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Utilizing an Interactive Sensory Arts Display to Encourage the Preservation of Endangered Species: The Elephant Tales

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Abstract

Due to past challenges in raising awareness of the issue, it appears that Thai elephant conservation is a little underrated. We conducted research on the association between perceived interactivity and increased public knowledge of problems with elephant conservation by hosting an interactive exhibition in a nearby shopping mall to educate visitors about the problem. The goal of the show was to appeal to each of the five senses. We used a variety of visual components, as well as touchable sculptures, scents from the jungle, elephant noises, and ice cream that tasted like the fruits that elephants like. The exhibition was advertised online via social media sites. According to the quantitative results, there was a moderate-to-strong correlation between perceived interaction and increased awareness, which suggests that people who thought more highly of the exhibition.

Keywords: Noises; Elephant; Community; Wildlife; Knowledge

Introduction

Additionally, Interactive noted a rise in public awareness of the elephant problem. According to the qualitative research, participants were still able to recognize various informational modalities and recall various interactive aspects of their experience one and a half years afterwards. In order to promote the protection of wildlife, the study offered arguments in favour of employing multi-modal exhibitions Due to severe habitat loss and environmental problems that have an impact on regional ecosystems, the elephant is one of the largest continental living herbivores that is listed on the Red List of Endangered Species. The World Wildlife Fund (WWF) reports that during the past three generations, the elephant population has decreased by 50%, primarily due to human activity. Asian elephant populations are thought to range from 30,000 to 50,000, with 15,000 of them being kept in captivity. According to estimates, there are 1600 Due to the lack of visitors wanting to pay to see them, the animals in captivity were not properly nourished. The price of feeding an elephant for a day is nearly three times the Thai daily minimum wage, which makes the situation even more difficult for older or sickly elephants who need extra care but bring in less money for their keepers, who are also struggling financially due to the COVID-19 pandemic and the countermeasures implemented. Asian elephants, however, are an endangered species, meaning that efforts must be made to ensure their welfare, encourage breeding, and prevent extinction for both wild and captive populations [1].

The general people may support the wellbeing of Thai elephants in a variety of ways, such as by encouraging others to join conservation efforts and refraining from purchasing ivory. But one must effectively communicate the knowledge to the audience if they are to be interested. Although knowledge transfer is a key objective of this type of communication, it is also crucial to inspire favourable and action-oriented attitudes. Communication must use the appropriate techniques to provide a clear, consistent, and succinct message in order to ensure the responsible conveyance of information. To improve effective communication, interactive tactics that incorporate, for instance, important graphics, public relations, and online promotional materials should be implemented. The information processing paradigm proposed by Miller in 1956 could be combined with the working memory models proposed by Baddeley. To clarify why combining diverse approaches, that is, approaches centred on several modalities, are more likely to be successful at communicating information Miller claims that the idea of sensory input reflects how people experience their surroundings. This data is gathered through the five senses and is then kept in the sensory register. Baddeley in-depth analysis of the short-term memory's components and a focus on the part working memory plays in the retention of auditory and visual stimuli. His working memory model states that the phonological loop and the visuospatial sketchpad, two distinct cognitive systems, are used to handle linguistic and visual stimuli, respectively. The visuospatial sketchpad has sub-systems for visual, spatial, and haptic input, whereas the phonological loop has sub-systems for speech, signs, and lip-reading. The episodic buffer may combine all of these different sorts of information and send it to long-term memory. Additionally held is the episodic buffer whereas cognitive models for processing these modalities are less well-developed and remain speculative, is in charge of fusing olfactory and tactile information with audio-visual inputs from the phonological loop and the visuospatial sketchpad. However, there are numerous reasons in favour of the associations between odours and memories, tastes and memories, and touches and memories, particularly in light of their function in the development of social interactions. The likelihood of retrieving the knowledge after a considerable amount of time is small if the information is not attended to, that is, processed by the relevant sub-system of long-term memory. Multi-modal learning refers to the method of information transmission that combines the aforementioned concepts. The process was first understood to be learning that is increased by the employment of both verbal and nonverbal knowledge transmission methods, which had scientific backing. Content can use many cognitive systems and increase the learning process by being presented in a variety of modalities, in addition to mixing several modes [2].

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The cognitive-affective theory of learning with media was developed using the reasoning behind these ideas. According to the hypothesis, various inputs are processed by various cognitive systems, each of which has a finite capacity. Consequently, in order to enable the processing of a vast volume of information, it presenting this information in several formats and modalities is more efficient. Otherwise, insufficient focus or interference might obstruct adequate processing and harm the results of learning. The modality principle of instructional design, which holds that the most successful learning environments are those in which information is delivered in a variety of modes and modalities, is also reflective of this. Collectively, cognitive and learning theorists seem to agree on the advantages of utilising multi-modal stimuli in information transmission. Interactivity in the learning process, which transforms students into active creators of knowledge rather than passive recipients of information might further increase all of this. This discovery is also consistent with situational learning theories. Interactivity and multimodal learning do have some disadvantages, though. As Moreno and Mayer pointed out, too much engagement might hinder learning, especially if it's not done with the goal of generating information. This in turn means that some interactions may divert attention from the subject matter and undermine understanding of the concepts. Similar to how attention-stealing stimuli can divert focus from the ideas and impede learning. However, allowing learners to interact voluntarily with things at a pace that is customised for them may help them adjust the intensity and nature of interactions to meet their requirements, minimising the previously noted distracting effects. Teachings of biology and chemistry have both used multi-modal learning as examples [3].

Educating people and advancing the preservation of cultural heritage As a result, it is reasonable to assume that same approaches will also be helpful for teaching people about the conservation of other endangered species, in this case the Asian elephant. As a result, "The Elephant Tales," an interactive display, was created to promote awareness of Thai elephant conservation through the use of all five senses. According to the theories put forward, our hunch was that perceived interaction improves learning, which results in greater awareness of the problem. Because of this, we concentrated on examining the relationship between the perceived level of interactivity and raised awareness, basing our study on Miller's information processing paradigm, in order to evaluate the short-term association between interactivity and learning. As a last step, we spoke with Six visitors to the exhibition were polled one and a half years after it closed to see if they remembered it and what parts they remembered, with the goal of determining whether interactive exhibitions had the capacity to cause lasting changes. We predicted that participants would recall the exhibition, be able to list several objects that were there, characterise their experience in various ways, and, for the most part, be able to identify the exhibition's goals and the numerous interactive pieces that were on display. The exhibition was advertised on social media before it opened. These platforms were also utilised to plan, monitor, and assess the campaign's actions. Both social media platforms saw content provided with the aim of educating the public on pertinent exhibition-related details and fostering conversation and sharing. The attendees were asked to register and were given a brochure after all sanitising requirements had been followed. After that, attendees went to the photo booth section and picked out accessories for their pictures. After taking pictures, visitors were invited to explore the elephant statues, beginning with the tiniest, then moving on to the adolescent, and finally with the oldest (largest). These elephants had been kept in Orphan elephants, injured elephants, and elderly elephants were all featured in the exhibition's centre and were all in need of better protection. Then, the six informational boards appeared. After finishing reading the boards, visitors were urged to scan the QR code on the brochure to access the survey intended to assess the exhibition. The final step involved a mini-game to decide which flavour of ice cream banana, watermelon, or pineapple would be given to each participant. After the event, guests went back to the photo booth to pick up their printed images and a digital copy that had been emailed to their mobile devices [4].

Discussion

Within the course of current vork upon the science and environment of the *Rhyparochrominae* of Modern Britain, a unused species of Ligyrocoris was found. The species runs in Barber's (I92I) key to the couplet isolating *Diffuus (Uhler) Sylvestris (L.)*, but is unmistakable from either species. Whereas the unused species, is closely related to these species, it is additionally very near to *L. depictus* which is separated out in a diverse portion of Barber's key [5].

These four closely related species are sympatric in Unused England, although they are extraordinarily distinctive in their by and large conveyance. The habitat inclinations and life cycles of the species are very different (Sweet, unpublished). The territory of the unused species described below is most bizarre for the class. The more noteworthy portion of the type series was collected along the edge of a little lake where sedge clumps were standing within the water among intermittent uncovered rocks rather than in generally dry areas or slant living spaces where the other species happen. The species bolsters upon the seeds of the sedge, *Carex stricta Lam*, and its life cycle is clearly adjusted to that of the sedge, which natural products in late May and June. The creepy crawly becomes adult in mid-June and lays eggs until mid-July. The, eggs stay in diapause over the summer and winter and bring forth in May common body coloration dark; back projection of *Pronotum fuscous*, getting to be pale on humeral points; connexivum and trichobothrial spots fuscous; acetabula, back edge of metapleuron and pinnacle of scutellum pale; hemelytra designed pale and brown; lateral edge of corium pale but for fuscous summit; at slightest apical halt: of clavus and corium brown, getting to be dim at internal point of corium; post middle brown zone (belt) amplifying toward but not reaching sidelong edge of corium; pale spots behind internal corial angles faint or missing; film infuscated with base, pinnacle and veins pale; legs for the most part flavescent; coxae, terminal tarsal portion, and ring on base of rear tibia fuscous; fore femora, and apical parcel of rear femora light brown; antennal fragments one, two, and basal two thirds of three flavescent, left over portion fuscous; pinnacle of tylus and entire labium brown, but fuscous pinnacle of fourth labial fragment; entire body clothed with fine, a depressed, sparkling hairs, thickly so on head and midriff, inadequately on hemelytra and thorax, pronotum nearly nude; long erect setae display on hemelytra and thorax, pronotum nearly bare; long erect setae display on whole dorsum, but with very few on pronotum; head trichobothria one-third longer than other head setae; a couple of better auxiliary head setae display behind eyes and ocelli and along meson; members with brief fine semierect pale. hairs. Head exceptionally finely punctate but on lorum and apex of tylus hemelytra and whole thorax exceptionally finely granulose, dull; anterior projection of pronotum, scutellum, thoracic pleura and sterna with fine inadequate punctures; back thoracic flap with scattered but clear punctures; hemelytra with three columns of punctures [6].

Body little and. slim for genus; head contracted behind eyes, correct; antennal fragment one barely exceeding tylus; ocelli little, inaccessible (.14 mm.) from eyes; eyes oval, not particularly created; post ocular separate littler than anteocular distance to summit of antenniferous

tubercules; length of head 75 ram., width over eyes 96 mm., inter ocular distance 59 mm.; pronotal lobes unmistakably but not sharply isolated by transverse, constriction pronotal collar feebly separated from pronotum front projection adjusted along the side and dorsally, and tall and raised in profile; hind projection with somewhat raised and unfeelingly adjusted horizontal margins, hind edge marginally concave; pronotum length 96 mm., anterior lobe 63 mm., width over back flap, over anterior lobe 90 mm scutellum with powerless back carina crossed by fine transverse grooves; length 77 mm, width 55 mm brachyterous, hemelytra contract, film coming to tergum 7 sidelong margin slightly [7].

All casualties of an creature assault ought to be considered to have major injury, and stabilization of the casualty remains the prime objective. After beginning revival, management consists of standard wound treatment and overflowing irrigation with debridement of devitalized tissue. Organization of antibiotics ought to be schedule and of lockjaw prophylaxis in no immunized cases. The broken bones require stabilization by implies of wiring or plating. Opportune mediation, generous wound debridement, and fastidious delicate tissue handling including skin estimation can be practically and stylishly satisfying. Results that are more productive could be decided by the expertise of the accessible restorative personnel, therapeutic hardware, and the area in which the casualty is first gotten [8].

Conclusion

Once the quiet is stabilized, reproduction is an difficult assignment including fastidious step-by-step recreation of the traumatic location into its previous self. For the most part, it includes the extensive, but numerous a time worthless, explore for the steady area from which the back and obsession can be done. It requires sound anatomical information coupled with a great sum of creativity and creative energy of the facial structures, especially in patients in whom the pre trauma pictures are not available. For administration of patients with extreme maxillofacial injuries caused by wild creatures, a comparable approach to that of patients with different wounds caused by engine vehicle accidents ought to be utilized. Fastidious examination, life support measures, and important surgical procedures should be foundations instantly to play down horribleness and mortality emerging from these wounds [9].

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Conflict of Interest

The authors declare no conflict of interest.

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