รูปแบบการจัดการพื้นที่การเรียนรู้เชิงสร้างสรรค์ของชนเผ่าหลีในมณฑลไห่หนาน ที่บูรณาการมรดกภูมิปัญญาทางวัฒนธรรมที่จับต้องไม่ได้ กับการท่องเที่ยวเชิงวัฒนธรรม

Management Model for the Creative Learning Space of Hainan's Li Tribe Integrating Intangible Cultural Heritage with Cultural Tourism

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์ 3 ประการ ได้แก่ 1) เพื่อศึกษาและวิเคราะห์เกี่ยวกับสภาพปัจจุบันของการท่องเที่ยวทางวัฒนธรรม ปัญหาการสืบทอด และความต้องการพัฒนามรดกภูมิปัญญาทางวัฒนธรรมที่จับต้องไม่ได้ของชนเผ่าหลี 2) เพื่อวิเคราะห์ปัจจัยสำคัญที่มีอิทธิพลต่อรูปแบบการจัดการพื้นที่การเรียนรู้เชิงสร้างสรรค์ รวมถึงความสัมพันธ์ระหว่างปัจจัยเหล่านั้น และ 3) เพื่อสร้างรูปแบบการจัดการพื้นที่การเรียนรู้เชิงสร้างสรรค์บูรณาการมรดกภูมิปัญญาวัฒนธรรมของชนเผ่าหลีกับการท่องเที่ยวเชิงวัฒนธรรม งานวิจัยนี้ใช้วิธีวิจัยแบบผสมผสาน เก็บรวบรวมข้อมูลจากแบบสอบถาม 665 ชุด และการสัมภาษณ์เชิงลึก 7 ราย ซึ่งประกอบด้วยผู้สืบทอดมรดกภูมิปัญญาทางวัฒนธรรม นักวิชาการ เจ้าหน้าที่รัฐ ผู้บริหารภาคธุรกิจ และชาวบ้านในชุมชน การวิเคราะห์ข้อมูลใช้สถิติเชิงพรรณนา วิเคราะห์สังเคราะห์แบบจำลองพบว่า มรดกภูมิปัญญาทางวัฒนธรรมของชนเผ่าหลีเผชิญกับความท้าทายสำคัญในการสืบทอด ได้แก่ ช่องว่างระหว่างวัย การแสดงออกทางวัฒนธรรมที่ไม่ชัดเจน และการบูรณาการให้เข้าการศึกษายังไม่เพียงพอ ปัจจัยสำคัญที่มีอิทธิพลต่อพื้นที่การเรียนรู้เชิงสร้างสรรค์จัดแบ่งออกเป็นห้าระบบ ได้แก่ เนื้อหาองค์ความรู้ ทรัพยากรมนุษย์ การประยุกต์ใช้เทคโนโลยี การกำกับดูแลความร่วมมือ และการสนับสนุนเชิงนโยบาย จากผลการวิจัยดังกล่าว จึงได้นำเสนอรูปแบบการจัดการแบบบูรณาการ “ICCT” (มรดกภูมิปัญญาวัฒนธรรมที่จับต้องไม่ได้ พื้นที่การเรียนรู้เชิงสร้างสรรค์ และการท่องเที่ยวเชิงวัฒนธรรม) ซึ่งเน้นเป้าหมายสองประการ ได้แก่ การถ่ายทอดวัฒนธรรมและการสร้างประสบการณ์การท่องเที่ยว ได้รับการสนับสนุนจากทั้งห้าระบบดังกล่าวและกลไกป้อนกลับแบบพลวัต การศึกษานี้นำเสนอ

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กรอบแนวคิดเป็นระบบ ยั่งยืนสำหรับบูรณาการอนุรักษ์มรดกภูมิปัญญาวัฒนธรรม นวัตกรรมการศึกษาและพัฒนาการท่องเที่ยวในพื้นที่ชาติพันธุ์

คำสำคัญ: รูปแบบการจัดการ พื้นที่การเรียนรู้เชิงสร้างสรรค์ ชนเผ่าหลีในมณฑลไห่หนาน มรดกภูมิปัญญาทางวัฒนธรรมที่จับต้องไม่ได้ การท่องเที่ยวเชิงวัฒนธรรม

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Abstract

This study has three objectives: 1) to study and analyze the current state of cultural tourism, the problems of cultural transmission, and the need for development of the intangible cultural heritage of the Li ethnic group; 2) to analyze the key factors influencing the management model of creative learning spaces, including the relationships among these factors; and 3) to develop a management model for creative learning spaces through the integration of the Li ethnic group's intangible cultural heritage with cultural tourism. This research used a mixed-methods approach, collecting data from 665 questionnaires and seven in-depth interviews with intangible cultural heritage inheritors, academics, government officials, business executives, and local villagers. Descriptive statistics were used to analyze the data. The analysis and synthesis of the model reveal that the intangible cultural heritage of the Li ethnic group faces significant challenges in cultural transmission, including generation gaps, unclear cultural expressions, and insufficient integration of cultural knowledge into formal education. Key factors influencing creative learning spaces are categorized into five systems: knowledge content, human resources, technology application, collaborative oversight, and policy support. Based on these findings, an integrated management model, "ICCT" (Intangible Cultural Heritage, Creative Learning Spaces, and Cultural Tourism), is proposed. This model emphasizes two goals: cultural transmission and the creation of tourism experiences, supported by the five systems and a dynamic feedback mechanism. This study presents a systematic and sustainable framework for integrating

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intangible cultural heritage conservation, educational innovation, and tourism development in ethnic minority areas.

Keywords: Management Model, Creative Learning Space, Li Tribe in Hainan, Intangible Cultural Heritage, Cultural Tourism

Introduction

Intangible cultural heritage (ICH) represents living cultural practices, knowledge systems, and skills that communities recognize as integral to their cultural identity (UNESCO, 2003, pp. 7-10). In China, the safeguarding and revitalization of ICH have been increasingly incorporated into national strategies for cultural sustainability and the integrated development of culture and tourism. Within this context, ethnic minority heritage has received growing attention as both a cultural resource and a foundation for regional development.

The Li Tribe of Hainan Island possesses a distinctive and rich system of intangible cultural heritage, including Li brocade weaving, traditional dances, festivals, oral narratives, and ecological knowledge. Among these, Li textile techniques, including spinning, dyeing, weaving, and embroidering, have been inscribed on UNESCO's List of Intangible Cultural Heritage in Need of Urgent Safeguarding, reflecting their outstanding cultural value and endangered transmission status (UNESCO, 2009, pp. 8-9). Despite this recognition, Li ICH currently faces serious challenges.

At the same time, cultural tourism has emerged as an important channel for heritage dissemination and local economic development. However, existing integration practices often emphasize display and performance rather than learning and participation, resulting in simplified expressions of cultural content. This situation highlights the need for innovative mechanisms that can support cultural transmission while enhancing the quality of tourism experiences.

Creative learning spaces provide a promising approach to addressing this challenge. Rather than functioning as static exhibition venues, such spaces emphasize participation, experiential learning, and interaction. By combining education, cultural practice, and visitor engagement, creative learning spaces can transform intangible heritage into an active learning process and create meaningful connections between communities and visitors. UNESCO emphasizes safeguarding intangible cultural heritage as essential for sustaining cultural diversity and community identity. The 2003 Convention identifies transmission, community participation, and education as key safeguarding measures. The inscription of Li textile techniques on the Urgent Safeguarding List highlights both their outstanding cultural value and vulnerability. These policy frameworks reinforce the urgency of establishing sustainable learning environments to ensure the continuity of living heritage (UNESCO, 2006, pp. 14-16).

Despite growing interest in creative learning spaces, existing studies rarely propose integrated management models tailored to ethnic cultural contexts. In particular, there is a lack of empirically grounded frameworks that clarify key operational factors and governance mechanisms for integrating ICH protection with cultural tourism. This study seeks to address this gap by examining the Li Tribe of Hainan as a case and proposing a structured management model for creative learning spaces.

Research Objectives

1. To study and analyze the status quo, inheritance dilemma and development needs of Li cultural heritage in Hainan, so as to provide theoretical basis for model construction.

2. To synthesize and analyze the integration of key factors influencing the spatial management model of creative learning and analyze the interrelationships between these factors to support model creation.

3. To create a management model for creative learning spaces that integrates Li intangible cultural heritage with cultural tourism in Hainan.

Guiding Propositions

1. Existing transmission challenges of Li ICH suggest constraints on its sustainable development and integration with cultural tourism.

2. Factors such as educational content, human resources, community participation, technology application, and policy support are closely associated with the effective management of creative learning spaces.

3. A management model based on creative learning spaces shows potential to support cultural transmission and enhance tourism experiences through coordinated organizational and governance mechanisms.

Literature Review

1. Intangible Cultural Heritage and the Li Tribe of Hainan

ICH is characterized by its living and dynamic nature, relying on continuous practice and intergenerational transmission (UNESCO, 2006, pp. 14–16.). For ethnic communities, ICH embodies cultural identity, social memory, and local knowledge. The Li Tribe represents one of the earliest indigenous groups in Hainan, with an ICH system that reflects historical adaptation to the island’s ecological and social environment.

However, modernization and socio-economic transformation have disrupted traditional transmission paths, making innovative dissemination mechanisms increasingly necessary.

2. Creative Learning Spaces

Creative learning spaces are environments designed to support participatory and experiential learning. Emphasizing “learning by doing,” they encourage interaction, collaboration, and knowledge construction (Oblinger, 2006). When applied to cultural heritage contexts, creative learning spaces enable participants to engage directly with cultural practices through hands-on and experiential activities, thereby shifting heritage transmission from passive observation toward active involvement and co-learning processes (Oblinger, 2006; Richards, 2018, pp. 12–21). This approach aligns with the concept of “living heritage” by embedding learning within practice.

3. Cultural Tourism and Integrated Management

Cultural tourism focuses on experiential engagement with cultural resources and has become an important driver for heritage-based development (UNWTO, 2018). While tourism can provide economic incentives for heritage protection, it also raises concerns regarding commodification and authenticity. Effective integration therefore requires management models that balance cultural stewardship with sustainable operation. From the perspectives of systems theory and cultural tourism management, complex cultural initiatives require multi-stakeholder collaboration and coordinated resource management, as cultural spaces function as interdependent systems composed of content, actors, institutions, and operational mechanisms (Von Bertalanffy, 1968; McKercher & du Cros, 2002).

The ICCT model was designed as an integrated management framework synthesizing content knowledge, human resources, technology application, governance collaboration, and policy support. Guided by systems theory and co-creation principles, the model promotes interaction among stakeholders and operational components. It emphasizes experiential learning, authenticity protection, and sustainable cultural tourism development. By structuring interdependent subsystems, the ICCT model provides a practical mechanism for transforming intangible cultural heritage into participatory learning experiences (Prahalad & Ramaswamy, 2004, pp. 5-14).

4. Research Gap

Although existing studies have examined intangible cultural heritage protection, creative learning environments, and cultural tourism development from different perspectives, these dimensions are often discussed in isolation, and empirically

grounded integrated management models tailored to ethnic creative learning spaces remain limited (Beghetto, 2016, pp. 6–23; Richards, 2018, pp. 12–21). This study contributes by developing an empirically informed framework that synthesizes these dimensions within the context of the Li Tribe of Hainan.

Methodology

A mixed-methods approach was adopted. Quantitative data were collected through 665 valid questionnaires using a five-point Likert scale. Qualitative data were obtained from seven in-depth interviews with key stakeholders, including ICH inheritors, scholars, government officials, enterprise managers, and community residents. Data analysis involved descriptive statistics for survey data and thematic analysis for interview transcripts. Findings from both methods were synthesized to support model construction.

Table 1: Demographic characteristics of respondents

Characteristic	Category	Frequency	Percentage	Analyze data
Gender	Male	300	45.11%	Gender distribution is balanced (54.89% female, 45.11% male). Most respondents are under 30 (57.89%), followed by ages 31–50 (31.58%), showing strong youth and working-age participation. The low share of older participants suggests a need to strengthen intergenerational engagement.
	Female	365	54.89%	
Age	Under 20	197	29.62%	
	21-30	188	28.27%	
	31-40	140	21.05%	
	41-50	70	10.53%	
	51-60	42	6.32%	
	Over 60	28	4.21%	

Results

Status Quo and Inheritance Dilemmas. Survey results indicate strong consensus regarding inheritance challenges, declining youth engagement, and insufficient educational platforms.

Table 2: Descriptive Statistics of Perception of Li ICH Status and Needs (N=665)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Agreement Rate (5+4)
1. Facing inheritance difficulties	35.94%	42.26%	19.40%	1.20%	1.20%	78.20%

Table 2: Descriptive Statistics of Perception of Li ICH Status and Needs (N=665) (Cont.)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Agreement Rate (5+4)
2. Younger generations losing interest	35.49%	35.79%	23.01%	2.26%	3.46%	71.28%
3. Insufficient government/societal support	32.93%	40.60%	23.61%	2.11%	0.75%	73.53%
4. Need more education/dissemination platforms	37.59%	38.80%	20.75%	1.80%	1.05%	76.39%
5. Have participated in ICH activities	34.14%	32.93%	25.56%	4.21%	3.16%	67.07%

Interview data further identified four major dilemmas: fragile inheritance chains, simplified cultural expression in tourism, weak educational integration, and fragmented management of existing ICH spaces.

Table 3: Summary of inheritance dilemmas based on interview data

Core Dilemma	Description (Illustrative Quote)	Implication for Model Design
1. Fragile Inheritance Chain	“Skills survive with the person, die with the person.”–Inheritor	Need for systematic mentor systems and youth engagement programs.
2. Simplification of Expression	Cultural festivals reduced to scheduled tourist shows. Government Official	Must design experiences that restore cultural con-text and community role.
3. Weak Educational Integration	“ICH in Schools” activities are often one-off, lacking depth.– University Professor	Requires development of standardized, continuous curriculum modules.
4. Fragmented Space Management	ICH workshops suffer from homogeneous competition and weak profitability. – Enterprise Manager	Demands a sustainable business and governance model for spaces.

Key Influencing Factors

Quantitative results show high public recognition of factors such as quality educational content, inheritor participation, technology application, community involvement, and collaborative governance.

Table 4: Public Recognition of Key Factors for Creative Learning Space Success

Dimension	Category	Agreement Rate (Agree+Strongly Agree)	Mean (S.D.)
Space Construction	6. Helpful for transmission/promotion	77.75%	4.15 (0.89)
	7. Should be located In culturally rich places	73.08%	4.05 (0.92)
Core Operation	8. Quality courses & inheritors are key	78.20%	4.18 (0.87)
	9. Technology enhances attractiveness	75.34%	4.12 (0.90)
	10. Community participation is crucial	77.59%	4.16 (0.88)
	11. Have clear expectations for the space	73.68%	4.03 (0.93)
Integrated Management	12. Integration enhances dual value	75.49%	4.10 (0.91)
	13. Need collaborative management system	72.48%	4.00 (0.94)
	14. Need to control commercialization carefully	73.99%	4.08 (0.92)
	15. Willing to participate/support	77.14%	4.14 (0.89)
	16. Concerned commercialization may cause distortion	75.04%	4.06 (0.91)

Qualitative analysis reveals that community participation functions as a central stabilizing factor, linking authenticity protection with sustainable operation.

ICCT Management Model Construction

Based on the findings, an integrated "ICCT" management model was developed, consisting of five interrelated systems: Content Knowledge, Human Resources, Technology Application, Governance and Collaboration, and Policy Support. Survey results suggest broad social acceptance and perceived feasibility of the model, supporting its potential applicability.

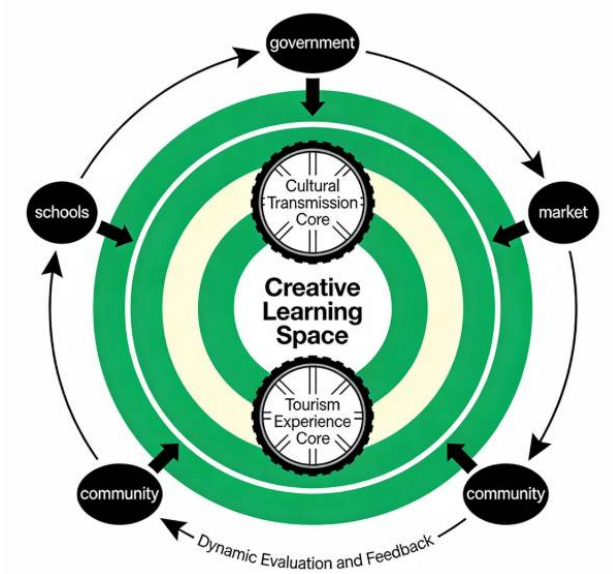


Figure 1: Conceptual framework of the ICCT model
Source: Authors

Table 5: Preliminary Validation of the "ICCT" Management Model

Validation Aspect	Supporting Data Indicator	Result/ Agreement Rate	Implication for Model Feasibility
Social Acceptability	Willingness to participate/support (Item 15)	77.14%	Strong potential user/base and social foundation.
Validation Aspect	Supporting Data Indicator	Result/Agreement Rate	Implication for Model Feasibility
Demand Clarity	Clear expectations for space (Item 11)	73.68%	Model design can be target-oriented.
Element Support	Recognition of Core Elements (Items 8,9,10,13)	72.48%-78.20%	Model's five support systems align with public cognition.

Table 5: Preliminary Validation of the "ICCT" Management Model (Cont.)

Validation Aspect	Supporting Data Indicator	Result/ Agreement Rate	Implication for Model Feasibility
Risk Consensus	Concern about co-mmercialization dis-tortion (Items 14,16)	73.99%-75.04%	Confirms the need for an embedded authenti-city protection mechanism.

Discussions & Conclusion

Li ICH faces structural transmission challenges despite strong demand for participatory learning. The ICCT model integrates creative learning with cultural tourism through community participation and collaborative governance to ensure authenticity and sustainability. Consistent with systems theory, effective operation relies on coordinated interaction among content, actors, technology, and governance. Survey results show 78.20% report inheritance difficulties and 71.28% declining youth interest, confirming structural barriers. Aging inheritors, fragmented mechanisms, and limited educational integration threaten continuity. The ICCT model offers a structured framework linking Li intangible cultural heritage with tourism to support transmission and education. Pilot implementation and longitudinal evaluation are needed to assess long-term impacts, with future research focusing on comparative, digital, cross-cultural, and governance aspects.

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