



The develop management guidelines for learning spaces in Yala province to promote Yala brand image, Thailand

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Abstract

This research aimed to 1) identify and design learning spaces in Yala province, 2) manage learning spaces in Yala province, and 3) promote Yala brand image. Qualitative and quantitative research methodologies are used. The qualitative study utilized focus groups with 30 experts to identify learning areas and 40 Yala youth to establish competencies for learning managers. Meanwhile, a quantitative study on satisfaction surveys and media perception was undertaken with 139 persons from six distinct Yala municipal areas. The data are analyzed using content analysis and SPSS. The conceptual framework consists of 4 components, as follows: (1) The information of Yala province, comprising of (1.1) learning space, (1.2) Youth development, and (1.3) stage to showcase; (2) media video clips, comprising of (2.1) architecture, (2.2) cuisine, and (2.3) fabric, (3) Satisfaction surveys and (4) media impressions, comprising of (4.1) Tiktok, and (4.2) Youtube. The results indicated that the old market is a physical learning space and has varieties of cultural identities. Manage learning spaces in collaboration is comprised of three phases 1) develop a city development plan (5 years) to plan joint activities with other organizations 2) plan annual activities (Events) and 3) promote and disseminate activities, advocating for activity support, or networking for activity implementation. The old market is an important cloth trading market a well-known area for savory and sweet food, such as local restaurants that are published through clip video as live streaming, Tiktok and YouTube.

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Introduction

A learning city promotes education, skill development, cultural enrichment, and social cohesion, focusing on inclusive and sustainable development. (UNESCO, 2023). The engagement of citizens in decision-making processes, participatory planning, and collaborative initiatives ensures that learning opportunities are responsive to local priorities and aspirations (UNESCO, 2017). Mechanisms were established for evaluating the impact of learning city initiatives, collecting data on participation rates, learning outcomes, and socio-economic indicators, and using this information to inform decision-making and improvements.

Learning is as important as the end product for competitiveness (Kaewhanam et al., 2023). New scientific studies suggest that the quality of students' academic performance is closely related to the features and functionality of their learning spaces (Nja et al., 2023). When compared to typical classrooms, the active learning space had considerably superior rankings in the areas of learning space, teacher-student interactions, student-student relationships, and student intrinsic learning motivation (Appleton et al., 2006). As schools, colleges, and universities seek to embrace active learning, questions regarding the learning environments employed for active learning have naturally arisen (Talbert & Mor-Avi, 2019). Learning spaces can include traditional classrooms, libraries, maker spaces, outdoor learning areas, and virtual classrooms. Learning spaces focus on their impact on student engagement, academic performance, creativity, and overall well-being (Benade, 2020). Schools and other learning environments involve various competencies and disciplines of knowledge (Renzoni & Savoldi 2022). Learning environments should stimulate and facilitate self-reflection and development (Rajabi et al., 2021).

Yala province in the southernmost part of Thailand is facing challenges in its education system due to the ongoing political unrest in the region (Singkun et al., 2014). Since then, Yala has grown socially and economically. However, the perception of Yala City deteriorated during the violence that began in 2004. Yala is seen as a hazardous place by both locals and visitors, and foreigners are reluctant to travel there. Individuals inside desired to relocate. Among other things, Yala lacks the human resources necessary to support the city's development, and the province's educational attainment is comparatively low. From those problems, there was the concept to develop a connection

of environmental conservation from the local level to the global level through city branding by using existent local capital to manage a city supporting living in 3 issues: 1) Friendly City; 2) Good Environmental City; and 3) Artistic City ((Equitable Education Research Institute, 2024). Developing adaptable knowledge that students can use to solve problems is one of the main objectives of problem-based learning (Hmelo-Silver, 2013). Empirical exploration into the impact of learning spaces on student learning motivation, particularly in terms of how and to what extent, has been limited (Appleton et al., 2006).

Human-environment interaction is mediated by a city's image, and improving one's perception might result from a deeper comprehension of the formative elements of spatial city image (Oyama, 2024). Social network data from online social networks includes impressions of people and tourists enjoying leisure and recreational activities in the city, and comments might include sentiments, experiences, and images (Su et al., 2023). Thus, flexible learning spaces promote collaboration, creativity, and student engagement. They allow for easy reconfiguration to accommodate various teaching and learning activities. Overall, research on learning spaces underscores the importance of creating environments conducive to learning, collaboration, and student well-being, whether physical or virtual. This is reason to study the aspects of the learning city, the application of new learning spaces to identify the management of learning spaces in the new period, and the method to improve the province's image.

Literature Review

According to a review of the literature, there are currently few studies on the usage of learning environments and several pertinent studies are still lacking: First, there is a lack of theoretical and model support for the characteristics of learning city and learning spaces, which include motivation stimulation, learning experience, interaction, learning outcomes, and other learning states. Second, there is a shortage of empirical research on managing new learning spaces according to physical and virtual space elements based on behavior, motivation, and city image.

Learning City

Learning cities are the result of the creation of novel frameworks and procedures. In fact, through a variety

of resources they pool, learning cities specifically use learning to foster economic growth, social cohesion, and rejuvenation that involves all facets of society (Rajabi, et al., 2021). The phrase “learning state” is derived from the study of children with learning impairments, and it refers to the structure of pupils’ learning problems (Shi, 2020). The environment and its present elements significantly influence human learning. Humans and the environment have reciprocal and interacting interactions (Rajabi et al., 2021).

Glasgow, Scotland’s largest city with a population of 600,000 citizens, considered itself a learning city in 1999. Collaboration between the public and private sectors was established to help the decision-making process aimed at its targets of a learning city and solving any barrier (Ameen, 2020). The rapid adoption of learning city policies in China demonstrates new opportunities for developing learning cities as cultural interventions in managing urban administrations and maintaining social stability (Osborne et al., 2013). China is a prominent leader in implementing the concept of learning cities to drive policy and practice in its cities. Beijing hosted UNESCO’s first International Learning Cities conference in 2013 (UNESCO, 2023). The municipal Office of the Leading Group for the Efforts of Building a Learning City in Beijing has developed various mechanisms to assess the performance of the learning system, including enterprises, villages, and government agencies, at the district and sub-district levels (Ahmed et al., 2021). Shanghai has undergone tremendous changes in the last century. It is a city that values lifelong learning and has become a significant force in developing as a world metropolis with a tradition of continuous and endless development in building a learning city (Salleh & Tan, 2013). The Learning Cities initiative promotes lifelong learning for sustainable development. Bangkok, Khon Kaen, and Yala have been recognized by UNESCO as part of the Global Network of Learning Cities. This demonstrates Thailand’s commitment to lifelong learning at the local level. These provinces should effectively mobilize resources across various sectors to enhance learning opportunities for citizens of all ages. Fundamental conditions for building a learning city involve formulating policies and strategies by the Bangkok government to promote citizens’ role and participation. Additionally, mechanisms need to be developed to establish a sound governance system, including allocating budget and facilities to support lifelong learning for baby boomers and Generation Y (Krajangkantamr, 2022).

The learning city model includes 5 essential elements (Sajjasophon et al., 2015) as follows: 1) principles of a learning city involve lifelong learning and community-based development for the elderly, 2) elements of a learning city include learners, learning organizers, knowledge, activities, networks, and public policies, 3) learning processes consist of non-formal and informal education, 4) operational processes are based on community-based development, 5) strategies for implementing the learning city model include specifying public policies, integrating knowledge management, and allocating resources for lifelong learning. The learning state’s unique performance is in eight areas: motivation, learning participation, interactive communication, learning resources, academic record, thinking ability, cooperation ability, and problem-solving ability (Shi, 2020). Thus, elements of learning city should consider lifelong learning, learning participation, effectively mobilizing resources, learning opportunities of all ages, and formulating policies and strategies.

Learning Spaces

The true needs of people are reinterpreted in urban learning environments, where they are also created and adapted to meet educational requirements (Rajabi et al., 2021).

A space is constructed as a learning space and is infused with meanings and values. Learning spaces are more than just containers for a few permitted activities; they serve as surroundings for people (Rajabi et al., 2021). The shift in students’ learning effectiveness in the new learning environment comprises three dimensions: learning participation, social interaction, and learning outcomes (Shi, 2020). Educators recognize that the “learning landscape” can create a sense of belonging, facilitate group work, and support informal learning. It is essential to consider these factors and design a functional, meaningful, and supportive space that enhances the learning experience in the studio environment (Temple & Filippakou, 2007). The learning space is a crucial factor in the complex relationship that enables learning and is an integral part of teaching, learning, and research activities. In higher education settings, the learning space has often been considered in the context of space planning, campus master planning, and architecture, aiming to provide appropriate amounts of space for defined uses and maximizing their utilization. Learning can happen in an ordinary auditorium or in a space consisting of physical and virtual elements as follows as;

The design of physical learning spaces

Self-determination theory is used to explain how physical space elements create a social environment that boosts motivation to learn and enhances student well-being. Policies can facilitate learning, and changes may be needed in donor institutions to effectively build capacity in developing world cities (Campbell, 2009). Citizenship and cooperation are essential for the development of a learning city (Kaewhanam et al., 2023). The concept of a problem space describes the attributes, information, and objectives required to address a particular issue (Hmelo-Silver, 2013). One of the most significant effects was distance: the further a street is from the reference point, the worse its perception within the district (Oyama, 2024). The seating arrangement in the science classroom should be changed to a U-shape to allow the teacher to interact freely with every student (Nja et al., 2023). The connection between school, neighborhood, and daily life has long served as a foundation for design and learning. School buildings and courtyards provide valuable public space for sports and cultural activities for students and the community outside of school hours. Home-school routes can improve urban quality, safety, and encourage sustainable lifestyles by influencing transportation choices and public places (Renzoni & Savoldi, 2022). Future classrooms should prioritize coaching and instruction as students are learning. Organizing teaching/learning activities around the discipline's basic procedures and tools can help students acquire its significance (Long & Ehrmann, 2005).

The design of virtual learning space

The active learning space greatly outperformed traditional classrooms in terms of student intrinsic learning motivation, teacher-student interactions, student-student relationships, and learning space dimensions (Chen et al. 2024). Traditional classrooms, modern online learning environments, and immersive virtual reality environments are all examples of educational learning spaces that support a variety of teaching modalities, including project-based, collaborative, and experiential learning (Papaioannou et al., 2023).

The modern world is shaped by globalization and digital technology. This requires educators to adopt new, innovative teaching methods. Open school design encourages collaborative, flexible learning and teaching, with multiple classes using technology-enriched common spaces facilitated by collaborative teams of teachers. This approach is expected to have far-reaching implications for community expectations, relationship-building, assessment, student learning, teachers' work, and

initial teacher education (Benade, 2020). The public is interested in a digital library for public transport. Positive reactions on social media indicate the potential for integrating innovative city tools to create more inclusive and accessible learning environments for urban communities. The public sector is embracing lifelong learning initiatives that ultimately support the achievement of SDG (Hirju & Georgescu, 2023), developing online participation processes during the COVID-19 pandemic to align with the online learning model, which is also a modern approach to learning. (Kaewhanam et al., 2023).

The capacity to engage with peers and specialists on a range of levels is a crucial component of a learning environment. The fact that at least four of the seven research-based principles of excellent practice in undergraduate education—faculty-student contact, student-student collaboration, timely feedback, and communicating high expectations—have to do with interpersonal interaction is no accident (Long & Ehrmann, 2005).

Prioritizing people or users in learning space design is important for the following reasons (Brown, 2005; Gee, 2006): (1) Healthy, safe, and comfortable including having adequate light. The equipment and space layout is designed to be pleasant and properly assist learning (ergonomics); 2. Encourage involvement and spark creativity by using the senses—colors, sounds, forms, and tactile objects—by setting aside specific areas for impromptu activities; 3) Strike a balance between community and seclusion, for example, a modern library featuring small group meeting areas as well as more quiet rooms for solitary study/work; and (4) Easily utilized by the goal and adaptable to requirements, i.e., flexible learning area organization can be modified to fit educational activities. and different based on user requirements

Management of Learning Space and City's Image

Learning city' as a marketing tool but rather as a social process of participation and negotiation (Wheeler & Tabbagh, 2020). The most popular activities included community-based, environmental, and educational pursuits. Promoting lifelong learning opportunities is crucial to creating a dynamic environment for individuals, communities, and cities. It is essential for enhancing economic development, such as employment education, and sustainability (Iamtrakul et al., 2023). Management of learning cities involves multiple stakeholders, including local governments, educational institutions, community organizations, businesses, and civil society,

to coordinate efforts and resources. The development of strategic plans and policies prioritizing lifelong learning as a critical component of urban development, with clear objectives, targets, and indicators, was done to monitor progress. Cultivating partnerships and networks among various stakeholders to leverage resources and share best practices addressed the diverse learning needs within the community. The engagement of citizens in decision-making processes, participatory planning, and collaborative initiatives ensures that learning opportunities are responsive to local priorities and aspirations (UNESCO, 2017).

Schools and other learning environments involve various competencies and disciplines of knowledge. There are the effect of classroom settings on elementary and secondary school students' learning results and a favorable relationship between enhanced academic performance and learning surroundings (Papaioannou et al., 2023). The physicality of learning environments, as well as the various approaches to creating, managing, and sustaining them, are critical drivers of their evolution (Renzoni & Savoldi, 2022). A city's image is how a person or group perceives it, and it can be communicated both visually and verbally. There are four categories of city image types: public areas, natural landscapes, landmark structures, and cultural life. In addition to streets, urban parks are typically classified as public spaces (Su et al., 2023).

In conclusion, the design of learning space both physical and virtual space elements influence human learning. Organizing teaching and learning activities around the discipline's basic procedures and tools can help students acquire its significance. A city's image such as public areas, natural landscapes, landmark structures, and cultural life enhances person or group perception and communicates both visually and verbally.

Yala Province

Cultural capital exists in Yala Province. Yala is a cosmopolitan metropolis. Individuals have a variety of cultural identities. Nearly every level and subject is covered by educational institutions. Some academics are multidisciplinary specialists. In the growth of Yala Province as a multicultural, social, and cultural hub, the railway line is a significant feature. This is since the original community residing in the vicinity of Yala Railway Station was made up of a varied range of ethnic groups, including Thai Muslims, Thai Buddhists, Thai-Chinese, Indians, and Sikhs. In the past, the neighborhood around the Yala rail station was a free market village. It is now known as the "Old Market." Apart from being a significant marketplace for the trade of textiles in Yala Province and the southern border, in addition, it is a popular destination for both sweet and savory cuisine, as seen by the local eateries that have been serving tourists since antiquity.

Conceptual Framework

This research is mixed methods research. A research process involved gathering data about Yala Province's architecture, cuisine, and fabric with the help of government network partners, conducting activities in our community by 1) creating possible learning spaces about the architecture, cuisine, and fabric of Yala Province, the private sector and civil society, 2) youth development of schools in Yala Province, and 3) Opening a stage to showcase the artistic and cultural talents of youth in Yala Province and creating media video clips about buildings, food, and clothing in Yala Province and publishing them through Tiktok and Youtube channels. The conceptual framework is as follows (Figure 1):

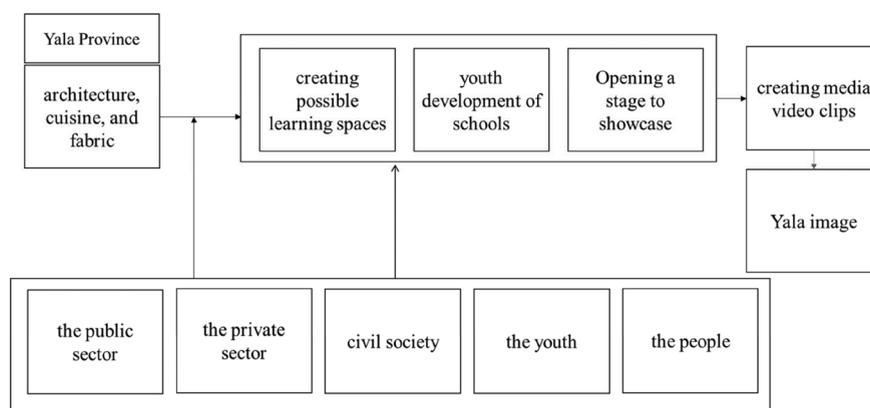


Figure 1 Conceptual framework

Methodology

This study comprises three phases: Phase 1 focused on identifying and designing learning spaces, employing a qualitative method; Phase 2 sought manage learning spaces in Yala province through a qualitative method; Phase 3 was to promote Yala brand image and measure satisfaction and awareness through a quantitative method.

Phase 1: Identifying and Designing Learning Spaces

Participants of this phase consisted of 2 groups: Group 1 had 20 government sector, social sector, and private sector participants who participated in focus group discussions, and group 2 had 10 private sector, teachers, school administrators, social sector, and entrepreneurs who participated in a focus group discussion. To make sure that the right participants were chosen from the target group, a sampling technique utilizing key personnel was used.

Data collection

The first phase was to seek learning routes and design learning spaces through focus groups. Before the focus group, a literature review was conducted to gain extant definitions of learning spaces. After that, focus groups were undertaken to design learning spaces. The results from the focus group were analyzed to code and organized to validate the keywords of learning spaces. The research instrument in this phase was a structured focus group form.

Data analysis

Contents derived from the literature review were integrated and synthesized to establish learning routes and design learning spaces. In conducting a content analysis, data were systematically examined to identify and code keywords related to elements of learning spaces.

Phase 2 Manage Learning Spaces in Yala Province through a Qualitative Method.

Participants

Participants were 40 Yala students in secondary 4–6 from two school sectors: public, and private. We use purposive sampling by considering students who participate in school activities, which was employed as the preferred sampling technique to relate the research objectives, and the target population and obtain a diverse and unbiased sample.

Data collection

The study in Phase 2 sought to develop management guidelines for learning spaces and develop competencies for learning managers. The learning managers' competencies consist of 3 components: (1) communication skills including cooperation with friends, creativity, adaptability, (2) management skills including planning and learning design, time management, and (3) interpersonal skills including understanding others, kindness, empathy and understanding individual differences. Finally, Criteria for consideration participation in all project activities is part of the learning manager, making media from video clips, distributing video clip content, and planning exercises to enhance learning objectives. The research instrument in this phase was a satisfaction questionnaire that collected personal information: gender, age, education, and profession by measuring service process, service provider, facility, service quality, and overall satisfaction with the project. In designing the questionnaire, we used a 5-point Likert scale.

Data analysis

The data were analyzed by using statistical methods, namely, descriptive analysis. The primary parameters used are the mean (or average) and the standard deviation.

Phase 3 Promote Yala Brand Image.

Participants

Participants were 139 persons (82.6% were female, 19.4% were male) from six distinct communities of Yala municipal areas including students (89.9%), government employees (7.9%), age between 21–23 years (48.2%) and 18–20 years (38.8%). Quota sampling was employed based on specific communities of Yala municipal areas.

Data collection

The study in Phase 3 promotes Yala brand image. Perception of the image of architecture, fabric, and cuisine through online media consists of 5 components: (1) information, (2) Attitude towards information, (3) Satisfaction with information, (4) Perception of the image of the old market learning area regarding food, clothing, and buildings through online media, and (5) Perception of the image of the learning area. The research instrument in this phase was perception of the image questionnaire that collected personal information: gender, age, religion, profession and income. In designing the questionnaire, a 5-point Likert scale was used.

Data analysis

The data were analyzed by using statistical methods, namely, descriptive analysis. The primary parameters used are the mean (or average) and the standard deviation.

Results

From the objective of this research, results are divided into three sections: 1) to identify learning spaces in Yala province; 2) management learning spaces in Yala province; and 3) to promote Yala brand image.

Objective 1: To Identify and Design Learning Spaces in Yala Province

Content analysis from focus group discussions of the government sector, social sector, and private sector, teachers, school administrators, and entrepreneurs consists of 4 dimensions, as follows;

The original community in the Yala train station area was a free market community in the past. Nowadays Old Market is an important cloth trading market in Yala Province and the southern border. It is also a well-known area for savory and sweet food, such as local restaurants that have been selling food to travelers since ancient times. The old market is a physical learning space including being safe, comfortable, a balance between social interaction and solitude, and the layout of a flexible learning environment can be changed to accommodate instructional activities. We considered Old Market to have a variety of cultural

identities as traditional local cuisine, local fabric, and the history of the heritage buildings. Designing learning spaces to align with user needs involves considering areas that blend history, culinary culture, clothing, and buildings conducive to creating learning routes including routes from 1) Yala Railway Station as the original community residing in the vicinity of Yala Railway station to 2) street food soup being connected to the railway line and the economic district that learn and connect to a multicultural way of life, 3) Talad-Maprow, 4) Amphan’s traditional dessert, 5) Asmabaatik Shop, 6) Tessabal School 5, and 7) the black bridge connecting to the train station and an area for various activities of Yala Municipality, as shown in **Figure 2**

Objective 2: To Develop Management Guidelines for Learning Spaces in Yala province

The developed management guidelines for learning spaces consist of 3 components: (1) Communication skills: Students from surrounding schools can be incorporated into the old market’s lifestyle to learn about local cuisine and use what they learn to develop new local cuisine that combines Thai, Muslim, and Chinese cultures; (2) management skills: partnering with organizations to drive activities, finding community networks that serve as central spaces, or even repurposing unused buildings, improving and developing learning spaces; and (3) interpersonal skills: making media from video clips, distributing video clip content, and planning exercises to enhance learning objectives.



Figure 2 The old market of learning routes, Yala City

A network with public, private, social, and youth could link all activities. However, all stakeholders take part upstream, midstream, and downstream. To promote information sharing, Yala Youths, a learning manager, set up exhibition spaces in conveniently located sites in the same zone as the previous market. They organized Salam kedai lama exhibitions and architecture, fabric, and cuisine workshops to educate youth in the old market. The three roles of networks in creating learning spaces are shown in [Table 1](#), and Satisfaction with learning about architecture, fabric, and cuisine workshops and events are shown in [Table 2](#).

Overall Satisfaction with learning about architecture, fabric, and cuisine workshop and event is high ($M = 4.13$, $SD = 0.89$). When considering each item, it was found that Quality of service is at a high level ($M = 4.17$, $SD = 0.75$).

Objective 3: To Promote Yala Brand Image

Perception of the image of architecture, fabric, and cuisine through online media consists of 5 components: (1) information of architecture, fabric, and cuisine, (2) Attitude towards information, (3) Satisfaction with information, (4) Perception of the image of the old market learning area regarding cuisine, fabric, and architecture through online media, and (5) Perception of the image of the learning area. Yala youths as learning space managers, promoted architecture as mosque design of doors and windows, local cuisine as roti бага or grilled roti, Kuih Cucur Badak (Bada), and local fabric as Batik clothes via Tiktok. The fabric workshop, cuisine workshop at Old Market, and learning space event at Yala railway station had live streaming of activities via Learn Muang Facebook, the television station of Thailand's NBT, and the Yala municipality's Facebook page to survey satisfaction with results as in [Table 3](#).

Table 1 The roles of networks in creating learning spaces

Activity	The Role of networks
Upstream	This role involves planning activities to create learning spaces, including developing a city development plan (5 years), planning joint activities with other organizations, supporting budgets, collecting and disseminating cultural information, and supporting academic knowledge dissemination. Key stakeholders include the Yala Municipality, such as TK Park, Yala Provincial Cultural Office, Yala Rajabhat University, Financial Institutions, and the Urban Planning and Development Department.
Midstream	This role involves planning annual activities (Events) in collaboration with other organizations, supporting venues and personnel, and participating in or leading activities. The Provincial Cultural Office, Yala Rajabhat University, and Civil Society/Private Sector are vital stakeholders.
Downstream	This role involves promoting and disseminating activities, advocating for activity support, or networking for activity implementation. Key stakeholders include Yala Rajabhat University, the Office of Social Development and Human Security, and the Civil Society/Private Sector.

Table 2 Satisfaction with learning about architecture, fabric, and cuisine workshop and event ($n=94$)

Item	M	SD	Interpretation
Service process and procedures	3.91	0.82	High
Service personnel/instructors/coordinators	4.04	0.82	High
Facilitation	4.03	0.76	High
Quality of service	4.17	0.75	High
Overall satisfaction with the project	4.13	0.89	High

Table 3 Perception of the image of architecture, fabric, and cuisine

Item	M	SD	Interpretation
Perception of information through online media	4.02	0.73	High
Attitude towards information through online media	4.10	0.72	High
Satisfaction with information through online media	4.20	0.69	High
Perception of the image of the old market learning area regarding food, clothing, and buildings through online media	4.20	0.65	High
Perception of the image of the learning area	4.13	0.70	High

Effective communication channels should be built to raise awareness. This could include creating publicity materials like TikTok/Facebook/Instagram via various networks available, creating line groups for sharing information, meetings, discussions, or even creating local influencers could be beneficial. The published architecture, fabric, and cuisine clip video in Figure 3 via YouTube of Yala Rajabhat University that assessed the perception of the Yala image results in Table 3.

Overall Perception of the image of architecture, fabric, and cuisine is high ($M = 4.13, SD = 0.70$). When considering each item, it was found that satisfaction with information through online media is at a high level ($M = 4.20, SD = 0.69$) and perception of the image of the old market learning area regarding food, clothing, and buildings through online media is at a high level ($M = 4.20, SD = 0.65$).

Discussion

Based on current findings as presented above, Old Market is a learning space of Yala province because it has prioritized safety, convenience, and accessibility for people of all ages and abilities, including adequate facilities and equipment, restrooms, drinking water, and connections to learning resources (Temple & Filippakou, 2007). It can also be the connection between a student’s surroundings and learning (Nja et al., 2023) and could

create economic and psychological value and provide community participation, consciousness, and cooperation among government and private sectors (Campbell, 2009). Design learning spaces include routes from Yala railway station to street food soup, Talad-maprow, Amphan’s traditional dessert, Asmabaatik Shop, Tessabal 5 School, and the black bridge of Yala city that is a space of teaching and learning rather than actual physical setups (Rajabi et al., 2021). This area is related to the railway route and the commercial district; it disseminates different content from influencers and connects cultural lifestyles that benefit development of a learning city and primarily should focus on nurturing potential and promoting social cohesion (Krajangkantamatr, 2022).

Manage learning spaces are 1) prepared and engaged in all activities, showing determination to develop Yala, leadership, positive attitudes, communication skills, and cooperation with local schools to promote a learning space that can create a sense of belonging, facilitate group work, and encourage informal learning (Temple & Filippakou, 2007), and 2) The roles of networks can influence the learning space manager to organize exhibitions, architecture, fabric, and cuisine workshops in the old market to maximize their use and educate the youth. That experience shows the tension between designing creative and integrated urban and learning settings and managing the implementation process, including timing, resources, and interactions (Renzoni & Savoldi, 2022).



Figure 3 Yala local cuisine, Yala local fabric, and history of heritage building Clip Video

The old market as a learning space has many activities to enhance the traditional Yala local cuisine, local fabric, and the history of the heritage buildings that city images should encompass not just spatial characteristics of the city, but also content relating to urban culture, broadening the meaning of urban imaging (Su et al., 2023). Promote Yala's brand image through a virtual learning space by providing video clips of local cuisine, architecture, and culture along the learning journey from Yala railway station. People increase their knowledge, perception, and understanding of Yala cuisine, fabrics, and the architectural image. (Krajangkantamatr, 2022). Establishing a vibrant environment that promotes lifelong learning opportunities is crucial for individuals, communities, and cities, and it is essential for improving economic development (Iamtrakul et al., 2023).

Conclusion

Finding from this study have shown the learning spaces incorporate history, culture, architecture, food, and clothing into learning routes, such as the one connecting Yala railway station to numerous places, including the railway alley, Talad Maprow, local cuisine, Asmabatik shop, Tessabal 5 school, and the Black Bridge. The old market areas most conducive to participatory learning are those with high levels of community engagement and connectivity, such as the railway alley connecting economic zones and the Black Bridge connecting the railway station. As learning space managers, Yala youths are crucial in expanding learning activities. Thus, successful management of learning spaces relies on the involvement of all stakeholders to achieve sustainable creation and utilization of these spaces. Management of learning spaces, including buildings, food, and clothes, is based on community lifestyles and supports learning by being attractive, beautiful, and accessible. Yala is a cosmopolitan metropolis and has a variety of cultural identities. However, Yala is seen as a hazardous place by both locals and visitors, and foreigners are reluctant to travel there. Thus, upgrading Yala's image using social media data provides an unprecedented new technique to "social perception" for city image research.

Recommendation

Recommendation for Application

The physical aspect of learning spaces, as well as the approaches to creating, managing, and sustaining them, are drivers of their evolution. Thus, all stakeholders take part upstream, midstream, and downstream. Yala TK Park, in particular, has a network of public, private, social, and youth organizations that can administer all activities in a sustainable manner.

Recommendation for Future Research

This research designed a learning route in the Yala Municipality area. Therefore, further research should determine the learning curve linking within and outside the Yala Municipality that covers Yala Province. Future research should link with tourism agencies at local, regional, and national levels to see how they play an important role in supporting learning pathways for people within and outside Yala Province.

Conflict of Interest

The authors declare that there is no conflict of interest.

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