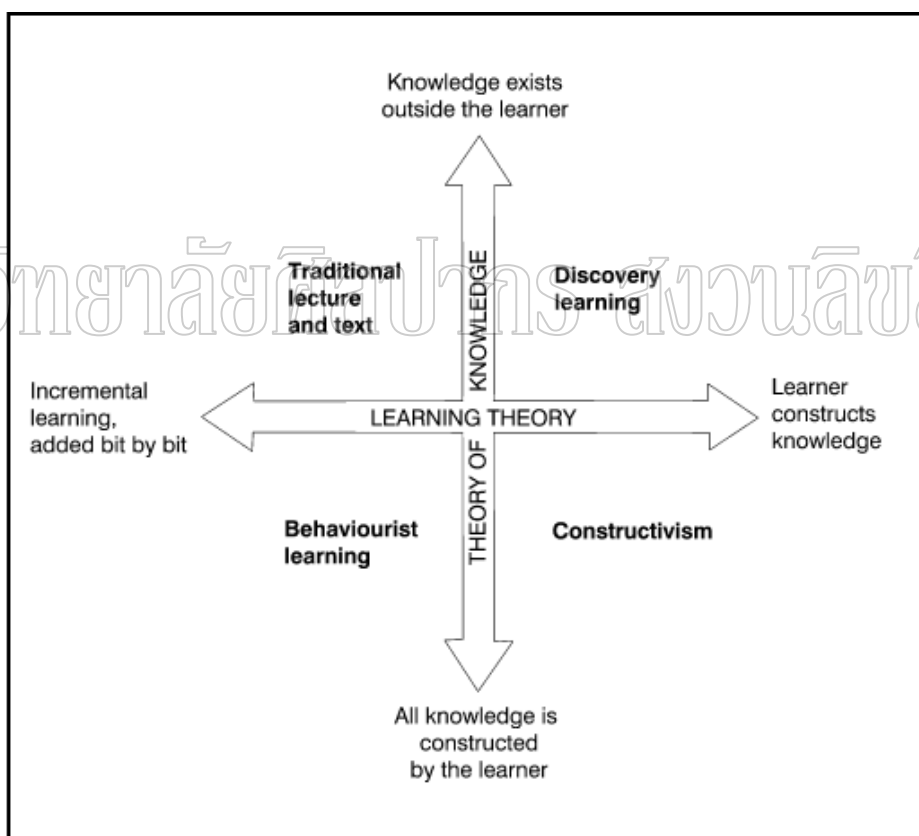


Figure 6: Combination of Knowledge and Learning theory
Source: Hein, 1993.

The combination of these two diagrams produces four views of learning which can be explained in each quadrant (Figure 6). First, in the top left quadrant, which Hein (1993) labeled traditional lecture and text, is the part where the teacher has two responsibilities: to understand the structure of the subject, that is the knowledge that is to be taught, and to present the domain of knowledge to be taught appropriately so that the student can learn. The top right quadrant is discovery learning where it is

believed that in order to learn, students need to have experience and they need to go and see rather than to be told. The bottom right corner represents constructivism which argues that both knowledge and the way it is obtained are dependent on the mind of the learner. It is based on developmental psychology and in recent years has been supported by research in cognitive psychology. Constructivism argues that learners construct knowledge as they learn, reorganize and create both understanding and the ability to learn as they interact with the world. The last quadrant is based on the belief that knowledge is gained incrementally but need not have existence outside the learner.

The combination in Figure 6 can create four different kinds of museum which are illustrated in Figure 7

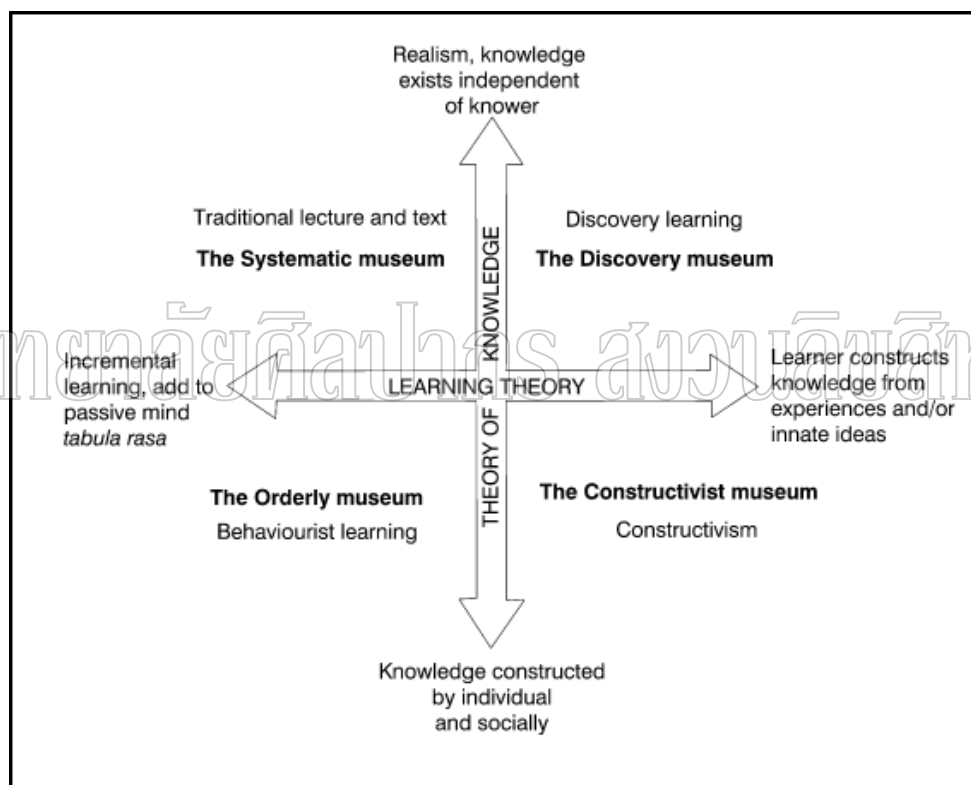


Figure 7: Four museums from combination of Knowledge and Learning
Source: Hein, 1993

The kind of museum which will be focused in the model of education is the constructivist museum in the lower right quadrant. The characteristic of the constructivist museum is that it would be the opportunity for the visitor to make connections with familiar concepts and objects. It would encourage comparisons between the unfamiliar and the new. For example, inviting hundreds of youngsters from diverse countries to make exhibits about their local rivers and to share them in a grand festival (Roze, 1993) can help them all learn about each other's cultures.

The constructivist museum provides an opportunity for students to interpret the classroom content and their experiences through activities that encourage making relationships. At the same time, it is expected to impact the students' ability to have various experiences and apply what they have learned to other domains.

A good summary of learning principles that emerged from constructivist thought were outlined as:

- learning is an active process of constructing meaning from sensory input
- people learn about the process of learning, as well as the content, as they learn
- learning happens in the mind
- language and learning are inextricably linked
- learning is a social activity in conjunction with others
- learning is contextual, in that we learn in relation to what we already know, to our beliefs and our prejudices
- previous knowledge is a pre-requisite to learning
- learning occurs over long periods of time, through repeated exposure and thought
- motivation is essential for learning.

Source: Hein, 1991.

Hein (1999) explained that constructivist exhibitions enhanced learning through enabling visitors to both validate and also re-think their own interpretations of a subject by allowing them to consider other interpretations, perspectives and ideas about a topic. Constructivism have been discussed in the museum literature in many aspects, with particular attention given to prior knowledge, interest, choice and meaning making. Dewey (1916) recognized the role of prior knowledge and experience in learning, where learners must interpret new ideas within the context of their current interests and understandings. It was impossible to learn without some form of prior knowledge as that underpinned the construction of meaning (Roschelle, 1995).

Historic sites, like museum are remarkable sites for learning, and their power and influence for people, including children and other visitors, is affirmed by the amazing learning associated with them. All monuments in historic site are absolutely fixed by their structures. They cannot be moved or exhibited in some new form that we might need. But we can provide alternatives to create enthusiasm for those aspects by using interpretation. Heritage field trips allow students a structured learning opportunity in an outdoor area that helps support the continuous learning of children. The kinds of activities that encourage the interaction of the students play an important part in quality of the museum experience of the students.

Literature of Dierking and Falk (2003) focused on optimizing out-of-school learning opportunities; they make a case for a new paradigm for the learning that youth and their families engage in besides the academic curriculum covered during the school day. They pointed the important lessons learned through the exposure of

new activities supported by meaningful relationships with adults in the community towards the development of discovering their interests that will direct their continuous lifelong learning. And also they suggested that the outcomes of these out-of-school experiences persist for students over time and facilitate four learning dimensions: changes in perspective and awareness, social development, interests, and knowledge and skills.

Face-to-face learning with children is a natural, interpersonal communication, and a sharing of experiences. An effective application for cultural learning, for example in historic parks, would entail cooperation between school and those places. One precondition is to reduce the relationships among the group in the classroom, so that discrimination between genius and normal will not occur. While the attributes of a museum imply movability of the objects and the conception of the curator, the buildings and objects in a historic park cannot be moved, and the curatorial task is rationally different. The objectives of these two places may face in the same direction, leading to acquisition of knowledge, whether scientific, artistic, historical, or the conservation of valued heritage.

According to the study of constructivist museums it seems that children prefer interactive exhibits which offer opportunities for whole body involvement, and which focus on people and their attributes. That is, they prefer learning in which understanding is physically and perceptually supported by material experiences. However, it has been realized in both formal and informal educational circles that providing opportunities for action is not enough. An activity and perception require the individual to apply interpretative frameworks in order to make sense of the experiences which museums or historic sites provided. In formal education, the potential limiting of 'learning by doing' has also been challenged. There is an increasing realization that this is not the only way of learning available to young children.

The Learning approach is very important in creating a sense of scientific experimental as well as sense of preservation for cultural resources. However, success in the approach needs collaboration and framework for guiding heritage site and school relationships including instruction on establishing relationships.

An intention of the National Educational Plan focuses on lifelong learning sources, including historic sites as an outdoor museum consisting of many objects expressed as elements of the "background of the nation" from which children learn in both their curriculum and their leisure time. While constructivist and child-centered approaches are applied to learning at museums or historic parks, other kinds of learning methods can be incorporated such as relatively conventional face-to-face and outdoor education. Therefore, historic sites are educational institutions and yet have the difficulty in demonstrating educational effectiveness.

Outdoor education

Many researches in western countries indicate that children who spend more time in the outdoors improve in both skill and concentration as well as becoming healthier. In its methodological perspective, outdoor education becomes an important tool that can animate both the intentions of the curriculum and the messages conveyed by places, and the same time create contexts and understanding in meaningful situations, where the student is accompanied by and learning from a teacher who is simultaneously a fellow-discoverer. This puts further demands on the teacher's competence in the school, for example:

- To view the scope of the outdoor environment as a learning environment
- To work thematically and inter-disciplinarily
- To work with whole entities where self-confidence is secured as the outdoors becomes both classroom and textbook
- To see the outdoor classroom as a complement to the indoor environment
- To be able to work in teams with problem-based learning

Outdoor education will constitute knowledge as an activity, "to grasp something to grasp" at the location (a heritage site) and thus is a tool for improved learning results. This will give opportunities, particularly to children with special needs. And to integrate new technology such as information technology to an outdoor education can assist in creating "tomorrow's school", a meeting between an analog and a digital reality in meaningful learning. An authenticity and aesthetic impact in the context of the buildings in the historic park will affect learning. Consequently, this should develop children's understanding of their relationship with the heritage of the nation and encourage them to realize the significance of heritage. With the objectives of motivating learning in children, a creative approach and method could be initiated into the program of master planning for such a site.

Field trips as a part of outdoor education ought to be fun, satisfying, educational, and pedagogically valuable experiences for children while simultaneously serving as a powerful advertisement for historic sites and an easy way to introduce students to community resources for lifelong learning.

Prior knowledge

Prior knowledge determines what we learn from experience (Roschelle, 1995). Prior knowledge also forces a theoretical shift to viewing learning as "conceptual change" (Strike & Posner, 1985; West & Pines, 1985).

To understand how prior knowledge affects learning can help learners make the most of a new experience. For children who do not understand historical significance and conservation, no quick explanation can possibly resolve confusion; it takes weeks to years for this understanding to emerge (Lewis, 1991). There is widespread agreement that prior knowledge influences learning, and that learners construct concepts from prior knowledge (Resnick, 1983; Glaserfeld, 1989). The

consequence of this idea is how to use this fact to improve learning. This has shown in Roschelle's research (1995) that learning proceeds primarily from prior knowledge, and only secondarily from the presented materials.

Constructivism theory argues that new knowledge is constructed from old and requires continuity. Neglect of prior knowledge can result in that learner learning something opposed to the intentions of educator. In the aspect of education there are several major theoretical perspectives to improve prior knowledge. Piaget's methods suggest that engagement in physical aspects of a challenging task can lead to reformulation of intellectual aspects of the task. Dewey emphasizes the conditions under which inquiry can resolve problematic experience. Vygotsky emphasizes the role of social process in learning, and suggests providing social models of appropriate activity, enabling groups of learners to perform more complex activities than they could handle individually, and use signs to enable people to negotiate the different meanings they find in social activity.

The role of social process in learning, which Vygotsky argues, could be applied to create an interpretation for children at the historic site. Various activities in which children can participate when they visit the museum or historic site would help provoke better understand of preservation. Although it might take a longer time and require continuity, it would yield the better result in the future. Becoming a participant in a community can be a stronger motivation to gaining knowledge which can lead to creating sense of preservation.

Learning history in the classroom is a prior knowledge for children that they take with them when visiting the site. Some children may have much more to gain as new knowledge at the site in a short time and faster than other children. A historic site experiences cannot eliminate or disable prior knowledge, but rather must work with it. Historic site always takes its role as a museum that provides the visitor with opportunities to experience authentic objects directly and also can provide intellectual, physical, and social resources to assist in the resolution of problematic experiences.

On the other hand, prior knowledge could not be achieved if presentation focuses on an aggressively professional point of view and neglects the social nature of visits, thus disabling interaction. Good presentation can motivate knowledge particularly in children. Children are naturally active, life-long learners. Unlike schools, historic sites do not have to make visitors learn on a particular schedule but can focus on catalyzing a spontaneous reaction involving prior knowledge, authentic objects, social interaction, and resources for inquiry.

Finally, integration between adequate prior knowledge and appropriate interpretation including activities at the historic site should stimulate curiosity in its history and significance, leading to the sense of preservation in children. For a historic site, the long-term assessment should focus on how it activates the visitor's prior knowledge, opening new and effective ways for learning. A variety of methods could bring to light the diverse ways in which historic sites can start with access

points close to what a visitor knows already and can open the mind to participation and experiences which our society values most highly.

Teaching and learning history

A lot of challenges abound for the teaching of history and social studies in schools. Teachers of history and social studies are frequently looking for ways to get students' attention and interest as well as be able to sustain them on an ongoing basis. Students' interest level in history and social studies is often hard to raise, as they tend to see these topics as outdated and distant from their personal interests and concerns. More importantly, teachers of history and social studies often wonder why their subjects are not impacting students' attitudes towards social engagement and responsible citizenship.

How can teacher produce social action in the course of constructing knowledge in the history classroom? Mathew Hoagland (2000) assessed a critical issue as to why high school students fail to appreciate and enjoy history. He pointed that the problem lies much more on how history is taught, rather than the students' lack of life experience. He suggested that this problem would be solved by applying constructivism in the teaching of history, rationale is that the construction of knowledge is a social act. He also stressed that applying constructivist concepts to the teaching of social studies can revolutionize the learning environment. Social action was defined by James Banks (2005), that allowing students to make decisions and take actions related to the concept, issue, or problem studied in the unit. The objective of social action is to connect history to today's issues and problems to the extent that students are compelled to do something in response (Domnwachukwu, 2005). A fundamental flaw of history as it is being taught in many classrooms today is a "disconnect" between what is happening in the classroom and what is happening in the real world.

Teaching and learning history in Thailand has been regulated as a curriculum subject and has to be taught to achieve goals which can be raised as an example as shown below.

Goals of learning Thai history in the high school textbooks:

1. To grow up loyalty to the nation and to admire of democracy under the constitutional monarchy of Thailand.
2. To apply knowledge to develop themselves and society from the present to the future through rational thinking.
3. To understand the culture, economy, politics, and relationships between Siam and other countries in the past.
4. To understand the chronologies, events, and the facts of history that could help connect them to the present day.

The course outlines are defined to be consistent with objectives of each level and each school grade in aspects such as establishment of the kingdom, economic

and political life, arts and culture, and international relationships. In each school grade, children have to learn different outlines of history; for example, school grade 8 has to study Ayutthaya history while grades 7 and 9 have to study history of Sukhothai and Rattanakosin.

Activities used for teaching history

History teaching can be described as a systematic activity which is provided in order to promote teaching and learning history with effectiveness, excellence, interest, meaningfulness and that will convey some benefits to persons in the learning process (both learner and teacher).

Learning history needs activities as its component; it is in the nature of the history subject that the content concerns the chronology of events. It is far from daily life of the learners (particularly children) and most of it is abstract. Learning history needs the integration of critical thinking with the historical imagination to create historical concepts. Growing the concept by using only an interpretation and evaluation historical facts in the classroom is inadequate. It would be more practical if teacher and students collaborate to select a proper activity for use in the classroom that is appreciate to their needs, interest and curiosity. Properly selected activities will help learners (students) get further information, facts, concepts and principles as well as creating the historical concepts faster and better because it leads to the active learner (the learner as an actor in those activities).

Activities used for teaching history in Thailand are:

1. Reading textbooks in the classroom which is the first tool to communicate meaning and concepts from the teacher.
2. Gathering pictures of history from newspaper, magazines and other books.
3. Exhibitions in which a teacher assigns reading some historical books to students and concludes it by exhibiting knowledge they get from the reading. Another activity is taking students to an exhibition outside the school such as the anniversary celebration of that place.
4. Site visit is recognised as the best means for teaching history because understanding is derived from remaining objects such as dressing, old houses, monuments, musical instruments, weapons etc.
5. A Historical club in the school encourages sustainable enthusiasm of students out of study time, by providing a room for reading or other activities.
6. Stage performances let students show their ability, and they will absorb learning history at the same time.
7. Debate activity on the issues of history.
8. Feedback from the teacher and explanation in the classroom. The teacher can help them verify and correct previous work content, show them a good example and reiterate to ensure that children can repeat material by themselves.

9. Other activities such as invitations to outside speakers to lecture about history, movies about history, or simulation of events in the past.

The most popular activity is the site visit, particularly to important places such as the world heritage site of Ayutthaya Historical City and Sukhothai. Associated with this popular activity are many tourist agencies that provide a school trip program to facilitate conducting a trip, prepare some documents, and reduce much of the responsibility of the teachers. A tour guide will undertake the role of explainer of the significance of each place to students instead of their teacher. However, in some schools a teacher is still a teacher and tour guide at the same time if that school does not pay for a service from a tourist agency.

There seem to be many alternatives for learning history although some of them have not been selected for teaching. However, each activity needs a crucial factor that is a budget, not only in a public school but also in the private school. If the budget is adequate for many kinds of activity, the exercise can be shared between school and the parents of the children, who will benefit through a higher level of learning.

Heritage interpretation

At one level interpretation is a form of communication having an educational function, with messages typically involving our natural legacy and cultural heritage. Its importance is in going beyond merely teaching facts to revealing meanings inherent in the resource that are relevant to the audience (Mills, 1920; Tilden, 1977). Interpretation makes links between tangibles, intangibles, and universal concepts. The power of the resources we interpret comes from their capacity to reveal meanings, the intangible qualities of the place or event, those things that move our souls (Beck, 2001; McCullough, 2002). Heritage interpretation can play an important role in enhancing people's awareness, understanding and appreciation of time and place.

Interpretation should be enjoyable (Ham, 1992). When a visitor visits the historic site, national park or museum interpretation should enrich experience and interpretation should fill curiosity about the context to them. One of the key aspects is that interpretation takes place in recreational settings (Ballantyne 1998, Beckmann 1991, Butler 1993, Moscardo 1998), so a good and effective interpretation needs to be kept informal so that it is distinct from formal education settings.

Tilden stated that “any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile” (Tilden 1977, p.9). Interpretation should make a connection with the visitor by something relating to that person, their family, health, quality of life or beliefs (Ham, 1992), to make visitors more likely to listen and think about the issues (Ballantyne, 1998).

Visitors at the historic site have limitations on the amount of new information they can remember; thus an interpretation should be organized (Ham, 1992). To enable visitors to remember information, an interpretation must be in a clear and easy way to follow.

An entire group of intangibles can be labeled “universal concepts” (beauty, freedom, community, courage) because almost everyone can relate to them, but not in the same way (Larsen, 2000). It is a creative act to reveal deeper meanings from tangible objects and to relate those meanings to universal concepts. The meanings that are constituted through selected interpretive method can perform its role automatically as:

- to help the increasing demand for educational visitor experiences
- to provide interesting and memorable experiences that ensure visitor satisfaction, positive word-of-mouth advertising and repeat visitation
- to encourage visitors to care about the place they visit
- to help minimize environmental and cultural damage by explaining the impacts of various behaviors and suggesting appropriate alternatives
- to act as a substitute experience for places that are very fragile and difficult to visit or topics that are impossible to experience directly.

Heritage sites consist of various objects, monuments, and buildings. However behind these are always stories, history, and myth. So a question is how the significance and meanings conveyed in those accounts can be brought to the surface, interpreted, and survive. The goal of interpretation is to explain value and significance to the public. Effective interpretation and exhibition are the keys to successful transmission of the idea.

Just as the Venice Charter established the principle that the protection of the extant fabric of a cultural or heritage site is essential to its conservation, it is now widely recognised in this field that interpretation of the meaning of sites is also an integral part of the conservation process (ICOMOS ENAME Charter, 2004). Many sources including the Venice Charter manifest the essential argument of having appropriate interpretation at heritage sites. Setting up objectives and principles aims to encourage a wide appreciation of heritage sites as places and sources of *learning*. To throw some light on this task of heritage interpretation, one can summarize seven principles of the ENAME Charter:

Principle 1: Access and Understanding

The appreciation of cultural heritage sites is a universal right. The public discussion of their significance should be facilitated by effective, sustainable interpretation, involving a wide range of associated communities, as well as visitor and stakeholder groups.

Principle 2: Information Sources

The interpretation of heritage sites must be based on systematic and well-researched evidence gathered through accepted scientific methods as well as from traditional sources of living cultures, as appropriate to each site.

Principle 3: Context and Setting

The interpretation of cultural heritage sites should relate to their wider social, cultural, historical and natural contexts and settings.

Principle 4: Authenticity

The interpretation of cultural heritage sites must respect their authenticity, in the spirit of the Nara Document (1994)¹.

Principle 5: Sustainability

The interpretive plan for a cultural heritage sites must be sensitive to its natural and cultural environment. Social, financial and environmental sustainability in the long term should be among the central goals.

Principle 6: Inclusiveness

The interpretation of cultural heritage sites must actively involve the participation of all stakeholders and associated communities.

Principle 7: Research, Evaluation and Training

The interpretation of a cultural heritage site must be an ongoing endeavor, including continuing research, training, and evaluation.

Source: ICOMOS ENAME Charter, 2004

At least three of these principles support the idea behind the present research, such as access and understanding which aims to enhance public understanding of the significance of heritage sites and the importance of their conservation. Well-managed heritage sites will be the seminal information sources where children, visitors, and stakeholders can learn about living and heritage. Appreciation of heritage value gives the sense of preservation to people, to strive to keep authenticity for the next generation. Consequently, research, evaluation and training will increase their value and generate more income to communities and learning sources for children.

Interpretation services benefit both the heritage sites and the tourists and draw public support by enhancing visitors' experiences, education and appropriate behaviors to conserve the historic sites (Hall & McArthur, 1993). Historic sites and visitor experiences can be preserved and improved by effective interpretation that monitors the flow of the visitors' appreciation and the conservation of the monuments (Moscardo, 1996). Consequently, it influences their desire to revisit the sites in the future.

Interpretation programs should identify and assess their audiences, and in the present case this translates to the need to understand and evaluate the outcomes which children get from their visit to the heritage site. In addition, the Inclusiveness principle implies that an interpretation program should be seen as an educational resource and its design should take into account its possible use in school curricula.

Nara Document, the results of the experts from the international conference on authenticity held in November, 1994, and sponsored by the Government of Japan at the historic city of Nara, Japan. Forty five participants from twenty eight countries discussed the many complex issues associated with defining and assessing authenticity. It was noted that in some languages, there is no word to express precisely the concept of authenticity.

And continuing research, evaluation and monitoring are important because the results can assess reaction to interpretation.

To ensure that all the interpretation services are designed and executed effectively, a constant evaluation process is needed. Evaluation looks at ways to identify an individual's strengths and weaknesses with the constantly underlying question of effectiveness (Medlin & Ham, 1992). Appropriate management decisions concerning interpretation are supported by the important activities carried out during the evaluation process (Sealey, 1986). Evaluation should be the essential part of the process for improving the exhibits and visitor centers. It should be an ongoing process in order to improve the effectiveness of the interpretive program (Uzzell & Ballantyne, 1998).

Heritage interpretation is not, of course, the reason for a site's being, but it is necessary for any real benefit to the people and the nation. A visit to a heritage site without interpretation would be a less complete thing. Good interpretation contributes strongly to visitor understanding and, through that understanding, to the preservation of heritage resources. However, historic interpretation needs to be honest in its keeping of the past and in its purpose particularly in the way to communicate to children.

Interpretive materials about the past try to get the audience to do something in the present which is related to site preservation. Explanations of value incorporate site history, significance, and the role of the public in an interesting, entertaining manner, and thereby the message of value is easily transmitted. People who believe heritage sites are worth saving make the management of cultural resources an easier task for a site manager. Eventually, heritage site preservation is encompassed in a positive cycle of explanation, acceptance, and protection.

Interpretation is a 'value added' benefit to visitors. In some places where a resource is very well known, it might not require as much interpretive effort to attract visitors, and to encourage tourism, but in the field of education it is still very essential. If effective interpretation works in presenting and translating the information about heritage value, true "education" occurs for the recipient of the communication if that recipient

- receives the message,
- understands the message,
- will actually remember the message and,
- possibly uses the information in some way.

For children, formal learning in the classroom following textbooks should be stressed. Effective learning should leave learners or students inspired, motivated, and excited about learning more. Effective interpretation is successful in creating opportunities for children to form their own intellectual and emotional connections to the meanings and significance associated with a place (Larsen, 2000). And the

primary goal of interpretation for children is not to provide information, but to provide access to meanings.

Perceptions of heritage sites

Masberg and Silverman (1996) performed a study of perceptions of heritage sites. The student visitors in the study recalled their visits with reference to seven aspects:

- (1) the activities in which they engaged during the visit,
- (2) their companions,
- (3) the site personnel,
- (4) the information they learned,
- (5) component of nature,
- (6) component of culture, and
- (7) the built environment they noticed.

Masberg and Silverman mentioned that outcomes of visits were described by two broad themes: (1) knowledge gained that was primarily factual and external, and (2) several categories of personal experience that include personal learning, social benefits, and aesthetic experiences.

Heritage sites, including museums and cultural resources, when compared to other leisure attractions, always offer two experiences; first is an authentic experience because the visitor has contact with actual objects of the past, and the second is the value of the heritage sites because it can be shared with others to create collective memories and to make new meanings.

Different communities have different pasts and are made up of various audiences include school children, advanced students, indigenous groups, historical societies, tourism promoters, and the community who want and need to know different things about their pasts. All of these groups make up the “public”. Many professional archaeological associations in the United State of America have statements within their codes of ethics requiring their members to share information with the public (Smith and Ehrenhard, 2002). An effective knowledge sharing is always taken place via learning so that public education and outreach are considered professional obligations along with ethical research and reporting of results (Jameson, 2003). Learning outcomes are usually defined as the knowledge, skills, attitudes or values that change as a consequence of participating in an activity. The purpose of the public education is to use it as one of the powerful tools for historic preservation and resource management, it helps change visitors’ behavior, emotion, and perception.

The best interpretation methods seize visitors’ attention and interest by enabling them to relate the site to their own framework of knowledge and experience (Roberts, 2004). The context of meaning created by interpretation aids the viewer in understanding the value of the past and the importance of preserving it for future

generations (Bower, 1995). Interpretation also can communicate cautionary messages or relate information that is not entirely correct. Nevertheless, interpretive materials are the primary way to educate and inform children about historical resources. Intellectual access to the past and to the diversity of human experience is, ultimately, the goal of all archaeological interpretations for the public (McManus, 2000).

The development of heritage interpretation

In the sixteenth century, the form of “Grand Tour” was established by which the association could be made between historic buildings, travel and education in England. It became a part of education to visit certain cities and places. The relationship between visiting historic places and informal education was clearly apparent. In the eighteenth century, the Grand Tour was undertaken by only 0.2 to 0.3 percent of the English population (Towner, 1985).

In the nineteenth century, it was the period of museums and exhibitions, but organizers intended to provide all events for their formal educational missions. Interpretation was not a professionalized activity and lacked a coherent philosophical basis. In 1957, a book ‘Interpreting Our Heritage’ by Freeman Tilden defined interpretation as ‘an educational activity which aims to reveal meanings and relationships through the use of objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information’ (1977, p8). Tilden focused on informal education where the aim of interpretation was not instruction but provocation, and the revelation of the larger truth lying behind any simple statement of fact (1977, p8). Concluding from Tilden, interpretation should explain the significance of a historic site to visitors and can help them getting a better understanding.

Interpretation in the first era was done in national parks and countryside. It took a long time to be established for built heritage. Interpretation was much promoted in 1975 in the European Architectural Heritage Year and the growth of formal heritage education was a stimulus to interpretive facilities at heritage sites and then became a widespread activity in the 1980s. In the same period, museums also announced themselves as educational institutions with many techniques of interpretation which heritage interpretation adapted to its own philosophy. There was a rise in the number of interpretation, education and marketing staff, resulting in a decline in the influence of curators, especially in the larger UK and US museums. Staff began to ask, “Who are these people?” (Hein, 1998). Interpreters and educationalists, especially in science museums and science centers, seized on data suggesting that visitors sought an educational experience. Interpretive methodology became dominated by ideas and theories from formal education. The visitor gains a sense of being processed through a communication, no matter how enjoyably, with an unseen expert in charge of the processing.

The rapid growth of the heritage industry happened in the 1980s with the large number of visitors, from 52 million to 68 million between 1977 and 1991 (ETB,

1978; BTA/ETB, 1992). Consequently, there was a rapid increase in the number and range of heritage attractions open to the public. There was an explosive growth in interpretation of built heritage. More people than ever before are encountering this interpretation. Without doubt, interpretation is now a central focus of the tourist gaze, and the desire to gaze upon history (Urry, 1990).

A greater range of types of heritage is currently being interpreted. Attention turned to the presentation and interpretation of more vernacular and everyday subjects instead of the early interpretation of the built environment of elite heritage such as castles and stately homes. The new generation of what Urry (1990) terms 'post-modern' museums focuses on an increasingly diverse and specialist range of subjects, especially industrial history (Hewison, 1987). The heritage boom has acted to rejuvenate the informal educational role of interpretation (Light, 1991a).

As heritage tourism has grown, the notion of the heritage site has changed. In many cases, in order to attract tourists to increase the cash flow, new historical traditions are easily and quickly invented without respect for the historical authenticity and integrity (Herbert, 1994). However, at the same time, national and international authorities, as well as concerned heritage professionals, are becoming increasingly aware of the need to preserve the heritage sites, because it is a sensitive topic (Sivan, 1995).

The growing industry of heritage tourism increasingly is used as a means of enhancing local economy to encourage visitors to experience local archaeologies or cultural resources. Additionally, historical resources occasionally are manipulated by the state as a means of legitimizing power and authority, and as a way to justify nationalistic ideologies (Fowler, 1987). Archaeological remains, for example, may be used to "prove" ancestral ownership of land or dominance over other groups (Arnold, 1990; Ucko, 2000). Heritage and tourism are always in collaboration because heritage causes a location to become a destination for tourism and have to make it an economically sustainable destination. The concept of "heritage" is dependent upon display and interpretation to give a dead location, culture, or economy a second life as an exhibit of itself (Kirshenblatt-Gimblett, 1998). The important factors for successful education, preservation, and visitation must be determined to accomplish this concept including interpretational accuracy, the entertainment factor, and sustainable management.

Poorly explained sites that do not provide the best possible experience for every visitor ultimately have a negative impact on every other historic site (Slick, 2002). Archaeology can provide authenticity to objects and sites, not only by identifying age and cultural context, but also in the larger sense of providing a connection to "real things" of the past. This concept is crucial for interpreters who use authenticity to help shape the visitors' encounter (Lipe, 2002). Furthermore, authenticity as an aspect of heritage tourism is used to draw (adult) visitors seeking a unique experience for their limited leisure time. For children, especially school children in their class outside the classroom, this is not leisure time so they want

more information than the aspect of authenticity and it is not important for it to be a unique experience for them.

Cultural heritage

Cultural resources do possess inherent value as elements of social and cultural identity and may be considered inalienable objects, which must not be given or sold (Godelier, 2004). Nowadays, heritage tourism is a big business. In this perspective, in some places the desire to attract tourism has become one of the major forces to the development of the heritage sites. The past and the cultural heritage have become a profitable business.

“People, as day and weekend visitors or as tourists, need a range of places where they can go not only to relax, to be informed or even educated, but also to be entertained. Heritage, by providing some of these places, has become a component of the tourism industry” (Herbert, 1994).

The present-day concept of cultural heritage is largely a result of processes related to the development of tourism. The tendency is to understand physical cultural heritage in its broadest sense as containing all the signs that document the activities and achievements of human beings over time. Even quite recently, attention to this heritage has increased due to destruction caused by tourists and natural disasters. Considering that physical cultural heritage is one of the world's most important non-renewable resources, a special effort is needed to cure the balance between our needs and its protection.

Cultural heritage consists of different types of properties, which relate to a variety of settings, and include important works of art, monuments and sites, but also large historic areas and landscapes. Such resources may be associated with different values depending on the context; their conservation and restoration treatments may thus have different applications from case to case. Consequently, the concepts related to their definition, qualities and values, and the appropriate policy of treatment, should be clearly defined for the specific context. The recommendations of UNESCO and some other international organisations, as well as national legislation in each country, should be taken as a basic reference for such definition. Perhaps the best-known international policy document is the *International Charter for the Conservation and Restoration of Monuments and Sites*, known as the ‘Venice Charter’. This document has become a fundamental reference for conservation policies throughout the world.

Management of cultural heritage

As rapid growth of heritage tourism, managing idea of a heritage site has changed. In many cases, in order to attract tourists to increase local revenue, new historical tradition is easily and quickly created, without respect for the historical authenticity and integrity. (Herbert, 1997)

Interpretation and management of historic sites present unique challenges in the arena of historic preservation and heritage tourism. Managers and interpreters have to struggle in forming the public perceptions of what ruins represent. An effective interpretation could be reflected in a site that is consistently visited by a public who are educated as well as entertained by their visit, and the resource is maintained with sustainable and long-term preservation. However, this kind of success is difficult to measure quantitatively but it could be determined over time if sites are not destroyed, and visitors become stewards of their heritage.

The issues of conservation and preservation have emerged in responses to these realizations and to the responsibilities that the present generation has in preserving heritage to the next generation. For those whose principal priority is preservation, heritage tourism is a threat (Herbert, 1994). If a site has an outstanding cultural or natural value, it is obvious that it will attract a great number of tourists who strongly influence the sensitive sites. The sites offer a large variety of opportunities but also some problems to maximize the opportunities and reduce the problems. This is fundamental to a good planning process.

The planning process will determine how to achieve desired results through conservation activity and programs. It is desired that heritage issues become an important part of the public agenda and incorporated into the operating master plan and secondary plans (Organisation of World Heritage Cities, 2000). This process is described in the following stages:

- Analysis of the existing situation (strengths and weaknesses);
- Analysis of the desired situation (vision, how it should be);
- Definition of desired results (specific targets necessary to attain vision);
- Choice of appropriate means to achieve desired results;
- Monitoring, reviewing and adjusting the strategy.

“The object of conservation is to prolong the life of cultural property and, if possible, to clarify the historic and artistic messages therein without loss of authenticity” (Filden, 2000). Principles and targets should be measurable and responding to constraints. Nevertheless, conservation must be well integrated within the planning process including the conservation goals. Meanwhile, consideration of principles is very sensitive and must be prudently prepared. For instance, there are eight conservation key principles mentioned in Organisation of World Heritage Cities, 2000:

- Identify the particular qualities that give importance to the sites and developing the appropriate means of protection and enhancement;
- Use a systematic process of inventory, research, and assessment, which allows consistent and common standards for evaluation;
- Integrate Heritage goals with other social and economic developments goals;
- Involve a community's population in planning for conservation from the beginning;

- Include (in the financial assessment) the social and heritage values in terms of conventional market values;
- Encourage national and regional governments to foster a positive climate for conservation;
- Recognise each conservation problem as unique.

Source: Organisation of World Heritage Cities, 2000

A key term in heritage management is Cultural Resource Management (CRM) whose definition is, essentially, a process by which the protection and management of the multitudinous but scarce elements of cultural heritage are given some consideration in a modern world with an expanding population and changing needs. Often equated with archaeology, CRM in fact should and does include a range of types of properties: “cultural landscapes, archaeological sites, historical records, social institutions, expressive cultures, old buildings, religious beliefs and practices, industrial heritage, folklife, artifacts [and] spiritual places” (King, 2002).

The field of cultural resource management grew from the necessity of preserving finite archaeological materials for future scientific research and, particularly for resources located on public lands, public enjoyment. While archaeologists recognise the need for resource management, the field often is viewed as an atheoretical and purely practical branch of archaeology where little research into theories of cultural resource management is conducted (Carman 1995, Drennan and Mora 2001).

An early proponent of cultural resource management defined cultural resources as materials having “potential value or use in the present or future” and pointed out that not all materials have the same resource potential (Lipe, 1984). “Resource” is the term most often employed by managers of archaeological and cultural material. Managers recognise that “resource” carries overtones of commercialization. A paradox of the CRM field is that although publicly owned cultural resources are not commodities eligible for sale or trade (Carman, 1995), they often are managed like commodities with emphases on conservation of finite resources and preservation of fragile resources and best use of the resource for the public benefit. When managers promote heritage to encourage and increase visitation, resources are marketed like commodities; the resources are presented as products and visitors become customers (Bower, 1995).

Cultural resources are always considered as sacred objects, especially fragile, of heightened historical importance, and valuable. Normally, archaeologists play a significant role in heritage museum operation and interpretation, as not only procurers of items for display but also more importantly as experts in cultural materials who help curators or persons who take responsibility in the museum with interpretation and education initiatives. However, they must determine the best plan of action for the resource which sometimes must be resolved with advice from stakeholders (normally, members of the public) who are interested and affected.

Unlike any other industry, cultural tourism relies on the amity and cooperation of the community surrounding the heritage sites, and local people are a part of the tourism product that must be carefully considered. When community needs are considered and integrated, cultural tourism can foster a sense of environmental and cultural pride in residents who see tourists taking pleasure and learning from local cultural and historical heritage. Involvement of communities in heritage preservation is difficult if local people do not know the history of their archaeologies.

Interpretation as a management tool

Tourism is a major economic force in many heritage destinations in the world. Heritage tourism, however, challenges balancing promotion and interpretation with conservation. Cultivating an awareness of a community's heritage and encouraging local people to support and protect that heritage is served by educating and empowering all stakeholders. While education and interpretation are distinct concepts, they are often used interchangeably within the context of museum management, national park management, and historic site management to achieve management objectives.

The purposes of interpretation generally are for:

- recreation to enrich visitor experiences and improve visitor safety
- promotion to enhance the image of the management committee or agency and to promote activities
- economic gain to increase local economic value
- management to change visitor behavior and create support for conservation (Beckmann 1991, Bramwell & Lane 1993, Wearing & Neil 1999).

For the management objectives, there are two main goals. First, creating support for conservation by generating a long-term environmental ethic. The second is changing visitors' behavior on-site by using an interpretation system to scatter them in time or space; or encouraging them towards minimal impact practices.

Interpretation is widely used as a management tool and is generally favored by protected area managers as a first preference (Washburne and Cole, 1983). It is preferred because it allows visitors to retain their freedom of choices (Roggenbuck, 1987), it is perceived to be a cost-effective method (Beckmann, 1999), and it enhances visitor experiences and satisfaction (Beckmann, 1991). Interpretation by an interpreter who recognises the importance of the historic site and the value of education can have a powerful effect. As a management tool, interpretation must be within the heritage conservation plan along with constructive engagement with local people and custodians in both the formulation of the heritage conservation plan and interpretation objectives for the site. Heritage interpretation can play an important role in enhancing people's awareness, understanding and appreciation of time and place. Moreover, role of interpretation in preservation are reinforcing visitors to care about a resource before they value the preservation of the resource. Its primary goal is not to preach preservation but to facilitate an attitude of care on the part of visitors.

Nevertheless, preservation depends on visitors' access to the meanings of the resource.

A good practice of using interpretation as a management tool is in the United State of America, where there have been a number of studies, since the late 1970s, which have evaluated the influence of interpretation. A large number of these studies have focused on knowledge or attitude changes in visitors. Some studies have shown that various interpretive media and messages had no effect on visitor behavior. However, other studies have shown that the behavior of visitors was changed by interpretation.

Interpretation is able to be a management tool in every place such as museums, national parks, and historic sites. For example, the California State Parks has set the mission to provide educational and interpretive program for visitors to serve a growing and increasingly diverse population in California. The importance is to educate as many visitors as possible the values of protecting and preserving of natural and cultural heritage of California. There are three major categories of programs: presented programs led by a guide or interpreter; non-presented self-guided or electronically led programs; and school groups for children in grades Kindergarten through Twelfth. Success of these educational programs is measured by visitor perception and participant hours. A high quality educational program for school children has been delivered to enhance understanding the rich cultural and natural resources of California.

An evaluation of interpretive and educational program was developed to address quality of programs by experts. A quality program should be relevant, accurate, provocative, enjoyable, program-accessible, organized, retained, and thematic; and evaluation was done through survey forms. The outcomes show longer participant hours in educational program and it can help staff match the proper activities to actual curriculum.

Interpretation is not only a component of management tool for heritage sites, but also it needs other factor such as education, communication, marketing, and planning to manage the entire arena. Interpretation is a systematic method by which defining concerned steps should be considered circumspectly. In some studies where interpretive media had no effect on visitor behavior may cause from limited financial resources, inadequate knowledge and skill of interpreter (not a professional), or misinterpreting of a heritage theme.

Attractive historic, archaeological, natural, cultural, and recreational can all be effectively interpreted with explaining and designing information for visitors in an entertaining and educational way. Promoting museums and historic sites to be lifelong learning resources for leisure time needs creating attraction to their aspects. In a century of globalization and technology as nowadays; many attractive entertaining places for leisure time such as game rooms, sports, and other entertaining centers are hard for historic sites to compete. Thus, effective interpretation of historic sites to engage with school curriculum as an outdoor

education, or providing for family's leisure time must be circumspectly considered. Two main experiences which general visitors and school children would be offered from heritage sites are; the experience of authenticity that the visitors have contact with actual objects of the past, and the experience in value of heritage sites can be shared with others that not available elsewhere.

When presenting a historic site as an attraction for heritage tourism, one should consider the effect on the community and actively promote community support. Tourism relies on friendly cooperation of the community surrounding the attraction and local people are a part of the tourism product and must be considered. Where planning and development do not take into account the desires of the community, resistance and adversity might occur. If community needs are considered and integrated, tourism can help fostering a sense of preservation of historical heritage. In this case, tourism can help to stimulate aspects of cultural heritage that may otherwise be lost due to lack of appreciation and interest (World Tourism Organisation, 1998).

The most important factor that can lead management of heritage sites to achieve goals and objectives is funding. Regardless of the method used, securing funding is one of the difficult obstacles for establishing and maintaining an interpreted heritage attraction. Additionally, funding is not limited to a one-time expenditure but rather requires continual payment to maintain the sites, to provide printed documents such as brochures, pamphlets, etc., to provide signs around historic sites, or other equipments in a visitor center. For example, printed literature is the primary method of interpreting sites, and ranges from small-format brochures to booklets and large posters. Printing is expensive while using of these interpretive media is continual needs up-to-date and free of charge. High distribution rates of the printed media also need high funding in the same level. Although many sites develop a virtual visit via the internet, which visitors can download and print by themselves before the visit, those printed documents may lack in putting a colorful, useful and exciting program.

In Thailand, almost all funding to the heritage sites is from government, therefore the ethics of utilizing public funding sources to establish historical attractions should be considered. However, the issue of funding limitation could be assisted by encouraging community participation.

Historic preservation planning is important because successful efforts may take several years, involve many groups of people and organisations, and often require extensive funding. It is not difficult to identify what needs to be done to preserve sense of identity and its important places. It is more difficult to launch and implement education. Planning is the key to ideas becoming realities.

Interpretation methods

A heritage site generally has a great variety of meanings. An effective interpretation must select the meaning that should be transmitted to the visitor. After that, the interpreter will decide the proper techniques to interpret it.

The interpreter may face some problems in this process of choosing. For example, authenticity is a problematic dimension for those that are concerned with the preservation and integrity of heritage places. Dangers arise because it is relatively easy to invert history and to turn heritage into a marketable product (Herbert, 1994).

Lee and Balchin (1995) suggest that in psychological terms the aim of interpretation is to achieve learning. It can help visitors gain higher knowledge of historic sites and should increase awareness in some places. If interpretation succeeds in first increasing visitors' understanding of the place they visit, it is hoped that it will consequently lead to the respect for an area (Bramwell & Lane, 1993).

Various methods of interpretation and education are implemented in historic sites around the world. Interpretive materials range from visual attractions on-site to printed media for distribution, and often incorporate mass media such as television, magazine and newspaper articles, and the world wide web. The most common interpretive strategy for heritage sites is the production of literature such as brochures and pamphlets to describe the site and surrounding. Brochures for cultural resources must contain all information, including history, interpretation, images, site plan, and visiting instructions in the limited space. Interpretive methods seek to impart accurate information about the resource in an engaging and easily comprehensible manner that allows intellectual access to the past (Roberts, 2004). Materials must catch the visitor's eye, interest, and delivering the message of preservation and protection for maximum impact. It also needs to be written to benefit adults and children. The most effective interpretation for imparting information does not simply give facts but integrates the resource into the larger historical picture and describes what impact the resource had on local cultural identity and community history.

Three major learning components to create effective communicate themes should incorporate: educational, emotional, and behavioral. The educational component is the information that interpreters want people to learn from interpretive programs; the emotional component is how interpreters want them to feel after experiencing it; and the behavioral component suggests an action for them to take. While the educational component gives visitors the necessary information to make a decision, the emotional and behavioral components enable them to act on their knowledge. For example, an interpretive sign designed to keep visitors out of a fragile monuments area would explain what the impacts of visitor use on the monuments area are (educational component), how this harms the archaeologies of the area (emotional component), and how visitors can prevent this impact by staying on walkway in the area (behavioral).

The first consideration in developing the format and types of interpretive materials is determining the target audience. Nevertheless, to meet the goals or objectives of preservation is not easy and one cannot achieve success by a small brochure. Many programs created by an interpreter or manager of the site will be employed in several forms of interpretive material to provide the whole picture or to

enable the visitor to choose the form best suited to their particular desires. The overall theme or design of signage and other interpretive materials is an important consideration.

Interpretive methods beyond simple identification labels encourage visitors to think about exhibited artifacts in terms of meaning, symbolism, and factual description rather than simply as objects. Not only is there the process of choosing for interpretation, but also each historic site has a different attribute, management, and plan. The way to interpret its meaning is different too. Some sites set up a framework and model for interpretation, conduct surveys to learn more about their visitors, and about what visitors want or want to know. These steps are very important for heritage interpretation in selecting the right information, methods, and media to reach the target groups. A practical method is asking some questions relating to the heritage site, its meaning, and the visitors. For example, Renee Sivan (1995) argues that a visitor center is a place close to the site where information can be made available which can be extremely helpful.

Table 2 presents some important questions and practices to create heritage interpretation.

Table 2: Questions and practices of heritage interpretation

Questions	Practices
Visitor Center	Like gateway before reaching the physical site. Visitor center is the place where many techniques can be presented to communicate in clear and attractive form, to provide enough information to make the visit enjoyable by creating contact between visitors and the heritage site. Nevertheless, it should not substitute for the visit to the site.
Signals	Heritage signals have an enormous value, because not only they help the visitor who wants to visit the heritage site, but also they persuade the occasional visitors. The signals should be located near to the heritage place such as on roads in order to help the circulation.
Interpretive panel	Inside the heritage area, the visitors should be encouraged to concentrate on the heritage itself. Certain aspects can be easily interpreted with the help of pamphlets. Clear and well-edited pamphlets, with little text and many images, can act as effective mediators between visitors and the heritage site. Information can also be transmitted efficiently using well-designed interpretive panel, as long as they are not interfering, but are concise and attractive.

Table 2: Questions and practices of heritage interpretation (continued)

Questions	Practices
Guided tours	The guided tours are useful to ensure physical orientation. These kinds of visits are useful to those groups that want to gain references in a way to understand a locale or work of art. These guided tours are ensured by interpretative guides or specialized lecturers. The guided tour should be adequate to groups of the general public, specialized visitors or scholar groups. Nowadays, the interpretive guides or specialized lecturers should be able not only to contribute to the heritage appreciation, but also to animate the visit and present the tourist environment.
Language	The heritage places attract not only national visitors, but also, a large number of foreign visitors. This aspect indicates a need for language support. It is recommended to have foreign language versions of all commentaries and pamphlets.
Creative activities	Some activities include opportunities for visitors to try, by their own hands, ancient craft or production techniques associated with the heritage site.
Living history presentations	The living history presentation should respect the true heritage meaning, the interpreter should not make reconstructions without a profound knowledge of heritage history.
Internet and new technologies	Recent technological developments have enlarged the choice of methods to help visitors visualize the life of an ancient site. These elements can convey detailed information. Effective methods include models and multimedia presentations that evoke the atmosphere of the past. When these elements are located close to the site instead of being isolated in a distance structure, visitors are able to relate the information to what they are actually seeing, and that information can assist them in visualizing the site at another time. These techniques have the additional advantage of not requiring much written text, so that visitors are free to concentrate on what is visible around them.

Source: Adapted from Sivan (1995); Goncalves (2001); Harrison (1996); Schouten (1997); Rumble (1992).

One of many effective interpretation methods is advertisements that can transmit information of cultural heritage and heritage sites to the public. To achieve greater efficiency in development and advertisement of attractions, this method needs cooperation from local organisations, such as chambers of commerce, visitor centers, and even schools in the area to provide accurate information. The public and private strategy also incorporates the important aspect of involving the community in the promotion of their heritage and helps to foster a sense of stewardship toward the

resource. Relying on the community is very important in the form of a support group or organisation created to help establish and manage heritage sites, encourage local people to become and to stay actively involved in their heritage attraction that will lead to sustained preservation. An active local management can be strongly tied to high level of community interest and involvement.

Exhibition is another interpretive method that is intended to offer additional educational opportunities to people who want to learn about historic sites when visiting the physical place while a web site can help simulate a plan or shape of a monument before visiting the site.

Usually, the heritage interpretation emerges as a possibility to attract visitors and children. A conclusion from analyzing table 2 is that there are many questions concerning interpretation of a heritage site. Heritage sites as a huge outdoor or “open-air” museum faced with the difficulty of interpreting a meaning from those ruins. They also are criticised for limiting the past, and in some cases “silencing the past” (Trouillot, 1995) through interpretive media that artificially organize and restrict history, presenting the past merely as a text of the present (Bennett, 1995). Uses and interpretations of the past seldom are “value neutral” (Fowler, 1987). Political and social agendas shape the way sites, objects are interpreted and define what is featured and what is ignored (Lavine, 1992). Surroundings of a heritage site might be a limitation on providing a good interpretation in the arena. Sometimes, heritage sites are criticized for not providing visitors with sufficient information or interpretive scope to allow the past as presented to be meaningfully related to the present. Therefore, challenges to knowing and interpreting the “real” past are recognised and often are stated for visitors.

Good interpretation is based on a detailed knowledge of the needs and desires of many audiences, a sophisticated understanding of the significance of the site and communication skills. The best question for preparing an interpretive plan integrating with education is a definition of who are the targets of education and interpretation initiatives. Furthermore, visitors are simply trusted to participate in conservation of the site due to their belief, fostered by interpretation that the sites are valuable and should be left for future visitors.

Professor Sam Ham built four basic principles from the interpretation definition of Freeman Tilden to develop good interpretation. The four words, *Entertaining, Relevant, Organised, and Themed* were abbreviated to EROT, and it has been broadly applied for interpretation. Entertainment (E) does not mean to raise at a goal of interpretation but while visitors are at the site they expect to enjoy, to relax. Some may expect to get knowledge like students in a school trip in which serious ideas and information could be best communicated to ensure that visitors want to stay around to listen and that they can remember. Relevant (R) means that provided interpretation can encourage visitors to be able to connect the new information to their prior knowledge, and it must relate to something that is personal to a visitor. Well-organised (O) interpretation must be easy to follow and understand.

Theme (T) is an information, a message which must be carefully considered to be conveyed to visitors by making it meaningful and memorable.

Interpretation planning for cultural as opposed to environmental heritage is a relatively new field in Thailand. It is very rare to find a model of good interpretation planning available for comparison. Most of the historic sites still do not develop the kind of plan needed by a large site. This study therefore has to refer to good interpretation plan in other countries.

In the United State of America, Australia and many European countries, interpretations are successful by focusing on the significance in an interpretation policy incorporated with a conservation plan. An example is the Port Arthur Historic Site in Australia. The interpretation policy was adopted as follows:

- Interpretation of the Port Arthur Historic Site will be undertaken in accordance with this Plan.
- Interpretation programs and messages will have primary regard to the significance of the site.
- The approach to interpretation will extend beyond the Port Arthur Historic Site itself, providing an understanding of the place in its historical, geographical and social context.
- Messages to be conveyed in interpretation will be developed in consultation with all involved in developing, managing and delivering that interpretation.
- Interpretation will be based only on sound, contemporary and scholarly research.
- Interpretation programs and initiatives will be undertaken in a manner that minimizes impact on the fabric of significant elements.
- Interpretation will extend to historical activities, structures, places and landscapes and will, where possible, focus on real historic elements. The introduction of new, purpose-built interpretive elements will be minimised.
- Regular evaluation will continue to inform our interpretive activities.

Source: Interpretation Plan of Port Arthur Historic Site, 2005.

In addition to the conservation plan and interpretation policy, the authority also set up aims of what was to be communicated to visitors:

- the significance of Port Arthur.
- an outline of Port Arthur's history, structured around important thematic messages.
- a connection between that history and the present.
- the practice and purpose of conservation here.

Meanwhile interpretation will seek to provide:

- at least one experience that caters for each visitor's special interest.

- a meaningful experience for parents/carers to share with their children.
- an opportunity for visitors to extend their knowledge and understanding of Tasmania's and Australia's history and heritage.

The effective conservation plan and interpretation policy should be revised in every defined period to ensure that all programs are still effectively used.

A popular body of theory that is used to support interpretation is museum theory that can be applied to historic sites as outdoor museums. Museum theory is an accepted element in historic preservation studies and often concentrates on the material object as the focus of exhibition and interpretation strategies (Macdonald and Fyfe 1996; Henderson and Kaeppler, 1997). Museums are explicit about what is genuine and what is imitation, and the public responds to that honesty with trust and interest (Thomas, 2002). Visits to historic sites and museums help people feel connected to their past. At least part of the reason for this, according to one study, is that visitors feel they discover "true" history at historic places that provide a sense of personal participation in the past not obtainable from books or television programs (Rosenzweig and Thelen, 1998).

Museums have undergone a paradigm shift from being collection-driven to being visitor-centered, from "being about something to being for someone" (Weil, 2002). From this experience, many managers of heritage sites around the world have changed their management by establishment of a visitor center. Many of them have also adapted contemporary museum theory, which is concerned with questions about the changing character of museums, the evolution and potency of interpretive methods, the relationship between museums and their communities, and how displays and texts influence the visitor experience.

The first "open-air" museum at a historic site was opened in 1891 at the town of Skansen near Stockholm, Sweden, and the concept was transplanted to the United States in the 1920s and 30s (Bennett, 1995; Murtagh, 1997). Because museums without walls do not have the socially constructed boundaries of ownership associated with traditional museums, they often are contested spaces. Opinions are expressed through arguments about what the sites represent, appropriate use of the resource, and who should decide the answers to these questions (Hetherington, 1996). Interpreting heritage meaning, particularly in the aspect of political and religious significance, is sensitive. Therefore, interpretation to convey messages of heritage sites should be discursive, and are encouraged to be open and honest about their messages (Greenhalgh, 1989).

Each historic site is unique, requiring interpreters to consider its significance, site sensitivity, physical integrity, environmental conditions, and safety concerns. Establishing a historic site as an attraction for tourism without consulting the community is a high risk for disaster while promoting a site as some communities might wish also is not desirable. Effective interpretation of historic sites helps to illustrate their value as invaluable objects that can be reached by visit and study to the public.

Effective learning by learners themselves, particularly in children needs interaction interpretation. By the characteristic of constructivism, interactive seems to be the key issue for interpreters to think about how interpretation can help children to interact with the site with in their own interest when they are in the school trip or in the leisure time with family. Interpretation for children is a communication process with three kinds of objectives that focus on learning, behavioral, and emotional.

Heritage interpretation in Thailand

Interpretation and interpretation services benefit both the heritage and tourists and draw public support by enhancing visitors' experiences and educating in appropriate behaviors to conserve the historic sites (Hall & McArthur, 1993). Current heritage interpretation in Thailand obviously focuses most on foreign tourists, while people in the local community have not realized its objective in depth. They see the most important benefit is gaining revenue for their families and community. Many monuments in the area of the Ayutthaya Historical Park and around the Ayutthaya Historical City are in less of interpretation even fundamental of appropriate heritage interpretation.

In Thailand, although the Ministry of Education and Cultural has been established to take responsibility in education but there has not been obvious goals of enhancing heritage interpretation into the main objective of cultural transmission that was defined in the National Education Act. Many educators realize the historic site visit can be a learning experience and it is an efficient and effective way of enabling schools to meet educational requirements.

Historic sites and visitor experiences can be preserved and improved by effective interpretation that monitors the flow of visitors, provides clear directions for safe behavior, and provides direct and indirect information that fosters visitors' appreciation and conservation of the monuments (Moscardo, 1996).

Similar to effective interpretation services for general visitors, heritage interpretation for children should be effectively provided. Its effectiveness must be ensured both in the short term and over the long period with monitoring to improve its direction and to be in line with education framework. One of the most difficult aspects of the establishment and management of historic site is determination of success in terms of both resource protection and popularity as an attraction because lacking of a well-planned interpretation in Thailand.

Links between learning and heritage interpretation

Every heritage site is unique, both in its present and past realities. A successful presentation that is precise, sensitive and attractive takes into consideration the size of the heritage site or building, its physical importance and its aesthetic value. After evaluating these elements, a professional must make decisions

about the message that should be conveyed, the story that should be told and the methods that will best allow this to be achieved (Sivan, 1995).

Interpretation describes how the heritage attraction covers history, stories and artifacts; it refers to the degree of information available and to the nature and quality of that information. However, the interpretation should consist of more than just themes or unconnected historical accounts. It should provide a stimulating experience (Goulding, 1999).

The benefits of interpretation can arise in the four objectives of recreation, promotion, economic benefit, and management. Firstly, it is necessary to enrich experiences by adding value to the visitors' experience and enhance their enjoyment. Moreover, interpretation should provide essential facts about the area so that visitors can make appropriate recreational choices. Interpretation can promote awareness of and public participation in heritage management issues and can gain increased support for policies. To promote the historic site activities; interpretation can provide information about the historic site and its values, so visitors come to appreciate why it is protected. Interpretation can also be used to achieve economic benefits, for instance encouraging visitors to visit or to stay longer at the site by attracting them with the values, aesthetic and significance of the site. This not only brings in visitors' money, but also provides follow-on economic benefits through direct and indirect benefits. The last objective is management; interpretation has been used to alter visitor behavior on site although the link between knowledge, attitude and behavior is a complex one. By teaching visitors the minimal impact practices, the impact of visitors on the fragile archaeologies can be reduced, creating support for conservation in the first step could be lighted up.

Preservation of historic sites is also preservation of societal values. At this point interpretation becomes a significant element in preservation. Through interpretation, the importance and value of historic sites can be communicated to a larger public. This communication can lead to an understanding of the resource's value to society and thereby contribute to its preservation. Interpretation can deal with broad scope issues like environmental degradation or deterioration, communicate to the public and gain their support.

Public education and outreach strategies are the most effective to educate people's understanding in preservation and conservation. However, no empirical evidence exists that indicates that a better understanding of archaeology or that what can be gained by studying the past results in increased protection for historical or cultural sites (Stone, 1997). On the other hand, no existent empirical that shows a better understanding of heritage sites does not result in increased protection. Not only a heritage interpreters, but also archaeologists have to take this crucial responsibility to explain why the physical remains of cultural heritage are important. Archaeologists must convince the public to think like archaeologists, to understand and believe the past is important, and to protect and conserve what is left to the past (Zimmerman, 2003).

Public education and outreach efforts often, and intentionally, lead to the public's desiring to visit the resource, resulting in heritage tourism becoming one of the fastest growing segments of the travel industry (Boniface and Fowler 1993; Jeffries 2001). While visiting a heritage site generally is encouraged, people who have concerns in all responsible areas must strive to ensure zero or low impact to the fragile resource in order to create a sustainable attraction and to preserve the resource for the future.

Public education is a crucial tool to impart a sense of protection for many ruins of historic sites to local people, children, and even foreign tourists. Continuously creating understanding of the importance, significance and value of heritage sites such the Ayutthaya Historical Park needs cooperation among concerned organisations. If public education is ignored, the future of many historic sites may be ignored as well. Consequently, destruction or sale of archaeological resources may occur.

The heritage interpreter is responsible for explaining the importance of the historic site and why it should be preserved for the public. Interpretation by persons who recognize the importance of the historic sites and the value of public education can have a powerful effect. Although in some unfortunate places, educational efforts, and even actual physical barriers are not enough to protect historic sites from intentional damage. Energy is generated when a cause is believed in; this energy is transmitted through the interpretation and can affect the audience (Greenhalgh, 1989). The transmitted energy is not only a meaningful of physical, but also the transmission of idea if it could be established in children. The best method that can ensure the sites is treated with respect and care is educating people who visit the site.

Children's interest and involvement

The involvement of children in the process of protecting historic sites is one of the most common attributes of preservation around the world. Education should be integrated as a component of heritage preservation and management. Successful interpretation needs a combination of educational and interpretive programs and must be able to specify the target audiences by on-going support from research and evaluation. Furthermore, if we can identify which groups of visitors can contribute to heritage protection, and understand how and why, this will help strengthen conservation.

People including children have a right to their historical and cultural experience. A sense of heritage is fundamental to the well-being of every individual and group, and knowledge of that heritage is essential to full participation in society. People must possess the skills to learn about their history and culture and the value to protect and respect the heritage. Everyone should participate in their roles in preservation of heritage sites. Thus, teachers' roles are as the stewards of the nation's heritage whether they are in the classroom, the museum, the library or other

organisation. They are responsible for transmitting a complete and accurate account of the events, beliefs, values and traditions that have shaped their communities.

Some examples in the United State can be quoted. Five miles from downtown San Francisco, students can trace three hundred years of the history and culture of North America as well as prehistory. Alcatraz records Spanish colonization and the evolution of penal justice in the United States. The nation's response to foreign threats is preserved at the Presidio, shipyards and a nearby NIKE missile base. The Golden Gate Bridge documents the triumph of science and technology. In addition, the Bay itself gives witness to changing values toward natural environment (Hunter, 1990).

This approach to teaching is often referred to as "heritage education" (Hunter, 2000). It is not a new term, or a particularly new approach in teaching but it has been used in England and Europe for a long time to describe a large number of varied educational activities that focus on the built environment and material culture as resources for teaching local, regional and national history. These activities tend to be designed for one-time exposures to the heritage education approach through field trips to historic sites and museums, or interpretive exhibitions, or special classroom presentations. At present, heritage education tends to concentrate on the design arts, architecture, and social history. However, education and interpretation strategies often are designed to explain the knowledge value of the resource to the public and to describe the benefits of preservation.

In the United States, heritage education is not thought of as a specific discipline or subject in elementary, secondary or higher education. However, it is described as a multidisciplinary approach to teaching that introduces students to the physical evidence of the past as primary documents of history and culture. However, practitioners in heritage education from preservation groups and historical societies often develop heritage education activities in isolation from the school curriculum and deliver the activities for a limited grade level outside the regular school program. In addition, some heritage education practitioners in the United States have been very successful in gaining the support and involvement of teachers and schools in developing heritage education presentations and activities. Their success has resulted from integrating the values and principles of heritage education into the broad educational goals and curriculum objectives of their schools.

In Thailand, there is no evidence to support cooperative heritage education into the formal and informal educational programs. Heritage sites in Thailand mostly are interpreted with the aim of encouraging access to create revenue to the local community. There is no obviously seen for the aim of education and preserving the resource. If heritage education is to have a significant impact on how history and culture are taught in the country, it needs to become a routine approach in teaching as a subject in the school curriculum.

Historicity and fact that lie behind the historic sites are subjective and very sensitive, which have to be carefully interpreted and presented. Some aspects such

economic exploitation may influence and twist the meaning from what it should be or may be hard for children to understand the deeper implication. Selective contexts and methods will enhance the value of heritage sites and lead to better understanding. Closely related to a part that Tilden stated; interpretation should reveal “something of the beauty and wonder, the inspiration and spiritual meaning that lie behind what the visitor with his senses perceive” (Tilden, 1977, p.3). Therefore, children can discover by themselves what lies beyond the facts and what it means for their life.

A practice in Bulgaria, which shows contribution to reinforce children power in heritage preservation, was in 2001 in ‘The European Heritage Days’. The exhibition under the main theme ‘Children, Young People and Heritage’ presented a creative study of the heritages and children became guides in the museum. This creative event was organised by major organisations such as the Ministry of Science and Education, the Ministry of Culture, the State Agency of Youth and Sport, the Bulgarian National Committee of ICOMOS and the National Institute of Cultural Monuments.

It could not be only heritage sites or schools provide an effective interpretation for children. It could not be only teachers who encourage growing up a sense of preservation in children. Interpretation of heritage sites is an effective means of protecting sites while educating children about the need for preservation of non-renewable cultural resources. For school curriculum, how interpretation methods might be used to promote better understanding rather than reading and remembering for final test in the class. That is to say, success in education and interpretation should involve:

- Children perception in the means of preservation.
- Participant hours in education/ interpretation programs (exploring by themselves with reading and/ or visit the sites again with family as leisure time).
- Coincident with educational curriculum.

Effective involvement of children in promoting protection of the resource of historic sites needs comprehensive education for children in both the local community and outside the area. By encouraging children to participate in the investigation of their own heritage and its presentation for example, young volunteer tour guide which can be either from local student or visitor school with help from teacher to select one or more of students to play their roles as a tour guide. To be an explainer, children need to read and explore further information. At the same time, they unconsciously acknowledge the guiding principle of heritage interpretation. The program might be provided by teachers and some of lesson plans should be added to help turn historic sites into learning opportunities. However, the issues that should be aware are about the content or interpreted messages.

Interpretation and education process model

In Australia, the interpretation and education process model was developed by the Department of Natural Resources and Environment, Parks Victoria, and is considered in this paper as a best practice to be used as a fundamental concept in Thailand. Although the process model was developed as a business model for organisations that provide services for interpretation and education in a park, it is also suited to be applied for heritage sites as well.

The process model comprises five key stages: Define, Develop, Deliver, Evaluate and Support. These are integrated with a core of on-going evaluation. The strong point of this process model is in setting up the key performance indicators as a measurement to monitor achievement of its goal.

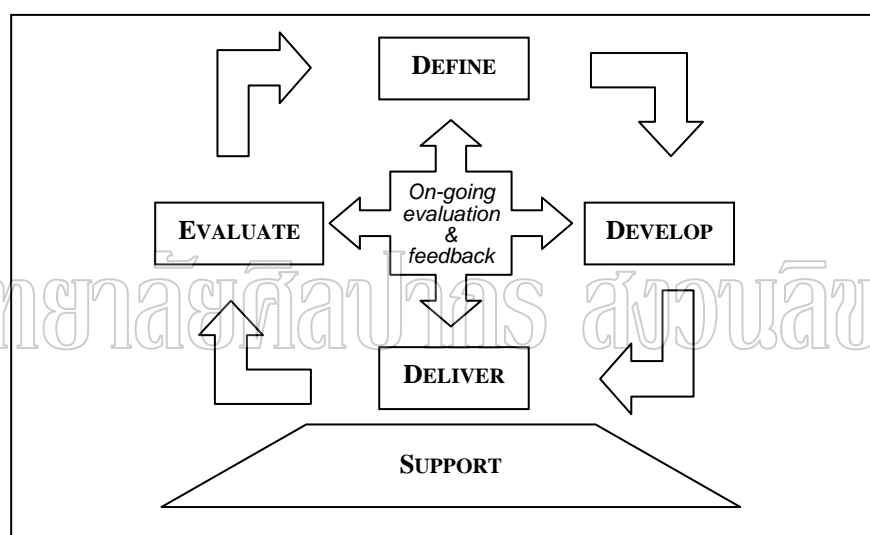


Figure 8: A Model for Interpretation and Education (source: Earthlines consortium, 1999)

The process model can be described in more detail, in terms of each stage:

1. Defining stage is the first step, to define clearly the objectives for interpretation and its links to education including its mission statement. Benefits and outcomes are very important issues to be addressed at first, defining the model.
2. Developing stage is to deploy objectives and goals by using many methods and techniques to analyse visitor needs, identify key customers, key messages, appropriate interpretive methods to deliver messages, and setting up key performance indicators.
3. Delivery stage includes controlling to ensure that interpretation is in accordance with target objectives, timelines, budget and standards. Monitoring by feedback can help improve the effectiveness of interpretation.
4. Evaluate stage is the follow-up to check the delivered interpretation, by systematic assessment to ensure achievement of outcomes and

performance. This step too frequently ignored. One of the most difficult aspects of the establishment and management of interpretation plan is determination of their success both in terms of resource protection and popularity as an attraction

5. Support addresses responsibilities such as human resources, skills and their deployment, financial resources, technology, equipment and supply of material. All of these are useful resources, can carry a high cost, but facilitate many aspects of the goal; for example, information technology supports communication, data analysis and evaluation.

All the stages are integrated and were developed as a tool to help check all aspects of interpretation and education are being addressed. On-going evaluation and feedback amongst all five stages can help monitor decisions, outcomes and activities in any one stage. Meanwhile, developing stage also contains interpretive design that must consider carefully about messages and themes to convey to visitors. Accurate information is essential for meaningful interpretation which makes connections between the historic sites and people. It is important to get the facts straight by careful research and to be honest about presenting unsupported by other evidences or stories.

Finally, the key strategy is not only establishment of interpretation and education process model, but also in detail of the model and plan should contain a practical process model for interpretation planning. Benefits of interpretive process model are:

- to help planners create effective types of interpretive products or services that connect visitors to the meanings of a place, object, or event,
- to ensure accurate information and skillful delivery to the focused elements,
- to equip a sequence of activities that can develop opportunities for visitors (children) to make connections to the meanings of the resource as well as an idea that is relevant to the resource and visitors.

Ideas for an interpretive process model

A process model for interpretive products for children is similar to a general interpretive model and can be designed at the time of first creating the interpretive process model. Its steps might be as follows.

1. **Select a tangible place, object, person** or event that we want visitors to care about. In this study, the Ayutthaya Historical Park comprises many places and monuments, which will be visited by school children; and each place, or monument should be located in a priority for an interpretive plan. In this stage, a significance assessment is needed to explain (to children) why a place, building, artefact or collection is valued as heritage and to provide further information for its management and interpretation.

2. Identify intangible meanings. Each place and each monument has its own background and significance, so its intangible meaning has to be carefully articulated to be conveyed. In particular, the idea of growing up with a sense of preservation in children should be in line with the prior knowledge they learned in the class.

3. Identify universal concepts. Because the universal concept is an intangible idea to which everyone can relate, it can help the visitor make personal connections to the meaning of the resource. Although most of the school children who visit the Ayutthaya Historical Park are not the local people of Ayutthaya province, the universal concept of each place can be conveyed in the sense of people of a nation.

4. Identify the audience. The first consideration in developing the format and types of interpretive materials is determining the target audience. This is a crucial step to provide a well-designed interpretation, particularly for children. To know much more about the audience can benefit the interpreter in creating interpretive products. Effective interpreters can identify their audience very well by gathering and recording some impressions from visitors continuously, to learn about visitors' understanding.

5. Write a theme statement and a universal concept. An interpretive theme is a tool that can develop visitors' ideas in order to inspire connections. A single short sentence can link a tangible resource to its intangible meanings. Successful interpretation occurs when audiences make their own connections to the meanings of the resource.

6. Use interpretive methods to illustrate the theme statement such as descriptive language, stories, explanations, activities, and demonstrations as a tool to develop a link to the theme. Materials must catch visitor's eye and interest and present information in an entertaining manner while remaining historically accurate and delivering the message of preservation and protection. However, success depends on an opportunity and choosing tangible or intangible elements to link to the theme.

Significance of evaluation

How do we know what visitors know or learn? This is a popular question in the countries that have developed heritage interpretation as a part of the master plan to manage the sites or museums, namely United State of America, United Kingdom, Australia, and New Zealand. A manager of a heritage site or museum cannot know if or to what extent the site or museum is meeting its goals unless he or she has an evaluation plan.

Evaluation is the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy (Weiss,

1998). Evaluation of the effectiveness of interpretation is often recommended, but rarely undertaken (Uzzell, 1998). Although learning in museums, historic sites, and national parks are defined as informal learning and it was commonly believed in the past that could not be measured. Today, it is widely acknowledged that learning in either museums or cultural heritage places can be studied and assess visitor knowledge.

To ensure that all the interpretation services are designed and executed effectively; a continuous evaluation process is needed. Evaluation should be the essential part of the process for improving the exhibits and visitor centers. It should be an ongoing process in order to improve the effectiveness of the interpretive program (Uzzell & Ballantyne, 1998). Moreover, evaluation is necessary to determine whether interpretation is achieving its goals.

Evaluation can be transformative and is a highly valued process that plays an essential role of mediator and informer (Eberbach & Crowley, 2004). Only 10 years ago, it was commonly believed that informal learning could not be measured. In the world of a wealth of information like today, many resources can support assessment of visitor knowledge, and learning in museums or heritage sites can be studied via evaluation that can help transform questions of belief into empirical questions.

Evaluation encompasses all of the processes through which an institution can assess some aspects of its effectiveness. However, its effectiveness depends on the timing of evaluation that can be described as three broad types (Klemmer, 2004).

Front-end evaluation normally generates information to be used for future program development and occurs in advance of the project. The primary goal is to learn about visitors' prior knowledge so that the program or the project can be planned and designed from the start.

Formative evaluation provides information for improvement and occurs during project development. By this evaluation, many elements such as models or prototypes are used to extract responses from visitors.

Summative evaluation is used to assess the effectiveness at the end of the project to answer if it meets the goals. The method might comprise a simple count of visitor through a program, as well as more complex studies of what people learned. Information from summative evaluation can be used to improve future versions of the project.

There are two methods of evaluation:

Qualitative evaluation emphasizes depth of understanding with utilization of text-based responses and small sample groups. The data tend to be more open-ended, rich in detail, and less quantifiable. Participants in this method may be interviewed, or may be asked to participate in a focus group, or respond to open-ended survey questions. So data in qualitative method are typically words and

usually non-numeric where the advantage is to provide a rich visual picture of examples. The disadvantage is that it cannot show the numbers who might hold a particular view.

Quantitative evaluation uses numbers-based, and can reveal many aspects of visitors: behavior, opinion, or learning. Quantitative methods may include experiments, tests, observation, surveys with categorical questions. Sample sizes tend to be larger than qualitative method and data can generate statistical confidence.

Evaluation experts try to balance an evaluation plan by including both qualitative and quantitative methods because they recognise the benefits to be gained from both aspects. Quantitative study can provide an in-depth assessment of what visitors or students have learned, with qualitative data bringing color to the picture through examples.

Many places such as historic sites, museums, and national parks can be evaluated an external professional evaluator while some of them conduct an internal evaluation by the organisation's employees. Both external and internal evaluation can be used, depending on the project, its focus and scope, and funding available. A new and growing option is to blend the two methods through a process called *evaluative learning* (York, 2003). York described four key characteristics of evaluative learning:

- Evaluation should be **ongoing**.
- Evaluations need to be **collaboratively designed** to ensure buy-in and support from everyone.
- **Key stakeholders need to serve as leaders** to move the evaluation process forward if the organisation and everyone involved is to learn and grow.
- **The primary purpose of evaluative learning is organisational learning.**

To measure effectiveness of an interpretation of historic sites or museums, one should not by-pass the necessary step of evaluation. The next paragraph will illustrate an evaluation hierarchy to broaden understanding of the significance of evaluation.

Marcella Wells and Barbara Butler (2004) wrote their concept of evaluation in a visitor-centered context in the form of helpful hints for understanding the effects of a botanical garden program. They mentioned that educators in museums, botanical gardens, and other informal learning settings have interest in understanding the impact that exhibits, programs and publications have on visitors over the long term. They presented a visitor-centered evaluation hierarchy that illustrated the breadth of evaluation opportunity and needs.

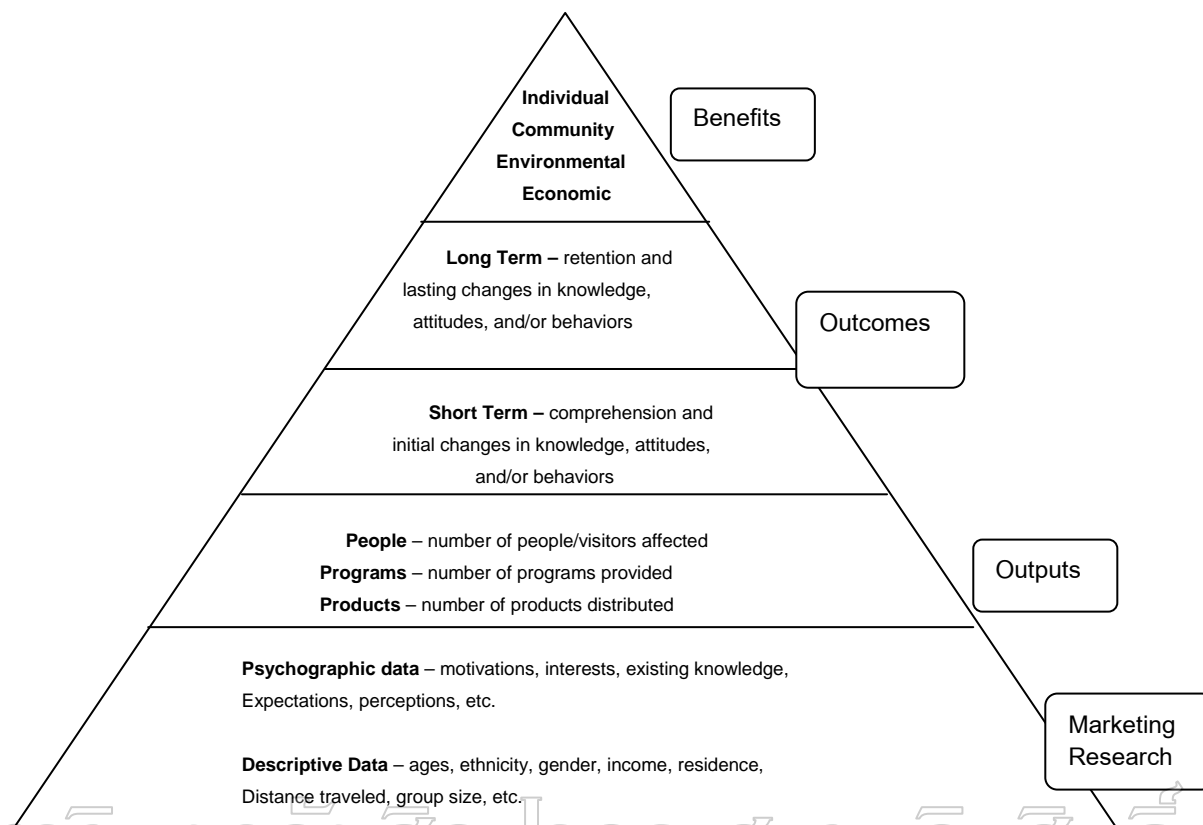


Figure 9: Visitor-Centered Evaluation Hierarchy

(Source: Marcella Wells, Public Garden, Issue Two, 2004.)

Wells and Butler created the evaluation hierarchy model to help provoke thought about the importance of evaluating visitor experiences in the places where informal learning is active. The hierarchy can be helpful in many aspects:

- **Diagnostic tool** to help organisations like museums, public gardens, and historic sites decide the types of information that informal visitors might want and how to gather and use that information properly.
- **Management tool** to explain the possibilities of the project to stakeholders.
- **Teaching tool** to brief visitor studies by using the hierarchy as a shortcut.
- **Research model** to stimulate a dialogue about creative evaluation approaches.

In many parts of the world, museums and cultural heritage sites has been managed by non-government organisations. They need to worry about number of visitors as well as quality of the experience they provided for visitors. Fundings of these museums and cultural heritage sites are from the operating income such as ticket sales, donation, souvenir, etc., thus increasing in number of visitors and repeating of visitation are very crucial factors. Thus, evaluation is done to ensure that provided programs for visitors are on track and successful. It is not simply a tool to

assess program outcomes and document success or failure; it can also be used to ensure program success throughout the process of program development.

In addition to providing evaluation for funding, another major objective is to understand who is the true audience of each program? This can help educators and interpreters focus the right theme and method to convey to the right visitor group. For instance, the Ayutthaya Historical Park certainly does not seek funding from visitors while some parts of it are protected areas that also should not seek to have more visitors; its interpretation program should focus on transmission knowledge of protection instead.

Sustaining heritage interpretation

Heritage interpretation is not a one-time planning. Its significance may have changed over time due to new information that might come from researches. The measures established for outcome of museums, heritage sites, and national parks can assess the degree to which they educate the public of the significance. The assessment is an attempt to raise concerned people's interest in exploring the effectiveness of interpretive programs in relation to school curriculum needs.

Evaluation is a certain tool that helps planning and providing the right effective interpretation for the right group of visitors, particularly for school children that it might be an integral part of school curriculum. In some heritage places that have never planned for interpretation before, evaluation could be a fundamental tool to start implementation. To sustain interpretation, it needs evaluation and assessment to revise, redesign, and improve into the better interpretive methods. The results of evaluation may be useful to help re-consider current curriculum, course content (of history subject), and the teaching-learning processes.

The ideology behind the development of evaluation is that of bringing new knowledge and experience for the growth and development of the existing knowledge base of the visitor. Historic site with its evaluation of interpretation can therefore become an integral part of the school curriculum as well as being a powerful resource for educating the public.

In summary, evaluation is more than just a requirement: it is how historic sites, museums, and national parks assess their own impact and make decisions about future development of programs, projects, exhibits, or entire new gardens. It is not necessary to create a comprehensive evaluation plan all at once, but it is always a good time to start on some aspect.

Lessons learned from literatures

Sustainability of historic sites need sufficient conservation that is systematic planned. A key factor towards the heritage conservation is transforming meaning including the significance and heritage value to not only tourists for revenue but also

should comprise of the stakeholder such as local community, conservation organisation, and school.

The literatures on principles of interpretation stress the importance of providing interpretation in museums, national parks, and historic sites. One of the principal functions of heritage interpretation is to enhance the visitor's 'sense of place' that will in turn enhance their awareness and understanding, and will lead to a sense of the need for preservation ranging from children to adults. As Tilden's principle pointed out an interpretation for children that should approach in a distinct way. The literatures offer findings that this study project will use to initiate developing a guideline of a process model to provide interpretation for children at the Ayutthaya Historical Park as a pilot project.

To achieve the goals of effective interpretation plan, interpretive methods function to convey the meaning and significance messages of heritage to audiences. Without interpretation in some cases and some places, meaningful relationship of an object is not able to communicate to visitors. Various types of visitor need distinct interpretive method according to its objective such as educational objective therefore, it should be carefully provided. And because of interpretation is a management tool for aspect of economic developing, sustaining environment and resources, and heritage conservation. The finding from published interpretation guided this research study to affirm the necessity of heritage interpretation by exploring existing (things if it could be called) interpretation in particularly, for children at the Ayutthaya Historical Park by asking a research question of how heritage visit can reinforce to developing the sense of preservation in children. And also results are expected to disclose according to the fundamental of interpretation planning, at least basic information of school children such as range of age, type of a school trip, thing that they want more from inexistence and the most important is what they learn from the site visit.

Professional interpretive method

However, effective interpretation will be planned to serve many objectives and target audience by studying what and how they want to learn or know from their visit. To establish an interpretation plan, a process model need to be designed which in this study was considered and draw from the conceptual framework of the Department of Natural Resources and Environment, Parks Victoria in Australia. The process does not start from Define stage but originated from the Evaluation stage to design research questions and a survey form for seeking existing interpretation at the Ayutthaya Historical Park for children and learning. According to the significance of evaluation as reviewed in the last issue of this chapter, it would offer developing a practical interpretation and education process model for collaboration between heritage site and school curriculum in Thailand that might lead to establishment of heritage management and interpretation plan in the future. If the process model occurred, the whole process needs to be measured its effectiveness with on-going evaluation.

As Tilden's classic principles (1957) stated that interpretation for children should be provided separately from the presentation to adults. Effective method to impart knowledge or something that we would like children to learn is always done via education especially formal learning that is a school curriculum. The study in this paper attempted to assess the effectiveness of a historic site (that has not been taken into consideration) in contributing children sense of preservation and awareness of a World Heritage; the Ayutthaya Historical Park which should be created via a school trip. Other than revealing interpretive method, the survey aimed to explore the kinds of experiences school children have during their field trip facilitated by activities initiated by their teacher or tour guide.

The link between education and interpretation shows the necessity of planning process. The planning process for the design and implementation of interpretation project helps planners and educators define features and stories of an area and decide which are informed decisions about resources and provide accountability of the project.

Interactive learning

And also interpretation for children must be prepared to be consistent with teaching and learning approach of the education policy and must relate to what they learned from textbook in the classroom; the prior knowledge. From the view of learning theory, 'Constructivism' and prior knowledge suggested an idea of how constructivist method could be a practical guide line to heritage interpretation for children in Thailand. Because the concept suggested an approach to teaching that gives learners the opportunity then knowledge will be constructed in the mind with new information meanwhile the learner as an active agent in control of their learning is an important feature. Linking heritage to specific curriculum subject should be a way to encourage learners to create knowledge using personal learning methods. This linkage suggested a research question of heritage interpretation as an integral part of school curriculum.

Research on historic interpretation mostly comes from museum studies (Dornan, 2003). Many literatures in successful implementation the constructivist method in museums revealed that interactive learning by various activities is concrete operational experiences appropriate to children. By the constructivist approaches that new learning activities stem from previous activities, building on skills and understandings learned from past experiences suggested this study in gathering data of how prior knowledge in the classroom can help boost children's understanding. And also it suggested seeking what activity children prefer during a trip. Reflection is an essential activity that takes place at throughout the learning process, helping students absorb and process what they have experienced. If an outcome revealed preference in interactive learning with objects or monuments or other kinds of activity such as role playing, interpretive method will be guided in the direction of constructivism. Apart from investigation of required activities, the survey form aimed to expose meaningful experiences that are viewed by constructivism. Meaningful relationships towards the development of discovering children's interests

will direct their continuous lifelong learning that is a goal of National Education policy. Additional ways to integrate education and awareness into the community are needed. Classroom education in grade school, high school, and even college will help recruit the younger generation as stewards. This mean heritage interpretation education will not be limited only among the group of interpreters, but will be developed and implemented to teachers.

Finally, a suggested process model for interpretation and education to merge with interactive method needs to be established with strong partnership between educator and interpreter. This collaboration will help achieve goals both for education and heritage conservation.

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Chapter Three Methodology

Introduction

This study represents exploratory research to seek more understanding of outcomes for children from their visit to the Ayutthaya Historical Park. The present study is very much preliminary and does not involve the systematic testing of hypotheses. The rationale for choosing an exploratory approach is based on creating factual representation to seek feasible factors concerning how learning at the historic site could motivate a sense of the need for heritage preservation among children. It should report current findings of a study. In addition, a further aim of the study relates to future research possibilities, i.e. to discover significant variables in heritage interpretation for children and to lay the groundwork for later testing of possible hypotheses.

This chapter presents the research framework, research design, and also research questions that are addressed.

Research questions

From Chapter One a series of four questions was posed:

1. What do children want more from visiting the Ayutthaya Historical Park?
2. What do children experience on the historic site visit?
 - 2.1 What is an appropriate learning method for children to induce perception of heritage significance?
 - 2.2 What is a relevant factor to construct history knowledge?
3. How does the heritage experience contribute to the developing sense of preservation?
4. How should interpretation for children be provided at the Ayutthaya Historical Park?

Integration between interpretation and education

The implementation of modern concepts and theories of education into the curriculum in Thailand has turned the teaching and learning method to the new focus: 'child-centered' which center of learning is at a learner. The textbooks in the class were changed, the activities were changed, and also the assessment of the subjects was changed. Learning has become slightly informal in a way that can encourage the learner to be curious all the time, and the consequence would be the ability to think, and to synthesize knowledge from a diversity of contexts.

The methods of constructivism emphasize students' ability towards learning from the environment, understanding what they have experienced, and believing that

they can solve their real-life problems. If the methods meet the objectives, it could stimulate creating a sense of preservation in the children, and also hopefully they can learn many aspects of Thai such as culture, society, trading, and architecture from the historical park. However, this depends on what we construct for an interpretation. To evaluate the result of this approach, we need to know what children get or learn from the environment outside the classroom compared to their prior knowledge from teachers and textbooks.

The prior knowledge can in part be concluded from textbooks of each student grade and from interviews with teachers to gather changes of content in the textbooks. To study what children get from both prior knowledge in the classroom and at the Ayutthaya Historical Park, one must let them express their opinion in an easy survey form. An observation at the site can help determine what are the interesting activities for children (and which ones do they show the greatest enthusiasm for?), while the survey form can answer the research questions of what children get from visiting the historic site.

Consideration of the Ayutthaya Historical Park as a museum for learning could raise understanding history of the nation to children and also their sense of preservation to help protecting the architectural heritage in the future. The new education policy has planned to erect a historic site as a lifelong learning source; the site should be provided an effective interpretation in terms of business and education to contribute leisure time learning of general visitors and school children. Although there are many successful interpretive methods for children in museums around the world, a proper interpretation must be adapted to fit learning style of Thai children.

Professional evaluation is a crucial step to monitor and feeding significant findings back to site manager or responsible person. The results of evaluation should contribute planning the master plan of the heritage site in social, economic, and education.

Thailand, from the past to the present century, still lacks evaluation to make sure that each exhibit accomplishes its specific interpretive objectives. This paper intends to evaluate the school trips to the Ayutthaya Historical Park as a first step for ongoing research on other aspects of evaluation of sites in the future.

The research method of which the data was collected is that of a follow-up survey of a school trip to the Ayutthaya Historical Park.

Population and sample

The population consisted of students in both private and public schools in Bangkok and suburbs with age between 9 to 17 years old and studying in the primary school (grades 5 – 6), junior high school, and senior high school (grades 7 -12), and including students who had never visited the Ayutthaya Historical Park.

The students from seven schools that had a trip to the Ayutthaya Historical Park were selected. These schools were accessed by various methods, i.e. contact directly with a teacher at the school, asking for permission by telephone or at the site, and random checking from the school web page.

Area of historical sites

The Ayutthaya Historical Park Area, covering 1,810 rais (approximately 715 acres), is within the City Island, registered as a national monument since B.E. 2519. It was subsequently declared to be a World Heritage site (see Figure 4.1) and includes 12 important places i.e.

- Wat Lokayasutha
- Wat Chettharam
- Wat Phra Si Sanphet
- Wat Phra Ram
- Wat Rat Burana
- Wat Mahathat
- The Ancient Royal Palace
- Provincial Pillar of Spiritual Unity
- Wihan Phra Mongkolborphit
- The Memorial Statue of King U-Thong
- Rama Park
- Khum Khun Phaen (Khum Phaen House)

However, there are other popular monuments outside the Historical Park where school trips and tourists always visit, such as Wat Phananchaeng, Wat Chai Watthanaram, Wat Na Phramane and Wat Yai Chaimongkhon, and including the Ayutthaya Historical Study Center.

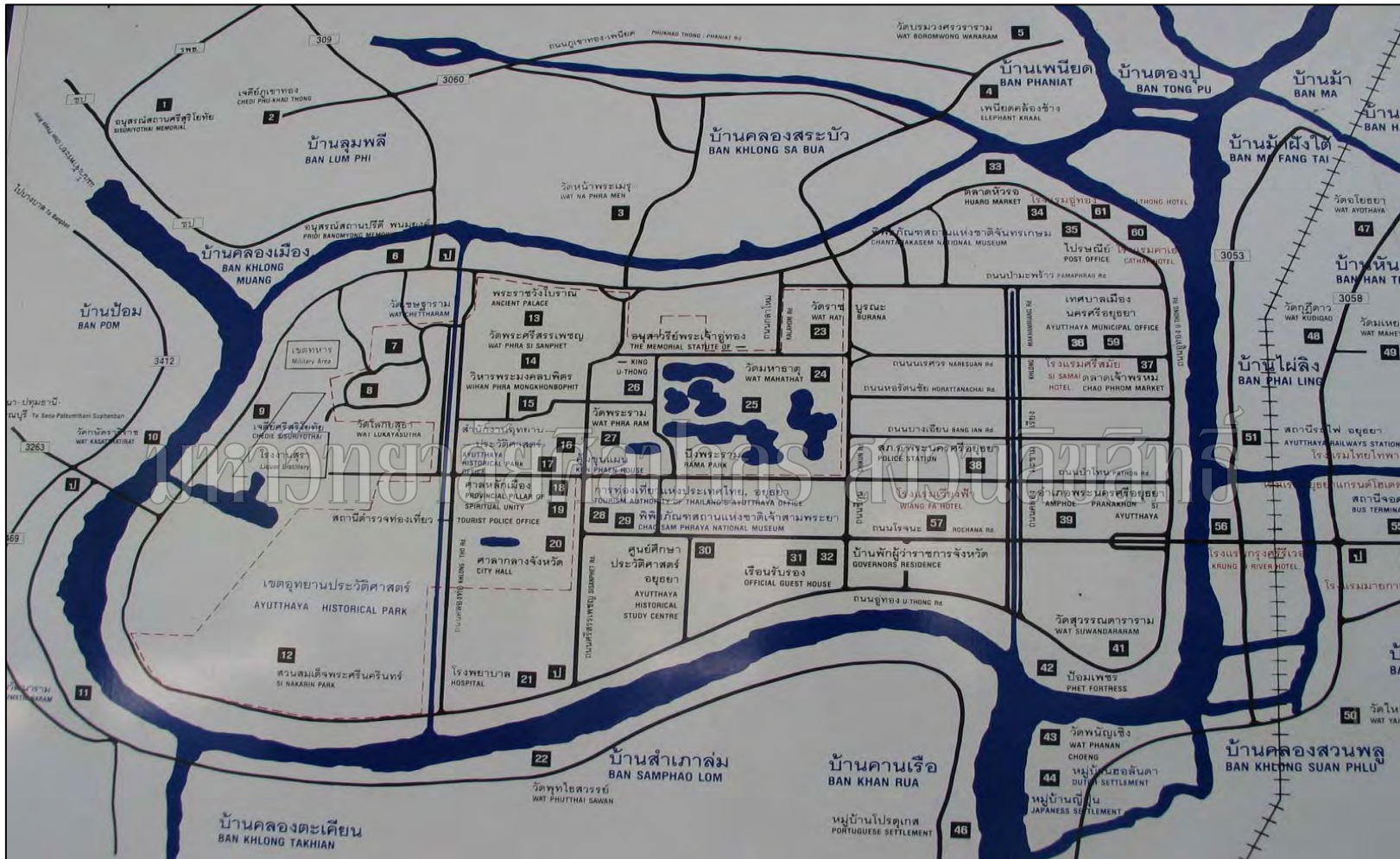


Figure 10: The area of the Ayutthaya Historical City

Methodology and instrument development

Survey design and procedures

At museums, national parks, and heritage sites; it is obviously that educating visitors in limited time is difficult. Ballantyne (1998) suggest that there are various methods for determining the effect of interpretive settings on visitor knowledge, attitudes and beliefs. These include questionnaire surveys, focus groups and interviews.

The acceptable survey alternative should compare results of pre- and post-visit samples. In this study, consideration of the prior knowledge from textbook in the classroom of school children is included in the survey questions to assess their knowledge as a result of pre-visit.

In this study, distribution of survey forms was processed by the following step:

- Select the area of school both in Bangkok and suburb including the provinces that are near Ayutthaya such as Ratchaburee, Cholburi, etc. and then list two or three school names in each area.
- Contact school teacher (by telephone call and walking in) to ask about information of school trip to select only school that planned to the Ayutthaya Historical Park.
- Asking for permission to observe school children's behavior at the site and distribution of survey forms after visit.
- In some schools that are located in suburb or they already visited the Ayutthaya Historical Park before calling, the distribution of survey forms was permitted to send by mail and the teachers has taken responsibility to collect and send back to researcher by mail.
- There was a short interview with teachers to ask about their opinion in teaching and learning history in the curriculum.

The survey was carried out among school children visiting the above heritage sites. They received survey forms with multiple choices for giving their answers in school grade level, age, prior knowledge, perception of the sites.

Observation

Researchers, by immersing themselves in the research setting whilst remaining anonymous, can systematically observe dimensions of visitor's behaviour, interactions, relationships, actions and events (Mason, 1996). In this study, unstructured observation of school children was carried out at the Ayutthaya Historical Park to help explain and clarify results found in the survey form. The Observation was carried out in every monument and Wat where a school trip stop, covering the Ayutthaya Historical Study Center and it was done as the entire group at a time. Recordings focused on how children learn from outdoor classroom and which activities they are interested at each place. And for how long children pay attention in the conveyed message from tour guide or their teacher.

Pilot survey form

The pilot observation was started in August 2004 at the Ayutthaya Historical Park and covered monuments that were the destination for a school trip. Gathered data were used as basic information for a survey form design. Meanwhile, there was the task of contacting the teacher at a school to ask about the program, date and time of a trip, places to visit, a plan or assignment for children before and after visitation, permission to follow a trip and sending survey forms to children after visitation. After that the first pilot survey form was constructed in three sections with twenty-one questions (Appendix).

Final survey form

After first processing of the pilot survey form from two schools, a new question about the places that children can remember well was added and the revised forms were sent out to five schools with a cover letter (see Appendix) by mail to the teacher of each school with postage-paid and return addressed envelope.

The final survey form contains three sections with twenty-two questions (Appendix):

- Section 1: relates to general data of children such as age, type of school, grade, and opportunity to visit the Ayutthaya Historical Park.
- Section 2: concerns any existing or prior knowledge of children which may support the concept of learning theories.
- Section 3: includes questions about the visitation to know something of the outcomes from visiting the historical sites.

Data collection

In August 2004, after completed school trips to the Ayutthaya Historical Park, the first pilot survey forms were sent by hand to teachers of two schools and then distributed to children. The survey forms returned a week later, to be numbered and separated for each school. After verification was done, the data were input into a computer (in Excel file) for processing. Five incomplete survey forms which were not filled on the second page were rejected.

The final survey forms were sent out in October and November 2004 by mail to four schools, and the last set of survey form was sent by hand with cooperation from the teacher in August 2005. Returns were numbered and separated, verified and where necessary rejected.

Seven schools were selected for various reasons;

- Difference of school type
- Different level of school grade
- Difference of school location
- Various approaches to conducting a trip

These reasons can reflect aspects of teaching approaches, activities, documents, and other factors which teachers and tour guides provided for a trip. Each school conducted a trip to the Ayutthaya Historical Park. Some schools chose the lower grades while some schools conducted only the upper grades. Schools in

the different locations (urban or rural), and type of school, may show results that imply some aspects of their resources that may be sufficient or insufficient for learning the history subject in the classroom and outdoor at the site.

Table 3: Distribution of survey form

No.	School	Period	Number of Sent out	Number of Returns	Type of School
1	Sam-Sen Kindergarten	August, 2004	100	95	Public
2	Assumption (Thonburi)	September, 2004	200	136	Private
3	Yotin Burana	October, 2004	200	127	Public
4	Sam-Sen Wittayalai	October, 2004	100	82	Public
5	Sa-tree Wittaya	November, 2004	100	88	Public
6	Nareewut (Ratchaburee)	November, 2004	200	181	Private
7	Pra-Nil Watchara (Samutprakarn)	August, 2005	250	223	Public
	Total		1,150	932	

Choosing the service of tour guides for a school trip depends on the consideration and decision making of teachers of each school. In a school that has to conduct a trip with more than 100 students, there will be use of a tour guide service. However, there will be a teacher accompanying in each bus.

The documents were prepared by the teachers of each school if a school trip was conducted by teachers and they were sent to parents of the students before the trip to let parents know about the route and places to go including starting time and arrival time to school after the site visit. In the case of using the services of tour guides, the documents would be provided by the company itself with content and printing resources while in some case the content was provided by teachers and sent to tour guide to print and form into a booklet to distribute to children on the day of school trip.

Almost all the documents are similar in content with lists of places, time, draft information of each place, and the note or question pages with blank lines to let children fill in the answer or write down things they saw.

Data analysis

All of the survey forms that had been received were examined for an excess of unanswered questions and such incomplete forms were removed. The completed survey forms were coded for each question (Appendix), and the data analyzed using SPSS, a statistical software package. The descriptive statistics that were run for this program were frequency distributions and categorical percentages. Cross tabulation were used. The results will be presented in the next chapter.

Limitations of the study

The best evaluation of any issue should be done as both a pre-test and post-test survey to measure some aspects where objectives have been set up concisely.

However, in this study there are some limitations, as the survey form cannot be distributed at the site because the trip of each school has limited time at each site and the children prefer to spend their time with friends and on assignments rather than filling in a survey form. So the survey form must be conducted subsequent to the visit, although this may bring its own advantage: it will ensure that what the students report is what they have remembered, rather than the experiences of the moment of the city itself.

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Chapter Four Results and Findings

Introduction

This chapter reports results from questionnaires administered to school children, through a variety of contacts, to yield insights relevant to the project research questions. The results are both in aggregated forms to give overall impressions of students' experiences, and disaggregated for each school. In addition, this chapter will report some results from observations of school trips at the Ayutthaya Historical Park, and other data shedding light on aspects of the research questions.

Pilot observation

With permission from the teacher of one public school to follow a trip to the Ayutthaya Historical Park, and from observations of other schools at the sites, the following points can be presented:

- Documents may be provided by teachers to give a brief in detail of each place, route and places to visit, together with an assignment page for children to write down the things they saw and were impressed by. Where some schools paid for the service from tour guide that the documents in such cases are provided by the tourist companies; however, these documents contain similar content (see Appendix X-2).
- The place where the trip (for almost all schools) started first was Wat Phananchaeng when they arrived around 8.30 a.m. After paying respect to the Buddha image at Wat Phananchaeng the trip headed to Wat Yai Chaimongkhon, Wat Na Phramane, Ayutthaya Historical Study Centre, Wihan Phra Mongkhonborphit, then the Ancient Royal Place where they had lunch and ended the session for the morning. A trip used an average 30 minutes at each place. In the afternoon, the trip typically started at Wat Chai Wathanaram and went on to see cooking of the famous local dessert 'Rotee Saimai'. The route and places to visit are not the same for every school in order to avoid too many students at the same place. Some trips visited some places while some did not; for example, students in higher grades always visit the Bang Pa-in Palace and Bangsai Arts and Crafts Training Centre.
- Where the teacher himself conducts the trip, the school does not pay for a tour guide. It is observed that for a higher grade school class, a tour guide is usually used while children in lower grades mostly are conducted by their teachers.



Figure 11: Children listening to a briefing of Wat Phananchaeng from a tour guide.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

- In every place where the trip stopped, the teacher or the tour guide explained the history and significance of the place while children sat in a group and listened to those speakers. After that, the children had a short time to walk around, climb, read the sign, or pay respect to the Lord Buddha Image. At the last place, Wat Chai Watthanaram, children had more time to play by being split into two groups, one being Thai and one Burmese fighting in a simulation role. Other activities for children are to interview foreign tourists in English and fill in their papers, as this is a component for the English subject that is a part of the objective of the trip. In terms of 'integration' as an objective for education reform, there will be many things to be done to serve learning objectives in a variety of subjects at the same time.



Figure 12: A group of primary school children listening to an explanation from the teacher at Wat Yai Chaimongkhon.



Figure 13: The Children allowed to walk in the area of Wat Yai Chaimongkhon.



Figure 14: Junior high school children writing down information in their books at the Ayutthaya Historical Study Center.



Figure 15: Children interviewing a foreigner for the English subject at Wat Chai Watthanaram.

From an interview with a teacher who took accountability for the subjects in the social studies group and was the leader of the school trip to the Ayutthaya Historical Park, there was comment about syllabus improvement. There had been no study about Ayutthaya history, in all grades of school, for a period of time. It has just returned into the school syllabus for the last couple of years, after complaints from teachers. He mentioned that at the present time there is lacking any picture or understanding of Ayutthaya for children. Nevertheless, the return of Ayutthaya history in textbooks does not cover all grades, and contents depend on the consideration of the committee who has to renovate the history subject.

Results of survey form

Respondents

The data from 932 respondents were analyzed in this study. The respondents represent 81% of the 1,150 survey forms distributed, as some were not returned. The respondents are from both private and public schools.

The first 300 survey forms (distributed to two schools) contained 21 questions while the second-round survey form with 22 questions was developed by adding a new question that asked about the places that children could remember well.

Before turning to the tables and other descriptions of the results, there is presented below a digest of all seven schools (Table 4).

Table 4: List of schools

No.	School	Location	Type	Language	Trip by
1	Sam-Sen Kindergarten (Bangkok)	Urban	Public	Thai	Teacher
2	Assumption Thonburi (Bangkok)	Urban	Private	Thai	Tour guide
3	Yotin Burana (Bangkok)	Urban	Public	Bilingual	Tour guide
4	Sam-Sen Wittayalai (Bangkok)	Urban	Public	Bilingual	Tour guide
5	Sa-tree Wittaya (Bangkok)	Urban	Public	Thai	Tour guide
6	Nareewut (Ratchaburee)	Rural	Private	Thai	Tour guide
7	Pra-Nil Watchara (Samutprakarn)	Rural	Public	Thai	Tour guide

Profile of respondents

The age and school grade categories were collapsed into fewer categories for the purpose of analysis in Table 5, while data in detail is shown in Table 6. The range of ages between 9-11 represents a group of primary school children, range of 12–14 represents a group of junior high school, and range of 15–16 and over 16 represents a group of senior high school. There was the only one school that conducted a trip using teachers while other schools used the service of a tour guide.

Table 5: Profile of respondents (n = 932)

Characteristics	Number of students	Result (%)
Age		
9 – 11	308	33.0 %
12 - 14	299	32.1 %
15 – 16 and over 16	325	34.9 %
School grade		
Primary (Grade 5 – 6)	327	35.1 %
Junior High School (Grade 7 – 9)	335	35.9 %
Senior High School (Grade 10 – 12)	270	29.0 %

The largest group of respondents is in the range of fifteen to sixteen years of age and over (34.9%). Others were in the range of nine to eleven (33.0%) and twelve to fourteen (32.1%) (see Table 5).

The category of the respondents in junior high school (35.9%) was close to the number in primary school (35.1%) while the respondents in senior high school were 29.0% (see Table 5).

The range of age is consistent with school grade where the total of the last two groups (12 – 14; junior high school and 15-16; senior high school) is a greater number than group of younger school children. This may suggest that a trip to the Ayutthaya Historical Park will usually be conducted for the level of high school than primary school. The rationale could be that the higher grade of school children consists of students who can take care of themselves better than younger children, and the teacher or tour guide can more easily control them in the open area of historic sites. Another reason for taking school children in the higher grade to the historic site is that the curriculum does not have any lessons about Ayutthaya for primary under grade five. Also, textbooks for grade twelve in senior high school do not have a topic of Ayutthaya history. For children in the high school level, they have learned about Ayutthaya at least twice and in a similar content from textbook in grade five and grade ten.

However, the results should be considered in depth in terms of both education and interpretation aspects. If a history textbook or a curriculum for the primary school children has not yet mentioned about the history of Ayutthaya, but if the Ayutthaya Historical Park was still selected to be a place to visit, what aspects we do intend to interpret to the primary school children. Meanwhile, for high school children who had a prior knowledge about Ayutthaya in its aspects of a capital city in the past, its economy, battles, neighborhoods, life style, and the culture of the Ayutthaya era, the visit to the Ayutthaya Historical Park is to open their minds and perspectives with the real history and archaeology of the site.

Table 6: Profile of respondents in detail (n = 932)

Characteristics	Number of students	Result (%)
<u>Age</u>		
9	6	0.6 %
10	141	15.1 %
11	161	17.3 %
12	60	6.4 %
13	78	8.4 %
14	161	17.3 %
15	81	8.7 %
16 and over	244	26.2 %
<u>School grade</u>		
Grade 5	279	29.9 %
Grade 6	48	5.2 %
Grade 7	88	9.4 %
Grade 8	170	18.2 %
Grade 9	77	8.3 %
Grade 10	20	2.1 %
Grade 11	175	18.8 %
Grade 12	75	8.0 %
<u>Type of school</u>		
Government	615	66.0 %
Private	317	34.0 %
<u>Type of curriculum</u>		
Thai	851	91.3 %
English	1	0.1 %
Bilingual	81	8.6 %

There are no specific criteria for each school to select the level of student to visit the Ayutthaya Historical Park. It depends on an annual plan of each school covering the places to visit for their learning outside the classroom. Meanwhile, in some schools' plans, the teachers may consider as a standard that the level of high school must visit the Ayutthaya Historical Park (or other historic sites) while students in lower grade must visit the museum, such as the National Science Museum.

A large percent of the respondents were studying in the government schools (66.0%) and thirty-four percent were in private schools. Ninety-one percent were in the Thai curriculum and nine percent were in the bilingual school program (see Table 6).

Although it might be a bilingual school (like Yotin Burana), learning Thai history is still necessary according to the standard curriculum planned by the Ministry of Education for Thai students. From observation of a trip from this school at the Ayutthaya Historical Park, a foreign teacher was the person to observe the school trip even though he was not a teacher in the history subject and he cannot understand the entire explanation from the Thai tour guide. Thai history subject in bilingual

program (like Yotin Burana) is done by Thai teachers who graduated from foreign countries and can speak English very well although we do not know their teaching background or the teacher's expertise.

Aggregated results

Before consideration of separated results from each school, the entire pooled results will give an overview to create a broad understanding of reported experiences.

Visits and reasons

The results show that the number of respondents who visited the Ayutthaya Historical Park is 90.3% or 842 respondents, which is far greater than the proportion who had not taken part of the organized field trip, nor visited by any other means (9.7%). Of the 80 percent of the respondents who visited the site on a school trip, nine percent were with their families, three percent included the respondents who visited the Ayutthaya Historical Park with school and family or with school and friend, and only three respondents had only ever visited with friends (see Table 7 and Figure 12).

Table 7: Type of visit (n = 842)

Question	No.	Result (%)
children visit the Ayutthaya Historical Park with		
School trip	743	88.2 %
Family	72	8.6 %
Friends	3	0.4 %
With school and family or with school and friends	24	2.9 %

Also the main reason given for children who had never visited the Ayutthaya Historical Park (10.0%) was because no one had conducted the trip (73%), while others thought it is not necessary to visit (17%), and ten percent had no information or had never known about the Ayutthaya Historical Park previously.

The number of respondents who had never visited the Ayutthaya Historical Park was from the distribution of survey forms in some schools regardless of joining the school trip. The survey forms were sent to them after the site visit and teachers cannot specifically distribute only to students who visited the site. This result clearly reveals the real reason of the visit to the Ayutthaya Historical Park (and may include other historic sites), that most of the students were compelled by the curriculum and it is a 'must' for them to visit as well. This result, therefore, may reflect a negative sign of promoting historic sites as a resource for lifelong learning by the education reform policy.

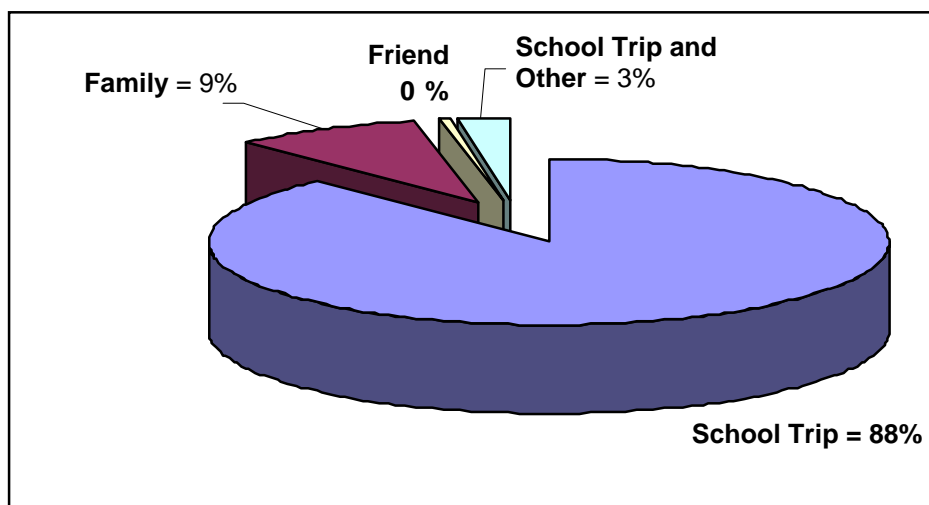


Figure 16: Type of visit

Therefore, the nine percent of students who visited the Ayutthaya Historical Park with their family (see Figure 16) represents a group of parents who took their children whether for a leisure time visit to the historic sites or for paying respect to the Lord Buddha image.

It might be that the location of the Ayutthaya Historical Park, being an hour or more from Bangkok, is an interesting factor. This reason is an obstacle for families to reach many historic sites in Thailand. Traveling together with family usually takes place during long weekends for parents who earn their living with office hours and the place they spend leisure time normally is not the historic site.

In the end, it seems that a visit to a learning source such a historic site and museum must be undertaken through the school curriculum and the teacher.

Prior knowledge

The second part of the survey form was intended to evaluate what children learn or know about Ayutthaya before their visit. Results show almost all children know something about Ayutthaya history because they learned it in class and the teacher gave them information. It seems that explanation from the teacher might be better than reading by the children themselves, although the percentage of reading is high because reading textbooks is a 'must' for children (see Table 8 and Figure 17).

Table 8: Prior knowledge of children (n = 842)

Question	No.		Result (%)	
	Yes	No	Yes	No
Children have learnt about the Ayutthaya history before visit.	801	41	95.1%	5.9%
Children know about significance of Ayutthaya history.	767	75	91.1%	8.9%
Children read about Ayutthaya history.	597	245	70.9%	29.1%
Teacher explained in the class.	833	9	98.9%	1.1%

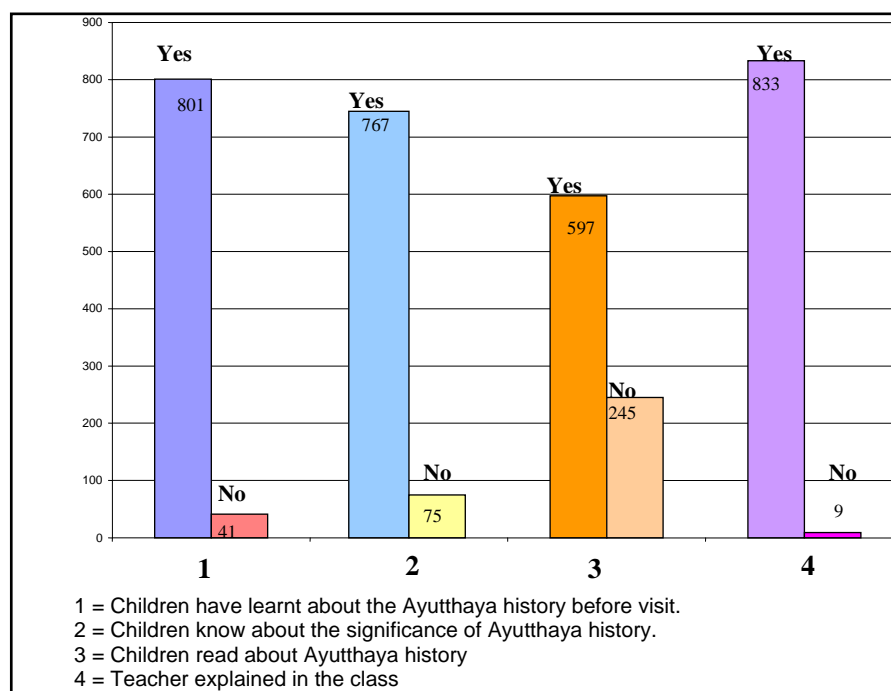


Figure 17: Prior knowledge

There is a matter for consideration that some students (6% = 41 students) answered the question of learning about Ayutthaya history with 'No' although they were in the same level. It could reflect upon the teaching method that failed to address the context of Ayutthaya history (that is, Ayutthaya itself). Alternatively, it could reflect upon the students themselves, as an explanation from one teacher was that a small number of students (around an estimated one percent) simply did not retain or recognise their own prior knowledge of Ayutthaya. The supportive result shows that the answer of 'No' for teacher's explanation in the class is zero (all forty-one students accepted explanation from their teacher in the class) in the group of students who answered that they did not learn about Ayutthaya history.

Among the group of 767 respondents who recognised the significance of Ayutthaya, there was 2.7% who answered that they did not learn about Ayutthaya in the class; on the contrary, they read of it in books. It might be possible that they read the Ayutthaya history by themselves from textbooks or other sources. Meanwhile, the number of children who did not read about Ayutthaya history is very high. It might be some misapprehension about 'reading' (on the survey form) about Ayutthaya. Some children might understand 'reading' as further reading from other books in addition to reading textbooks; they did not read there so they answered 'No'. Possibly a number of children who did not read about Ayutthaya either in textbooks or in further reading gave the same final answer, 'No'.

At the site and after the visit

As described at the beginning of this chapter, there are two kinds of school trip, one conducted by teachers and another conducted by a tour guide. Results show that the most frequent source of information to children is a tour guide (63.7%), while the next is a curator or staff at the site (22.2%), while the teacher performed the role in 13.8% of cases.

However, there are some children who did not get any information when they visited the sites. This might be a visit with their families to spend leisure time that curator or staff of the site considered that they did not need any explanation but would prefer to see or read by themselves.

Comment from a teacher on an advantage of using an outside service is to reduce the number of teachers who have to accompany a school trip. Therefore, the teachers can stay to perform their role at the school while one or two have to join a trip as a program leader. If school trips to a historic site or museum tend to be conducted by a tour guide, a crucial factor is to affirm that the contents being transmitted to the children is consistent with what the curriculum aims for.

In other words, the role of explainer to explain in accordance with the brochure and booklet content will be less necessary. If a school trip conducted well planned with preparation beforehand, for example framing some distinct questions or goals for a trip, it would encourage active learning. The assignment should be done before the site visit so that children can read or discuss in the classroom some samples, objects, pictures, map, or web site that can stimulate the children's expedition. When they are at the sites, they feel like they are participating in the learning experience rather than just being talked to, whether by a teacher or by a tour guide.

The next four questions, which are able to evaluate the perception of children concerning the significance of the Ayutthaya Historical Park and its attribute of being World Heritage, are illustrated in Table 9.

Most of children recognised the significance of Ayutthaya (84.1%); that is there was prior knowledge children learned and remembered whether from teacher explanation or from reading in the classroom. This perception included the implication of being World Heritage derived from inscription of the Ayutthaya Historical Park in the World Heritage List that was mentioned in textbooks.

An interesting result is from the question about registration of the Ayutthaya Historical Park as a World Heritage site, which shows a relatively high percentage of children who have not known about it (14.8% of 'No' and 22.4% of 'Not Sure') (see Table 11). The majority of this group comprise of children who did not read about Ayutthaya. Lack of adequate prior knowledge cannot prompt effective active learning at the site, as discussed previously in Chapter 2.

**Table 9: Perception of the significance of the Ayutthaya Historical Park
(n = 842)**

Question	No.			Result (%)		
	Yes	No	Not sure	Yes	No	Not sure
Children know the significance of the Ayutthaya Historical Park as a capital city in the past.	708	20	114	84.1%	2.4%	13.5%
Children recognise about registration of the Ayutthaya Historical Park as a World Heritage site.	528	125	189	62.7%	14.8%	22.4%
Children understand the significance of being World Heritage.	703	47	92	83.5%	5.6 %	10.9%
Children get further knowledge from the Ayutthaya Historical Study Center.	672	54	92	79.8%	6.4 %	13.8%

The proportion of children who believed they had derived more information about Ayutthaya from the Ayutthaya Historical Study Centre is 79.8%, while only 6.4% of children thought that they got nothing, and 13.8% were not sure.

The Ayutthaya Historical Study Centre is the only place that exhibits many aspects of Ayutthaya in the past. It is the only place where an officer takes the role of curator (in fact; explainer). The students were separated into small groups to listen to each aspect in each corner of an exhibition. For example, a big map on the wall that describes traffic by the river in the past of Ayutthaya, the model of the entire area in the past, the imitated old house to exhibit living in the past, and the corner of agriculture etc. These exhibits are presented through various modern media which can motivate children's interest very well (this was noticed from observation at the site).

Two questions (numbers 16 and 17) are related to exploration and to reading more about Ayutthaya to find information and finish the assignment that was set by their teacher. At the site, if there is no proper answer relevant to their papers, children were expected to read more. If interpretation at each site is effective, it could encourage the children to be enthusiastic and urge them to seek further new information. The results show that the percentage of children who have to complete an assignment after visiting was 79% (667 students), and the number of children who read further about Ayutthaya equals the number of children who did not read further books after the visit.

A crosstabulation (via the computer program SPSS) of the two relevant questions of writing a report after visit and reading further about Ayutthaya history, shows 43% (365 students) of children read further books to seek more information.

This might be for writing their reports to send to the teacher or for an exam or some other aspects of the subject. Meanwhile a percentage of 36% (302 students) who have to write reports did not read or seek further information (see Table 10). There is a small number of children who were not required to submit reports but did read further about Ayutthaya (58 respondents = 6.9%), compared to 117 respondents who did not write reports nor did they read further.

**Table 10: Crosstabulation between writing report and reading further books
(n = 842)**

Writing a report		Reading further books		Total
		Yes	No	
Yes	Count	365	302	667
	% of Total	43%	36%	100%
No	Count	58	117	175
	% of Total	33%	67%	100%
Total	Count	423	419	842
	% of Total	50%	50%	100%

Impressions

The results show only thirteen students (from a total 842) who were not impressed by their visit, which offers no statistical significance when it comes to seeking possible reasons for the negative views. While most respondents told of their impression related to a chance to visit a historic site (56%), 368 students (44%) were satisfied with gaining more knowledge about Ayutthaya.

As the constructivist learning model is based on creating meaning from experiences, learners (school children) built personal interpretations of the historic remains based on individual experiences and interactions. Impressions of children derived from seeing the reality of the site and its context with diverse activities; constructing new experiences. Therefore, learning by first-hand experience encourages learners an opportunity to connect to their prior knowledge and influences a part of emotional were supported by this result.

What more do they want?

The results in Table 11 show that more than fifty percent of children preferred other activities, twenty-five percent enjoyed reading documents, eighteen percent wanted other presentations, and the last group wanted explanation from an interpreter.

There was only school that let their school children took role-playing in the field of Wat Chai Watthanaram. This also supported the constructivist learning to create the whole body involvement through activity.

Table 11: What do children want more of? (n = 842)

Things which children want more at the site.	No.	Result (%)
Documents	208	25.1 %
Interpreter	114	13.5 %
Other presentations	151	17.9 %
Other activities	443	52.6 %

Note: Total percent exceeds 100% because more than one answer can be selected.

This is an important question that could help teachers, interpreters, site managers or tour guides improve their methods to transmit knowledge, sense of place and ideals of preservation to children. Both for formal learning in school and informal learning in their leisure time, children would like to learn from other media more than just from documents or explanation from the teacher. However, other activities should be considered properly and conform to the situation, places and age of children.

A crosstabulation shows the relation between things which children want more of, and their categories of age (see Table 12), whereby the younger (9 – 11) wanted an interactive communication from an interpreter (37.7%), which relates to the association between things they want more of and school grade (see Table 13). The percentage of the other presentations (35.8%) is close to the requirement of documents (35.1%), and other activities (33.2%). The largest proportion of respondents who wanted other activities were in the range of 12 – 14 years old (41.3%), and/or were in the junior high school (46.3%, see Table 13), while the smallest group of respondents preferred more of an interpreter (27.2%). The oldest group of the respondents enjoyed their listening from an interpreter (35.1%), the same as the range of 9 – 11, while other activities (25.5%) are less in their interest. However, there is a point of conflict if we compare these results to the crosstabulation with school grade (see Table 13) which shows the higher preference for documents (30.3%) than for an interpreter (26.3%).

It must however be noted that the various differences in these results are relatively small, and are generally insignificant both statistically and in their implications.

Table 12: Crosstabulation between things which children want more of and age (n = 842)

Things which children want more	Age			Total	
	9 - 11	12 - 14	15 - 16 and over		
Documents	Count	73	66	69	208
	% of Total	35.1%	31.7%	33.2%	100.0%
Interpreters	Count	43	31	40	114
	% of Total	37.7%	27.2%	35.1%	100.0%
Other presentations	Count	54	47	50	151
	% of Total	35.8%	31.1%	33.1%	100.0%
Other activities	Count	147	183	113	443
	% of Total	33.2%	41.3%	25.5%	100.0%

Table 13: Crosstabulation between things which children want more of and school grade (n = 842)

Things which children want more	School Grade			Total	
	Primary	Junior High School	Senior High School		
Documents	Count	82	63	63	208
	% of Total	39.4 %	30.3 %	30.3 %	100.0 %
Interpreters	Count	47	37	30	114
	% of Total	41.2 %	32.5 %	26.3 %	100.0 %
Other presentations	Count	58	49	44	151
	% of Total	38.4%	32.5 %	29.1 %	100.0 %
Other activities	Count	157	205	81	443
	% of Total	35.4 %	46.3 %	18.3 %	100.0 %

Visit again

Figure 18 illustrates the intention to repeat visiting the Ayutthaya Historical Park of the 842 respondents, where most of the children answered with 'yes' (56%), although 41% have no intention to do so, while some were not sure about repeating their visit (3%).

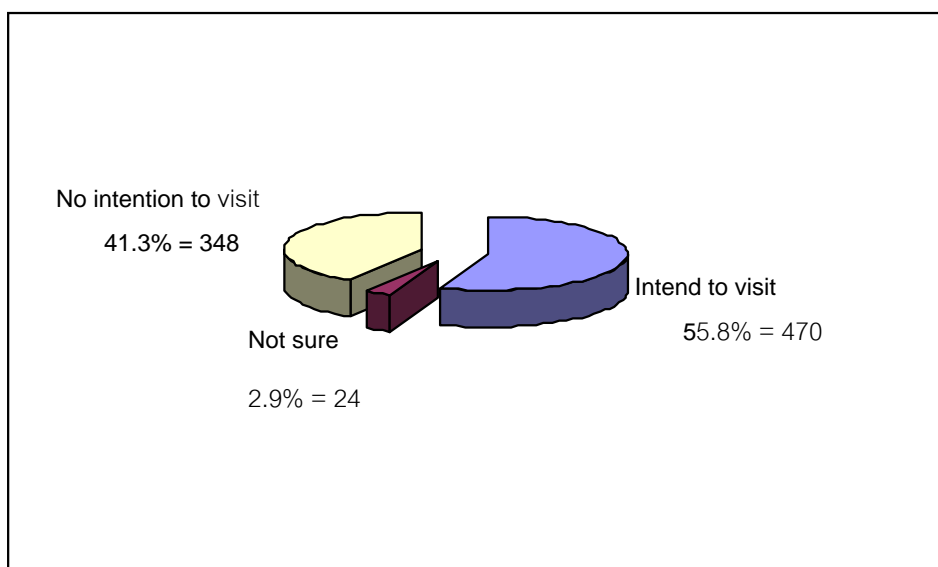
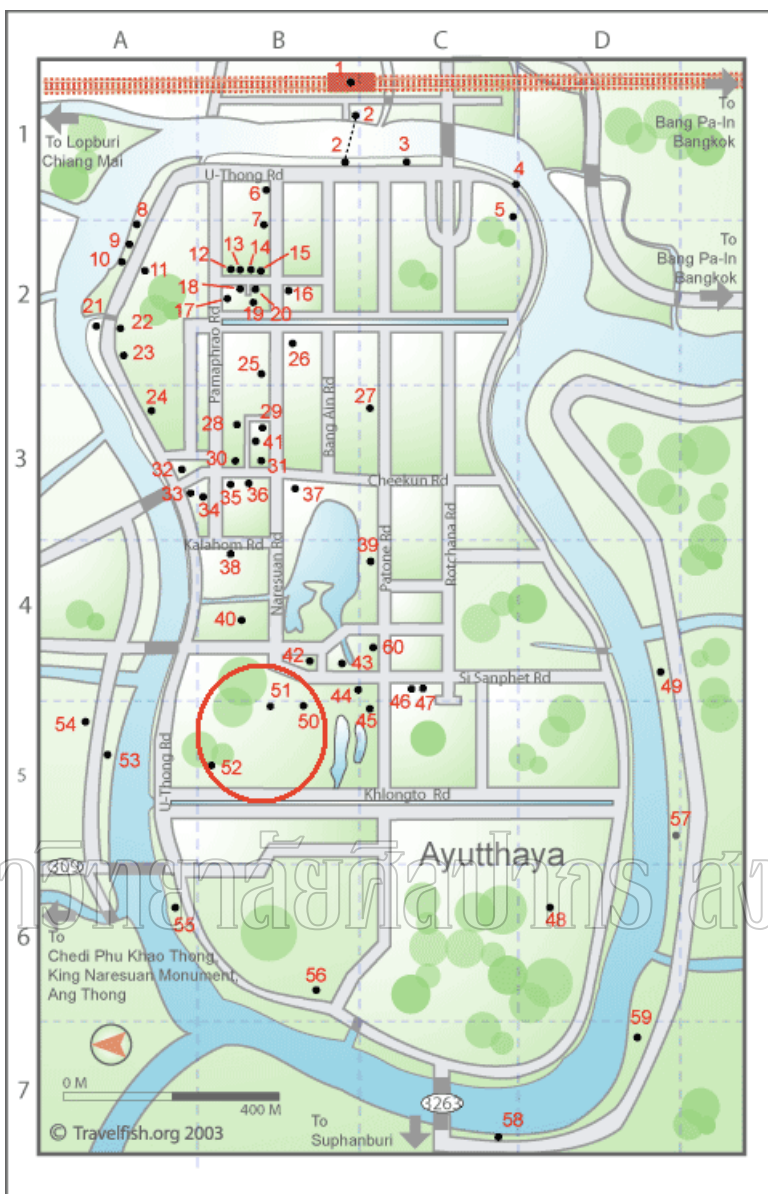


Figure 18: Intention to repeat the visit

Popular places

The number of students who answered this question was 641, as two schools were not asked in the earlier survey form.

There were many places that each school trip visited such as the Ancient Royal Palace, Wihan Phra Mongkhonbophit and Wat Phra Si Sanphet. It seems children can remember Wat Pra Si Sanphet well. It might be that the place has an area to walk through the close areas (Figure 19), and it is always the last place of the trip, where children spent their time and some carried out other assignments here such as interviewing foreign tourists for their English subject, while some schools used the place for simulation of a battle in the past or for lunchtime. An important meal connected to an important place suggests that it will be memorable. This result might also conform with the answer to the question on what the students want more of. What is most popular are 'other activities'. The implication is that the 'total experience' (education plus 'other activities') is what is important, and this suggests a significant conclusion from the survey.



50: Wiharn Phra Mongkon Bophit

51: Wat Phra Si Sanphet

52: Ancient Palace

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Figure 19: Map of a popular place ‘Wat Phra Si Sanphet’ and close areas

Furthermore, there were many students who could remember more than one, two or even five places.

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Table 14: Places which children can remember (n = 641)

Places	No.	Result %
Wat Phra Si Sanphet	203	31.7%
Wat Pananchaeng	190	29.6%
Wat Chaiwatthanaram	186	29.0%
The Ancient Royal Palace	165	25.7%
Wat Yai Chaimongkhonl	121	18.9%
Wat Na Phramane	118	18.4%
The Ayutthaya Historical Study Center	100	15.6%
Wiharn Phra Mongkolborpit	78	12.2%
Wat Mahathat	66	10.3%

Note: Total percent exceeds 100% because more than one answer can be selected.

The two places that children can remember in the vicinity of Wat Phra Si Sanphet are Wat Pananchaeng and Wat Chaiwatthanaram. The reason may be that Wat Panuncheang is always the first place on many school trips where students pay

respect to the Lord Buddha image. Meanwhile, some school trips selected Wat Chaiwatthanaram to be the last place and used its area to simulate a role-playing for their activities. While the Ancient Royal Palace, located near Wat Phra Si Sanphet and Wiharn Pra Mongkolborpit, is another site which children can easily remember because they can walk through from place to place.

Analysis of seven schools

The next section of this chapter will be a comparison among the seven schools in order to present differences in the results of the survey, and to consider their significance.

Visit and non-visit

The number of students who took part of the organized field trip in each school (Table 15) depends on its size and total students in each school grade that the teacher decided to take on a school trip to the Ayutthaya Historical Park. For example, if there are five classrooms with 44 students per classroom of grade seven, a trip probably contains more than two hundred students so that a teacher may decide to visit the Ayutthaya Historical Park using by five buses together with two tour guides in each bus. However, taking part of the organized field trip depended on parents' permission that teacher sought via a permission letter. Some parents believed that they can better take their children to the learning source such the historic site or museum and that the children could thereby be let to spend their time at the place longer, could read as many sign as they want, and may concentrate at the point they are interested in. Hence the parents would take their children rather than rely on the school.

Table 15: Comparison of visit and non-visit

Number and percent of visit and non-visit in each school						
School	School Type	School Grade	No. of Visit	Percent	No. of Non-visit	Percent
School 1 (n=95)	Public	5	93	97.9%	2	2.1%
School 2 (n=136)	Private	11	108	79.4%	28	20.6%
School 3 (n=127)	Public	11-12	96	75.6%	31	24.4%
School 4 (n=82)	Public	7	77	94.0%	5	6.0%
School 5 (n=88)	Public	5-7	68	77.3%	20	22.7%
School 6 (n=181)	Private	8	180	99.0%	1	1.0%
School 7 (n=223)	Public	5	220	99.0%	3	1.0%

Regarding non-visit responses, there are two groups. The first is a small number of students from schools with less than one hundred respondents (school 1, 3, 4 and school 5), where almost all of the respondents attended a trip. Only school 1 had the trip conducted by teachers and all respondents were in the primary level. The second group (schools 2, 3, and 5) contains a large number of non-visits compared to the total of respondents of that school. School 3 contains the highest number of

non-visits, where students were in the senior high school. In this case, teachers distributed the survey forms to the entire class regardless of whether they had joined the visit. Another reason that students in the higher level did not join a school trip to the Ayutthaya Historical Park is that they had been focusing on the entrance examination and the history subject is not necessary for them.

The most frequent reason for non-visit is in the ‘no one conducts a trip’ category that can be noted as significant in all schools (see Table 16). The reason may be consequent on the distribution of survey forms that teachers sent to students who did not take part of the organized trip. The other reason why the school that did not conduct a trip to the Ayutthaya Historical Park may have been that a teacher considered other places such as the Science Museum for their trip instead.

Table 16: Reason for non-visit

School	Has no information		No one conducts a trip		No reason to visit	
	No.	Percent	No.	Percent	No.	Percent
School 1 (n=2)	-	-	2	100.0%	-	-
School 2 (n=28)	1	3.6%	18	64.3%	9	32.1%
School 3 (n=31)	4	12.9%	24	77.4%	3	9.7%
School 4 (n=5)	-	-	4	80.0%	1	20.0%
School 5 (n=20)	4	20.0%	14	70.0%	2	10.0%
School 6 (n=1)	-	-	1	100.0%	-	-
School 7 (n=3)	-	-	3	100.0%	-	-

Results of type of visit reveal the large number of respondents who visited the Ayutthaya Historical Park with a school trip. School 5 (urban public school with school grade 5 – 7) shows a relatively high proportion of visiting with family, which may be explained by the distribution of survey forms to students regardless of the site visit as previously described above. The percentage of other types of visit (which may be school trip and family, school trip and friends, family and friends, or all) is higher than for other schools, and again for possibly the same reason.

Although in some schools, results show a high percentage of visit to the Ayutthaya Historical Park with their families, most of the children have to follow the school curriculum that provided for a planned visit as a learning source at least once a year. It is not surprising that the school trip is the most famous visit and it seems to be an important role of school and teacher.

Prior knowledge

The prior knowledge about Ayutthaya that was surveyed in the second part of survey form is presented in Table 17. Learning in the class with explanation from teachers is a ‘must’ and very important for children. Most of the respondents answered that they learned Ayutthaya history before visiting the site, and further information from the teacher caused children to realize the significance of Ayutthaya.

Nevertheless, reading textbooks seems a bit distant from other resources particularly in school 2 (urban private with school grade 11) where less than 50% of children read the books. This result can be explained by the fact that students got only a handout in the class and a teacher did not assign any textbook to read, while the textbook divided the Ayutthaya history into five sections: politics, economic, religion, culture, and important king or person who influenced the Ayutthaya history.

The content in history textbooks that have been used in the class has been standardized by editing of the Ministry of Education. The differences arise from teaching methods in each school and the teachers, including the curriculum planning. These differences are very crucial that they could easily affect perceptions and understanding of history significant to children.

Table 17: Prior knowledge

Sources of prior knowledge				
School	Learning in the class	Realization the significance	Reading textbooks	Explanation from teacher
School 1 (n=93)	86.0%	94.6%	79.6%	100.0%
School 2 (n=108)	94.4%	83.3%	47.2%	98.1%
School 3 (n=96)	96.9%	87.5%	67.7%	95.8%
School 4 (n=77)	97.4%	100.0%	79.2%	98.7%
School 5 (n=68)	97.1%	94.1%	69.1%	100.0%
School 6 (n=180)	97.2%	92.8%	77.8%	99.4%
School 7 (n=220)	95.5%	89.6%	72.3%	99.5%

In the textbook, the prior knowledge that children absorbed is very general and it is just an overview of history in each era. Most of the children realized collection of those texts for their final exam while there no any part of it that can lucidly create valuable insight into the significance of the monuments. The outcomes of this section are not distinctly different between seven schools except the issue of reading textbooks in School 2 that shows the lowest percentage of children who read textbooks. The children possibly learned from only handouts and they did not seek further textbooks to read.

Explainer

The first question of section III is about the person who takes the role of a transmitter or explainer. There is only one school (School 1) where it was conducted by teachers while the rest paid for services from tour guides. The results (Table 18) show a large number in each school where the explainer was a tour guide, except for the use of an officer at the historic site in School 2. That result may come from insufficient information that a tour guide gave to children, and it made them feel that no one was a transmitter. In fact, there is only one place, namely the Ayutthaya Historical Study Centre, where an officer takes the role to transmit the information in each panel of the exhibition to visitors.

Table 18: Explainer

Persons who explained information to children			
School	Teacher	Tour Guide	Officer at the site
School 1 (n=93)	77.5%	8.6%	13.9%
School 2 (n=108)	19.4%	25.0%	55.6%
School 3 (n=96)	4.2%	58.3%	37.5%
School 4 (n=77)	3.9%	74.0%	22.1%
School 5 (n=68)	22.1%	48.5%	29.4%
School 6 (n=180)	0%	80.5%	19.5%
School 7 (n=220)	0.5%	96.8%	2.7%

However, the approach to explaining at each site, whether teacher, tour guide or officer, is not really different. Most of them explained the background, the important of the place and concerned persons in the past, where those explanations are from the similar source, namely the textbooks. From observations at the site, the children's behavior is almost the same whether they are listening to their teacher, tour guide or officer. They tried to find the answers to fill in the booklet that they got when the trip started or they wrote down the important issues that might be useful for their report after the visit.

Perception

The section III questions aimed to explore the outcomes that children got from the site visit. There was one question to examine the recognition of the significance of Ayutthaya in the past. The results (Table 19) show the high percent of children who knew it was the capital city in the past. Of course, they must know this from textbooks that they read in the class. However, there were some respondents who did not know this and some were not sure in the significance of Ayutthaya. The figure for School 7 is lower than from other schools answering 'yes', while the number for 'not sure' is higher than for other schools as well. The respondents of School 7 were in school grade 5 that is the first year learning history in the class, so it might be that some students have not yet learned about Ayutthaya or they cannot remember what they learnt.

Table 19: Perception of the past

Perception of significance in the past of Ayutthaya			
School	Yes	No	Not Sure
School 1 (n=93)	84.9%	1.1%	14.0%
School 2 (n=108)	85.2%	2.8%	12.0%
School 3 (n=96)	83.3%	4.2%	12.5%
School 4 (n=77)	97.4%	-	2.6%
School 5 (n=68)	89.7%	-	10.3%
School 6 (n=180)	87.2%	2.2%	10.6%
School 7 (n=220)	74.6%	3.6%	21.8%

More than eighty percent of respondents (see Table 20) had known about the inscription of the Ayutthaya Historical Park as a World Heritage site, and the number of respondents who gave their answers 'not sure' seems greater than 'no'. The only school with a result less than eighty percent was School 7 (rural public with school grade 5) while the percent of 'not sure' was the highest when compared to the rest. The reason for this result could be that the school grade 5 is the first level of school where children learn about history, especially as it is the beginning of Ayutthaya history along with Sukhothai. It might be possible that children are confused between the two historical periods.

Table 20: Recognition of the World Heritage Listing

School	Yes	No	Not Sure
School 1 (n=93)	84.9%	1.1%	14.0%
School 2 (n=108)	85.2%	2.8%	12.0%
School 3 (n=96)	83.3%	4.2%	12.5%
School 4 (n=77)	97.4%	-	2.6%
School 5 (n=68)	89.7%	-	10.3%
School 6 (n=180)	87.2%	2.2%	10.6%
School 7 (n=220)	74.6%	3.6%	21.8%

The prior question may relate to understanding the significance of the World Heritage itself. Table 21 reveals a high percent of respondents who understand the implications of the nation's heritage that led it to be listed as World Heritage. A note on this result is similar to the previous, in which the lowest percent is in School 7.

Table 21: Understanding of the World Heritage Significance

School	Yes	No	Not Sure
School 1 (n=93)	82.8%	6.5%	10.7%
School 2 (n=108)	79.6%	11.1%	9.3%
School 3 (n=96)	77.1%	7.3%	15.6%
School 4 (n=77)	92.2%	-	7.8%
School 5 (n=68)	92.6%	1.5%	5.9%
School 6 (n=180)	90.6%	5.0%	4.4%
School 7 (n=220)	76.8%	5.5%	17.7%

The respondents in School 7 also yielded the lowest result in seeking further knowledge from the Ayutthaya Historical Study Center (see Table 22). The reason given by a large number of the group was that an officer could not explain it. The short time they spent at the Ayutthaya Historical Study Center might be the reason that children could not read and note the displays, and thus some of them were not sure while some thought that they got nothing.

Table 22: Further information about Ayutthaya

Getting further information from the Ayutthaya Historical Study Center			
School	Yes	No	Not Sure
School 1 (n=93)	93.5%	1.1%	5.4%
School 2 (n=108)	80.6%	1.9%	17.6%
School 3 (n=96)	78.1%	3.1%	18.8%
School 4 (n=77)	88.3%	1.3%	10.4%
School 5 (n=68)	77.9%	2.9%	19.2%
School 6 (n=180)	87.2%	1.1%	11.7%
School 7 (n=220)	65.9%	19.5%	14.6%

However, outcomes from this section of the survey form do not reveal the real in-depth understanding, perception, and recognition the significance of Ayutthaya or any of the monuments around the area.

Writing and reading

As observed earlier, many respondents have to write a report to their teachers after the site visit, except for a small percent (21.9) in School 3 (see Table 23). It seems that the school in a rural area (School 6) yields the highest number for both writing reports and reading.

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Table 23: Writing and reading

Writing and reading after the site visit		
School	Writing reports to teachers	Reading more about Ayutthaya
School 1 (n=93)	86.0%	67.7%
School 2 (n=108)	63.0%	33.3%
School 3 (n=96)	21.9%	39.6%
School 4 (n=77)	93.5%	58.4%
School 5 (n=68)	48.5%	47.1%
School 6 (n=180)	99.4%	71.7%
School 7 (n=220)	97.3%	36.4%

During a school trip, whether conducted by their teachers or by tour guides, children will get a small notebook (or booklet) which contains some information about the places in the visit plan and some pages of question to find out the answers at the site (see Figure 14).

กิจกรรมการเรียนรู้แบบบูรณาการ “อยุธยา ร่ำลึก”
 ตารางการเรียนรู้ สังคมศึกษา ศาสนา และวัฒนธรรม สายชั้นประถมศึกษาปีที่ 5
 กลุ่ม ...ที่โรงเรียน... ป.5 / ...

คำสั่ง ให้นักเรียนศึกษาค้นคว้าและรวบรวมข้อมูลจากการไปทัศนศึกษา จ.พระนครศรีอยุธยา ในหัวข้อต่อไปนี้

- ประวัติความเป็นมาการก่อตั้งกรุงศรีอยุธยาเป็นราชธานี. ๓๑๓๖-๓๑๓๗
 ...
 ๒. ความเจริญรุ่งเรืองสมัยกรุงศรีอยุธยาในด้านต่างๆ
 - ด้านการปกครอง. พระมหากษัตริย์ของกรุงศรีอยุธยาปกครองโดย
 ...
 ๒.๒ ด้านเศรษฐกิจ. ...
 ๒.๓ ด้านศาสนาและวัฒนธรรม. ...
 ๒.๔ ด้านสังคม. ...
 ๒.๕ ด้านความสัมพันธ์กับต่างประเทศ. ...
- รายนามพระมหากษัตริย์สมัยกรุงศรีอยุธยา. มี ๓๓ พระองค์คือ ๑.พระเจ้าอู่ทอง ๒.สมเด็จพระเจ้าอู่ทอง ๓.สมเด็จพระเจ้าอู่ทอง ๔.สมเด็จพระเจ้าอู่ทอง ๕.สมเด็จพระเจ้าอู่ทอง ๖.สมเด็จพระเจ้าอู่ทอง ๗.สมเด็จพระเจ้าอู่ทอง ๘.สมเด็จพระเจ้าอู่ทอง ๙.สมเด็จพระเจ้าอู่ทอง ๑๐.สมเด็จพระเจ้าอู่ทอง ๑๑.สมเด็จพระเจ้าอู่ทอง ๑๒.สมเด็จพระเจ้าอู่ทอง ๑๓.สมเด็จพระเจ้าอู่ทอง ๑๔.สมเด็จพระเจ้าอู่ทอง ๑๕.สมเด็จพระเจ้าอู่ทอง ๑๖.สมเด็จพระเจ้าอู่ทอง ๑๗.สมเด็จพระเจ้าอู่ทอง ๑๘.สมเด็จพระเจ้าอู่ทอง ๑๙.สมเด็จพระเจ้าอู่ทอง ๒๐.สมเด็จพระเจ้าอู่ทอง ๒๑.สมเด็จพระเจ้าอู่ทอง ๒๒.สมเด็จพระเจ้าอู่ทอง ๒๓.สมเด็จพระเจ้าอู่ทอง ๒๔.สมเด็จพระเจ้าอู่ทอง ๒๕.สมเด็จพระเจ้าอู่ทอง ๒๖.สมเด็จพระเจ้าอู่ทอง ๒๗.สมเด็จพระเจ้าอู่ทอง ๒๘.สมเด็จพระเจ้าอู่ทอง ๒๙.สมเด็จพระเจ้าอู่ทอง ๓๐.สมเด็จพระเจ้าอู่ทอง ๓๑.สมเด็จพระเจ้าอู่ทอง ๓๒.สมเด็จพระเจ้าอู่ทอง ๓๓.สมเด็จพระเจ้าอู่ทอง
- เปรียบเทียบความเหมือน และความแตกต่าง ระหว่าง อยุธยา กับ กรุงเทพฯ. ...

Figure 20: Return of filled sheet from children after school trip.

Children have to write down the things that they saw and answer the questions, and after the site visit a teacher will assign homework either in a group or individually. The paper or assignment would be integrated with other subjects and other knowledge, for example, doing a chart with a mind-mapping concept to explain where did they go, what did they see, what did they get, and what did they learn (see Figure 21). The completed paper will get them some marks for their mid-term test and they might be assigned to present the paper to the class.

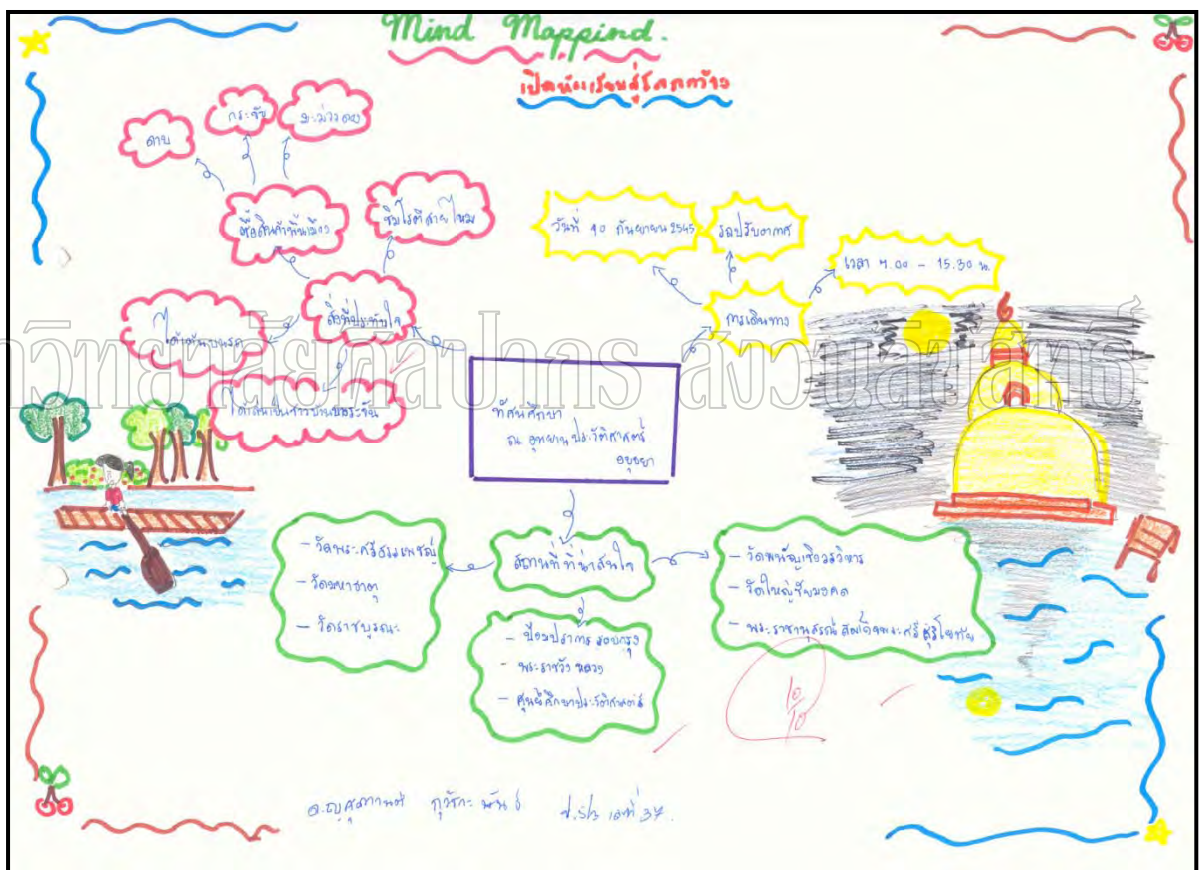


Figure 21: Mind-mapping chart after the site visit.

Impressions

The highest percent (77.9%) of four impressions is shown in School 5, coming from the category 'visit to the historic sites' (see Table 24), and this result was repeated for the seven schools.

Table 24: Impression

School	Impression of children			
	Pay respect to the Buddha	Visit the historic sites	Visit the AHSC	Know more about Ayutthaya
School 1 (n=93)	33.3%	64.5%	36.6%	57.0%
School 2 (n=108)	23.1%	48.1%	25.9%	39.8%
School 3 (n=96)	41.7%	60.4%	29.2%	29.2%
School 4 (n=77)	19.5%	66.2%	20.8%	41.6%
School 5 (n=68)	26.5%	77.9%	25.0%	33.8%
School 6 (n=180)	22.2%	75.6%	26.7%	45.6%
School 7 (n=220)	22.3%	42.7%	21.4%	48.6%

Among the four categories of impression, the highest percentage relates to the impression of children having a chance to visit historic sites. This result reflects the theory of constructivism that the learner can experience and can construct their own knowledge individually. Prior knowledge of Ayutthaya that they got in the classroom supports actively constructing knowledge at the site although there is only one sign or information board at the site. This result is higher when compared to the percentage of impressions at the Ayutthaya Historical Study Center that exhibits many aspects of Ayutthaya by various media, repeating the content and information that is in the textbook. It implies that a good presentation sometimes cannot create a new experience for visitors. Even though the constructed knowledge at the site cannot be measured, we can affirm that children enjoy their new outdoor experiences with activities at the historic site rather than in the room with various exhibitions and plenty of information.

What do children want more of?

'Actions speak louder than words' has been an often proved maxim. The majority of the respondents wanted more activities at the historical sites, which is consistent with the aggregated results (see Table 25). The highest percent that want more activities was in School 4 (71.1%) which was a junior high school with ages between 11 and 12 years. Other presentations are the most required category by School 2 (29.6%), where the respondents were in senior high school and aged around 15 to 16. Among the four methods that can help children understand and gain further information of the Ayutthaya Historical Park, interpreter and presentations seem to be the least wanted.

Table 25: Things which children want more of

School	Documents	Interpreter	Presentations	Activities
School 1 (n=93)	30.1%	12.9%	18.3%	62.4%
School 2 (n=108)	22.2%	14.8%	29.6%	39.8%
School 3 (n=96)	37.5%	18.8%	13.5%	32.3%
School 4 (n=77)	26.0%	6.5%	6.5%	71.1%
School 5 (n=68)	19.1%	14.7%	8.8%	54.4%
School 6 (n=180)	21.7%	11.1%	20.6%	67.2%
School 7 (n=220)	23.2%	15.0%	18.6%	45.0%

The result that most children wanted more activities at the site supports the previous result relating to impressions. Apart from the new experience in new place, children wanted to participate in new activities that would help create new knowledge and learning.

Places

The first distribution of survey forms that were sent to the first two schools did not contain this question while in the later distribution of survey forms there was added the new question about places that children can remember well.

Table 26 shows the scattered numbers for each place in each school. The responses depend on the sites which each school visited, particularly if it was the site where the children part took in activities for the longest time. For example, in school 6 the highest number is for Wat Chai Watthanaram, which might have been the last place where the children had an opportunity to learn via role-playing by simulating a battle in the past. In the case of school 7, the smallest proportion might cause from just passed by, stopping for a moment. They can remember Wat Phananchaeng more than other places because almost all of school trips stopped at Wat Phananchaeng as the first place.

Table 26: Places

School	Places where children can remember well								
	1	2	3	4	5	6	7	8	9
School 1 (n=93)	-	-	-	-	-	-	-	-	-
School 2 (n=108)	-	-	-	-	-	-	-	-	-
School 3 (n=96)	21.9%	11.5%	37.5%	18.8%	22.9%	12.5%	22.9%	13.5%	19.8%
School 4 (n=77)	27.3%	42.9%	27.3%	41.6%	10.4%	15.6%	27.3%	22.1%	18.2%
School 5 (n=68)	35.3%	22.1%	29.4%	14.7%	35.3%	14.7%	35.3%	25.0%	29.4%
School 6 (n=180)	6.7%	68.3%	10.6%	30.0%	2.2%	3.3%	46.1%	5.0%	17.8%
School 7 (n=220)	10.0%	1.8%	11.4%	1.8%	60.0%	17.3%	24.1%	4.5%	36.4%

Remark: 1 The Ayutthaya Historical Study Center 2 Wat Chai Watthanaram
3 Wat Yai Chaimongkhon 4 Wat Na Phramane

- | | |
|----------------------------|----------------------------|
| 5 Wat Phananchaeng | 6 Wiharn Pra Mongkolborpit |
| 7 Wat Pra Sri Sanphet | 8 Wat Mahathat |
| 9 The Royal Ancient Palace | |

Existing interpretation for children at the Ayutthaya Historical Park

From survey and observation, the fact that is obviously seen about existing interpretation for children at the Ayutthaya Historical Park is lack of effective interpretive material.

Although there is a Tourist Information Center (by Tourism Authority of Thailand) in Ayutthaya which tourists can pick up all concerned brochures such as map of attractive places, list of hotels and restaurants, and other interesting activities around the Ayutthaya Historical City. Normally, a school trip had not used services from the Tourist Information Center because of; 1) the teacher or tourist company provides their own documents to distribute to school children in the trip, 2) there are not enough brochures at the Tourist Information Center for all children in every school trips every day. So the office accounts its role as information center merely for tourists.

In some places for example, the Ayutthaya Historical Study Centre, there is no any counter or book shelf that display a guide book or other concerning aspects of Ayutthaya. While the place itself is described a short purpose in front of a ticket and five sections of exhibition inside the centre are printed in the back of the ticket as:

1. Ayutthaya as a capital city.
2. Ayutthaya as a port.
3. Ayutthaya as a centre of political power.
4. Thai life style in the past.
5. International relationship with other countries.

At the popular site for both general tourists and school trip such as Wiharn Pra Mongkolborpit, Wat Chaiwatthanaram, and the Royal Ancient Palace; many souvenir shops are around there. Tourists and students could find a guide book of Ayutthaya in many styles and various prices, both in Thai and in English. Surprisingly, you can buy a small thin guide book of the Ayutthaya Historical Study Centre at a ticket booth in front of the Royal Ancient Palace. The book describes the five sections of exhibition at the centre in English. An author tried to connect the popular places for example, the Elephant Kraal and Wat Mahathat Temple into the section of Ayutthaya as a capital city.

As mentioned in the previous part of survey results that children had short time in each place and they spent almost of the time for seeing, writing, and finding the answers for the assignment therefore they could not screen any books that they are interested. Other interpretive media seems to support commercial rather than encouraging visitors particularly, in children to learn.

The Ayutthaya Historical Study Centre in the role of museum and visitor centre (for children) compares to other popular museums in Europe or in America; it

does not take steps as good as those countries. For example, at British Museum in London, an exhibit section has been categorized in each room, clearly direction, signage, description, and knowledgeable staff both permanent and voluntary in a provided special corner, such history of coin and money. In every museums and places there will be a museum shop that visitors can select not only souvenir but also a premium guide book of that place. This attribute could be found in some country around Asia, for example, Singapore Art Museum in Singapore while in Thailand visitors may find a guide book of the place they are interested in a book store in Bangkok. Most school children do not have sufficient purchasing power for those guide books although they are willing.

Normally, visit the Ayutthaya Historical Park of school trip is allowed throughout of an office hour without preceding coordination between a site officer and a teacher. Consequently, there has not been any provided activity for school children.

That is to say not even less effective interpretation but it has never had an interpretation for children at the Ayutthaya Historical Park before.

Findings and discussions

What children learned more

Learning from object has been proved not only in science study, but also in outdoor education. Children seem to prefer having much more activities than merely holding documents, listening to interpreters, and looking at presentations. Further, all responses to this question are similar regardless of age and school grade. These results do not merely imply the need for learning media but also good planning and preparation of context and contents of what children should learn before the visit, at the site, and after the visit. All documents, interpreters, other presentations, and other activities are very important for children (especially in the level of junior high school) when they are outside the classroom. The documents such a brochure, a pamphlet, or an affordable guide book for students can express further information of the historic sites, other aspects of history, and also the documents can give some pictures which are different from those of textbooks.

Nevertheless, reading is a 'must' or 'need' for children both before and after the site visit because the results show high levels of prior knowledge (see Table 8), although twenty-nine percent did not read about Ayutthaya. Whereas things they have to do after the visit imply writing a report to their teacher, one consequence of this should be further reading to raise much more detail which will then integrate with what they experienced from the site visit.

However, the results do not decisively reveal what exactly children want to learn or know more. Rationale might be the prior knowledge from classroom that most of children learnt from textbooks and they got from teacher's explanation. In fact, besides of knowledge for final examination; children did not realize the benefit

and significance of knowing more about the Ayutthaya Historical Park or Ayutthaya itself.

Children's experiences

From the results we learned that recognition of the significance of historical sites such the Ayutthaya Historical Park is from the prior knowledge that children got in the classroom. Understanding and realization of being World Heritage are issues they have to think about, although many of them were not sure about registration of the Ayutthaya Historical Park as a World Heritage site. Pushing this point is to reiterate the idea of preservation for children.

Furthermore, children gained knowledge and experience from the Ayutthaya Historical Study Center whose role should be as a visitor center and is the only place which contains more information than others. It is purposed to exhibit and reveal information of Ayutthaya in the past, to let people learn chronology in terms of social, economy, culture, land, people, and relationships with other countries. This is the place that almost all school trips visit as the second or the third place. However, they spent much more time here to let children try many exhibits and some illustration technologies that are provided (although some did not work). Among many places of school trip, the Ayutthaya Historical Study Center is the only place where an officer (possibly in the role of a curator) explained each part of the exhibit to children. The students gained experience of Thai life style in Ayutthaya period that they saw Thai house made from different material from the present day.

Integration is the intended consequence of a school trip, according to ideas of an education reform. At the site, some children had to complete another assignment, such as on English subject where they had to interview foreign tourists. After the site visit children in some schools had to write reports to their teacher, integrating their prior knowledge with further information they got from the historic sites by using the concept of 'mind mapping' to create a chart or picture, and to present it to the class for marks towards a mid term or final test.

What one hopes to be a great outcome from the trip is a growing interest in reading. No matter whether they have to write a report or not, reading should be an effective way to enhance knowledge and answer questions. Subsequently, they could experience other issues of Ayutthaya from additional reading.

Experience that has been obviously concluded from the survey is entertainment. School children relaxed from classroom frame when they had a short walk around historic sites, lunch together with friends under the trees and encompassing with ruins, acting the role of fighting as in the past, interviewing foreigner tourists, and enjoy seeing traditional dessert like Roti-Sai-Mai. Apart from those activities and atmosphere, outdoor learning is their appreciation.

Contribution to preservation

When we are talking about the significance of some places, in particular old places like historic sites, old buildings, and ruins, it always means that a very long period has passed. To create the sense of preservation or conservation in something or places is difficult. It will take much time to learn.

Finally, expected experience from visit the Ayutthaya Historical Park of a school trip is subjective, sense of historic preservation. To let them experience the real historic buildings is intention to encourage children think about why and how to save the heritages. Nevertheless, it might be only an understanding superficially, and not a sense to protect something from demolition. It might not meet the objectives of the concept of lifelong learning in the future. Lack of effective planning and method to measure before and after visit of a short time school trip to the Ayutthaya Historical Park cannot disclose the real outcome.

Providing interpretation for children

This is neither the difficult question that cannot be answered nor a final solution sought by the particular survey form used in this study. An important for learning and education reform concerns about having people and organisations cooperating to consider the significant aspects of the educational tasks. An appropriate interpretation for children at the Ayutthaya Historical Park should be provided in two stages; before the visit and at the site. For these sorts of tasks to be effective, cooperative planning and design of the interpretational effort would seem essential.

From observation at the Ayutthaya Historical Park, there is insufficient interpretation in almost every place where children visited. The only place that brings together various media is the Ayutthaya Historical Study Center with categories of Ayutthaya in social, economic, transportation, and relationships with other countries in the past. Each aspect is exhibited in the different media, such as audio devices, a big picture that illustrates the route by the river in the past, some models of house to show people's life style, etc.

Regardless of explanation by teacher or tour guide, children did not get distinctive information about Ayutthaya because most of content are from similar sources. Most of (interpretive) media which children got are also the same even it came from tour guide or teacher because it is just a small booklet contains short paragraph of each place and question page to let children fill in their answers. It seems that explanation at the site cannot motivate much more learning in children because they were influenced by other stimulating contexts of the place. A crucial factor that has not contributed much of gaining new knowledge at historic sites is 'time'. It seems that the school trip has to take a look like 'window shopping' because they spent only 30 – 45 minutes at each place while number of school children in a trip is 100 students in minimum and there are five to eight places to visit within a trip. Short time learning in new context that might be first time visit cannot strengthen any new thinking although children affirm that they have got further knowledge from visiting the Ayutthaya Historical Study Center.

However, some media have being damaged from over long-time used, while some do not work anymore. Although the Ayutthaya Historical Study Center seems to be the only place that utilizes various media for children (and other visitors), there is no document, such as leaflet or brochure to distribute. Most children have to write down information they want into their notebooks in a limited time, it is obvious that they cannot get all they want for writing a report.

Other popular places where school trips stopped are Wat (temples) and the Ancient Royal Palace, but most of them have only one sign in front. Normally, this sign stands with its objective to explain the significant of the place in a brief way and focuses on tourism rather than education, and foreign tourists more than local students.



Figure 22: Foreign tourist reading a sign at Wat Yai Chaimongkhon.

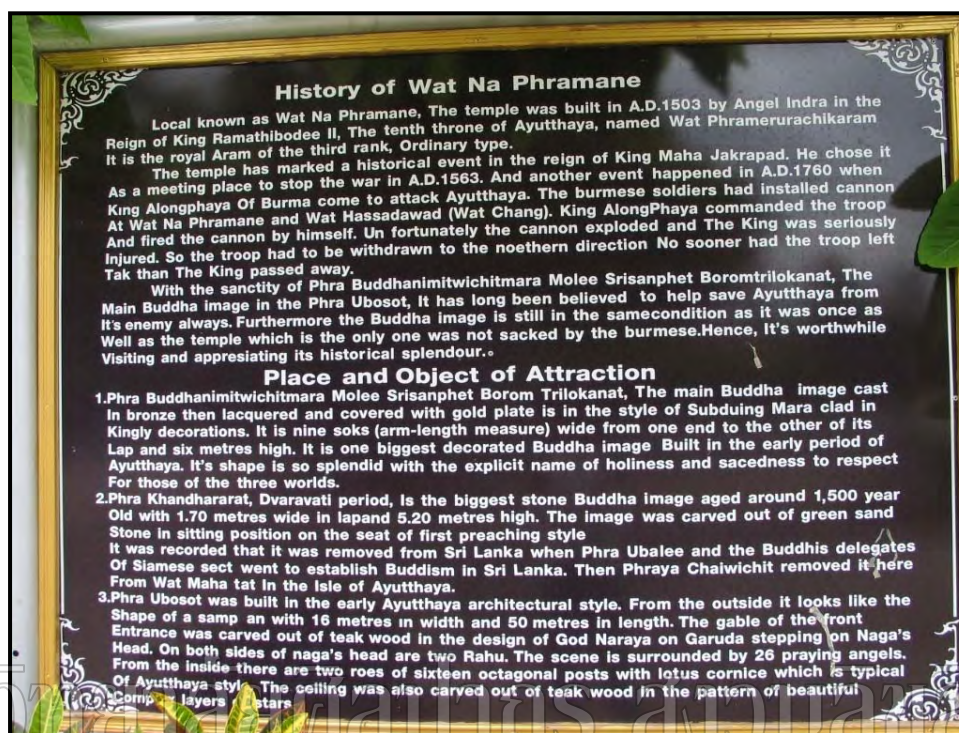


Figure 23: A signboard at Wat Na Phramane.

A point that should be considered for interpretation is the question of should interpretation media be separated between general visitors and children, and what content should be focused upon to integrate with learning.

There are some limitations that the schools involved in this study varied in terms of school type, school culture, administrative support, and student populations. While the survey method has tried to minimize intrusiveness of assessment on class time and students' learning. However, the overall of survey responses indicated a positive view of field trip experiences.

The conclusion and suggestion on these issues will be discussed in the next chapter.

What we learned from the results

The total number of 842 respondents who visited the Ayutthaya Historical Park as a learning resource outside the classroom reveals the aspects of:

- Learning behavior and activities of school children at the historic sites that are not different from learning in the classrooms, they were still listeners and tried to write down everything they met within limited time,

- After the site visit, most of school children who were assigned a report had read further books,
- Most of children wanted more activities rather than reading information from signboards or listening to an explainer,

- Knowledge transmission from the learning resources of teachers, tour guides, or staff of each place exhibited no significant difference because most information they described was from similar textbooks or sources,
- Prior knowledge about Ayutthaya from the classroom cannot create much of a sense of preservation to children,
- Lack of framing and focus on the goals of a trip before the visit led to spending more time and too many visited places,
- Too many activities for the integration of many subjects at the same time does not contribute to effective learning,
- Sense of preservation cannot be created through first-hand experience.
- However, learning was facilitated by real stuff and (some of) living exhibits.

Increasing children perception of heritage issues, interpretation can often have more impact than the use of regulatory learning to change sense and behavior in the historic area. Interpretation can raise awareness which, in turn, can lead to greater appreciation of the value of the heritage.

The strategy examines the issues involved in the provision of interpretation and information, and promotes a structured approach to planning. In other words, the strategy gives a framework within which guiding principles for the development of logical, coherent and consistent interpretive provision can be set down. The aim of the strategy is to guide interpretative development within the Ayutthaya Historical Park, encourage the production of structured interpretation plans and help with the formulation of an interpretive strategy.

Chapter Five

Conclusion

Introduction

The Ayutthaya Historical Park contains the spectacular remains of the metropolitan city of the Ayutthaya Kingdom. A large area has been inscribed on the list of World Cultural Heritage Sites. Tourism is not only an important economic activity but also educating people in its own community is a vital issue. Conservation of built heritage sites needs an effective plan and management tools. Interpretation is the key to ensuring the quality of visitors' experiences and successful interpretation is critical for both effective management and conservation.

There are two key visitor groups of the Ayutthaya Historical Park: general tourists (both foreigner and local people) and school children. Interpretation should be considered separately: for general tourists, the priority should be to support and develop the Ayutthaya Historical Park's potential as a destination offering a wide variety of holiday activities, and to encourage appreciation of the sites as beautiful and valuable; for school children, on the other hand, the priority should be to establish or reinforce a sense of pride in the area that will lead to a sense of the need for preservation. The study has aimed to understand outcomes which young visitors, particularly school children, derived from their visit to the Ayutthaya Historical Park. In addition, the need to consider the experiences gained by school children to encouraging the sense of preservation was addressed. The findings of this study are consistent with key research questions established for the project even though they have not supported them in detail.

Overall, survey responses indicated a positive view of field trip experiences. It was obvious from the study that school children wanted to have other activities during the visit to the sites and that these preferred activities should be interactive and also should constitute an effective learning method. The revealed answers support the learning theory of 'Constructivism', that successful discovery learning must let learners interact with their environment and construct their own knowledge. Consequently, it is believed to be a powerful tool for informal education.

Participation in the school field trips yielded interesting outcomes whereby children experienced many cultural aspects such as art and design, buildings, and lifestyles of the past including aspects of religion which they expressed as new experiences in the survey results. The findings also support the view of constructivist learning, that meaning is created from experience and learners are able to build personal interpretations of the world based on individual experiences and interactions. Although the study cannot affirm the developing of a sense of

preservation in school children, it is perhaps consistent with the objectives of learning a history subject that encourage pride in the nation among children. This might be useful for teachers and educators in organising a new teaching method for history and social science subjects.

School children under study revealed their prior knowledge of Ayutthaya which contributes one significant factor into the learning experience, as a prior knowledge that learners bring it with them from outside the classroom enhances their ability to acquire new knowledge and new experiences. This highlights a crucial role of teachers that in developing factors such as motivation, attitudes, and a preference for history subjects. As a result, this challenges educators to seek potential relevant factors with which to construct historical knowledge.

An education process model asserts the importance of providing historical interpretation for children separately whether as a part of a curriculum or at the sites. Another key factor is collaboration among concerned organisations with the aim of providing and promoting an interpretation plan specifically for children at the Ayutthaya Historical Park.

Discussions and recommendations

It is important to note that this study focused on 932 students who attended school trips to the Ayutthaya Historical Park. Findings cannot be generalized to all children attending the historic sites. However, this study does indicate a large number of positive outcomes of the visit to the Ayutthaya Historical Park. Nevertheless, the results and findings cannot yield a precise picture of how to prepare for children at historical sites such as the Ayutthaya Historical Park. It does, however, provide a starting point from which to focus heritage interpretation in terms of education. There were many points of view that should be considered, and a number of actions that should be taken. The purpose of the study was to initiate a concept of a practical process model that can associate with a school curriculum and a master plan of the Ayutthaya Historical Park. Continuing study in applying an interpretive process model and learning theory will provide teachers and heritage planners with theoretical guidance and practical tools to use when establishing a historic site as a lifelong learning resource.

The location of the Ayutthaya Historical Park is close to Bangkok so that many schools in Bangkok, its suburbs, and rural area such as Patumthanee, Samutprakarn, Ratchaburee, Nakornpathom, etc. always direct their school trips to the park. Although the history subject starts in the school grade five, school children that attended a trip to the Ayutthaya Historical Park were not limited in terms of age. Most of them had to join a trip as part of a social studies subject rather than visiting as part of spending leisure time with family. Some of them who did not visit together with a school trip, for any reason, were still able to convey knowledge of Ayutthaya in the class in relation to diverse issues depending on the objectives of each level. Teachers need outdoor resources that both fit curriculum requirements and highlight national heritage, so that Ayutthaya is the proper destination to choose.

The study results revealed issues relevant to the aims of the dissertation which tried to explore things children wanted more of when they were at the site. They did not seek complementary documents, explainers, or presentations but, rather, other activities, especially in age range of 12 – 14 years. They seem to prefer interactive activities such as role-playing rather than listening or reading signboards. In terms of cross-curriculum learning, school children enhanced their experiences with assignments whereby they constructed knowledge by themselves. For example, in interviewing foreign tourists in English, children were offered opportunities to practise English language skills and skills of interaction with people. After the site visits, in some school grades, children had to draw a mind-mapping chart to express what they saw and learned. The linking ideas depicted from their drawing helped develop them in systematic thinking. A school field trip and study outside the classroom can help students understand how subjects are related to the outside world. A field trip to the Ayutthaya Historical Park should mean offering school children opportunities to undertake visits to historic sites with an aim of engaging their interests. For the teacher, the historical environment has relevance across the wider curriculum, not just in history, but also in religious education, art and design, geography, and other core subjects such as English, in all of which teachers should be able to facilitate connections between students' prior knowledge and experiences.

Nevertheless, the 'wants' that children expressed in this study should be viewed as just superficial and ephemeral and one should be reminded that children might subsequently need and 'want' a diversity of follow-up resources after the visit, such as documents for further information or other learning resources.

Overall, there are no examples of well-designed research projects in Thailand to identify the needs of children in learning about the heritage of the nation. In order for children to connect to history and to fully understand it, heritage education needs to address diverse needs, concerns, and interests of children. To contribute to both formal and informal education, conducting a research project to understand their need should, therefore, aim to be at the same level as understanding the needs of general visitors. Consequently, studies are expected to yield a basis of information in creating interpretive planning together with, in the case of children, more interactive educational materials and activities. The provision of various learning contexts and opportunities for creativity in the history subject can be particularly important in meeting the needs of children.

There is, however, an important point where the present study cannot yield clear results, namely in the issue of developing a sense of preservation influenced from the heritage experience. Most of the school children perceived the significance of Ayutthaya as heritage of the nation and of the world. This clearly involved the prior knowledge they brought from the classroom and textbooks. It is still merely knowledge, however, and not a sense of the need for or commitment to preservation. On the other hand, if that sense arose, repeat visits to the Ayutthaya Historical Park would be likely to enhance it. However, there are still difficulties which need to be

overcome if the heritage planner or educator still cannot clearly measure success or otherwise in terms of this issue.

The results satisfactorily revealed that school children have ideas about the past of Ayutthaya. In addition, most of them recognised the inscription in the World Heritage List of the Ayutthaya Historical Park and its significance. These were likely to have arisen from teachers' explanations in the classroom. Further, 70% of them had read about the history of Ayutthaya before the visit. It seems that their learning proceeded primarily from prior knowledge. The prior knowledge is expected to come with the school children to enable them to connect with their experiences at the historic sites. After the site visits, almost half of them sought further information to complete an assigned report while reading was, sadly, ignored by the rest.

During a trip, the Ayutthaya Historical Study Center should take the role of visitor center (for school children), to reflect appropriately on constructing ideas of the past. The components and exhibits such as those relating to the establishment of the capital city, its economics, foreign relationships, and ancient Thai lifestyles can boost school children's wider understanding. This was clearly revealed by the answers to many aspects in their notebooks (which were distributed at the start of a trip) or in an assignment from teachers after the site visits. These contribute secondary learning from the presented materials.

Other responded results are impressions of what the children saw at the sites, what they interacted with at the sites, and names of places that they can remember after the visits. These results affirm the benefits of school trips to the historic sites, and that outdoor learning offers them opportunities for whole-body involvement. Increasing understanding in Ayutthaya (or other historic sites) is believed to contribute to the constructivist concept that learners construct new knowledge from experiencing new contexts regardless of which type of a trip it might be or who might be the explainer or source of prior knowledge.

According to school children's responses gathered after the site visits, their preference is for having other activities such as role-playing; this is in the top rank while an interpreter is at the bottom. This might result from some misunderstanding among children that an interpreter should merely take the role of speaker such as with teachers and tour guides. However, a lower preference does not mean that one should ignore the interpreter's role. In formal learning there is, as one would expect, the role of teachers in history learning just as with any other explainers. Effective teaching depends on a high level of challenge and high support; teachers will enhance learning through much enthusiasm. Applying constructivist concepts to the teaching of social studies can revolutionise the learning environment, and perhaps recapture the joy of learning that is central to human nature (Hoagland, 2000). The teacher has a primary role of heritage interpreter off-site and sometimes at the site. Development of teaching ability in an effective way as heritage interpreter can help teachers transmit the content of history much more enthusiastically. However, teachers are overwhelmed by the extensive amount of information they are supposed

to cover in the classroom. Additional information or materials that they have to incorporate into the classroom as linkage between heritage and education might make them feel that this is merely extra work.

School children in Thailand have been quite familiar with the constructivist method so that applying this teaching and learning method to the history subject with outdoor activities could reinforce understanding of heritage places in which the curriculum sets up the goals. Reform of the National Education system emphasises the need for further development of historic sites as a learning source. This may offer opportunities for these to be embedded into the curricular areas. At the same time, learning is a key issue for historic sites to address, as well as a consideration for management in the tourism industry. Historic sites, particularly those inscribed as World Heritage, should position themselves as places for learning. This will require a strategy of goal setting, vision, and mission for a heritage master plan and as a component in an interpretive plan. It will help improve the image of the profitable organisation of heritage sites and change their role as learning resources.

School children's interest level in history and social studies is often difficult to raise, as they tend to see those topics as outdated and distant from their personal interests and concerns. There was an issue from the literature that suggested that heritage education is most effective when museums and historic sites adopt a constructivist approach to presenting heritage. This allows children to create meaningful learning by linking the visits, objects, and exhibits to their own backgrounds and experiences. In addition, the era of information and communication technology, with its linking interactive approaches, offers more effective learning for children. Creating enjoyment and relevancy that encourages positive attitudes towards visiting historic sites can encourage repeat visits. At the same time, this mission challenges teachers. One effort is that teacher should encourage the perception of children, to see a heritage site as an enjoyable learning place (and not simply as a picnic area). Focusing on relevancy and connections to modern issues is another method whereby teachers can create criteria for deciding what is worth covering and can motivate children to a higher level of interest. Consequently, the historic site is where constructivist theory and practices meet reality as well as the classroom.

Therefore, interpretation of heritage to strengthen learning in children could be suggested in the form of a constructivist method linking direct experience with prior knowledge. In addition, consideration of an interactive experience as a part of the interpretive method both at school and at the historic site could let children re-use prior knowledge, construct new knowledge, and then relate it to personal experience. Integration of knowledge and something that is relevant to their lives can easily embed learning in their minds, albeit in the different context. All this emphasizes the need to ensure that their interpretive programs are making a difference from learning in the classroom.

Length of the learning period is a critical factor as well as the media, method, and content. Observation of the entire school trips suggests that too many places may be visited in a trip and that a shorter time in each place does not support learning adequately. Challenges for heritage planners and educators is not only making the learning experience enjoyable and relevant, but also providing sufficient time for the heritage experience.

Motivation is another significant factor for acquisition of knowledge. Measuring and learning of what is a key factor to motivate children's interest in heritage sites will be useful for planners and educators to provide an effective interpretation and education plan.

Strategies for success

One of the key success factors in historic preservation is not only a fund nor a strong policy from a concerned organisation, but an effective interpretation that must be provided professionally and systematically for all targeted groups of visitors including school children. In Thailand where heritage interpretation has not been applied widely and professionally, initiation of an interpretation plan as a project could help achieve these goals faster. Linking to education is another strategy that heritage planners and educators should consider. A practical interpretation and education process model requires verification and adjustment to fit with the learning context in Thailand before implementation.

A key objective of the project has been to explore the effectiveness of heritage programs and activities (or learning at a historic site) in relation to school curriculum needs. Findings in relation to this key objective derived from an assessment of the extent of the school teaching itself, the curriculum, teacher, student, and tour guide. To understand what factors have influence and to what extent, the assessment is a process of collecting, analysing and reporting data to reveal the facts of visitors and other data of relevance to providing interpretation. The findings will be useful to both the wider heritage project and education, in monitoring and adjusting the program to meet specific standards of learning as well as the heritage and educational goals.

The following are some of the issues that might be considered before setting up the goals of a project plan:

- The school curriculum treats the heritage program (school trip to the Ayutthaya Historical Park or other historic places) as just enrichment and not integral to the curriculum.
- Teachers seem to be greatly interested in engaging their students in historic sites that will assist students achieve good results in their examinations rather than other results such as perception of heritage value or sense of a need for preservation.
- What children (the target audience) learned was not explored in-depth.
- There is a need to continue developing a heightened sense of the need for preservation.

- Who will contribute funding and appropriate budget for enhancing an interpretation program for children?
- How to distinguish interpretive media at the same place for both education and tourism?
- In what extent can the goals of heritage and education actually be met?

Most children visit a historic site according to the necessity of the curriculum, and its key objective seems to be to provide support towards good results in their examinations that can reflect good teaching results for the teacher. If the endeavor of interpretation and the education project can increase the expectations of experience, these could change children's interests, attitudes, behavior and lead to lifelong learning. In that way society could get to the situation where heritage preservation is no longer going to be dependent on actions by the most politically powerful generation. And if historic sites are to take a leading role in providing new and meaningful learning experiences for children, then studying visitor learning needs to be part of a research program.

Although most of children wanted other activities when they were at the site, there was a group of children preferred reading and many of them learned more the real archaeological with their prior knowledge. As teacher with extensive pedagogical responsibilities and limited time are unlikely to track down ways to blend the field trip with their curriculum, supporting materials – easy access to materials and experiences that support field trips is critical. Without clear objectives and a full understanding of the field trip experiences, teachers are less likely to make productive use of these materials.

A key issue, how to measure a level of gained knowledge of children from their visit. It might relate to their level of education. If a higher level of education (school level) can help them learn more in detail of history it is believed that they will gain more knowledge from a school trip.

A new concept sometimes needs to be narrowed in its scope. There needs to be some success from a first implementation of heritage interpretation for children in Thailand. A pilot project should therefore start with selected sites, selected messages, and selected effective interpretive media and activities to get faster results and an easy method for determining budgeting. At the same time, a 'contemporary' approach by offering interactive and modern multimedia presentations, educational games and facilities would bring about a greater interest in devising appropriate sources of information, and thus increase the level of the acquired knowledge.

Conclusion

The most important conclusion resulting from the present research is the fact that school children with school field trips to the Ayutthaya Historical Park did not attach much importance to the knowledge offered to them by the attractions themselves. The historic sites, to a greater extent, become places of recreation,

entertainment and social interaction, rather than places for acquiring cultural impressions that is can develop a sense of the need for preservation.

School field trip to historic sites is one of effective learning tool that educator can convey expected knowledge to children. At the same point of view, field trips are an important aspect of every student life, and they are acknowledged to be an important educational tool by almost everyone involved in schooling. Despite the fact that teachers overwhelmingly perceive curriculum fit as the most important consideration. Children on field trips also form an important current and hopefully future audience for historic sites. However, a question that might lead to a research in the future is about factors that are crucial in acquiring knowledge while visiting heritage sites. And how to encourage both teachers and students to perceive school field trips as highly valuable educational experiences.

One significant issue, alluded to above, therefore remains unresolved: how do such visits and activities contribute to the formation of a life-long commitment to national heritage and its conservation? There is a need for a more 'longitudinal' study, perhaps to be extended over several years, to discern how attitudes are formed and values change, and to explore what are the significant catalysts in such formation. In other words, what is the role of site visits and other experiences and forms of learning in the formation of ideas, attitudes and commitment? Such research would need to take a constructivist approach to the study of learning, but to extend it much further than has been possible in the present, more limited project.

A second question for future research relates to the clear differences in approaches and outcomes revealed in the present project. Different schools evidenced different approaches to the Ayutthaya visit and associated learning, and there were different outcomes. The present project has revealed the value of such visits and the benefits to be derived. However, the differences need further explanation through more in-depth study that is also comparative in a theoretical framework of constructivism.

In summary, this project has established both a theoretical and an empirical base for future research across time (longitudinally) and across practices (comparatively).

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Appendices

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix A: Survey form

Survey Form Outcomes from Visit the Ayutthaya Historical Park

Section I: General Information

1. How old are you? 9 10 11 12
 13 14 15 16
2. You are studying in Grade 5 Grade 6
 Grade 7 Grade 8 Grade 9
 Grade 10 Grade 11 Grade 12
3. Type of school Government Private
4. Curriculum Thai English Bilingual
5. Have you visited the Ayutthaya Historical Park?
 Yes No **(if no, please go to number 22, page 2)**
6. Do you generally visit the Ayutthaya Historical Park with...?
 School Family Friends

Section II: Existing knowledge

Before visiting the Ayutthaya Historical Park:

7. You have ever learnt or known about history of Ayutthaya before.
 Yes No
8. You have realized the significance of Ayutthaya.
 Yes No
9. You have read about history of Ayutthaya.
 Yes No
10. Teacher has explained about history of Ayutthaya.
 Yes No

Section III: Outcomes

When visit the Ayutthaya Historical Park

11. Who does explain significance of each historic site?
 Teacher Tour guide Officer at historic site
12. You have realized significance of Ayutthaya as a capital city in the past.
 Yes No Not sure
13. You have known that the Ayutthaya Historical Park was registered as the World Heritage.
 Yes No Not sure

14. You understand the significance of being the World Heritage is to keep historic site as long as we can.
 Yes No Not sure
15. You have a chance to visit the Ayutthaya Historical Study Center and get more knowledge about Ayutthaya.
 Yes No Not sure
16. After visiting the Ayutthaya Historical Park you have to write a report to your teacher.
 Yes No
17. After visiting the Ayutthaya Historical Park you tried to explore and read about history of Ayutthaya.
 Yes No
18. Impression from visiting the Ayutthaya Historical Park:
 pay respect to the Buddha visit historic sites visit the Ayutthaya Historical Study Center
 know more about Ayutthaya Do not impress
19. What do you want more when visit the Ayutthaya Historical Park?
 Documents Interpreter Other presentations such as VDO
 Other activities such as simulation of event in the past
20. You intend to visit the Ayutthaya Historical Park again.
 Yes No Not sure
21. The place where you can remember well is
 Ayutthaya Historical Study Center Wat Chaiwatanaram
 Wat Yai Chaimongkol Wat Na Pramen
 Wat Panuncheang Wiharn Pra Mongkolborpit
 Wat Pra Srisunphet Wat Mahathat
 The Ancient Royal Palace
22. You have never visited the Ayutthaya Historical Park because
 has no information no one conduct a trip no reason to go

Thank you so much for your time

Appendix B: Survey result tabulation

Combination of learning in the class and explanation from a teacher


			Teacher's explanation		Total
			1	2	
Learning in the class	1	Count	792	9	801
		% of Total	94.1%	1.1%	95.1%
	2	Count	41		41
		% of Total	4.9%		4.9%
Total	Count	833	9	842	
	% of Total	98.9%	1.1%	100.0%	

Combination of learning in the class, explanation from a teacher, and reading a book

Read a book				Recognised significance		Total
				1	2	
1	Learn in the class	1	Count	547	29	576
			% of Total	91.6%	4.9%	96.5%
		2	Count	16	5	21
			% of Total	2.7%	.8%	3.5%
	Total		Count	563	34	597
			% of Total	94.3%	5.7%	100.0%
2	Learn in the class	1	Count	189	36	225
			% of Total	77.1%	14.7%	91.8%
		2	Count	15	5	20
			% of Total	6.1%	2.0%	8.2%
	Total		Count	204	41	245
			% of Total	83.3%	16.7%	100.0%

Appendix C: Booklet for school children

**ทัศนศึกษาอยุธยา
บูรณาการ สานสัมพันธ์**



... โรงเรียนวัดสุทัศนวราราม ...

กลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม
ระดับชั้นมัธยมศึกษาปีที่ ๒
๑๗ พฤศจิกายน ๒๕๕๘

* ราชธานีเก่า อู่ข้าวอู่น้ำ เลิศล้ำกานท์กวี คนดีศรีอยุธยา *

ชื่อ.....

ชั้น ม. ๒ /..... เลขที่.....

คำนำ

การจัดทัศนศึกษา ในโครงการที่ชื่อว่า “อยุธยา บูรณาการ สามสัมพันธ์” เป็นการปูพื้นฐานการเรียนรู้เรื่องประวัติศาสตร์ไทยสมัยอยุธยา โดยเริ่มต้นตั้งแต่ เส้นทางการเดินทางที่พรมอยุธยา ศิลปะอยุธยาตอนต้น ตอนกลาง และตอนปลายตลอดจนเชื่อมต่อระหว่างรัตนโกสินทร์ตอนต้น นอกจากนั้นยังมีเรื่องราวความรู้ทางด้านสถาปัตยกรรม ศาสนา รวมถึงพิธีกรรมต่างๆ ซึ่งถูกจัดรวบรวมให้ศึกษาในแหล่งเรียนรู้ที่เหมาะสม เป็นประโยชน์ต่อนักเรียนและผู้สนใจเป็นอย่างยิ่ง

การเรียนรู้นอกห้องเรียนถือได้ว่าเป็นการเพิ่มประสบการณ์ ความแปลกใหม่ในชีวิต สร้างวิสัยทัศน์ ความคิดริเริ่มสร้างสรรค์ และสร้างความเป็นผู้นำในอนาคต เพราะนักเรียนจะได้เรียนรู้ทั้งถูกและผิดในเวลาเดียวกัน โดยสังเกตจากสิ่งรอบข้างนำสิ่งเหล่านั้นมาประยุกต์ใช้กับตนเองและชีวิตประจำวัน

การเรียนรู้โดยการออกไปสัมผัสกับสิ่งที่มีอยู่จริงในครั้งนี้

กลุ่มสาระการเรียนรู้ สังคมศึกษา ศาสนา และวัฒนธรรม ได้บูรณาการร่วมกับกลุ่มสาระอื่น ๆ เพื่อที่จะให้เกิดประโยชน์สูงสุดแก่นักเรียน เพราะการเรียนรู้ในสมัยปัจจุบันที่ต้องก้าวให้ทันกับเทคโนโลยีที่มีการเปลี่ยนแปลงอยู่เสมอ



(นางวาสนา ถ้ำเลิศชวัล)

หัวหน้ากลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนาและวัฒนธรรม

(๔)

ข้อมูลทั่วไป

“ราชธานีเก่า อู่ข้าวอู่น้ำ เลิศล้ำกานท์กวี คนดีศรีอยุธยา”

ดวงตราประจำจังหวัด : รูปทอยสังข์ข้าวประคิมฐานบนพานแว่นฟ้า ภายในปราสาทได้ดินหมัน

ที่ตั้ง : อยู่ในที่ราบลุ่มภาคกลาง ห่างจากกรุงเทพฯ ประมาณ 72 กิโลเมตร

มีอาณาเขตติดต่อกับจังหวัดต่างๆ คือ

ทิศเหนือ - จ.อ่างทอง จ.ลพบุรี และ จ.สระบุรี

ทิศใต้ - จ.นครปฐม จ.นนทบุรี และ จ.ปทุมธานี

ทิศตะวันออก - จ.สระบุรี

ทิศตะวันตก - จ.พิจิตร

แม่น้ำ : แม่น้ำเจ้าพระยาไหลผ่านพระนครศรีอยุธยา คือ แม่น้ำเจ้าพระยา แม่น้ำป่าสัก

และแม่น้ำลพบุรี

ภูมิประเทศ : อยุธยาตั้งอยู่ในที่ราบลุ่มภาคกลาง ไม่มีภูเขา ไม่มีป่าไม้ หรือถ้ำ แต่ตั้งอยู่ในชุมทางของแม่น้ำหลายสาย ซึ่งไหลลงสู่อ่าวไทยจึงกลายเป็นเมืองท่าและศูนย์กลางพาณิชย์นาวีที่สำคัญในช่วง พุทธศตวรรษที่ 23-24 และยังคงอยู่ในเขตดินดอนสามเหลี่ยมที่เกิดจากการทับถมของตะกอนและโคลนตม อยุธยาจึงอุดมสมบูรณ์ เหมาะแก่การเพาะปลูกเป็นอย่างมาก

ภูมิอากาศ : อากาศค่อนข้างร้อน อุณหภูมิสูงสุดเฉลี่ย 31 องศาต่ำสุดเฉลี่ย 24 องศา แต่การที่จังหวัดตั้งอยู่ไม่ไกลจากอ่าวไทย จึงได้รับอิทธิพลลมมรสุมตะวันตกเฉียงใต้จากอ่าวไทย ทำให้มีฝนตกชุกตั้งแต่กลางเดือน พ.ค. - ต.ค.

สินค้าพื้นเมือง : ปลาตะเพียนโบราณ ไรตีสายไหม ผลไม้เชื่อมและคอง หนังกุ้งปลา ทอดกรอบ ขนมบ้าบิ่น ตุ๊กตาชาววัง มีดอรัญญิก หม้อดินเผา

(๕)

วัดพนัญเชิง

อยู่ริมแม่น้ำทางด้านทิศใต้ของพระนครหรืออยุธยาเป็นวัดที่มีมาก่อนสร้างกรุงศรีอยุธยาเดิมใครเป็นผู้สร้างไม่ปรากฏหลักฐานพระพุทธรูปซึ่งเป็น พระประธานในพระวิหาร นั้นชื่อพระเจ้าพนัญเชิงสร้างขึ้นเมื่อ พ.ศ. 1867 ในปี พ.ศ. 2397 พระบาทสมเด็จพระจอมเกล้าเจ้าอยู่หัวทรงบูรณะใหม่ทั้งองค์ และถวายพระนามว่าพระพุทธไตรรัตนนายกนับเป็นพระพุทธรูปปูนปั้นปางมารวิชัยที่มีอายุมากที่สุดและใหญ่ที่สุดในประเทศไทยหน้าตักกว้าง 20.17 เมตร และสูงจากชายพระขางถึง พระรัศมี 19 เมตร

วัดใหญ่ชัยมงคล

เมื่อ พ.ศ. 1900 พระเจ้าอู่ทองทรงพระกรุณาโปรดเกล้าฯ ให้ปลงศพเจ้าแก้วเจ้าไทย ที่ปลงศพ นั้นให้สถาปนาพระเจดีย์และวิหารเป็นพระอารามชื่อ วัดป่าแก้ว และโปรดเกล้าฯ ให้เป็น สำนักสงฆ์เรียกคณะป่าแก้ว ปฏิบัติทางวิปัสสนาธุระ ต่อมาได้ขนานนามว่า วัดเจ้าพระยาไทย เพราะเป็นที่สถิตของสมเด็จพระวันรัตพระสงฆ์ราช ค่ายขวา ซึ่งในสมัยโบราณเรียกว่าพระสงฆ์ว่าเจ้าไทย ครั้นแผ่นดินสมเด็จพระนเรศวรมหาราช พ.ศ. 2135 ทรงได้ชัยชนะใน การทำยุทธหัตถี สมเด็จพระวันรัตวัดป่าแก้ว ซึ่งขอพระราชทานอภัยโทษแก่นายทัพนายกอง ที่ตามเสด็จไม่ทัน ได้กราบ บังคมทูล ให้ทรงสร้างพระเจดีย์ใหญ่เจดีย์ พระเกียรติที่ตำบลหนองสาหร่าย จังหวัดสุพรรณบุรี และที่วัดเจ้าพระยาไทย ให้เป็นคู่กับเจดีย์ภูเขาทองที่พระเจ้าหงสาวดีสร้างไว้พระเจดีย์นี้มีขนาดสูงใหญ่ทรง ระฆัง (ปัจจุบันสูงประมาณ 60 เมตร) ขนานนามว่า พระเจดีย์ชัยมงคลแต่เรียกเป็นชื่อสามัญว่า พระเจดีย์ใหญ่ต่อมาจึงเรียกชื่อวัดนี้อีกชื่อหนึ่งว่า วัดใหญ่ชัยมงคล

วัดไชยวัฒนาราม

สร้างขึ้นในสมัยพระเจ้าปราสาททองเมื่อปี พ.ศ. 2173 ในบริเวณบ้านเดิมของพระองค์เพื่ออุทิศพระราชกุศลแก่พระราชมารดา และสร้างขึ้น เพื่อเป็นอนุสรณ์แห่งชัยชนะเหนือประเทศเขมร โดยตั้งใจจำลองมาจกนครวัดจะเห็นได้จากลักษณะการสร้างพระปราสาทของวัดนี้เป็นวัดที่ใช้พระราชทานเพลิงศพของพระมหากษัตริย์และเชื้อพระวงศ์สมัยอยุธยา เช่น เจ้าฟ้าธรรมาธิเบศร์

(๘)

เพลงประจำจังหวัด “อยุธยาเมืองเก่า”

อยุธยาเมืองเก่าของเราแต่ก่อน	จิตใจอาวรณ์มาแล้วสู่กันฟัง
อยุธยาแต่ก่อนนี้ยัง	เป็นดังเมืองทองของพี่น้องเผ่าพงศ์ไทย
เดี๋ยวนี้จึงเป็นเมืองเก่า	ชาวไทยแสนเศร้าถูกข้าศึกถูกราน
ชาวไทยทุกคนหัวใจร้าวราน	ข้าศึกเผาผลาญहरกรรณวอควาย
เราชนชั้นหลังฟังแล้วเศร้าใจ	อนุสรณ์เตือนให้ชาวไทยจงมัน
สมัครมานร่วมใจกันสามัคคี	คงจะไม่มีใครกล้าร้าวชาติไทย

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์



(๘)

วัดหน้าพระเมรุ

ตามตำนานได้สร้างขึ้นเมื่อ พ.ศ.2047 ในรัชกาลสมเด็จพระรามาธิบดีที่ 2 พระราชทานนามว่า "วัดมรุราชิการาม" ต่อมาเรียกกันภายหลังว่า "วัดหน้าพระเมรุ" สันนิษฐานกันว่าสร้างตรงบริเวณที่ถวายพระเพลิงศพของพระราชอาพระองค์ใดพระองค์หนึ่ง วัดนี้เป็นวัดเดียวที่รอดพ้นจากการถูกเผา ในคราวเสียกรุงศรีอยุธยา เพราะเป็นที่ตั้งฐานทัพของพม่า

พระราชวังโบราณ

สร้างขึ้นโดยสมเด็จพระเจ้าอู่ทอง เดิมตัวพระราชวังอยู่ในเขตวัดพระศรีสรรเพชญ์ มีพระที่นั่ง 3 องค์ คือ ไอสรวิชัยปราสาท ไชยยนต์ปราสาท และไพฑูริปราสาท ต่อมาในสมัยสมเด็จพระบรมไตรโลกนาถทรงได้ยกเขตพระราชวังให้เป็นเขตพุทธาวาส และให้ชื่อว่า วัดพระศรีสรรเพชญ์ และย้ายวังหลวงไปสร้างอยู่ด้านเหนือของวัดติดกับแม่น้ำลพบุรีแทน ทรงสร้างพระที่นั่งขึ้น 3 หลัง มีพระที่นั่งอินทราภิเษก พระที่นั่งสรรเพชญ์ และพระที่นั่งเบญจรัตน์ แต่ต่อมาเปลี่ยนชื่อเป็นพระที่นั่งวิหารสมเด็จ พระที่นั่งสรรเพชญ์ปราสาท และพระที่นั่งสุริยาศน์อมรินทร์

หมู่บ้านโปรตุเกส



ตั้งอยู่ตำบลท่าเกว๋ม อีบกอพระนครศรีอยุธยา บริเวณริมฝั่งแม่น้ำเจ้าพระยาทางทิศตะวันตก อยู่ทางใต้ของตำบองพระนครศรีอยุธยา ชาวโปรตุเกสเข้ามาติดต่อกับกรุงศรีอยุธยาครั้งแรกเมื่อ พ.ศ.2054 โดย อัลฟองโซ เอออัลบูเคอร์ก ผู้สำเร็จราชการของโปรตุเกสประจำเอเชีย ได้ส่ง นายลูอาร์ที เฟร์นันเดส เป็นทูตเข้ามาเจริญสัมพันธไมตรีกับ สมเด็จพระรามาธิบดีที่ 2 แห่งกรุงศรีอยุธยา ปัจจุบันที่ตั้งนี้ปรากฏมีโบราณสถานอยู่รวม 3 แห่ง คือ ซากกำแพงโบราณ ไดมิงโก และซามเปร์โด ส่วนโบราณสถานซานเปร์โต นั้น เจ้าใจว่าเป็นโบสถ์คริสต์ที่พระเจ้าทรงธรรม โปรดให้สร้างขึ้นเพื่อเป็นศาสนสถานของชาวโปรตุเกส สำหรับประกอบ พิธีกรรมทางศาสนา นับเป็นโบสถ์แห่งแรกที่สร้างขึ้นในแผ่นดิน ในปี พ.ศ.2527

(๕)

ใครตอบได้บ้างเอ่ย ?

* พระมหากษัตริย์พระองค์ใดในสมัยอยุธยาออกกรมมากกว่า 3 ครั้ง

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* ให้ยกตัวอย่างการจัดตั้งทัพของทหารในสมัยอยุธยาว่าจัดตั้งอย่างไร

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มหาวิทยาลัยศิลปากร ส่วนนลินสีทธิ์

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(๑๐)

ให้นักเรียนเขียนสาเหตุของการเสียกรุงศรีอยุธยาครั้งที่ ๑

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ให้นักเรียนเขียนสาเหตุของการเสียกรุงศรีอยุธยาครั้งที่ ๒

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มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

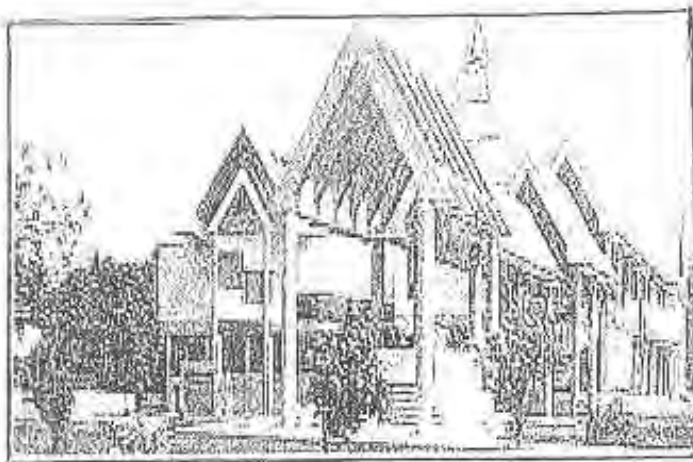
(๑๑)

ภาพประทับใจในความคิดของ幔นวดได้เตยจึะ ?



มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

(๑๒)



☒ ศูนย์ศึกษาประวัติศาสตร์ และวัฒนธรรม พระนครศรีอยุธยา

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

สร้างโดยทุนจากรัฐบาลญี่ปุ่น ในโอกาสเฉลิมฉลองครบรอบความสัมพันธ์ ไทย-ญี่ปุ่น 100 ปี และเฉลิมฉลองครบรอบ 60 พรรษาขององค์พระบาทสมเด็จพระเจ้าอยู่หัว โดยได้รับทุน 999 ล้านบาท หรือ 180 ล้านบาท ด้วยการสนับสนุนของ ฯพณฯ สหหมาย สุนทรະกุลนาคสมาคมไทย-ญี่ปุ่นและรัฐมนตรีกระทรวงการคลัง โดยวิศวกรคือ นาย ช่างชุติ ทาลาโน และวิศวกรคือ บริษัท คามุระดิสเพลย์ เป็น อาคาร 2 ชั้น ชั้นบนจัดแสดงเรื่องราวต่าง ๆ ของกรุงศรีอยุธยา ให้ศึกษาได้โดยละเอียด สมเด็จพระเทพราชสุดาฯ สยามบรมราชกุมารี ได้ทรงพระกรุณาเสด็จพระราชดำเนิน ทรงเปิดศูนย์ศึกษาประวัติศาสตร์เมื่อวันที่ 22 สิงหาคม พ.ศ. 2533

(๑๓)



พระบรมราชานุสาวรีย์สมเด็จพระนเรศวรมหาราช

โครงการก่อสร้างพระบรมราชานุสาวรีย์สมเด็จพระนเรศวรมหาราช เป็นโครงการอันเนื่องมาจากพระราชดำริเพื่อเฉลิมพระเกียรติสมเด็จพระนเรศวรมหาราช ตามพระราชเสาวนีย์ของสมเด็จพระนางเจ้าฯ พระบรมราชินีนาถ ได้ก่อสร้างบริเวณทุ่งภูเขาทอง ในเนื้อที่ 543 ไร่ ห่างจากตัวจังหวัดไปทางทิศเหนือตามถนนสายอยุธยา-ป่าโมก-อ่างทอง เพียง 3 กิโลเมตร โดยมีวัตถุประสงค์ เพื่อเทิดพระเกียรติและเป็นอนุสรณ์แด่สมเด็จพระนเรศวรมหาราช เพื่อเฉลิมพระเกียรติพระบาทสมเด็จพระเจ้าอยู่หัวภูมิพลอดุลยเดช เนื่องในมหามงคลเฉลิมฉลองทรงครองราชย์สมบัติครบ 50 ปี เพื่อรำลึกนบบริเวณประวัติศาสตร์และโบราณสถาน และเพื่อเป็น จุดท่องเที่ยวของจังหวัด พื้นที่ประกอบด้วย พระบรมราชานุสาวรีย์สมเด็จพระนเรศวรมหาราช องค์พระบรมรูปขนาด 3 เท่า ทรงม้า แท่นฐาน และเสาหิน ได้เป็นหินอ่อนและหินแกรนิต ภาพปูนต้ำบรรยายพระราชประวัติ จำนวน 11 ภาพ อาคารพิพิธภัณฑ์สมเด็จพระนเรศวรมหาราช อ่างเก็บน้ำความจุประมาณ 2 ล้านลูกบาศก์เมตร เป็นสถานที่ท่องเที่ยว เพื่อการพักผ่อน และใช้ควบคู่สวนป่า เข็มตำบับพื้นที่สี



มหาวิทยาลัยศิลปากร ศูนย์นฤมิตร

(๑๔)

ให้นักเรียนเขียนประโยชน์ที่ได้รับจากการไปทัศนศึกษา

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พระพุทธรูปยืนที่อยู่ในวัดพระศรีสรรเพชญ์อยู่หน้าอะไรจะ ?

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. พระพุทธรูปในวัดหน้าพระเมรุ เป็นอย่างไรจะ ?

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. ทำไมวัดหน้าพระเมรุมีโบสถ์มา 2 โบสถ์ ?

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. หนึ่งตำบลหนึ่งผลิตภัณฑ์ (OTOP) ที่นักเรียนพบมีอะไรบ้างจะ ?

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มหาวิทยาลัยเทคโนโลยีสุรนารี สงวนลิขสิทธิ์

(๑๕)

⇒ บอกสิ่งที่สำคัญ ที่พบเห็นในสถานที่ท่องเที่ยวต่าง ๆ

วัดใหญ่ชัยมงคล	...............
วัดพนัญเชิง	...............
วัดสุวรรณดาราราม	...............
ศูนย์ศึกษา- ประวัติศาสตร์	..... ..... .....
พระวังโบราณ	...............
วัดศรีสรรเพชญ์	..... ..... .....
วัดหน้าพระเมรุ	..... ..... .....
พิพิธภัณฑ์- เจ้าสามพระยา	...............
บริเวณทุ่งกุลาทอง	...............
วัดไชยวัฒนาราม	...............

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

(๑๖)

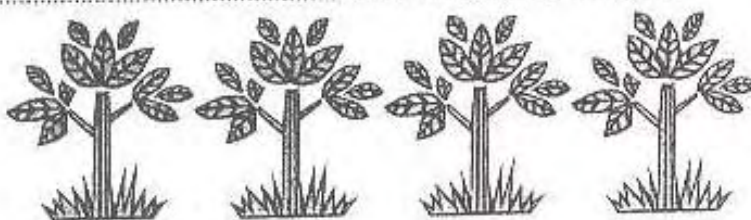
- เด็กๆ ช่วยเขียนเป็นหัวข้อใหญ่ๆ หน่อยนะ จะ ว่าสิ่งที่เราได้เรียนรู้จากประวัติศาสตร์อยุธยาคือ

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๕.

- ใ้ยกตัวอย่างประเพณีไทยสมัยอยุธยา 5 อย่าง พร้อมทั้งอธิบายด้วยว่า เขาทำอะไรร่างไรบ้าง

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

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Appendix D: Introductory letter

November 12, 2004

Dear School Director and Teacher,

I am a Ph.D. candidate in Architectural Heritage Management and Tourism, Faculty of Architecture at Silpakorn University and attempting to finish my graduate work. My final paper involves outcomes which children get from visitation to Ayutthaya Historical Park.

The aim of this survey is to gather and analyse data from children who visited Ayutthaya Historical Park. Result from my dissertation may be useful to education by developing cultural tourism such as historic site to be a learning source. And you have an opportunity to help this evaluation.

If you need further information about this survey please contact me or Dr.Trungjai Buranasompop, the Program Director or Professor Dr.Ross King my supervisor by addresses below.

Thank you so much for your time.

Sincerely,

Supranee Pongvuthitham
56/35 Sukhumvit 119,
Amphur Muang,
Samutprakarn 10270
Thailand

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Architectural Heritage Management
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Professor Ross King
Faculty of Architecture Building
and Planning
The University of Melbourne
Victoria 3010 Australia
E-mail: r.king@unimelb.edu.au

มหาวิทยาลัยศิลปากร ส่วนวนลิขสิทธิ์

Biography

Name-Surname	Supranee Pongvuthitham
Address	56/35 Moo 1 Sukumvit 119, BangMuang-Mai, Muang, Samutprakarn 10270, Thailand
Educational Background	Master of Business Administration, Ramkhamhaeng University, Thailand Bachelor of Economics, Ramkhamhaeng University, Thailand
Professional Background	Group Manager, Information Technology Department Tipco Asphalt Public Company Limited. Manager, Information Technology Department Tipco Asphalt Public Company Limited. Section head, Information Technology Department The Siam City Bank Company Limited.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์