

แบบฟอร์มการขอเสนอวาระเข้าที่ประชุม
คณะกรรมการประจำคณะกรรมการบริการและการท่องเที่ยว
เรื่อง แจ้งข้อมูลบทความตีพิมพ์ ของ Asst. Prof. Dr. Kevin Fuchs

ความเป็นมา

ด้วย เจ้าหน้าที่สารสนเทศงานวิจัย สังกัดสำนักวิจัยและพัฒนา มหาวิทยาลัยสงขลานครินทร์ ได้ส่งอีเมลเมื่อวันที่ 26 มกราคม 2568 ถึง นางสาวทันญารัตน์ รัญจุล เจ้าหน้าที่ฝ่ายวิจัยคณะกรรมการบริการและการท่องเที่ยว แจ้งข้อมูลที่เกี่ยวข้องกับบทความตีพิมพ์ของ Asst. Prof. Dr. Kevin Fuchs ซึ่งไม่ตรงกับข้อมูลที่ปรากฏในฐานข้อมูลของสำนักพิมพ์ โดยสำนักวิจัยและพัฒนาได้รับข้อมูลดังกล่าวตามคำขอรับเงินสนับสนุนบทความตีพิมพ์ของ Asst. Prof. Dr. Kevin Fuchs จำนวน 17 เรื่อง ที่ Asst. Prof. Dr. Kevin Fuchs ได้กรอกในระบบ HR-MIS และแนบไฟล์บทความประกอบ เพื่อขอรับเงินรางวัลบทความตีพิมพ์จากมหาวิทยาลัยสงขลานครินทร์

ขั้นตอนที่ได้ดำเนินการไปแล้ว

นำเข้าประชุมคณะกรรมการวิจัยคณะกรรมการบริการและการท่องเที่ยว ในคราวการประชุมครั้งที่ 1/2568 เมื่อวันที่ 5 กุมภาพันธ์ 2568 พบว่า ข้อมูล Volume, Issue และ Page Number ที่ปรากฏในเอกสารที่นักวิจัย Upload และระบุไปในระบบ HR-MIS ก่อนหน้าไม่สอดคล้องกับ Volume, Issue และ Page Number ที่ปรากฏจริงในฐานข้อมูลของสำนักพิมพ์

ข้อมูลประกอบการแจ้งวาระเสนอต่อที่ประชุม

ข้อมูลบทความที่นักวิจัย Upload ในระบบ HR-MIS ซึ่งไม่ตรงกับฉบับสำนักพิมพ์เผยแพร่

ประเด็นพิจารณา

ข้อมูลแจ้งเพื่อโปรดพิจารณาและดำเนินการตามขั้นตอนต่อไป

บทความฉบับเต็มจำนวน 17 บทความ



ลำดับ	ชื่อเรื่อง	บทความ	Journal	ข้อมูลพื้นฐานเกี่ยวกับเอกสารต้นฉบับ	Publications Details from Scopus & Reprint ขาดหายไปหรือไม่? DOA / Cancel	วันที่	ชื่อผู้แต่ง	คณะ	วันที่ ตีพิมพ์ในฐานข้อมูล HRMIS	Status-Reward	แหล่งข้อมูล-Reward	Status-Page Charge	แหล่งข้อมูล-Page Charge	ฐานข้อมูล (ARCI)	Quartile (ARCI)	Top 10%	First Paper	Info	ฐานข้อมูล (HRMIS)	Quartile (HRMIS)	
1	1. ข้อมูลเอกสาร Issue & Pages ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว 2. ข้อมูล Manuscript received ไม่ได้รับ	Integrating Artificial Intelligence in Higher Education: Empirical Insights from Students about Using ChatGPT	International Journal of Information and Education Technology	Volume 13, Issue 8, Pages 1293-1299 August 2023	Volume 13, Issue 9, Pages 1365 - 1371; Sep 2023	08/18	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20230524	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/67-120 ไตรมาส: 06 ก.ค. 67 เอกสาร: 2566	-		Scopus	Q2	-			Scopus	Q2	
2	ข้อมูลเอกสาร Published date ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	Exploring the opportunities and challenges of MLP models in higher education is Chat GPT a blessing or a curse?	Frontiers in Education.	Volume 8, 2023, Article number : 1166682 Published 30 April 2023	Volume 8, 2023, Article number : 1166682 Published: 17 May 2023	07/02	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20230417	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
3	1. ข้อมูลเอกสาร Pages & Document type ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว 2. บทความ DO ไม่ตรงกับ	The Barriers to Accessible Tourism in Phuket: Toward an Exploratory Framework with Implications for Tourism Planning	Tourism.	Volume 71, No 4, Pages 479-490, 2023	Volume 71, No 4, Pages 798 - 805, 2023	07/68	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20230413	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
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5	ข้อมูลเอกสาร Pages & Manuscript Document type ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	The Development of Sustainable Tourism on Phuket Island: Reflections from Small Businesses in the Hospitality and Tourism Industry	Tourism, Culture and Communication.	Volume 23, No 4, Pages 412-426, 2023	Volume 23, Issue 4, Pages 375 - 384, 2023	06/98	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20230209	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
6	ข้อมูลเอกสาร Issue & Pages ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	The Development of Recreational Scuba Diving amid COVID-19: An Exploratory Interview Study about how Dive Tourism is adapting to the New Normal	Tourism in Marine Environments.	Volume 18, No 1, Pages 78-94, 2023	Volume 18, Issue 1-2, Pages 19 - 33, 2023	06/97	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20230209	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/67-120 ไตรมาส: 06 ก.ค. 67 เอกสาร: 2566	-		Scopus	Q3	-			Scopus	Q3	
7	ข้อมูลเอกสาร Volume & Issue & Pages & Published Year ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว *เอกสารฉบับภาษาไทย	Socio-cultural Influences and Intentions toward Environmental Sustainability amongst Undergraduate Students Evidence from China and Thailand	Journal of Hospitality and Tourism Education.	Volume 36, No. 2, Pages 82-93, 2023	Volume 36, Issue 1, Pages 62 - 73, 2024	05/783 72045	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20221012 20240306	รายงาน		-		Scopus	Q1	-			Scopus	Q1	
8	ข้อมูลเอกสาร Issue & Pages ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	Technology-Enhanced Learning in Higher Education: A Study of Attitudes and Perceptions Toward Social Media	International Journal of Information and Education Technology.	Volume 13, No.2, Pages 187-193, February 2023	Volume 13, Issue 3, Pages 482 - 488, Mar 2023	05/603	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220913	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/67-120 ไตรมาส: 06 ก.ค. 67 เอกสาร: 2566	-		Scopus	Q2	-			Scopus	Q2	
9	ข้อมูลเอกสาร Pages & Document type ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว 2. บทความ DO ไม่ตรงกับ	Consciousness toward environmental sustainability, tourism education and the Bunningfruger effect	Tourism.	Volume 71, No 1, Pages 46-54, 2023 Original Research Article	Volume 71, Issue 1, Pages 211 - 216, 2023 Short Communication	05/602	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220913	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
10	ข้อมูลเอกสาร Published date ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	Using an extended technology acceptance model to determine students' behavioral intentions toward smartphone technology in the classroom	Frontiers in Education.	Volume 7, 21 September 2022 , Article number : 972338	Volume 7, 20 September 2022 , Article number : 972338	05/584	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220910	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/66-704 ไตรมาส: 24 ก.ค. 66 เอกสาร: 2565	-	สมบูรณ์	จำนวน: 7,500 บาท สาขา: 014.1/65-1639 ไตรมาส: 08 ก.ค. 65 เอกสาร: 2565	Scopus	Q2	-			Scopus	Q2
11	ข้อมูลเอกสาร Document type & Published date ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	The Perceived Satisfaction with Emergency Remote Teaching: Evidence from Thailand in Higher Education during COVID-19	Frontiers in Education.	Volume 7, 17 September 2022 , Article number 969850 Research Article	Volume 7, 28 September 2022 , Article number 969850 Data Report	05/574	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220907	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
12	ข้อมูลเอกสาร Document type & Published date ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	The perceived service quality in higher education: An empirical study using the SERVPERF dimensions Abstract	Frontiers in Education.	Volume 7, 10 September 2022 , Article number : 954797 Research Report	Volume 7, 20 September 2022 , Article number : 954797 Brief Research Report	05/558	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220906	ไม่ได้รับ		-		Scopus	Q2	-			Scopus	Q2	
13	ข้อมูลเอกสาร Pages ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว 2. บทความ DO ไม่ตรงกับ	Semification of Virtual Language Learning: A Case Study with Thai Undergraduate Students	International Journal of Information and Education Technology.	Volume 12, Issue 10, Pages 1001-1006, October 2022	Volume 12, Issue 10, Pages 1098 - 1103, October 2022	05/591	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220726	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/66-655 ไตรมาส: 08 ก.ค. 66 เอกสาร: 2565	-		Scopus	Q3	-			Scopus	Q3	
14	ข้อมูลเอกสาร Published date ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	The Perceived Usefulness of Gamified E-Learning: A Study of Undergraduate Students With Implications for Higher Education	Frontiers in Education.	Volume 7, 29 June 2022 Article number : 945536	Volume 7, 6 July 2022 Article number : 945536	05/047	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220626	สมบูรณ์	จำนวน: 5,000 บาท สาขา: 014.1/66-655 ไตรมาส: 08 ก.ค. 66 เอกสาร: 2565	-	สมบูรณ์	จำนวน: 7,500 บาท สาขา: 014.1/65-1276 ไตรมาส: 05 ก.ค. 65 เอกสาร: 2565	Scopus	Q2	-			Scopus	Q2
15	ข้อมูลเอกสาร Volume & Issue & Pages & Published Year ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว	Remote Teaching and Learning in the COVID Era: Empirical Evidence from three Universities in Thailand	Querty.	Volume 17, 1, Pages 15-31, 2022	Volume 16, Issue 2, Pages 67 - 87, 2023	02/416 71768	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220512 20231227	วิทยานิพนธ์		-		Scopus	-	-			Scopus	-	
16	ข้อมูลเอกสาร Issue & Pages & Published Month ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว 2. บทความ DO ไม่ตรงกับ	Online learning and emergency remote teaching in higher Education during COVID-19: Student perspectives	International Journal of Information and Education Technology.	Volume 12, No.7, Pages 782-788, 7 July 2022	Volume 12, Issue 9, Pages 940 - 946, 9 Sep. 2022	01/676	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20220304	สมบูรณ์	จำนวน: 7,500 บาท สาขา: 014.1/66-340 ไตรมาส: 07 มี.ค. 66 เอกสาร: 2564	-		Scopus	Q3	-			Scopus	Q3	
17	ข้อมูลเอกสาร Pages ไม่ได้รับ Reprint ศีติกาวิจัย Upload มา ไม่ตรงกับที่ส่งเข้าดำเนินการแล้ว *เอกสารฉบับภาษาไทย	Small Tourism Businesses Adapting To The New Normal: Evidence From Thailand	Tourism.	Volume 70, No 2, Pages 258 - 269, 2022	Volume 70, Issue 2, Pages 93-108, 2022	00/989	KEVIN FUCHS	ศาสตราจารย์รองศาสตราจารย์	20211116	สมบูรณ์	จำนวน: 7,500 บาท สาขา: 014.1/65-1718 ไตรมาส: 24 ก.ค. 65 เอกสาร: 2564	-		Scopus	Q2	-			Scopus	Q2	

ข้อมูลบทความของ Asst. Prof. Dr. Kevin Fuchs ที่เข้าขายน่าสงสัย

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เรียน น้องกัญ...

ข้อมูลบทความทั้งหมดของ Asst. Prof. Dr. Kevin Fuchs ที่ส่งเรื่องมายังสำนักวิจัยและพัฒนา เพื่อขอรับการสนับสนุนบทความตีพิมพ์ ที่เข้าขายน่าสงสัยเรื่องการปลอมแปลงข้อมูลไฟล์ Reprint จำนวนทั้งหมด 17 เรื่อง (รวม 2 เรื่องที่มีปัญหาก่อนหน้านี้แล้ว) เพื่อนำเข้าที่ประชุมคณะกรรมการของคณะพิจารณา พี่รวบรวมไว้ให้ตามลึคนี้แนะจะ

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Note : File ที่ลงท้ายด้วย (_0) เป็นไฟล์ที่นักวิจัยกรอกเข้าไปในระบบ HRMIS ส่วน File ที่ลงท้ายด้วย (_K) เป็นไฟล์ที่พี่สืบค้นจากสำนักพิมพ์จ้าา

พี่ขวัญ...

อภิญญา หมดอะดัม

เจ้าหน้าที่สารสนเทศงานวิจัย

สำนักวิจัยและพัฒนา

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Integrating Artificial Intelligence in Higher Education: Empirical Insights from Students about Using ChatGPT

Kevin Fuchs and Veronica Aguilos

Abstract—The world has evolved dramatically in the last several decades and continues to do so. ChatGPT has sparked intense speculation and interest among academic stakeholders about how this emerging technology will transform higher education. In particular, there is ambiguity among researchers and teaching professionals on how to deal with the integration of natural language processing models (e.g., ChatGPT) practically and ethically. The use of ChatGPT is an emerging area of interest that presently lacks the perspective of students on this new technology. Thus, an exploratory study design was applied as a methodological frame to investigate the problem empirically. Semi-structured interview data was gathered from current university students to thematically analyze the phenomenon. The thematic analysis revealed three themes: (1) support for autonomous learning, (2) digital and artificial tutoring, and (3) academic misconduct and ethical considerations. The article presents theoretical and managerial implications and advances the discussion about natural language processing models in higher education. Moreover, the study contributes to the body of knowledge by closing a theoretical gap in the literature on how university students utilize artificial chatbots for and during their studies.

Index Terms—Higher education, artificial intelligence, chatbots, undergraduate students, interview study, chat gpt.

I. INTRODUCTION

The world has changed significantly in the past few decades, and it continues to change. Chat Generative Pre-trained Transformer (more commonly known, and henceforth referred to, as ChatGPT) has created tremendous speculation among stakeholders in academia, not the least of whom are researchers and teaching staff [1], [2]. Artificial intelligence (AI) is transforming many aspects of modern society, including education [3]. In higher education, AI has the potential to revolutionize teaching and learning, making education more personalized, efficient, and accessible [4], [5]. ChatGPT by OpenAI is an example of a natural language processing (NLP) model that has the potential to transform higher education [6], [7]. This generative language model, i.e., ChatGPT, can generate human-like responses to open-ended prompts, such as questions, statements, or prompts related to academic material.

Initially, the study aimed to empirically investigate how

the perceived usefulness of ChatGPT and the associated perceived ease of use influence university students' behavioral intentions toward using ChatGPT for their studies. To test these hypotheses, the technology acceptance model (TAM) was singled out as the underpinning theoretical framework for investigating these interrelations. The TAM is an information systems theory that models how users come to accept and use technology. The model proposes that perceived ease of use and perceived usefulness predict the user acceptance of technology. However, inquiries addressed to randomly selected students at the university revealed that the cohort of students is largely not (yet) immersed in this emerging technology. Therefore, an exploratory research design has been adopted instead.

The recent release (early 2023) of ChatGPT made it particularly relevant for supporting student learning in a range of contexts, such as language learning, writing, research, and general academic inquiry [8], [9]. This article explores the emergence and use of ChatGPT in the context of higher education, focusing on the application of the technology by undergraduate students during their studies. The use of ChatGPT is an emerging area of interest [7], [8], [9]. Thus, an exploratory study design is applied as a methodological frame to investigate the problem empirically. The study advances the discussion about natural language processing models in higher education and contributes to the body of knowledge by closing a theoretical gap in the literature.

II. LITERATURE REVIEW

A. The Transformation of Higher Education

Natural language processing (NLP) models have been in development since the 1950s, [10] but it was not until the past decade that they received significant attention and underwent significant advancement, particularly with the development of deep learning techniques and large datasets [11]. The emergence of AI in higher education can be traced back to the beginning of computer-assisted instruction (CAI) [12]. CAI used computers to provide personalized learning experiences for students, adapting the curriculum to their individual needs and pace [13]. Since then, AI has evolved and expanded to include a range of technologies, such as natural language processing (NLP), machine learning (ML), and chatbots (e.g., ChatGPT).

Natural language processing (NLP) and chatbots are two AI technologies that are transforming education [14], [15]. NLP is a subfield of AI that focuses on the interaction

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Integrating Artificial Intelligence in Higher Education: Empirical Insights from Students about Using ChatGPT

Kevin Fuchs* and Veronica Aguilos

Abstract—The world has evolved dramatically in the last several decades and continues to do so. ChatGPT has sparked intense speculation and interest among academic stakeholders about how this emerging technology will transform higher education. In particular, there is ambiguity among researchers and teaching professionals on how to deal with the integration of natural language processing models (e.g., ChatGPT) practically and ethically. The use of ChatGPT is an emerging area of interest that presently lacks the perspective of students on this new technology. Thus, an exploratory study design was applied as a methodological frame to investigate the problem empirically. Semi-structured interview data was gathered from current university students to thematically analyze the phenomenon. The thematic analysis revealed three themes: (1) support for autonomous learning, (2) digital and artificial tutoring, and (3) academic misconduct and ethical considerations. The article presents theoretical and managerial implications and advances the discussion about natural language processing models in higher education. Moreover, the study contributes to the body of knowledge by closing a theoretical gap in the literature on how university students utilize artificial chatbots for and during their studies.

Index Terms—Higher education, artificial intelligence, chatbots, undergraduate students, interview study, ChatGPT

I. INTRODUCTION

The world has changed significantly in the past few decades, and it continues to change. Chat Generative Pre-trained Transformer (more commonly known, and henceforth referred to, as ChatGPT) has created tremendous speculation among stakeholders in academia, not the least of whom are researchers and teaching staff [1, 2]. Artificial Intelligence (AI) is transforming many aspects of modern society, including education [3]. In higher education, AI has the potential to revolutionize teaching and learning, making education more personalized, efficient, and accessible [4, 5]. ChatGPT by OpenAI is an example of a Natural Language Processing (NLP) model that has the potential to transform higher education [6, 7]. This generative language model, i.e., ChatGPT, can generate human-like responses to open-ended prompts, such as questions, statements, or prompts related to academic material.

Initially, the study aimed to empirically investigate how the perceived usefulness of ChatGPT and the associated perceived ease of use influence university students'

behavioral intentions toward using ChatGPT for their studies. To test these hypotheses, the Technology Acceptance Model (TAM) was singled out as the underpinning theoretical framework for investigating these interrelations. The TAM is an information systems theory that models how users come to accept and use technology. The model proposes that perceived ease of use and perceived usefulness predict the user acceptance of technology. However, inquiries addressed to randomly selected students at the university revealed that the cohort of students is largely not (yet) immersed in this emerging technology. Therefore, an exploratory research design has been adopted instead.

The recent release (early 2023) of ChatGPT made it particularly relevant for supporting student learning in a range of contexts, such as language learning, writing, research, and general academic inquiry [8, 9]. This article explores the emergence and use of ChatGPT in the context of higher education, focusing on the application of the technology by undergraduate students during their studies. The use of ChatGPT is an emerging area of interest [7–9]. Thus, an exploratory study design is applied as a methodological frame to investigate the problem empirically. The study advances the discussion about natural language processing models in higher education and contributes to the body of knowledge by closing a theoretical gap in the literature.

II. LITERATURE REVIEW

A. The Transformation of Higher Education

Natural language processing (NLP) models have been in development since the 1950s [10], but it was not until the past decade that they received significant attention and underwent significant advancement, particularly with the development of deep learning techniques and large datasets [11]. The emergence of AI in higher education can be traced back to the beginning of Computer-Assisted Instruction (CAI) [12]. CAI used computers to provide personalized learning experiences for students, adapting the curriculum to their individual needs and pace [13]. Since then, AI has evolved and expanded to include a range of technologies, such as Natural Language Processing (NLP), Machine Learning (ML), and chatbots (e.g., ChatGPT).

Natural Language Processing (NLP) and chatbots are two AI technologies that are transforming education [14, 15]. NLP is a subfield of AI that focuses on the interaction between computers and human language, while chatbots are AI-powered software programs that simulate human conversation [14, 16]. In education, NLP is being used to develop intelligent tutoring systems that can understand and respond to student questions and feedback in natural language

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Exploring the opportunities and challenges of NLP models in higher education: is chat GPT a blessing or a curse?

Kevin Fuchs*

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KEYWORDS

higher education, natural language processing, chat GPT, technology, pedagogy

1. Introduction

The world has changed a lot in the past few decades, and it continues to change. Chat GPT has created tremendous speculation among stakeholders in academia, not the least researchers and teaching staff (Biswas, 2023). Chat GPT is a Natural Language Processing (NLP) model developed by OpenAI that uses a large dataset to generate text responses to student queries, feedback, and prompts (Gilson et al., 2023). It can simulate conversations with students to provide feedback, answer questions, and provide support (OpenAI, 2023). It has the potential to aid students in staying engaged with the course material and feeling more connected to their learning experience. However, the rapid implementation of these NLP models, like Chat GPT by OpenAI or Bard by Google, also poses a range of challenges. In this article, I will discuss a range of challenges and opportunities for higher education, as well as conclude with implications that (hopefully) expose gaps in the literature, stimulate research ideas, and finally, advance the discussion about NLP in higher education.

2. Discussion

2.1. The emergence of NLP in academia

Natural Language Processing (NLP) models have been in development since the 1950s, (Jones, 1994) but it was not until the past decade that they gained significant attention and advancement, particularly with the development of deep learning techniques and large datasets (Kang et al., 2020). NLP models are rapidly becoming relevant to higher education, as they have the potential to transform teaching and learning by enabling personalized learning, on-demand support, and other innovative approaches (Odden et al., 2021). In higher education, NLP models have significant relevance for supporting student learning in multiple ways. These models can be employed to analyze and process vast amounts of textual data, such as academic papers, textbooks, and other course materials, to provide students with personalized recommendations for further study based on their learning requirements and preferences. In addition, NLP models can be used to develop chatbots and virtual assistants that offer on-demand support and guidance to students, enabling them to access help and information as and when they need it.



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Kevin Fuchs

The Barriers to Accessible Tourism in Phuket: Towards an Exploratory Framework with Implications for Tourism Planning

Abstract

The concept of accessible tourism is centered on advocacy for the rights of individuals with disabilities to participate in tourism activities. The study aims to close a gap in the literature by identifying the barriers to achieving accessible tourism in Phuket and contributing to tourism development by establishing a framework for tourism stakeholders. An exploratory study design was applied and empirical data were gathered through in-depth interviews with sixteen professionals residing in Phuket, Thailand. The data were analyzed thematically to identify barriers and establish an exploratory framework for tourism stakeholders. A five-dimensional exploratory framework emerged in the process. The results revealed current barriers that prevent Phuket from fully engaging in accessible tourism and increasing its global market share in this emerging market segment. Moreover, the findings of the study contribute to the field of accessibility research. The article concludes by discussing implications for tourism stakeholders.

Keywords: Accessible Tourism; Niche Tourism; Sustainable Development Goals; Thailand.

1. Introduction

The concept of accessible tourism is centered on advocacy for the rights of individuals with disabilities to participate in tourism activities (Benjamin et al, 2021). This involves removing barriers that might prevent this from occurring (Scheyvens & Biddulph, 2018) to allow their enjoyment regardless of the person's disability (Szmukler et al., 2014). Accessible tourism adds value to equality in tourism development with people of all abilities in mind (Qiao et al., 2021). Therefore, accessible tourism is an important aspect of inclusive tourism, which seeks

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When the inclusiveness of tourism is discussed, it is frequently in terms of its accessibility for differently abled tourists (Zajadacz, 2015). Over the decades, the level of disability has risen to almost 15% of the global population (World Health Organization [WHO], 2021). This is especially noticeable in Asian nations, where the number of older individuals is expanding faster than in other regions (Darcy et al., 2010). Phuket, a tourism-dependent tropical island and proclaimed world-class destination (Jarumaneerat, 2022), contributes much to Thailand's economic development through tourism receipts (Fuchs, 2021). However, little is known about its ability to handle accessible tourism.

As an emerging field of study, accessible tourism will influence tourism destination competitiveness in the future, whether from human rights, emerging market segments, or service delivery perspectives (Michopoulou et al., 2015). It can be considered a competitive edge in positioning and marketing a destination globally. The analyzed interviews disclosed that Phuket is relatively well-positioned to engage in accessible tourism concerning airport facilities, healthcare services, and (with marginal shortcomings) accommodation services.

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Challenges and Opportunities for Sustainable Tourism: Insights from a Study in Phuket with Implications for Tourism Planning

Kevin Fuchs *

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket Campus

Abstract. Climate change includes global warming, but it also refers to a larger spectrum of changes occurring in our world. The tourism industry is exceptionally sensitive to climate change. Therefore, sustainable tourism seeks to negotiate balanced growth for the economic, sociocultural, and environmental aspects of tourism. The study aims to close a theoretical gap in the literature by critically exploring how small tourism and leisure businesses perceive the concept of sustainable tourism in Phuket, Thailand. This mixed-methods study utilized an inductive approach to generate themes through 18 stakeholder interviews with local business owners. Moreover, these obtained results were tested quantitatively through a self-administered survey with 87 responses. The study revealed that the most significant barriers are weak governance and a lack of awareness. Furthermore, small tourism enterprises associate environmental sustainability with long-term tourism development. The research concludes with theoretical implications about the stakeholder theory and practical implications for tourism planners.

Keywords: Sustainability; Sustainable Tourism; Tourism Development; Thailand.

1. Introduction

The philosophy of sustainable development is gradually being integrated into different aspects of human lifestyle and development decisions (Dangi & Jamal, 2016). Because of its environmental, social, and economic implications, this movement is also impacting the tourism industry (Tomljenovic & Faulkner, 2000; Ferreira & Cameiro, 2021). The effectiveness of implementing sustainable development is dependent in part on the support and cooperation of those working in the tourism industry (Streimikiene et al., 2021). While not all stakeholders must be equally involved in the decision-making process for sustainable development, all of their interests must be identified and understood (Rasoolimanesh et al., 2020). Domestic and international visitors, residents, business owners, and local government officials are the stakeholder groups that tend to focus more on involvement in the process of sustainable development (Koodsela et al., 2019). Understanding stakeholders' viewpoints is crucial for changing the interaction between stakeholders and aspects that positively affect sustainable tourism development (Chong & Balasingam, 2018; Roxas, Rivera, & Gutierrez, 2020).

The entire process might fail if the interests of stakeholders are not identified (Guo et al., 2019). Hall (2019) points out the need to rethink human–environment relations given the mistaken belief that “the exertion of more effort and greater efficiency will alone solve problems of sustainable tourism” (p. 1044). The proposed study seeks to fill a gap in the literature by reporting on the perspectives of small company owners in Phuket, Thailand. As a result, the exploratory nature of the study intends to contribute by critically analyzing how small company owners perceive sustainable tourism in general, as well as the most recent advances relevant to their business. The study is guided by the objective of answering the following two research questions: “How do small business owners perceive sustainable tourism development at



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Challenges and opportunities for sustainable tourism: Insights from a study in Phuket with implications for tourism planning

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Abstract | Climate change includes global warming, but it also refers to a larger spectrum of changes occurring in our world. The tourism industry is exceptionally sensitive to climate change. Therefore, sustainable tourism seeks to negotiate balanced growth for the economic, sociocultural, and environmental aspects of tourism. The study aims to close a theoretical gap in the literature by critically exploring how small tourism and leisure businesses perceive the concept of sustainable tourism in Phuket, Thailand. This mixed-methods study utilized an inductive approach to generate themes through 18 stakeholder interviews with local business owners. Moreover, these obtained results were tested quantitatively through a self-administered survey with 87 responses. The study revealed that the most significant barriers are weak governance and a lack of awareness. Furthermore, small tourism enterprises associate environmental sustainability with long-term tourism development. The research concludes with theoretical implications about the stakeholder theory and practical implications for tourism planners.

Keywords | Sustainability, sustainable tourism, tourism development, Thailand

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The Development of Sustainable Tourism on Phuket Island: Reflections from Small Businesses in the Hospitality and Tourism Industry

Kevin Fuchs

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

A major goal of sustainability is to strike a balance between socio-economic interests and the planet's finite ecological systems. This trend is also affecting the area of tourism with its environmental, social, and economic impacts. To change the relationship between tourism stakeholders and elements that impact sustainable tourism development, it is critical to understand their perspectives. The explorative interview study aims to contribute by critically exploring how small tourism businesses perceive sustainable tourism development in Phuket, Thailand. A series of 18 in-depth semi-structured interviews were conducted to explore the phenomena empirically. The findings revealed that insufficient governance and lack of education are the largest obstacles. Furthermore, small tourism businesses perceive environmental sustainability as a synonym for sustainable tourism development. The study concludes by providing theoretical and practical implications.

Keywords: Sustainability; tourism development; Thailand; environmental protection; exploratory research.

Introduction

Tourism is a job creator and to some degree, it has the power to boost the economic development of an entire nation (Li et al., 2020). According to the UNWTO (2022) and WTTC (2021), the tourism industry contribution accounted for 10.4% of global GDP (USD 9.2 trillion) and was responsible for creating every fourth of all new jobs across the world. While it is apparent that some progress has been made on making tourism

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RESEARCH NOTE

THE DEVELOPMENT OF SUSTAINABLE TOURISM ON PHUKET ISLAND: REFLECTIONS FROM SMALL BUSINESSES IN THE HOSPITALITY AND TOURISM INDUSTRY

KEVIN FUCHS

Faculty of Hospitality and Tourism, Prince of Songkla University, Thailand

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for creating every fourth of all new jobs across the world. While it is apparent that some progress has been made in making tourism more sustainable or responsible, the reality is that things are not changing quickly enough in most parts of the world (Guo et al., 2019). The British environmental activist and explorer Robert Swan once said, "The greatest threat to our planet is the belief that someone else

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The Development of Recreational Scuba Diving amid COVID-19: An Exploratory Interview Study about how Dive Tourism is adapting to the New Normal

Tuntipisitkul, Pisit & Fuchs, Kevin

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

The recreational scuba diving industry plays an important role in coastal countries of South East Asia with a significant economic contribution toward tourism receipts. Recreational scuba diving is one of the fastest-growing tourism industries around the world, although that accelerated growth was largely impaired by the coronavirus outbreak. The study aims to investigate how scuba diving businesses in Thailand are adapting to the new normal. An exploratory framework serves as the basis to collect empirical data through 25 semi-structured in-depth interviews with business owners and industry experts. The following themes were identified through the thematic analysis: business model scaling, global competitiveness, environmental sustainability, domestic market and customer behavior, and government measures and support. The article concludes by discussing the results and providing implications for policymakers, tourism researchers, and scuba diving business owners.

Keywords: Scuba diving; recreational diving; tourism industry, business adaptation; COVID-19; exploratory research; Thailand

Introduction

Background of the Study

As the development and advancement of knowledge and technologies in exploring the underwater world continue to improve significantly, scuba diving activities have become more accessible and recreational since the beginning of the new millennium (Dimmock, & Cummins, 2013). Moreover, recreational scuba diving is a type of diving for leisure and enjoyment that is different from commercial, or scientific diving (Hermoso et al., 2019). Although recreational scuba diving was once considered a niche market, it is now a popular tourist activity offered in many coastal tourism destinations (Giglio, Luiz & Ferreira, 2020). This becomes further evident by the Professional Association of Diving Instructors (PADI), the leading diver certification agency, which has issued over 28 million diver certifications since 1967 (PADI, 2021). Nowadays, scuba diving is a recreational outdoor activity that has become increasingly popular and experiencing growth worldwide (Bentz et al., 2016; Emang et al., 2017). In the context of the Southeast Asian region, the



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Suggestions

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Keywords: BUSINESS ADAPTATION; COVID-19; EXPLORATORY RESEARCH; RECREATIONAL DIVING; SCUBA DIVING; THAILAND; TOURISM INDUSTRY

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Socio-cultural Influences and Intentions toward Environmental Sustainability amongst Undergraduate Students: Evidence from China and Thailand

Kevin Fuchs, MSc^a, Pornpisanu Promsivapallop, PhD^a, and Fu Jing, PhD^b

^aFaculty of Hospitality and Tourism, Prince of Songkla University; ^bSchool of Tourism and Culture Industry, Chengdu University

ABSTRACT

The prosperity of the tourism industry is strongly dependent on the well-being of the environment. Awareness toward environmental sustainability manifests and leads to the adoption of the concepts to address environmental challenges. Moreover, tourism education is at the forefront of impacting environmental sustainability by educating tomorrow's tourism stakeholders. The study utilized a self-administered attitude questionnaire as the data source. 785 responses were included in the analysis to compare factors (knowledge, attitude, perceived behavioral control, and intention) toward environmental sustainability between hospitality and tourism students based on different socio-demographic characteristics. The study revealed that gender, nationality, and year of study had statistically significant relevance to the students' environmental intentions. The findings are discussed academically and the presented implications are helpful for practitioners and educators alike. Furthermore, the article concludes with recommendations to provide institutions with guidance on how to tackle the outlined issues and increase awareness of environmental sustainability amongst students.

KEYWORDS

Environmental sustainability;
Thai; Chinese; higher
education; tourism

Introduction

It is reasonable to state that environmental sustainability continues to gain momentum and importance in the scientific community, the industry, and the educational sector (Swaim et al., 2014). Swaim et al. (2014) also claimed that universities may present a challenging yet promising setting to teach sustainability given the traditional focus on economic concerns. The evaluation of educational activities is directly tied to progress in the development of sustainability activities in different areas of higher education institutions. Universities design, coordinate, and implement these initiatives while also evaluating them for their records (Alba-Hidalgo et al. 2018). At the same time, there is a certain interest in increasing students' awareness toward more sustainable education, which will in turn increase knowledge on this important topic (Rickinson & McKenzic, 2021).

Moore et al. (2017) argued that the lack of a comprehensive definition of sustainability has been a major hurdle to the advancement in the field, because a definition may help implementers think about what it is they hope to sustain. The three-pillar conception of (social, economic, and environmental) sustainability, commonly represented by three intersecting circles with overall sustainability at the center, has become

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This is typically realized as the balancing of trade-offs between seemingly equally desirable goals within these three categorizations, although uses vary. In a separate study, Ögmundarson et al. (2020) noted “our ecosystem is in dire straits, but as the Sustainable Development Goals (SDG; by the United Nations) demonstrate, there is reason to assume that the enormous environmental difficulties we confront may be addressed” (p. 168). Tourism education is perhaps the broadest and most intensively taught university field that has the potential to play a vital role in training tomorrow's citizens to participate in the discussions and extended peer networks that will shape change (Purvis et al., 2019).

Research Aim and Objectives

Environmental sustainability has been widely studied from various perspectives in the past (Dias, 2017; Han, 2021; Mauri, 2020; Sharmin et al., 2020). However, the literature currently ignores a possible relationship

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KEYWORDS: Environmental sustainability Thai Chinese higher education tourism

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Publication

Publication Details

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65783

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Title *

Socio-cultural Influences and Intentions toward Environmental Sustainability amongst Undergraduate Students: Evidence from China and Thailand

Abstract *

The prosperity of the tourism industry is strongly dependent on the well-being of the environment. Awareness toward environmental sustainability manifests and leads to the adoption of the concepts to address environmental challenges. Moreover, tourism education is at the forefront of impacting environmental sustainability

Key Words *

Seperate each word by semicolon(,)

Environmental sustainability; Thai; Chinese; higher education; tourism

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Publication

Publication Details

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Title *

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Abstract *

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First Author and Corresponding Author	0016077	KEVIN FUCHS KEVIN FUCHS	คณะการบริหารและการท่องเที่ยว, สาขาการจัดการบริการ Faculty of Hospitality and Tourism, Department of Hospitality Management and Business		75	5.25	 
Author	0038345	พรพิชญ์ พรหมพิระพล PORNPISANU PROMSIVAPALLOP	คณะการบริหารและการท่องเที่ยว, สาขาการจัดการบริการ Faculty of Hospitality and Tourism, Department of Tourism Management		15	1.05	 
Author		FU JING	Chengdu University		10	0.70	 

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Technology-Enhanced Learning in Higher Education: A Study of Attitudes and Perceptions Toward Social Media

Kevin Fuchs and Veronica Aguilos

Abstract—The use of social media technology to support and facilitate undergraduate studies has created a lot of speculation among educators and researchers. The fast adoption of social media technology has caused a fundamental shift in the way people communicate and collaborate. Students utilize social media mostly in their personal lives. However, its use in higher education for instructional reasons is fast-growing. The study aims to examine students' attitudes and perceptions toward using social media, and the privacy concerns they may associate with the use of social media. A survey questionnaire was used as an empirical data source and the final sample included 197 responses, which were analyzed descriptively. The results revealed that the majority of students are aware of how to use social media comfortably for educational purposes. Nevertheless, concerns were raised regarding a lack of knowledge about rules and regulations, as well as an inability to control the use of social media for educational purposes. The study contributes to the discussion about social media as an educational tool and provides insights into potential obstacles and hurdles in its implementation. The article concludes by discussing the results and providing theoretical and practical implications for academia.

Index Terms—Social media, mediated communication, higher education, privacy concerns, undergraduate.

I. INTRODUCTION, BACKGROUND, AND RATIONALE

A. Study Background

The use of social media technology to support and facilitate undergraduate studies has created much speculation among educators and researchers [1], [2]. Social media has evolved as a significant means of communication around the world, and its widespread use has altered how people communicate and engage online [2]. Social media is changing how corporations contact their audiences and interact with individuals beyond the confines of personal communication [3]. Social networking sites, blogs, vlogs, instant messaging, and virtual communities are examples of social media channels [1], [3]. Social media has become a vital element of almost all industrial sectors' operations, and higher education institutions are similarly prioritizing social media in engaging with their target audience [4]. This is also because social media has become the major method of connection around the globe for the younger generation, which is the key audience for higher education institutions [5].

The educational benefits of incorporating social media into classroom environments are debatable [6]. According to research on social media in education, the inclusion of social media in learning and teaching contexts may result in new kinds of inquiry, communication, cooperation, identity work, or positive cognitive, social, and emotional effects [7]. It is said that the successful integration of social media into the learning process depends on the course instructors' ability and, therefore, influences the effectiveness of the use of social media in "formal education" [8]. Despite a growing amount of work concerned with social media and students' learning, only limited consideration has been paid to the form or substance of that learning and the associated barriers [9]. For example, cyberbullying on social media websites [10], detracting from human interaction by using more social media in the classroom [11], or the invasion of personal space and privacy [12] are among the emerging concerns. The present study aims to further investigate the emerging concern of privacy and invasion of personal space through the implementation of social media for in-class and out-of-class activities.

B. Social Media in Higher Education

The fast adoption of social media technology has caused a fundamental shift in the way people communicate and collaborate [1]. Because staff and students utilize social media technologies in their personal lives, it is necessary to investigate how they are employed as instructional tools [12]. Fuchs [12] empirically investigated the perceived usefulness of social media through an exploratory interview study with undergraduate students. The results of his study revealed that the majority of students found the use of social media during their studies beneficial. In particular, a direct communication channel with their course instructor was perceived as the primary advantage of social media. Nevertheless, the study also revealed that students expressed privacy concerns when it came to the use of social media for their studies [12]. Similarly, Aymerich-Franch and Fedele [13] examined privacy concerns raised by students about the use of social media in their studies.

The results of their study revealed that "although students generally accept using social media in the instructional arena, privacy concerns can easily emerge" [13]. Students utilize social media mostly in their personal lives. However, its use in higher education for instructional reasons is fast-growing [13]. Students' feelings that their personal space is being violated due to intrusions on their privacy warrant an exploration of the general sentiment toward privacy concerns when it comes to the use of social media for their undergraduate studies [12]. In particular, the study aims to examine students' attitudes and perceptions toward

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Kevin Fuchs and Veronica Aguilos are with the Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket 83120 Thailand (corresponding author: Kevin Fuchs; e-mail: kevin.f@phuket.psu.ac.th).

Technology-Enhanced Learning in Higher Education: A Study of Attitudes and Perceptions toward Social Media

Kevin Fuchs* and Veronica Aguilos

Abstract—The use of social media technology to support and facilitate undergraduate studies has created a lot of speculation among educators and researchers. The fast adoption of social media technology has caused a fundamental shift in the way people communicate and collaborate. Students utilize social media mostly in their personal lives. However, its use in higher education for instructional reasons is fast-growing. The study aims to examine students' attitudes and perceptions toward using social media, and the privacy concerns they may associate with the use of social media. A survey questionnaire was used as an empirical data source and the final sample included 197 responses, which were analyzed descriptively. The results revealed that the majority of students are aware of how to use social media comfortably for educational purposes. Nevertheless, concerns were raised regarding a lack of knowledge about rules and regulations, as well as an inability to control the use of social media for educational purposes. The study contributes to the discussion about social media as an educational tool and provides insights into potential obstacles and hurdles in its implementation. The article concludes by discussing the results and providing theoretical and practical implications for academia.

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research on social media in education, the inclusion of social media in learning and teaching contexts may result in new kinds of inquiry, communication, cooperation, identity work, or positive cognitive, social, and emotional effects [7]. It is said that the successful integration of social media into the learning process depends on the course instructors' ability and, therefore, influences the effectiveness of the use of social media in "formal education" [8]. Despite a growing amount of work concerned with social media and students' learning, only limited consideration has been paid to the form or substance of that learning and the associated barriers [9]. For example, cyberbullying on social media websites [10], detracting from human interaction by using more social media in the classroom [11], or the invasion of personal space and privacy [12] are among the emerging concerns. The present study aims to further investigate the emerging concern of privacy and invasion of personal space through the implementation of social media for in-class and out-of-class activities.

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Kevin Fuchs and Veronica Aguilos are with the Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket 83120 Thailand.

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Technology-Enhanced Learning in Higher Education: A Study of Attitudes and Perceptions Toward Social Media

Abstract *

The use of social media technology to support and facilitate undergraduate studies has created a lot of speculation among educators and researchers. The fast adoption of social media technology has caused a fundamental shift in the way people communicate and collaborate. Students utilize social media mostly in their

Key Words *

Seperate each word by semicolon(,)

Social media, mediated communication, higher education, privacy concerns, undergraduate

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Author	0036209	VERONICA AGUILOS VERONICA AGUILOS	คณะกรรมการและการท่องเที่ยว, สาขาวิชาการจัดการบริการ Faculty of Hospitality and Tourism, Department of Hospitality Management and Business	*	20	1.30	Edit Delete

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Kevin Fuchs

Consciousness toward environmental sustainability, tourism education and the Dunning-Kruger effect

Abstract

Attending to the challenges to tackle environmental sustainability concerns is a major issue in today's tourism industry. What is more, tourism education has the ability to positively influence tomorrow's workforce by educating them about environmental sustainability. It should be considered a focus area and key component when developing undergraduate tourism management programs. The study aims to examine the correlation between factors of knowledge, attitude, behavioral control, and intention toward environmental sustainability using the year of study as a moderator. A sample of 785 undergraduate students was used to statistically assess the relationship and develop a conceptual model as a basis to discuss the empirical results. The article concludes by presenting implications for educators, policymakers, and higher education institutions.

Keywords: environmental sustainability; dunning-kruger effect; tourism education; perceived behavioral control; environmental consciousness

1. Introduction

Environmental sustainability is a well-articulated and multifaceted topic that is intensively debated across various fields and streams of literature (Alhawari et al., 2021; Han, 2021). In its current form, tourism development is not environmentally sustainable (Peeters & Landré, 2011). Tourism education is at the forefront of influencing environmental sustainability in an extensive manner by educating tomorrow's tourism stakeholders (Sheldon et al., 2011; Teruel-Serrano & Vinals, 2020; Fuchs, 2021). Moreover, tourism education is instrumental in supporting students to achieve the professional and practical skills required by the tourism sector (Cooper & Shepherd, 1997; Ndou et al., 2019). The evaluation of educational activities is inextricably linked to advancements in the development of sustainability activities in many

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Consciousness Toward Environmental Sustainability, Tourism Education, and the Dunning-Kruger Effect

Kevin Fuchs  orcid.org/0000-0003-3253-5133 ; Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand Full text: [english pdf 126 Kb](#)

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Abstract

Attending to the challenges to tackle environmental sustainability concerns is a major issue in today's tourism industry. What is more, tourism education can positively influence tomorrow's workforce by educating them about environmental sustainability. It should be considered a focus area and key component when developing undergraduate tourism management programs. The study aims to examine the correlation between factors of knowledge, attitude, behavioral control, and intention toward environmental sustainability using the year of study as a moderator. A sample of 785 undergraduate students was used to statistically assess the relationship and develop a conceptual model as a basis to discuss the empirical results. The article concludes by presenting implications for educators, policymakers, and higher education institutions.

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Kevin Fuchs

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Acknowledgments

Any concluding ideas and assumptions presented in this work are solely the author's intellectual result and do not represent the Faculty or University's stance. Additionally, the author wishes to disclose that no possible conflicts of interest exist concerning the research, writing, or publishing of this paper.

1. Introduction

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A recent study by Fuchs (2021) revealed a significant relationship between the academic performance of undergraduate students in tourism and their perceived knowledge about environmental sustainability. Moreover, Levine and Strube (2012) suggest that "knowledge about the environment and attitudes influence behavior" (p. 308). Consequently, the study aims to re-examine if students' knowledge of environmental sustainability positively influences their attitude, behavioral control, and intention toward environmental sustainability. Décamp et al. (2017) and Hamón et al. (2020) suggest that students' knowledge of environmental sustainability

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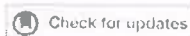
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Using an extended technology acceptance model to determine students' behavioral intentions toward smartphone technology in the classroom

Kevin Fuchs*

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The modern classroom takes on numerous forms and expands beyond the traditional brick-and-mortar walls. Educators are increasingly expected to integrate information and communications technology (ICT) and e-learning into the modern classroom. Several variables may influence instructors' decision-making processes about ICT integration in the classroom. Smartphone technology provides students with accessibility, the ability to communicate with others, as well as to engage with classroom material. The study aims to examine how a variety of factors (perceived usefulness, perceived ease of use, subjective norm, and attitude) influence behavioral intention toward the use of smartphone technology. Two hundred and ninety survey responses were analyzed to identify the relationship between these factors based on an extended technology acceptance model. The empirical results of the study revealed that subjective norms and attitudes are significant predictors of behavioral intention toward the use of smartphone technology. The article concludes by presenting implications for educators, policymakers, and education researchers derived from the academic and practical discussions based on the findings.

KEYWORDS

technology-enhanced learning, higher education, undergraduate students, perceived usefulness, active learning, smartphone technology

Introduction

Educators are frequently challenged to incorporate ICT and e-learning into the modern classroom (Sandybayev, 2020). The demand for the application of ICT appears to be impending from all sides—commercial, political, and societal—and is motivated by the generally held belief that educational institutions can better meet the needs of all students than they do now (Arrosagaray et al., 2019). Gaining knowledge of what leads a teacher to actively utilize ICT in the classroom would be an excellent basis for new

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Smartphone technology provides students with accessibility, the ability to communicate with others, as well as to engage with classroom material (Techataweewan and Prasertsin, 2018; Andyani et al., 2020; Sánchez-Cruzado et al., 2021). Teachers' attitudes toward the value of smartphone technology in the classroom are similarly expected to impact the implementation and application in their classrooms (Lawrence and Tar, 2018). This might present itself in two ways. First, if the teacher feels that smartphone technology enhances teaching and learning in general (Tondeur et al., 2018), and second, whether the instructor believes that using smartphone technology in the classroom would aid students, especially in the development of relevant current skills (Stal and Paliwoda-Pékosz, 2019). The aforementioned factors may be predictive of smartphone technology deployment in the classroom, but they do not speak to any deliberate implementation (Mlambo et al., 2020).

In its place, teacher perceptions about teaching and learning may also predict deliberate implementation (Li et al., 2019). While the present literature observed a steadily increasing number of studies on the use of smartphone technology in an educational context, analysis of the literature revealed distinct research gap on the behavioral intentions by university students. Therefore, the purpose of this study is to explore what factors influence the behavioral intentions of students toward the use of smartphone technology in the classroom. Therefore, the study aims to explore how students assess how perceived ease of use, perceived usefulness, subjective norms, and attitudes influence behavioral intentions toward the use of smartphone technologies in the classroom.

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The perceived satisfaction with emergency remote teaching: Evidence from Thailand in higher education during COVID-19

Kevin Fuchs*

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KEYWORDS

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Introduction

In an abrupt and unprecedented move to terminate physical classroom arrangements across the country for all higher education institutions (HEI), the paradigm of emergency remote teaching, or ERT for short, emerged (Hodges and Fowler, 2020; Shim and Lee, 2020). The purpose of ERT is to give students coherent, but temporary and quick access to training and instructional support (Fuchs, 2021). The quick transition concerned not just instructors but also students, who had little time to adjust to the new circumstances (Hodges and Fowler, 2020). COVID-19 has had a significant impact on education (Aguilera and Nightengale-Lee, 2020). Indeed, since the outbreak of the pandemic, more than 91 percent of the world's student population has faced educational obstacles (Silletti et al., 2021).

Amid the COVID-19 outbreak, many educators across the world struggled to modify the format of their lectures to remote teaching within a matter of days (Ferri et al., 2020; Fuchs and Karrila, 2021). This worldwide pandemic revealed a large gap in "distance teaching readiness and training required for emergency remote teaching, including using technology to assure continuity of learning for students at a distance" (Trust and Whalen, 2020, p. 197). Although, there is no systematic approach for HEI on how to handle educational continuity throughout COVID-19's rapid shift that occurred all over the world (Hodges and Fowler, 2020; Whittle et al., 2020; Silletti et al., 2021).

Based on the bibliometric analysis by Karakose et al. (2021a), it can be concluded that the majority of empirical studies have been conducted in a Western context (i.e. American-European origins), therefore, more empirical evidence from Asia is needed to appropriately evaluate the effectiveness of blended learning environments during COVID-19 and beyond. Similarly, Aguayo et al. (2022) argue that more empirical evidence is needed to accurately investigate the paradigm of e-learning in higher education. For example, the perspective of teachers and their digital capabilities is well-documented (Karakose et al., 2021b), wherein the student perspective in developing countries (such as Thailand) is lacking empirical evidence.



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The perceived service quality in higher education: An empirical study using the SERVPERF dimensions

Kevin Fuchs^{1*}, Keerati Fangpong² and Ashleigh Southam³

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Students have become more concerned about their university selection and are more demanding of the universities they chose. In this highly competitive environment, universities need to understand these expectations. This study examines how undergraduate students perceived the service quality in their higher education institution. To answer that question, a questionnaire was developed and was distributed amongst tourism and hospitality students in Thailand. A variety of statistical techniques was used to analyze the 208 eligible responses. The results revealed that year of study is a significant factor on students reported levels of service quality, whereas gender and nationality were not. This study emphasizes the need to consider the student's year of study (e.g., age) when policymakers and educators evaluate students' needs in undergraduate tourism education. The article concludes by presenting implications for educators, policymakers, and education researchers.

KEYWORDS

service quality, tourism education, higher education, undergraduate, SERVPERF

Introduction

Ah et al. (2016) state that “determining and assessing student satisfaction based on their perception of the quality of a university's services may not be an easy task” (p. 89–90). However, it can be a helpful tool for the institution to build a stronger relationship with their existing and potential students. The higher education sector has become an increasingly competitive market with information detailing an institution's quality being readily available (Gul et al., 2019). Therefore, it is paramount that universities provide quality services and maintain a positive international reputation to attract and retain capable and valuable students (Gul et al., 2019). In order to do this, a university must undergo processes of evaluation of quality measurements to ensure its ability to compete in the education market. Students themselves are seeking quality institutions that can offer them valuable educational experiences and qualifications that are reputable (Abbas, 2020).



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service quality, tourism education, higher education, undergraduate, SERVPERF

Introduction

Ali et al. (2016) state that "determining and assessing student satisfaction based on their perception of the quality of a university's services may not be an easy task" (p. 89–90). However, it can be a helpful tool for the institution to build a stronger relationship with their existing and potential students. The higher education sector has become an increasingly competitive market with information detailing an institution's quality being readily available (Gul et al., 2019). Therefore, it is paramount that universities provide quality services and maintain a positive international reputation to attract and retain capable and valuable students (Gul et al., 2019). In order to do this, a university must undergo processes of evaluation of quality measurements to ensure its ability to compete in the education market. Students themselves are seeking quality institutions that can offer them valuable educational experiences and qualifications that are reputable (Abbas, 2020).

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Gamification of Virtual Language Learning: A Case Study with Thai Undergraduate Students

Veronica Aguilos, Colin Gallagher, and Kevin Fuchs

Abstract—Gamification of learning in higher education has been used as an educational tool to motivate and engage students. Despite its positive impacts demonstrated in the existing body of knowledge, some adversaries are concerned with the decline of learners' intrinsic motivation and becoming independent of extrinsic rewards. This research aims to design a user-centered and meaningful gamification framework for students who are explicitly learning English as a second language to resolve these adversaries. The empirical data for this study was collected through a focus group discussion. It was conducted to obtain students' learning factors that would contribute to user-centered learning. Based on the focus group outcome, a gamification course using a learning management system with embedded gamification features will be best suited for these specific students. The affordances used in this study are rewards, levels, badges, and points. The practical implications of this study are to gain a more in-depth understanding of the students' motivations in language learning, which is crucial in creating a meaningful user-centered game design.

Index Terms—Language learning, gamification, hospitality education, student engagement.

I. INTRODUCTION

Gamification is defined as applying game design principles in non-gaming contexts [1], [2]. It aims to stimulate human motivation and performance [3] and the most common application of this concept is in formal education [4], [5]. The learning outcomes of gamification are mostly positive in terms of increased motivation and engagement; this is according to the systematic literature review of empirical studies on gamification efficacy [4]. However, despite the positive results, there are a few adverse outcomes relating to gamification. A gamified product or service with a rewards feature may harm intrinsic motivation, not enhance it [6]. In addition, it can reduce the internal motivation that the user has to take part in the activity, as it replaces internal motivation with external motivation [7].

The success of gamification is defined as applying game design principles in non-gaming contexts [1], [2]. It aims to stimulate human motivation and performance [3] and the most common application of this concept is in formal education [4], [5]. The learning outcomes of gamification are mostly positive in terms of increased motivation and

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According to Chen *et al.* [8], there are only a few qualitative gamification studies, indicating that current studies in gamification give more attention to data usage and interfering with user behavior, rather than paying enough attention to the actual players' experiences. Thus, qualitative data was collected through a focus group discussion to understand students' learning factors and perceptions in a gamified learning environment. This study aims to design a language learning course based on the students' learning factors to make it user-centric, then choose game elements that would intrinsically motivate students in learning a second language. Moreover, it is the objective of the study to design meaningful conceptual learning gamification to encourage students to learn a second language.

II. LITERATURE REVIEW

A. Gamification of Learning

Gamification is the application of game design principles in non-gaming contexts [1], [2]. It aims to foster human motivation and performance regarding a given activity [3]. According to Hamari *et al.* [4], gamification provides positive effects towards achieving the course learning outcomes more effectively. However, the results are much dependent on the implementation of gamification and the users using it. Gamification of learning was the most common context for implementations [4]. It is not surprising that gamification is applied within education and learning since retaining engagement and motivation among students is a constant and continual challenge. Based on Subhash and Cudney's [9] study, articles related to gamification in education from a systematic search of databases, gamification learning outcomes are mostly positive, for example, in terms of increased motivation and engagement in the learning tasks and enjoyment of such tasks.

Despite the positive learning outcomes, their studies suggested that there are some pitfalls in gamification. Based on research conducted by Domínguez *et al.* [10], despite the students' better scores in practical assignments and an overall

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The Perceived Usefulness of Gamified E-Learning: A Study of Undergraduate Students With Implications for Higher Education

Veronica Aguilos and Kevin Fuchs*

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

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Gamification is about applying gaming strategies and game elements to improve learning, and thus, making it more engaging for individuals. The application of gamification in higher education aims to incentivize students and is said to improve the efficiency of self-paced learning. The study aims to explore the perceived usefulness and challenges of gamified learning in the context of a massive open online course. A qualitative exploratory study design was adopted to collect empirical data from 19 undergraduate students about their experiences with gamified learning. An inductive approach was used to interpret the results thematically. A total of four themes emerged from the data analysis. The collected data revealed that Students' competitive behavior has a significant effect on Students' marks in the activities. Moreover, instant gratification from immediate feedback and evaluation was perceived as highly motivating for the students. The article concludes by presenting implications for educators, policymakers, and education researchers derived from the academic and practical discussions based on the findings.

Keywords: gamification, tourism education, student engagement, online learning, technology-enhanced learning, learning management systems

INTRODUCTION

Gamification of e-learning has created a lot of speculation in higher education (Hung et al., 2017), although traditional face-to-face learning is the common practice in most universities across Thailand (Wongwuttawat et al., 2020). According to Evans and Myrick (2015) and Kannadhasan et al. (2020), most institutions in higher education were embracing technology and slowly started adapting to online learning due to the popularity of massive open online courses (MOOC). However, due to the outbreak of the coronavirus pandemic (SARS-CoV-2 or COVID-19), there was a sudden and drastic shift toward online education (Fuchs and Karrila, 2021). Institutions in higher education across Thailand were required to apply emergency remote teaching to provide students with continuity for their university studies (Fuchs and Karrila, 2022). There was minimal time to explore and train educators to shift entirely to online education (Hodges et al., 2020). As a result, a new set of challenges emerged and educational institutions needed to address them quickly.

The gamification of learning is an educational approach that seeks to motivate students by using video game design and game elements in learning environments (Monterrat et al., 2017). Gamified learning has the potential to increase learners' engagement (Mohamad et al., 2018) and the quality of learning (Sailer et al., 2017). Moreover, gamification is said to



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Remote Teaching and Learning in the COVID Era: Empirical Evidence from three Universities in Thailand

Kevin Fuchs*, Keerati Fangpong**

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Abstract

In an abrupt and unprecedented move to cancel face-to-face classes across the country for all institutions in higher education (HE), the paradigm of emergency remote teaching emerged (ERT). The purpose of ERT is to give students consistent, but temporary and quick access to training and instructional support. The quick transition concerned not just instructors but also students, who had little time to adjust to the new circumstances. The study aims to close a knowledge gap by validating previous research with a limited sample, as well as identify possible correlations between perceived satisfaction and specific socio-demographic characteristics in different geographical settings within Thailand. Empirical data was collected from 874 undergraduate students at three different universities in Thailand. The findings revealed that the students were not satisfied with ERT based on their experience. Moreover, the study concludes by providing theoretical and practical implications for educators and policymakers in HE.

Keywords: Emergency Remote Teaching; Distance Education; COVID; Technology-Enhanced Learning; Online Learning; Higher Education

Introduction

COVID-19 had a significant impact on education. Indeed, since the outbreak of the pandemic, more than 91 percent of the world's student population has faced educational obstacles (Silletti et al., 2021). Amid the COVID-19 outbreak, many educators across the world struggled to shift their lectures from in-person to remote teaching within a matter of days. This global pandemic exposed a

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Remote Teaching and Learning in the COVID Era: Empirical Evidence from three Universities in Thailand

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Remote teaching and learning in the Covid Era: Empirical evidence from three universities in Thailand

Kevin Fuchs*, Keerati Fangpong**

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Abstract

In an abrupt and unprecedented move to cancel face-to-face classes across the country for all institutions in higher education (HE), the paradigm of emergency remote teaching emerged (ERT). The purpose of ERT is to give students consistent, but temporary and quick access to training and instructional support. The quick transition concerned not just instructors but also students, who had little time to adjust to the new circumstances. The study aims to close a knowledge gap by validating previous research with a limited sample, as well as identify possible correlations between perceived satisfaction and specific socio-demographic characteristics in different geographical settings within Thailand. Empirical data was collected from 874 undergraduate students at three different universities in Thailand. The findings revealed that the students were not satisfied with ERT based on their experience. Moreover, the study concludes by providing theoretical and practical implications for educators and policymakers in HE.

Keywords: Emergency Remote Teaching, Distance Education, Covid, Technology-Enhanced Learning, Online Learning, Higher Education

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Online Learning and Emergency Remote Teaching in Higher Education during COVID-19: Student Perspectives

Kevin Fuchs

Abstract—There is no universal response for institutions in higher education on how to handle the continuity of education during the radical transformation all across the world during COVID-19. Online learning is often used as a synonym for emergency remote teaching, however, both methods have fundamentally different characteristics that differ in implementation and effectiveness. This study aims to investigate student perceptions concerning online learning and emergency remote teaching (ERT) during the global pandemic. An importance-performance analysis (IPA) was used to determine the perceived satisfaction of undergraduate students. This mixed-method study expands earlier research addressing concerns with ERT and adds to the body of knowledge by investigating how ERT is perceived by university students in Northeastern Thailand. Responses from a self-administered survey were collected and analyzed ($n=287$). Based on descriptive analysis, it was decided to conduct 14 unstructured interviews to investigate particular findings more thoroughly. The study identified that the students largely view ERT as inferior compared to traditional classroom teaching. Moreover, the students claimed both lack of social interactions with peers and inability to seek academic support as the primary reasons. This study informs educators about student perceptions and preferences during these extraordinary circumstances of uncertain duration.

Index Terms—Online learning, remote education, remote teaching, technology-enhanced learning, higher education, undergraduate students.

I. INTRODUCTION

COVID-19 has radically transformed people's lives all across the world. Authorities have encouraged or mandated social isolation, and people have been advised to travel as little as possible. In education, the same safety precautions apply [1], [2]. Online learning, on the other hand, has not just been used in times of crisis. Online learning has been considered as a viable substitute for face-to-face learning since the emergence of the internet and networking technology-enabled learners to study regardless of their location [3]. Pacing, student-teacher ratio, modality, pedagogy, the role of the student, the role of the teacher, online communication synchronization, the function of online evaluations, and feedback are all important aspects of efficient online learning [4]. These classes do not

demonstrate sufficient quality since existing class designs are recognized to be simply temporary responses to the emergency need for remote teaching, with greater control given to administrators than professors in creating, developing, and implementing curricula [5].

Furthermore, because emergency remote teaching does not have a planned class design like traditional online learning, both professors and students have trouble adapting to it [1], [6]. Institutions implementing emergency remote teaching should consider the support that is simple to use, effective, and addresses factors of distance learning such as interactions with students and their parents or guardians, required infrastructure, personnel ability to operate emergency remote learning, meeting learning needs, navigating difficulties faced by students and personnel, and student outcomes, performance, and feedback [4], [7]. Furthermore, emergency remote teaching methods varies from college to college, and some universities have online learning systems while others do not, resulting in differing impressions of the learning process and effectiveness among students, who are, after all, the consumers of education [8]. Additionally, other unforeseeable changes in the environment, such as war, regional conflict, and other natural disasters, may occur, necessitating the need to plan for and conduct teaching via remote imaging systems [9].

II. STUDY BACKGROUND

The universality of information technology has been influencing almost all aspects of our lives: the way we work, interact with others, process data into information, analyze and share information, entertain ourselves, and enjoy tourism [10]. COVID-19 has resulted in complete schools closures all across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. As shown in a previous study by Martin, Stamper and Flowers [11], effective time management was the second-highest-rated advantage of online education, with students having more freedom to control their time and not being constrained by predetermined schedules. Another study by Fuchs [9] found that, depending on the teaching methods used, the ability to use multiple virtual classrooms at the same time could improve student interest and involvement, allowing for smaller group discussions during online lectures. Furthermore, a combination of time and location versatility was claimed as one of the key advantages of online education [2]. The benefit of place and time flexibility works both ways, allowing both the students and the educators to each choose their preferred work

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Kevin Fuchs

Small Tourism Businesses Adapting to the New Normal: Evidence From Thailand

Abstract

It is reasonable to state that the impact on Thailand's economy has been severe due to the lack of international tourists. In particular, the mass-tourist destination Phuket has suffered economic consequences due to a plunge in the number of international passenger arrivals and inadequate domestic tourists to fill their places. This paper aims to identify inadequacies to help stakeholders more effectively manage tourism development amid COVID-19, as well as to contribute to the body of knowledge and establish a baseline that recommends a potential area of interest for future quantitative research. This case study utilizes a variety of primary and secondary data sources. The empirical data for this study were collected through a series of semi-structured interviews with local small business owners. After a rigorous review process, a total of 21 in-depth interviews were included in the content analysis. This research not only disclosed a high level of resilience amongst the small local business owner community but revealed that Phuket continues to depend strongly on international tourism to manage its local economy sustainably. This research offers insights into the recent tourism developments during the COVID-19 global pandemic and provides a baseline for future studies that seek to validate results through quantitative methods of inquiry. Furthermore, it offers guidance for policymakers that seek recommendations for implementing good governance strategies.

Keywords: sustainable tourism, tourism development, responsible tourism, COVID-19, Thailand

1. Introduction

A glance at the most recent data before the outbreak of COVID-19 demonstrated Thailand's dependency on tourism: at the peak, tourism contributed 20% towards the country's total export revenues in 2019 (United Nations World Tourism Organization [UNWTO], 2021a). The World Tourism Organization further underlined that the average spending per arriving passenger was USD 1,520 (+49% compared to the regional average) in the same year, which totaled USD 60.5 billion generated from international tourism receipts (UNWTO, 2021a). Numbers are just numbers, but the highlighted metrics visualized that Thailand was heavily dependent on international tourism proceeds for its economic well-being. This dilemma can be further highlighted by a decline of 99.71% in international arrivals when comparing six months, March to August in 2019, with the same period in 2020. Thus, the involuntarily shift from a high dependency on international tourism receipts towards an emphasis on domestic tourism could lead to a better accomplishment of the Sustainable Development Goals (United Nations, 2021a) that are an essential and frequent topic of discussion. The rationale is comparatively easy: the money circulates from the wealthy middle- to upper-class domestic tourists and into the pockets of small local businesses (Williams, 1979; Seckelmann, 2002). The potential advantages are obvious when focusing on domestic tourism as a means to revive the tourism industry and to support sustainable tourism development. Consequently, the purpose of this paper was to examine underlying challenges that small local business owners encountered in the transformation from an international to a domestic tourism market.

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