Integration of Cultural Capital in Learning Activities for Conservation – A Case Study of Suan Sunandha Rajabhat University

Siriman Wattana
The Faculty of Humanities and Social Sciences,
Suan Sunandha Rajabhat University,
U-Thong nok Road, Bangkok, Thailand
Siriman.wa@ssru.ac.th

ABSTRACT
The study of an integration of cultural capital in learning activities for conservation – a case study of Suan Sunandha Rajabhat University aims 1) to compare learning results on cultural capital of students before and after a project based learning activity, 2) to study students’ capacity on a project development which integrates a culture capital in the university and 3) to study students’ opinion toward a management of the project based learning for conservation. This study is an experimental research. The population of the study is students from cultural management class, Suan Sunandha Rajabhat University where 44 students register on a subject of cultural management. The tools applied for this research is the project based learning approach on a cultural capital, a project management evaluation form and a questionnaire designed to evaluate student’s opinions toward the project base learning approach. Statistics used for the data analysis include an arithmetic mean (X) and a standard deviation (S.D.). The study found that; 1. The result of the study on cultural management of students who register on cultural management subject after the class (X = 33.59, S.D. = 2.34) is significantly higher than the time before they register (X = 11.32, S.D. = 2.87) at 0.05%. 2. The capacity of students to implement a project by integrating a cultural capital within the university is mainly in a high level (X = 2.68, S.D. = 0.35). The opinion of students toward a project based learning management for conservation is mainly in a level of “totally agree” (X = 2.68, S.D. = 0.35).

Keywords: Cultural Capital, Project Based Learning, Learning Activities

Introduction

Title
Nowadays, the university does not only have a mission to provide an education for students but also manage other related activities, including a research, an academic service, and a cultural preservation.

An integration of the cultural capital with learning activities for conservation is one of approaches to reach the above mentioned mission. If the lecturer can create or arrange a situation to allow learners to learn from cultural environment or contexts and promote the highest value and benefits from every dimension.

Suan Sunandha Rajabhat University is a long history education institute and owns a cultural capital that can build on learning activities in classes. If the cultural capital is valued for development and integration in learning activities, it possibly can lead to efficiency and effectiveness in class and recognition in the cultural capital which is an identity of the university.

Authors
Siriman Wattana is with the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, Thailand (e-mail: siriman.wa@ssru.ac.th).

**Literature Review**

Regarding this research, the researcher brought concepts and research works to include in this research, namely cultural capital and project based learning relevant research results which can present concepts and relevant theories as follows:

**Cultural Capital**

Cultural Capital is another capital over than an understanding of common people familiar with "capital" in several economic dimensions, namely cost, land, labor, human resource and etc. While the cultural capital does not have any meaning concerning with above mentioned matters, the cultural capital relates with value, knowledge or wisdom arose from human action in several type as Throsby defined cultural capital as property that embodies and stores and provides cultural value over than the economic value of such property [1]; the cultural capital could be divided into 2 types:

- **Tangible Culture**, such as historical remains, antiques and several artistic works.
- **Intangible Culture**, which is in a form of intellectual property or nonmaterial culture, namely thought, belief, popularity, tradition, ceremony, drama, tale, legend. [2]

Even the cultural capital could be divided into the tangible culture and intangible culture, both type are still related as the tangible one usually has a background meaning or value. [3] Moreover, the cultural capital in both types can appear in any period of time as capital stock having economic value and cultural value.

**Project Based Learning (BPL)**

The project is one of learning managements which learners can learn by implementing, studying, researching, testing and inventing and the lecturer is responsible to encourage and provide a closely support. [4] The project is like a bridge which links between a class and the world outside which is learners’ real life because they are required to apply knowledge form a class to integrate with activities and produce new body of the knowledge. The learners who learn through the project will be able to understand a relationship between ideas and facts which are integrated in the same issue and can be applied with other circumstances. [5] The project based learning approach can be applied in all levels of classes, branches, subjects, whether they are for individuals or groups of students, small or big and complicated projects; this depends on appropriateness and interest of each class.

**Objective**

1) Compare learning results on the cultural capital of students before and after a project based learning activity.
2) Study students’ capacity in the project development which integrates a culture capital in the university.
3) Study students’ opinion toward the management of a project based learning for conservation.

**Research Methodology**

The study is an experimental research. The research population is 44 students who register on the subject of the cultural resource learning management in Cultural Management Faculty, Suan Sunandha Rajabhat University.

The tools applied with this study include a plan of the project based leaning resources management on the topic of cultural capital preservation, and an evaluation from for the
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project development and a questionnaire designed to evaluated students’ attitude towards the project based learning. The statistics applied for the data analysis include an arithmetic mean ($\bar{x}$) and a standard deviation (S.D.)

Research Result

The study result of an integration of cultural capital in learning activities for conservation – a case study of Suan Sunandha Rajabhat University can be analyzed as follows:

1) The study result of the cultural capital preservation from the project based learning approach after the class is higher than the time before the class. This is possibly due to unique characteristics of the project based learning which its activities emphasize on learners who can specify their own issues and interests. The searching for knowledge under their own interest with a support by different processes for the data searching and the data analysis and leads to activities designed to conform to researched issues and the experiment. This will enable learners to truly understand and apply basic knowledge and cultural capital conservations.

2) The ability of students to implement the project and integrate cultural capital within the university is mainly found in the high level. This is because the project based learning management is mainly a group learning process which is complied with theories related to the term working. Working and succeeding as the team, members are required to have positive interactions in action, feeling, action, joint decision, communication, support and encouragement and everyone should share the same responsibility of the group work.

3) The opinion of student toward the project based learning management for conservation in all aspects is mainly found in the high level. This is because learners are happy to learn, they research what they want to know and are responsible to integrate the cultural capital from their own interest as well as the art work is attractive; students agrees with the project based learning more than a normal classroom.

Discussion

The study of an integration of the cultural capital in learning activities for conservation – a case study of Suan Sunandha Rajabhat University can conclude a result from the data analysis in three main parts, including;

Part 1

Compared learning results on the cultural capital preservation of students before and after the project based management

<table>
<thead>
<tr>
<th>Test</th>
<th>Full Marks</th>
<th>$\bar{x}$</th>
<th>S.D.</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the class</td>
<td>40</td>
<td>13.52</td>
<td>2.87</td>
<td>-57.21</td>
<td>.00</td>
</tr>
<tr>
<td>After the class</td>
<td>40</td>
<td>33.59</td>
<td>2.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, the study result on the cultural management of students who register on cultural management subject after the class ($\bar{x} = 33.59$, S.D. = 2.34) is significantly higher than the time they register ($\bar{x} = 11.32$, S.D. = 2.87) at 0.05%; this is consistent with the study’s assumption.

Part 2

In terms of students’ capacity in the project development which integrates a culture capital in the university, the researcher analyses a capacity of a group of students in three...
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dimensions, including 1) work planning skill, 2) working process skill and 3) results and presentation skill;

<table>
<thead>
<tr>
<th>List of Evaluation</th>
<th>X</th>
<th>S.D.</th>
<th>Level</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Work planning skill</td>
<td>2.80</td>
<td>0.25</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>2) Working process skill</td>
<td>2.64</td>
<td>0.38</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>3) Result and presentation skill</td>
<td>2.60</td>
<td>0.42</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>An mean of three dimensions</td>
<td>2.68</td>
<td>0.33</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it found that the students’ overall capacity related to an integration of cultural capital in learning activities in the university is majorly found in “the strongly agree level” (X = 2.68, S.D. = 0.35). The results which are ordered from the least to the greatest are 1) work planning skill (X = 2.80, S.D. = 0.25), 2) working process skill (X = 2.64, S.D. = 0.38) and result and presentation skill (X = 2.60, S.D. = 0.42).

Part 3

In terms of the opinion of students toward the project based learning management for conservation, the researcher analyses their opinion in three aspects, including 1) Learning environment, 2) Learning management and 3) Learning benefits; the result can be shown in the following table:

<table>
<thead>
<tr>
<th>Opinion towards Project Based Learning</th>
<th>X</th>
<th>S.D.</th>
<th>Level</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Learning environment</td>
<td>4.64</td>
<td>0.18</td>
<td>Strongly agree</td>
<td>2</td>
</tr>
<tr>
<td>2) Learning management</td>
<td>4.70</td>
<td>0.24</td>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>3) Learning benefit</td>
<td>4.54</td>
<td>0.21</td>
<td>Strongly agree</td>
<td>3</td>
</tr>
<tr>
<td>An mean of three dimensions</td>
<td>4.63</td>
<td>0.13</td>
<td>Strongly agree</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it found that the opinion of students towards the project based learning for conservation is mainly found in “the strongly agree level” (X = 4.63, S.D. = 0.13). The results which are ordered from the least to the greatest are 1) learning management (X = 4.70, S.D. = 0.24), 2) learning environment (X = 4.64, S.D. = 0.18) and 3) learning benefit (X = 4.54, S.D. = 0.13).

References