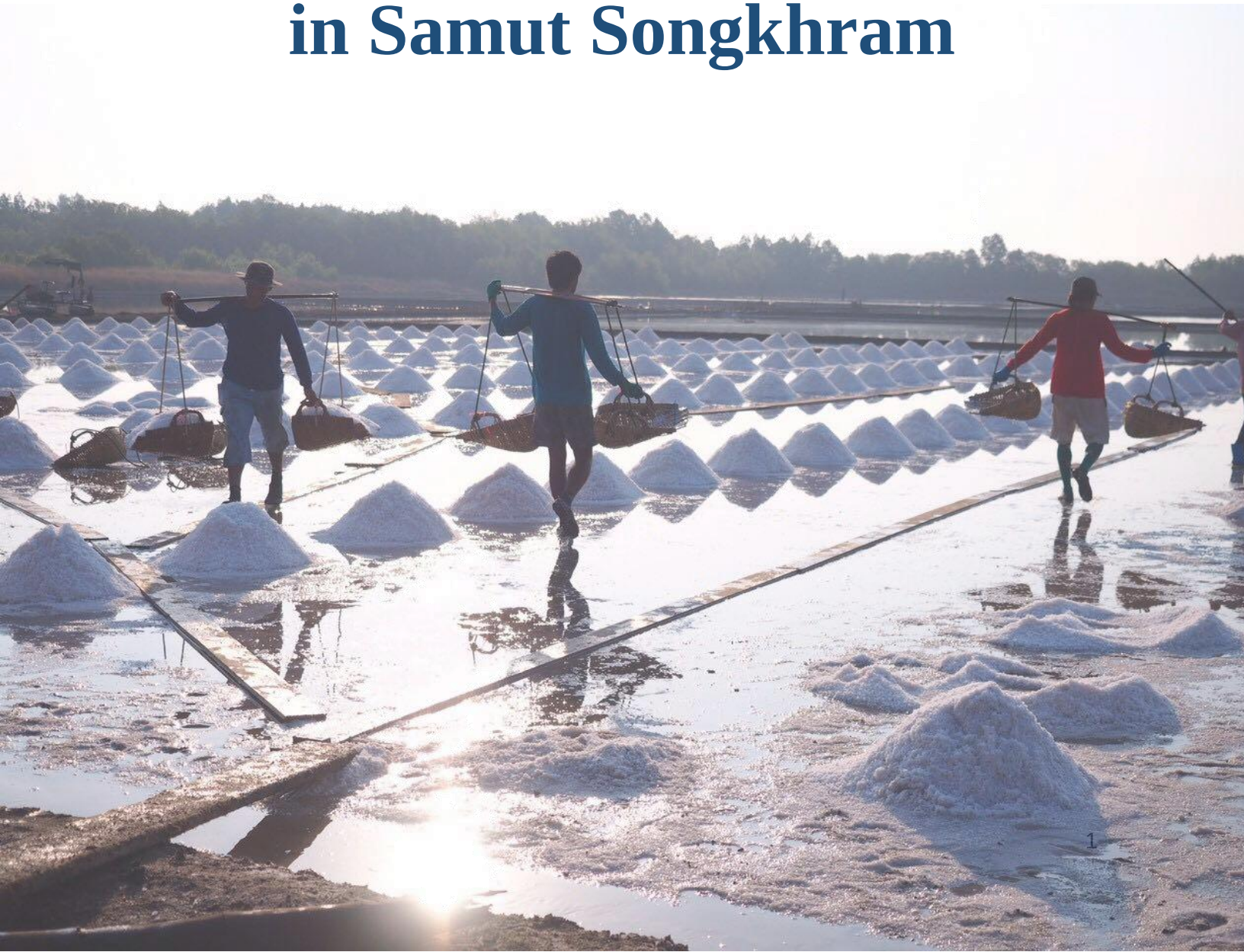
Developing Educational and Marketing Materials to Support the Sea Salt Culture in Samut Songkhram



Developing Educational and Marketing Materials to Support the Sea Salt Culture in Samut Songkhram

An Interactive Qualifying Project submitted to the faculty of Worcester Polytechnic Institute and Chulalongkorn University in partial fulfillment of the requirements for the Degree of Bachelor of Science in cooperation with The Chaipattana Foundation.

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Abstract

Traditional sea salt culture in Samut Songkhram, Thailand, is disappearing, as technological advancements have allowed industrially produced salt to dominate the market. Forces of globalization are undermining the culture of salt farming, and our goal was to help preserve it. While many learning centers have been established in the area to promote salt farming, their educational and marketing materials were lacking. Interviews with teachers, students, and tourists, helped us propose learning and outreach strategies to the Chaipattana Foundation.

Executive Summary

The Problem, Goal and Objectives

Traditions around the world are rapidly changing due to globalization, transforming the identity of local cultures and crafts (The Levin Institute, 2015). Globalization "has put the concept of identity in a vortex of crisis," while traditions and crafts are distorted and re-designed for greater marketability (Barthakur, 2006; Mishra, 2008). Traditional sea salt culture in Samut Songkhram, Thailand, is disappearing, as technological advancements have allowed industrially produced salt to dominate the market (Sintusaard, 2009). Salt production in Samut Songkhram has been passed down through generations, fostering community bonds, but the decline in the salt markets has led communities to abandon their salt culture (IPST, 2012; Sintusaard, 2009).

The sponsor of this project, The Chaipattana Foundation, has helped the sea salt farmers of Samut Songkhram establish learning centers to promote and teach visitors about the salt culture. The sponsor has conveyed that many of these centers are underdeveloped. Staff do not have a way to explain sea salt farming processes and culture to the visitors, and the few existing educational materials are available only in Thai.

The goal of this project was to promote the traditional culture of sea salt farming in Samut Songkhram, Thailand by improving educational and marketing materials for sea salt community learning centers. To achieve the goal, three objectives were established:

1. Identify and develop various types of educational materials
2. Identify and develop advertising materials for both schools and tourists
3. Develop and assess different types of dissemination systems

To accomplish these objectives, we created posters, a QR code, fact cards, and brochures with information about the processes and tools of salt farming, the importance of traditional sea salt production, and the different types of sea salt. For marketing, we created first draft advertisements and brochures, for which we received feedback from our peers, and then developed a second draft to test among tourists and teachers. Lastly, a model of the salt farm was created to better explain the farming processes and accompany the posters.

Methodology

To achieve each objective, we interviewed tourists, teachers, students, and staff from other cultural sites. To develop educational materials, we first gathered information about the farming processes from the sponsor, staff, and online research. Next, we identified the target audiences and their needs based on visitors' interest and expectations of salt farms. This information is reflected in the creation of the posters, brochures, fact cards, model and QR code content.

To develop marketing materials, we used the interviews from cultural site staff in Bangkok and Samut Songkhram. We asked them about the purpose, targets, and benefits of their marketing materials, and compared their answers with best practices we identified in our literature review. We developed a draft advertisement, and received feedback about its content and attractiveness. Their responses and our research are reflected in our final sample advertisement.

To determine a dissemination system for our marketing materials to reach both teachers and tourists, we interviewed each group about the ways they respond to different forms of

marketing. We asked thirty-six tourists at the Amphawa Floating Market how they found the site, and compiled their answers into graphs to identify the common trends of what marketing materials tourists are most likely to refer to. We asked teachers from both private and public schools about the kind of research they do before choosing a field trip destination for students, and their responses suggested better ways to reach teachers through marketing materials.

The following section presents key findings and recommendations from these interviews and our literature review.

Key Findings and Recommendations

Since specific information about production processes, tools, and history of sea salt already exists in the materials at the learning centers or in scientific papers and theses, the primary focus of this project in terms of educational materials was to discover engaging ways to present the information. In terms of marketing materials, both developing content and form was necessary, as well as proposing specific dissemination systems for each deliverable.

Educational Materials

Based on the sites visited in Bangkok and Samut Songkhram, we identified a set of possible types of educational materials that can be used to engage visitors at the learning centers. These are summarized in Table 1. Interviews with learning center staff, teachers and students provided information about the effectiveness of these. Below, we present findings and recommendations that we derive from this information and our literature review of best practices.

	Bangkok Seashell Museum	**Coconut Demonstration Farm**	**Sea Salt School Farm**	**Women Enterprise Learning Center**
Posters	✓	✓	X	✓
Model	X	X	✓	X
Kind of Displays	Shells	Coconut Products	Salt Types	X
Activities	✓	✓	✓	X
Thai	✓	✓	✓	✓
English	✓	X	✓	X

Table 1: Types of educational materials used in learning centers.

We recommend using a combination of posters and models within a learning center.

When teachers were asked about their expectations of a learning center, one of the teachers said “students go and read the posters, but then what? They get bored. Students need to touch and do things, to keep their attention.” Our empirical research suggested that a combination of different types of materials in one space is interesting for visitors. We found that ***posters with pictures and diagrams about production processes and tools are more likely to capture students’ attention when complemented by a model of the sea salt farm.*** According to

the teachers, associating posters with models or displays is the most efficient and interesting way to convey information to different types of learners. Including a model is more likely to help explain sea salt farming. Our literature review also revealed that the design and layout of a room can encourage social interaction, and we used this to propose a design plan for all the deliverables we created to be displayed within the learning centers, subject to the space and resources available at each center.

We recommend having a list of interactive activities that students and tourists can participate in when they visit the center

Both teachers and students confirmed that students like to participate in interactive games while learning something new. Tourists also mentioned their interest in interactive activities and their willingness to go to a salt learning center if they would find it fun and enjoyable. Based on these responses, we have determined that ***interactive activities and workshops capture visitors' attention and make them interested in the subject.*** Our literature review further confirms that the use of interactivity in a learning environment is one of the most successful ways to engage visitors and address a variety of learning styles. Based on interviews with students, teachers, and staff from other learning centers, the most preferred form of education is workshops. The workshop style students described consists of sitting together and working on an activity, while someone else explains instructions. We created a list of various activities that salt learning center staff can run when students or tourists visit, making learning about the farming processes and cultural importance of sea salt more attractive and engaging. The activities in our list are also supported by our literature review.

We recommend that the learning center staff develop and provide a curriculum package to teachers for their students to learn from before visiting a sea salt farm.

Students prefer to know what to expect from a field trip in advance. One of the students shared that she "looked for this place on the internet on [her] own before coming here," supporting teachers' statements that students like to learn about a site before they visit. We found that ***short movies or videos are likely to capture students' attention if shown in anticipation of a field trip.*** Teachers revealed that although they have not previously incorporated videos or quizzes in their classrooms before field trips, it might be another way to engage students before going and keep them interested in the topic. The package that is developed should include a video and handbook as a way to grab students' attention in anticipation of their upcoming trip. These preparatory activities incorporate more interactivity in their classroom learning about the subject. This package would be optional for teachers, but we strongly recommend its use based on our literature review.

Marketing Materials

To gain insight on the content and types of marketing materials used by other cultural sites, we interviewed their staff and identified marketing materials that can be used to attract visitors at the learning centers. The materials used at each site are summarized in Table 2. From this information and our literature review, we developed sample advertisements that were shown to visitors at the Amphawa Floating Market, in order to receive feedback. We identified two findings and recommendations to make advertisements more attractive to the target audiences of schools and tourists.

	Bangkok Seashell Museum	Coconut Demonstration Farm	Sea Salt School Farm	Women Enterprise Learning Center
Brochures with pictures	✓	✓	X	X
Thai	✓	✓	X	X
English	✓	✓	X	X
Chinese	X	✓	X	X
Other Forms of Advertising	Phone Calls Letters	Television Word of Mouth	Television Tour Agency Word of Mouth	Word of Mouth

Table 2: Types of marketing materials used by learning centers.

We recommend using comprehensive and aesthetically appealing marketing materials focused on sea salt culture to capture attention and provide reliable information to tourists and students.

Tourists stressed the importance of including information about enjoyable activities in the marketing materials. "I want to see more pictures showing me what I could do there," said one of the tourists. We found that ***advertisements with many photographs that emphasize interactive activities and workshops set clear expectations and encourage viewers to visit.*** From our literature review, we identified leaflets and brochures as effective marketing materials. We developed the first draft of an advertisement, and nearly 75% of the tourists interviewed expressed that it made them interested to go to a sea salt farm. But, since many commented that the advertisement did not help them to understand what a salt farm was or what they could expect to see or do if they were to visit the center, we modified the advertisement to contain more information about the activities available. From the second round of feedback from teachers and students, we received positive responses and made minor adjustments in terms of font size or type. The final advertisement was suggested to The Chaipattana Foundation to be used as the primary printed marketing material to attract tourists to the learning centers.

We recommend having marketing materials in multiple languages, including Thai, Chinese, Russian, and English to increase accessibility from different segments of the target audience.

According to our literature review and the staff of the sites visited, marketing materials available in multiple languages can make the visitors interested in going to a salt farm because they are able to understand the site's activities and location without assistance. The data from the Thailand Ministry of Tourists indicates that most tourists visiting Thailand speak Chinese, Russian, and English. From our empirical research, we found that ***advertisements that contain directions to the site and are offered in multiple languages increase the accessibility of the site.*** Therefore, increasing the accessibility of the site also increases the visitation to the site.

Dissemination of Marketing Materials

Marketing materials alone are not effective unless they are appropriately distributed. To assess specific ways to reach each of our audiences: foreign and Thai tourists, and teachers and students from both public and private school systems, we conducted interviews with each of the groups in order to decide which marketing methods they are most likely to respond to.

We recommend placing detailed, attractive advertisements at the Amphawa Floating Market, and other popular sites near Samut Songkhram.

Based on staff interviews at learning centers, creating a contract with nearby sites and leaving brochures there on a regular basis is beneficial in attracting tourists who come to the area and are looking for something to do. We found that ***other learning centers utilize local businesses for the distribution of their marketing materials.*** Our literature review also supports this dissemination system with business articles about best practices for distributing advertisements.

We recommend using phone calls and sending formal letters and brochures that clearly indicate what activities are available. **Additionally, we recommend utilizing media and travel agencies to create a positive presence on the internet.**

To attract both public and private schools in Bangkok and Samut Songkhram, we found that ***phone calls, letters, and travel agencies can be utilized.*** Teachers from these schools were found to be most receptive of such materials, and staff from other learning centers have used these methods as well. For tourists, we found that ***foreign tourists are more likely to learn about learning centers through online searches, while Thai tourists are more likely to hear by word of mouth and television***. As one foreign tourist said, "before going to a site, the first thing to do is a Google search." Creating a positive presence online, whether by an official website, a travel agency page, or Facebook, helps to attract tourists, especially foreigners. Also, we suggest that the sponsor distribute the marketing materials to travel agencies, in order for them to consider including sea salt learning centers in their tour packages or recommendations to schools. Foreign tourists revealed that they would be more likely to visit a sea salt farm as part of a day-trip or group package. Lastly, to reach more Thai tourists, contacting local news broadcasters or cultural shows to feature the salt farms and their learning centers is likely to increase visibility, according to staff of other local learning centers, which have been featured in cooking or agriculture TV shows several times.

Conclusion

The Chaipattana Foundation asked us to improve underdeveloped sea salt learning centers in Samut Songkhram with the purpose of conserving and rehabilitating salt culture in order for the heritage to be sustained in future generations. We encourage The Chaipattana Foundation to utilize our deliverables by accepting the recommendations provided by our project. Our findings and recommendations serve as a starting point of a larger development of the Samut Songkhram sea salt culture and other areas of Thailand where traditional communities struggle to maintain their identity.

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1.0 Introduction

Traditions and cultures around the world are rapidly changing due to globalization, transforming the identity of local cultures and crafts (The Levin Institute, 2015). Cultural identity is perceived as a sense of belonging based on ethnicity or religion, but globalization "has put the concept of identity in a vortex of crisis" (Barthakur, 2006). "Every individual [...], consciously or unconsciously feels the impact of globalization," as traditions and crafts are distorted and re-designed for greater marketability (Mishra, 2008). For example, the famous Ao-Naga shawl called "Mangkotepsu" in Indian tribes was traditional attire, but is now found in many tourist spots with its history and traditions ignored "for the sake of global recognition" (Ao, 2006).

The traditional sea salt culture in Samut Songkhram, Thailand further exemplifies this global challenge. Salt production in Samut Songkhram has been passed down through generations, fostering community bonds, and used in religious rituals (IPST, 2012). But, the decline in local salt markets has led communities to abandon their salt culture (Sintusaard, 2009). The culture is disappearing, as technological advancements have enabled industrially produced salt to dominate the market (Sintusaard, 2009). Consumers have moved away from traditionally produced salt towards the cheaper alternative, affecting both the market and the community.

The true value of culture is often not realized until it is gone, although "there are many policies, ordinances, and regulations [...] intended to identify, preserve, and protect heritage" (Jackson, Hodgson, and Beavers, 2015). To preserve cultural heritage, three strategies have been proposed (Jackson, Hodgson, and Beavers, 2015). The first strategy is to utilize the unique ideas of people outside a community in order to make improvements within. The second is to use the perspectives of community organizations to bring a better understanding of cultural identity and create a connection with the community. The third strategy is to highlight the history and heritage of a place through writing, photos or displays. These three strategies were utilized while redecorating the Community Bridge in Frederick, Maryland. The city council allowed an outside artist to decorate the bridge in order to gain a new perspective, as in the first strategy. The artist sought feedback about the design of the bridge from school teachers, shop owners, churches and other groups, which are community organizations as mentioned in the second strategy. In the end, this outside artist had the vision of transforming an ordinary bridge into a live display of the community culture and diversity, highlighting the heritage as the third strategy suggests (Jackson, Hodgson, and Beavers, 2015).

In Samut Songkhram, Thailand, community learning centers have been established to promote and teach visitors about local, traditional salt culture. But, many of these centers are underdeveloped. The staff and farmers cannot explain the sea salt farming process, and have very few educational materials available. Any current materials exist only in Thai, resulting in foreign visitors being unable to understand. Visitors include students on field trips, small groups of Thai people, and small groups of foreign tourists. Interactive informational materials available in English would help visitors understand the methods and cultural importance of salt farming.

The goal of this project was to promote the traditional culture of sea salt farming in Samut Songkhram, Thailand by developing educational and marketing materials for sea salt community learning centers. Rather than promoting a product or service for a financial gain, this project emphasizes the culture of salt and ways to spread awareness and knowledge about this traditional industry. To develop educational materials, we interviewed the sponsor, teachers, students, and staff at cultural sites. To develop marketing materials, we interviewed tourists and teachers, and explored cultural sites of Samut Songkhram, discovering the marketing strategies used. We assessed dissemination methods to reach the desired audiences. We made all of our

materials solid foundations for the Chaipattana Foundation to build upon in the future and continue to raise awareness for sea salt culture.

2.0 Background

This chapter first addresses the importance of salt culture in Thailand and the efforts of organizations to preserve this culture. We have compiled a review of our literature about best practices for types of educational materials to engage various audiences, and marketing strategies to attract visitors to the sea salt learning centers in Samut Songkhram.

2.1 Importance of Traditional Sea Salt Farming

Sea salt production in Thailand is concentrated in coastal areas, such as the province of Samut Songkhram, where farming conditions are ideal and the custom of harvesting sea salt has been passed on from generation to generation, and becoming an integral part of the local culture. As reported by the 2011 salt farmer registration, Samut Songkhram has 111 salt-farming households and 4,535 rai (1,793 acre) of salt fields (TK Park, 2013). Samut Songkhram takes pride in its history with salt production, but as industrially produced salt becomes cheaper, the sea salt farmers have increasingly smaller markets (Yoosomboon, 2009). Therefore, salt culture has declined and several salt communities, such as Sahakorn Bahn Rai, have been abandoned altogether (Sintusaard, 2009).

Unlike the production of rock salt or other kinds of salt, sea salt farming has an important cultural heritage, reflecting the people's labor-based lifestyles and their dependence on nature (TK Park, 2013). Sea salt production, thus, became the local indigenous knowledge of the coastal communities and the custom has been passed on from generation to generation; ultimately, "salt culture" has been developed (Sintusaard, 2009). "Salt culture" refers to the traditional, manual ways of farming salt, and represents both the innovative tools used and the rituals and beliefs about successful salt harvests. Rituals involved in salt culture include a plowing ceremony in the beginning of the season, called Pitee Raek Na, and a ceremony to "encourage the harvest" in the beginning of the harvest season, called Pitee Tum Kuan Na (Sintusaard, 2009). These ceremonies mark beginnings in the salt farming season, and the prayers and food offered are in hopes that the season to come is prosperous. Figure 2.1 shows the food offerings from a sea salt farm in Samut Songkhram at the beginning of the harvest. The culture of sea salt production consists of "various community institutions; such as family, traditions, beliefs and lifestyles," which together has created a unique cultural identity within each region (Sintusaard, 2009).

Figure 2.1: A ceremony by salt ponds in Samut Songkhram at the beginning of the harvest. Photo courtesy: Bhunyisa Subbanjong.

Apart from the cultural values that sea salt offers, the natural ways of producing sea salt leaves behind trace minerals and elements essential for human health (Community Enterprise of Bangkaew Agricultural Housewives Group, n.d.). Table salt, on the other hand, is typically mined from underground salt deposits and is more heavily processed with chemicals, eliminating the natural, essential minerals (Zeratsky, 2009). In addition, sea salt farming has contributed to a variety of products with numerous uses and benefits; for example, flower salt can be used for cooking, gypsum salt can be used for skin care, and salt residue can be used for fertilizer (Community Enterprise of Bangkaew Agricultural Housewives Group, n.d.). The unique benefits of traditionally produced sea salt products are a result of salt culture, the knowledge of which should be passed to younger generations to help them recognize and appreciate the historic tradition (TK Park, 2013).

2.2 The Efforts of The Chaipattana Foundation to Preserve Salt Culture

Many organizations have developed strategies to prevent the loss of cultural businesses and practices, such as salt farming. The Chaipattana Foundation is one of these organizations, striving to help communities and visitors realize the importance of maintaining local traditions and culture (Thailand Resident Mission, 2011). His Majesty King Bhumibol Adulyadej is the honorary President of the foundation and largely believes in the benefits of simplistic strategies and solutions and the absence of complex technology (The Chaipattana Foundation, 2016). Another strategy considered to promote cultural businesses is to focus on the prosperity and happiness of Thai people, rather than financial profit (The Chaipattana Foundation, 2016). The foundation recognizes that "turning complication into simplicity is difficult, just as complicating simplicity is easy" (The Chaipattana Foundation, 2016).

In pursuit of its goals to support and preserve sea salt culture, The Chaipattana Foundation has focused on increasing local appreciation for traditional practices and promoting culture-focused businesses. Currently, the foundation is acting as a sponsor and facilitator for the development of sea salt learning centers in Samut Songkhram. According to UNESCO, a "community learning center is a local educational institution, usually set up and managed by local people to provide various learning opportunities with the support of the government, NGOs, and private sectors" (2016). Learning centers vary in size and have different types of materials and activities available for visitors. They can be helpful in addressing the deeper social problem, which is the steady decline of interest in and knowledge of salt culture. Learning centers, like science museums, "can strongly influence the public's knowledge and attitude about science and technology, and to a surprising degree can cut across racial, ethnic, educational and economic barriers" (Stauth, 2011). Learning centers provide an opportune place for people to learn about the deep culture and history of sea salt, and can lead to the spread of interest in the topic.

The goal of the sea salt learning centers is to relay accurate information to visitors in a way that is attractive, engaging and fun, thus helping to increase awareness about the significance of salt culture to several audiences. Two audiences that can benefit from the community learning centers are students and foreigners. Students frequently visit learning centers on field trips meant to complement their classroom learning. These centers offer learning experiences "involving play, happiness, and freedom of initiative. Other activities, such as science workshops, have a more didactic focus, or are oriented towards specifically teaching certain topics specified in school curriculums" (COSCE, 2006). These learning experiences can also benefit foreign tourists who come to Thailand to learn more about its culture. Foreigners

continuously come to Thailand throughout the year and most are from East Asia, accumulating to 59% of foreigners, with Chinese being 18.7% of Asian tourists. A large amount of tourists also come from Europe, making up 25% of total tourists, with Russian and British tourists being the most frequent European visitors. Finally, tourists from the United States and Australia make up 6.5% and the remaining visitors are distributed among South Asia, Middle East, and The Americas (Department of Tourism, 2014).

There are several sea salt learning centers in Samut Songkhram, dedicated to the cultural education of students and various tourists. These learning centers are by the side of the salt ponds and run by farmers who work there. The focus of the learning centers is not on the product of salt itself, but on the cultural production process, rituals and traditions. But, they have limited educational materials, and don't use the best educational strategies to convey the importance of salt culture.

2.3 Engaging Educational Strategies

Spreading awareness and presenting educational information in an engaging way consists of three main facets. First, using activities or workshops to engage the attention of learners. Second, using posters and models to convey important information. Third, creating a friendly learning environment, in terms of both the space and the staff.

2.3.1 Benefits of Interactive Activities

Researchers and institutions are in agreement that the use of interactivity in a learning environment is one of the most successful ways to engage students and address a variety of learning styles. The research of educational theorist, Dr. David Kolb, includes the development of a model that incorporates all learning styles, shown in Figure 2.2. According to this theory, interactive activities benefit a learning experience by first providing a concrete opportunity to do something, next being able to reflect and understand the experience, then identifying something learned from the activity, and finally applying the knowledge in new experiences. Fundamentally, the research strongly suggests that "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). This idea is also supported by the study conducted by Dr. Igor Kokcharov, who describes the hierarchy of skills, shown in Figure 2.3, which concludes that experiential learning is more efficient than passive learning, such as reading or listening (Kokcharov, 2015). The percentages on the right of the pyramid represent the amount of information that a certain strategy is able to convey along with the length of time learners retain the information.

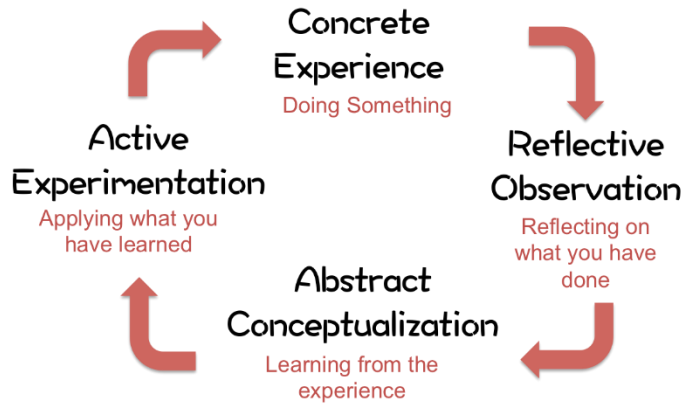
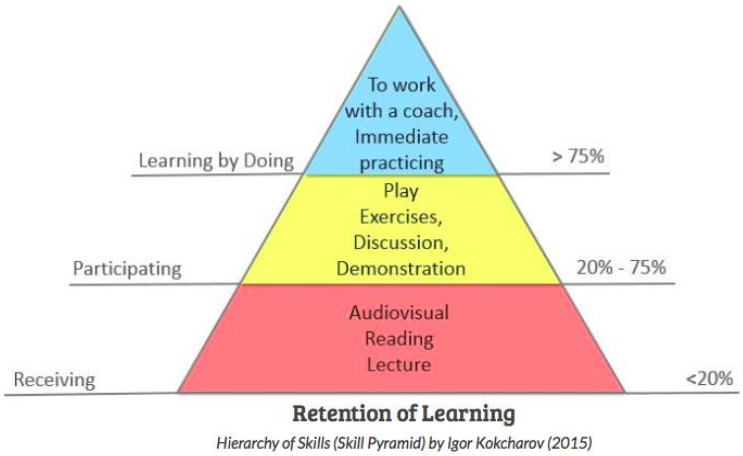


Figure 2.2: Kolb's model describing the stages of Experiential Learning.



Many museums and learning centers identify interactive activities to capture the attention and interest of visitors. Activities should be diverse and can include rewards as another way to foster attention (Lauver, 2004).

Figure 2.3: Hierarchy of Skills (Skill Pyramid) by Igor Kokcharov.

2.3.2 Benefits of Posters and Models

The existence of images and visual materials increases awareness and understanding of experiences (Jewitt, 2008). Visual materials can include posters, models, objects, and drawings (Jewitt, 2008). Posters have become one of the most important types of scientific communication due to their ability to directly and noticeably convey the information (Fourtner, Bisson, & Loretz, n.d.). While posters are the classical ways of presenting information, models are "touchable, moveable materials that enhance students' understanding of a concept," and can be "helpful in all subject areas" (Davis, 2009). The three main components necessary for the development of visual materials generally include text, pictures, and a suitable format for a program and its audience (Wurzbach, 2002).

2.3.3 Benefits of a Positive Learning Environment

In addition to the materials, the interior design and layout of the space contributes to the creation of an atmosphere that encourages socialization (Jewitt, 2008). The layout of exhibitions not only creates a space for social encounters, but also determines the way the visitors interact with displays. The staff chooses the path they want the visitors to follow based on the story the displays show (Rohloff, 2011). The role of the staff is to act as a source of reference and effectively communicate to the visitors the information and its importance (Wallace, 2013). In their workplace, the staff should feel valued and also support the sea salt culture themselves. Based on the Disney philosophy, a model in customer service, if the people are valued, their contributions go beyond expectations. According to Bruce Jones, the programming director for Disney Institute, "our cast members are the ones making magic every day. If they weren't happy, it would be difficult for them to make our guests happy." Disney and other companies regularly provide training workshops for their employees to keep them informed about the current events and strategies and provide them with the tools they need to convey appropriate information to the visitors (Jones, n.d.).

2.4 Marketing Community Learning Centers

A learning center, like a museum collection, "is a pointless bunch of objects unless people can see them" (Wallace, 2013). Visitors need to first be able to find the site, understand what is being offered, and enjoy their time there (Wallace, 2013). Increasing the awareness of

salt culture begins with increasing visitation to an educational center, where visitors can learn more about sea salt. Presented below are two aspects of marketing a cultural site. First, marketing materials should be authentic and clear about what is being offered and include cultural information. Second, printed advertisements should be used in addition to online pages, such as travel agency websites, in order to reach a large audience and generate a positive online presence.

2.4.1 Utilizing Authentic Culture in Marketing

Clearly establishing what a center offers helps to attract genuinely interested visitors and meet the expectations of such visitors (Wallace, 2013). A success story comes from Garden Museum restaurant in South London, which has been evaluated as the 6th best museum restaurant in the world. The restaurant, less than 12 square meters in size, has only 3 staff members and offers vegetarian, garden themed meals. As Wallace states, "they didn't set out with massive ambitions, but with clear values and a very strong sense of what they were, they've become world class" (2013). Utilizing authenticity and remaining true to the values represented by a business might be the key to standing out.

Professor of Marketing, Marina Puzakova, highlights the idea of promoting a product or service to consumers through culture as a marketing approach (Klampe, 2013). Emphasizing the importance of sea salt in the local culture allows visitors to develop an emotional connection, and increases consumer interest in the product (Klampe, 2013). Cultural marketing is a specific form of advertising that utilizes beliefs and customs to promote a product or service (Merriam-Webster's Dictionary, 2015). Consumers are more interested in products marked as handmade, as opposed to machine-made, "because they are perceived as being made with artisanal love and even symbolically containing love" (Fuchs, Schreier, and van Osselaer, 2015). Increasing interest about sea salt's cultural significance may attract visitors to educational centers and increase awareness about the historical significance, the people and their customs and beliefs.

2.4.2 Marketing Materials and Media

In addition to conveying cultural importance, marketing materials should clearly convey what is actually offered at the site. Using printed and online advertisements to market the activities is a good way to attract an interested audience (Attard, 2012). Brochures reach extended audiences because they are a tangible item and can be included in storefronts, packages, and even handed to potential customers. For this reason, brochures are continually labelled among the most versatile marketing tools (Kokemuller, 2016). According to researchers, photographs selected for the materials should show real people and "a brochure about the center should contain some photographs of the activities, facilities, and services offered to visitors" (Burrus-Bammel, Bammel, Kopitshy, 1988). Besides distributing flyers and brochures, other successful marketing strategies include utilizing existing local businesses as places to leave printed materials, and creating websites and social media accounts (Attard, 2012).

According to research done by Jeff Bullas, a marketing strategist, "60% of consumers are more likely to consider or contact a business when an image shows up in local search results" (Bullas, 2012). In order for an image to show up in search results, there must be a presence of the business on the internet. Online reviews are highly used because, as demonstrated in recent studies, "before choosing a destination or tourist service like a hotel, travelers prefer to receive recommendations from those who have already experienced that destination" (Fedele, 2011). Word of mouth is one of the most powerful sources of marketing, because it can spread quickly

and involves a personal connection, which consumers consider more reliable than marketing information that comes directly from the source (Fedele, 2011).

2.5 Summary

The research about best types of educational and marketing materials for developing learning centers and creating enjoyable visitor experiences helped us better understand the problem of the sea salt learning centers in Samut Songkhram. Using this research, we defined objectives that have guided our methodology and our approach to the project. To support salt culture and advance its learning centers, we need to address the absence of understandable educational materials about sea salt farming, as well as the lack of promotion.

3.0 Methodology

The goal of this project was to promote the traditional salt culture in Samut Songkhram. We developed educational and marketing materials for the sea salt learning centers to better inform and attract visitors. These materials allow more people to visit, understand, and share information about sea salt farming. To accomplish our goal, we completed three objectives:

1. Identified and developed various types of educational materials
2. Identified and developed advertising materials for both schools and tourists
3. Developed and assessed different types of dissemination systems.

The following sections describe the detailed processes of our work.

3.1 Identify and Develop Educational Materials

To develop different types of educational materials, we researched the processes and techniques of sea salt farming, and interviewed tourists and teachers about their interest in sea salt. The data collected were analyzed as described in Appendix A, and were used to develop the content and types of materials for the learning centers.

3.1.1 Learning the Farming Processes

To understand sea salt farming, we referred to online research, a dissertation, a video, and existing posters in a sea salt learning center. Since we were unable to directly speak with farmers due to the busy farming season, we also relied on interviews with our sponsor and sea salt learning center staff. The information was used to create educational materials, such as posters, brochures, and a QR code.

3.1.2 Identifying Target Audiences and their Needs

To identify and learn more about our audiences, we visited Samut Songkhram to meet the sponsor and talk with the staff of one of the Chaipattana Foundation learning centers, the Women Enterprise Learning Center. We asked about the purpose of the center and what was offered, as well as the educational materials available. The questions and answers are provided in Appendix C. Based on these interviews, we determined that both students and tourists are part of the target audience for the learning centers. We also asked visitors and teachers about their expectations of a field trip site and visited other cultural sites, such as the Coconut Demonstration Farm, Sea Salt Farming School, and Bangkok Seashell Museum. We asked their staff about the types of educational materials typically used for students and tourists. The full questions for each segment are also provided in Appendix C. We used our literature research and the data from our

interviews to determine the types of materials: online (QR code), printed (posters and brochures) and touchable (model), and to finalize their content.

3.1.3 Developing Educational Strategies

Since students are part of our target audience, further research was done to create understandable content for elementary and older students. We utilized educational and parenthood websites, such as Harvard Family Research Project and FTCE Elementary Education, to determine effective strategies and types of activities to incorporate in the sea salt learning centers. We interviewed eight teachers from schools in Samut Songkhram and Bangkok and asked them about assignments they gave to the students before going to field trips and what types of educational information was expected to be available. We also asked if posters, models, or activities have been helpful tools in the past. Of the eight teachers interviewed, five said that students from their school had never visited a salt farm on a school trip. Therefore, their responses are not directly about a trip to a salt farm, but are rather about field trips in general. The questions were categorized based on topic, and graphs were created to identify trends. The full set of interview questions and their data can be found in Appendices H and I respectively. We used our literature review and the responses from teachers to develop a list of interactive activities for the learning centers to have available for visitors.

3.2 Identify Marketing Strategies Dedicated to Schools and Tourists

Our project involved not only identifying and developing educational materials, but marketing materials as well. After performing online research on successful marketing strategies, we furthered our research by interviewing staff from other cultural sites.

3.2.1 Marketing Strategies of Sites in Samut Songkhram

We visited Sea Salt Farming School, the most well-known sea salt center in Samut Songkhram, to evaluate what marketing strategies contribute to its success. We asked the staff about how they attract different groups of people, what they've found to work best, and what could be improved in their strategy.

Another site visited was the Coconut Demonstration Farm, which is also supported by the Chaipattana Foundation, but is more developed and has frequent visitors. We asked the staff about the purposes and benefits of their marketing materials and analyzed the answers for each type. The interviews can be found in Appendix C, and an example of marketing materials from the Amphawa Chaipattananurak Conservation Project can be found in Appendix D.

3.2.2 Marketing Strategies of Sites in Bangkok

To expand our research, we identified more sites to visit and learn about marketing strategies and materials. As an example of an educational site we decided to visit a museum, choosing Bangkok Seashell Museum because it is a small business similar to the sea salt learning centers in Samut Songkhram. We asked the staff about the types of tourists the museum most often attracted and the types of marketing materials used for specific audiences. The full interview and marketing materials are included in Appendices C and E, respectively.

Due to time constraints and the need to prepare for and visit Samut Songkhram, our team was unable to visit other cultural sites or museums. We developed an advertisement and a brochure as printed marketing materials, using the responses from interviews as well as methods supported by our literature review.

3.3 Assess Systems of Dissemination for Marketing Materials

This final objective incorporates the materials developed in the other objectives. Preliminary marketing materials were created and tested by asking tourists, teachers and students for feedback. Using their responses, we adapted the materials and created final versions. We asked the staff of other cultural sites how they distribute marketing materials to determine dissemination systems that could also be utilized by the sea salt learning centers.

3.3.1 Reaching Tourists

We utilized marketing websites and blogs to determine successful strategies for tourists, such as distributing printed brochures and utilizing media and existing local businesses as places to promote your services. On our trip to the Amphawa Floating Market and the Coconut Demonstration Farm, we interviewed thirty-six tourists to evaluate the effectiveness of our sample advertisement. We selected the tourists randomly, without discrimination. We also asked them how they learned about Amphawa Floating Market to evaluate dissemination systems utilized by different visitors. The questions to tourists are found in Appendix F.

Due to time constraints and language barriers, we were unable to interview a larger number of tourists, and our data was limited by the small sample size. We compiled the responses from tourists into charts and graphs, found in Appendix G, compared them with our literature review, and drew conclusions about which dissemination systems to recommend.

3.3.2 Reaching Schools

In order to determine any differences between marketing to public and private schools we asked teachers from both types of schools in Bangkok and Samut Songkhram specific questions about the logistics of organizing field trips. We asked the teachers about the kind of research they do before choosing a trip location, which types of materials they would be most responsive to and how they would prefer to receive these materials. The full questions can be found in Appendix H. Their responses revealed the most effective ways to reach teachers in both public and private institutions. We also received feedback from both teachers and students on the draft advertisement that we created.

3.4 Summary

We interviewed students, teachers, tourists and staff of other cultural sites, and compared their claims with our literature review. We created posters, a QR code, fact cards, and brochures with information about the processes and tools of salt farming, the importance of traditional sea salt production, and the different types of sea salt. For marketing, we created a first draft advertisement, which we received feedback about from our peers, and then developed a second draft to test among tourists. Teachers also gave feedback about both the brochures and the advertisement. Lastly, a model was created to better explain the farming processes and accompany the posters.

4.0 Results

In this chapter, we will present the results of our empirical research. The chapter consists of three major sections that focus on our findings about engaging educational materials, target-oriented marketing materials, and effective distribution methods for our marketing materials.

Although each section is presented separately, the results are combined with each other to create our recommendations.

4.1 Establishing an Effective Educational Experience

To develop educational content for the sea salt learning centers in Samut Songkhram, our research focused on discovering types of materials that can effectively convey relevant information. Since the knowledge and specific information about production processes, tools and history of sea salt already exists in the materials at the learning centers or in scientific papers and theses, finding the information was not our purpose. Rather, we focused on developing engaging ways to present the information, as the current lack of engaging, updated materials has prevented advancement at the centers (Krit, personal communication, 2015). Several sites were visited to gather data, presented in Table 4.1. The table shows the educational materials present in each site we visited and is used in the findings presented below. The findings are organized based on topic, each representing a type of material that is engaging and captures attention, and are then further analyzed for each audience: students and tourists.

	Bangkok Seashell Museum	Coconut Demonstration Farm	Sea Salt School Farm	Women Enterprise Learning Center
Posters	✓	✓	X	✓
Model	X	X	✓	X
Kind of Displays	Shells	Coconut Products	Salt Types	X
Activities	✓	✓	✓	X
Thai	✓	✓	✓	✓
English	✓	X	✓	X

Table 4.1: The cultural sites visited, their educational materials, and languages presented.

Finding 1: Posters with pictures and diagrams about production processes and tools are more likely to capture students' attention when complemented by a model of the sea salt farm.

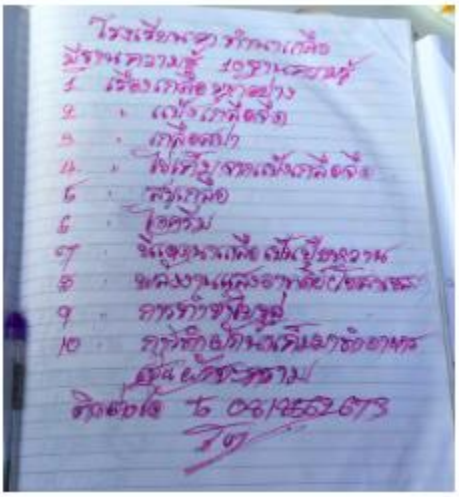
According to our observations presented in Table 4.1, learning centers and museums utilize displays and posters with both text and graphics. Educational materials from some of the sites visited are presented in Figure 4.1.

Figure 4.1: 1a. Informational materials from Bangkok Seashell Museum, 1b. the Coconut Demonstration Farm, and 1c. the Sea Salt Farm School. Photos courtesy: Kayla Mulready and Arba Karcini

The Sea Salt Farm School in Samut Songkhram features a model explaining the steps of the farming process and the resulting products from each step, as can be seen in Figure 1c. Teachers believe that having a model of the salt farm and a display associated with posters makes the information presented much more interesting for students and other visitors. "A model enables students to visualize the whole picture," as one teacher explained, and allowing students to see and touch a three-dimensional display, associated with a reading, helps to retain students' interest.

Finding 2: Interactive activities and workshops capture students' attention and make them interested in the subject.

During interviews, teachers expressed that interactive, hands-on activities are more enjoyable and educational than a model or poster alone. When teachers organize field trips to learning center sites, they expect students to learn while also having fun. As one teacher said, "students go and read the posters, but then what? They get bored. Students need to touch and do things, to keep their attention." The data from the interviews with teachers can be found in Appendix I. Furthermore, both the staff of the Sea Salt Farm School and Coconut Demonstration Farm shared the positive experiences students had while participating in the activities they offered. One student wrote to the Sea Salt Farm School "Thank you for giving the opportunity to learn Thai culture and history of sea salt. Thank you for educating us and letting us be part of the activities. We had so much fun." Figure 4.2 shows the list of activities offered to students at the Sea Salt Farm School.



Sea Salt Farming Learning Center offers 10 workshops:

1. Learning All About Salt
2. Making Epsom Salt Facial Powder
3. Making Spa Salt
4. Making Salted Egg from Epsom Salt
5. Making Bath Salt
6. Making Ice-Cream
7. Making Organic Fertiliser from Salt Residues
8. Working on the Solar Cell in the Salt Farm
9. Making Tea (local marsh tea)
10. Cooking with Saltwater Plant

Figure 4.2: List of activities offered by Sea Salt Farm School in Samut Songkhram. Photo courtesy: Arba Karcini.

Figure 4.3: Arba Karcini and local school children participating in a workshop at the Coconut Demonstration Farm. Photo courtesy: Bhunyisa Subbanjong.

Directly interviewing students about what they like and want to do during a field trip gave us another perspective about what types of educational materials would be most valuable. During interviews with students, they indicated workshops as the preferred education method. The workshop style students described consisted of sitting together and working on an activity, while someone else explained and instructed. A group of students mentioned that they wanted to "do the real things," not only listen to a lecture. Figure 4.3 shows a group of students actively participating in a workshop at the Coconut Demonstration Farm in Samut Songkhram.

Both teachers and students confirmed that students are interested in learning something new, and that participating in interactive activities appealed to them. The responses from the interviews with students can be found in Appendix J.

Finding 3: Short movies or videos are likely to capture students' attention if shown in anticipation of a field trip.

Capturing the interest of students at the site is important, but making them interested before the trip can also add to their educational experience. When we asked teachers if preparatory activities, such as a video or a quiz, would be helpful for the students before going to the site, most teachers mentioned that they have not done much preparation in the past, but thought it would be a good idea. One of the students at the Coconut Demonstration Farm told us that she "looked for this place on the internet before coming here because [she] wanted to know what to expect." Teachers also mentioned videos as another way to engage students in a topic before going on a field trip. During a visit to a school in Samut Songkhram, we saw how concentrated the students were while watching a video, as shown in Figure 4.4. A video style explanation is more likely to capture students' attention because it is an alternative to the usual lecture style, which some of the students described as "boring," mentioning that "sitting in class all day listening is not fun." The data from the interviews with teachers and students about preparatory activities and workshops can be found in Appendices I and J, respectively.

Figure 4.4: Students at a local school watching and responding to a video. Photo courtesy: Kayla Mulready.

Finding 4: Tourists are more likely to be interested in salt culture if their visit to a sea salt learning center is a fun experience.

Capturing attention through interactive activities enhances learning when working with students, but tourists also mentioned interactivity as an essential part of a learning experience. Since our target audience goes beyond schools, we interviewed tourists to find ways to interest other visitors in sea salt learning centers. When asked about their expectations of a salt learning center, most of the tourists mentioned that they would go if they would find it fun and enjoyable. Specifically, one tourist mentioned he would not go unless there would be "something to really do." According to the bar chart presented in Figure 4.5, tourists most often wanted to learn something new and have fun, and when asked about activities, they expressed their interest to be part of a cultural experience.

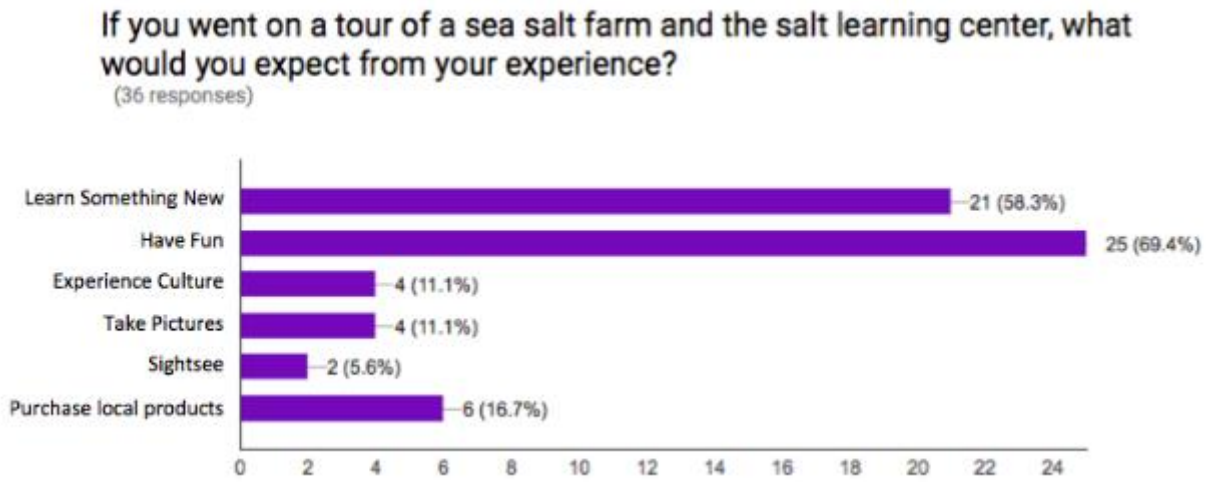


Figure 4.5: Chart of tourists' expectations from a sea salt learning center.

From our interviews, most tourists did not find any particularly attracting features in sea salt production because they did not know much about it, but were interested in learning something new that would enrich their travel experience. One of the tourists interviewed shared how happy she would be to visit a sea salt farm that would offer her and her daughter an opportunity to learn more about traditional Thai culture. Yet, most tourists interviewed did not directly respond that they would expect to learn about culture. Although promoting the culture is an integral part of our project goal, tourists do not consider it an initially attractive factor of a salt farm. Tourists mentioned that they know very little about what a salt farm entails, so it follows naturally that they also do not know salt farming has such deep cultural roots.

To provide the visitors an enjoyable experience, the Sea Salt Farm School offers activities related to making products from salt, such as making face powder, a spa scrub, or even ice cream. Through these activities, they tried to incorporate the cultural aspect of sea salt farming in everyday products that tourists can relate with. Based on interviews with the staff and feedback from tourists, this strategy has been successful for the Sea Salt Farm School. At the end of their visit, some tourists left notes saying: "Thank you for giving us so much knowledge and so much entertainment" and "Well done for explaining such traditional knowledge."

Figure 4.6: 1Two of our team members making Gypsum salt for facial powder products. Photo courtesy: Arba Karcini.

Our team participated in these activities, as seen in Figure 4.6, and found them to be our favorite part of the visit, further confirming the words of the tourists. Other tourists that had been to the Sea Salt Farm School gave positive feedback about the enjoyable experience and the activities offered by the center, suggesting that there would be further tourists interest in traditional salt farming if the culture and knowledge is transmitted in a fun and engaging way.

Summary of Findings about Establishing an Effective Educational Experience

Our data demonstrates that effective learning experiences utilize attractive and informational educational materials, but also offer an interactive component. Teachers recognized that offering activities, both at the site and before a visit, is valuable to students. Such activities also enrich all visitors' experiences and provide the fun component that people look for in attractions.

4.2 Marketing Sea Salt Learning Centers

Our second objective was to identify marketing strategies directed toward schools and tourists that can be utilized by sea salt learning centers. We interviewed cultural site staff to learn about what types of marketing materials they used, presented in Table 4.2, and studied their materials for content. From this information, we developed advertisements that we showed to visitors at the Amphawa Floating Market in order to receive feedback. We identified two findings to make advertisements more attractive to the target audiences of schools and tourists.

	Bangkok Seashell Museum	**Coconut Demonstration Farm**	**Sea Salt School Farm**	**Women Enterprise Learning Center**
Brochures with pictures	✓	✓	X	X
Thai	✓	✓	X	X
English	✓	✓	X	X
Chinese	X	✓	X	X
Other forms of advertising	**Phone calls Letters**	**Television Word of mouth**	**Television Tour Agency Word of mouth**	**Word of mouth**

Table 4.2: Types and formed of advertising materials at the sites visited.

Finding 5: Advertisements that contain directions to the site and are offered in multiple languages increase the accessibility of the site.

To create effective advertisements to attract tourists, we found that including directions in the advertisements and offering them in multiple languages are two key features. Advertisements need to be informative and provide directions according to the staff at the Coconut Demonstration Farm and the tourists at the Amphawa Floating Market.

The Coconut Demonstration Farm staff showed us the advertising brochure, presented in Figure 4.7, of the Amphawa Chaipattananurak Conservation Project, which the Coconut Farm is a part of. In the brochure, there are two maps, one detailing the location of each attraction within the site, and another printed on the back page with street names and landmarks, showing potential

visitors how to reach the site in various ways. According to the staff, these maps have helped tourists to find their way around the sites easily and without further direction.

Figure 4.7: The Amphawa Chaipattananurak Conservation Project brochure.

At the Amphawa Floating Market, we showed the first draft of our advertisement, presented in Figure 4.8, to thirty-six tourists and asked them for feedback. They stressed the importance of clear directions on how to get to the learning center. Some interviewees indicated that they knew about the learning center or had seen the salt farms along the way, but had not visited because they were unable to find directions to get there. According to the tourists, the small map present on our advertisement was "unclear" and should be "easier to see and understand," as well as include the actual address of the learning center. The data from the tourists' interviews can be found in Appendix G.

Our finding states that having marketing materials available in multiple languages increases the accessibility of the site. According to the Coconut Demonstration Farm staff, materials in multiple languages can better inform tourists about a cultural site's presence, its offerings, and its location because the tourists are able to understand the provided information without assistance. The Amphawa Chaipattananurak Conservation Project brochures are available in Chinese, English, and Thai, as shown by Table 4.2. According to the staff, these three languages cover the audiences that most often visit the area.

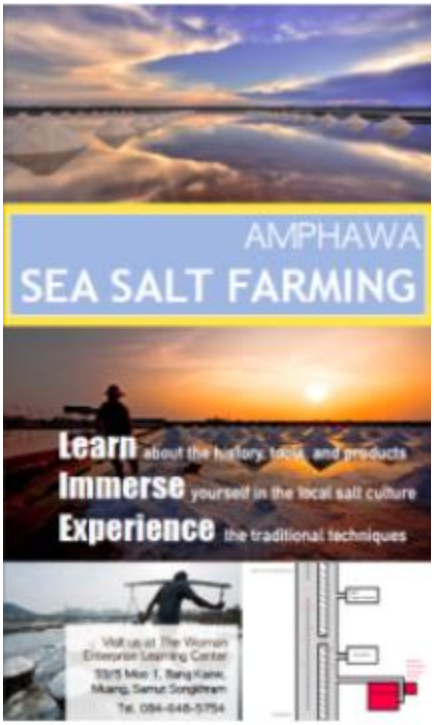


Figure 4.8: Our drafted advertisement.

Finding 6: Advertisements with many photographs that emphasize interactive activities and workshops set clear expectations and encourage viewers to visit.

In addition to providing directions, advertisements also need to be aesthetically pleasing to grab attention, and present accurate information in order for the tourists to know what to expect. The staff at the Coconut Demonstration Farm, the staff at the Bangkok Seashell Museum, and the tourists we interviewed all suggested using a lot of photographs on the advertisement, as well as details about available activities or workshops.

Both foreign and Thai tourists interviewed at the Amphawa Floating Market stressed the importance of information about enjoyable activities. Out of thirty-six tourists who commented on our drafted advertisement, nearly 75% indicated that the advertisement generally made them interested in sea salt, as can be seen by Figure 4.9. However, many also commented that the advertisement did not help them to understand what a salt farm was or what they could expect to see or do if they were to visit the associated learning center. When we asked them to elaborate, many said they wanted to see more activities that they could

participate in while at the learning center. “I want to see more pictures showing me what I could do there,” said one of the tourists.

Finding 4 stated that tourists prefer to have a fun and engaging experience. Similarly, tourists responded that advertisements should convey the fun activities and experience of a trip to a salt farm. Many tourists pointed out the lack of pictures on our draft advertisement as a weakness, and that many of the photos were too small or unclear, making it difficult to understand what the advertisement was supposed to be showing them. One tourist said he would like to see more photos on the advertisement so he could “get a better idea of what sea salt farming is or what it entails.” Since tourists did not initially emphasize great interest in culture, as demonstrated in Figure 4.5, including site offerings and pictures in advertising materials can draw the attention of tourists and urge them to visit the center.

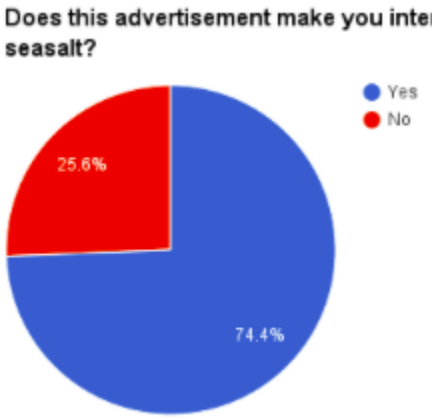


Figure 4.9: Visitors' interest in sea salt after viewing our advertisement.

Figure 4.10: The inside of the advertising brochure used by the Bangkok Seashell Museum.

The advertising brochure of the Coconut Demonstration Farm outlines the different attractions and includes photographs that show the workshops available at the center. According to the staff, these pictures give visitors a better idea of what to expect from a coconut farm and the activities they can find there. The Seashell Museum brochure displays clear photos and large, simple text as shown in Figure 4.10. Each section of the Seashell Museum brochure has pictures of actual museum exhibits and the text does not block the images, giving a clear idea about what the museum has to offer. According to the staff, the brochure has been successful in attracting tourists from nearby hotels to visit the museum.

Summary of Marketing Discussion

Overall, our data suggests that including multiple languages, directions to reach the site, and clear descriptions of available activities are what visitors consider important in an advertisement. Furthermore, providing aesthetically pleasing and high quality photos are considered by the tourists as elements of effectiveness.

4.3 Analyzing Successful Systems of Dissemination

Marketing materials alone are not effective unless they are distributed in an appropriate way. Our final objective was to assess effective ways to reach each of our audiences: foreign and Thai tourists, as well as teachers and students from both public and private school systems. In order to decide what materials our audiences are most likely to respond to, we interviewed teachers, learning center staff, and tourists about marketing strategies and resources used to find

information about sites. The data can be found in Appendices I, C, and G, respectively. Based on the results from these interviews, we have presented the following findings that will assist us in providing further recommendations to the sea salt learning centers about how to best reach their desired audiences.

Finding 7: Other learning centers utilize local businesses to distribute their marketing materials.

Creating a contract with nearby hotels and leaving brochures there on a regular basis is beneficial in attracting Thai and foreign tourists who are looking for something to do, according to the staff at the Bangkok Seashell Museum. Similarly, the Amphawa Chaipattananurak Conservation Project has a common brochure for many of the cultural sites offered in Amphawa. This brochure is displayed in nearby shops and sites such as the Coconut Demonstration Farm, Chaan Chala Coffee Shop, and Community Exhibition, as can be seen in Figure 4.11. The brochure at these places contains not only information about their site, but about nearby sites as well. These sites get a lot of visitation during the year, based on the statements of the staff and the sponsor. Although we were unable to verify their responses with official data, we acknowledged the sponsor representative to be a trusted source because of his eight years of work with the Chaipattana Foundation. Displaying brochures in other cultural sites and nearby stores allow visitors to hear about the learning center. If they decide to visit, they can learn more about sea salt farming and its cultural importance.

Figure 4.11: The Amphawa Chaipattananurak Conservation Project brochure displayed in a shop at the Amphawa Floating Market.

One limitation to putting our advertising materials in surrounding businesses is that they reach limited audiences that may not share the same interests as the target audiences of the sea salt learning centers. For example, placing advertisements or brochures in hotels may only reach people who have come to those hotels for reasons unrelated to culture or tourism, such as business trips. To target other groups, such as school teachers, additional dissemination systems are needed.

Finding 8: Phone calls, letters, or travel agencies are effective ways to reach different kinds of schools.

Different types of schools have varying levels of funding and rules about planning student trips. Our interviews suggest that the location of the school, and whether it is public or private, is associated with the types of materials the school faculty responds to and how they usually search for field trip locations. Table 1 shows the four types of schools and the advice we received about contacting each of them. This table helped to keep track of the differences between schools and determine recommendations in the next chapter for each type of school. According to interviews with teachers at local schools, individual teachers are responsible for searching for and finding field trip opportunities, and are receptive to personal letters as well as phone calls. Public schools in Bangkok only accept formally written recommendations, inviting them to the site. Private schools inside Bangkok mainly rely on travel agencies to book and organize their field trips.

	Private	Public
Local	Letters/Brochures/Phone Calls	Letters/Brochures/Phone Calls
City (Bangkok)	Agencies	Formal Letters

Table 4.3: Marketing to public and private schools in local areas and in Bangkok.

The Bangkok Seashell Museum staff stated during their interview that they mostly utilized two of these methods to reach local schools and public schools in and around Bangkok and have been pleased with the results. The museum staff primarily uses phone calls and letters to invite teachers, resulting in several schools per year scheduling trips. However, the staff also mentioned that many large student groups also visit at unplanned times due to other forms of marketing materials.

Finding 9: Foreign visitors are more likely to learn about learning centers through online searches, while Thai tourists are more likely to hear by word of mouth and television.

Thirty-six visitors at the Amphawa Floating Market and surrounding sites were asked how they learned about the attraction and how they most often find out about the places they travel to. The sample includes thirteen foreigners and twenty-six Thai people. The inability to interview more tourists, as explained in the Section 3.3.1, limits our finding, but our literature review also supports the trends found. The chart in Figure 4.12 shows that most visitors responded that they learned about the site through word of mouth, online, or by television. Each of these trends is discussed separately below.

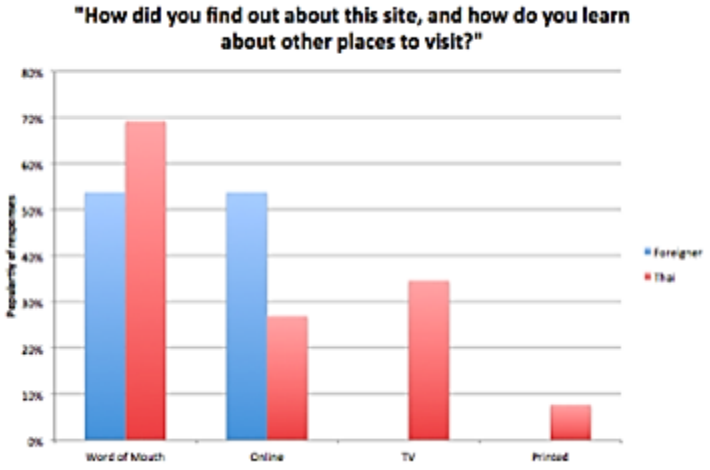


Figure 4.12: Chart depicting the most common ways that both foreign and Thai tourists learn about sites to visit, according to the tourists we interviewed.

According to the chart, most Thai people and foreigners heard about sites through word of mouth. However, if people do not know that a site or event exists, they cannot tell others about it. Even if someone is not directly interested in a place, they are likely to pass on the information to someone else they know.

Another common response was that site information was found online. The tourists mentioned that online searches that reveal reviews and ratings of sites also contribute to their decision to visit. Before planning a trip, "the first thing to do is a google search," as one tourist explained, to see what the destination offers and if other people had fun. According to these tourists, a site is more appealing if there is a positive presence online, whether on an official website, a travel agency website, or even Facebook. Some of the sites that the tourists mentioned as a reference were TripAdvisor, Pantip, and Painaidii.

Television commercials, news programs, and cultural shows air episodes about particularly interesting attractions. Thai people are likely to see "a program about the site on

television," as one Thai tourist explained. According to our sponsor, sea salt farms have been featured on these local shows before, and could be featured again. These types of shows also facilitate advertisement by word of mouth. Taking advantage of multiple venues to spread knowledge of the learning center's existence and offerings allows potential visitors to be persuaded to visit and learn more about sea salt culture in Samut Songkhram.

Although our sample size is small, the results make sense because Thai people have access to local television channels that foreigners do not, and friends and acquaintances to hear from about places, while people travelling from foreign countries use the internet to access travel information, probably in their own language, or directly ask local friends before visiting the site.

Summary of Dissemination Discussion

The different audiences that we studied have different preferences and requirements for receiving marketing materials. Staff at community learning centers and museums realize these differences and cater to individual groups and schools using different methods. Best methods for reaching tourists or local visitors are also different. Individual visitors are most likely to research online, ask for and give recommendations to their friends and family, and receive brochures from hotels or other places they visit. In our project, we consider each audience segment separately in order to make sure they receive appropriate forms of marketing.

4.4 Summary

A key idea of these findings is that the integration of several concepts and perspectives is essential in order to understand the best ways to improve the educational and marketing aspects of learning centers. Since our project involves several audiences, we found that specific marketing strategies were needed for each group, with the groups being defined as Thai and foreign tourists and teachers at public and private schools. Educational materials that are simple and easy to understand, as well as hands-on activities, were suggested by all audiences. Having several activities available covers the interest levels and skills across age groups.

Tourists are a very broad, large audience segment, but after interviewing a sample of varying ages, ethnicities, and group size, some trends were identified to find the most common preferences. Effectively spreading information in an attractive and persuasive way allows potential visitors to learn more, and thus more likely to consider a visit to the site. Actually visiting the learning center, allows visitors to gain awareness about sea salt farming and how important it is to the people and culture of Samut Songkhram.

All of these observations and findings, together with our review of literature, serve as a foundation for the recommendations proposed in the next chapter.

5.0 Recommendations

In this chapter, we will present recommendations to improve the educational experience and increase visibility of sea salt learning centers. This series of recommendations is intended for use by our sponsor, The Chaipattana Foundation, as well as for individual sea salt learning centers in Samut Songkhram. These recommendations were developed using our literature review and the findings from our empirical research. Our recommendations aim to contribute to the development of sea salt learning centers throughout Samut Songkhram and increase community awareness of salt culture. We will also address current limitations in implementing these suggestions and how they could be addressed in the future.

5.1 Recommendations to Establish Effective Educational Experiences

We recommend using a combination of posters and models within a learning center.

Our research focused on identifying types of educational materials that capture attention and make people interested in learning more. The literature review on this topic and our results discussed in Finding 1 helped us understand the preferred methods for conveying information to Thai students and teachers, and helped us choose the most feasible and viable types of materials. Based on these findings we have developed deliverables for the learning centers, including posters, an interactive model, and fact cards available in English and Thai. Copies of all these deliverables can be found in Appendix K.

Our empirical research suggested that a combination of different types of materials in one space is more interesting for students and tourists. For this reason, we recommend integrating the deliverables. According to the teachers, associating posters with models or displays is the most interesting way to convey information. Therefore, including a model is more likely to help explain sea salt farming. Our literature review also revealed that the design and layout of a room can encourage social interaction, and we used this to propose a design plan for all deliverables we created to be displayed within the learning centers, subject to the space and resources available at each center. The plan is intended to orient the visitors to fully explore the learning centers and get the maximum value from their visit (Wallace, 2013). The room design plan is presented in Appendix L.

A limitation to this recommendation is that we were not able to test our posters, model, and room design on a student field trip or group of tourists to find out if visitors actually enjoyed their time and learned more. The feedback we received on the posters and model have been helpful in improving these materials separately, but receiving feedback on the combination of the three would have allowed us to develop the system more thoroughly.

We recommend giving visitors a brochure with a QR code to take home after visiting a sea salt learning center.

The learning centers display their products alongside their exhibits, and we developed a brochure to help explain these products. We recommend placing the brochures by the products as an opportunity for the visitors to read or take with them. The sample brochures created can be found in Appendix M. Since not all visitors to the sea salt learning centers belong to the same age group, simpler materials should be displayed and more detailed information available in a separate brochure that they can take if they are interested. This way, the learning centers overall will be less crowded with posters and details.

To increase the public awareness and knowledge about sea salt farming in Samut Songkhram, more informational materials should be available online. According to literature review, online information is easy to access and spread (Fedele, 2011). We have created a QR code that is also included on the brochure. When accessed with a QR reader, more detailed information about sea salt farming is displayed. Using the code also introduces technology into the deliverables, and creates an opportunity for people to easily save or share the document with others, or access what they learned at a later time. The content of our QR code can be found in Appendix N.

We recommend that the sea salt learning centers have a list of interactive activities that students and tourists can participate in when they visit the center.

Since Finding 2 and Finding 4 showed the common interest of students and tourists to participate in interactive activities, we created a list of possible activities that can be developed at sea salt learning centers in Samut Songkhram. Creating activities is also suggested by our literature review, which states that the most efficient learning experience is gained through experiential learning or doing (Kokcharov, 2015). The list of activities and descriptions that we proposed, based on research about what makes a successful activity and the recommendations from the learning centers we visited, can be found in Appendix O. Sea salt learning centers must be prepared to provide materials and instruction for each of these activities, if they choose to use the list we have developed, or they may modify the list to include only activities they have the resources for.

A limitation to this recommendation is that some learning centers may not have the ability or resources to successfully guide students and tourists through activities or workshops. This limitation is addressed by the suggested training workshops in the following recommendation.

We recommend that the Chaipattana Foundation provides training workshops for the staff of the learning centers to learn how to effectively run a learning center.

Based on the sponsor's experience and the team observations, the staff of the Women Enterprise Learning Center and at other sea salt learning centers in Samut Songkhram, are unable to provide clear explanations for visitors. While the staff's knowledge of the field is undeniable because of their experience as farmers, communication and management skills may not be appropriate for receiving customers and running the center. Therefore, we strongly recommend the sponsor to provide training workshops to learning center staff about management and public relations, so they are better able to guide visitors. As Bernard Donohue, the dynamic Director of the Association of Leading Visitor Attractions, recently said, "what makes the difference to the visitor experience is 'staff, not stuff.' If the welcome isn't warm, your visitors will feel like outsiders, not guests." (Donohue as found in Wallace, 2013).

We recommend that the learning center staff develop and provide a curriculum package to teachers for their students to learn more before visiting a sea salt farm.

We propose that the learning center staff develop a package that can be distributed to teachers to use in the few days before a scheduled trip. We recommend that the package contains at least a video describing sea salt processes and a handbook that teachers can give to students. Finding 3 states that short movies or videos revealing background information are likely to capture students' attention if shown in anticipation of a field trip. Also, when incorporated in the usual lecture style, these materials bring an interactive aspect in the classroom environment,

which according to the literature review, makes students more interested in the topic (Kokcharov, 2015). The video can be watched in separate parts or as a whole, depending on the structure of each class, and can provide fundamental knowledge about sea salt farming to students. The handbook can have questions that the students should learn the answers to during the trip. Students can fill out the answers while watching the movie, during their visit, or afterwards as an assignment. We recommend the handbook have sections for questions, notes, and the QR code so students can refer to the material when they return home.

This package would be optional for teachers, who can choose whether or not to use the materials, use only selective materials, or come up with their own. But, based on our interviews with students in grades six through twelve about their interest in learning about the places they are going to visit, we suggest using the whole package.

5.2 Recommendations about Marketing Materials for Sea Salt Learning Centers

We recommend using comprehensive and aesthetically appealing marketing materials focused on sea salt culture to capture attention and provide reliable information to potential tourists and students.

In addition to improving the educational value of the learning centers, we would also like to recommend the introduction and incorporation of advertisements. In our literature review, we identified leaflets and brochures as effective types of marketing materials (Attard, 2012). Finding 5 and Finding 6 suggest that advertisements that include photographs, directions, and available activities are more likely to persuade tourists to visit sea salt learning centers because these advertisements demonstrate what to expect at the sites.

We adjusted our drafted advertisement several times to incorporate feedback about the content, readability, and attractiveness. After the creation of our first advertisement draft, we asked for feedback from peers, and the second draft was tested among tourists. Lastly, we received feedback from more students and teachers. After taking into account the responses of each audience, we developed the final version, which can be found in Appendix P.

One limitation to our advertisement is the small sample size it was tested on. The advertisement was shown to thirty-six tourists, fifteen students, and four teachers. While reactions to our advertisements were generally positive, a larger amount of feedback may have helped us develop a stronger advertisement. We addressed this by using information from the literature review in addition to the feedback to make edits to our advertisement. This limitation can be further addressed by encouraging the Chaipattana Foundation to continue making improvements to the advertisement based on its levels of success.

We recommend translating marketing materials into multiple languages, including Thai, Chinese, Russian, and English to increase accessibility from different segments of the target audience.

Along with recommending the use of our marketing materials, we recommend that our sponsor translates the advertisement into several languages. Finding 5 states that advertisements in Thai, Chinese, and English languages can reach many segments of the tourist audience in Samut Songkhram by increasing accessibility to visitors who are unable to understand Thai language. Our literature review, shows that most of the tourists who visit Thailand speak Chinese, Russian and English (Department of Tourism, 2014). Therefore, we recommend

translation into these languages in order to allow information about sea salt learning centers to reach different segments of the tourist population in Samut Songkhram.

5.3 Recommendations about Disseminating Marketing Materials

We recommend placing detailed, attractive advertisements in popular areas near Samut Songkhram, such as the Amphawa Floating Market.

Finding 7 claims that using local businesses to display advertisements for learning centers is an effective approach to distribute marketing materials. This finding is based on our interview with the staff of the Bangkok Seashell Museum and our interviews and observations about the types of brochures currently located at the Coconut Demonstration Farm and the Amphawa Floating Market. Our literature review also supports this claim with business articles about best practices for distributing advertisements. Based on these findings we recommend distributing the marketing materials to nearby vendors and shops in the Amphawa Floating Market due to its popularity.

According to the interviews with the staff of other learning centers and tourists, most of the visitors going to their sites come from the Amphawa Floating Market. Furthermore, there are several attraction sites such as community shops, community exhibition, and demonstration farms in the Amphawa Floating Market that are part of the Chaipattana Foundation, which is the sponsor for the development of the sea salt learning centers as well. With success, the distribution system can be expanded geographically to sites in Bangkok and other provinces.

We recommend utilizing media and travel agencies to create a positive presence on the internet in order to reach private schools in Bangkok and a larger tourist community.

Finding 9 suggests that media, such as television and websites, is a powerful way of marketing and disseminating information. Local Thai people often utilize television to learn about places to visit, as shown in our results. Interviews with the staff of the Coconut Demonstration Farm and the Sea Salt Farm School revealed that they had been featured on television for different shows about cooking, agriculture, and Thai culture.

Finding 9 states that foreign tourists usually find out about attractions through the use of online searches, particularly travel agency websites, such as TripAdvisor, Pantip, and Painaidii and also social media pages such as Facebook, as shown in our results. These sites are used to search for reviews about places to visit. We recommend distributing the marketing materials to travel agencies for them to consider including sea salt learning centers in their tour packages or recommend them to the schools they cooperate with. Interviews with tourists revealed that they would be more likely to visit a sea salt farm as part of a day-trip or group package.

We recommend using phone calls and sending formal letters and brochures that clearly indicate what activities are available and how the sea salt learning centers can contribute to the school curriculum in order to reach public and private local schools, as well as public schools in Bangkok.

Finding 8 states that local schools and public schools in Bangkok can be reached through formal letters and phone calls. Therefore, our team developed a sample letter that will be provided to the learning centers as a sample that the staff can edit and distribute to the schools, inviting the teachers to consider the sea salt farms of Samut Songkhram as a field trip destination. The letter is in Thai, and can be found in Appendix Q. Together with the letter, the learning centers should provide to the teachers a brochure containing information about what the

learning centers offer, activities and how this trip would be helpful for their curriculum. This brochure can be found in Appendix M. We recommend using the letter together with the brochure because having a list of available activities facilitates the organization of the trip. Phone calls are another option for the learning centers to invite schools, especially the local schools, since it allows learning center staff to ask questions and understand teachers' needs before offering the services (The Marketing Donut, 2016). We suggest the Chaipattana Foundation to organize these phone calls and create a permanent line of communication to be able to reach back for feedback and improvement.

5.4 Final Remarks

The goal of our project was to address the decline of the Samut Songkhram sea salt culture. Sea salt in this province is farmed and harvested using traditional methods and tools, which have been passed down from generation to generation. The introduction of industrially produced salt, however, has caused consumers to ignore the traditional sea salt in favor of cheaper industrial salt, thus causing farmers to abandon the sea salt culture that makes the salt of Samut Songkhram unique. This would make sea salt culture another tradition lost as the mainstream globalization continues to spread. The Chaipattana Foundation asked us to develop marketing and educational materials for the underdeveloped sea salt learning centers in Samut Songkhram.

Learning centers that exist in the area are minimalistic in what they offer, therefore our research on the best types of informational materials and marketing strategies to target these audiences aims to enrich these learning centers. We developed the deliverables and recommendations using detailed research, observation, and analysis of educational strategies and models, successful marketing materials, and dissemination systems. Implementing our deliverables and recommendations is intended to improve educational materials in the learning centers, and aim to increase visitation overtime. As the opportunities expand in the future, some of the recommendations may need to be changed based on market need. All of our deliverables will be provided to the Chaipattana Foundation in an editable format, so that they can make changes and updates over time.

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Authorship

The team members contributed differently in writing the report and working on the project. In the first version of the Introduction, Literature Review, Methodology, and Results, the team members split into pairs to write sections of each chapter; for example, Kayla worked with Natthanette, Jaden worked with Ryo, and Chalita, Arba, and Bhunyisa worked together. Kayla, Arba, Natthanette, Jaden, and Ryo were on the editing team for the second draft. As all the chapters were put together, Kayla and Arba would read the part through and did the editing, while Jaden was mainly in charge of the bibliography and the appendices. Thus, every team member took part in the report. Natthanette, Chalita, Bhunyisa, and Ryo did the translation from a Thai dissertation, articles, books, interview data, and TV shows to be used in this report. The site visits, observations, and interviews at Samut Songkhram province were done together by all the team members, while those in Bangkok were mainly done by Bhunyisa and Chalita. Bhunyisa, Natthanette, and Chalita were responsible for the design of the deliverables. Finally, everybody contributed and shared ideas in the completion of this report and the content of the deliverables.

Appendices

Appendix A: Expanded Methodology

After gathering our data through interviews with teachers, students, tourists, and the staff of other learning centers, we arranged the data into an Excel spreadsheet based on the answers of each respondent to a question. We created charts based on the responses to each question using Excel functions, which are shown in Appendixes I and K. These charts were used to find out what answers a majority of our sample gave, which influenced some of our recommendations and what was included and what was not included on certain deliverables, such as the advertisement, brochures, and formal letter.

Appendix B: Interview with the Sponsor

Q: The goal and expectations from this project
A: The learning center should become popular to the local visitors and tourists. Organizations and student trips should visit the center and be able to learn about the sea salt farming process as well as the salt culture. The sponsor expects the farmers to interact with the visitors and be able to explain their work. Since the center will be more popular, more products will be sold and the value of salt will be increased.

Q: What kind of materials do you want to be developed?
A: The sponsor expects new informational materials to be created in the learning center that will be both in English and Thai, such as brochures and posters. He also supports the idea of creating a small scale model of a salt farm to demonstrate the process and work of the farmers. The sponsor also supports the idea of visitors participating in farming procedures as a demonstration activity. The sponsor also asked to develop a new kind of product, such as salt jars that could sold as souvenirs, but these products should not be expensive in order for the learning center to be able to produce them. After the information displayed in the learning is updated, the marketing process of the center could begin. The sponsor expects us to create electronic postcards that could be published in other websites such as the Chaipattana Foundation or professional pictures that could be shared on famous sites such as TripAdvisor. These marketing strategies will promote the learning center so more people can come to the center and learn about salt culture. The sponsor also supports the creation of a Facebook page, which will advertise the learning center. The disadvantage of creating the Facebook page though, would be the difficulty to maintain such page by the staff.

Q: Are there tour busses that could stop the tourists at the learning center
A: If the learning center is updated with accurate and interesting materials then the sponsor could help bring more tourists and connect with different bus companies. Therefore, the sponsor has

the ability to further expand the marketing campaign and get in contact with possible sources that can advertise the learning center.

Appendix C: Interviews with Staff at Cultural Sites and Museums

Women Enterprise Learning Center Staff

Q: What do you offer at the center?
A: Salt products, posters of process, tours.

Q: When is the learning center open?
A: The center is always open, but people have to call in advance to arrange tours or group visits.

Q: How many people are able to visit at one time?
A: She is able to give tours to groups up to 100 people. However, the group will be split into two for the tour.

Q: What kind of people come to the learning center?
A: Mostly Thai organizations and field trips from local universities and primary school science classes

Q: What has previously been done to develop the learning center?
A: About four years ago, a group made the Thai posters describing the processes.

Q: How do you envision the learning center? What improvements would you like to see?
A: She is willing to accept anything from us, she does not have any ideas in mind.

Q: Will the farmers take pictures of their work and everyday life on the farm? We would like to use such photographs to help us better understand the process as well as in our marketing materials.
A: No, the farmers cannot do this because they are busy all the time while they are working. However, she will take pictures for us of both the daily life of the farmers and the work process. She will send us these pictures with her smartphone.

Bangkok Seashell Museum Staff

Q1. Are you an owner of this museum?
Ans: No, I'm not the owner of this place.

Q2. How do you manage the marketing of this private museum?
Ans: First of all, we don't count this museum as a business, as it doesn't give much profits. We often use a brochure to help us promote this place, rather than other media such as online media and advertisement. The reasons are due to a limited budget, and this place is small compared with other museums. The museum has been open for seven years now. Recently, we were visited by T.V. programs for tourism and students, and they offered to bring media. Moreover, another strategy is word of mouth sharing from customers. Customers share a story about this place to

others through their social medias after visiting the museum. Most of tourists tend to visit here when there are long weekends, as this museum is located among business areas, like hotels and office blocks.

Q3. Do you experience any field trips?
Ans: Yes, I do. I open available field trips according to students' schedules. There are certain periods that students are free enough to have small field trips; for example, during the beginning days and after final exams just before summer break. I make contacts with many schools and offer a program with activities in the museum.

Q4. What kinds of activities do you offer to the students? Are there different activities for different age groups?
Ans: For junior kids, we offer them drawing and small sand-arts activities, just something that they can play with or touch to draw their attention. In case of senior students, we do a scientific conference about seashells. Schools or students can leave their emails for further information about the seashell museum.

Q5. In what ways do you contact to the schools?
Ans: According to my experience, I make phone calls, because the emails are normally left in junk-mail for Thai schools. Therefore, we tend to make direct contact by calling or giving a small presentation at the schools.

Q6. What do you think would be best way to promote this museum?
Ans: The best way would be high rating T.V. programs, as they can help us making more profits with more customers, but most of them possibly forget after watching the program.

Q7. How often do schools visit here? And what is the average number of students per field trip?
Ans: There are roughly 10 schools per year that confirm the field trip to this museum. Also, there are some schools that do not make a contact first, but visit with 10-20 students. When this happens, some activities and drinks are not available since we were not prepared for them to come. A formal field trip will include an average of 100 or 200 students from different schools, so we tend to spare some classes to different days.

Q8. Besides schools, what other types of visitors come? How do you market to them? How do they hear about your museum?
Ans: There are many hotels in the areas, and so we market to the families and tourists staying there. For hotels, we make a contract for leaving leaflets there under certain agreement for profits.

Note: Decoration of light and available resources has an enormous influence on attracting tourists, including students from every age.

Coconut Demonstration Farm Staff

1. In your opinion, what do you think makes this place successful and attractive to the visitors?

This place has unique characteristics with a friendly ecosystem and nature that visitors can enjoy (the place has trees, plants, and canals). This learning center is also built with wood and leaves in a traditional Thai style that shows our traditional culture. The learning center also produces organic and homemade products, such as organic coconut syrup and fertilizers, which are traditionally made.

2. When is the learning center open?

The learning center is open every day from 10:00-20:00 o'clock, but the workshops and activities are scheduled at certain times.

3. How many people can visit at one time?

We have had more than 200 visitors at the same time before.

4. What kind of people come to the learning center?

Almost every group of people visit this coconut farm learning center, especially students, university students, organizations and tourists; but mostly it will be organization (like a group of villagers coming in a tour organized by the village mayor) and students.

5. What do you offer at the center?

This learning center offers a very peaceful environment with plenty of beautiful spots that visitors can enjoy. We also offer workshops about coconut products, such as basketry from coconut leaves and coconut syrup-making. Visitors can try and produce these themselves. These workshops offer the locals and foreigners the opportunity to learn more about the traditions and culture of coconut farming. Near the farm there is also a park where visitors usually sit and relax by the river. All these activities and workshops make visitors excited, especially the kids, who love doing and touching things.

6. What are the purposes of visiting this learning center and what marketing strategy do you use for each type of visitor?

The purpose of this learning center is to spread knowledge about the traditional processes of producing various products from coconut tree and making full use of coconut trees. Our center has been on many TV shows and that has made a lot of people interested in coming to visit.

7. Is there any peak period/ high season for visiting the learning center?

Many more people visit the learning center during the holiday and school break than in the normal period of time.

10. What do you think can be improved further in this learning center?

We want to add a new workshop for making traditional Thai desserts using coconut syrup in a Thai-style house.

Sea Salt Farming School Staff

1.In your opinion, what do you think makes this place successful and attractive to the visitors? Why do visitors come here?

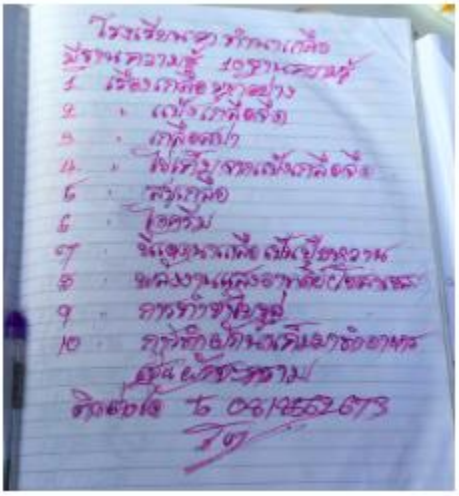
We were on many TV shows and tourist YouTube channels.

I am proud of what I have achieved so far because I just started from the soil and now it is this famous learning center. Part of why people come here is to learn more about the innovative ideas I have incorporated in this center. People and organizations are also interested in learning more about the process of sea salt farming and the techniques. Others want to just learn more about the culture behind salt farming.

Global warming is another feature and aspect of my work that some of the visitors have been interested in. My job as farmer highly depends on the nature and weather, and all the changes due to global warming have affected the farming process and its seasons. When visitors come here, I provide them with the information they are most interested in learning whether it is about culture, farming process or global warming. Sea salt farming has been practiced in my family since my great-great-grandfather, but I build this learning center to spread knowledge about our work.

2. What do you offer at the center?

We have 10 workshops for the visitors.



Sea Salt Farming Learning Center offers 10 workshops:

1. Learning All About Salt
2. Making Epsom Salt Facial Powder
3. Making Spa Salt
4. Making Salted Egg from Epsom Salt
5. Making Bath Salt
6. Making Ice-Cream
7. Making Organic Fertiliser from Salt Residues
8. Working on the Solar Cell in the Salt Farm
9. Making Tea (local marsh tea)
10. Cooking with Saltwater Plant

3. How many people can visit at a time?

We can hold as many as possible but the visitors need to call and tell us beforehand. We had more than 200 before but for each workshops, the visitors have to divide into sub-group.

4. What kind of people come to the learning center? Which group of people is this learning center targeting?
Students, tourists and organizations but lately the organization will send their employers to come and learn about sufficient economy.

5. What educational materials do you offer for each audience?
Students tend to do more workshops or activities than lectures, but we also explain more on details and processes of salt farming.

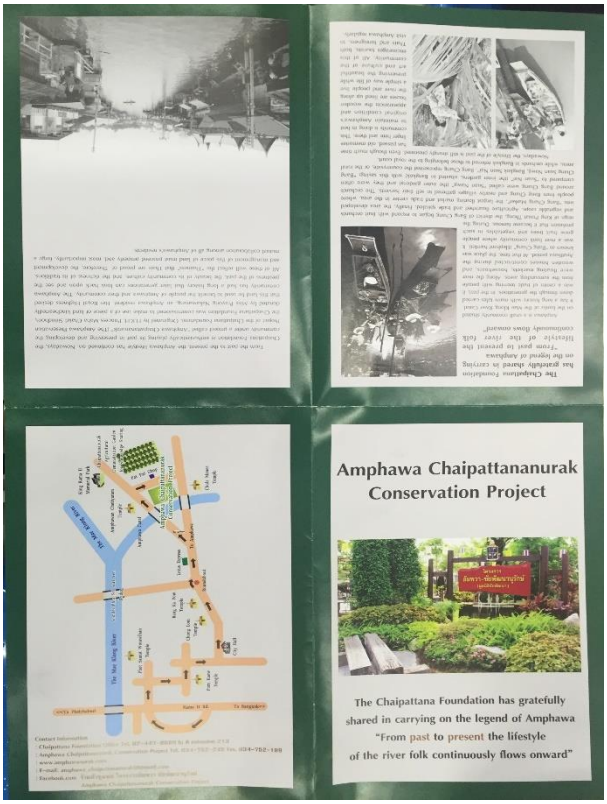
6. How do you contact schools/ tourists?
Actually, schools contact me to arrange visits. Teachers see the center in television and they want to come. Also by word of mouth, a lot of people recommend this place to the others. Even Thai tourists or foreign tourists come accompanied with a friend who knows about this place or because someone told them about my learning center.

7.What has previously been done to develop the learning center?
We are renovating the room for more people with projector with screen because now they have only boards and model and the owner thinks that projector with screen will make the visitors see more picture and understand more.

8. What would you like to change/ are changing for the future?
I want to create a space where people can come and enjoy a salt spa or try the salt products. I need a bigger room for these activities, so I plan to expand the current learning center. I also want to integrate my farm in the self-sufficiency project established by the King.

Appendix D: Amphawa Chaipattananurak Conservation Project Brochure

The Coconut Demonstration Farm and the Chaipattananurak shops around it use a common brochure that highlights the history of the Amphawa Floating Market as well as the places nearby. Some of the shops featured in the brochure include: Pat Pat Shop and The Community Exhibition Room, which sell and promote local products. The brochure also contains a map of the site and a map showing directions on how to get to the site.



Appendix E: Bangkok Seashell Museum Brochure

This brochure is the only physical material used for outside marketing by the Bangkok Seashell Museum. This brochure is mainly left in nearby hotels to attract tourists staying in the hotel and looking for something to do.

Appendix F: Interview Questions for Tourists

Questions to Tourists:

1) Are you here on an organized tour? If yes, which one and what made you choose this agency?
   A. Yes, name of tour:
   B. No, then how did you travel here?
2) Who are you travelling with? If with children, what age group?
   A. If Children range:
      i. Primary G.1-6
      ii. Middle G. 7-9
      iii. High G. 10-12
   B. If school trip: what school? Private, Public, Local?
3) Where are you from? Are you a local, or…?
   A. Local
   B. Thai person from outside Samut Songkhram
   C. Foreigners
4) Why did you choose to come to Amphawa?
   A. Shop? For local products? Or in general?
   B. Enjoyable? To relax? Or because it is engaging? Fireflies?
   C. Eat
   D. Other:

5) How did you find out about this site (in terms of marketing)?
   A. Printed
   B. Online
   C. Word of mouth
   D. Others:

4) What experiences/sites have you found of particular interest so far in your visit in Amphawa?

A. Did you expect what you found here or was it a surprise? Why? If it was expected, did you enjoy your experience, was it as good as you thought? If it was a surprise, what was it, something unique you had never seen before (elaborate)

6) If I were to tell you that sea salt farming is a traditional cultural industry of Amphawa, would you be interested to visit a sea salt farm and learn about the farming process?

A. Yes, why? What might interest you in particular?
B. No, why not?

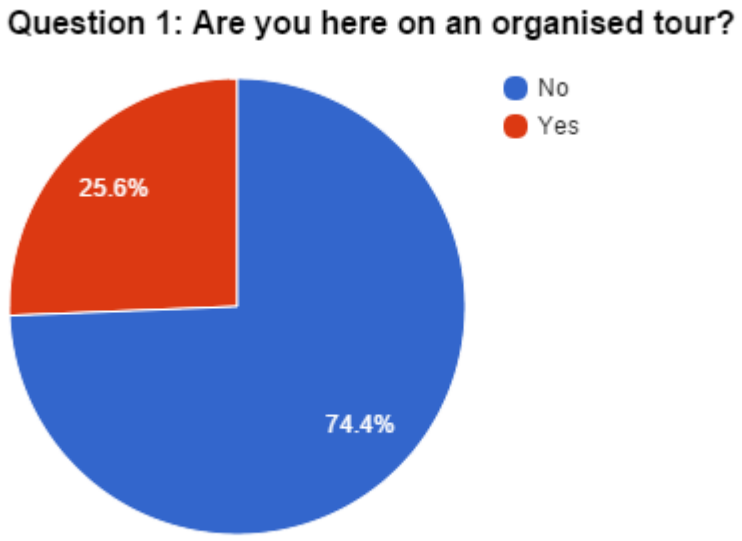
7) What do you think of this advertisement? Does this make you interested in visiting the salt farm? Why or why not? (Ask them to mention specific details that they liked or disliked)

A. Yes:
B. No:
C. Any comment on this ad?

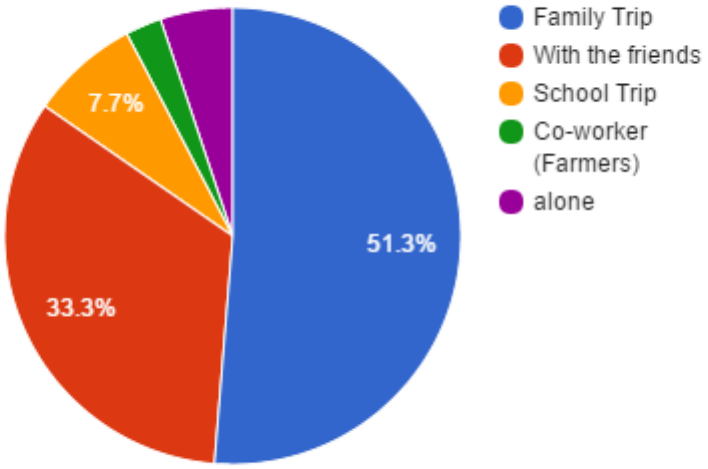
8) Finally, if you went on a tour of a sea salt farm and the salt learning center dedicated to it, what would you hope to learn about or do?

A. Learn: about what? culture, science, technique, etc.
B. Fun
C. Other: _____

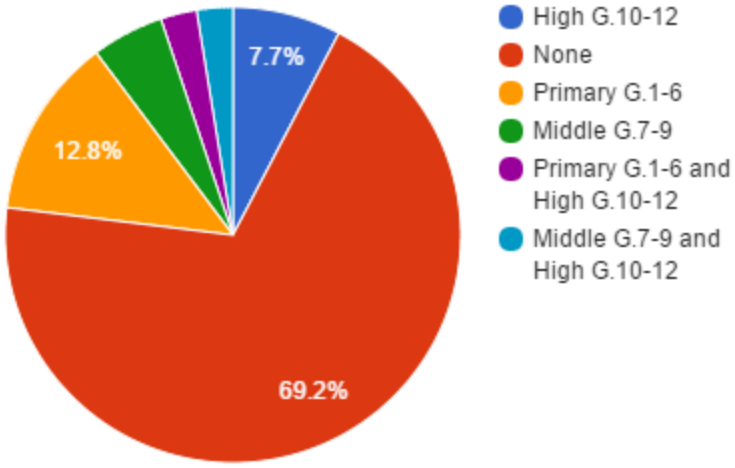
Appendix G: Interview Data from Tourists

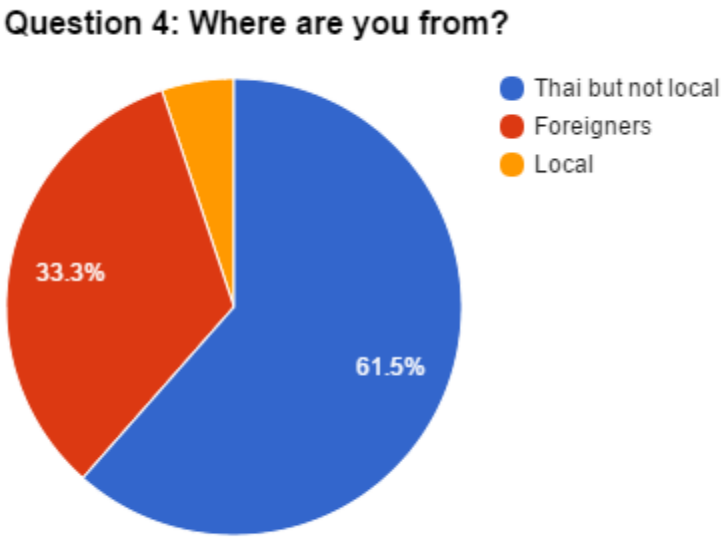


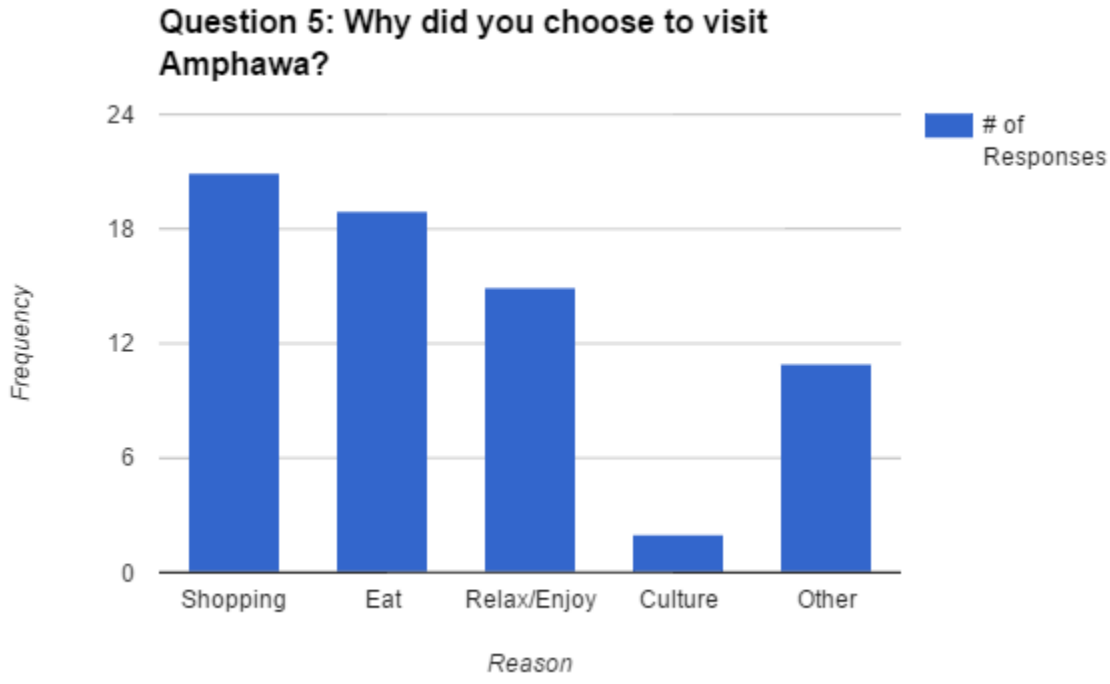
Question 2: Who are you traveling with?

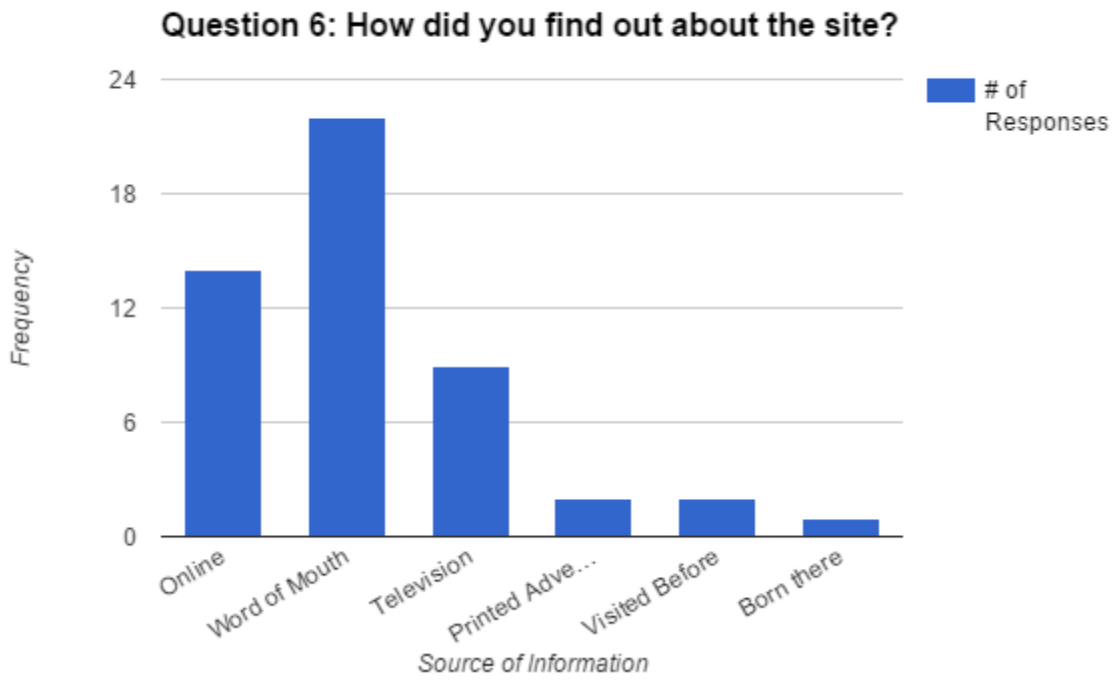


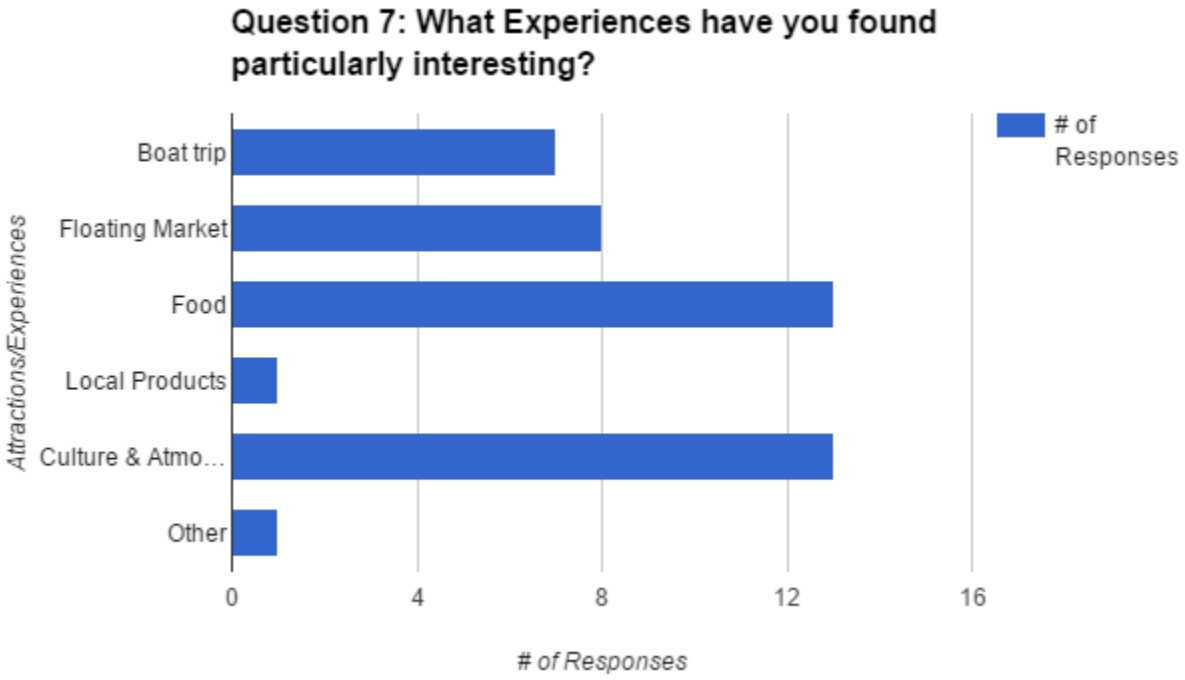
Question 3: What age children are you traveling with?



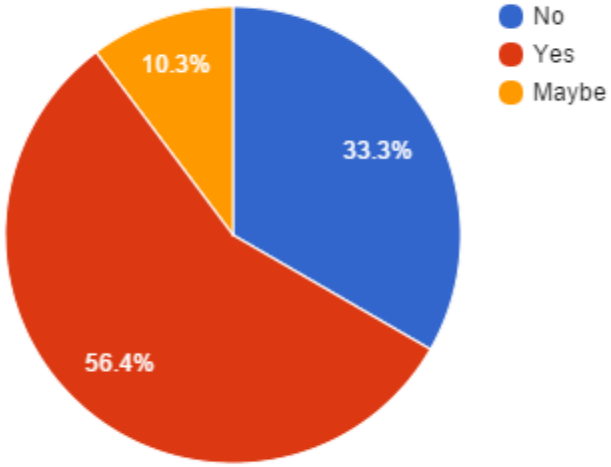

Question 4: Where are you from?
Thai but not local
Foreigners
Local
33.3%
61.5%


Question 5: Why did you choose to visit Amphawa?
24
18
12
6
0
Frequency
Shopping
Eat
Relax/Enjoy
Culture
Other
Reason
# of Responses

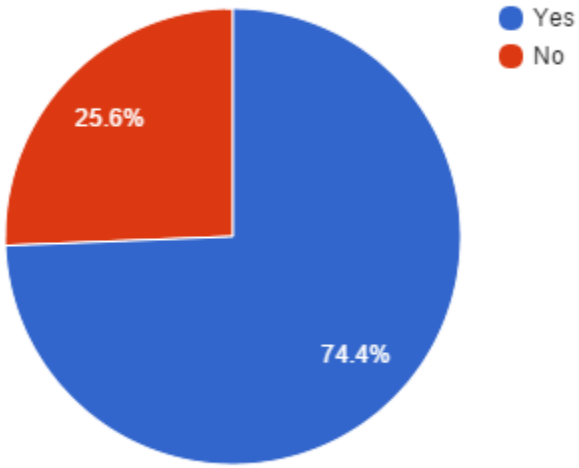

Question 6: How did you find out about the site?
24
18
12
6
0
Frequency
Online
Word of Mouth
Television
Printed Adve…
Visited Before
Born there
Source of Information
# of Responses

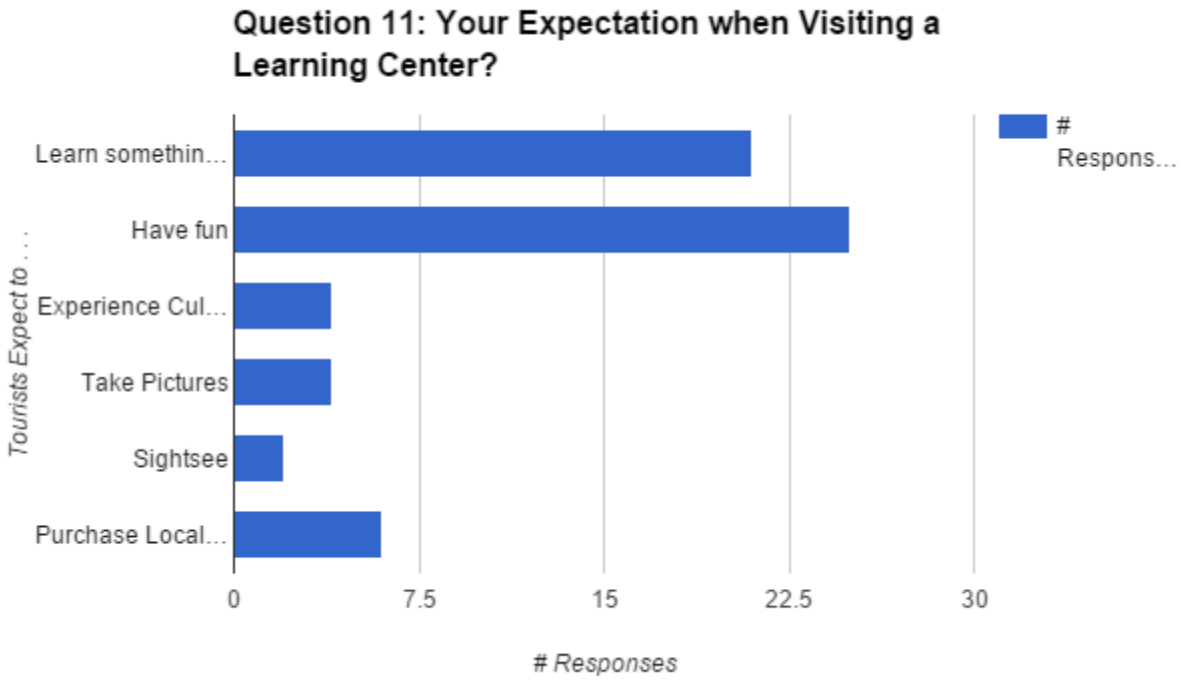

Question 7: What Experiences have you found particularly interesting?
Boat trip
Floating Market
Food
Local Products
Culture & Atmo…
Other
Attractions/Experiences
0
4
8
12
16
# of Responses
# of Responses

Question 8: Are you interested in seasalt farming?



Question 9: Does this advertisement make you interested in seasalt?





Appendix H: Interview Questions for Teachers

Questions to School Staff (Principles, Various Teachers)

Begin by introducing ourselves and explain purpose of our project and why we are interested in their answers and opinions: want to increase the promotion of the sea salt farm as an educational attraction, as well as improve the educational materials that are provided there. Schools frequently visit the learning center we are working with and we would like to facilitate the visits further by better understanding the needs and aspirations of the teachers as well as the students.

1. What subject do you teach? Do you organize field trips related with this subject? Why and what do you expect from the field trip?

2. What do you consider when choosing the field trip? Why?
    a. location
    b. transportation
    c. topic
    d. duration, does it fit within a regular school day
    e. other: _____

3. What kind of research do you do before the trip and what kind of materials do you look at? (follow up question of #2)
    a. brochures at the school
    b. websites
    c. letters of recommendation
    d. printed advertisements around the area

e. reviews from other organizations
f. Other: _____

4. How do you organize it?
    a. by yourself
    b. group of teachers
    c. agency
    d. Other: _____

5. How often do students go on field trips within one academic year? How does that change for each grade?

6. How do the field trips fit into the curriculum of the school?
    a. What are the subjects that incorporate field trips?
        i. science
        ii. history
        iii. other _____

7. Do you organize quizzes or class activities before/after the visit? Why?
a. What do you think is the benefit of incorporating these activities?
        i. increase student interest
        ii. capture attention
        iii. more learning (about … _____
        iv. other _____
    b. Can you share an example?

8. If we suggest watching a video before a field trip, would you be able to incorporate it during the lesson?

9. What do you expect students to learn/do on a field trip?

10. What do you think students would be interested to do on a field trip? Why?
    a. Posters
    b. brochures
    c. seeing/touching products
    d. interactive activities
    e. looking at a model
    f. other _____

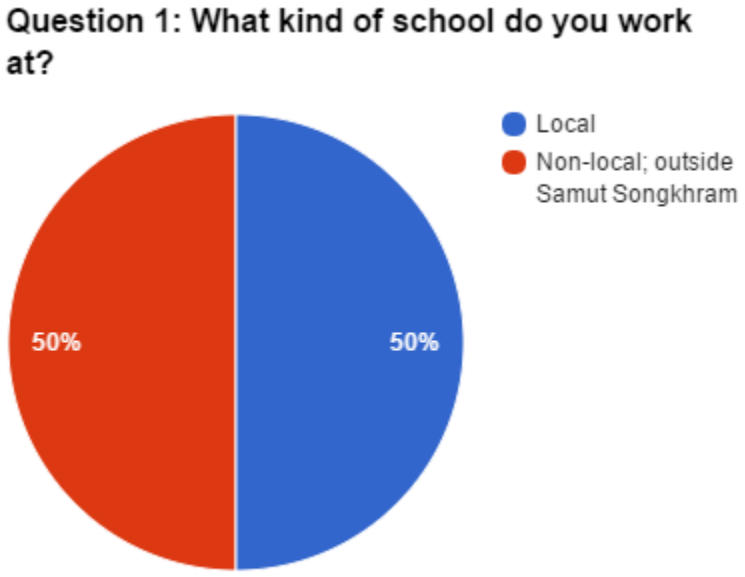
11. Have you ever brought students to a sea salt learning center before? Or has another teacher at this school?
    a. If yes, what were the benefits?
    b. What did the students enjoy or learn?
    c. What type of activity was associated with the trip that held the attention and interest of the students?
    d. What subject do you think would be most related to learning about sea salt farming?
    e. If another teacher has, what is their name and could we also talk to them?

12. How could we attract your interest in a sea salt farm as a field trip destination? What types of materials would you respond to?

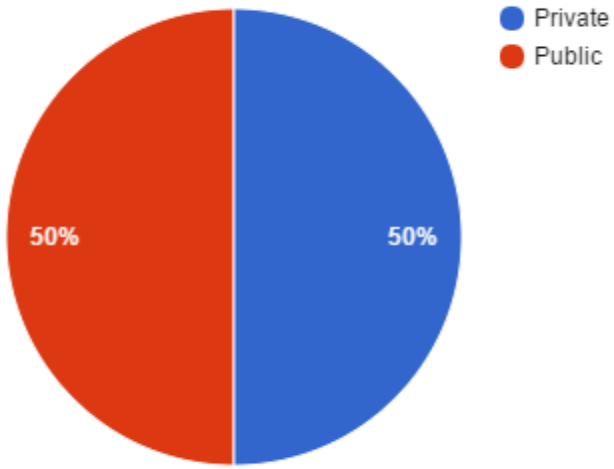
a. brochures
b. videos
c. letters of recommendation
d. contact through an agency
e. other _____

13. Are you willing/able to organize a field trip with students to the sea salt learning center so that we can measure the quality of the materials that we have produced and ask for feedback in order to make improvements (week of 15-19 Feb)?

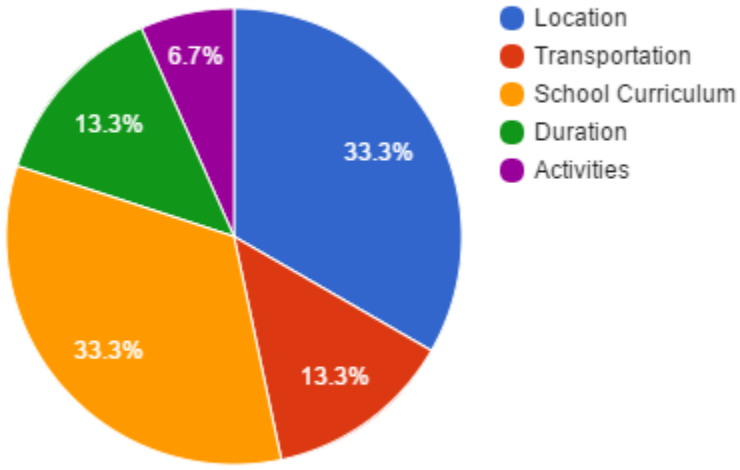
Appendix I: Teachers' Interview Data



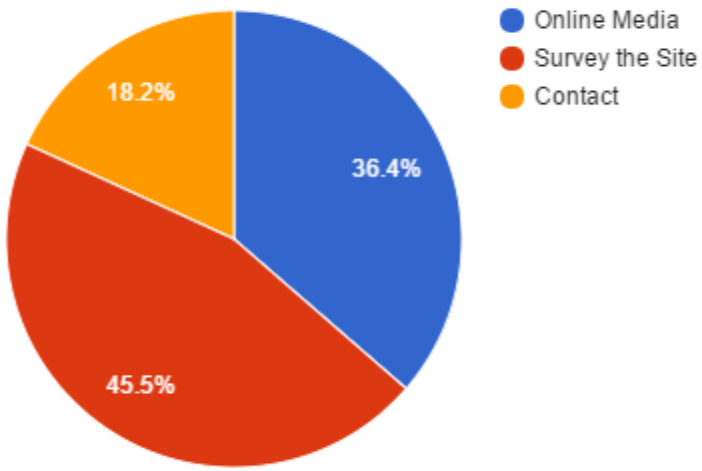
Question 2: Public or Private School?



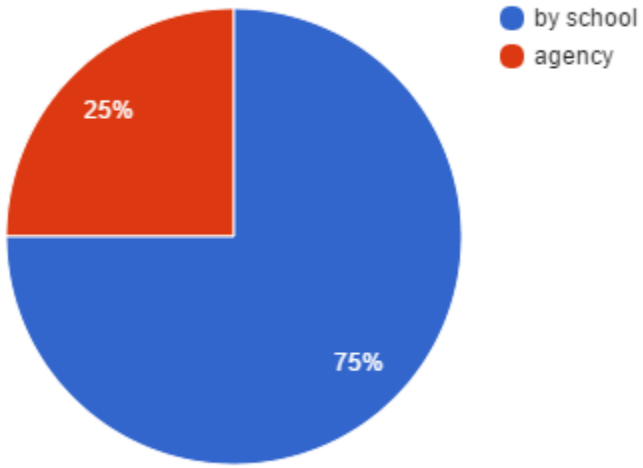
Question 3: What Factors do you Consider when Choosing a Field Trip?



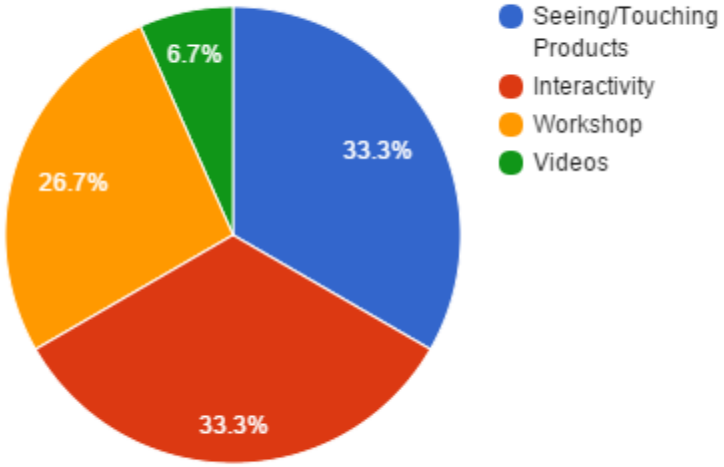
Question 4: How do you Research Locations for Field Trips?



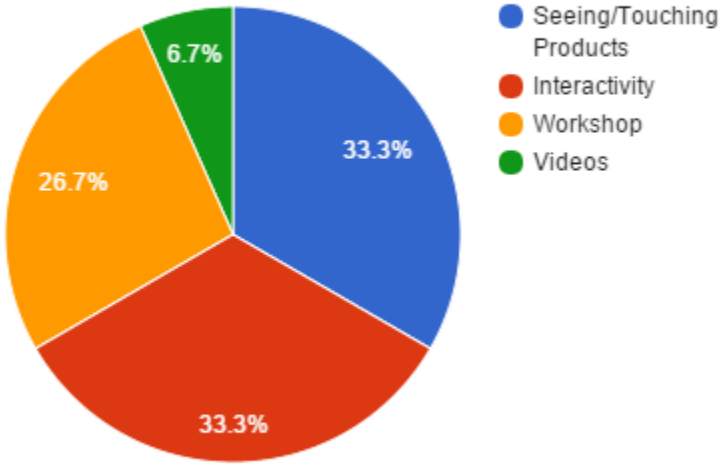
Question 5: How do you Organize the Trip?



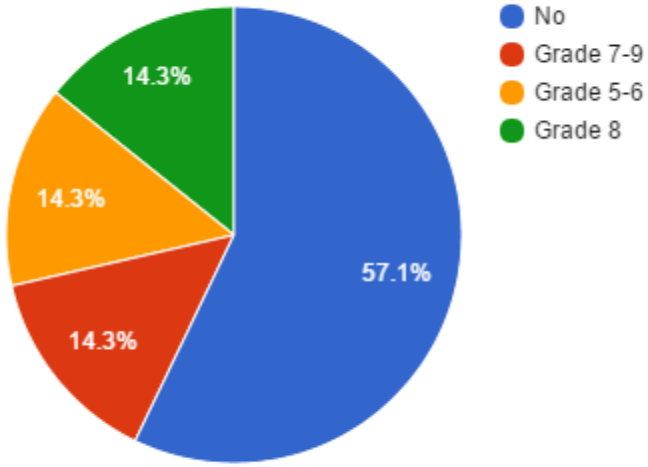
Question 6: What do you think Students are most Interested in During Field Trips?



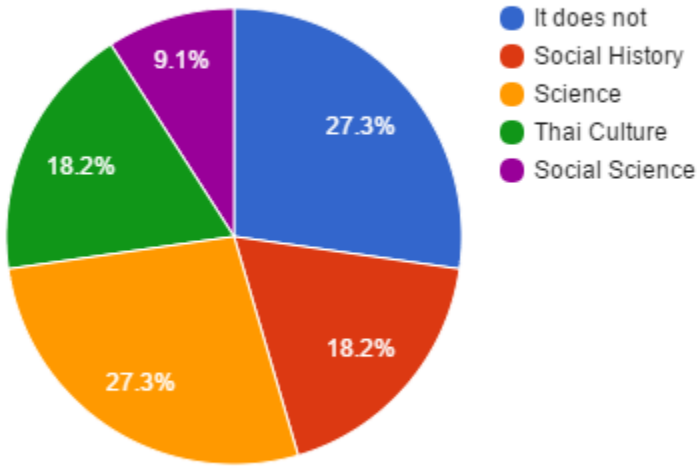
Question 6: What do you think Students are most Interested in During Field Trips?

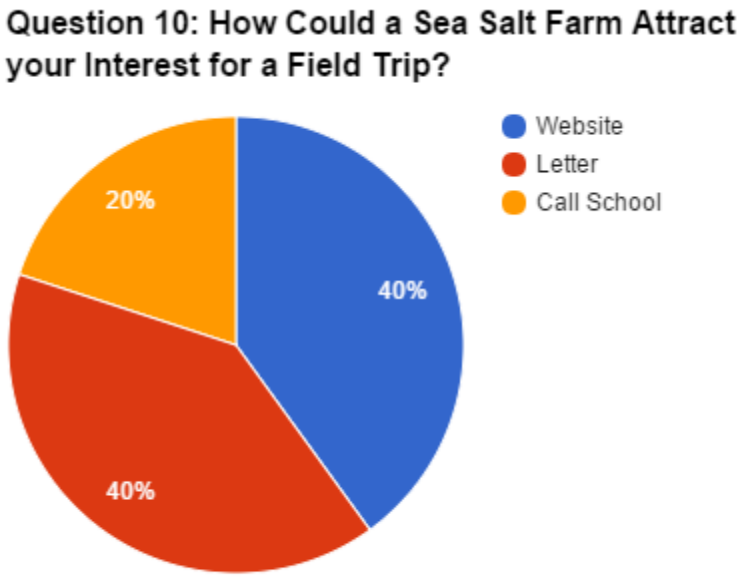


Question 8: If yes, what grade?If no, have you ever considered it?



Question 9: Where does Sea Salt fit in the Curriculum?





Appendix J: Interview Questions and Answers for Students

The students interviewed were in grades 6-12. They were interviewed either individually or in groups; therefore, the cumulative answers are collected and presented below. The order indicates the popularity of the responses: the first answer (#1) shows the most popular response that most of the students gave and multiple answers within the same number show they are equally popular responses.

Do you usually have in class activities before/after the visit?
1. No activities
2. Research by themselves
3. Orientation/Meetings to inform about the site/activities
4. Before and after quizzes

When asked if they would like to watch a video before going to the field trip, most of them expressed their interest in doing so.

What do you expect to learn/do on a field trip?
1. Have a fun experience
2. Hang out and relax
3. Go outside and do activities because the classroom is boring
4. Take pictures/ Learn about culture and how to apply in daily life/ Get knowledge

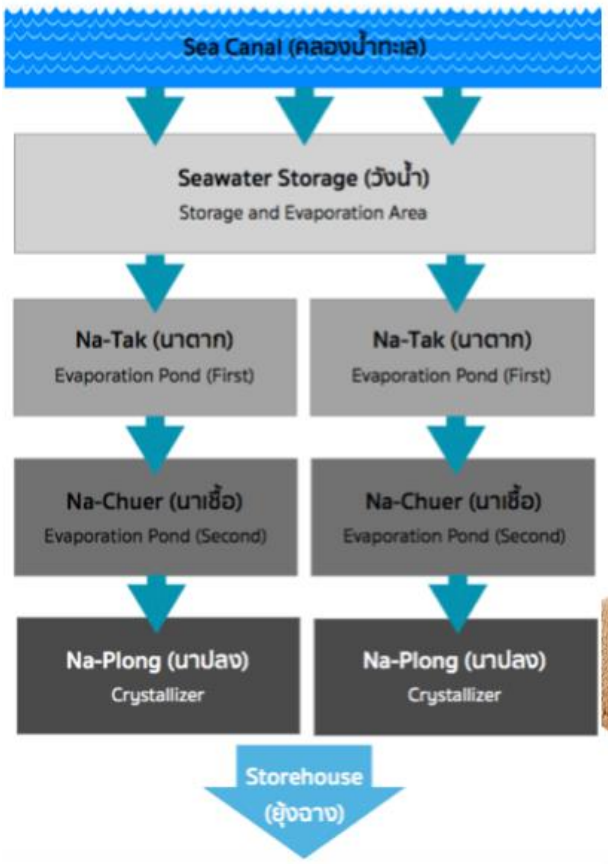
What do you like to do on a field trip?
1. Playing games/ Interactive activities
2. Winning prizes that they can get home

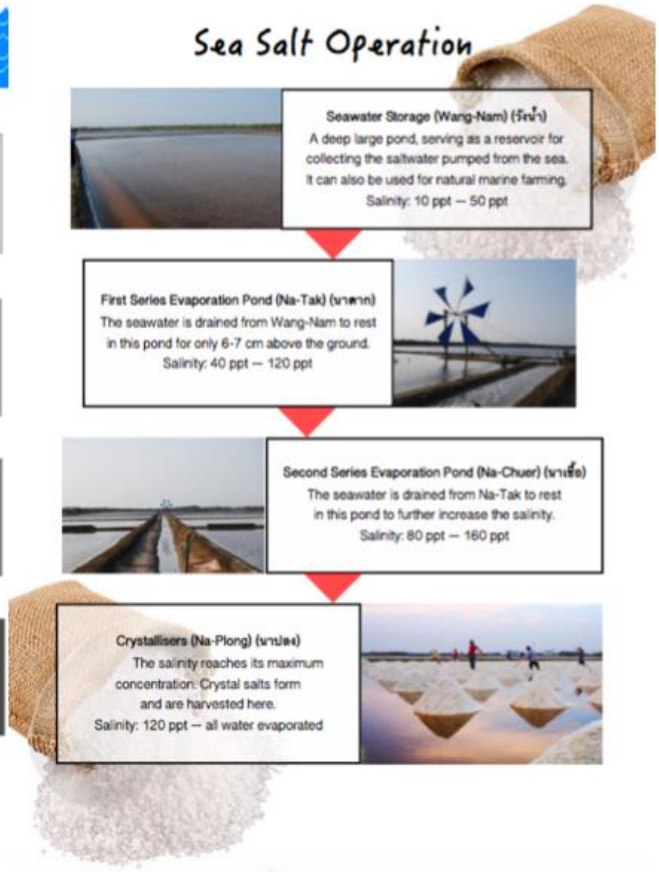
3. Workshops
4. Seeing/touching things / 3D videos/models
5. Reading brochures

Most of the students had not been to a sea salt learning center before, and a few expressed their interest to visit one.

Appendix K: Deliverables--Poster, Model, and Fact Cards

Posters describing sea salt farming process:





Posters describing the importance of sea salt:

Poster describing traditional sea salt farming tools:

Photograph of model:

Fact Cards:

ขี้แดดนาเกลือ เป็นผลผลิตที่ได้ในช่วงหยุดนาหรือพักนาในช่วงฤดูฝน ทำให้สาหร่าย ตะไคร่น้ำ และ จุลินทรีย์ต่างๆ เจริญเติบโต เมื่อน้ำในนาแห้งจะได้แผ่นสีน้ำตาลตกสะเก็ดบนพื้นนา สามารถนำไปใช้เป็นปุ๋ยอินทรีย์ได้ดี	**SALT RESIDUE** This product can be obtained after the rainy season, when the salt farm has been rested and the farming process has ended. As rainwater is collected and evaporated inside the salt ponds, the accumulation of algae and other small microbes in the ponds dry into brittle and smelly dark-brown flakes. It is used as soil fertiliser, and contains nutrients that are crucial for plant growth.
เกสรเกลือ หรือดอกเกลือ เป็นเกลือลอยเกาะติดกันเป็นแพร มองเห็นเป็นฝ้าเกลือที่ผิวน้ำซึ่งลมจะพัดให้ดอกเกลือมารวมตัวอยู่ข้างคันนาใต้ลม เป็นเกลือที่มีความสะอาดสูง สามารถนำไปใช้ปรุงอาหารหรือนำไปละลายน้ำอาบเพื่อรักษาผิวพรรณ	**YOUNG SALT** This type of salt is defined as the most delicate and finest of all salts. After seawater in salt ponds is rested and evaporated, it starts to crystallise into salt flakes known as young salt, which float on the surface in a fine layer. These young salts are collected before sunrise to prevent them from sinking and turning into other types of salt. It is mostly used in the kitchen for cooking and for cosmetics because it is considered the least contaminated salt.
เกลือขาว หรือเกลือแก้ว เป็นเกลือคุณภาพดี เรียกว่า เกลือคัด เป็นเกลือชั้นที่ 1 ไม่มีดินหรือตะกอนปะปน เม็ดใหญ่ ขาวใส นิยมใช้บริโภคหรือประกอบอาหาร	**WHITE SALT** White salt is a good quality salt. Since it comes from the first layer of the pond in the very first round of the farming process, white salt has very little to no contamination. It is large in size and white in color. Due to its high purity among the other fully crystallised salts, it is widely used for cooking.

เกลือกลาง เป็นเกลือชั้น 2 มีขนาดเล็กกว่าเกลือขาวสีดำคล้ำมีตะกอนปนบ้าง นิยมใช้ดองผัก กุ้งหอย ปู ปลา นิยมใช้ในโรงงานอุตสาหกรรม	**NEUTRAL SALT** Neutral salt is a second layer salt, smaller in size than white salt and contaminated by soil and sediments. Consequently, neutral salt has a darker color than white salt. It is mainly used for industry and food preservation.
เกลือดำ เป็นเกลือชั้น 3 ชาวบ้านเรียกเศษเกลือ หรือเกลือก้นกอง เม็ดเล็ก ตัวค่อนข้างยาว มีตะกอนปนมาก สีขาวนวลปนน้ำตาล นิยมใช้เติมน้ำในบ่อเลี้ยงกุ้ง เลี้ยงปลา หรือปรับสภาพดินในสวนผลไม้	**BLACK SALT** Black salt is a third layer salt, and it is the most contaminated salt among white salt and neutral salt. It is commonly used in fish and prawn tanks to adjust the pH of water in the tank, and as a fertiliser to adjust the pH of the soil.
เกลือตัวผู้ มีขนาดใหญ่และแหลม บนเม็ดเกลือ ะมีผลึกเกลือเล็กๆ เกาะติดอยู่เป็นชั้นๆ นิยมใช้เป็นส่วนผสมของตัวยา เช่น ผสมยากวาดคอเด็กแก้ซาง ผสมในน้ำมะนาวดื่มแก้ไข้ อุดฟันเพื่อบรรเทาอาการปวดฟัน เป็นต้น	**MALE SALT** Male salt is a large, fully crystallised salt with a unique sharp and layered shape. This type of salt has a higher Iodine content than regular fully crystallised salt. It is mainly used for medical purposes, especially in traditional Chinese medicine, including tooth-filling to heal toothache. Mixing male salt with water for rinsing and gargling also helps to alleviate mouth sores, bleeding gums, and sore throats.

เกลือตัวเมีย

มีลักษณะรูปร่างแบนไม่ยาวเหมือนเกลือตัวผู้และมีเหลี่ยมต่างจากเม็ดเกลือธรรมดา

ใช้ในการประกอบอาหาร ดองกุ้ง หอย ปู ปลา ผัก และผลไม้

FEMALE SALT

This type of salt has a flatter, more angular shape, and a smaller amount of Iodine than male salt.

It can be used for food preservation and the production of chemicals.

ดีเกลือ หรือเกลือแคระแกร็น

เป็นผลึกเกลือเม็ดเล็กๆ มีเหลี่ยมคม ค่อนข้างใส มีรสเค็มจัดจนขม น้ำหนักมากกว่าเกลือปกติ พบในนาอันปลง

ประโยชน์ใช้เป็นตัวประกอบการปรุงยาแผนโบราณ สรรพคุณช่วยถ่ายท้องแก้อาการท้องผูกและถ่ายพยาธิได้

EPSOM SALT

This type of salt is mainly composed of magnesium sulphate, and can be obtained at the end of the sea salt farming season from the Na-Plong salt pond. It has a powdery and crystal-clear structure, and a salty to bitter taste with no smell.
It is used as traditional medicine for digestive and circulatory systems. Numerous studies have revealed that Epsom salt can be used to treat constipation. For external uses, an Epsom salt bath is known to ease pain and relieve inflammation.

เกลือจืดหรือยิปซัม

เป็นผลึกเกลือเม็ดเล็กๆ มีเหลี่ยม คล้ายเม็ดทรายสีน้ำตาลใส หรือขุ่น รสชาติกร่อยๆ พบในนาอันเชื้อ

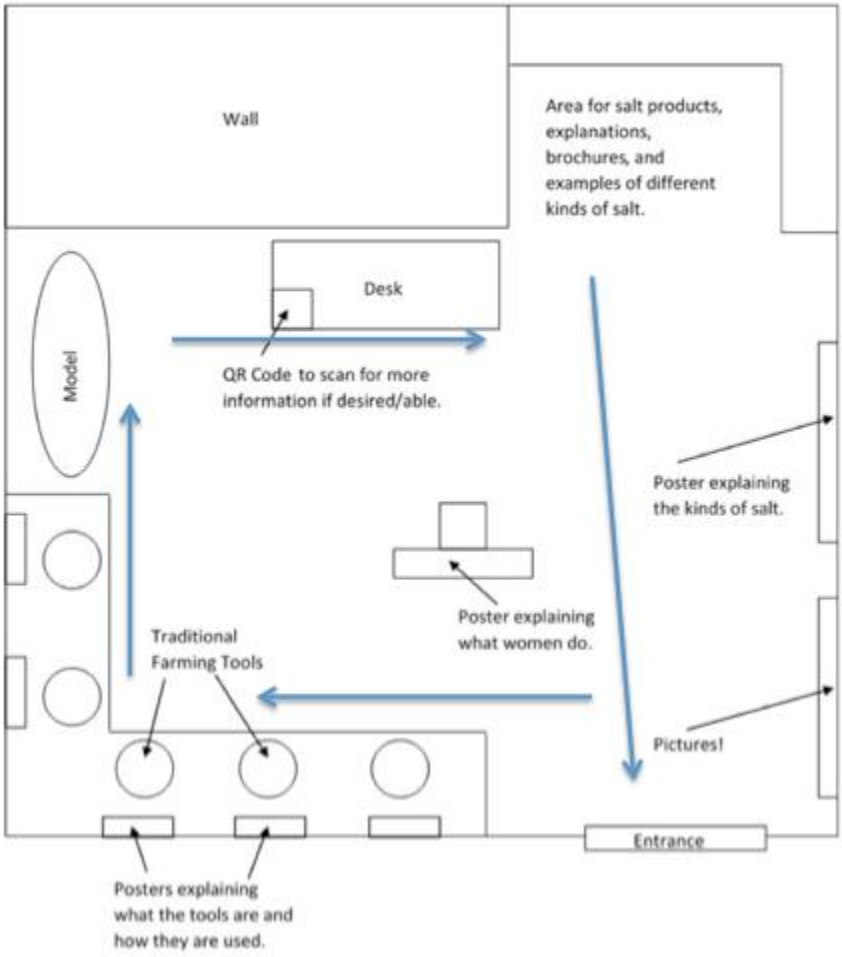
ประโยชน์ใช้ทำดินสอพอง ทำชอล์ก ทำปูนพลาสเตอร์เป็นส่วนผสมของยาสีฟัน

Gypsum

This is a by-product of the calcium sulphate that is left after all salts are harvested. The leftover crystallised calcium sulphate forms a layer on the soil, which must be scraped out before letting in seawater to start the next round of farming.

This by-product offers many benefits, especially in beauty uses; it is commonly desiccated and used as face powder, cosmetics, or soap.

Appendix L: Deliverables--Room Floor Plan

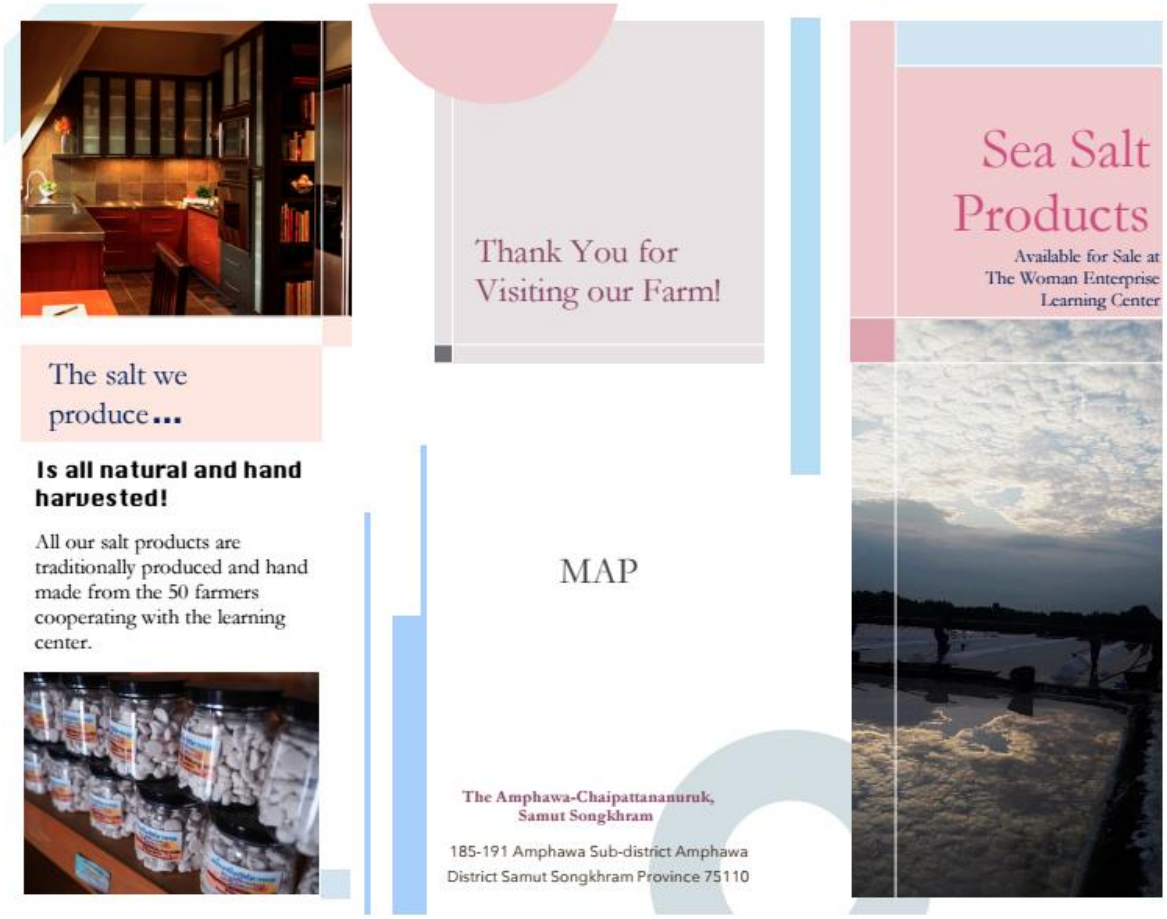


Description: When the visitor arrives at the center, there will be a welcome sign, and then the first posters will be presenting the tools and equipment used in the salt farming process. The tools will be displayed below the posters. The next thing the visitors will see is the salt farm model. Behind the model will be posters describing the different work done in each field throughout the calendar year. Next, the visitors will pass by the desk. On the desk, will be postcards with a picture and brochure with QR code that visitors can scan for more information. Continuing around the room, the visitors will see shelves containing various manufactured salt products. Next to the products, there will be a brochure that describes all the products displayed, the types of salt they are made with, and what they can be used for. The staff will act as a tour guide, and explain a brief history of sea salt farming in Samut Songkhram. She can also present

the economy aspect of the industry, and the price differences between buying salt at the farm versus at the Amphawa Floating Market. Additionally, there will be factsheets after each type of salt describing what they are most often used for. As they exit, the visitors will see an offer to try an activity - collecting salt themselves. Based on our research, the layout presented above could positively benefit the visitors' experience and interaction.

Appendix M: Deliverables--Brochures

Sea Salt Products Brochure:



Oriental Powder

Provides rich moisturizing nutrients to your skin, reduce acne, blemishes, and melasma.

White Kwao Krua Powder

Promotes naturally pure and white skin, removes blackheads and other pore clogging oils, and tightens pores.

Mangostein Skin Powder

Reduces bacteria on your skin, reduces melasma, and tightens pores

Tanaka Powder

Reduces melasma and black spots, and smoothens and brightens skin

Turmeric Powder

Reduces accumulation of bacteria on your skin, and tightens skin and pores.

Phlai Powder

Reduces skin inflammation from zits and provides luminous, resilient skin. Use by mixing with lemon or tamarind juice until powder is set. Then apply all over face as a mask. Apply a layer of honey or yogurt over the mask. Leave for 30-60 minutes.

"Salt is good, but if the salt has lost its saltiness. How will you make it salty again?"

Luke 14:34

Original Powder

Promotes whitening and pure white skin, tightens pores, and controls oil. This power is made from Gypsum salt.

Tamarind Powder

Exfoliates, cleanses, and refines skin

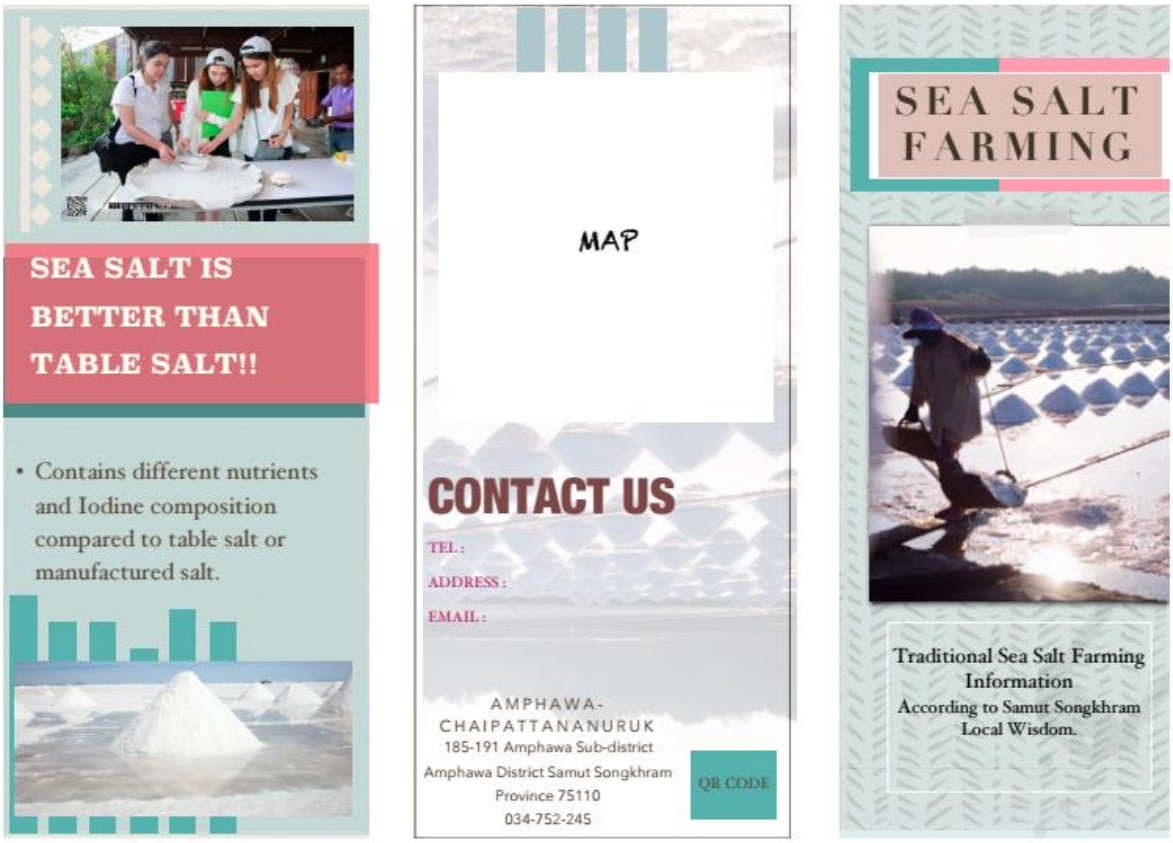
Sen Holly Powder

Reduces skin inflammation from blisters. Use a sufficient amount of balm and massage gently on the skin.

Salt Soap

Tightens the skin, removes oil, and revitalizes. Use on face and body.

Sea Salt Learning Center Brochure:



Appendix N: Deliverables--PDF for QR Code

Sea Salt Farming
นาเกลือ

ความเป็นมาของนาเกลือ

ปัจจุบันเกลือสมุทรไม่ค่อยเป็นที่นิยมในหมู่คนทั่วไป ทำให้จำนวนผู้ประกอบอาชีพนี้ลดลงไป ทุกๆ ปี แต่อย่างไรก็ตาม เกลือคือสิ่งที่อยู่คู่กับมนุษย์มาตั้งแต่สมัยอดีต ไม่ว่าจะเป็นการใช้ทำอาหาร หรือใช้เป็นยารักษาโรค โดยเฉพาะประเทศไทยที่ได้มีการทำนาเกลือมานานโดยสืบทอดกันตามภูมิปัญญาชาวบ้าน

จังหวัดสมุทรสงครามเป็นจังหวัดที่โดดเด่นเรื่องเกลือซึ่งตั้งอยู่บริเวณที่ติดกับจังหวัดเพชรบุรีและอำเภอไทยท่าให้อาชีพหลักส่วนใหญ่ในบริเวณนี้คือการทำนาเกลือ-ซึ่งอาจพบเห็นได้อยู่ในจังหวัดอื่นๆเพราะการทำนาเกลือต้องใช้พื้นที่อาณาบริเวณใกล้และอยู่ใกล้ชายฝั่งทะเล เพื่อที่จะทดน้ำเข้า มาในบริเวณนา เกลือที่ได้จากการทำนาเกลือนั้น เรียกได้อีกอย่างว่าเกลือสมุทร นั่นเอง

History of Sea Salt Farming in Samut Songkhram

In present days, Sea salt is not become well-known in general communities, which influences a decline rate in sea salt farming annually. However, salts have involved in human daily lives in many ways since many older generations; for instance, cooking or medical use.

Since Samut Songkhram province is located adjacent to Petchburi and the Gulf of Thailand, the main career of the people in that area is "sea salt farming", which is very hard to be seen in other parts of Thailand, as sea salt farming requires large plain land near the shore, and farmers are able to pump seawater into "Sea water storage" few months before farming seasons. At the end of e farming season, salts collected from the farm is called "sea salts".

พิธีทำขวัญเกลือ

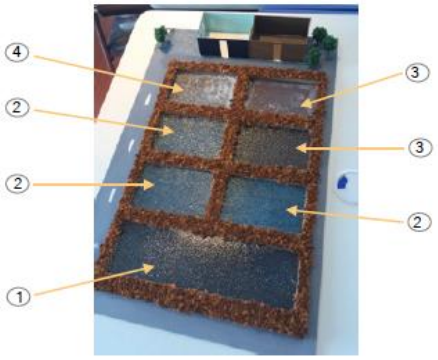
พิธีทำขวัญเกลือคือการไหว้บูชาและคอบแทนพระแม่ธรณี เทวดาและ เจ้าที่เจ้าทาง รวมถึงเป็นการสร้างขวัญและกำลังใจเพื่อให้ได้ผลผลิตที่ดี ประเพณีนี้ได้สืบทอดกันมาตั้งแต่อุดมสมัย ในอดีต พิธีนี้เกิดขึ้นในช่วงเดือนอุมภาพันธ์ของทุกปีก่อนการชื่อเกลือ ตัวอย่างเครื่องเซ่นไหว้ ได้แก่ หมู เห็ด เป็ด ไก่ กุ้งพล่า ผลไม้ และขนมไทยที่มีชื่อเป็นสิริมงคลอื่นๆ เช่น ทองหยิบ ทองหยอด ฝอยทอง

Tum-Kwan-Gleua Ceremony

"Tüm-Kwan", an indemnification ceremony, is held to worship and thank the goddess of earth named "Phra-Mae-Tor-Ra-Nee". This thanksgiving is also for holy spirits of sea salt farms. Moreover, farmers prey for their spiritual strength and good salt products. This tradition has long been inherited for generations, and is often held during February of the year before the harvest begins. The ceremony requires offering, such as pork, mushroom, duck, chicken, spicy shrimp, fruit, including other Thai dessert ; Thong-Yib, Thong-Yord and Foi-Thong.

ขั้นตอนการทำนาเกลือ

น้ำทะเลจากอ่าวไทยจะถูกเก็บกักไว้ใน "วังน้ำ(1)" ซึ่งคือบ่อที่มีความลึกมากที่สุดซึ่งในบ่อนี้ ชาวนาจะใช้เรือยนต์ ปลา ตัวแข่งกัน ค่าความเข้มข้นของเกลือในน้ำทะเลของวังน้ำก่ำกับ 2 ดีกรี แล้วจะถูกปล่อยไปยัง "นาตาก(2)" เพื่อปล่อยให้น้ำระเหย เป็นส่วนช่วยในการเพิ่มค่าความเข้มข้นให้ถึงถึงเป็น 10-16 ดีกรี หลังจากนั้นจะปล่อยเข้าสู่ "นาเชื้อ(3)" เป็นการปล่อยในน้ำระเหยเป็นรอบที่สอง น้ำทะเลในนาเชื้อจะมีความเข้มข้นมากเป็น 20-25 ดีกรี เพื่อพร้อมที่จะทำการเรื้อเกลือใน "นาปลง(4)" หากเทียบกับทุกนาแล้ว นาปลงเป็นนาที่มีความเค็มมาที่สุด และมีความเข้มข้นของเกลือมากกว่า 25 ดีกรีขึ้นไป เมื่อเกลือตกผลึกเต็มที่ทั่วทั้งนาแล้ว ก็ถึงขั้นตอนของการเรื้อเกลือ โดยการใช้เกลือไหล้เป็นกองๆ เพื่อง่ายต่อการขนย้ายไปเก็บในลูกเกลือ



1 - วังน้ำ Sea water storage

2 - นาตาก Na-Tak

3 - นาเชื้อ Na-Chuer

4 - นาปลง Na-Plong

Process of sea salt farming

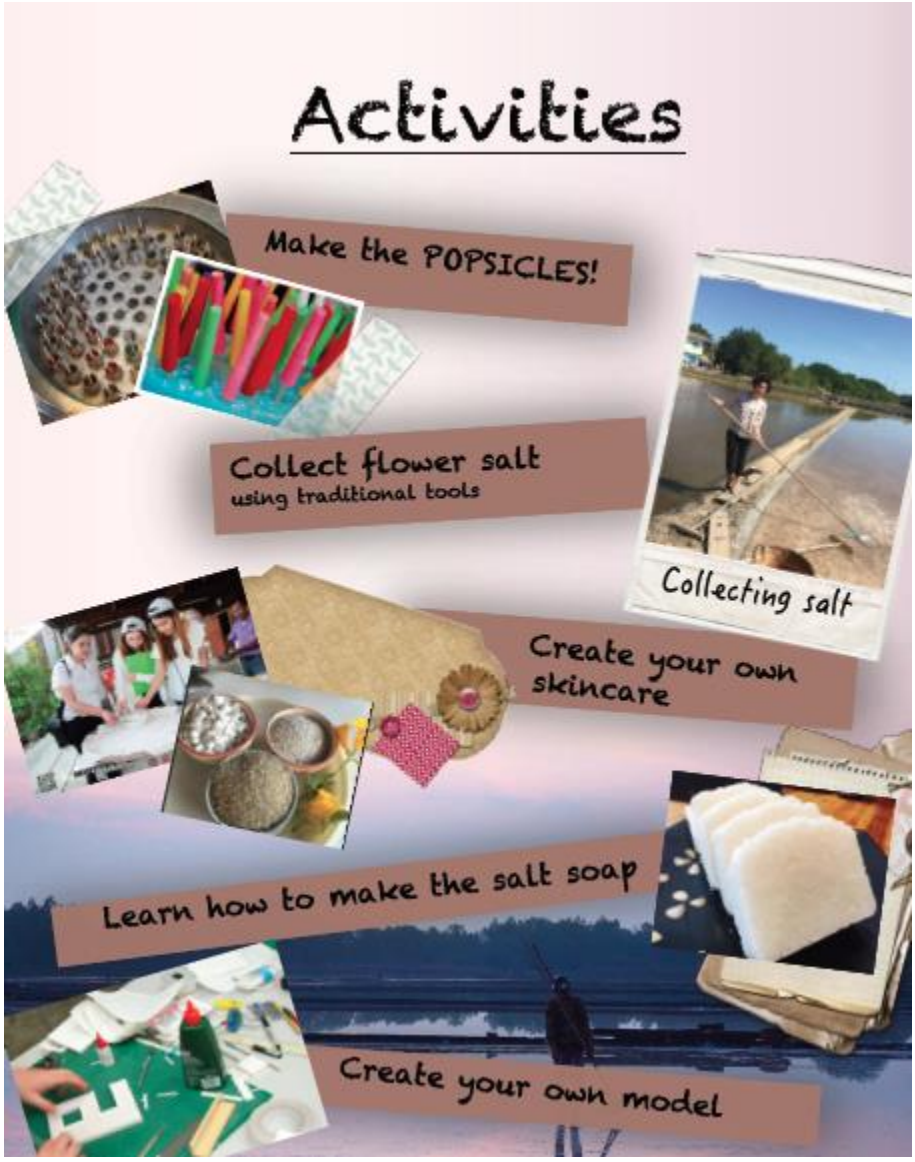
Few months before farming seasons, sea water from Gulf of Thailand is stored in "Seawater storage(1)", which is a deepest pond in the farm. In this pond, farmers also breed fish and crabs too. Farmers use a unit called "degree*" to

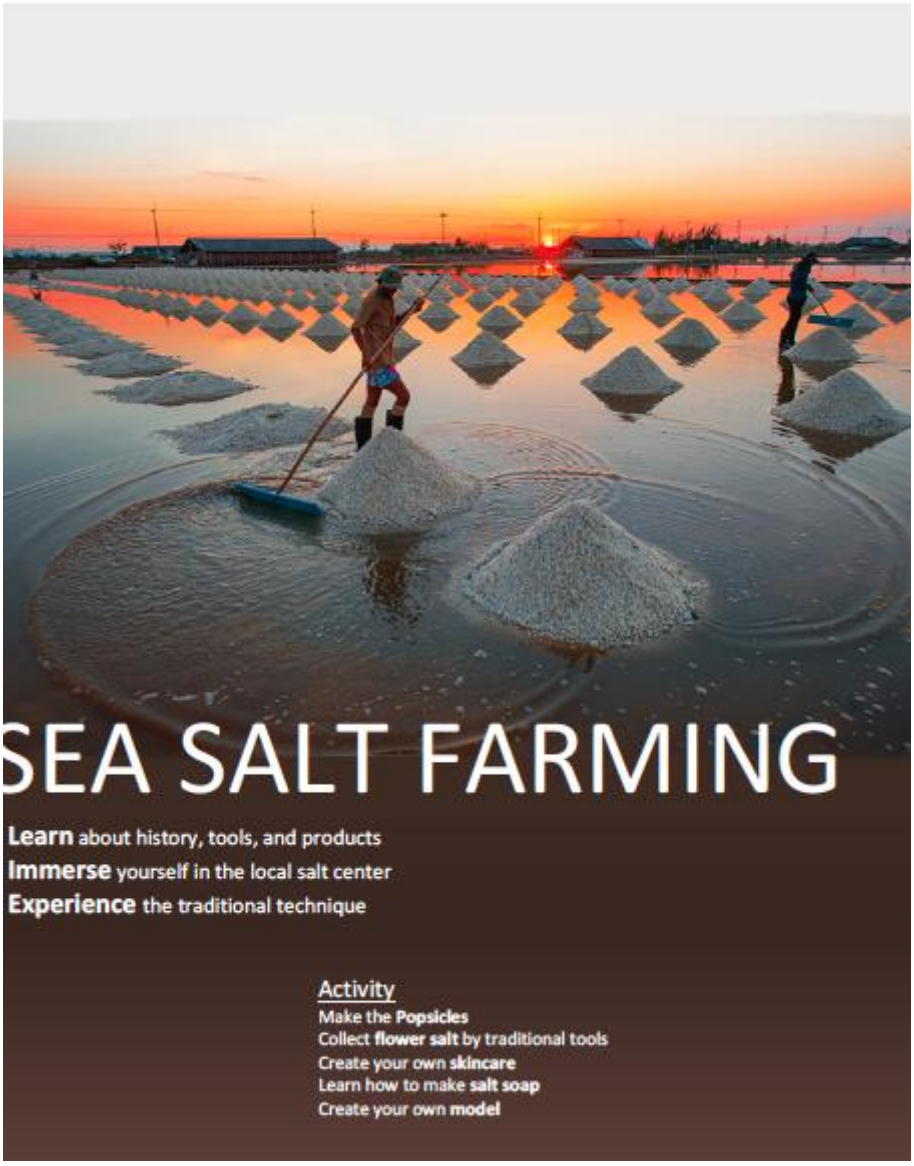
indicate the salinity of seawater in each pond. When this pond has 2 degree of salinity, seawater is released to another pond called "Na-Tark(2)", where farmers let seawater to naturally evaporate until it gives saltiness between 10-16 degree. After that, seawater is again released to another type of pond called "Na-Chuer(3)". In this second evaporation, salinity of seawater should reach very high concentration up to 20-25 degree, on which seawater is passed to final evaporation in "Na-Plong(4)". Among of all ponds, Na-Plong contains a highest concentration of seawater above 25 degree. The crystal sheets of salts occurs after few days. They are collected into many piles of salts on the pond , and finally loaded in storage room.

Appendix O: Deliverables--List of Activities

1. Collect flower salt
    a. Description: Visitors can harvest their own flower salt, which floats at the top of the salt ponds, using traditional tools and techniques.
2. Make popsicles
    a. Description: Visitors can make popsicles using ice, sea salt, and their choice of soft drink
3. Create your own skincare product: salt facial powder
    a. Description: Visitors can turn gypsum salt into their own, organic facial powder, which can be set out to dry in a unique shape
4. Learn how to make salt soap
    a. Description: Learning center staff will help visitors make their own soap, which can come in a variety of scents and have many different uses
5. Make your own souvenir
    a. Description: Visitors can make their own miniature jar of sea salt to take home with them
6. Watercolor painting with salt sparkling technique
    a. Description: Visitors can create works of art using a special technique that utilizes sea salt

Appendix P: Deliverables--Advertisement




SEA SALT FARMING
Learn about history, tools, and products
Immerse yourself in the local salt center
Experience the traditional technique
Activity
Make the Popsicles
Collect flower salt by traditional tools
Create your own skincare
Learn how to make salt soap
Create your own model

Appendix Q: Deliverables--Formal Letter to Schools

กุมภาพันธ์ ๒๕๕๙

เรื่อง ขอเชิญโรงเรียน.....
เรียน ผอ. .....

ด้วย
ศูนย์การเรียนรู้นาเกลือโดยวิสาหกิจชุมชนแม่บ้านเกษตรกรเกลือสมุทรบางแก้วได้มีการจัดกิจกรรมเพื่อการเรียนรู้และมีความประสงค์ที่จะส่งเสริมภูมิปัญญานาเกลือแบบดั้งเดิมให้กับนักเรียนและเยาวชน ทางศูนย์การเรียนรู้จึงเห็นว่าเป็นโอกาสดีที่นักเรียนจะได้มีประสบการณ์เรียนรู้นอกตำราเรียน จึงขอเรียนเชิญทางโรงเรียน....ให้มีการจัดทริปการเรียนรู้หนึ่งวันที่นี่
ก่อนวันกิจกรรม ทางศูนย์การเรียนรู้จะทำการส่งวิดีโอสั้นๆเกี่ยวกับนาเกลือเพื่อให้นักเรียนได้เรียนรู้และทำความรู้จักกับสถานที่และความเป็นมาของนาเกลือสมุทรสงครามอย่างคร่าวๆ ในส่วนของกิจกรรมเราได้จัดเตรียมรายการกิจกรรมดังนี้
1. ___
2. ___
3. ___ เพื่อให้นักเรียนได้มีส่วนร่วมอย่างทั่วถึงมากที่สุด โดยทางโรงเรียนสามารถเลือกเฉพาะกิจกรรมได้
นักเรียน เจ้าหน้าที่ และคุณครู สามารถแวะทานร้านอาหารทะเลได้ในบริเวณใกล้ๆ
หากทางโรงเรียน.....มีความประสงค์อยากร่วมกิจกรรมเพื่อส่งเสริมวัฒนธรรมนาเกลือไทย สามารถติดต่อยืนยันพร้อมทั้งระบุระดับชั้น จำนวนนักเรียน และวันที่ประสงค์ที่จะทำกิจกรรม กลับมาได้ที่ _____ นอกเหนือจากนั้นหากมีอะไรเพิ่มเติมหรือคำแนะนำทางด้านกิจกรรม ทางโรงเรียนโปรดแจ้งให้ทราบภายในหนึ่งสัปดาห์ก่อนวันกิจกรรมเพื่อการเตรียมความพร้อมสำหรับนักเรียน รวมไปถึงค่าใช้จ่ายสำหรับกิจกรรมทั้งหมด

เรียนเพื่อโปรดพิจารณา

ขอแสดงความนับถือ

_____

(นาง/นาย _____)
(นาง/นาย _____)
เจ้าของศูนย์การเรียนรู้นาเกลือ
วิสาหกิจชุมชนแม่บ้านเกษตรกรเกลือสมุทรบางแก้ว