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## URBAN LEARNING SPACE MODEL: MECHANISMS FOR CREATING PUBLIC PARTICIPATION FOR BECOMING A LEARNING COMMUNITY

*Research article*

<p>Ariya Pongsiri<sup>1</sup>  <a href="https://orcid.org/0000-0002-8185-482X">https://orcid.org/0000-0002-8185-482X</a>,          Kalasin University, Thailand          E-mail: <a href="mailto:Ariya.po@ksu.ac.th">Ariya.po@ksu.ac.th</a></p>	<p>Kathanyoo Kaewhanam  <a href="https://orcid.org/0000-0002-2234-2971">https://orcid.org/0000-0002-2234-2971</a>,          Kalasin University, Thailand          E-mail: <a href="mailto:dr.khathanyoo@ksu.ac.th">dr.khathanyoo@ksu.ac.th</a></p>
<p>Jariya Intanin  <a href="https://orcid.org/0000-0001-6102-3917">https://orcid.org/0000-0001-6102-3917</a>          Kalasin University, Thailand          E-mail: <a href="mailto:Jariya.in@ksu.ac.th">Jariya.in@ksu.ac.th</a></p>	<p>Sirinda Kamolkhet  <a href="https://orcid.org/0000-0001-6315-2325">https://orcid.org/0000-0001-6315-2325</a>          Kalasin University, Thailand          E-mail: <a href="mailto:Sirinda.ka@ksu.ac.th">Sirinda.ka@ksu.ac.th</a></p>
<p>Phimlikid Kaewhanam  <a href="https://orcid.org/0000-0002-7739-2415">https://orcid.org/0000-0002-7739-2415</a>,          Kalasin University, Thailand          E-mail: <a href="mailto:phimlikid.ka@ksu.ac.th">phimlikid.ka@ksu.ac.th</a></p>	<p>Parisha Marie Cain          Kalasin University, Thailand          E-mail: <a href="mailto:mariecain4545@yahoo.com">mariecain4545@yahoo.com</a></p>

### Biodata(s):

Ariya Pongsiri, Ph.D. Assistant Professor in Public Administration, Public Administration Division, Faculty of Liberal Arts, Kalasin University

Jariya Intanin, Ph.D. Assistant Professor in Public Administration, Public Administration Division, Faculty of Liberal Arts, Kalasin University

Phimlikid Kaewhanam, Ph.D. Assistant Professor in Public Administration, Vice Dean for Student Affairs, Faculty of Liberal Arts, Kalasin University

Kathanyoo Kaewhanam, Ph.D. Associate Professor in Public Administration Division, Faculty of Liberal Arts, Kalasin University

Sirinda Kamolkhet Assistant Professor in Public Administration, Head of Public Administration Division, Faculty of Liberal Arts, Kalasin University

Parisha Marie Cain, Ph.D. Associate Professor in Public Administration Division, Faculty of Liberal Arts, Kalasin University

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Ariya Pongsiri  
[Ariya.po@ksu.ac.th](mailto:Ariya.po@ksu.ac.th)

Jariya Intanin  
[Jariya.in@ksu.ac.th](mailto:Jariya.in@ksu.ac.th)

Phimlikid Kaewhanam  
[phimlikid.ka@ksu.ac.th](mailto:phimlikid.ka@ksu.ac.th)

Kathanyoo Kaewhanam  
[dr.khathanyoo@ksu.ac.th](mailto:dr.khathanyoo@ksu.ac.th)

Sirinda Kamolkhet  
[Sirinda.ka@ksu.ac.th](mailto:Sirinda.ka@ksu.ac.th)

Parisha Marie Cain  
mariecain4545@yahoo.com

## Abstract

The purpose of this research was to study the urban learning space model of people that would result in lifelong learning and learning communities. Kalasin Municipality has amazing and interesting community learning resources. The learning space is also commonly used, being used solely for the purposes of the area, such as museums, parks, community markets local education, etc. This study was designed to use mixed methods. Using a questionnaire with Taro Yamane sample size estimates, quantitative survey covered 400 people about their opinions on the need for urban learning spaces in Kalasin Municipality. Using focus group discussions and in-depth interviews to find out the mechanisms for driving the participatory learning space of various sectors, the leaders and those responsible for driving the learning space in Kalasin Municipality, including 30 people. The study found that people in Kalasin Municipality need a learning space that is a meeting space to discuss public issues that arise in the community, which promotes trust and respect. These types of learning spaces are areas for exchanging learning that can bring tacit knowledge into explicit knowledge, resulting in consensus decisions.

*Keywords:* Learning space, Public Participation, Learning Community

## 1. Introduction

Urban development in various dimensions affects the community, especially the urban community where houses are concentrated in a limited area, resulting in higher density. In addition, urban communities have specific, separate land use patterns as well as many social, economic, and political institutions linked to the amenities and limited urban resources (Yarnsarn, 2016). Moreover, the use of space will change in many dimensions, where the

community will adapt by responding and changing the way they use public space. Each community is made up of both tangible (physical space) and intangible (non-physical space) elements. Kallio, Kallio and Blomberg (2015) found that physical space is important in the emergence of a culture that facilitates organizational creativity. Additionally, according to a study by Wang, Brown, and Liu (2015), planning and managing urban public parks should take into account the different preferences of local communities. Thus, it can be seen that urban public spaces are combined with physical spaces in relation to public life that are accessible and where diverse user groups share the space, either participating or simply observing. It is a social space that brings together individuals, groups of friends, families, and urban communities and serves their needs for the benefit of the public (Brill, 1989).

Current trends in information literacy and general classroom design focus on flexibility in response to learners' diverse learning styles (Staines, 2012). Moreover, people's learning styles have changed in terms of accessing, exchanging, and disseminating knowledge, forcing the role of traditional learning spaces and libraries to change. Therefore, designing a learning space in the 21st century must be an environment conducive to new forms of public learning (Keawlai & Janjamla, 2018). Learning resources influenced by the development of technology such as the Internet, wireless networking, and communication devices that enable rapid and broad access to knowledge are transformed into the digital space. As a result, the learning model must be consistent with the changing conditions and needs of the people it must satisfy and, most importantly, require the participation of the people. Learning to work together is a key component of sustainable change (Beyers & Leventon, 2012). Emphasizing the people as the center of the urban community is not just an architectural task; it is necessary to build an urban community through a sense of belonging by sharing territories and a true sense of community (Horayangkoon, 2015). Consequently, participants must have basic knowledge and an understanding of what constitutes a good environment for the community, and they must have an understanding and judgment in considering alternative approaches.

Nowadays, Thailand has more than 6,000 learning resources (Museum and Learning Center Integration Committee, 2017). These resources are regulated by the government, local government organizations, the private sector, and the communities. They are mostly small museums and learning spaces with varying levels of service and management. However, the physical space of most learning resources has not been developed to accommodate diverse learning activities, and there is a lack of planning to develop and maintain the space to meet the learning needs of people in the future (Museum and Learning Center Integration Committee, 2017). Local government organizations are able to provide education at all levels based on their readiness in order to enable educational institutions to provide education that meets the suitability and needs of learners.

The community learning center is the center for collecting information and knowledge from the community that will lead to promoting the learning process for people in the community to enhance learning opportunities, transferring and exchanging experiences, inheriting wisdom, culture, values, and the uniqueness of the community. It is also a source of community service in various activities, including organizing activities that are in line with the learning needs of the community, which emphasizes the learning process for the way of life of the people in the community to keep up with the changes in society. This creates a learning community and focuses on self-reliant development that will create sustainable community strength (Community Development Department, Ministry of Interior, 2020).

This concept is in line with UNESCO's development concept that supports lifelong learning concepts as well as the Council of Europe and the Organization for Economic Development and Cooperation (OECD). This concept focuses on social and personal interests



as well as respect for life and human dignity, equal rights, social justice, cultural diversity, international unity, and shared responsibility for a sustainable future (UNESCO, 2015). The framework for implementing the 17 Sustainable Development Goals uses the integration of learning and living to encompass learning activities for people of all ages (children, young people, adults and seniors, girls and boys, women, and men) in all contexts of life (family, school, community, work, etc.) and with various learning styles (formal education, non-formal education, and informal education) that meet the variety of needs and wants, which promotes lifelong learning that adopts a holistic and multi-sector approach at all levels and sub-sectors to provide learning opportunities for all (UNESCO, 2016). The UNESCO Institute for Lifelong Learning (UIL) with the UNESCO Global Network of Learning Cities (GNLC) helps local governments develop concrete strategies for building learning cities, especially Goal 4, which emphasizes comprehensive, equitable, and quality education as well as promoting lifelong learning opportunities for all (Lifelong Learning: LLL), and Goal 11, which aims to develop cities and human settlements so people can live in safety and support each other for sustainability, and aims to strengthen citizens with new knowledge, skills, and attitudes in a variety of contexts to be able to adapt to the rapidly changing social, economic, and political aspects and to foster social reconciliation including sustainable economic, cultural, and environmental development.

### **1.1 Research objectives**

The study aims to study the urban-level learning space model of people that will result in lifelong learning. Learning Community in **3** formats: Inspiration space, meeting space, and expression space It also aims to study the mechanisms driving lifelong learning. (Learning Community) with the engagement of several sectors to be enabled to become a learning community

### **1.2 Literature Review**

#### **What is the importance of learning spaces?**

Creating and developing a learning community is a form of education that supports people in the community to continue learning throughout their lives by distributing educational opportunities evenly using the things around them in a concrete way (physical space) and those that are intangible but can be conveyed systematically (non-physical space). Therefore, the use of this knowledge to build a learning community is imperative to find the right way to truly achieve learning for all ages, especially learning in the **21st** century where traditional teaching methods are not conducive to learning for digital citizens (Bridgstock, **2016**).

The source of knowledge may be in various forms, such as a person, object, place, tradition, etc. The source of knowledge can be decayed and lost. In addition, some sources of knowledge cannot provide a clear story without a story to tell or without documentation to read. Therefore, knowledge must be collected in an appropriate format to ensure sustainability and can be inherited. The body of knowledge is divided into two types of knowledge. First, explicit knowledge is knowledge that is rational and can be described or paraphrased in the form of theory, problem solving, manuals, and databases that everyone can access, sometimes referred to as concrete knowledge. Second, tacit knowledge is knowledge inside the human brain that is acquired through experience, intuition, or a portion of talent. This knowledge is difficult to describe into words or formulas, and it requires the belief and academic skills of the individual to distill this knowledge for development and sharing, which requires the belief and academic skills of the individual. This knowledge also requires practice in order to become proficient and individual, such as organizational culture, skills, expertise in various subjects, etc. This knowledge will give a competitive advantage. Some sources call this type of

knowledge wisdom (Nonaka, Ikujiro, and Toyama, Ryoko, **2002**; Nonaka and Takeuchi, **2000**; McClelland, **1974**; Spencer and Spencer, **1993**).

To maintain the knowledge that is explicit and tacit, there must be methods and spaces for sharing and creating knowledge. Learning management in the **21st** century: as the world enters the digital age, learners' learning is not limited to the classroom, but learners have access to various sources of knowledge. The process of acquiring knowledge by learners has changed from the transfer of knowledge from the instructors to the learners, transforming it into a process in which instructors provide experiences for learners by creating an appropriate and creative learning environment, causing learning in all ages. In line with the concept of the UNESCO Institute for Lifelong Learning (UIL), it emphasizes inclusive, equitable, and quality education as well as promoting lifelong learning opportunities for all (Lifelong Learning: LLL). Therefore, the development of a learning space to include an inspiration space, a meeting space, and a performative space that is suitable will allow communities at all levels to have space to exchange knowledge together to create a truly learning community (Staines, **2012**).

### **What are the four levels of participation?**

Public participation is a process by which citizens or stakeholders have the opportunity to express their views and participate in activities that affect the well-being of the people, and their opinions are taken into consideration in policy making and the implementation of state decisions. Public participation is a communication process, that is, formal and informal two-way communication that involves sharing information among stakeholders and fostering unity in society. This is because public participation increases the quality of consensus decisions and it is easy to implement (Kokpol, **2019**). By enabling citizens and stakeholders from all sectors of society to participate in public activities, Creighton (**1994**) described the participatory process for making consensus decisions as follows:

1. Public information means that citizens and relevant authorities shall be informed of the details of the project to be undertaken and its expected effects. However, the information must be notified prior to the decision to proceed with the project. Social media is a form of news generation that is participatory and collaborative and involves the sharing of knowledge of public information (Zhang, Fan, Yao, Hu & Mostafavi, **2019**).

2. Public consultation is a participatory model that organizes discussions between project operators and relevant and affected people to hear their opinions and verify additional information in order to gain a better understanding of the project and its activities. Sinclair (**2005**) found that there are mistakes in public policy consultations at the planning stage, so building participation in consultations requires finding ways to create engagement.

3. Public Meeting is intended to enable people and parties involved in the project or activity and decision makers to use the public forum to understand and find reasons for implementing the project or activity in the area. This method is one of the most common and frequently criticized. People's participation in community planning is not fully understood in the correct way for public meetings, or sometimes a successful public meeting process does not lead to successful outcomes. Therefore, it is important to create an understanding and a participation in the proper meeting for all stakeholders (McComas, 2001).

4. Decision Making is an important point in the collaboration between the organizations that affect and are affected by the decision. Principled cooperation develops a principled negotiation process that provides objective criteria that are suitable for decision-making (Heath & Isbell, **2021**). Therefore, decision-making is the ultimate goal of public participation. To what extent people play a role in decision-making depends on the composition of the





committees representing the people in the area. In addition, an important aspect of participation is process. When there is a participatory process leading to a consensus decision, it will lead to success in decision making, reducing conflicts and understanding the reasons for decision making. All of this will lead to the exchange of discussions on public issues, resulting in participation at all levels.

### **3. Methods**

#### **3.1 Research Design**

This research was designed to implement a mixed-method research design, both quantitative and qualitative. Quantitative research is a survey of people's opinion levels towards the model of urban learning space needs of people living in Kalasin, for qualitative research, including focus groups and in-depth interviews, to identify the mechanisms guiding the participatory learning space of various sectors. Should be capable of completely to the objectives.

#### **3.2 Sample**

In this study, the panel collected quantitative data from people of the Kalasin municipality who were of various ages. Taro Yamane's computations of sample size were used to 400 samples from museums, parks, community markets, community learning space, etc.

#### **3.3 Instruments and reliability**

Quantitative research is a survey of the level of public opinion on the urban-level learning space needs of people in Kalasin Municipality, divided into 5 rating scales of Likert (Likert Scale, 1932) in 3 formats, comprising: The survey was conducted based on theoretical concepts related to learning space, and three expert IOC questionnaires were conducted, with a score of 0.96, which was accurate and could be used to collect data. For the qualitative portion of the study, the panel used a semi-structured interview guide with a structural design of the questions that related to the research's objectives.

#### **3.4 Procedure of data collection**

The data collection process of the panel has been divided into 3 phases:

Pre-trial phase: The panel worked before going to the site by building understanding with the working group by properly clarifying the research objectives and scope of the research before entering the repository, as well as preparing knowledge related to data collection techniques, such as preparing for fieldwork. Observations, interviews, as well as monitoring and data analysis techniques and how to write reports.

Between-operations phases: The panel will explain the scope of the research and its objectives to the sample and key informants to secure their consent for use in academic research exclusively. It takes some time, along with written and verbal explanations, before the informant and sample are both aware of the research project and willing to answer questions about it. Additionally, they are free to decline invitations to take part in studies.

The post-research phase: the research is presented will be presented in the overview only. This will not cause any damage to the key informant the important information. The name/personal information of the key Informant will not be identified, no photos containing your photo will be made public.

#### 4. Findings

The study modeled the need for urban-level learning spaces for citizens to result in lifelong learning. (Learning Community) found that

**Table 1: The Urban Learning Space Model of Kalasin Municipality**

Learning space	$\bar{X}$	S.D.	Interpret
Inspiration space	3.30	1.32	moderate
Meeting space	3.68	1.26	high
Performative space	3.59	1.23	high
Average	3.52	1.27	high

From Table 1, it was found that the urban learning space model of the Kalasin municipality was at a high level. The community in Kalasin Municipality needed meeting space ( $\bar{X}$ =3.68) at a high level, followed by the performative space ( $\bar{X}$ =3.59) at a high level and the inspiration space ( $\bar{X}$ =3.30) at a moderate level, respectively.

**Table 2 An Analysis of the Urban Learning Space Model of Kalasin Municipality**

Factors	Regression Coefficient		t	p-value
	b	$\beta$		
Constant	.835		8.123	.000
Inspiration space	.274	.308	5.695	.000
Meeting space	.254	.279	4.944	.000
Performative space	.317	.340	5.516	.000

From Table 2, the results of the analysis of the urban learning space model of Kalasin municipality found that inspiration space, meeting space, and performative space had a positive effect on the need for learning spaces in the community with a statistically significant at .05.

It was determined that the urban-level learning space model for the residents of Kalasin municipality should be detailed based on focus group discussions and in-depth interviews with key contributors from various relevant groups in the public sector, namely representatives of Kalasin municipalities, the public sector, namely the chairman of chum in Kalasin municipality, and the private sector, i.e., representatives of entrepreneurs in Kalasin municipality. As follows:

**Inspiration space** should be a space where the community can exchange, learn and inherit cultural activities, and be able to showcase their creative works in music, art, literature, books, all kinds of scripts, prose, poetry, and plays, which are unique activities of the community. All of these historical uniqueness and places have become the cornerstone of the need for quality spaces (Xing & Siu, 2010), because these activities can be linked to the overall lifestyle of everyone in the community and they can be molded into creating a good culture.

**Meeting space** should be a public space in the community that will help build community participation as a meeting space, where everyone can use the space freely informally according to their needs. Also, it is a space to discuss public issues that arise in the community to build trust and respect and to participate in making decisions on public issues in the community to find consensus arising from the participation of the stakeholders.

**Performative space** should be a space that promotes and carries out various community activities such as workshops, other skills, arts and crafts that increase the body of explicit knowledge and tacit knowledge with the goal of igniting and creating new activities for the community to learn together at all ages. In addition, the in-depth interviews revealed that in order to create learning at all ages, a performative space is essential, especially for the elderly, as a space to express their potential, skills, and attitudes, which are essential to the educational process and knowledge exchange, and also affect motivation and persistence in activities (Sentürk & Duran, 2020).

A productive learning community can be created from the procedures guiding the sector's participatory learning community. The following procedures can be used to analyze and synthesize the study's findings:

**Step 1:** Holding a community forum to assess the need for a learning space and to clarify details, activity objectives, and the project's significance. This step, public information, is to provide information to stakeholders in order to create a fundamental understanding of participation and to reduce potential resistance. The results showed that a learning space that meets the needs of participants must be appropriate to specific age groups of users who differ in their physical, preferences, needs, and abilities in learning. The learning space model will be used effectively if the learning space is created with knowledge and understanding of the needs of the model. In this research, data was collected from 400 people living in 36 communities in Kalasin municipality. The participants mostly were 236 females (59%), aged 41–50 years old, with a number of 183 people (45.8%), were trade or business owners, with 190 people (52.5%), and had primary education, with 164 people (41%). The participants responded to a questionnaire about the need for a learning space, and the researcher conducted in-depth interviews with key informants from various groups, such as municipality officers, heads of Kalasin communities, and people living in the Kalasin municipality. It was found that the learning space model must be based on user groups. The learning space must be suitable for the user group, especially the age range of the user who has differences in physical body, needs, learning abilities, and learning abilities that affect the transfer of knowledge and the relationship between generation to generation. This is consistent with the results of a study by Polat, Okçu, and Çelik (2019), which found that public spaces were in greater demand at all ages than formal spaces. This will be a place to build relationships and have good interactions between them.

**Step 2:** Recruiting a leader and a committee to identify key operators in the area who will coordinate, forward, explore, and be responsible for collecting explicit and tacit knowledge, particularly in communities with a diverse body of knowledge. Those on the committee need to be sacrificed and deeply understand the context. Moreover, there must be participation in the community through public consultation to listen to opinions and verify information to ensure accuracy and appropriateness. For the most part, community committees are the leaders in operating and coordinating between communities and sectors. They are regarded as sacrifices for their duties without compensation and are elected by the people of the community. Therefore, these community committees are the first to volunteer to work and try to change the community for the better through the process of public consultation. Similarly, a study by Wang, Demerouti, and Le Blanc (2017) found that leadership in transformation was associated with an increase in work (seeking resources and seeking challenges), which led to the changes that were important to a person's adaptability and enthusiasm to make things better.



**Step 3** collecting information from knowledgeable people and local philosophers on various subjects and surveying and creating learning points by using the method of public meeting to find the objective for operating activities in that area. This is a forum to openly present information, describe and discuss the proposed development plans, and gather public opinion on relevant issues that will lead to active participation (Li, Guo, Ma, & Chang, 2007). It was found that a learning space must be a place that facilitates learning by having to create a sense of security and have basic facilities in the appropriate area. The place must have activities for visitors to participate in or create participation in the area. It is similar to school areas that play an important role in creating a learning environment. The factors affecting choosing and attending one school are not only the availability of equipment but also the atmosphere and the availability of facilities. All of these are important factors that make people want to learn (Widiastuti, Susilo, & Nurfinaputri, 2021). Activities with children are an interesting form of promotion of participation because in activities involving children there are parents who, in most cases, encourage and support activities that can enhance the development of children. It can be said that it is learning together and helps to create an appropriate learning atmosphere for all ages.

**Step 4** planning to increase the community's knowledge value by using techniques such as SWOT to analyze the potential of learning spaces for decision making and designing learning spaces that meet the needs of the users in the areas. The result found that the urban learning space model of Kalasin municipality needed to have three spaces, including inspiration space, meeting space, and performative space.

**Step 5:** creating a learning space for a community that has inspiration space, meeting space, and performative space will create a connection of participatory learning, both explicit and tacit knowledge. This connection will affect the economic and social aspects of the area. Currently, technology can be used to connect learning spaces with users in a virtual form

#### 4. Discussion

The learning space model was examined in this study, and the researchers discovered that people's urban-level learning space patterns in the Kalasin municipality area were It requires a learning space that is inspiring. meet-and-greet areas and expression areas (statistically significant at .05 levels), where these areas can give learning that is appropriate for people of all ages. The group of leaders and those responsible for driving the learning space in Kalasin Municipality must use the mechanisms for creating participation from all sectors. These learning spaces are areas for exchanging learning that can bring tacit knowledge into explicit knowledge. The last 2 years especially, online channels during the coronavirus outbreak, which is a limitation in learning at various learning sources of COVID-19 situation should be adjusted for learning in all of its formats. It has an effect on general learning anxiety but has no impact on permeability (Mathew, J., Yadav, P., Nair, S., Gomes, R., & Bhaskar, S., 2022). A useful technique for supporting learning and communicating in real-world is the integration of virtual classroom technology across educational pathways. Being a true learning community, in other words, requires continual engagement and learning exchange amongst people from different ages. This is in accordance with the findings of a research by Suresh Chandra Babu (2014), who found that e-learning initiatives can assist professionals in developing nations enhance their skills while also satisfying human needs and promoting economic growth. Social networks are another effect of the virtual learning model in the online



platform. Bozkurt, A., Karadeniz, A., & Kocdar, S. (2017) Found that social networks can be used to support social learning processes. However, virtual learning also had some effects on learning, such as showing less interpersonal participation in the teaching process or less social interaction (Singh & Meena, 2022). Availability of digital information is also important to realize because there is always discrimination for who accesses this information (Mphahlele, R., Seeletso, M., Muleya, G., & Simui, F., 2021).

### 5. Conclusion

Creating a learning space should take the needs of users into account because the learning space will be an area for exchanging knowledge and doing various activities, both explicit and tacit knowledge. People in Kalasin municipality need a learning space that can be an inspiration space for exchanging, learning, and inheriting cultural activities of the community, a meeting space for discussing public issues that occur in the community to build trust and respect between each other; and a performative space for promoting and carrying out various activities of the community. The three spaces mentioned above will be able to foster public participation, allowing residents of Kalasin Municipality to become involved in public issues affecting the community. This participation consists of participation in public information, participation in public consultation, and participation in making decisions based on the creation of trust and respect. As a result, the model of urban learning space in Kalasin municipality becomes a truly learning community.

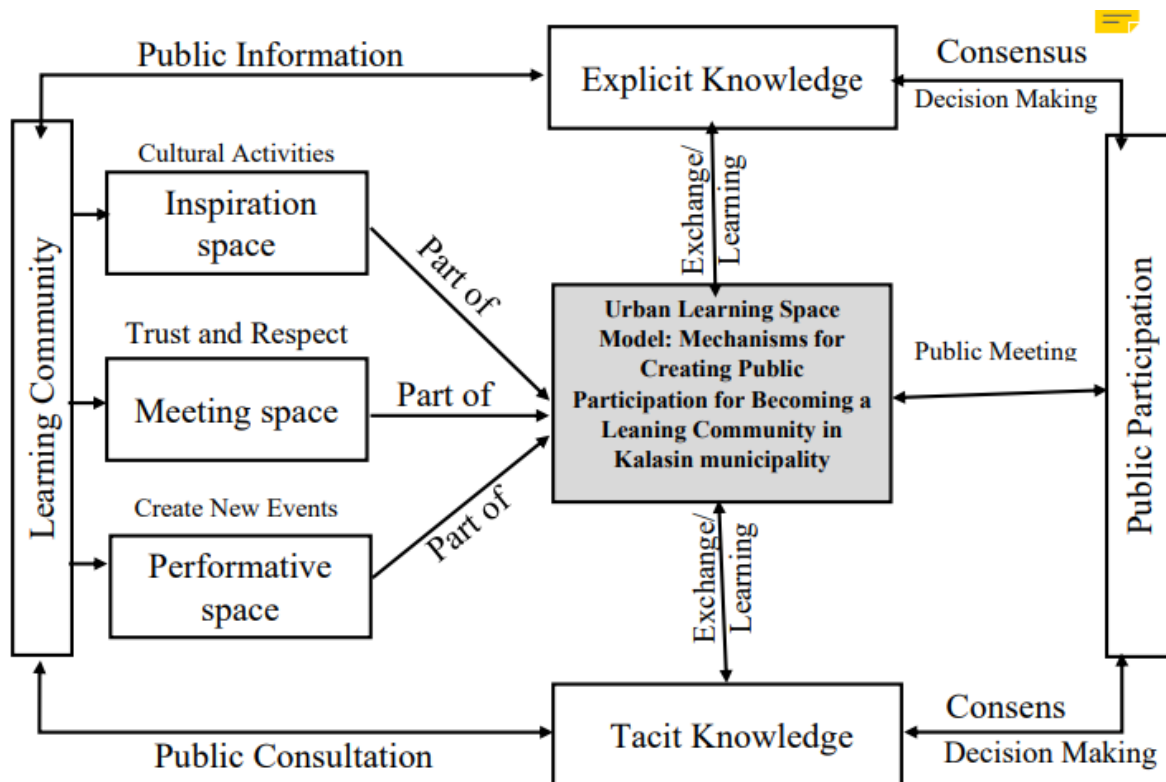


Figure 1. Summary diagram of the urban learning space of Kalasin municipality

By Ariya Pongsiri (2022)

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