

Public Learning Space Development Model Learning Space: Case Study of Kwan-Riam Floating Market

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ABSTRACT

The objectives of this research were 1) to study the model of public learning space at Khwan-Riam Floating Market, 2) to develop activities of public learning space at Khwan-Riam Floating Market, and 3) to create a network of public learning space at Khwan-Riam Floating Market. This is action research with a qualitative research methodology. The research was conducted in 3 phases: Phase 1: Study the model of the public learning space at Khwan-Riam Floating Market by studying documents and related research and interviewing 16 key informants, including key informants who are executives of Khwan-Riam Floating Market, key informants who are experts and have experience in learning spaces, key informants who are experts and have experience in Buddhist education administration, and analyze the data by content analysis. Phase 2: Develop the activities of the public learning space at Khwan-Riam Floating Market, which consists of 2 steps: a workshop with 15 people, including abbots, government agencies, business operators, and community members, analyzing the data by content analysis, and testing the activities with visitors to Khwan-Riam Floating Market. Use the activity assessment form with a sample of 385 people, by convenience selection, analyze the data using statistical values, including mean and standard deviation. Phase 3: Creating a network of public learning spaces in the Khwan-Riam Floating Market, with 9 qualified persons in the focus group discussions: abbots, government sectors, entrepreneurs, people in the community, and educational institutions. The research results showed that: 1. Model of public learning space at Khwan-Riam Floating Market is as follows: 1) Creating an environment to promote learning in public areas is important to create a learning society that is conducive to learning, promoting intellectual development and life skills, and creating a good quality of life for the community. Participation of all sectors 2) Organizing public learning space activities by promoting learning in culture, history, way of life, and the environment in designing and implementing activities that will help preserve culture, generate income for the community, and be diverse and in line with the needs of the community. 3) Knowledge management in public learning spaces based on KM principles helps to collect, organize, and disseminate knowledge about the history, culture, and way of life of the community effectively. 4) The process of creating a network of public learning spaces in Khwan-Riam Floating Market starts with setting a common vision and establishing a diverse working group. There is a design of diverse and interesting activities, as well as public relations and cooperation with various agencies. 2. The public learning area activities of Khwan-Riam Floating Market adhere to KM (Knowledge Management) principles, which have 6 steps: 1) Knowledge seeking, 2) Knowledge creation, 3) Knowledge organization, 4) Knowledge determination and verification, 5) Knowledge exchange, and 6) Knowledge application. The public learning area activities of Khwan-Riam Floating Market consist of 5 activities: 1) Almsgiving on the boat, 2) Cultural Square activities, 3) Delicious and delicious food activities, 4) Boat trip to see the community way of life activities, and 5) Animal feeding activities. Participants received knowledge and satisfaction at the highest level. 3. Creating a network of public learning spaces in Khwan-Riam Floating Market has 8 steps as follows: Step 1: Determine the vision Make Khwan-Riam Floating Market a center of learning and cultural conservation that is open to everyone, emphasizing learning through real

experiences, creating cooperation with the community, and promoting sustainable development. Step 2: Establish a working group, relying on cooperation from various sectors, resulting in Khwan-Riam Floating Market being a learning center that can apply knowledge in practice. Step 3: Design activities, taking into account diversity, linking with local lifestyles and cultures, with 5 main activities and 4 additional activities to promote learning. Step 4: Create interesting and diverse learning media that are consistent with local lifestyles and cultures, stimulating learning and preserving one's own cultural heritage. Step 5: Public relations, a process of creating connections between various sectors, stimulating community participation, and creating sustainability for the network in the long term. Step 6: Create a network. The creation of the Khwan-Riam Floating Market's public learning space network relies on connections with various organizations, including temples, government agencies, the private sector, communities, and educational institutions, to jointly create and develop it into a learning space for everyone. Step 7: Create an environment. Creating an environment conducive to learning, using the 7 principles of Buddhist principle (Sappāya 7), is creating an environment suitable for practicing Dhamma and self-development, allowing learning to be effective and produce the highest results. Step 8: Evaluate and continuously improve learning activities. Summary of research knowledge as "KWAN-RIAM model" include K = Knowledge Management, W = Wisdom A = Activity, N = Network, R = Relationship, I = Identity, A = Assessment, M = Market

Keywords: Public Learning Space, Learning Space, Kwan-Riam Floating Market

I. INTRODUCTION

The current world is a knowledge-based society economy, which requires citizens in the global society to have the ability to use knowledge to create innovations to drive the development of Thai society. The knowledge and innovations created will benefit society as a whole, which is an extremely important foundation for the process of national development to improve society, have a good life, be happy, and be able to compete or cooperate with other civilized countries, which rely on knowledge and use knowledge to benefit themselves, their families, communities, the country, and the world.[1]

Knowledge is something that can be used to create innovations. According to the need to develop knowledge to create new knowledge or to transform knowledge into innovations to be used as a tool to develop organizations into learning organizations, develop society into a knowledge-based economy society, every dimension of society must therefore give importance to knowledge management.[2] In particular, the current national education system is an education management system in accordance with the National Education Act of 2001, which aims to develop Thais to be complete human beings, good people, intelligent, happy, Thai, have the potential to continue their education and work; with learning standards that determine the knowledge, abilities, and desirable characteristics of Thai children who will grow up to be adults in the future and will be responsible for developing society into a knowledge-based economy society; by knowledge management, it is a tool for work, which the desirable characteristics of Thais are to see the value of knowledge; use knowledge for development; see self-worth, have self-discipline, behave according to the principles of the religion that they believe in, have morality, ethics, and good values in living together in society. [3]

Learning space means a place with an atmosphere conducive to research, with internet service in that area to access online information that people are interested in, and with an area set aside for activities to exchange knowledge between people. People can study and research individually or in groups, or organize discussion activities to exchange knowledge between people in that room or area freely, such as group meetings, lectures, training activities, etc. [4] Therefore, learning is not only limited to just classrooms or schools, but also learning can happen anywhere and anytime, creating internal and external learning sources that are available in the local area. Learning sources are considered clear and tangible teaching and learning media that help learners experience directly and have permanent knowledge and memories.

When learning is not limited to schools, public Learning Space are an important part in creating 21st century skills to fulfill human capital in all ages by transforming homes, schools, and communities into learning spaces that help develop people of all ages and genders in terms of physical, emotional, social, and intellectual aspects to become quality citizens in line with the changes that have occurred. The important factors of change include advancement, technological innovation, and the importance of electronic information that has come to play a role and replace traditional books, including the behavioral needs of users that have become more diverse, especially the need for spaces for exchanging knowledge to create new ideas that include various facilities. Therefore, adjusting and designing the use of space to be consistent with users can be said to be the "Renaissance of Space"

of world libraries.[5] The adjustment of the new thinking paradigm about space is an important concept for the learning infrastructure in the 21st century [6] in providing shared spaces and learning together to be a central learning space that supports research, creativity, and collaboration between students, teachers, personnel, and the community.[7]

The concept of network comes from the interaction between people in society who come together in groups, organizations, and networks for the development, problem solving, and creation of things that benefit both individuals and society; a term used in the field of social development that refers to a system of relationships in human society that are connected as a network, starting from the individual level, individual to group, group to group, and group to network; a system of relationships that involve activities, communication, cooperation, dependence on the exchange of knowledge that has a structure, various forms of relationships, and is distributed to subunits or individuals in society. The “network” started as a description of relationships and connections between individuals, groups, or communities to exchange-learn, help and rely on, until it can create power and bargaining power, and later, it expanded the relationship to a wider level; there are connections with other organizations, networks of partners that promote individuals and groups to participate in working on issues that need to be solved or to carry out certain activities.[8]

Wat Bamphen Nuea is private; community monastery, belonging to the Mahanikaya sect, in Min Buri Subdistrict, Min Buri District, Bangkok. It covers an area of 19 rai 3 ngan (in Thai) and is located on the banks of the Saen Saep Canal, adjacent to the Bang Chan Industrial Estate. There is the Khwan-Riam Floating Market and Wat Bang Pheng Tai on the opposite bank, connected by a bridge. The surrounding area consists of communities, temples, schools, and industrial plants, [9] suitable for organizing public learning spaces (Learning Space); it is an area for organizing activities and creating networks for learning together for people of all ages and acts as a mediator between schools, homes, and communities to support flexible learning outside of school and outside of school hours. There are activities for devotees to bring their entire family to join in offering alms to monks on the water, take a boat trip to see the community’s way of life, feed fish, carry a basket of faith to support the community, listen to sermons, participate in traditional water festivals, choose to taste delicious food from all regions, buy OTOP products, watch Thai games in a peaceful and shady atmosphere; It is a public learning center for children, youth, and tourists to visit and experience the traditional way of life of the community along the Saen Saeb Canal, helping to revive the community's economy for the better, and creating jobs and distributing income to people in the community. Of course, all activities require space, and the element that will make the activity successful is “public space”. More than half of human activities take place in public areas, whether it be work, travel, or socializing. Therefore, public space is considered an important area for the quality of life of people in the city because public space helps create good interactions and supports the diverse needs of people of all ages.

Kwan-Riam Floating Market is located in Min Buri District, Bangkok, between the two banks of the Saen Saep canal, in the area of Wat Bamphen Nuea (on the right side of the market) and Wat Bang Pheng Tai (on the left side of the market). It is decorated with an atmosphere that is like a riverside lifestyle, including alms giving to monks on boats, and water festivals; delicious food and OTOP products from all regions, and many other activities;[10] open on Saturdays, Sundays, and public holidays from 7:00 a.m. to 6:00 p.m. The area surrounding Kwan Riam Floating Market consists of communities, temples, schools, and industrial factories. This area has a history since the early Rattanakosin period; there are 4 temples out of 6 temples in Min Buri District: Wat Bamphen Nuea, Wat Bang Pheng Tai, Wat Saen Suk, and Wat Mai Lam Nok Khwaek (Wat Saensuk was originally called Wat Saen Saep. It was renamed in 1944). Kwan-Riam Floating Market can be considered a public learning space in the form of telling the history and culture of the community; there are activities for the public to gain skills; it is a good extension of children's learning in the classroom. However, due to the COVID-19 situation in late 2019, the tourism industry, hotels, shops, restaurants, and the Kwan Riam Floating Market were closed. Although some places are still open, they are experiencing a decrease in the number of tourists, which has an impact on the stagnation of the trade economy, resulting in a loss of continuity in the development of activity areas, learning resources, and public community learning areas.

For such reasons and importance, it is pointed out the necessity to revive public learning spaces to be lively and become a learning center for everyone in the community. This revival does not mean only improving the beauty of the building, but also creating an environment conducive to learning in all dimensions; both in terms of knowledge, skills, and experience by applying the principle of Sappāya 7, which is a formula for management that “A person can be a good person if they associate with good people and live in an environment that is suitable

for doing good.” [11] in order to develop public learning spaces effectively, there must be: 1) Āvāsa-sappāya, which is a good place to live, 2) Gocara-sappāya, which is convenient transportation, 3) Bhassa-sappāya, which is good speaking, 4) Puggala-sappāya, which is having a network, 5) Bhojana-sappāya, which is good and hygienic food, 6) Utu-sappāya, which is clean and shady, 7) Iriyāpatha-sappāya, which is being able to walk around without being crowded; there are activities to enhance learning that make oneself and the community move, develop learning to enhance the power of oneself and the community, in order to obtain a model for the development of public learning areas; with Buddhist principles as basic morality that will be beneficial to the administrators of Khwan Riam Floating Market and merchants, tourists, and other relevant agencies, one important factor is the participation process.[12]

The researcher, as the person assigned by Phrakhrū Udomcharuwan, the abbot of Wat Bamphen Nuea, to supervise the public relations work of the temple and Khwan-Riam Floating Market, has recognized the importance and problems of this issue, and is, therefore, interested in studying “Public Learning Space Development Model, Learning Space: Case Study of Kwan-Riam Floating Market” in order to use the research results as information for developing, improving, and driving learning activities, along with promoting the well-being, creating an environment conducive to learning, and further developing it into an efficient public learning resource, responding to the policy of developing learning spaces in collaboration with social networks, and keeping up with the changes of the world in the 21st century.

II. RESEARCH OBJECTIVES

The objectives of this research were 1) to study the model of public learning space at Khwan-Riam Floating Market, 2) to develop activities of public learning space at Khwan-Riam Floating Market, and 3) to create a network of public learning space at Khwan-Riam Floating Market.

III. RESEARCH METHOD

This is action research with a qualitative research methodology. The research was conducted in 3 phases: Phase 1: Study the model of the public learning space at Khwan-Riam Floating Market by studying documents and related research and interviewing 16 key informants, including key informants who are executives of Khwan-Riam Floating Market, key informants who are experts and have experience in learning spaces, key informants who are experts and have experience in Buddhist education administration, and analyze the data by content analysis. Phase 2: Develop the activities of the public learning space at Khwan-Riam Floating Market, which consists of 2 steps: a workshop with 15 people, including abbots, government agencies, business operators, and community members, analyzing the data by content analysis, and testing the activities with visitors to Khwan-Riam Floating Market. Use the activity assessment form with a sample of 385 people, by convenience selection, analyze the data using statistical values, including mean and standard deviation. Phase 3: Creating a network of public learning spaces in the Khwan-Riam Floating Market, with 9 qualified persons in the focus group discussions: abbots, government sectors, entrepreneurs, people in the community, and educational institutions.

IV. RESULTS

1. The results of the study of the public learning space model of Khwan-Riam Floating Market found that 1) Creating an environment to promote learning in public areas: creating an environment to promote learning in public areas is creating an environment conducive to learning, promoting intellectual development and life skills, reducing educational inequality, and creating a good quality of life for the community; therefore, the participation of all sectors in developing public areas is important to create a learning society. 2) Organizing public learning space activities: organizing public learning space activities promotes learning about culture, history, way of life, and the environment; emphasizing community participation in designing and implementing various activities such as demonstrating local wisdom, environmental conservation, and promoting cultural tourism; these activities will help preserve local culture, generate income for the community, and improve the quality of life of people in the community; the activities organized should be diverse and in line with the interests and needs of the community to create sustainable participation and learning. 3) Knowledge management in public learning areas based on the 6 steps of KM principles: 1) Knowledge seeking, 2) Knowledge creation, 3) Knowledge organization, 4) Knowledge determination and verification, 5) Knowledge exchange, and 6) Knowledge application. Applying KM principles to knowledge management at Khwan-Riam Floating Market will help to effectively collect, organize, and disseminate knowledge about the history, culture, and way of life of the community; emphasizing community participation in knowledge creation and sharing through various learning activities and media. Analyzing and evaluating the data will help to continuously develop the area and activities, making Khwan-Riam

Floating Market an even more interesting learning source; and 4) The process of creating a network of public learning areas at Khwan-Riam Floating Market: creating a network of public learning areas at Khwan-Riam Floating Market requires careful planning, starting from setting a shared vision and establishing a diverse working group to ensure effective operations; the design of diverse and interesting activities should be done, along with public relations to make the community aware. In addition, cooperation with various agencies and budget support are also important. Continuous evaluation will help to improve and develop activities to effectively make Khwan-Riam Floating Market a public learning area.

2. The results of the development of the public learning area activities of Khwan Riam Floating Market found that the development of the public learning area based on the KM (Knowledge Management) principle has 6 steps: 1. Knowledge seeking, 2. Knowledge creation, 3. Knowledge systemization, 4. Knowledge determination and verification, 5. Knowledge exchange, and 6. Knowledge application driven by 5 activities: 1) Almsgiving on the boat; is an activity to conserve cultural traditions, maintain and pass on unique Thai cultural heritage, encourage people to participate in Buddhist activities, and create merit for those who make merit, promote participation of various sectors, create unity in the community, promote tourism, attract both Thai and foreign tourists to visit the culture and experience the Thai way of life, 2) Cultural Square activity; is an activity to promote and support communities to participate in developing tourist attractions in their community, support youth and people in the area to show their abilities in Thai arts and culture, show their abilities in various fields and creativity, create a learning network between homes, temples, schools, both public and private sectors, 3) Delicious food activity; 4) Boat trip to see the locals' way of life; an activity that promotes youth to be proud of their community and participate in preserving local culture; develops youth tour guide skills to present information about Min Buri community accurately and interestingly; can generate additional income for family and community; and 5) Animal feeding activity; an environmental conservation activity; raises awareness about the importance of natural resources; instills compassion, kindness, and compassion towards animals; provides knowledge about animal species, life, and the importance of animal care. The results of the experiment using the public learning area activities of Khwan-Riam Floating Market showed an evaluation of the knowledge gained in each activity and satisfaction in participating in the activities as follows: 1) The knowledge gained from the public learning area activities of Khwan-Riam Floating Market was at the highest level overall. When considering each activity, it was at the highest level in all activities, ranked from most to least, as follows: Activity 1: Offering alms to monks on a boat; it provided knowledge about traditions and the origins of offering alms to monks on a boat to preserve traditional culture, maintain and pass on unique cultural heritage in the riverside communities of Thailand. Next in line were: Activity 2: Cultural Square; it provided knowledge about various forms of arts and culture through performances by students and local people; Activity 4: Boat trip to see the locals' way of life; it provided knowledge about the history of Khwan-Riam Floating Market, history of temples, history of Min Buri City, and tourist attractions in Min Buri City. It also provided knowledge and understanding of the culture and way of life of people in the community, which is learning from real experiences; Activity 5: Feeding animals; it provided knowledge about fish species suitable for releasing into canals and provided knowledge about conservation of animal species and the environment; Activity 3: Delicious and excellent food: it provided knowledge about correct nutrition for participants. Realizing the importance of consuming good food that is beneficial to health in order 2) Satisfaction with the public learning area activities of Khwan-Riam Floating Market, overall, was at the highest level. When considering each activity, it was at the highest level in every activity, it was ranked from most to least as follows: Activity 4: Boat trip to see the villagers' way of life; participants experienced the beautiful atmosphere of nature along both sides of the canal, saw the way of life of people in the real community, followed by: Activity 2: Cultural Square; participants saw the unique and beautiful Thai arts and culture; it was an activity that encouraged students and local people to show their creative abilities, Activity 1: Offering alms to monks by boat; participants gained knowledge about the history of offering alms by boat, it is a way to preserve the beautiful Thai culture and traditions, Activity 5: Forgiveness and feeding animals; participants value living things, have compassion and care for animals, see the importance of the environment around them, Activity 3: Delicious food; participants consumed good food that was beneficial to their health and body in order.

3. The results of the creation of the public learning space network of Khwan-Riam Floating Market found that the creation of the public learning space network of Khwan-Riam Floating Market had 8 steps as follows: Step 1, Determine the vision; Khwan-Riam Floating Market has set the vision as follows: "Khwan Riam Floating Market aims to be a learning center and cultural conservation that is open to everyone; emphasizing learning through real experiences, creating cooperation with the community, and promoting sustainable development."

Step 2, Establish a working group: Establishing a working group is the key to driving the creation of the public learning space network of Khwan-Riam Floating Market with the power of cooperation from various sectors. The working group will be able to create diverse and interesting activities, responding to the needs of the community and tourists, resulting in Khwan-Riam Floating Market being a source of learning about life that can be applied in practice. Step 3, Design activities: Designing learning activities for Khwan-Riam Floating Market will take into account the diversity of participants and the needs of the community; emphasizing activities that are linked to local lifestyles and cultures, resulting in Khwan-Riam Floating Market being an interesting learning source with 5 main activities and supplementary activities to promote learning in 4 areas. Step 4, Create learning media: Creating interesting and diverse learning media makes the learning space in Khwan-Riam Floating Market more fun and accessible. Media that is consistent with local lifestyles and cultures will help encourage people and communities to participate in learning and preserving their own cultural heritage, resulting in Kwan-Riam Floating Market becoming a sustainable cultural tourism destination. Step 5, Public Relations: public relations promote the creation of a network of learning spaces of Kwan-Riam Floating Market because it is a process of creating links between various sectors, stimulating community participation, and creating sustainability for the network in the long term. Step 6, Networking: The creation of a network of public learning spaces of Kwan-Riam Floating Market relies on connections with various organizations, including temples, government agencies, private sectors, communities, and educational institutions; collaborate to create and develop it into a learning space for everyone, Step 7, Create an environment: creating an environment conducive to learning with the Sappāya 7 principle as the main principles of Buddhism, consisting of: 1) Āvāsa-sappāya, improving the area to be clean, beautiful, relaxing, and concentrating on learning, 2) Gocara-sappāya: the route used for traveling is safe, helping to have happiness in traveling to learn, 3) Bhassa-sappāya: creating interesting public relations media for learning, 4) Puggala-sappāya: there is an exchange of learning with each other, 5) Phochana Sappaya: selecting quality food, beneficial to health, clean, and hygienic, helping to have good health and concentrate on learning, 6) Utu-sappāya: Maintaining the cleanliness of the floating market and the area helping to concentrate on learning, 7) Iriyāpatha-sappāya: organizing a variety of activities, meeting the needs of all groups, helping to promote learning; creating an environment suitable for practicing Dhamma and self-development. When these principles are applied to creating an environment conducive to learning, it will help learning to be effective and maximize the results, and Step 8, Evaluate and Improve: Evaluation and Improvement helps to know whether the activities meet the needs and achieve the goals; it is a continuous cycle that helps Khwan-Riam Floating Market to continuously create better learning activities and make Khwan-Riam Floating Market Public Space Learning Network achieve the goals set.

V. DISCUSSION

1. The form of the public learning space of Khwan-Riam Floating Market; From the study of the form of the public learning space of Khwan-Riam Floating Market, it was found that: 1) The arrangement of the environment to promote learning in public areas is important to create a learning society that is conducive to learning, promoting intellectual development and life skills, creating a good quality of life for the community, and involving all sectors; 2) The organization of public learning space activities by promoting learning about culture, history, way of life, and the environment; in designing and implementing activities that will help preserve culture, generate income for the community, are diverse and consistent with the needs of the community; 3) Knowledge management in public learning spaces based on the KM principle; helps to collect, organize, and disseminate knowledge about the history, culture, and way of life of the community effectively; and 4) The process of creating a network of public learning spaces of Khwan-Riam Floating Market; must start from setting a common vision, and establishing a diverse working group; designing diverse and interesting activities, and publicizing them to the community. In addition, creating cooperation with various agencies There is continuous evaluation. This may be because the form of the public learning space of Khwan-Riam Floating Market has organized an environment conducive to learning based on KM principles, which will help improve and develop the public learning space of Khwan-Riam Floating Market effectively, promote interesting out-of-class learning, and create lifelong learning; in line with the concept of Marquardt & Reynolds (1994), [13] who stated that the important elements of knowledge management must be a good environment with an appropriate organizational structure; organizational culture conducive to learning; learning technology; leadership in promoting knowledge management, vision, capabilities and skills of personnel, participation and learning, and in line with the concept of Suwan Riansawaphak (2005), [14] who stated that the important elements of knowledge management must consist of people, technology, and knowledge process. In particular, people are the most important part in using

knowledge to benefit. In terms of technology, it is a tool that helps search, store, exchange, and use knowledge more easily and quickly. As for the knowledge process, it is management to use knowledge from knowledge sources to improve and innovate appropriately.

2. Results of the development of public learning area activities at Khwan-Riam Floating Market: from the results of the development of public learning area activities at Khwan-Riam Floating Market based on Knowledge Management (KM), it was found that there were 6 steps: 1) knowledge seeking, 2) knowledge creation, 3) knowledge organization, 4) knowledge determination and verification, 5) knowledge exchange, 6) knowledge application. This may be because the development of public learning area activities at Khwan-Riam Floating Market based on KM in all 6 steps helps to create and manage knowledge about Khwan-Riam Floating Market effectively; making the organized activities interesting; useful, and directly responding to the needs of the community, which is consistent with the research results of Wilawan Makhum (2006) [15] who found that the components of knowledge management consist of: knowledge determination, knowledge seeking, knowledge creation, knowledge exchange, knowledge collection, and knowledge application; 1. The public learning area activities of Kwan-Riam Floating Market found that there were 5 activities: 1) alms giving on the boat, 2) cultural square activities, 3) delicious food, 4) boat trip to see the community way of life, and 5) animal feeding activities. This may be because the public learning area activities of Kwan-Riam Floating Market focus on activities that conserve cultural traditions, preserve and pass on unique Thai cultural heritage, develop local tourist attractions for youth to be proud of their community and participate in preserving local culture, encourage people to participate in Buddhist activities, and instill compassion; it is a creative learning activity, consistent with the research results of Aroonsri Auesriwong [16] who found that the development from local ecotourism resulted in a participatory development model in coordinating cooperation between the community and government agencies in the form of partnership, creating community power through development from ecotourism, and leading to the development of environmental awareness, cooperation within the community, and the restoration of many local cultures; 2. Evaluation of the public learning area activities of Kwan-Riam Floating Market, 1) Knowledge gained from the public learning area activities of Kwan-Riam Floating Market. Overall, the highest ranking is: 1) alms giving activity on the boat, 2) cultural square activity, 3) boat trip activity to see the locals' way of life, 4) animal feeding activity, and 5) delicious food activity. However, it may be because the learning activities organized by Khwan-Riam Floating Market are to continue the good culture of Thailand and to encourage the younger generation to learn and understand the way of life of people in the past, creating unity and connection. In addition, making merit and experiencing the atmosphere by the water helps the mind to be calm and relaxed, which is consistent with the research results of Puwanart Kunpalin [17] who found that the factors related to the sustainable development of Thai floating market tourist attractions are the factors of benefits that the locals receive from tourism and the factors of natural resource conservation and cultural heritage; 2) Satisfaction in participating in public learning area activities, case study of Khwan-Riam Floating Market. Overall, the highest level is ranked activity 1: Boat trip to see the locals' way of life, activity 2: Cultural Square activity, activity 3: almsgiving on the boat, Nawaphikkhachar (begging of food), activity 4: Aphaithan (in Thai): (Pali=Abhayadana=forgiveness) feeding animals activity, and activity 5: Delicious food activity. This may be because the learning activities are a perfect combination of community lifestyle, local arts, culture, and history, for example, the boat trip allows visitors to experience the locals' way of life along the river up close, see houses along the canal, and the boat trip allows visitors to listen to stories from the young tour guide about the Saen Saep canal, the way of life of people along the river, and the history of the Khwan-Riam Floating Market, which gives more knowledge and understanding of Thai culture, helping participants relax and feel refreshed. This is consistent with the research results of Phra Athikarn Sunet Kantavtro (Suwannapheng) (2022) [18] who found that Buddhist knowledge management for sustainable self-reliance; It is a process of knowledge creation by applying the principles of Buddhism, which emphasizes the management of self-reliant community organizations using the principles of Dhamma, creating the survival of community organizations, utilizing the potential and resources that community organizations have, and having important goals and core principles that are the foundations of strong communities: understanding the essence of life in 5 aspects: 1) Mental aspect: despite facing problems and obstacles in work, they are ready to try to solve those problems successfully with mindfulness, 2) Economic aspect: people have stable careers with sufficient income to cover expenses, both from their main careers consistently throughout the year, natural resources and environment, technology, and society in line with the new theory of agriculture, which

is based on systematic scientific research, 3) Natural resources and environment aspect: people in the community have sufficient water sources for households and communities throughout the year. Within the community, there is a rich natural environment or other raw materials available in the locality that are used economically, 4) Technology aspect: people have tools for living and working that are appropriate, worthwhile, sufficient according to their needs and are efficient because they have applied technology, tools, and equipment that are in line with academic principles. It is inexpensive and is used to help reduce effort, is convenient, fast, or reduces production time. 5) Social aspect: people and all family members love each other, are united, and work together; neighbors in the community also adhere to and jointly abide by the rules, regulations, and traditions.

3. Results of the establishment of the public learning space network of Khwan Riam Floating Market: From the establishment of the public learning space network of Khwan Riam Floating Market, it was found that there were 8 steps as follows: Step 1, set a vision; make Khwan Riam Floating Market a learning center and cultural conservation that is open to everyone; emphasize learning through real experiences, create cooperation with the community, and promote sustainable development; Step 2, establish a working group; with cooperation from various sectors, resulting in Khwan Riam Floating Market being a learning center that can apply knowledge in practice; Step 3, design activities: take into account diversity, connect with local lifestyles and cultures; with 5 main activities, and supplementary activities to promote learning in 4 areas; Step 4, create interesting and diverse learning media; consistent with local lifestyles and cultures, stimulate learning and conserve one's own cultural heritage; Step 5, public relations: is a process of creating connections between various sectors, stimulating community participation, and creating sustainability for the network in the long term; Step 6, create a network; the establishment of the public learning space network of Khwan-Riam Floating Market relies on connections with various organizations, including temples, government agencies, private sectors, communities, and educational institutions, to jointly create and develop it into a learning space for everyone; Step 7; create an environment Creating an environment conducive to learning with the principles of Sappāya 7 in Buddhism; is creating an environment suitable for practicing Dhamma and self-development, helping learning to be effective and produce the highest results, and the 8th step, evaluating and continuously improving learning activities; this may be because the creation of the public learning space network of the Kwan-Riam Floating Market has a unique identity and is designed in detail in every aspect, consistent with the research results of Pornchai Yhongjua (2007) [19] who found that cooperation between higher education institutions and schools starts from having a vision and the kindness of the administrators of higher education institutions as the main principle, it shows that even though the process of networking varies according to the context of the area, the vision will lead everyone to the same goal, and consistent with the research results of Phisit Thepkraiwan (2011) [20] who found that the components of the network of cooperation for the quality of education management in small primary schools are important characteristics or activities that enhance the efficiency of the network's mission implementation.

VI. KNOWLEDGE FROM RESEARCH

This research entitles on public learning space development model learning space: case study of Kwan-Riam floating market was conducted and knowledge from research can be shown as below figure.

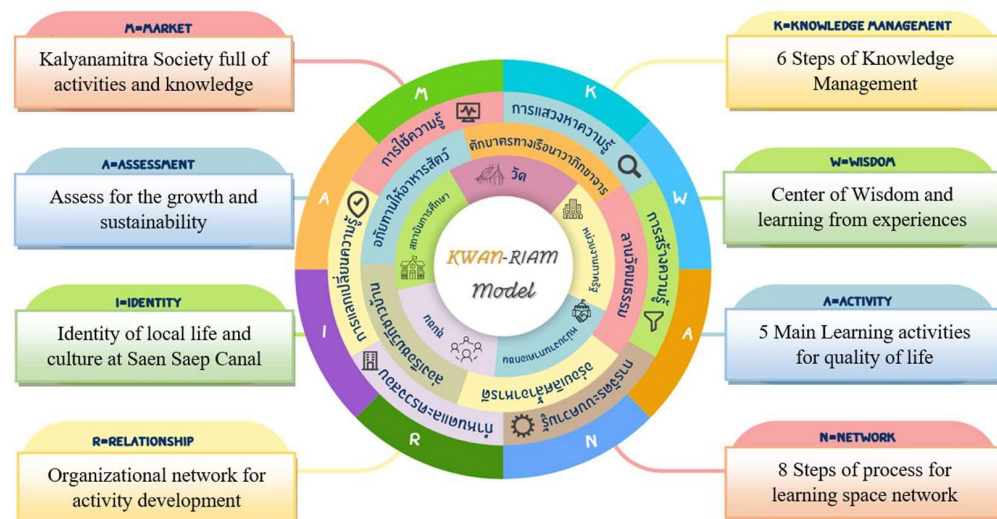


Figure 1 Knowledge from Research

Source: Phramaha Worawut Thitsilo (Pupar), 2024

From the knowledge figure from the research “KWAN-RIAM model”, it can be explained as follows:

K = Knowledge Management; is the development of public learning area activities at Khwan-Riam Floating Market according to KM (Knowledge Management) principles. There are 6 steps: 1) Knowledge seeking, 2) Knowledge creation, 3) Knowledge organization, 4) Knowledge determination and verification, 5) Knowledge exchange, and 6) Knowledge application. It adheres to the Sappāya 7 principle, which are principles that emphasize creating an environment conducive to self-development and will help promote Khwan-Riam Floating Market as an important learning center and create sustainable benefits for the community.

W = Wisdom; Kwan-Riam Floating Market is a center for learning valuable local wisdom; emphasizing learning through real experiences such as making merit by offering alms to monks on a boat, performing arts and culture, eating local food, taking a boat trip along both sides of Saen Saep Canal, and learning how to conserve nature and the environment.

A = Activity; 5 learning activities: 1) Almsgiving on the boat, 2) Cultural Square activities, 3) Delicious food, 4) Boat trip to see the villagers' way of life, 5) Animal feeding activities.

N = Network; the process of creating a learning space network has 8 steps: 1) Determining the vision, 2) Establishing a working group, 3) Designing activities, 4) Creating learning media, 5) Public relations, 6) Creating a network, 7) Creating an environment, and 8) Evaluating and improving.

R = Relationship; is a network linking of various organizations, including temples, government agencies, private sectors, communities, and educational institutions to develop public learning space activities at Khwan-Riam Floating Market.

I = Identity; the unique characteristics of the way of life and local culture of the community along the Saen Saep Canal, which has a long history and culture, especially Min Buri, which means “Fish City”, where the Khwan-Riam Floating Market is located.

A = Assessment; To strengthen the Khwan-Riam Floating Market, identify opportunities and obstacles, and use the information to improve and develop measures to be more effective with cooperation from the network, which will make Khwan-Riam Floating Market grow sustainably and become a worthwhile eco-tourism destination.

M = Market Khwan-Riam Floating Market; is a clean, shady, beautiful, and worth visiting area; a community of good friends; everyone can exchange knowledge and search for knowledge freely; there are various activities that are in line with local lifestyles and cultures, stimulating learning and creativity.

VII. RECOMMENDATIONS

A. Recommendations for Policy

1. Min Buri District Office should use the research results on the development model of public learning space, Learning Space: A case study of Khwan-Riam Floating Market, to create an action plan to drive the development of learning resources in accordance with the Ministry of Education's policy that adheres to the principle of lifelong learning and the participation of stakeholders, so that Khwan-Riam Floating Market is a sustainable and beneficial learning resource for society.

2. Min Buri District Cultural Council, which is an agency directly under the Ministry of Culture; is an agency that operates on culture and traditions, including promoting cultural tourism in the Min Buri area together with networks or other agencies. It should have a policy to support, promote, and disseminate knowledge of research on “Public Learning Space Development Model, Learning Space: Case Study of Kwan-Riam Floating Market”, so that it is known both domestically and internationally, creating economic opportunities for the community and the country.

B. Recommendations for Implementation

The research results on “Public Learning Space Development Model, Learning Space: Case Study of Kwan-Riam Floating Market” found that the 5 learning activities of Khwan-Riam Floating Market, namely: 1) Almsgiving on the boat, 2) Cultural square, 3) Delicious food, 4) Boat trip to see the locals' way of life, and 5) Animal feeding, had the highest level of knowledge and satisfaction assessment from participants. Therefore, the market administrators should organize the activities from this research as regular activities of Khwan-Riam Floating Market to make Khwan-Riam Floating Market well-known and a quality learning resource.

C. Recommendations for Further Research

1. The economic impact of Khwan-Riam Floating Market on the community should be studied to assess the economic impact of the development of Khwan-Riam Floating Market on the surrounding community, in terms of income, employment, and quality of life of the people, by analyzing the income of the shop owners in Khwan-Riam Floating Market. The research results will show in what ways the development of the public learning area of Khwan-Riam Floating Market has positive effects on the community, and what suggestions are made for improvement.

2. A comparative study of Khwan-Riam Floating Market with other floating markets in Thailand should be conducted to more clearly identify the strengths, weaknesses, opportunities, and obstacles of Khwan-Riam Floating Market and to use them as a strategy to develop Khwan-Riam Floating Market into a quality learning resource with its own unique characteristics, namely, riverside lifestyle, arts and culture, traditions, history, rare Thai food, and environmental conservation.

3. Research should be conducted on other activities in the floating market, in addition to the five activities in this research, such as the Thai Healthy Lifestyle activities, the Youth Sports Development Area activities, etc. This will help to understand the potential of the floating market more and be able to use the information to develop and improve various activities, which will have a positive effect on both entrepreneurs, communities, and tourists.

CONCLUSION

This research conducted on public learning space development model learning space: case study of Kwan-Riam floating market. Results of research showed that model of public learning space at Khwan-Riam Floating Market is as follows: 1) Creating an environment to promote learning in public areas is important to create a learning society that is conducive to learning, promoting intellectual development and life skills, and creating a good quality of life for the community. Participation of all sectors. 2) Organizing public learning space activities by promoting learning in culture, history, way of life, and the environment in designing and implementing activities that will help preserve culture, generate income for the community, and be diverse and in line with the needs of the community. 3) Knowledge management in public learning spaces based on KM principles helps to collect, organize, and disseminate knowledge about the history, culture, and way of life of the community effectively. 4) The process of creating a network of public learning spaces in Khwan-Riam Floating Market starts with setting a common vision and establishing a diverse working group. There is a design of diverse and interesting activities, as well as public relations and cooperation with various agencies. The public learning area activities of Khwan-Riam Floating Market adhere to KM (Knowledge Management) principles, which have 6 steps: 1) Knowledge seeking, 2) Knowledge creation, 3) Knowledge organization, 4) Knowledge determination and verification, 5) Knowledge exchange, and 6) Knowledge application. The public learning area activities of Khwan-Riam Floating Market consist of 5 activities: 1) Almsgiving on the boat, 2) Cultural Square activities, 3) Delicious and delicious food activities, 4) Boat trip to see the community way of life activities, and 5) Animal feeding activities. Creating a network of public learning spaces in Khwan-Riam Floating Market has 8 steps as follows: Step 1: Determine the vision Make Khwan-Riam Floating Market a center of learning and cultural conservation. Step 2: Establish a working group, relying on cooperation from various sectors. Step 3: Design activities, taking into account diversity, linking with local lifestyles and cultures. Step 4: Create interesting and diverse learning media that are consistent with local lifestyles and cultures. Step 5: Public relations, a process of creating connections between various sectors. Step 6: Create a network, the creation of the Khwan-Riam Floating Market's public learning space network relies on connections with various organizations. Step 7: Create an environment, creating an environment conducive to learning, using the 7 principles of Buddhist principle (Sappāya 7), and Step 8: Evaluate and continuously improve learning activities.

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