

Part 1
Empowering the Legacy of
Generation Z

Chapter 1 Introduction

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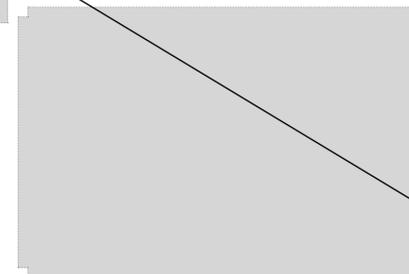
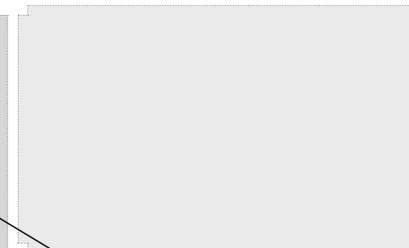
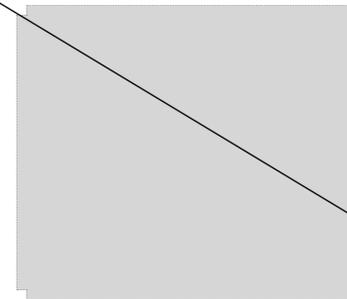
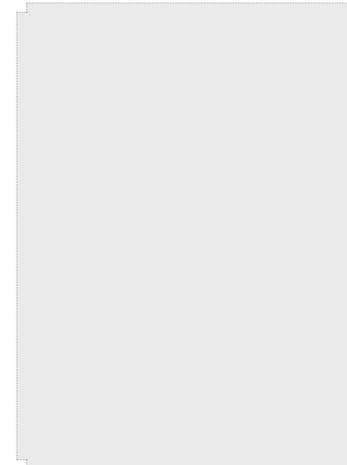
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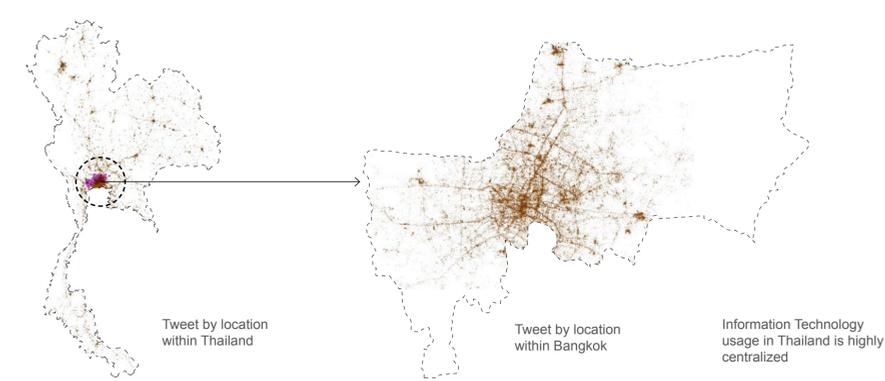
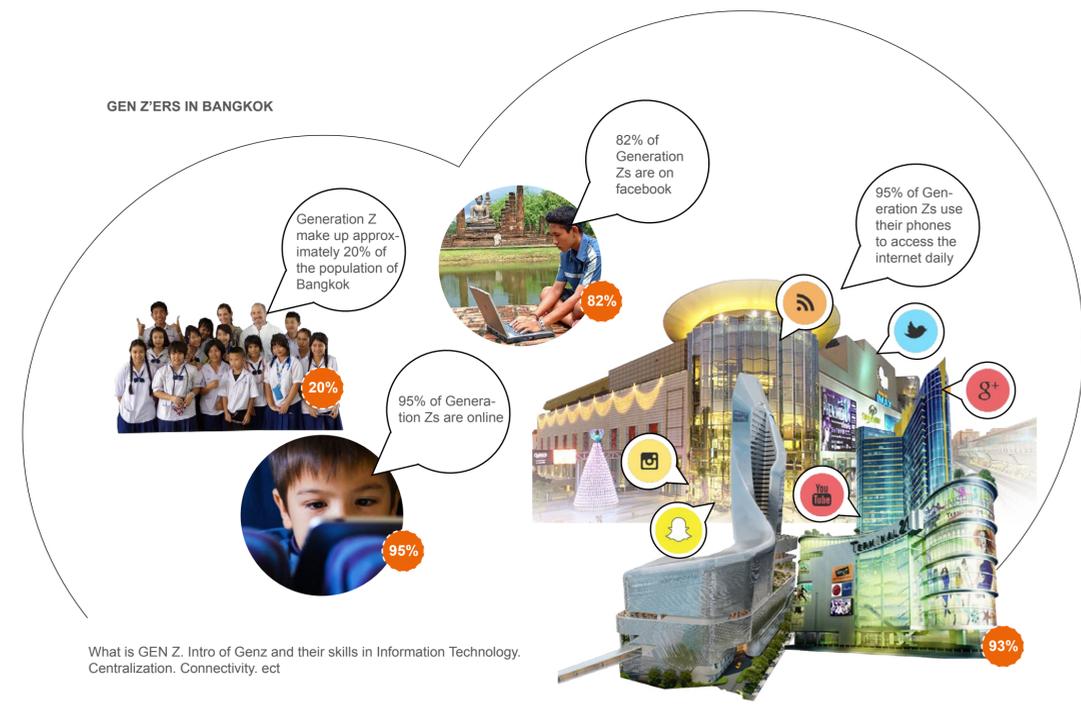
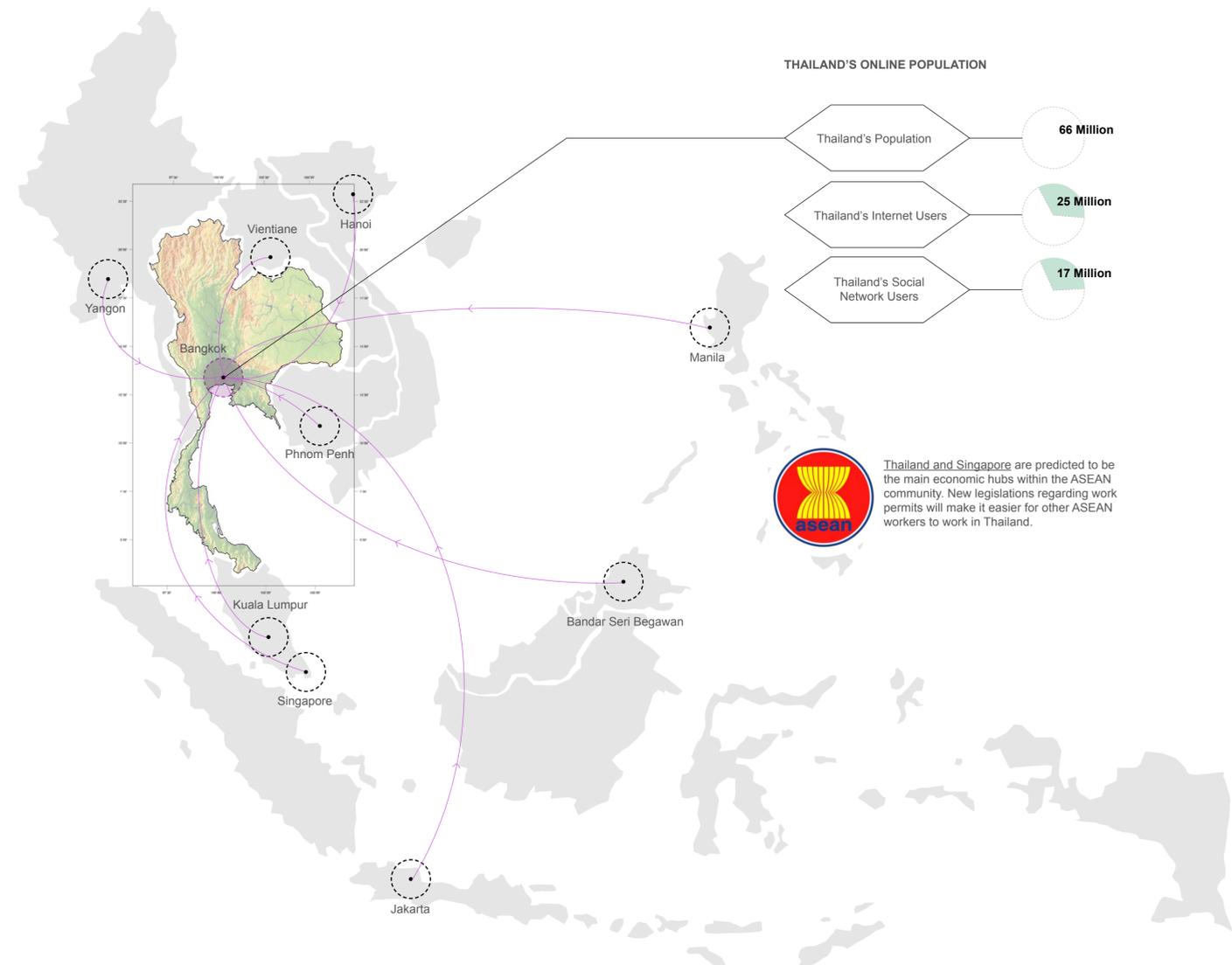
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GENERATION Z IN BANGKOK, THAILAND



Thailand and Singapore are predicted to be the main economic hubs within the ASEAN community. New legislations regarding work permits will make it easier for other ASEAN workers to work in Thailand. Thailand and Singapore are predicted to be the main economic hubs within the ASEAN community. New legislations regarding work permits will make it easier for other ASEAN workers to work in Thailand. Thailand and Singapore are predicted to be the main economic hubs within the ASEAN community. New legislations regarding work permits will make it easier for other ASEAN workers to work in Thailand. Thailand and Singapore are predicted to be the main economic hubs within the ASEAN community. New legislations regarding work permits will make it easier for other ASEAN workers to work in Thailand.

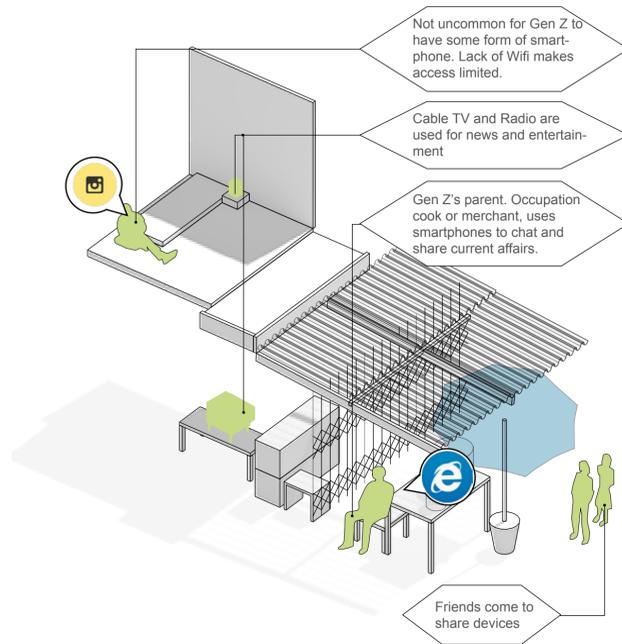
Infrastructural development in Bangkok. Malls used as an after school activity of middle class central Bangkok gen Zs.

COMPARISON OF A BANGKOKIAN GEN Z'S USAGE OF IT

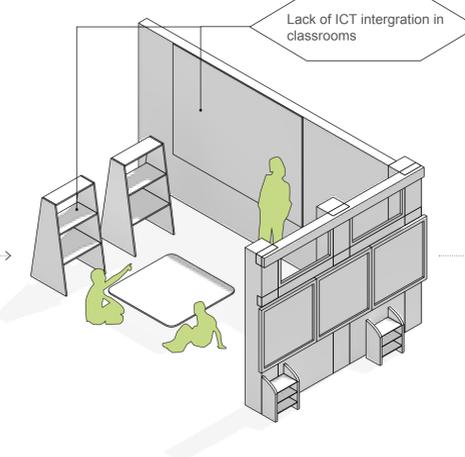
Crowded community v.s. Middle class family

Nong Fah - Gen Z living in a crowded community

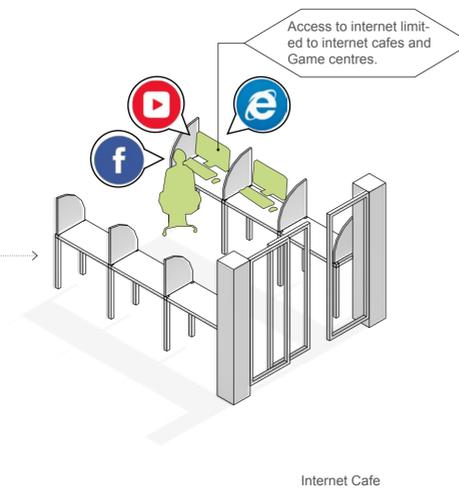
AT HOME



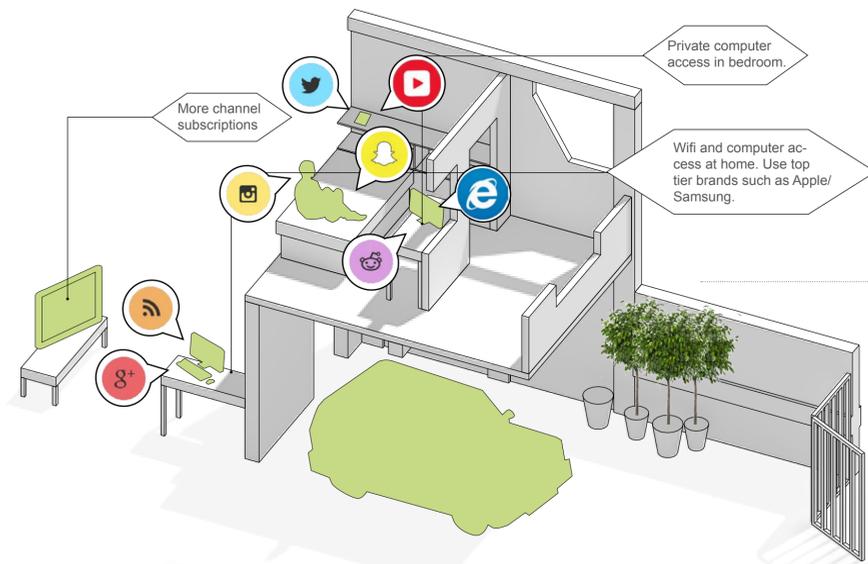
AT SCHOOL



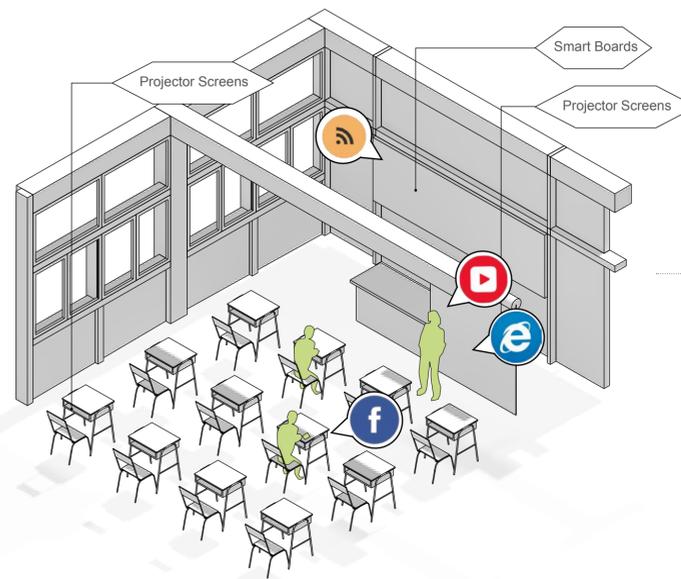
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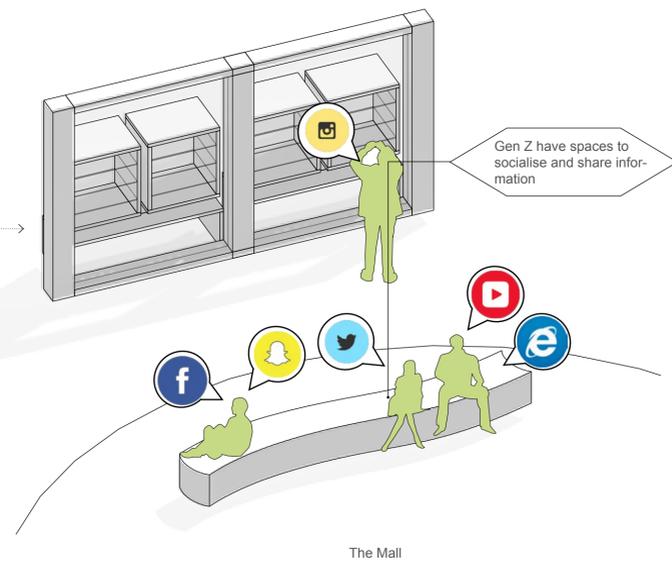
Nong Wan - Gen Z living in a middle income family



Projector Screens



Gen Z have spaces to socialise and share information



ONE TABLET PER CHILD POLICY

Facing the challenges of the OTPC policy in Thai primary school education

NEW TECHNOLOGIES TO FACILITATE LEARNING?



LET THEM EAT TABLETS !!!!

Previous governments have only thrown more money at the problem and ex Prime Minister Yingluck Shinawatra, while promising after her election victory in 2011 to shift the focus to "life-long learning", has made little progress. Her administration's best known education policy so far has been handing out free tablet PCs. A nice touch, but the problems run much deeper.

Top down approach

What were the highlights?

DIGITAL TRENDS
THAILAND SIGNS THE WORLD'S LARGEST EDUCATIONAL TABLET DISTRIBUTION DEAL

Forbes
Thailand Taps China For Cut-Price 'One Tablet Per Child' Program

TECHINASIA
Thailand's one tablet per child program rocked by claims of 30% broken tablets

TabTimes
Thailand may suspend its "one tablet per child" policy

What actually happened?

How have the successful bidders in the one tablet per child project fared in 2013?

The project is worth 4.611 billion baht for a total of 1.6 million computer tablets. No delivery has been made in zones 1 and 2. The successful bidder for the zones has also expressed an intention to terminate the contract. As of January 2014, the number of tablets delivered in zone 4 is only in the hundreds.

- 23th June, 2013**: An e-auction for the One Tablet Per Child Project is held.
- Late September**: Shenzhen asks for a delay in delivery, due to a September 4 fire at a factory manufacturing part for the tablets.
- 23th Dec, 2013**: The contract's deadline comes to term, but no delivery has been made for zone 1 and 2.
- 25th Sep, 2013**: A purchase contract for tablets for Prathom 1 (K1) students in zones 1 and 2, worth 1.628 billions for 800,000 tablets, is signed with Shenzhen Yitao. Under the contract, the company was expected to deliver the first batch of tablets within 35 days and all the tablets within 90 days.
- 30th Jan, 2014**: Shenzhen officially asks to cancel the contract for zones 1 and 2.

Zone 1	Zone 2	Zone 3	Zone 3
Prathom 1 students (K1) in the Central and Southern regions	Prathom 1 students (K1) in the Northern and North-eastern regions	Mathayon 1 students (K7) in the Central and Southern regions.	Mathayon 1 students (K7) in the Northern and North-eastern regions



What applications were used?



4 SEQUENCE IN THE TABLET INTERFACE



Teaching Phase (Learning Outcome)



Example Phase (How to complete the task)



Task Phase (Answer the question)



Results (Correct or Incorrect feedback)

How did a child engage with this technology for the first time?

OBSERVATIONS FROM THE PRELIMINARY TESTS

Dept. of Computer Science & Information Technology
Naresuan University Phitsanulok, Thailand

Observation	Problems
Students often do not know which parts of the screen to press.	The buttons are not clear enough and they are inconsistently used. Badly designed interface.
Some students are not familiar with dragging objects on a touchscreen.	There is no training for the students on how to drag, or what can be dragged. Unfamiliar user interface.
Many Prathom 1 students cannot read	These students cannot read the text from the activities and therefore cannot do the activities without support. Different levels of reading skills.
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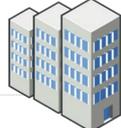
Although BYOD and OLPC schemes are leading large-scale mobile technology facilitation in schools with support nationally and internationally, Thailand's OTPC project is an equally impressive experiment that merits interest from the mobile learning community. While the Thai Ministry of Education focuses on the logistics of distributing and maintaining 800,000 tablets, there is much work needed on addressing the pedagogical challenges.

MOBILE LEARNING

Together with Shortcomings of the OTPC case study

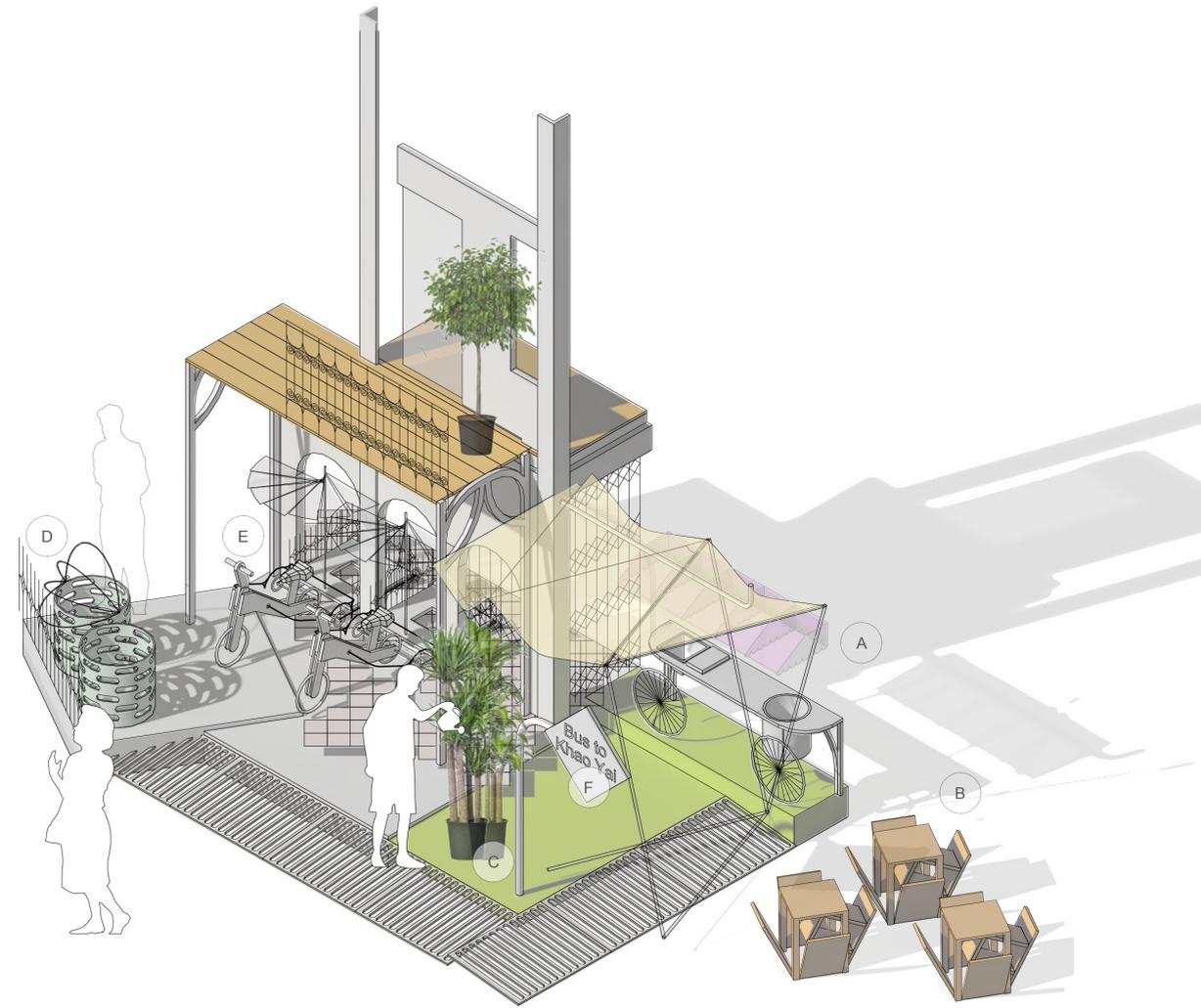
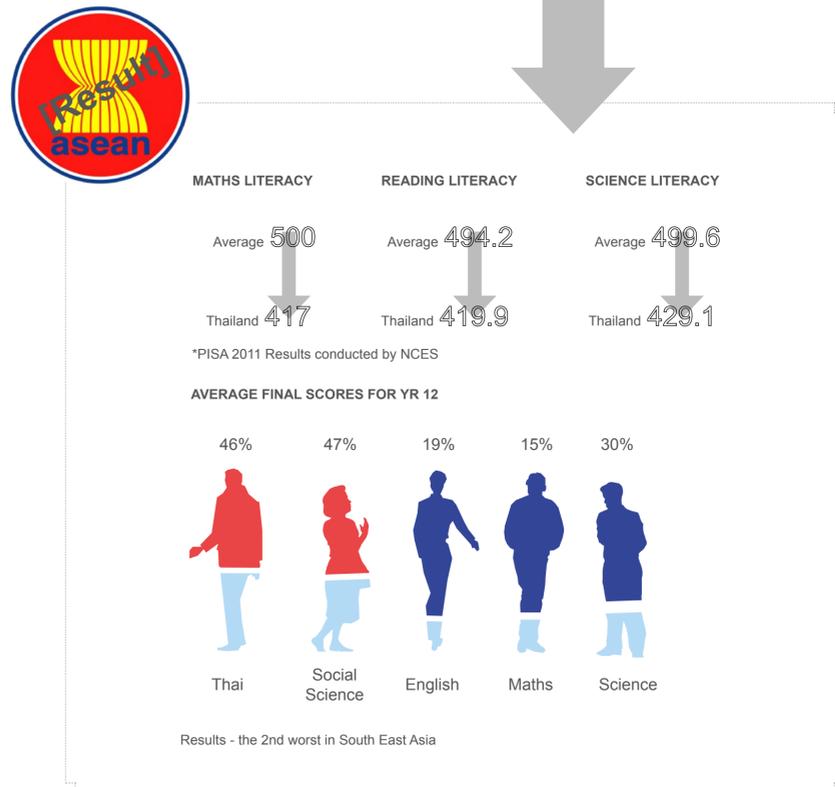
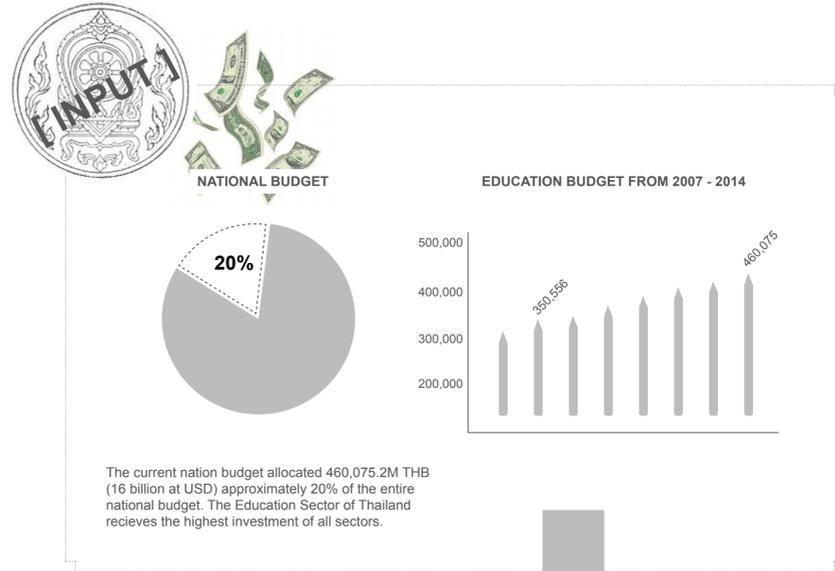
The After-school Societies will be proposed in this neighbourhood as ephemeral architectural inserts. These facilities will provide for an array of activities from cooking, environmental education, recreational activities and play. In addition, the project will work as a tool for the community to tackle some of the social issues in the area. The proposal will be part of a long term development on a larger scale, leading to positive change.



	Classroom learning	Personal or family visit	Museum or field trip	Mobile Learning
	A 	B 	C 	D 
Physical setting	Conventional & Static Fixed	Moving Around a fixed location Pre-arranged	Moving around a fixed location Pre-arranged	Moving around a fixed location Pre-arranged
Social Setting	Externally set	Personally set	Externally set	Externally set
Learning objectives and outcomes	Pre-determined	Pre-determined	Pre-determined	Pre-determined
The learning methods and activities	Pre-determined	Mostly contingent	Pre-determined	Pre-determined
Learning progress and history	Provided	Provided	Provided	Provided

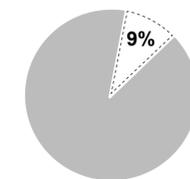
Proposal to Improve Education

High Investment but not Yielding results in School



- CORE OBJECTIVES**
- Giving children the right to form an association, establish a club
 - Allow the children to meet with their neighbours, to associate with one another within their neighbourhood
 - Providing an architectural insertion into the neighbourhood to allow for this association
- KEYS**
- "Learning by doing" (Experiential Learning)
- A Re appropriate vernacular elements from the neighbourhood, e.g. food cart and used wheels. Giving children a space to cook and snack after school.
 - B Fold-able furniture made from scrap pellets and cardboards. Giving children a space to sit and socialize.
 - C Introducing grassy lawn and plants for children to look after. Children can learn the basics of Botany by being caretakers of these elements.
 - D Introduce to children the concept of recycling.
 - E Children can ride Tricycles into the neighbourhood to perform good deeds, e.g. rubbish collection.
 - F Regular trips to national parks in the countryside of Thailand can be arranged. Children can have the opportunity to learn from the outdoors.

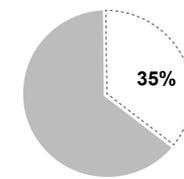
PRIMARY SCHOOL ENROLLMENT



- Unenrolled in primary school education
- Enrolled in primary school education

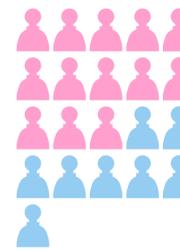
A large percentage of students leave school to enter into work after primary school.

TERTIARY SCHOOL ENROLLMENT



- Leaves school after secondary education
- Leaves school and enters tertiary education

AVERAGE CLASS SIZE



- Girls
- Boys

21 - 42 is the range of students per class on average



A typical scene of a public school. A student's routine in class is still very regimented and does not allow much tolerance for individual creativity.