

***Research on Environmental Education Management Combined with Factory
Touring Based on Field Theory—Sonispa Tourism Factory in Taiwan***

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Abstract

The promotion of factory touring in our country has exactly reached the tenth year, during which the traders engaged in this industry and the counseling departments have started to reflect upon future development. The Environmental Education Act stipulates that the teachers and students in schools below senior high education are supposed to participate in environmental education for more than four hours per year, and the county and city governments one after another encourage schools to hold excursions in collaboration with tourism factories in recognition to local culture and industrial knowledge. A French scholar, Bourdieu, thinks that social world is a cluster of many fields, and the agents make use of dissimilar types of capitals to form habitus for the achievement of targets. Our research applies the prospect of Field Theory and Qualitative Method to the field of school and tourism factory, to investigate into the process of how the elementary school teachers realize environmental education with the tourism factory, and to understand the intention of the agents and how each type of capital is acquired and transformed. The discovery of this research includes:

1. Sonispa Tourism Factory integrates the salt culture into local features and builds a field of environmental education which combines entertainment with education. It not only transforms the cultural capitals into an attraction to the tourists, but also brings economic capitals, social capitals, and symbolic capitals for itself.
2. The process of promoting environmental education in the school field becomes the cultural capital for the elementary school teachers, and influences the elementary school teacher's intention of implementing environmental education and the effect.
3. The student families which are lacking in capitals influence the elementary school teacher's intention of holding environmental educative excursions.
4. The elementary school teachers regard Sonispa Tourism Factory as the social capital of implementing environmental education, transform it into the student's cultural capital through teaching activities, and gain cultural and symbolic capital personally.
5. The tourism factory can regard the school as the social capital and increases its economic capital and symbolic capital.

We ultimately raise suggestions on account of the research consequence for the traders engaged in tourism factory industry, elementary school teachers and the related departments, and expect to carry forward the notion of tourism factory and sustainable development.

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Introduction

I. Research Background and Motive

In the year 2003, the Ministry of Economic Affairs, R.O.C. proclaimed the tourism factory counseling project to give assistance to engaged traders for industry transition, making use of the unoccupied spaces and introducing factory touring and recreational factors, and made a twist on the destiny of the declining industry. Owing to the popularization of two-day weekend, as well as the coming of the era of knowledge economy and the rapid transmission of information, the citizens' way of and attitude toward traveling change (Ying-Wen Lin, 2012). Many of them list factory touring in their itinerary, making factory touring an arising mode of traveling in the country. It has been ten years since the development of tourism factory in the country. A scholar, Wen-Cheng Shao, advises the engaged traders to attach importance to the issue of environmental conservation through the evaluation progress of tourism factories. An engaged trader, Ming-Wei Jiang (2013), also suggests people of the same industry to fulfill social duty, such as promoting living aesthetics, humanistic education, and environmental education, while pursuing output value.

We researchers presently work as teachers at a public elementary school in Tainan City. The school arranges at least one excursion for the students every year. The mayor of Tainan City, Qing-De Lai, thinks that the tourism factories provide educational functions. He ordered in the city council of 2013 that the schools should include factory touring into the teaching and learning route outside the school, and let factory touring become another sort of practical learning activity for the students (Bureau of Education, Tainan City Government, 2013). Bourdieu's Field Theory puts emphasis on how the agents use *habitas* in some kind of situation to strive for and transform capitals to maintain or to raise their position in the field. We researchers explore the elementary school teachers' process of implementing environmental education in collaboration with the tourism factory in view of their needs for teaching, based on the prospect of Field Theory. Currently, there are few schools that hold excursions to the tourism factory for environmental education, and there are not any precedent researches conducted by other scholars on this research theme. We expect to find out the teachers and engaged factory touring traders' practical logic in their field, to submit advise to the engaged traders and schools, to raise the teachers' volition to implement excursion to the tourism factory and reach the instruction objective effectively, and to spread the notion of tourism factory and sustainable development.

II. Aim of Research

1. To understand the connotation of capital, *habitas*, and practice in Bourdieu's Field Theory
2. To discuss the role of the tourism factory in environmental education
3. To probe into the elementary school teachers' realization process of implementing environmental education in collaboration with the tourism factory

Reference Investigation

I. Field Theory

The existence of all the fields is defined by the agents in action within. Agents make use of capitals to compete or exchange, in order to maintain and consolidate their interests or position.

Habitus: The word habitus originates from Latin, and does not correspond to an united translated term by the Chinese scholars. The definition of this word contains existence mentality, hobby, temperament, accustomed habit, and so on. Practice: It refers to the specified behavior performed by an individual or a group with habitus and in possession of capital, according to the game rule in a certain field (Jia-Wei Gao, 2007). The practice referred in this research means how the teachers and students from different status and background use their innate habitus and capital in the field during the environmental educative excursion to Sonispa Tourism Factory and compose adequate teaching activities. Symbolic Violence and Cultural Reproduction

II. Tourism Factory

1. Origination of Tourism Factory

The tourism factory stems from Ironbridge Gorge in England. After World War Two, the place was almost totally covered in ruins. In the 1960s, England started the protection of cultural heritage. In the 1980s, the concept of touring was drawn into the renovation of old factories, turning them into museums and centers of craft with professional commentators, and rescuing their destiny from declination.

2. Definition of Tourism Factory

At present, there has not been a decided academic definition of “tourism factory” given by domestic and international scholars yet. In 2013, Industrial Development Bureau, Ministry of Economic Affairs defined tourism factory in the document of tourism factory counseling key points as a factory with the value of touring education or industrial culture, actually devoted to producing and processing products that fit the MIT (made in Taiwan) spirit, and allowing the visitors to view the product, making procedure, or the factory building.

3. Current Situation of the Development of Tourism Factory in Taiwan

Since Ministry of Economic Affairs, R.O.C. began to promote factory touring, the amount of tourism factories, number of visitors, and economic benefits have ascended continuously. Following the policy of fixation to world undulation, tourism factories of excellence and tourism factories of international spotlight are elected annually. The county and city governments one after another formulate promotional plans of factory touring, which link with the educational system and help to facilitate the cooperation between elementary and junior high school excursions and tourism factories.

Research Method

I. Research Structure

Our research is conducted on the basis of Bourdieu's Field Theory. The specified fields are Tainan Sonispa Tourism Factory and ShunAn Elementary School (pseudonym), and the agents are the elementary school teachers and traders of the tourism factory. This research delves into how the agents in the field make use of the transformation of differing capitals and the formation of habitas to reach the target, as diagram 3-1 indicates:

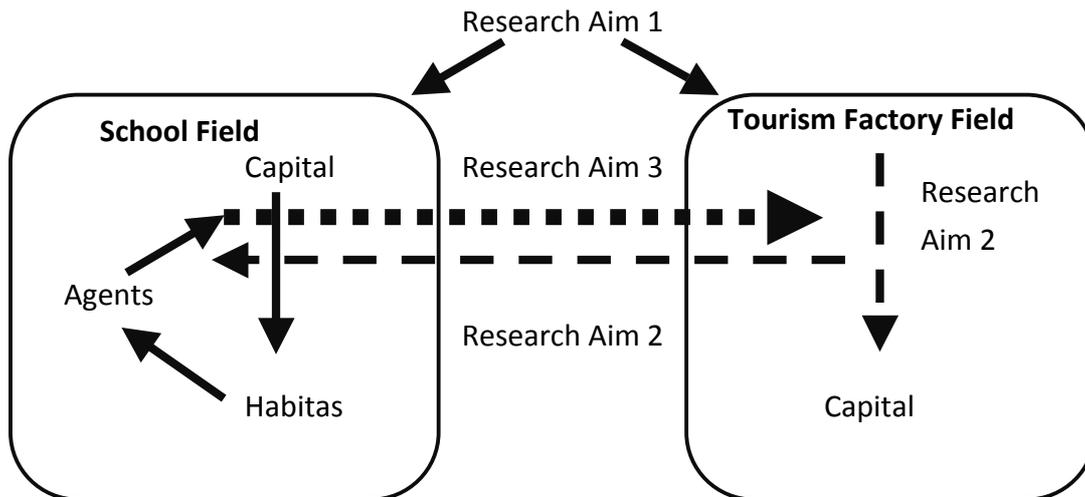


Diagram 3-1: graph of research structure, data source: self-drawn

II. Research Procedure

We discovered the question based on the cited materials, inquire into the research field on the spot, determined the direction of research topic and drafted the research plan, kept on collecting data concerned with tourism factory, environmental education and Field Theory, entered the research field to observe how the agents make use of capitals to implement teaching activities of environmental education in the tourism factory, gathered data through interviews, processed the data into analysis and explanation, and finally came up with the research conclusion and advise.

III. Application of Research Method

Our research adopts the qualitative research method. The details are as follows:

1. Depth Interview

Interviewing is the most effective way of collecting data (Pin-Hua Chen). This research adopts semi-structured interview, and the objects of interview are the traders of Sonispa Tourism Factory and the teachers that instruct the lecture. We prepared the outline of interview and pen recorders beforehand, and adjusted the way of asking and sequential order of questions according to the real situation. The interviewees' answer takes up the main part of the interview.

2. Documentary Analysis

The scope of documents used in this research includes net information related to the specified field, the teachers' brief plan of teaching activities, students' learning feedbacks, and so on. We focus on making static and comparative analysis to understand and figure out the causal relationship among the field, capital, and practice in this research.

3. Observational Method

We entered the field and recorded the complete progress through observation to get close to the real situation of how the elementary teachers implement environmental education in the tourism factory, and confirmed the result of observation with the interview content and data information.

IV. Research Object

1. Field

A. Sonispa Tourism Factory

Sonispa Tourism Factory is located in Annan District, Tainan City. The parent company of the factory is Hwang Sun Enterprise. Found in 1983, the company incidentally began to manufacture beauty apparatuses. To cope with the stream of enterprise transformation and the flourishing of cultural and creative industry, Hwang Sun built the Sonispa Tourism Factory. In 2010, Hwang Sun got the concession of running in the municipal heritage "Annan Branch of Tainan Substation of Former Taiwanese Governor General's Office," and obtained the operating concession in several historical buildings and municipal heritages successively, creating the "Xi-You Salt Tour" which contains scenes like Sio House, Shui Yi Port, Jing Bo Villa, Salt Lohas Village, and Tile Tray Salt Pan in Jing Zi Jiao (Yi-Ting Huang, 2013).

B. ShunAn Elementary School

ShunAn Elementary School is situated in Annan District, Tainan City. The socioeconomic status of the student parents is generally not high. Students from lower-middle class families and from the social vulnerable groups account for 25% of the students, and the rate rises year by year. Since 1999, the school started to promote environmental education. In 2000, the school became the chief school of environmental education and received the optimal credits in the citywide evaluation of environmental education for two consecutive years.

2. Agents

A. Sonispa Tourism Factory, Director of Creative Marketing, Miss Yang

Miss Yang has been the director of creative marketing in the Hwang Sun Enterprise for more than three years. Xi-You Salt Tour and Sonispa Tourism Factory are both carried out in her term of service, and therefore she is quite familiar with the operation of these two places.

B. ShunAn Elementary School, Miss C

Miss C graduated from the graduate school of mathematics education of the teachers' college. She has taught in the elementary school for eleven years, and had assumed

the post of energy education seeded teacher.

C. ShunAn Elementary School, Mr. S

Mr. S graduated from the graduate school of chemistry of the university. He has taught in the elementary school for fourteen years, and had assumed the post of intramural section chief of information technology and energy education seeded teacher.

V. Data Compilation and Analysis

Our research adopts the qualitative research method and attaches to the most real, accurate, complete data by means of observation on the spot, interviewing and gathering documents. We apply triangulation to data analysis to strengthen the interrelation among data and to examine the credibility of them. We use multiple ways to collect data, including interview information, diaries of lecture instruction, reflective notes, learning sheets and students' works, and use induction and cross-reference to reduce the possibility of error in self-deduction and to confirm the credibility of the data. To present the real research progress, we asked the interview objects to verify the first draft of the interview record and the thesis written down, so that the data reliability can be guaranteed.

Research Result

I. Meeting with Salt—Capitals of Xi-You Salt Tour

During the time of transformation of the Sonispa Tourism Factory, the parent company Hwang Sun Enterprise pondered over how to transform from conventional industry to tourism industry. The company rented the site of the municipal heritage "Annan Branch of Tainan Substation of Former Taiwanese Governor General's Office," and renamed it as Sio House. The exterior appearance of the building features both Japanese and western style, and is well-preserved up to now. The exuberant cultural capitals of "salt" happen to be related with Sonispa Tourism Factory, where used to be the location of Old Anping Saltern. Salt can be associated with the exfoliator and the application to beauty apparatuses. Using salt as a theme and launching cultural and creative products connected with salt are favored by the visitors. Hwang Sun later took over the operating concession of Canal Museum, Tai Yan Japanese Dormitory, Qi Gu Salt Pan, and combined these sites with Sonispa Tourism Museum into the "Xi-You Salt Tour."

1. Environmental Education Capitals of Xi-You Salt Tour

Each site of the Xi-You Salt Tour has its historical background and architectural feature, and therefore Hwang Sun Enterprise hopes that the visitors can experience the tour with an attitude and a way as if listening to stories. Each district sells the original cultural and creative products of the company, and the quantity of the items varies with the size of the space.

2. Capital Conversion

Sonispa Tourism Factory, coming from the Old Anping Saltern, derived the connection to the cosmetology use of salt from its origin, and later turned the historical buildings of salt into a place for tourism, production broadcast, and

education. By the combination of cultural capital and creativity, it creates various kinds of cultural and creative products of salt for the visitors, and gains the economic capital of recognition. Meanwhile, because of the successful business operation, the prestige of the company is raised, contributing to the incrementation of orders for goods and the attraction to the manufacturing, government, academic and research departments to inspect, and brings about the symbolic capital and social capital.

II. Habitus of the Elementary Teachers' Implementation of Environmental Education

1. Capitals for the Elementary Teachers to Implement Environmental Education

Since there are not any lessons of environmental education in the cultivating stage of qualified teachers, Miss C and Mr. S only got access to the cultural capital of environmental education during their service in school. In common times, Miss C is more involved in the work of environmental education. She gets the social capital and cultural capital from the colleagues, people in the community and experts during execution, and brings herself the symbolic capital and the dynamism to implement environmental education after attending the contest with the attainments and earning the national award of advanced excellence.

2. Factors that Influence the Elementary Teachers' Implementation of Environmental Educative Excursion

The two teachers, especially Mr. S, had not held environmental educative excursions for many times. The main reasons are as follows:

A. Budget

The rate of students from the social vulnerable groups in ShunAn Elementary School is generally high, which means that charging extra fees will be a burden to the parents.

B. Time

If the excursion takes place in the study hour of weekdays, the main classroom teachers would have to adjust the class schedule, and have to spare the time for extra courses of excursion. If it takes place in the holiday, it is not supposed to be made compulsory for the students to attend, and the teachers might have their family business and private affairs to deal with.

C. Transportation and Students' Security

Whether it is convenient to get to the destination by transportation influences the itinerary plan, as well as the matter of budget and time. If the bicycle is used as the vehicle, then there have to be the manual support and cooperation from parents to ensure the security. However, it will be difficult to the classes in which students are generally from families of lower social and economic status.

D. Related Affairs

There are many affairs that need to be done before and after an excursion, such as site survey, consultation with the traders, design and arrangement of the lecture, and compilation of the attainment data, which are a big burden to the teachers.

3. Elementary School Teachers' Capital Use of the Implementation of Environmental Educative Excursion

Miss C thinks that kids can learn more stuff and more effectively through self-experience. She tries to seize the chance to hold an excursion whenever the economic capital does not count as a problem, like in cooperation with school project activity, colleague related project or teaching plan, and cultural activity. The social capital established in ordinary days contributes to the opportunity for the teachers to teach in the excursion.

III. The Elementary Teachers' Realizing Progress of Entering the Field and Implementation of Environmental Education

1. The Elementary Teachers' Motives to Enter the Field of Tourism Factory

The two teachers both generated the idea from the textbook content and looked forward to offering more cultural capitals to the students. Mr. S associated the current situation of economic development with Sonispa Tourism Factory, and discovered that Sonispa Tourism Factory innovates the meaning of salt. Miss C derived from the featured industries of the past and found out that Sonispa Tourism Factory passes on the culture of salt. Sonispa Tourism Factory and the school are both located in Annan District. With this community resource, the two teachers expected to extend the students' learning experience, to let them know how the enterprises take advantage of available resources and environment in combination of innovated culture under global competition, and how to take the environmental sustainability into account while pursuing economic development.

2. How to Use the Field of Environmental Educative Excursion

Habitas decides the behavior mode of how the two teachers plan for and execute this environmental educative excursion. The two teachers' social capitals accumulated in ShunAn Elementary School help them resolve the problem of budget with the assistance rendered by the administration staff in school, and let the agents enter the field to implement environmental education.

A. Choice of Executing Field

Field is a space of power competition. Due to the limitation on time and budget, the itinerary to Tile Tray Salt Pan in Jing Zi Jiao and Jing Bo Villa, where are of a long distance from the school and overlapped with other cultural capitals, was deleted from the Xi-You Salt Tour. On the other hand, there are plenty of fields concerning salt in the whole Tainan area, but all require tickets and fees of guidance. By contrast, all the spots in Xi-You Salt Tour are free of charge, and have more hands-on activities and cultural and creative products.

B. Symbolic Violence and Cultural Reproduction

Bourdieu thinks all kinds of teaching activities belong to symbolic violence. To prevent the students' attention from getting distracted in the learning field, the two teachers use scaffolding instruction and lecture materials designed elaborately for the students to gain more cultural capitals and to reach the lecture target set beforehand.

IV. Reflection on Teaching Activities and Learning Effects

1. Students' Feedbacks

After the activities, the two teachers took back satisfaction questionnaires, learning sheets or booklets, and reviews to know the effect of this excursion. The result suggests that children think that the content of this excursion lecture is interesting and is helpful to learning and the understanding of hometown features and culture.

2. Agents' Aspect

Mr. S thinks that the six-grade students did not know much about the tourism factory and cultural creativity at first before the excursion. After the preconstruction in class and verification on the site, they roughly got the concept. Miss C thinks that students can learn about the related history stories and know of the building features. Compared with the aimless tour with the parents, the peers can share their viewpoints with each other, and it is more likely to evoke responses among them since they are of similar age. In addition, the teachers can suggest the focus of visit in advance, so that the students will not miss the point.

The two teachers both agree that the scenes of this excursion form an extremely good field for environmental education. The field provides entrance of free charge and guide service, and it is the main reason why they chose to visit the scenes of Xi-You Salt Tour. The teachers gained the cultural capitals such as knowledge of salt and the salt culture in Tainan through the teaching process, and even converted acquired cultural capitals into other types of cultural capitals, like instructing students to make salt soaps with the solar energy pan. The students also came up the idea of using natural resources by adding tong blossoms and jasmine flowers into the salt soap.

Conclusion and Suggestion

I. Conclusion

1. Sonispa Tourism Factory's Use of Capitals

Sonispa Tourism Factory at first found out the exuberant salt culture, history and historical buildings and blended them with local industries featuring salt into a tour that takes teaching and entertainment into account and constructs a field for narrating the story of salt. Then the factory put the cultural capitals stated above into the creation elements of souvenirs, and made out various items of cultural and creative products. The visitors can place themselves in the atmosphere of story, and admire the birthday color salt and the salt bloom stamps which represent their symbolic capital. They not only acquire cultural capitals, and also become the social capital and the best promoting power of Xi-You Salt Tour. Hwang Sun Enterprise accumulates copious cultural capitals for itself, and on the top of that brings about economic capitals, social capitals and symbolic capitals.

2. Habitas of the Elementary Teachers' Implementation of Environmental Education

The two agents possess the cultural capitals to implement environmental education from the related software and hardware equipment and the opportunity offered by their school. On the other hand, in the process of education, they acquired the social capitals from the colleagues in school, extramural community, and the experts, which will provide more capitals for environmental education in days to come.

Teachers' volition to execute environmental educative excursions gets influenced by factors like budget, time, transportation, students' security and diverse derivative affairs. That the rate of families in lack of economic capitals is high would particularly become an obstruction.

3. The Agents' Process of Entering the Field and Implementing Environmental Education

A. Motive

In the progress of teaching with prescribed textbooks, the two teachers hoped to use local cultural capitals to broaden students' learning horizon, and discovered that the students were exceedingly unfamiliar with these unique local cultural capitals.

B. Use of Field

a. Selecting the Field

The field without charge comes in the first place in consideration. The distance to destination and the quantity of cultural capitals are also included in the factors of evaluation.

b. Symbolic Violence and Cultural Reproduction

The teachers collected data and inspected the site beforehand. They prepared lecture activities consisting of elaborately-designed teaching materials and learning sheets according to students' learning experience and environmental education standard to instruct the learning direction and focus for the students.

c. Reflection on the Activities and Learning Effects

According to the opinion inquiry, students show high satisfaction to the site, lecture content and activity arrangement of this excursion, especially to the fields with plenty of hand-on activities.

II. Suggestion

According to the result of and the reflection on research attainment, we propose suggestions as follows:

1. Suggestions to Hwang Sun Enterprise

A. Creating Individuality

Since the homophily among some of the scenes from Xi-You Salt Tour is overly high and the cultural and creative products sold in each scene are pretty much the same, visitors are inclined to feel less freshness when they arrive at the second scene.

B. Customized Service

From the feedbacks of the students, we discover that the birthday color salt of 366 colors, the salt bloom stamps of 366 days, and the DIY salt soap are the most popular cultural and creative products. Since customized products represent personal symbolic capital, it is advisable to develop products at lower prices and souvenirs or hand-on consuming lectures that are affordable with regard to students' economic capital.

C. Notion of Green Consumption

Hwang Sun Enterprise should give guidance to the visitors of how to protect the earth, like encouraging the visitors to bring their own shopping bag or reducing product

packages. Decreasing the hazard to the environment is also a responsibility for the company.

D. DIY and Hand-On Lectures

Students prefer to learn by doing. Fields with multiple hand-on activities are prone to receive higher satisfaction from the students. Shui Yi Port does not have any hand-on activities, and therefore does not receive students' favor and willingness to revisit even though the guide instruction is lively and vivid.

E. Regarding Schools as the Social Capital

Xi-You Salt Tour comprises the Sonispa Tourism Factory which is unique compared to other scenery in Taiwan and the advantaged salt culture, and is supposed to be an abundant attraction to the schools from other cities and counties. Hwang Sun Enterprise can take the initiative to offer teaching plans and learning sheets to alleviate teachers' burden of lecture design and to raise their volition to visit. The enterprise can even hold training activities for teachers and explains the cultural capitals that could be provided to the teachers.

F. Constructing the Center of Environmental Education

Ministry of Education selects the teaching fields and lectures of qualified government institutions and civil bodies to construct the center of environmental education, and offers subsidies to cover some of the expenditure for the students to experience excursions that differ from the past.

2. Suggestions to Teachers in School

A. Agents Should Offer the Operating Mode of Teaching in Collaboration with the Tourism Factory. Our research gives a complete explication of the process of how two teachers implement environmental education in the tourism factory. The teaching modes which include teaching from the environment, teaching about the environment, teaching for the environment can especially provide teachers with the reference to the implementation of environmental education in tourism factories.

B. Holding the Excursion Increases Teachers' Personal Capitals

Teachers can invoke students' coherence and sense of honor and strengthen parents' trust in and recognition to the teacher by leading students in an excursion, and gain the symbolic capitals. In the progress of activities, they can get alliance with the community and the experts, and increase their social capitals. In the process of collecting data and designing lectures, their speciality gets improved, and they acquire cultural capitals.

3. The Operating Tendency of Tourism Factory—Corporate Social Responsibility and Value

The reinforcement of environmental sustainability, care for society and protection to the inferiority constitute the subject of awarded marks in the contest of excellent tourism factory and the evaluation subject in the contest of international spotlight tourism factory.

It would be well if the tourism factories take offering economic capitals such as carfare grants or concessionary terms of the hand-on lectures into consideration. Supporting schools that tend to be in short of capitals not only shows the care for the inferior groups, but also becomes the word of mouth marketing. Tourism factories can blend the notion of “carbon footprint” into the plant installation, product manufacture, and selling procedure. For instance, the beauty apparatuses from Sonispa Tourism Factory acquire the endorsement of energy label by adding the factor of saving electricity, which not only gears to the international current of environmental sustainability, but also sets up the standard of green enterprise with innovation and continuing contribution to the society.

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