

ICIBS

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ICIBSoS

The 3rd International Congress on Interdisciplinary Behavior and Social Science 2014 (ICIBoS 2014)



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Kertagosa Room, Bali Dynasty Resort, Kuta Bali

Jl. Kartika, P.O. Box 2047, Tuban 80361 South Kuta, Bali-Indonesia

01-02 November 2014

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Hackerspaces and Makerspaces empower communities in Asia through various design prototypes based on Open Source Hardware (OSHW) principles, which support unique collaborations between stakeholders. I will reflect upon the methodological challenges, which we face in studying these novel R&D institutions and discuss the tensions and dilemmas involved in this form of research, which combines social sciences with action research and para-ethnography. Hackerspaces and makerspaces in Asia, such as Karkhana Collective in Nepal, LifePatch (Citizen Initiative in Art, Science and Technology) and The House of Natural Fiber (HONF- Yogyakarta New Media Art Laboratory) in Indonesia, Manila Biopunk Movement in the Philippines or Sustainable Living Lab in Singapore are part of an informal global research network supporting open science and citizen science projects and complex interactions between various stakeholders. The creation of cheap and customizable laboratory equipment used in Indonesia, Nepal, and various hackerspaces around the world enables science communication, but also a unite form of science diplomacy public participation in science, which can enable better science in the Global South.



David Alexander Reisman

Nanyang Institute of Technology, Singapore

Short Bio:

Professor David Reisman is a (full) Professor of Economics at the Nanyang Technological University and Professor Emeritus of Economics at the University of Surrey, UK. Dr David is the author of *TRADE IN HEALTH* (Elgar, 2014) and of many other books and papers on economic policy and economic ideas. He has held the Hallsworth, Humboldt and DAAD Fellowships and received several prizes. He has written extensively in the fields of economic thought, political economy and health economics. He hold DSc(Econ) from London Sch of Economics & Political Sci in 1993, PhD from University of Surrey in 1972 and MSc from London Sch of Economics & Political Sci in 1967. He has research interest in Economic thought, esp. Marshall, Galbraith and Schumpeter, Health economics, esp. policy issues in South-East Asia, Political economy, esp. policy studies (theoretical and applied).

While school readiness is increasingly important throughout the world, there are many issues associated with an understanding of the concept of readiness and its applications to children particularly Indigenous children. The purpose of this study is to investigate the school readiness among indigenous children and parents' roles in increasing children's school readiness.

This study takes into account the context of indigenous children and their readiness in psychomotor behavior and cognitive. This study then will focus on the school readiness pertaining to the specified domain, factors that influence school readiness, how to promote school readiness and the effect of having to lack school readiness within such domains among Indigenous children. Everybody have their right to get proper education. This study implied that teachers' and parents' role are significant that brings about their readiness not only from psychomotor and cognitive but also from the behavior aspects. It will encourage and provide suitable environment for their children in order to get better education and understanding.



Denisa Kera

National University of Singapore

Short Bio:

Denisa Kera is Assistant Professor at the National University of Singapore and Asia Research Institute fellow. In her present research she brings together Science Technology Society (STS) studies and Interactive Media Design to study issues of open science and open source hardware. She use design methodologies and prototypes as tools for deliberation and public participation in science. She studies science community labs and alternative R & D places (Hackerspaces, FabLabs) around the world, especially (Do It Yourself) DIYbio movements and various citizen science projects as an opportunity to support research in the Global South. She has extensive experience as a curator of exhibitions and projects related to art, technology and science, and previous career in internet start-ups and journalism. Her publications are available <http://nus.academia.edu/DenisaKera>

Abstract of Talk:

Open Science and Citizen Science Initiatives in Asia: Methodological Challenges in Science, Technology and Society (STS) Studies of Hackerspaces and Makerspaces

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Mariani Binti Md Nor

University of Malaya, Malaysia

Short Bio:

Associate Prof. Dr. Mariani Binti Md Nor is the Dean of Faculty of Education, University of Malaya, Malaysia (UM). She is Associate Professor in Educational Psychology and Counselling. She got her Ph.D from Bristol University, UK in Education. Associate Prof. Dr. Mariani Binti Md Nor is also a lecturer for Bachelor and Master in Early Childhood Education. Previously, she held the position of Program Coordinator for Early Childhood Education at the University of Malaya for over 18 years. Besides that, she is also a member of Comparative International Educational Society (CIES) New York USA, Malaysian Islamic Pre-School Association, Centre of Equity and Innovation for Early Childhood (CEIEC) Australia, and World Education of Early Childhood Educator (WAECE), UK. Her research interests are in Psychology: Child and Adolescent Development (cognitive development, socioemotional development and personality), Cognitive Psychology, Early Childhood Education (preschool curriculum, preschool education, preschool teaching, practicum, and children's learning process), Psychology: Human, Educational Psychology and Developmental Psychology.

Associate Prof. Dr. Mariani has presented papers and often become the keynote speaker at a conference of Early Childhood Education. On the other hand, she had written many articles and books related to the field of Early Childhood. The publication of her latest books are *Style of Parenting in Educating Children from an Islamic Perspective*, *Understanding Play in Children's World*, *Skills of Observation and Assessment for Children*, *Trends and Issues in Play and Creative Expression of Children* as well as *The Basic of Early Education Programme*. In gaining experience abroad, she was a Visiting Scholar at Innovative Early Childhood Center at the University of Melbourne in Australia for 6 months, Teacher's Colombia College New York, India and Indonesia. Thus, Associate Prof. Dr. Mariani Md Nor is very committed and responsible in carrying out her duties as a Dean as well as a lecturer especially in educating the students to achieve excellence results based on the National Education Philosophy.

Abstract of Talk:

School readiness among indigenous children

Keynote Speaker



George D. Bishop

Yale-NUS College & National University of Singapore

Short Biography:

George D. Bishop is Professor of Social Science (Psychology) at Yale-NUS College as well as Professor of Psychology at the National University of Singapore (NUS). Originally from the United States he did his undergraduate studies at Hope College and his Ph.D. in psychology at Yale University. Prior to taking a position at NUS he taught at the American University in Cairo, Egypt, as well as the University of Texas at San Antonio. He has published extensively in the medical and psychological literature on topics such as lay conceptions of physical illness, psychosocial aspects of HIV and the role of emotion in CHD. He is author of the health psychology text, *Health Psychology: Integrating Mind and Body* and is also currently Associate Editor of *The Annals of Behavioral Medicine*.

Abstract of Talk:

Psychosocial Factors in CHD Risk in Asian Populations

Epidemiological evidence shows marked differences in CHD rates between different Asian populations with South Asians showing substantially higher rates than Chinese or Malays. This talk will address the role of psychosocial factors in these differences with a specific focus on anger and hostility and potential interventions. Findings obtained in the lab and as well as from ambulatory studies have indicated that South Asians show a pattern of cardiovascular responses to stressors related to anger and hostility that is both different than the patterns obtained among Chinese and Malays and consistent with their substantially higher CHD risk. These results will be discussed along with newly emerging evidence examining cultural and genetic sources for these differences as well as preliminary evidence for the effectiveness of an intervention for reducing psychosocial risk.

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Smart Tourism Center: The Interpretation of the Interactive Cultural Tourism Route

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ABSTRACT: The cultural tourism interpretation is very important that requires the effective design and planning. This project proposes a new technique for the cultural tourism interpretation that focuses more on the user-media interaction and four cultural tourism routes with more than 40 tourist attractions were studied on the purposes of education, entertainment, and conservation. The project created the exhibition Smart Tourism Center in which the users can learn by themselves via the application on mobile phone. The exhibition with different techniques and formats was separately set on three positions around the Smart Tourism Center viz., (1) The Overview of the Field Trip Routes; (2) The Outstanding Tourist Attraction on the Route; and (3) The Field Trip Route Handbook. This project was tested with 287 peoples and it was found that the exhibition was a good educational resource for children and youth, rated with 4.47 of MEAN; the exhibition was a good entertainment and suitable for use, rated with 4.38 of MEAN; the exhibition helped promoting the cultural tourism and the users realized the significance of sustainable conservation and development, rate with 4.48 of MEAN.

1 INTRODUCTION

The interpretation of cultural tourism is very important since it is a method to provide the tourists with the correct information and knowledge about the tourist attraction, as well as to get the attention from the tourists (Alderson & Low, 1985). Thus, the interpretation format with effective design and planning should be more challenging and motivate the tourist to demonstrate more positive behaviors e.g. show responsibility in conserving the sustainable tourism resource, be impressed and promote the attractions to other people by word of mouth, etc.

In each year, the educational institutions, organizations, and several sectors around the world are currently encouraging the students and staffs to attend the field trips to different destinations (Morris, 2010), because field trip or visiting the actual site is one of the necessary activities in tourism teaching and learning management and it is a tactic to give more knowledge to the staffs in an organization. In general, the main objective of the field trip is to offer the participants with new experience in which they have a chance to learn outside the class from the real tourism sites (Ritchie, 2003), as well as to exchange and share the ideas with the staffs from the different educational institutions and organizations.

Similarly, Faculty of Tourism and Hotel Management, Mahasarakham University, annually takes

more than 800 students on a field trip to visit many renowned tourist attractions on four cultural tourism routes including (1) The World's Heritage and Ancient Buildings; (2) The Temples Around the Capital City; (3) Lan Na Kingdom in the North of Thailand; and (4) The Trail of the World War II and the Life Along the River. However, there are some limitations found during the field trip e.g. number of the guest speaker did not match the students, lecturing technique and presentation are not attractive for the students, the location is not suitable for learning, limited time for visiting the attractions, and the unpredictable climate, etc.

For these seasons, this project proposed a new technique for the cultural tourism interpretation focusing on the student's field trip and created the exhibition to present the cultural tourism routes through the user-media interaction. The exhibition was set as the self-learning center where all students can learn about the tourist attractions on the four field trip routes including more than 40 attractions via the HOS Field Trip application on the mobile phone (Sibunruang, 2014). This is a useful technique to empower the teaching and learning management in tourism; meanwhile, it is openly available with free of charge for all students, people, and tourists. Hence, this project is a great contributor that perfectly promotes the tourist attractions on the cultural tourism routes

2 LITERATURE REVIEW

The cultural tourism interpretation takes a key role in tourism teaching and learning management, namely, it can be either a work plan or activity since the objectives are set to encourage the users or tourist to clearly understand the different tourism sites and cultures. Besides, the interpretation is associated with skills, techniques, and methods to present the correct and understandable to the users as the audience (Alderson & Low, 1985). After all, the interpretation is a process to connect emotion, feeling, intellectuality, and curiosity between the audience and media (National Association for Interpretation, 2014).

Normally, the tourist attractions e.g. ancient buildings, archeological sites, historical parks, museums, learning centers, etc. are presented through different formats of interpretation e.g. cutouts, brochures, tour guide, visual aids, etc. (Timothy & Boyd, 2003) and several organizations suggested and concluded the main objective of interpretation as follows.

Education: it aims to provide the tourists with knowledge and better understanding toward the specific tourist attractions so that they can get more specific information about each attraction e.g. historical data, cultural comparison data, archeological evidence, etc.

Entertainment: it aims to offer the tourist with fun, enjoyment, relaxation, and new experience in order to prepare them to be in a proper emotional state and be ready to learn new knowledge through different techniques that are specifically suitable for each of the tourist attractions e.g. the sculpture that the tourist can take a photo with, a narrow tunnel giving a sense of the ancient people who used to live there, etc.

Sustainable conservation: it aims to encourage the tourists to participate in conserving and maintaining the art and culture after visiting the real attractions.

Traditionally, there are several media and lecturing techniques for interpreting the information e.g. cutouts, printed presses, visual aids, electronic devices, etc. (Ledchamrit, 2011). But nowadays, a variety of modern technology on mobile phones is being broadly used into the field trip following the advancement of those technology and the user's haviors; for example, a mobile phone with voicing device (Staiff, 2014) used as a navigator indicating the location on the GPS (Zhao, 2007), a device that record the data for the latter analysis, visual augmenting display, etc (Schieder, 2013).

In addition, it is being found that the media with an interaction with the user is popularly used to motivate the students to learn more e.g. use of the QR code in libraries, exhibitions, expos, outdoor events, etc., in order to assist the users to conveniently use the devices (Niccolucci, 2006).

3 SMART TOURISM CENTER

This project purposively aims to design and create the temporary cultural tourism exhibition called "Smart Tourism Center" situated in the Faculty of Tourism and Hotel Management Building, Mahasarakham University, Maha Sarakham province, Thailand. This exhibition is set as the tourism information center to provide a variety of studies and research works for the students and it is also open for all students, people, and tourists.

3.1 The exhibition design concept

The exhibition was designed basically on a basis of three main entities including (1) Education, (2) Entertainment, and (3) Sustainable Conservation and Development (Timothy & Boyd, 2003), which are consistent with the universal interpretation guide line. Besides, the project was conducted in association with the experts in the concerned areas e.g. tourism management, history, archeology, information technology, etc., and the exhibition format was thoughtfully designed to serve both an individual user and a group of users.

3.2 The interpretation format

The project focused on designing the exhibition that the users or tourists can be actively engaged into the interpretation media in order to create the enjoyment, fun, and challenge for them. To do so, the QR code system was applied to work together with the HOS Field Trip application that displays the data in various formats including video, picture, panoramic photo, and text (Sibunruang, 2014). Indeed, the interpretation was separately provided at three main positions displaying three different data as follows.

3.3 The overview of the field trip routes

This area is set to present an overview of the tourist attraction on each of the four field trip routes with description, significance of each route, and QR code in which the user can scan the code to simply get information about their desired attractions. The area of field trip route overview is illustrated in Figure 1.

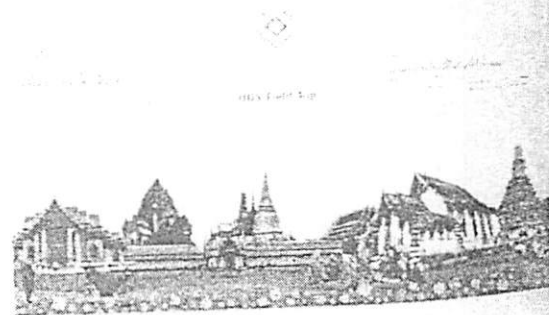


Figure 1. Area of field trip routes overview.

Additionally, a large screen displays a 5-minute video that presents each of 16 stories about different tourism routes and attractions.

3.4 The outstanding tourist attraction on the route

This area exhibits ten outstanding attractions on each of the four routes. It was designed as pieces of small cutouts, 8 x 15 centimeter for each, which are portable and can be freely arranged on a table. Each cutout was equipped with a QR code so that the users can scan the code to simply get the information about those ten attractions. Example of cutout illustrated in Figure 2. Using the cutout, the students could quickly get to the key information about the cultural tourism. Besides, it could be observed that the participants agreed that this cutout is more encouraging than the regular books.

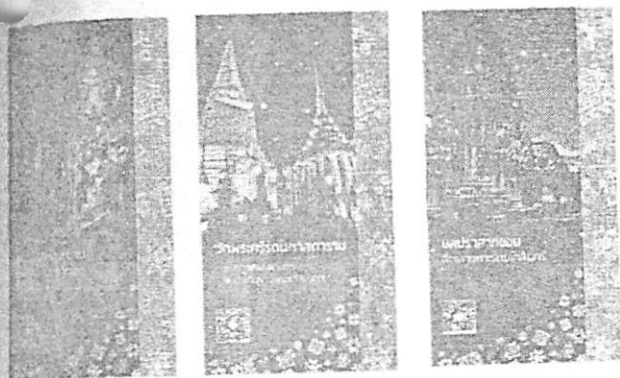


Figure 2. Example cutout of outstanding tourist attractions

3.5 The field trip route handbook

The handbook describes details about more than 40 tourist attraction on the four routes together with pictures and information e.g. background, featured sites, transportation, contact number, etc. This handbook was also equipped with the QR codes for each of the attractions in the book, so the users can learn more about their targeted attractions by scanning the codes to see more information e.g. an overview video presenting the featured sites around the attractions, etc.

This project is the preparation of the learning zone for all students who prefer using the mobile phones to search for the information before and after taking the field trips in each year. It has been designed as an application presenting the information about the cultural tourism in which the users will be actively engaged into the application. This overcomes the limitations found during a trip including a shortage of guest speakers, limited time, and the unsupportive environment.

4 RESULTS AND DISCUSSION

This research project was basically tested with a group of undergraduate students currently attending tourism and hotel management program in Mahasarakham University, Mahasarakham, Thailand. The questionnaire was used as research tools and the data was repeatedly collected 5 times from 287 informants. These informants consisted of 56 males (19.50%) and 231 females (80.50%). In this project, the participants were selected from the students in all classes who were majoring in tourism or hotel management programs. These participants previously participated in one of the field trips but had neither seen the application nor visited the Smart Tourism Center (STC).

The analysis score was classified into 5 levels as follows.

MEAN score from 4.01 - 5.00 = Strongly agree

MEAN score from 3.01 - 4.00 = Agree

MEAN score from 2.01 - 3.00 = Moderately agree

MEAN score from 1.01 - 2.00 = Slightly disagree

MEAN score from 0.01 - 1.00 = Strongly disagree

The evaluation was made on three main dimensions as follows.

(1) An overall physical elements in Smart Tourism Center viz., environment, cleanness, lighting, temperature, was rated with 4.33 of MEAN and 0.75 of standard deviations (S.D.)

(2) Techniques and interpretation methods were evaluated at each of three positions: The Overview of the Field Trip Routes was rated with 4.41 of MEAN and 0.67 of S.D.; The Outstanding Tourist attraction on the Route was rated with 4.34 of MEAN and 0.66 of S.D.; and The Field Trip Handbook was rated with 4.36 of MEAN and 0.68 of S.D.

(3) The user's benefit gained from the exhibition: the exhibition was a good educational resource for children and youth, rated with 4.47 of MEAN and 0.62 of S.D.; the exhibition was a good entertainment and suitable for use, rated with 4.38 of MEAN and 0.77 of S.D.; the exhibition helped promoting the significance of cultural tourism on each of the field trip routes so that the users realized how important the sustainable conservation and development are, rate with 4.48 of MEAN and 0.61 of S.D.

5 CONCLUSION

Intentionally, this project proposed a new technique for the cultural tourism route interpretation with an emphasis on the interaction between the users and media in order to broadly support the users with different purposes and offer them with a new kind of entertainment. At a mean time, this technique also encourages the user to understand more about the field trip routes before and after visiting the real tourist attractions.

In this regard, the evaluation indicated that most of the users were strongly satisfied with this technique; namely, they gained more knowledge about each of the tourist attractions and were more aware of conserving the tourism resources.

Indeed, this is because the interactive interpretation and modern technology are designed to be more consistent with the tourist's behaviors that now prefer using the mobile device and application for travelling. And the users are actively engaged into the media compared with an old style of tourism media providing only either the texts or pictures.

Therefore, the positive outcome from this project has offered one of the useful techniques that perfectly promote the cultural tourism in each of the tourist attractions on the four field trip routes and this format of interpretation can be applied in other types of tourism in the future.

The outcome indicated that all students can use this smart tourism center to look for the information about each of the well-know tourist attractions before and after taking a trip.

ACKNOWLEDGEMENT

This project was conducted and completed with the financial support from Faculty of Tourism and Hotel Management, Mahasarakham University and the research presentation roadshow was contributed by the personnel development fund of Mahasarakham University. The researchers would like to special thank Asst.Prof.Dr.Somkiat Poopatwiboon, Asst.Prof. Vuttichai Vichianchai, Mr.Chalermchon Samana, Mr.Parinya Deekamwong, Mr.Chaiwoot Chaisattra, and Mr.Chitpon Ponsoda.

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