



The Development of Local Museum Tourism Model for Creative Learning in Kanchanaburi Province

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Abstract

The objective of this research was to develop a local museum tourism model for creative learning in Kanchanaburi province. The research was undertaken in 2 stages. Stage 1 developed a local museum tourism model by means of documentary study, in-depth interview, focus group discussion with those concerned in local museum tourism, evaluation of tourism site potential, and visualizing the lesson learned from Baan Nhongkhao local museum in Kanchanaburi province, which included 20 key informants. Stage 2 developed local museum tourism activities for creative learning in Kanchanaburi province by means of participatory action research with the Pakpreak community in Kanchanaburi province, which included 22 key informants. A content analysis and analytic induction were employed for data analysis.

Results revealed that the local museum tourism model for creative learning in Kanchanaburi province consisted of these components: 1) experience constructive learning, 2) identity constructive tourism, 3) connection of tourism with the community's way of life, 4) tourism networking, 5) opening spaces for local museum activities, 6) personnel development for local tourism, and 7) development of tourism products for learning. Local museum tourism activities for creative learning in Kanchanaburi province comprised 1) physical space learning activities for the teaching of architecture of buildings within the area of Pakpreak Road, 2) community's way of life learning activities as collective learning of the locals and tourists, 3) trade space learning as activities for teaching the history of the trade district, and 4) arts and culture learning activities for arts and culture and creative activities.

Introduction

Tourism is a major source of income for the country. The number of foreign tourists to Thailand increased from 14.1 million in 2007 to 26.5 million in

2015, with a rise of tourism revenue from 540 billion baht in 2007 to 1.45 trillion baht in 2015 (Ministry of Tourism & Sports, 2016: 6-8). Tourism also leads to the development of community resources as goods and services for tourism are developed and resulting in

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employment, income distribution, and quality of life of local people around tourism areas.

The concept of community based-tourism for developing sustainable tourism regards community as the center of tourism management. It is a tourism model that allows community to learn from participatory action by people in community (Okazaki, 2008: 511) in which the culture, tradition, and ways of life are revitalized to gain public recognition in the value of local wisdom in their community. Moreover, the concept of creative tourism as a participative learning method involves arts, heritage, or special character of a place, and the connection with those who reside in this place and create this living culture so as to provide tourists an authentic experience (UNESCO, 2006). Adopting creative tourism in community tourism management is therefore the utilization of community resources to develop tourism and national economics, distribute income to the locals, and accordingly lead to sustainable tourism.

Educational tourism as a form of creative tourism focuses on seeking knowledge through tourism which includes the knowledge from either formal education or informal learning (Ritchie, 2003). Tourism model in a knowledge society has been shifted from those based on relaxation and enjoyment to those that offer tourists knowledge and experience from tourism sites assisted by tour guides, tourism guidebooks, tourism media, tourism activities, and programs for learning about tourism sites. Local museum is considered a type of tourism site that can be developed as an educational tourism site that connects recreation tourism with cultural tourism. Local museum compiles collections and exhibits of archaeological evidences, antiques, things and cultural objects including pre-existing and existing knowledge and wisdom of a community or locality where the museum was initiated by the community itself. Each local museum has unique characteristics as community identity allowing for the learning and access of cultural diversity (Ahmad, Abbas & Yusof, 2015; Kemp, 2017). Local museum tourism is thus a community-based tourism activity that represents knowledge, experience, and pride about the culture of each particular locality where tourist can engage in learning activities. (Ahmad et al., 2013; Black, 2012) Communities can also generate income from providing tourism services and selling community products.

Local educational museums can promote creative learning and it requires the management in operation and budget; development of staff with museum specific

literacy and expertise as well as staff and youth in the community (Basso, Casarin & Funari, 2018; International Youth Foundation, 2013); involvement of local community members in management positions; presences of community's collective identity; and participation in development of learning activities for the local museum (Chantaranamchoo, Rattanapongpinyo & Ratsanasart, 2014; Falk, 2011; Jamal, Taillon & Dredge, 2011; Winkle & Lagay, 2012). Management of local museum is required to link with community by using community's meaningful exhibits and local activities so that the local museum serves to rise social capital for community people as it reflects the identity of community with cultural diversity (Colp-Hansbury, 2009). Stakeholders are thus expected to develop their local museum as a learning site for visitors with learning activities being organized on community potentiality. Therefore, the development of local museum tourism model for creative learning in Kanchanaburi province by investigating the prototype of local museum as tourism site will serve to develop a theory to explain the composition and create a prototype of tourism activities that are adaptable and practical for the locals in their management of tourism in community (Chantaranamchoo, Rattanapongpinyo & Ratsanasart, 2014).

Kanchanaburi possesses high potential on tourism. In 2015, it welcomed 7,170,721 Thai visitors and 403,557 foreign visitors and generated tourism revenue of 18,945 million baht (Kanchanaburi Provincial Office Tourism and Sport, 2013; National Statistical Office, 2016). Kanchanaburi offers a diversity of tourism attractions including local museums ready to further develop as educational tourism sites to meet the demand of tourists, with its potential to create economic value added based on creative tourism concept. It is thus the author's interest to develop a local museum tourism model for creative learning in Kanchanaburi by exploring its tourism potential, developing a local museum tourism model, and developing local museum tourism activities for creative learning in this province.

Objectives

1. To develop a local museum tourism model for creative learning in Kanchanaburi province.
2. To develop local museum tourism activities for creative learning in Kanchanaburi province.

Conceptual Framework

Based on the creative tourism concept (UNESCO, 2006), the education tourism concept (Ritchie, 2003), and the community-based approach to local museum management (Basso, Casarin & Funari, 2018; International Youth Foundation, 2013), the research conceptual framework was obtained as in figure 1 shown below

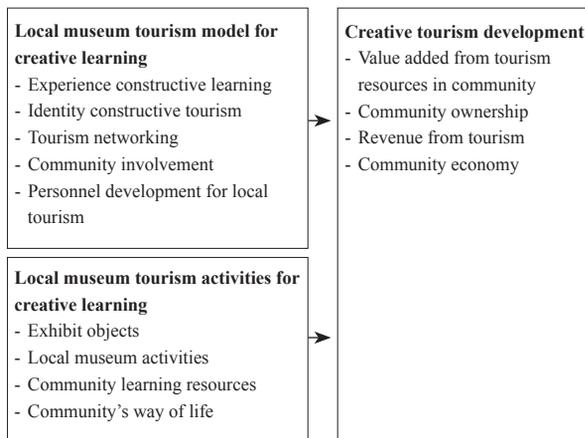


Figure 1 Conceptual Framework

Research Methodology

The procedures included 2 stages to respond to the research objectives.

Stage 1: Developing a local museum tourism model for creative learning in Kanchanaburi province

Data collection

1. Interview and focus group discussion regarding the needs for educational tourism and the potential of local museum tourism were carried out with TAT staff of Kanchanaburi Office of Tourism and Sports, tourism experts, and teachers involved in educational tourism.

2. Propriety evaluation of local museum was done by 3 purposively selected experts in tourism and local museum.

3. Visualizing the lessons learned from 1 model tourism site at Baan Nongkhao local museum in Kanchanaburi province included 20 key informants.

Stage 2: Developing local museum tourism activities for creative learning in Kanchanaburi province

Data collection Participatory action research was conducted with tourism operators in 1 community, i.e. Pakpreak community in Kanchanaburi province, including 22 key informants.

Data analysis Stage 1 and Stage 2 employed content analysis and analytic induction. Content analysis was performed on the data at the completion of interview with each informant. The researcher transcribed the interview and analyze the data to find the meaning of individual subject matter and systematically considered each issue. This was used as the guide in selecting the next informant. The researcher then applied the research conceptual framework to perform analytic induction to categorize the data and obtain theoretical model and activities.

Results

1. The development of a local museum tourism model for creative learning in Kanchanaburi province

Based on the in-depth interview and focus group discussion with 20 key informants from Baan Nongkhao local museum in Kanchanaburi province, the following model components were elicited, as summarized in Figure 1

Component 1: Experience constructive learning, for tourists to have skills and experience while participating in tourism activities in the context of local museum. Both adult and young locals shared in creating the knowledge of formal histories and local community histories. Such community histories were also connected to local school curriculum to allow students to learn about traditions, cultures, and histories while absorbing the value and pride of their own locality.

Component 2: Identity constructive tourism, as a way to create identity and appreciation of the value of local museum. It involved community context, traditional and cultural events, and souvenirs to attract tourists and create values as well as economic benefits of tourism.

Component 3: Connection of tourism with community way of life as a connection of buildings and places with the community's way of life. The activities included exploring historical narratives, cultural events, learning of community data and maps, so as to promote tourists' experience by participating in activities of the community's way of life and also co-learning in the community.

Component 4: Tourism networking as a collaborative network among the museum, individuals, community, organizations, and government/private agencies. The network involved collaboration in tourism strategies, budget, personnel, and knowledge so that all of the sectors are aware of and recognize the value of

community knowledge and contribute for the sustainment of tourism development in the community.

Component 5: Opening spaces for local museum activities. Community traditions, culture, and narratives were developed as activities of arts, performance, and education and embedded with values of local histories, culture, and wisdom so that the local museum become a space of learning activities for tourists.

Component 6: Personnel development for local tourism Development of community people to act as tour guides and to tell about community histories. Young people were also trained within and outside of the setting to become youth guides and performers of arts and cultural activities. In this way, the knowledge will occur among the locals, young people, and tourists.

Component 7: Development of tourism products for learning as a means to connect the community's way of life, traditions, and wisdom. Tourism products with identity, traditional and cultural activities, as well as learning activities of the local museum were used to enable the locals' learning to develop products, establishing social relationship, and generating income.

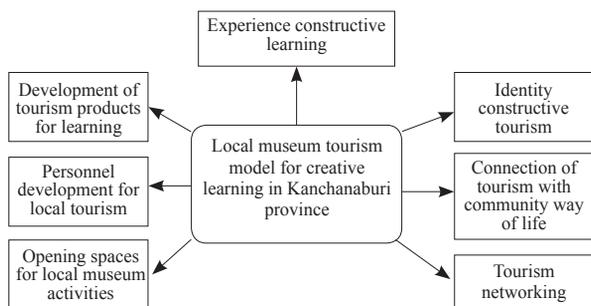


Figure 2 Local museum tourism model for creative learning in Kanchanaburi province

Results of the development of local museum tourism model for creative learning in Kanchanaburi province are summarized in Table 1.

Table 1 Comparison of results of the development of local museum tourism model for creative learning in Kanchanaburi province

Components	Previous Model	New Model
1. Experience constructive learning	1. Absence of learning tourism in tourism sites 2. Community history knowledge mostly present in community elderly people. 3. Absence of connecting community history knowledge with school curriculum.	1. Learning that creates skills and experience of tourists. 2. Adults and youth in community collectively create community history knowledge. 3. Connecting community history knowledge with local school curriculum.

Components	Previous Model	New Model
2. Identity constructive tourism	1. Unclear tourism image 2. Unclear tourism identity	1. Establishing image and perception that involve community people. 2. Establishing tourism identity from local museum, cultural activities, and souvenirs. 3. Establishing values and economic values from tourism.
3. Connection of tourism with community's way of life	1. Absence of connecting places as tourism routes for learning. 2. Absence of maps and information of community tourism.	1. Connecting buildings, places, exhibits with community way of life. 2. Organizing activities to search for stories of community history. 3. Tourists had collective experiences from engaging in community's way of life activities.
4. Tourism networking	1. Government and private agencies began to provide support for community in developing local museum.	1. Supporting collaborative work of local museum, community people, various organizations and agencies. 2. Establishing tourism strategic cooperation in budget and staff development.
5. Opening spaces for local museum activities	1. Presence of activities to create learning experience of tourism but lack of continuity.	Bringing community activities to create value for tourists through arts, performance, and education activities in community.
6. Personnel development for local tourism	1. Absence of community people development especially youth to act as youth guides and present activities of community way of life.	Developing and training youth as youth guides and performers of art and cultural activities.
7. Development of tourism products for learning	1. Absence of connecting way of community life, traditions, and wisdom as the souvenir products of local museum. 2. Absence of connecting production learning from souvenir products of local museum.	1. Connecting way of community life, traditions, and wisdom as the souvenir products of local museum 2. Connecting production learning from souvenir products of local museum.

2. The development of local museum tourism activities for creative learning in Kanchanaburi province. Participatory action research with 22 informants from Pakpreak community identified the following activities as summarized in Figure 2.

Activity 1: Physical space learning activities for the teaching of the architecture of buildings and places within the area of Pakpreak road included: 1) Learning the history during the periods of King Rama III, World War II, and the histories of important figures;

2) Learning about the architecture of buildings and places; 3) Learning about arts from mural paintings and decorations; 4) Learning from exhibits in local museum; 5) Learning from modeling museum; and 6) Learning from such events of performances and talks about community.

Activity 2: Community’s way of life learning activities as collective learning of the locals and tourists included: 1) Learning about the histories from narratives told by the community people; 2) Learning community’s way of life and culture; and 3) Learning community-based tourism management process.

Activity 3: Trade space learning activities that highlights the Pakpreak Road as the trade district in the past included: 1) Learning about livelihood; 2) Learning about histories and how to make local products and souvenirs; 3) Learning about traditions and cultures from retro-activities; and 4) Learning about histories as youth guides.

Activity 4: Arts and culture learning activities by applying arts and culture and creative activities included: 1) Learning arts from architecture; 2) Learning arts from making souvenirs; 3) Learning from arts and cultural activities; 4) Learning from performance activities; and 5) Learning from activities to promote youth talents.

Local museum tourism activities are those that promote the knowledge, experience, skills, and creativity of young people in the Pakpreak community and also school students in Kanchanaburi, which can be included in the schedule of tourism activities.



Figure 3 Local museum tourism activities for creative learning in Kanchanaburi province

Results of the development of local museum tourism activities for creative learning in Kanchanaburi province are summarized in Table 2.

Table 2 Comparison of results development of local museum tourism activities for creative learning in Kanchanaburi province

Components	Previous Model	New Model
1. Physical space learning activities	<ol style="list-style-type: none"> 1. Learning of tourism activities in separate parts 2. Absence of connecting routes and learning activities in each topic. 	Arranging routes and learning activities from architectures in 6 activities. <ol style="list-style-type: none"> 1. Learning histories during the periods of King Rama III, World War II, and histories of important figures. 2. Learning architecture from buildings and places. 3. Learning arts from mural painting and decoration. 4. Learning from exhibits in local museum. 5. Learning from modeling museum. 6. Learning from performances and community talks.
2. Community way of life learning activities	<ol style="list-style-type: none"> 1. Absence of participation in tourism management 2. Absence of awareness in value of tourism resources in community. 	Organizing activities that allow collective learning of locals and tourists in community’s way of life including: <ol style="list-style-type: none"> 1. Learning history from narratives. 2. Learning community’s way of life and culture. 3. Learning community-based tourism management process
3. Trade district learning activities	<ol style="list-style-type: none"> 1. Previous trade activities were lacked of establishing identity of traditional trade district. 2. Tourists did not learn and create experiences from trade districts. 	Organizing learning activities from trade district the reflects local identity including: <ol style="list-style-type: none"> 1. Learning from livelihood. 2. Learning history and how to make local products and souvenirs. 3. Learning traditions and culture from retro-activities. 4. Learning history from being youth guides.
4. Arts and culture learning activities	<ol style="list-style-type: none"> 1. Previous art and culture activities were lacked of continuity. 2. Developing creative learning activities were not in full range. 	Organizing art and culture activities that allow tourists to learn and practice skills including: <ol style="list-style-type: none"> 1. Learning from painting architectures. 2. Learning by developing souvenirs from art works. 3. Learning from art and culture activities. 4. Learning from performance activities. 5. Learning from activities to promote youth abilities.

Discussion

The local museum tourism model for creative learning in Kanchanaburi province are discussed below.

Component 1: Experience constructive learning as the learning for tourists to have skills and experience while participating in tourism activities. The locals share in creating the knowledge of community histories so that all members appreciate the value and pride of their own community. This is supported by Winkle & Lagay (2012) suggesting that the management of tourism environment is to allow learning from tourism experience can be in various forms to provide tourists learning experience with contrast, freedom, flexibility, and new perspectives.

Therefore, local museum tourism for creative learning plays an important role in providing tourists with skills and learning experience while promoting the locals to develop tourism in their own community.

Component 2: Identity constructive tourism as a way to create identity and perception of local museum components. Community context, traditional and cultural events, and souvenirs will attract tourists and create values as well as economic benefits of tourism. It conforms to Falk (2011) in exploring the role of identity-related visit motivation and revealing that the identity of exhibits in tourism settings serve as a tool to understand tourists' visit to free-choice learning settings. In similar, Chantaranamchoo, Rattanapongpinyo & Ratsadanasant (2014) proposed strategies to build identity of cultural tourism in individual settings by developing identity from community's way of life and cultural way of daily life, including the topography of particular tourism sites.

Therefore, the development of local museum requires the use of exhibits and traditional events that reflect the way of life and livelihood of community people both in the past and present for constructing tourism identity to promote creative learning.

Component 3: Connection of tourism with community's way of life as a connection of buildings and places to community's way of life by organizing historical and cultural activities to provide tourists with collective experiences and learning in the community. It agrees to Jamal, Taillon & Dredge (2011) proposing a progressive, experiential and collaborative approach to sustainable tourism pedagogy to guide skill and knowledge development for practitioners which are facilitated through experiential education, practical knowledge, and participatory action. Practical learning in the community will enable tourists' and locals' wisdom

and social change that will contribute to sustainable tourism. Richard & Raymond (2000) defined creative tourism as a tourism which offers tourists the opportunities to develop their creative potential through active participation in course and learning experiences which are the characteristics of the destination where they are undertaken; that relates to histories, arts and culture, community's way of life, and identity of the local setting from which tourists learn and build experience together with the culture host; as a means to construct identity, encourage community participation, and create the values of community histories, arts and culture.

Therefore, the development of local museum tourism requires community participation in applying those community histories, traditional and cultural events to tourism management that connects with the community's way of life.

Component 4: Tourism networking as a collaborative network among the museum, individuals, community, and organizations so that they are aware of and recognize the value of community knowledge and contribute for the sustainment of tourism development in the community. It accords with Chantaranamchoo, Rattanapongpinyo & Ratsadanasant (2014) proposing developing strategies for cultural tourism of the four Dvaravati provinces, namely: 1) Strategy for connecting cultural tourism route among four Dvaravati provinces at the provincial and group levels with the collaboration of community in tourism sites and the government organizations as the cooperating center for tourism information, activities, and marketing promotion; 2) Strategy for producing cultural tourism maps of Dvaravati provinces by brainstorming among stakeholders; 3) Strategy for improving tourism routes for safe traveling by the local agencies collaborating with government sector and support for increased tourism activities that meet the demand of individual group of tourists.

Therefore, the development of local museum tourism for creative learning requires collaboration with tourism network in terms of knowledge, budget, planning for tourism strategies, development of tourism activities, and development of tourism facilities so as to promote creative learning tourism.

Component 5: Opening spaces for local museum activities by bringing community traditions, culture, and narratives to develop as activities that create the values of local histories, culture, and wisdom so that the local museum becomes a space of learning activities for tourists. This is in line with Chantaranamchoo et al.

(2014) proposing strategies for developing cultural tourism activities to create identity and value added for tourism which consisted of 1) Organizing annual religious, cultural, and traditional events as the roots of community in order to create spiritual value of tourism; 2) Developing tourism identity based on community's way of life and cultural way of daily living, and 3) Promoting the value of local language and culture.

Therefore, the development of local museum tourism for creative learning requires the combination of local tradition and culture with the exhibits in museum to enable tourists' understanding and objectively experiencing from exhibits in the museum. Visitors particularly teachers and youth can also integrate such experience into their learning activities.

Component 6: Personnel development for local tourism by developing the locals to act as tour guides and to tell stories about community histories, and having young people trained within and outside of the setting to become both the junior guides and the performers of arts and cultural activities so that the knowledge occurs among the locals, young people, and tourists. As recommended by the International Youth Foundation (2013), young people in the community should be supported to do hospitality service as it provides them opportunity to practice skills in the duties, as a way to develop young people without high cost of investment in training and developing staff.

Therefore, the development of local museum tourism for creative learning requires a process for developing tourism staff in the community especially for young and older people, and also a process for co-learning with tourists so that the locals are empowered to develop sustainable creative tourism.

Component 7: Development of tourism products for learning as a means to connect with the community's way of life, traditions, and wisdom, by using tourism products with identity, traditional and cultural activities, as well as learning activities of the local museum to facilitate the locals' learning to develop products, establishing social relationship, and generating income. It is consistent with Chantaranamchoo et al. (2014) proposing strategies for developing cultural tourism products to create value added to tourism which comprised 1) Developing tourism products from local products; 2) Extending community local wisdom; and 3) Establishing business collaboration among community members.

Therefore, the development of local museum

tourism for creative learning requires the development of tourism products that connect with the values of histories, arts and cultures, and the community's way of life that allow tourists to learn and experience from tourism products and at the same time raising the values of tourism from the creativity of locals.

Suggestions

The current research on the development of local museum tourism model for creative learning in Kanchanaburi province provided the following recommendations.

1. Physical space learning activities for the teaching of architecture of buildings, exhibits, and environment of tourism setting. Tourism operators in community and local agencies should work together to improve and develop tourism environment and attractions in the community; work with creativity agencies to organize creative learning activities, and coordinate with museum related agencies to educate about local museum management.

2. Community's way of life learning activities for learning about community histories, culture, and way of life. Tourism operators and concerned agencies in community should make available a process to pass on the knowledge about local community histories, traditions, rituals and narratives to successive generations. This can be done by collaborating with schools under local authorities to formulate curriculum and class activities to pass on historical stories and also by setting up a center for learning community histories that allows for learning exchange about local museum tourism management.

3. Trade space learning as activities to learn about livelihood, how to make local products and souvenirs. Government agencies should work collaboratively in organizing pedestrians street that involves activities managed by various agencies including spaces management by the Municipality; learning activities and junior guides development by the Provincial Office of Tourism and Sports; community products by the Provincial Office of Agriculture and Community Development Department; public relations and tourism events calendar by the Tourism Authority of Thailand.

4. Arts and culture learning activities from the teaching of arts and culture and creative activities. Tourism operators should reify those activities of arts and culture of local museum and develop them as

souvenirs that signify community identity. They should also join with schools in developing young people to show their talents in arts and culture, music, performance, and other creative activities so as to equip them with skills, knowledge, and experience.

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