

# ACE2021

Official Conference Proceedings

ISSN: 2186-5892

The 13th Asian  
Conference on Education

November 25–27, 2021  
Online from Tokyo, Japan

“To Open Minds, To Educate Intelligence, To Inform Decisions”

The International Academic Forum provides new perspectives to the thought-leaders and decision-makers of today and tomorrow by offering constructive environments for dialogue and interchange at the intersections of nation, culture, and discipline. Headquartered in Nagoya, Japan, and registered as a Non-Profit Organization (一般社団法人), IAFOR is an independent think tank committed to the deeper understanding of contemporary geo-political transformation, particularly in the Asia Pacific Region.

INTERNATIONAL

INTERCULTURAL

INTERDISCIPLINARY

**iafor**

## The Executive Council of the International Advisory Board

### **Mr Mitsumasa Aoyama**

Director, The Yufuku Gallery, Tokyo, Japan

### **Lord Charles Bruce**

Lord Lieutenant of Fife  
Chairman of the Patrons of the National Galleries of Scotland  
Trustee of the Historic Scotland Foundation, UK

### **Professor Donald E. Hall**

Herbert J. and Ann L. Siegel Dean  
Lehigh University, USA  
Former Jackson Distinguished Professor of English and Chair of the Department of English

### **Professor Arthur Stockwin**

Founding Director of the Nissan Institute for Japanese Studies & Emeritus Professor  
The University of Oxford UK

### **Professor Chung-Ying Cheng**

Professor of Philosophy, University of Hawai'i at Manoa, USA  
Editor-in-Chief, The Journal of Chinese Philosophy

### **Professor Steve Cornwell**

Professor of English and Interdisciplinary Studies,  
Osaka Jogakuin University, Osaka, Japan  
Osaka Local Conference Chair

### **Professor A. Robert Lee**

Former Professor of English at Nihon University, Tokyo from 1997 to 2011, previously long taught at the University of Kent at Canterbury, UK

### **Professor Dexter Da Silva**

Professor of Educational Psychology, Keisen University, Tokyo, Japan

### **Professor Georges Depeyrot**

Professor and Director of Research & Member of the Board of Trustees  
French National Center for Scientific Research (CNRS) & L'Ecole Normale Supérieure, Paris, France

### **Professor Johannes Moenius**

William R. and S. Sue Johnson Endowed Chair of Spatial Economic Analysis and Regional Planning  
The University of Redlands School of Business, USA

### **Professor June Henton**

Dean, College of Human Sciences, Auburn University, USA

### **Professor Michael Hudson**

President of The Institute for the Study of Long-Term Economic Trends (ISLET)  
Distinguished Research Professor of Economics, The University of Missouri, Kansas City

### **Professor Koichi Iwabuchi**

Professor of Media and Cultural Studies & Director of the Monash Asia Institute, Monash University, Australia

### **Professor Sue Jackson**

Professor of Lifelong Learning and Gender & Pro-Vice Master of Teaching and Learning, Birkbeck, University of London, UK

### **Professor Sir Geoffrey Lloyd**

Senior Scholar in Residence, The Needham Research Institute, Cambridge, UK  
Fellow and Former Master, Darwin College, University of Cambridge  
Fellow of the British Academy

### **Professor Keith Miller**

Orthwein Endowed Professor for Lifelong Learning in the Science, University of Missouri-St. Louis, USA

### **Professor Kuniko Miyanaga**

Director, Human Potential Institute, Japan  
Fellow, Reischauer Institute, Harvard University, USA

### **Professor Dennis McInerney**

Chair Professor of Educational Psychology and Co-Director of the Assessment Research Centre  
The Hong Kong Institute of Education, Hong Kong SAR

### **Professor Brian Daizen Victoria**

Professor of English  
Fellow of the Oxford Centre for Buddhist Studies

### **Professor Michiko Nakano**

Professor of English & Director of the Distance Learning Center, Waseda University, Tokyo, Japan

### **Professor Thomas Brian Mooney**

Professor of Philosophy  
Head of School of Creative Arts and Humanities  
Professor of Philosophy and Head of School of Creative Arts and Humanities, Charles Darwin University, Australia

### **Professor Baden Offord**

Professor of Cultural Studies and Human Rights & Co-Director of the Centre for Peace and Social Justice  
Southern Cross University, Australia

### **Professor Frank S. Ravitch**

Professor of Law & Walter H. Stowers Chair in Law and Religion, Michigan State University College of Law

### **Professor Richard Roth**

Senior Associate Dean, Medill School of Journalism, Northwestern University, Qatar

### **Professor Monty P. Satiadarma**

Clinical Psychologist and Lecturer in Psychology & Former Dean of the Department of Psychology and Rector of the University, Tarumanagara University, Indonesia

### **Mr Mohamed Salaheen**

Director, The United Nations World Food Programme, Japan & Korea

### **Mr Lowell Sheppard**

Asia Pacific Director, HOPE International Development Agency, Canada/Japan

### **His Excellency Dr Drago Stambuk**

Croatian Ambassador to Brazil, Brazil

### **Professor Mary Stuart**

Vice-Chancellor, The University of Lincoln, UK

### **Professor Gary Swanson**

Distinguished Journalist-in-Residence & Mildred S. Hansen Endowed Chair, The University of Northern Colorado, USA

### **Professor Jiro Takai**

Secretary General of the Asian Association for Social Psychology & Professor of Social Psychology  
Graduate School of Education and Human Development, Nagoya University, Japan

### **Professor Svetlana Ter Minasova**

President of the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University

### **Professor Yozo Yokota**

Director of the Center for Human Rights Affairs, Japan  
Former UN Special Rapporteur on Myanmar

### **Professor Kensaku Yoshida**

Professor of English & Director of the Center for the Teaching of Foreign Languages in General Education, Sophia University, Tokyo, Japan

The 13th Asian Conference on Education 2021

Official Conference Proceedings

ISSN: 2186-5892



© The International Academic Forum 2021  
The International Academic Forum (IAFOR)  
Sakae 1-16-26-201  
Naka Ward, Nagoya, Aichi  
Japan 460-0008  
[www.iafor.org](http://www.iafor.org)

## Table of Contents

<i>Where We Are: Current Level of Burnout and Self-Compassion of School Counselors in a Private School in Quezon City for School Year 2018-2019</i> Giselle Antoinette O. Tejada	pp. 1 - 21
<i>Self-harm &amp; Non-suicidal Self-Injury (Nssi) Tendencies Among Children: Effect of an Intervention Program</i> Ma. Dominique D. Sta. Cruz	pp. 23 - 37
<i>Standardized Tests as Predictors of Academic Performance: Implications on the MCLS Testing Program</i> Zarah May C. Buyan Marilet C. Delgado-Anastacio	pp. 39 - 50
<i>Usage Application of Multimedia for Learning Values of Thai Literature to Develop Learning Achievement for High School Students</i> Kittipong Phumpuang Patcharin Buranakorn	pp. 51 - 58
<i>Technical Vocation Education and Training (TVET) in Changing Times, a Critical View of Prior Learning as a Link to Entrepreneurship and Employment</i> Christopher Momanyi Andrew Riechi Ibrahim Khatete	pp. 59 - 72
<i>Secondary ESL Teachers' Beliefs, Strategies, and Experiences in Teaching Vocabulary</i> Ryan Dave Delos Reyes	pp. 73 - 86
<i>Perceived Tasks of Quality Assurance and Its Impact on the Teaching-Learning Process among Deans and Faculty</i> Belinda Ramos Lorna Fulong Madeilyn Estacio Gemlee Baptista	pp. 87 - 99
<i>Letting Students Explore What It Takes to Become a Good Communicator – A Metacognitive Approach to Promote Language Learning</i> Yumi Chikamori Gomez	pp. 101 - 111
<i>Nursing, Health Technician and Midwifery Students' Perceptions of Their First Fully Online Learning Experience During the Covid-19 Pandemic: A Cross-Sectional Study</i> Kamal Takhdad Mohamed Eddabbah Mustapha Ouzouhou Ahmed Ghassane El Adib Saloua Lamtali	pp. 113 - 124

- Factors Pulling International Students to Japan: A Situation Analysis*  
Tran Hoang Nam  
Jin Cheng-Hai pp. 125 - 136
- Transformational Leadership in Changing Education Systems: Evolving Management Roles and Responsibilities in Educational Institutions*  
Nathaniel Edwards pp. 137 - 143
- The Accessibility of Web-based Lessons During the Time of the COVID-19 Pandemic*  
Han Le pp. 145 - 163
- The Use of Different Strategies by Writers in Integrated Writing Assessment*  
Han Le pp. 165 - 171
- Learning Effectiveness of Primary School Children in the Covid-19 Pandemic in Indonesia*  
Indra Kertati pp. 173 - 183
- Applying a Book Read Aloud and Leveraging It with Storyline Online: A Case Study of Indonesian Preservice Teachers*  
Tati Lathipatud Durriyah pp. 185 - 196
- Exploring the Effects of a YouTube-Style Video Making Task in Online English Communication Courses*  
Mariko Takahashi pp. 197 - 212
- The Prevalence and Impact of the Maltreatment of Child Laborers in Developing Countries: A Scoping Review Protocol*  
Md Abdul Ahad  
Yvonne Parry  
Eileen Willis pp. 213 - 224
- Impact of the Covid-19 Pandemic on Taiwan's Art Education*  
Yu-Chen Chang pp. 225 - 235
- A Tool to Assess the Quality of Self-learning Modules (SLMS) for the 'New Normal' in Education Using the Best-worst Method*  
Jammel Abraham S. Rico  
Leonel C. Mendoza pp. 237 - 255
- Strides in Mathematics and Science: An Introspective Look on the First SHS Graduates' Perceived Self-efficacy*  
Ma. Theresa Reyes  
Eleonor Basilio pp. 257 - 272

- Designing A Multiple Submission Policy Supporting Mastery Learning for a Design Thinking Class in a Purely Online Learning Environment*  
Marianne Kayle Amurao  
Joseph Benjamin Ilagan pp. 273 - 284
- Charitable Giving and Educational Possibilities: An Examination of Student Presentations on Charitable Giving Experiences in Japan*  
Tomomi Naka pp. 285 - 294
- Knowledge, Perceptions and Attitudes Towards Using Digital Games for Teaching and Learning*  
Joana DG. Quinto pp. 295 - 306
- An Investigation to Examine Factors Influencing University Students' Behavioral Intention Towards the Acceptance of Brightspace LMS: Using SEM Approach*  
Lilian Yap  
Geok Ling Khoo pp. 307 - 323
- The Development and Preliminary Evaluation of Learners' Flow State of an Online Decision-making Detective Game*  
Chih-Chen Kuo  
Tzu- Hsuan Wang  
Huei-Tse Hou pp. 325 - 333
- Why Don't You Play the Game? Evaluating the Use of Gamification in an Undergraduate Finance Course*  
Alfonso Miguel N. Sevidal pp. 335 - 349
- When It Absolutely, Positively Has to Be Learning Online: Emic Reflections of Teacher - Student Resilience within an Australian Tertiary Pathways Landscape*  
Robert Hamilton  
Aye Chan Oo pp. 351 - 361
- Course Design for Tunnel Engineering with Complexity under Consideration*  
Jianqin Ma pp. 363 - 373
- Technology Adoption in Graduate Education: Basis for Faculty Development Plan*  
Antoniette Lacerna  
Helen Rigor pp. 375 - 385
- Meeting Generation Z Learning Expectations in Quest International University*  
Paulin Poh Lin Wong  
Gogilavaani Jothi Veeramani  
Magaret Sivapragasam  
Tina Swee Kim Lim pp. 387 - 405

- A Collaborative Online International Learning Case Study Between the University of Hawai'i Hilo and Hong Kong Baptist University*  
Angel Lai  
Helen Tien pp. 407 - 418
- Theory of Lesson Creation for Lower-grade Life Environment Studies in Japan: Focusing on the Narratives and Practices of Social Studies*  
Teacher Kazumasa Arita  
Katsuhisa Shirai pp. 419 - 429
- The Development of an Inquiry-based Field Trip Activity to Promote Students' Positive Perceptions of the Educational Curriculum Course*  
Prempree Duangpummet pp. 431 - 439
- Metacognitive Awareness, Motivational Beliefs and Mathematics Performance of Junior High School Students: An Investigation of Mediating Effects*  
Janina C. Sercenia pp. 441 - 451
- Speaking Anxiety: Japanese Students in the EFL Environment*  
Lidija Elliott  
Miriam Guadalupe Vasquez pp. 453 - 464
- Supporting Students in a Changing Educational Climate: A Systems Engineering Case Study*  
Stephen G. Barker pp. 465 - 477
- Analysis of French Grammatical Errors Using Surface Strategy Taxonomy: A Case Study of Thai University Students*  
Kanjaporn Piyathum  
Siriwut Chamtakong pp. 479 - 489
- Paragraph Writing Instruction for University Students*  
Minako Inoue pp. 491 - 500
- The Use of a ClassPoint Tool for Student Engagement During Online Lesson*  
Eng Ying Bong  
Chandrima Chatterjee pp. 501 - 509
- Relationships between Japanese University Students' Interest in Computer Programming, Their Logical Thinking, and IT Literacy*  
Harumi Kashiwagi  
Min Kang  
Kazuhiro Ohtsuki pp. 511 - 521
- Breaking Boundaries of Prison Design for Architectural Design Studio*  
Sunaree Lawanyawatna  
Martin Schoch pp. 523 - 529



- Improving EFL Students' Argumentative Essay Writing Self-efficacy through Knowledge Building Based Instruction*  
Li-Jen Wang pp. 531 - 546
- Public Service Announcement In Indonesia and Malaysia: A Semiotic Analysis*  
Fahrur Rozi  
Lulu April Farida  
Stephani Diah Pamelasari  
Intan Permata Hapsari  
Hadziq Najmuddin Purwanto pp. 547 - 559
- Education Resilience in Facing Pandemic Covid-19 (Study Case: Batam City, Indonesia)*  
Noviyanti Soleman  
Said Muammar Bayukarizki  
Afifah Faradila  
Khalil Gibran pp. 561 - 574
- Disability-Specific Measures and Roles of Disabled People's Organizations in Supporting Persons with Disabilities and Families during COVID-19 Pandemic*  
Arune Limmanee pp. 575 - 584
- Insights into Students' Online Learning Experiences During COVID-19 Pandemic: Shaping How We Do Education Moving Forward*  
Narangerel Tsedendamba  
Otgonsuren Gungaarentsen pp. 585 - 593
- The Practice of Teaching Java Programming Language to Undergraduate Students*  
Weijun Chen pp. 595 - 602
- Designing an Online Simulation Board Game with Realistic Patients and Dynamic Electrocardiogram Situations for Learning First Aid Abilities*  
Pai-Ching Lee  
Zi-Xuan Wang  
Huei-Tse Hou pp. 603 - 609
- An Exploratory Study on Racial Experiences and Resiliency of Foreign Medical Students*  
Gina Lynn S. Salazar pp. 611 - 619
- Design Innovation Practice School: The Experiential Learning Platform*  
Nimit Mengveha pp. 621 - 625
- Strategies of Selected HEIs in Addressing Challenges and Issues Inherent to Student Mobility*  
Renelee M. Subsuban pp. 627 - 633

*The Present and Future of Online Distance Learning: Trends and Challenges of Virtual Teachers*

Yongzhi Huang

Maria Lenore B. Barcenas

pp. 635 - 643

*The Development and Evaluation of an Online Educational Game Integrated with Gather Town for Nursing Staff Learning*

Wen-Lin Chen

Pei-Ching Ngu

Huei-Tse Hou

pp. 645 - 650

*Challenges of Lesson Plan on Data and Chance with an Intervention of Video Analysis: Preservice Secondary Mathematics Teachers*

Yun-Zu Chen

Kai-Lin Yang

pp. 651 - 654

*Curriculum Development in Industrial Design Education in transition: Challenges and issues in a Thai university*

Bettizza Escueta

Pronyos Chattarakul

pp. 655 - 660

## ***Breaking Boundaries of Prison Design for Architectural Design Studio***

Sunaree Lawanyawatna, King Mongkut's University of Technology Thonburi, Thailand  
Martin Schoch, King Mongkut's University of Technology Thonburi, Thailand

The Asian Conference on Education 2021  
Official Conference Proceedings

### **Abstract**

In collaboration with the International Committee of the Red Cross (ICRC) and the Thailand Institute of Justice (TIJ), design tasks for a prison design are carried out within a second-year studio course of a Bachelor's program in architecture to improve the students socially oriented design skills and train their critical understanding towards solving designs problems via an open, integrative approach to learning. The tasks aim to offer creative solutions that improve human living conditions and inspire inmates to improve their social behavior and attitude towards life. The mixture of learning experiences in direct contact with experts, specialists, and those affected are intended to strengthen the knowledge base, empathy, and sincerity in the decision-making process to address and improve social issues in connection with the design. In a stepwise approach, studio learning is intensified by the students' collaboration with stakeholders and existing design-related social issues. According to the students' design results, the proposed designs imply greater awareness of social issues and an understanding of human-centered needs, documenting the student's aim to improve the current situation of prisoners. In addition, the disseminated public results, conflicting with the widespread public opposition towards improving prison conditions, helped students develop their critical thinking and reasoning skills towards others. Future improvements in teaching will include exploring a wider range of relevant, critical, and socially-oriented aspects of architectural design tasks and expanding collaboration and engagement with the respective individuals and groups.

Keywords: Architectural Design Education, Social Design Aspects, Design Teaching Collaboration, Creativity in Design

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## Introduction

Becoming "social change agents" is one of King Mongkut's University of Technology Thonburi's (KMUTT) key missions in producing successful university graduates (KMUTT, 2017). Such competency describes how the learned subjects form the basis on which graduates contribute to solving existing societal challenges, thus leading to the mutual success of the individual graduate and society itself. In university-level teaching, the methods of strengthening such competency of social change leadership are manifold, yet they depend on the course content themselves. For instance, looking at the universities' School of Architecture and Design (SoA+D) and their design courses, one way to highlight social aspects is to create assignments that address and conflict with such issues. For encouraging social engagement, another approach is to have students work with realistic scenarios and expose them to the respective stakeholders to experience the given situation.

Prisons are suitable examples for exploring prevalent social facets, thus suggesting themselves as an architectural design task. In Thailand, prisons currently face the challenge of overcrowding (Kittayarak, 2010), with recidivism of drug-related offenses recognized as a significant cause (O'Connor, 2019). With a 266% occupancy rate in 2015, in some situations, up to 40 detainees share a cell accounting for less than 1.2 sqm for males and 1.1 sqm for female inmates (FDIH, 2017). In contrast, the standard minimum requirement for individuals suggests at least 3.4 sqm for an inmate (Nuttall & Jurisic, 2016). Given overcrowding, in many situations, global guidelines for managing prisons with minimum requirements for safeguarding humanitarian rights or health and hygiene standards are not achieved (UN, 2016). However, they can also lack development as sufficient funds are required to correct the clean-up to improve the current, undesirable circumstances. These include poor conditions due to the tropical climate, such as adequate ventilation and protection from overheating (FDIH, 2017). In addition, public opinion also limits efforts to improve prison design, especially when proposals focus on fair or humanized treatment. Prison quality is often of little concern to the unaffected public, and it is unlikely they would consider supporting improvements. Accordingly, when planning new prisons or renovating existing facilities, it appears necessary to take international guidelines into account, learn from innovative case studies (Ireland, 2017), and understand the local context.

In collaboration with the International Committee of the Red Cross (ICRC) and the Thailand Institute of Justice (TIJ), SoA+D established an education-based alliance to design prisons to propose and discuss possible solutions and develop future design strategies between 2018-2020. It was decided to employ the architecture program's second-year studio design course and create project assignments that have students explore social-oriented and human-centered methods into prison designs, gain a critical perspective, and practice sharing that understanding with others by creating alternative examples for prison design in Thailand. As part of the assignments, it was suggested that students consider a guide to prison design provided by the ICRC, which also agreed to share its universal knowledge of prison management and design with students in a lecture class and provide advice and feedback on student design via its experts. Representatives from the Ministry of Justice (MOJ), the Thai Institute of Justice (TIJ), and the Ministry of Justice (DOC) also provided expertise and suggestions. In addition, they assisted with the work on actual prison design tasks for existing prison facilities, such as Nakhon Nayok Prison, a women's prison in Ratchaburi Province, Thailand, and refurbishing an existing prison Thonburi.

Accordingly, this research seeks to investigate educational methods for teaching architectural design concerning socially-oriented issues to encourage students to develop a critical understanding of existing contemporary societal issues and discover their relevance in architectural design. In addition, a collaborative approach is tested by inviting all experts to participate in the teaching schedule to encourage students to learn current societal problems and their circumstances and discuss possible solutions with relevant stakeholders. In such a setting, students are expected to learn to address these in their designs by employing a social-oriented design approach and communicating their suggestions appropriately, thus, enhancing the social issue awareness and creatively integrating it in the design process.

## **Body**

With the realization of studio design tasks following certain teaching/learning activities sequences, instructors gradually introduced social aspects relating to prison design. Usually, students follow a procedure to solve fundamental problems of a project by answering related aspects in interconnected subgroups, such as respective spatial planning requirements. In conversation with their lecturer, the students then reacted by synthesizing a reflection of the problem description through the creative design process and visualizing a design proposal. To introduce social design aspects, establish their significance and relevance to the design task, and allow collaborators to participate in the design process, additional interference steps were integrated as teaching/learning activities. They included the visit of an existing operating prison facility in Thailand with interviews of detainees and correctional officers. The visit was followed by lectures on prisons' current situation and condition in Thailand, introductions on international standards, and guidelines from architects and engineers with expertise in prison design. In addition, ICRC presented safety and hygiene-oriented guidelines by a water & habitat coordinator and a legal advisor. In later charette sessions, the students' design schematics were then presented and discussed with the prison's architect and engineers to advise and consult on safety measure issues. Final design proposals were showcased to the entire team of instructors and guests such as the prison's director from the department of correctional facility (DOC), the representative from the Ministry of Justice (MOJ), Thailand Institute of Justice (TIJ), International Committee of the Red Cross (ICRC). The students presented their work to discuss their ideas and received final comments and suggestions from experts that joined and followed the design process. Their work was publicly exhibited as part of the school's year-end of year exhibition and reported on in newspapers and magazines and via social media channels, including interviews and screening on public television channels (Chanel 3 and IPTV) and publication via print (Art4d, Aday, Bangkok Biz News, and Way) and their social media channels. Selected students and instructors also received a scholarship to attend and present to "ACCFA: Asian Conference of Correctional Facilities Architects and Planners in Sri Lanka (2018) and Tokyo (2019).

At the end of the course, a project exhibition and a final evaluation with guests from cooperating institutions took place; Representatives spent a day with students, attending design presentations, and discussing ideas and feedback on the projects. The final project proposals highlighted various study results, such as improving the gathering areas or meeting relatives. Much of the work was also aimed at disrupting the characteristic appearance, for example, by covering steel bars or walls with shading elements or stimulating pattern designs or by alluding to green elements. In addition, lighting, natural climate elements, and materials symbolize acceptance, optimism, and the desire to soften the overall picture and soften the overwhelming institutional appearance. Several factors for social circumstances and enhancements for human detainees were identified. Examples include student efforts to

improve the convicts' situation, such as common places for social contact or green spaces to reduce stress and anxiety. Another unique acknowledgment of the students' interest in the social design component was the assessment of prisoners' human rights, which are expressed, for example, in consideration of enough space needs per prisoner or the necessity to keep personal things. Finally, students investigated and questioned the existing practice of rigorous incarceration versus a more positive approach to supporting prisoners in achieving acceptance, social inclusion, and behavioral transformation. However, a central observation is that the students' proposed solutions do not always correspond to prisons' conventional, primarily security-oriented planning criteria. Instead, they highlight conceptual efforts to improve prisons' human and social situation, which eventually evolved into inspiring design solutions. The analysis of the results has revealed many methods for taking greater account of human-centered social design. The student work seemed less function-oriented but emphasized more social aspects in the design. The most striking difference between traditional designs and student ideas was that many proposed focused very little on relevant functional aspects.

## Conclusion

According to the instructors' comments, school conduct changed, exhibiting interest in guest opinions and subject knowledge. Furthermore, the student's understanding and perspective of prison design evolved with learning and expressing interest in the topic participating in discussions, and willingness to express their thoughts. According to the instructors, the primary events that prompted new perspectives were the real visit to a prison facility and the interviews with detainees and correctional personnel. In addition, lectures from specialists and other professionals piqued the students' interest in human needs. The students alluded to the Mandela Rules and the Bangkok Rules when presenting their concepts and goals during the final presentations. The instructors also saw a shift in the students' perceptions about design. Many students viewed inmates as 'users,' consequently incorporating their requirements into the design, thus showing empathy and commitment to improving the inmates conditions. This contrasts with how prisons are often designed when prison wards' imprisonment characteristics and safety are prioritized.

The invited guests were impressed by the students' work, design development, active participation, and enthusiasm for the subject. While the ICRC representatives generally welcomed the proposed solutions and suggestions to improve detention conditions, they accepted them as a valid starting point for future discussions. Representatives from the TIJ and DOC also praised the presented designs as intriguing ideas for people looking to improve their lives. They were also excited by students' willingness to show large interest in the otherwise stigmatized subject, to work on it sincerely and maturely, and discuss possible improvements openly.

In addition to the cooperation partners, the public media were invited to follow and report on the event: Aside from the final presentation, TV stations (Channel\_3, 2019; ThaiPBS, 2019) digital and print magazines (ADay, 2019; ICRC, 2019; Kerdsup, 2019) showcased selected works and interviews with lecturers, guests, and students. As their broadcasts and publications drew widespread public attention, discussions, and debates erupted on social media, primarily over whether Thai society should pay attention to prisons and their conditions and whether they should be used for punishment or rehabilitation. The public's reactions to the presented student projects were also positive; however, opposing comments were made (ADay, 2018).

Integrating social issues into architectural training is an important part of architectural design tasks in training. A prison design task was assigned to bachelor students to improve their socially-oriented design and thinking skills and integrate an open approach to learning and public engagement. Furthermore, the task aims to provide architectural solutions that improve the human conditions of prisons and inspire inmates to develop their social behavior and attitude toward life to strengthen the students' knowledge base and clarity in decision-making. In collaboration with ICRC and TIJ representatives, a stepwise approach was developed to gradually provide students with different sources of information and learning experiences through contact with professionals, experts, and affected individuals during the design development process. The analysis of the results was based on instructor feedback on the evaluation of design proposals, their presentation, discussions with stakeholders, and the students' self-reflection. The conducted teaching methodology engaged the design studio in existing, design-relevant social issues, with proposed designs implying greater awareness and understanding of people-centered needs.

Instructors agreed that students' designs successfully improved the prisoners' current situation. They were able to address relevant debates and discuss them critically and in the context of their proposals with others. The contentious topic and collaboration with relevant partners encouraged students to think critically, discuss human-centered problems, and design alternatives to functional fulfillment. The commitment and cooperation with international and local expertise also turned out to be an essential component. Experts and guests also supported the result positively. In addition, the presentation of the students' work showed a positive attitude, an increase in the analytical attitude towards the design problem. Furthermore, students' positive attitudes demonstrated their interest in deliberating and discussing such issues and their willingness to change their position and attitude in response to social media. The results' public accessibility, combined with the prevalent public stigma against improving the conditions of convicted offenders, aided the students in developing their reasoning skills toward others.

## **Acknowledgements**

The studio involved the following instructors from the School of Architecture and Design at the King Mongkut University of Technology Thonburi: Wirote Tessalee, Valairatn Gasemsin, Sukhumarn Thamwiset, Akarapon Nampeeti, Kisnaphol Wattanawanyoo, M.L. Atitthep Kashemsant, Korn Kunalungkarn. Further, the following students were used: Suthira Tupthave, Kiratikorn Chotanawid, Theethach Chayapiwat, Passanee Patamawisuts, Piangkwan Setthakorn, Chidchaya Detchaloemwong, Pakkapol Sawangteerawat, Plengbhorn Chartnarin, Phoopha Thongrak, Nonthakan Borsin, Passanee Patamawisut, Puwadol Boonsong. The studio collaboration was realized with representatives of the International Committee of the Red Cross (Thailand), the Bureau of Strategy and Planning of the Thai Ministry of Justice, the Thai Department of Corrections, and the Thonburi Remand Prison.

## References

- A Day. (2018). Future Prison Design. *A day magazine*. Retrieved from <https://www.adaymagazine.com/articles/draft-future-prison-design-icrc>
- A Day. (2019). Women Prison Design. *A day magazine*. Retrieved from <https://adaymagazine.com/female-prison-design-2019>
- Channel\_3 (Producer). (2019). KMUTT Students Design Women Prison. Retrieved from <https://www.youtube.com/watch?v=AEP5MjMC6pk>
- FDIH. (2017). *Behind the walls: A look at conditions in Thailand's prisons after the coup*. Retrieved from <https://www.refworld.org/pdfid/58b593dd4.pdf>
- ICRC. (2013). *Water, Sanitation, Hygiene and Habitat in Prisons: Supplementary Guidance*. Geneva: International Committee of the Red Cross (ICRC).
- ICRC. (2018). *Towards Humane Prisons: A Principled and Participatory Approach to Prison Planning and Design*. Geneva: International Committee of the Red Cross (ICRC).
- ICRC (Producer). (2019). Thailand: Architecture students work on building humane and healthy prisons. Retrieved from <https://www.icrc.org/en/document/thailand-architecture-students-work-building-humane-and-healthy-prisons>
- Ireland, J. (2017). *How Other Cultures Have Developed Virtually Conflict-Free Prisons and Reduced Recidivism*.
- Kerdsup, P. (2019). ICRC x SoA+D Women Prison Design. *art4d*. Retrieved from <https://art4d.com/2019/06/wrap-up-14-06-2019?fbclid=IwAR0llpNxbVN3-nQUaUEyfl1hFtYODIJf4hRxe1nJEFiOEjFNW3ayQmGBi0k>
- Kittayarak, K. (2010). *Responding to prison Overcrowding: Another Attempt from Thailand*. Paper presented at the Twelfth United Nations Congress on Crime Prevention and Criminal Justice, Salvador, Brazil.
- KMUTT. (2017). KMUTT Strategy Plan 2017-2021. *King Mongkut University of Technology Thonburi (KMUTT)*. Retrieved from [http://202.44.8.55/thai/abt\\_history/info\\_report/strategic-plan-2017-2021.pdf](http://202.44.8.55/thai/abt_history/info_report/strategic-plan-2017-2021.pdf)
- Lueth, P. L. O. (2008). *The architectural design studio as a learning environment: a qualitative exploration of architecture design student learning experiences in design studios from first- through fourth-year* (Doctor of Philosophy). Iowa State University Iowa State University.
- Nuttall, G., & Jurisic, P. (2016). How To Build A Humane Prison, United Nations Office for Project Services (UNOPS). Retrieved from <https://www.unops.org/news-and-stories/insights/how-to-build-a-humane-prison>



O'Connor, J. (Producer). (2019). Drugs leave Thai prisons chronically overcrowded with 87% of female prisoners jailed for meths. *www.thaiexaminer.com*. Retrieved from <https://www.thaiexaminer.com/thai-news-foreigners/2019/09/07/thai-prison-system-overcrowding-drug-population-thailand-government-justice-seminar-rehabilitation/>

Women Prison Design. (2019). ThaiPBS [Mobile application software]. Retrieved from <https://www.youtube.com/watch?v=3EPMisXdfVw>

United Nations Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules), (2016).

**Contact email:** [sunaree.law@gmail.com](mailto:sunaree.law@gmail.com)



©The International Academic Forum 2021  
The International Academic Forum (IAFOR)  
Sakae 1-16-26-201  
Naka Ward, Nagoya, Aichi  
Japan 460-0008  
[www.iafor.org](http://www.iafor.org)