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# Preservation of Intellectual Heritage via Education Management

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## Abstract:

This paper aims to explore the current status and challenges of the development of intangible cultural heritage (ICH) courses. Since 2017, academic research on the topic of intangible cultural heritage has experienced exponential growth. China's urbanization, aging population, and the younger generation's insufficient awareness of traditional culture have placed its intangible cultural heritage at risk of disappearing. School education, as a vital means of cultural heritage transmission and preservation, places curriculum development at the core of the educational field. By systematically introducing the history, value, and significance of intangible cultural heritage, it can effectively enhance both student and public attention to cultural heritage. This paper evaluates the Chinese government's policies on intangible cultural heritage protection and discusses the challenges and suggestions for improvement in curriculum development within this process. Furthermore, the study conducts a survey to analyze the attitudes of art teachers and school administrators at public elementary schools in Nanchong City toward ICH art courses, providing empirical evidence for the development of local ICH art curricula. The findings suggest that, although intangible cultural heritage content has not yet been fully integrated into the curriculum, most respondents support the development of such courses. Through a systematic review of the literature and survey data, this study aims to offer both theoretical support and practical advice for safeguarding intangible cultural heritage and ensuring its effective transmission through the school system.

**Keywords:** Intangible Cultural Heritage, Course Subject Development, Education Management

## Introduction

In China, intangible cultural heritage (ICH) encompasses traditional cultural expressions. These cultural practices, along with their associated objects and locations, are passed down through generations. However, urbanization-induced environmental changes pose significant risks to traditional cultures. Additionally, the ageing population and disruptions in the transmission of cultural knowledge exacerbate the challenges in safeguarding ICH. The younger generation's limited understanding of traditional culture and insufficient awareness of its preservation further threaten the continuity of much of this heritage. (Ercivan & Celebi Karakok, 2024).

In this context, education and curriculum development become key means of protecting intangible cultural heritage. Richard Kurin (Kurin, 2007) pointed out that schools are particularly suitable for carrying out functions such as research, inventory, development of educational programs, and research on cultural dissemination and sustainability. The history, value, and importance of intangible cultural heritage can be taught in a structured way through well-designed educational courses. This will help students and the public understand and care more about these cultural heritages.

Curriculum development encompasses the process of designing and implementing educational programs, which includes defining curriculum objectives, structuring content, selecting pedagogical methods, and evaluating learning outcomes. Within the context of safeguarding intangible cultural heritage, curriculum development entails the creation of specialised lesson plans and educational materials tailored to specific cultural heritages. This approach aims to enhance both students and the public's comprehension and awareness of such cultural heritage. By creating specific lessons, it helps people learn more about the history, value, and importance of ICH. This leads to more people getting involved and supporting the preservation of cultural heritage. Furthermore, curriculum development not only involves the conveyance of theoretical knowledge but also integrates practical activities related to traditional skills. This hands-on part lets students interact with and take part in cultural heritage directly, which helps them understand and use these traditions better (Baldwin et al., 2018).

The main goal of this study is to look into how to use and incorporate intangible cultural heritage into the school system, especially how to make protecting and passing on intangible cultural heritage more effective through curriculum development. The significance of this review is to evaluate the impact of relevant Chinese government policies, such as the Notice on Strengthening Cultural Heritage Protection (PRC, 2005), the Opinions on Strengthening the Protection of Intangible Cultural Heritage in my country, the Opinions on Further Strengthening the Protection of Intangible Cultural Heritage, and the Guidelines for the Integration of Excellent Traditional Chinese Culture into Primary and Secondary School Curriculum and Textbooks (China, 2021a), on the integration of ICH into Chinese education curriculum, including the basic principles, overall objectives, main contents, carrier forms, stages of study and subject requirements of the curriculum. The review also aims to clarify the key role of curriculum development in ICH protection, identify the challenges faced by curriculum development, and propose suggestions for improvement. The review also gives a theoretical foundation for the upcoming doctoral dissertation "Development of Art Curriculum: Chinese Cultural Heritage according to the National Art Curriculum Standards." It encourages new ideas in education, improves students' cultural knowledge and practical skills, and acts as a guide for international cooperation and cultural exchanges, all of which support the long-term growth of culture and the preservation of global cultural heritage.

Curriculum development and intangible cultural heritage have been talked about together for the first time since the early 2000s, when several scholars started to look into how education could help protect cultural heritage (Curtis & Seymour, 2004; Hunter, 1992; Lambert, 1996; Smith, 1992). Early research focused on how to raise public awareness of ICH and its safeguarding through education and curriculum design, which has since become an increasing focus in related fields. Elisabetta Falchetti (Falchetti et al., 2021) and Tulay Ocal (Ocal, 2016) published a review of the literature related to intangible cultural heritage and curriculum. Indication:

There is an urgent need to expand course content and upgrade teachers against the backdrop of growing academic interest in cultural heritage conservation. With the rapid development of digital technology, its dissemination and application in cultural heritage conservation are becoming increasingly critical.

It is important to keep detailed records of how cultural heritage and resource adaptation are put into action so that policymakers can make good decisions. Through a systematic literature review, this paper looks at the role of curriculum development in protecting intangible cultural heritage. It focusses on how to effectively combine curriculum development with ICH preservation to help keep traditional culture alive and recognised. Additionally, this study provides a theoretical foundation for developing ICH art courses in various regions. The researcher conducted a field survey during the research process to gain deeper insights into the current needs within educational practices. The researcher distributed 120 questionnaires to art teachers and school administrators at public elementary schools in

Nanchong City, with 113 valid responses collected. The results show that ICH content isn't fully integrated into the current art curriculum. Most of the people who answered the survey want ICH art courses to be created so that students can learn more about and protect traditional culture. The aims of this study are as follows: 1) To look at what's already been written, research findings, and practical uses and problems of curriculum development and ICH protection; 2) To find out what people want curriculum development for, summarise why it's needed for ICH preservation, and look at how it affects heritage protection and education, as well as possible needs; 3) To propose recommendations, based on the literature review, for the development of ICH protection curricula that support curriculum standardisation and practical application. In the end, this study will help develop ICH protection curriculums by providing theoretical support and practical guidance. This will help protect and pass on intangible cultural heritage more effectively. Currently, existing literature reviews mostly focus on curriculum design theories, art education methods, or the application of ICH protection. However, there has yet to be a systematic review published in academic journal databases across disciplines, offering a comprehensive perspective on the relationship between curriculum development and ICH protection.

The paper begins with a brief introduction to the two main terms, Intangible Cultural Heritage (ICH) and curriculum development, and then describes the methodology based on these three stages. Starting with the literature collection, the analysis was carried out using a mixed-methods approach, including quantitative characterization of the results through bibliometric analysis and qualitative research through textual analysis. Finally, the paper discusses the results of the analyses and summarises their main conclusions.

## Research Questions

The aim of this study is to analyze relevant literature through a systematic literature review and combine it with survey questionnaire data from art teachers and school administrators at public elementary schools in Nanchong City. The study aims to find out how ICH education is currently working in Nanchong's art curriculum, what problems are being encountered, and what needs to be improved so that ICH art courses can be developed based on theory and real-life examples. To achieve the objectives of this study, this paper will focus on the following core research questions:

### 1. The necessity and impact of intangible cultural heritage course development

Why is the development of ICH art courses crucial for the protection of cultural heritage? How do art teachers and administrators at public elementary schools in Nanchong view the value of such courses?

### 2. Main Challenges in Developing Intangible Cultural Heritage Courses

What are the primary difficulties and obstacles that schools face during the course development process?

### 3. Suggestions for improving the development of local ICH art courses

Based on the literature and survey data, how can intangible cultural and heritage art courses be improved to better meet local needs?

## Methodology

This study employs a combination of systematic literature review (SLR) and survey research methods. The specific steps are as follows:

SLR: By analysing relevant literature, this method reviews research findings and practical experiences related to ICH art courses, identifies the necessity, impact, and challenges of course development, and provides theoretical support for the survey.

Survey Method: Questionnaires were distributed to art teachers and school administrators at public elementary schools in Nanchong City, with a total of 113 valid responses collected. The survey content includes the current status of intangible cultural heritage education,

development needs, and implementation challenges. Data analysis was conducted to understand the situation and needs regarding ICH education in the art curriculum in Nanchong.

**Data Analysis:** A quantitative analysis method was employed to analyse the survey data, revealing development needs and improvement suggestions for intangible cultural heritage art courses in Nanchong.

## Literature Review

To answer the research questions of this paper, this study used the systematic literature review (SLR) method. SLR was originally applied in the medical field. Its core features are objectivity, replicability, and impartiality, which enable it to reduce bias and ensure that the research results are directly related to its purpose (Deville et al., 22000). As a software engineer, Vander Alves used systematic literature review (SLR) to find evidence-based practices and make fair summaries of real-world results (Alves et al., 2010). SLR is secondary research (i.e., research based on the analysis of previous research) used to find, critically evaluate, and summarize all relevant research papers on a specific research question or topic. The design of the method guarantees a fair, rigorous, and auditable review (Kitchenham et al., 22010). Regardless of the discipline used, the basic methods of SLR are similar to ensure the high quality and objectivity of the research results and ensure the reproducibility of the rresearch (O'Brien& MMcGuckin 2016; Okoli & Schabram, 22015). This study uses the SLR method to organize and evaluate the main literature on the topic of how curriculum development can help protect intangible cultural heritage. The goal is to find research gaps and show what is currently known about this topic. The application of this method ensures the high quality and objectivity of the research resultswhile enhancing the replicability of the sstudy. To ensurethe comprehensiveness and accuracy of the systematic literature review, this study used the PRISMA chart model to guide the data collection pprocess. The data were primarily based on two key academic databases: Web of Science (WOS) and Scopus, which cover a wide range of academic journals and research literature and provide a rich resource on the role of curriculum development in safeguarding intangible cultural heritage (Liberati et al., 2; 20).09). Below are the keyword combinations.

**Table 1. Keyword combinations.**

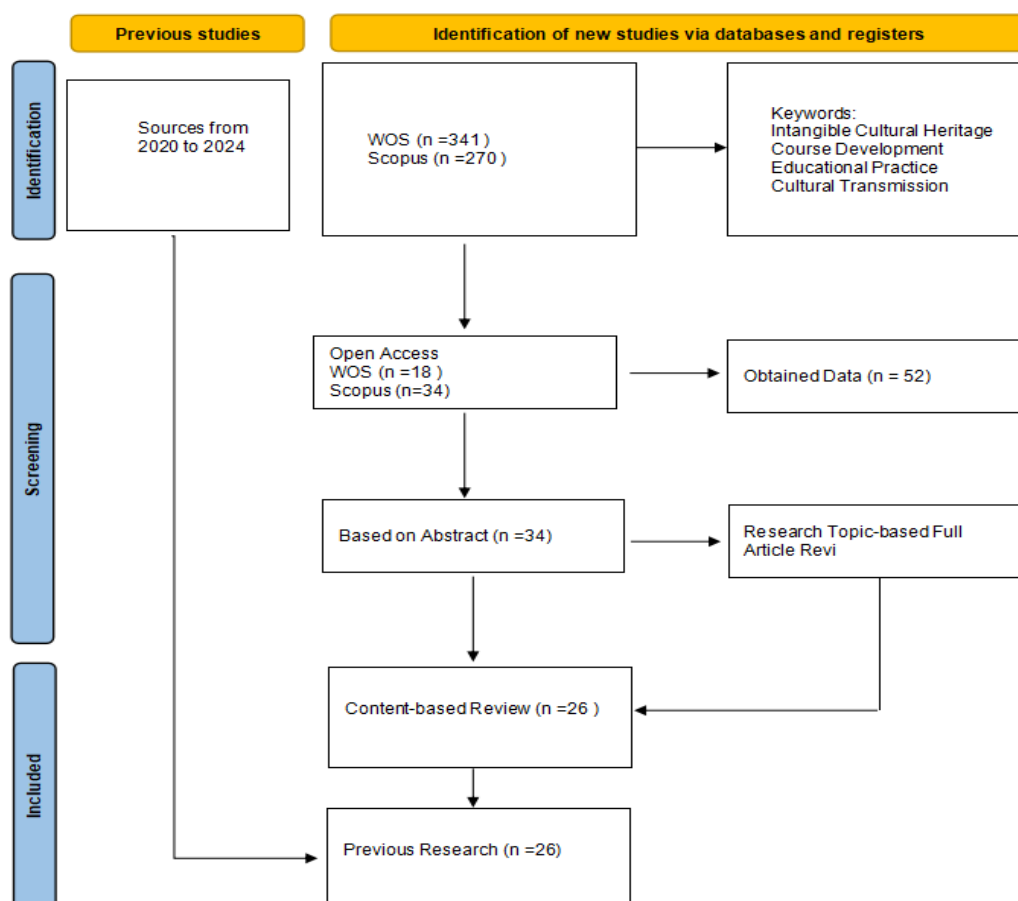
Research Expressions
"Cult* Heritage" Course Development*
"Cult* Heritage" Educational Practice*
"Cult* Heritage" Cultural Transmission*
"Intangible Heritage" Educational Practice*
"Intangible Heritage" Cultural Transmission*
<b>Total Results:611</b>

The asterisk is used on the research as a wildcard symbol that broadens the search by finding similar words that start with the same letters on the search engines.

In the first phase of the study, the researcher conducted a literature search using the following keywords: "Intangible Cultural Heritage, Course Development, Educational Practice," and "Cultural Transmission.". The search was limited to articles from 2020 to 2024. To ensure the comprehensiveness and relevance of the retrieval results, we used Boolean operators to combine these keywords. Specifically, we used Boolean operators AND and OR to construct the search strategy to ensure that the retrieved literature covered all relevant topics. At the same time, we limited the search to journal articles written in English and only considered open access literature. In the process, we obtained 341 relevant documents from the Web of Science (WOS) database and 270 relevant documents from the Scopus database.

The second stage involved screening the articles by looking at the entire accessible text, resulting in 18 articles from WOS and 34 articles in Scopus for a total of 52. Subsequently, 34 articles were selected through a full review of abstracts, and 26 articles were selected through a review of the full text of each article based on content. The 2020 adjusted PRISMA chart illustrates the process below:

**Figure 1. PRISMA (2020) Diagram Chart of Article Sources**



## Results and discussion

### A. Source Result

In this study, based on the Web of Science (WOS) and Scopus databases, we searched for literature related to curriculum development and intangible cultural heritage. Specifically, the source results include the following:

**Table 2. Source Results**

No	Year	Source	Keyword	Whole Date	Duplicate Data Removal	Open Access Research Title	Based on Topic
1	2020-2024	WOS	Intangible Heritage/ Course Development/ Educational Practice/ Cultural Transmission	341	331	18	8

2	2020-2024	Scopus	Intangible Heritage/ Course Development/ Educational Practice/ Cultural Transmission	Cultural	270	Reviewed Each Article	34	18
<b>Total</b>					<b>611</b>		<b>52</b>	<b>26</b>

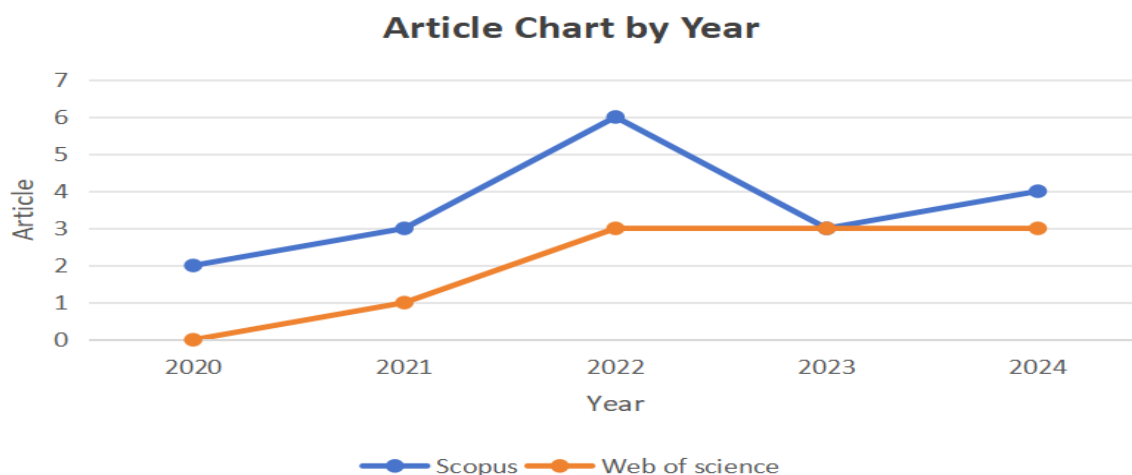
According to the authors' literature search, the detailed source results from 2020 to 2024 show that the Web of Science (WOS) database contains 8 relevant research articles, while the Scopus database contains 18 relevant research articles. For our systematic literature review, this body of work on course development, educational practice, and the role of cultural transmission in preserving intangible cultural heritage is very helpful.

**Table 3. Data by Year**

No	Year	Article	WOS Total	Author	Scopus Total	Author
1	2020	2	0		2	Inmaculada Gómez-Hurtado ; Virginia Pascual
2	2021	4	1	José A. López- Fernández	3	Ineta Luka; AVE MATSIN; Efthymios Georgousis;
3	2022	7	1	Mingdan Deng	6	Cristina Yáñez de Aldecoa; Krassimira Krastanova; Curwyn Mapaling; Patricia Vázquez-Villegas; Rodrigo Manoel Dias da Silva; Cristiana Achille;
4	2023	7	3	Ahmet Erman; Cristina Yáñez; Yamilé Pérez- Guilarte	3	Linh Thi Kim Ha; Saray Prados Bravo; Yamilé Pérez-Guilarte;
5	2024	8	3	Mario Corrales- Serrano; Indra Fibiona; Yuanlong Cheng	4	Lorenzo Stacchio; Jia Xia; Syahria Anggita Sakti; Asmayawati
<b>Total</b>		<b>26</b>	<b>8</b>		<b>18</b>	

A detailed chart of the research articles from 2020 to 2024 is shown below:

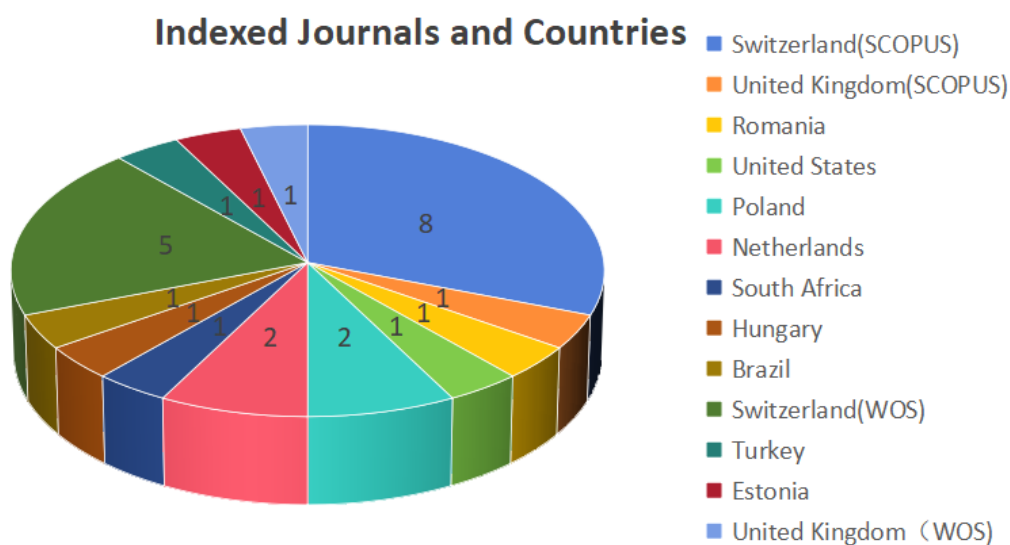
**Figure 2. Article Chart by Year**



### B. Geographic Distribution of Articles

Based on an analysis of 26 articles, the geographical distribution of publications included the the United Kingdom, Switzerland, Romania, the United States, Poland, South Africa, Hungary, Brazil, the Netherlands, Turkey, and Estonia. Of these, Switzerland contributed 12 articles, or 46% of the total; the United Kingdom, Poland, and the Netherlands each had two articles, or 7% of the total. All of these documents are from two databases, WOS and Scopus. Please see below for more information:

**Figure 3. Percentage of Articles by Geographic Area**

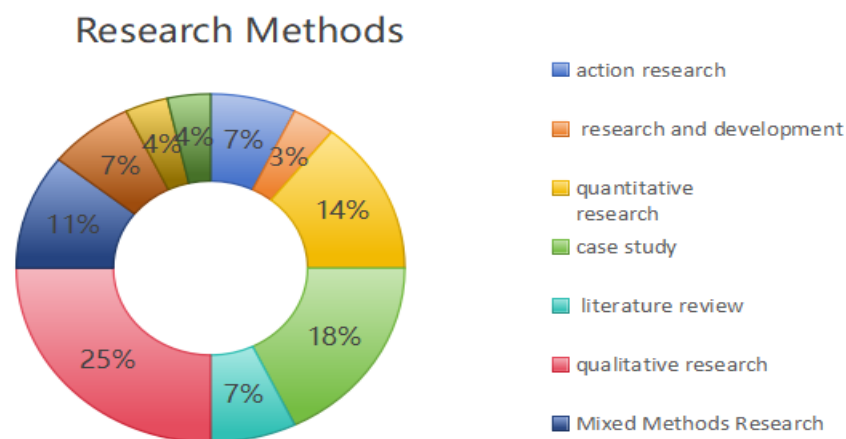


### C. Types of Intangible Cultural Heritage and Course Development

In particular, according to the SLR analysis of ICH and curriculum development contained in the 26 articles, the distribution of research methods was as follows: Qualitative research is 25%, case studies are 18%, quantitative research is 14%, mixed methods research is 10%, action research, literature review, and experimental research are 7% each, and educational ethnography, comparative evaluation studies, and research and development are 3% each. Educational ethnography, comparative evaluation study, and research and development each accounted for 3 percent. The following chart illustrates this breakdown:



Figure 4. Percentage of Articles by Research Methods



#### D. Research enlightenment on curriculum development and intangible cultural heritage learning

Table 4. SLR on the Role of Course Development in the Protection of Intangible Cultural Heritage

Year	Author	Research Title	Research objectives/ issues	Implication	Impact\ Recommendations
2020	Inmaculada Gómez-Hurtado	Good Educational Practices for the Development of Inclusive Heritage Education at School through the Museum: A Multi-Case Study in Bologna	Evaluation of the inclusive practices of the City of Bologna Museums in heritage education in schools and recommendations for improvement.	Heritage education contributes to inclusiveness at the social and emotional levels, but teacher training and activity design need to be improved.	Emphasis on close cooperation between museums and schools, with experiential and interactive activities to ensure inclusiveness in heritage education, with particular attention to the needs of students with different abilities(Gómez-Hurtado et al., 2020).
2021	Ineta Luka	European cultural heritage and skills development course for adult learners' self-development	Evaluation of the effectiveness of a blended learning programme on cultural heritage and skills development implemented in	The blended learning programme was effective in enhancing adult learners' 21st century skills and cultural awareness of the EU's	The course demonstrated the effectiveness of blended learning, but teachers needed more support in explaining the material and managing technical issues, while further



Year	Author	Research Title	Research objectives/ issues	Implication	Impact\ Recommendations
			six EU countries, with a particular focus on 21st century skills development for adult learners and programme evaluation.	intangible cultural heritage, although assessment results varied from country to country.	adaptation of the course to suit the different needs of learners was recommended. The course can be an effective tool for developing adult learners' skills and cultural awareness(Luka, 2021).
2022	Patricia Vázquez-Villegas	Preserving World Cultural Heritage: Social Justice and Sustainability Competencies via Socially-Oriented Interdisciplinary Education	Explore how Challenge Based Learning (CBL) can raise awareness of cultural heritage and social justice by engaging university students in the preservation of world cultural heritage.	Experiential learning raises students' awareness of cultural heritage and motivates them to address issues of social justice and environmental protection.	The CBL approach has shown positive results in enhancing students' social responsibility and subject-related competencies, and further research is recommended to validate its theoretical framework and scope of application(Vázquez-Villegas et al., 2022).
2023	Linh Thi Kim Ha	Educators' and students' perspectives on the education of national cultural identity for high school students in Vietnam	To investigate teachers and students' perceptions of national cultural identity education for Vietnamese high school students, including its content and methods, and to assess its impact on students' cultural understanding and national pride.	Teachers and administrators had a more positive view of national cultural identity education than students, stressing the importance of cultural education in shaping students' cultural views and national pride.	The findings of the study recommend that students' understanding of cultural identity be enhanced through a holistic and multifaceted approach to cultural education (including tangible and intangible cultural heritage), emphasizing collaboration between educators, policymakers, students and cultural experts to enhance the

Year	Author	Research Title	Research objectives/ issues	Implication	Impact\ Recommendations
2024	Mario Corrales-Serrano	Virtual Reality Applied to Heritage in Higher Education—Validation of a Questionnaire to Evaluate Usability, Learning, and Emotions	Design and validation of a statistical data collection tool for assessing the effectiveness of virtual reality experiences in education, applied to the archaeological heritage of the ancient Roman city of Augusta Emerita.	Tools can effectively measure the usability, learning outcomes and affective responses of virtual reality experiences to ensure their effectiveness in teaching and learning resources.	effectiveness of cultural education(Ha et al., 2023). The tool is suitable for evaluating similar virtual reality experiences and further replication and validation of the experience is recommended to consolidate findings(Corrales-Serrano et al., 2024).

### Research findings

A comprehensive analysis of the results from the systematic literature review provides an extensive overview of the existing research. The 26 studies reviewed present findings from various fields, including heritage education, digital technology applications, and innovations in teaching methods. These studies analyzed the effectiveness of various educational and cultural preservation practices and provided recommendations for improvements. Intangible cultural heritage elements like traditions, language, and performing arts are emphasized in course development. The goal is to make students more aware of and appreciative of how important intangible heritage is in their communities. These courses typically adopt a modular structure that allows for interdisciplinary teaching, enabling the integration of subjects such as history, art, and social studies while offering a holistic understanding of intangible cultural heritage and its relevance to contemporary society. The findings of the literature review reflect the global emphasis on cultural heritage and its education, laying the foundation for future research on the development of intangible cultural heritage art curricula in Nanchong, Sichuan Province, China. So, this paper talks about the research results, mainly looking at how course development has affected the field of intangible cultural heritage and the research methods that have been used in the past.

### A. Enhancing cultural identity and sense of belonging

Curriculum development in the area of intangible cultural heritage plays an important role in enhancing cultural identity and sense of belonging. Research has shown that a well-designed and implemented curriculum can significantly enhance students' sense of identity and, to a certain extent, their sense of belonging to intangible cultural heritage. For example, a study by Inmaculada GómezHurtado highlights how collaboration between museums and schools not only improves students' sense of cultural identity but also promotes inclusiveness on a social and emotional level. However, the study also points out that improvements in teacher training and program design remain key to better support students of all abilities (GómezHurtado et al.,

202020). Virginia Pascual's proposal for teaching ethnobotany shows a significant increase in student interest in local plants, and this increased interest is closely linked to an increased sense of cultural identity. Despite the method's shortcomings, its student-centred and participatory approach demonstrated positive potential for enhancing cultural identity. It is recommended that this methodology be further improved to better stimulate students' interest in and identification with traditional knowledge (Pascual Orduna, 202020). Luka examines the effects of a cultural heritage and skills development program implemented in an EU country that was effective in enhancing not only adult learners' knowledge of cultural heritage but also their 21st-century skills. Implementing a blended learning program like this showed that the design of the program was effective at helping adult learners recognise their cultural heritage and feel like they belong. Nonetheless, further enhancement of teacher support and adaptations to the curriculum remain a focus for future improvement (Luka202021).

Taking these findings together, we can see that curriculum development not only helps to enhance students' sense of cultural identity but also enhances their sense of belonging on a social and cultural level. Intangible cultural heritage projects in different parts of the world can effectively incorporate local intangible cultural heritage into the school system by designing and implementing specific curricula. This will help students build their cultural identity and sense of belonging.

### **B. Promoting the dissemination and popularisation of cultural knowledge.**

To protect intangible cultural heritage, curriculum development is important for more than just teaching content. It's also about how to get students to be creative and come up with new ideas, which will help them understand and pass on cultural heritage. According to several studies, arts education and interdisciplinary curriculum design can significantly enhance students' cultural awareness and sense of social responsibility. In this situation, teachers can use multimedia and interactive technologies to share cultural information in useful and creative ways. This way, students can not only learn about traditional cultural content but also find ways to use it in modern life (Bangbon et al., 2023; Georgousis et al., 2021).

The literature suggests that, by integrating technological tools such as virtual reality (Xia et al., 2024) and digital analytics (Stacchio et al., 2024), curriculum development enables the diversity and complexity of intangible cultural heritage to be better presented and analysed. This technology-driven approach not only increases students' interest in and engagement with cultural heritage but also promotes their deeper understanding and emotional identification with it. As technology advances and educational methodologies evolve, traditional teaching models are being redefined to better suit rapidly changing educational needs and cultural environments. So, curriculum development is like a bridge when it comes to protecting intangible cultural heritage. It helps students not only learn more about traditional culture but also be more creative in coming up with new ideas and using them in real life. Future research should focus on how to further optimise curriculum design and implementation strategies to ensure the widespread dissemination of cultural knowledge and effective safeguarding.

### **C. Enhancing the effectiveness of teaching practices**

Enhancing the effectiveness of teaching and learning practices is an important goal in cultural heritage education. Effective curriculum development requires not only stimulating students' creativity and innovation but also increasing their awareness of cultural heritage and its preservation. The use of active learning methods, such as problem-based learning and inquiry-based approaches, encourages students to engage critically with their cultural heritage. This helps them to develop responsible attitudes towards the preservation of cultural heritage (Valencia Arnica et al., 2023). Studies have shown that arts education at the primary level is essential for the holistic development of children, as well as for their understanding and preservation of cultural heritage (Sirathanakul et al., 2023; Yáñez et al., 202023).

With the rapid development of technology, the preservation of traditional culture presents new opportunities, although it faces challenges such as insufficient support for education policies, lack of teacher training and resources, and difficulties in community cooperation. Modern multimedia technologies and cultural heritage transmission need to be incorporated into effective curriculum development. Adding digital tools and technologies to curriculum development can improve the teaching and learning of intangible cultural heritage. This includes the use of digital platforms for documentation, virtual tours, and interactive learning experiences that make ICH more accessible to students and enhance their learning and understanding of it (Achille & Fiorillo, 2022). For example, through Virtual Reality (VR) and Augmented Reality (AR) technologies, students can experience cultural heritage in a more vivid and immersive way to better stimulate learning (Corrales-Serrano et al., 2024). Modern curricula often take an interdisciplinary approach, combining various fields such as history, anthropology, and environmental science. Interdisciplinary curriculum design combines ICH with disciplines such as art, science and technology, and history, which helps to demonstrate the full diversity and complexity of cultural heritage (Xia et al., 2024).

To ensure the effectiveness of these methods, teacher training and support are essential. Teachers not only need to be equipped with new technological tools but also need to understand how to effectively integrate them into the curriculum in order to achieve pedagogical goals. Teachers' professional development should include training in the use of digital technologies and an in-depth understanding of cultural heritage education methodologies to ensure quality teaching practices (Valencia Arnica et al., 2023). The curriculum aims to provide training for educators and professionals in the field of cultural heritage. Achille and Fiorillo (2022) say that this includes learning how to record, protect, and promote intangible cultural heritage so that future generations will be able to keep these practices alive.

In the future, curriculum developers and educators should work together to establish an educational system that can stimulate students' interest and promote the transmission of cultural heritage. At the same time, ongoing research and feedback mechanisms can help continuously improve teaching practices to meet new challenges and opportunities in the fields of cultural heritage preservation and education. (Stacchio et al., 2024).

#### **D. Promotion of community participation and cultural activities**

Safeguarding intangible cultural heritage requires not only institutional support but also active community participation and the promotion of cultural activities. Effective curriculum development involves including local communities in the educational process. This includes incorporating local intangible heritage practices and knowledge into the curriculum and fostering students' sense of ownership and responsibility for their cultural heritage (Achille & Fiorillo, 2022). Community participation and promotion of cultural activities play a key role in ICH safeguarding (Deng et al., 2022). Effective community participation can enhance public awareness and sense of belonging to cultural heritage, thus promoting the preservation and transmission of cultural heritage.

Community participation can be achieved through a combination of educational and cultural activities. Studies have demonstrated that community education programs and cultural activities enhance public awareness of intangible cultural heritage. For example, PérezGuilarte notes that the integration of cultural heritage education can significantly increase interest in traditional art forms and awareness of their preservation among students and community members. Education can enhance cultural identity and community cohesion by introducing the teaching of local wisdom and traditional skills (PérezGuilarte et al., 2020, 2023). Promoting the planning and implementation of cultural activities can contribute to heritage revitalisation and innovation. Studies have shown that combining traditional cultural activities with modern technological tools, such as digital media and virtual reality, can appeal to a wider audience and

increase the accessibility of cultural activities (Stacchio et al., 2020). These activities not only preserve traditional culture but also stimulate the creativity of community members and contribute to the modernisation and sustainability of culture.

However, there are also challenges in promoting community participation and cultural activities. Research has shown that community participation requires effective collaboration between governments, educational institutions, and cultural organisations (Achille & Fiorillo, 2022). At the same time, ensuring the longevity and effectiveness of cultural activities requires sustained resource investment and innovative strategies. Policymakers and educators should pay attention to these challenges, develop policies that support community participation, and provide the necessary resources and training to promote the preservation and transmission of cultural heritage.

Overall, the preservation and transmission of intangible cultural heritage can be effectively promoted through the promotion of community participation and cultural activities. This not only helps to preserve traditional culture but also enhances the community's sense of cultural identity and social cohesion.

## **E. Innovative protection and transmission mechanisms**

Traditional ways of protecting and passing on intangible cultural heritage are facing new challenges and opportunities as technology changes quickly and educational ideas are always changing. New studies reveal that developing curriculum is an important part of coming up with new ways to protect and share information, especially when it comes to making ICH safeguarding work better.

Arts education is seen as an effective way to stimulate creativity and innovation in students. At the primary education level, arts programs not only develop students' aesthetic and artistic skills but also provide them with a basis for understanding and preserving the cultural heritage of society. AVE MATSIN, Ni Luh Sustiwati et al. point out that arts education has a foundational role in the development of children and that the arts curriculum should place emphasis on the students' ability to recognise and preserve their cultural heritage. Through diverse arts education strategies and multimedia tools, students are able to learn and understand intangible cultural heritage in more creative and practical ways to prevent it from being forgotten or neglected (Matsin, 2023). The curriculum increasingly emphasises sustainability and the preservation of cultural diversity. This includes teaching students about the socio-economic value of ICH and its role in promoting sustainable development, food security, and community resilience (Pascual & Orduna, 2020).

Overall, innovative curriculum development and teaching methods show outstanding potential for safeguarding ICH. The preservation and transmission of cultural heritage can be effectively promoted through the introduction of advanced technologies and interdisciplinary teaching methods. Future research should continue to explore how to combine technology and traditional knowledge to optimise curriculum design and implementation in order to ensure that intangible cultural heritage is effectively preserved and passed on in today's rapidly developing society. Educators and policymakers should pay attention to the practical effects of these innovative methods to promote the integration of technology and traditional education to enhance the preservation of cultural heritage.

## **2. Questionnaire Survey Method**

### **Population and sample**

The research subjects were art teachers and school administrators from public primary schools in Nanchong City.

**Sample Group:** The research sample was selected from 120 primary schools across nine districts (including both urban and rural areas) in Nanchong City, using stratified random sampling. One art teacher and one school administrator were selected from each school, for a total of 240

individuals. Inclusion Criteria: Art teachers must be employed in public primary schools in Nanchong City and have at least three years of teaching experience. School administrators must hold a management position in the school, have at least three years of management experience; they must also agree to participate in the study. Exclusion Criteria: Teachers whose teaching experience or subjects do not meet the requirements, as well as participants who could not provide valid information, were excluded from the study. In the end, we collected 113 valid responses from art teachers and another 113 from school administrators as valid samples.

### **Research Tools and Tool Quality**

This study used two survey tools—one for art teachers and one for school administrators in Nanchong City's public primary schools—to assess the current state and needs of intangible cultural heritage education in art curricula. The specific tools are as follows:

#### **1. Art Teacher Questionnaire**

Purpose: To assess art teachers' awareness, current implementation, challenges faced, and needs for the development of intangible cultural heritage art courses.

Content: The questionnaire contains 41 questions, with responses quantified using a 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

#### **2. School Administrator Questionnaire**

Purpose: To assess school administrators' views on the development of intangible cultural heritage education courses, the feasibility of course implementation, and the level of school support.

Content: The questionnaire includes 27 questions, similarly using a 5-point Likert scale for quantification.

### **Tool Quality Check**

To ensure the validity and relevance of the questionnaires, the researchers invited three experts to evaluate the content validity (Item-Objective Congruence, IOC) of the questions. The experts confirmed that all questions were closely related to the research objectives, ensuring the validity of the questionnaires.

The Cronbach's Alpha coefficient for the art teacher questionnaire was 0.88, indicating a high level of internal consistency.

The Cronbach's Alpha coefficient for the school administrator questionnaire was 0.85, indicating excellent reliability.

### **Research Implementation Method**

The research was implemented in three phases, as outlined below:

#### **Phase 1: Questionnaire Design and Preparation**

The researchers designed two questionnaires: one for art teachers and one for school administrators, both using the 5-point Likert scale for responses.

#### **Phase 2: Questionnaire Distribution and Data Collection**

The survey was conducted between November 2024 and January 2025. The researchers distributed questionnaires to art teachers and school administrators in 120 public primary schools in Nanchong, for a total of 240. To ensure valid returns, the researchers provided brief guidance to help participants understand the content of the questionnaires. A total of 113 valid questionnaires were returned (58 from art teachers and 55 from school administrators), yielding a response rate of 94.17%.



### Phase 3: Data Analysis and Results Presentation

The study used descriptive statistics and quantitative methods to look at the questionnaire data and found out what the current state and needs are for teaching intangible cultural heritage in Nanchong's art classes. The challenges of course development and suggestions for improvement were also analysed.

### Protecting Sample Group Rights

This study has been reviewed and approved by the Human Research Ethics Committee of Srinakharinwirot University (SWUEC-672430), Thailand. During the research process, all participants were fully informed of the study's purpose, design, data collection procedures, research duration, and confidentiality measures. All participants voluntarily consented to participate in the study. Participants had the right to freely decide whether to participate at any stage, and they could withdraw from the study at any time without facing any negative consequences.

### Data Analysis

The researchers primarily used "frequency analysis" and "descriptive statistics" methods to analyse the questionnaire data from art teachers and school administrators in Nanchong's public primary schools. The core issues covered in the survey included the transmission of intangible cultural heritage knowledge, skill training, attitudes, and values, as well as support for curriculum content and teaching resources.

#### 1. Survey Analysis of Art Teachers in Nanchong Public Primary Schools on the Status of Intangible Cultural Heritage Education

This research focuses on key issues aimed at exploring the main problems in the implementation of intangible cultural heritage education in the current art curriculum, based on the feedback from teachers. By analysing the survey data, the study identifies deficiencies in curriculum design, teaching resources, and practical activities and highlights teachers' expectations for course reform and future development.

**Table 4. Survey Analysis of Art Teachers in Nanchong Public Primary Schools on the Status of Intangible Cultural Heritage Education**

Question content	Answer	Percentage
<b>Knowledge of intangible cultural heritage</b>		
The course systematically and comprehensively teaches the theoretical knowledge of intangible cultural heritage	Disagree	80.6%
Whether the course includes the historical background, cultural value and artistic characteristics of intangible cultural heritage projects	Disagree	71.7%
The protection and inheritance of intangible cultural heritage are considered to have important cultural significance in education	Agree	92.8%
The course believes that integrating intangible cultural heritage into the course helps students understand and respect local culture	Agree	93%
Whether intangible cultural heritage projects are selected and explained according to students' characteristics	Agree	68.2%
<b>Intangible Cultural Heritage Skills</b>		
Whether students have mastered the basic skills and techniques in the intangible cultural heritage art projects	Disagree	83.2%
Whether they can effectively apply and teach the art techniques of intangible cultural heritage	Disagree	77.9%
Whether they have obtained sufficient intangible cultural heritage related skills training	Strongly Disagree	79.7%



Question content	Answer	Percentage
Whether they have sufficient practical activities to help students master the skills	Disagree	81.4%
Whether students have the opportunity to participate in the actual creation and display of intangible cultural heritage projects	Disagree	71.6%
<b>Attitudes and values</b>		
Whether the course can stimulate students' interest, show enthusiasm and establish good interactive relationships	Agree	75.2%
Whether the course helps students develop comprehensive qualities, social responsibility and respect for cultural heritage	Agree	83.4%
The impact of the intangible cultural heritage art course on students' cultural identity and national pride, and the school brand	Agree	84.1%
<b>Course content and teaching resources</b>		
Whether the teaching content is adjusted according to the characteristics of students in different grades, and whether it is consistent with local culture and education standards	Agree	65.5%
Whether the teaching materials and resources meet the teaching needs, and the teachers' desire to obtain more resources	Disagree	79.7%
Whether the school provides sufficient support and resources	Disagree	81.5%
<b>Course impact and development</b>		
Whether there are effective classroom activities to enhance students' interest, whether there are appropriate evaluation methods, and whether the teaching strategies can be improved based on feedback	Agree	82.2%
Teachers' satisfaction with the implementation of the course, whether they are willing to participate in more intangible cultural heritage related activities, and suggestions for the future development of the course	Disagree	76.1%

### 1) The status of teaching intangible cultural heritage knowledge

Significant deficiencies exist in the systematic teaching of theoretical knowledge, particularly in the inclusion of historical context, cultural value, and artistic features. Specifically, 80.6% of teachers believe that the course fails to adequately teach these aspects, and 71.7% of teachers report that these contents are not sufficiently covered. However, 92.8% of teachers acknowledge the importance of preserving and passing down intangible cultural heritage within education. Additionally, 93% of teachers believe that incorporating intangible cultural heritage into the curriculum has a positive effect on students' understanding and respect for local culture. Only 68.2% of teachers believe the course can select and explain intangible cultural heritage items suitable for students' characteristics, indicating that there is still room for improvement in personalised teaching within the curriculum.

### 2) Teaching intangible cultural heritage skills

Most teachers believe that students show a significant lack of mastery of intangible cultural heritage art techniques, with 83.2% of teachers indicating that pupils have not acquired basic skills and techniques. Teachers also believe that the course has not effectively imparted these skills, with 77.9% of teachers reporting that students' learning outcomes in skill acquisition are poor. Furthermore, 79.7% of teachers argue that students have not received enough relevant skills training and that practical activities are insufficient to help pupils effectively master the techniques. 71.6% of teachers noted that students lack opportunities to participate in practical creation and presentation activities, which further affects the learning and application of skills.

### 3) Impact on Attitudes and Values

The course has a positive effect on students' interest and engagement, with 75.2% of teachers believing that the course effectively stimulates students' interest and promotes interaction. Teachers generally consider the course to have a positive impact on students' overall development, sense of social responsibility, and respect for cultural heritage, with 83.4% of teachers stating that the course contributes to these areas. Intangible cultural heritage art courses are seen as effectively enhancing students' cultural identity and national pride, with 84.1% of teachers agreeing that the course positively impacts students' cultural confidence and contributes to school branding.

#### 4) Course Content and Teaching Resources

65.5% of teachers believe that course content is appropriately adjusted to suit the characteristics of students at different grade levels and aligns with local culture and educational standards. However, there is a significant shortage of teaching materials and resources, with 79.7% of teachers indicating that current textbooks and resources fail to meet the demands of teaching. Teachers also expressed a need for more resources. There are problems with the school's support and resource allocation for intangible cultural heritage courses, with 81.5% of teachers believing that the support and resources provided by the school are insufficient, thus affecting the implementation of the course.

#### 5) Course Impact and Future Development

Teachers generally believe that the course effectively boosts student interest, with 82.2% of teachers stating that class activities promote student participation and can also help improve teaching strategies based on classroom feedback. However, teacher satisfaction with course implementation is relatively low, with 76.1% of teachers expressing dissatisfaction. Moreover, the support and involvement in future course development are also low, indicating that there are still deficiencies in teacher acceptance and support of the course.

### Research Findings

1) **Course Content and Teaching Resources:** Teachers generally believe that the current course has significant deficiencies in the teaching of intangible cultural heritage knowledge and skills, particularly in the theoretical teaching and practical aspects, which need to be strengthened.

2) **Course Impact:** Despite challenges such as inadequate teaching resources and practical activities, teachers still believe that the course has a positive impact on students' cultural identity, interest, and overall development.

3) **Teacher Needs:** Teachers have high demands for textbooks, resources, and school support. They hope to receive more teaching support and improvements to enhance the effectiveness and quality of the course.

#### 2. Survey Analysis of School Administrators in Nanchong City on the Status of Intangible Cultural Heritage Education

This section will analyse the current status of intangible cultural heritage education, as viewed by school administrators in Nanchong City. Through survey data, we aim to understand administrators' perceptions of the course content, skill instruction, teaching resources, and course impact, providing a basis for future course optimisation and development. Below is a detailed analysis of the survey results:

**Table 5. Survey Analysis of School Administrators in Nanchong City on the Status of Intangible Cultural Heritage Education**

Question content	Answer	Percentage
Knowledge of intangible cultural heritage		

Do you think that the school currently teaches the theoretical knowledge of intangible cultural heritage in a systematic and comprehensive manner in the curriculum? Disagree 74.3%

Does the curriculum include the historical background, cultural value and artistic characteristics of the intangible cultural heritage projects? Disagree 57.5%

Do you think that the school teaches students how to reflect the cultural characteristics and skills of intangible cultural heritage in design? Disagree 61.1%

**Intangible cultural heritage skills**

Are you able to effectively apply and teach the artistic techniques of intangible cultural heritage in teaching? Disagree 90.3%

Have you received sufficient intangible cultural heritage-related skills training in the course and are you able to solve related teaching problems? Disagree 89.4%

Do classroom activities include enough practical activities to help students master the skills of intangible cultural heritage? Disagree 82.3%

**Attitudes and values**

Do you think that the intangible cultural heritage art course has a significant effect on enhancing students' cultural identity and national pride? Agree 97%

Do you think that the promotion and implementation of the intangible cultural heritage art course has a positive impact on your personal career development and teaching satisfaction? Agree 91.9%

**Course content and teaching resources**

Are the teaching materials and resources sufficient and suitable to meet daily teaching needs? Disagree 92.9%

Do you need additional resources or updated teaching materials to better support the teaching of intangible cultural heritage art? Agree 87.7%

Does the curriculum design cover all the important projects and skills of Nanchong's intangible cultural heritage? Disagree 92.1%

**Course impact and development**

Do you hope that the school will further strengthen its support for intangible cultural heritage art courses to improve teaching effectiveness and course quality? Agree 98%

Do you think that art courses related to intangible cultural heritage can enhance the school's educational brand and cultural influence? Agree 87.6%

**1) The status of teaching intangible cultural heritage knowledge**

The majority of administrators believe that the theoretical

The teaching of cultural heritage lacks systematicity and comprehensiveness. 74.3% of administrators think that the course fails to adequately impart theoretical knowledge. There is also insufficient coverage of the historical context, cultural value, and artistic features, with 57.5% of administrators indicating that these elements are not sufficiently addressed. Additionally, 61.1% of administrators believe the course does not effectively teach students how to incorporate the cultural characteristics and techniques of intangible cultural heritage into their designs.

**2) Teaching intangible cultural heritage skills**

90.3% of administrators believe that the course fails to effectively teach intangible cultural heritage art techniques. 89.4% of administrators feel that the course does not provide sufficient skills training, and 82.3% indicate that classroom activities lack adequate practical components.

This suggests significant deficiencies in both the teaching of techniques and the practical application aspects of the course.

### 3) Impact on Attitudes and Values

Despite the shortcomings in teaching content and skill transfer, 97% of administrators believe that the course effectively enhances students' cultural identity and national pride. Furthermore, 91.9% of administrators believe the course has a positive impact on teachers' professional development and teaching satisfaction. The course has shown clear success in fostering cultural confidence among students.

### 4) Course Content and Teaching Resources

92.9% of administrators believe that the textbooks and resources available do not meet the teaching requirements. 87.7% of administrators hope that the school will provide more resources and update the teaching materials. Additionally, 92.1% of administrators feel that the course design does not cover all of Nanchong's important intangible cultural heritage items, reflecting a deficiency in both resources and content.

### 5) Course Impact and Future Development

98% of administrators hope that the school will provide further support for intangible cultural heritage art courses. 87.6% of administrators believe these courses can enhance the school's educational brand and cultural influence, indicating a positive attitude toward the future development of the course and recognising its significance in the cultural development of the school.

## Research Findings

The survey results suggest that when developing intangible cultural heritage art courses, it is important to address the following needs:

- 1) Enrich Course Content: Course design should encompass the history, cultural value, artistic techniques, and local characteristics of intangible cultural heritage to ensure that important items and techniques are fully represented.
- 2) Increase Practical Activities: More practical activities should be incorporated, allowing students to learn skills through hands-on practice and providing opportunities for creation and presentation, which will enhance students' creative abilities and cultural identity.
- 3) Strengthen Teacher Training and Resource Support: Teachers need to receive professional training, and schools should provide more teaching materials and tools to ensure successful course implementation.
- 4) Optimise evaluation and feedback mechanisms: evaluation methods should be diversified, allowing for a comprehensive assessment of students' abilities and providing feedback to improve teaching quality.
- 5) Promote Interdepartmental Cooperation and Social Support: Strengthen collaborations with community and cultural institutions, integrate resources, and jointly promote intangible cultural heritage education and cultural transmission.

## Discussion

This study looks at what's already been written and surveys art teachers and administrators in Nanchong elementary schools to find out what the pros and cons of making an art curriculum for preserving cultural heritage are at different levels. Through talking about curriculum development, we have a better idea of how important intangible cultural heritage is in education and how it affects conservation in many ways, such as by strengthening cultural

identity, sharing cultural knowledge, making teaching more effective, encouraging community involvement, and encouraging new ways to protect heritage.

### **1. Enhance cultural identity and belonging.**

The literature emphasizes that curriculum development is essential to enhancing students' sense of identity and belonging to their cultural heritage. GómezHurtado pointed out that the collaboration between museums and schools not only enhances students' cultural identity but also promotes inclusion at the social and emotional levels, which provides valuable insights for designing local intangible cultural heritage courses. According to the survey in Nanchong, most teachers agree that teaching intangible cultural heritage is important for promoting cultural identity. However, there are clear problems with how theoretical knowledge is taught and how historical background is interpreted. About 80% of teachers believe that the curriculum does not fully convey the historical background and cultural value of the heritage, and the curriculum does not effectively address intangible cultural heritage projects related to student characteristics. This reflects that the curriculum design needs to further consider balancing the diverse needs of students and personalised teaching.

### **2. Promote the dissemination and popularisation of cultural knowledge.**

The intangible cultural heritage course not only focuses on the transmission of knowledge but also emphasises the cultivation of creativity and innovation. The application of virtual reality and interdisciplinary methods mentioned in the literature provides a new way for the dissemination of cultural heritage. By integrating technological means, students can have a deeper understanding of the complexity of cultural heritage and transform traditional culture into applications in modern society. Survey data show that although Nanchong's courses have the potential for technological application, they still lack sufficient teaching resources and multimedia technology. 77% of teachers believe that the existing teaching materials and resources cannot meet the teaching needs, highlighting the shortage of resources for the transmission of cultural knowledge. Therefore, future curriculum design should consider how to use modern technologies such as digital platforms and virtual reality to increase students' interest in and understanding of intangible cultural heritage.

### **3. Improve the effectiveness of teaching practice.**

Effective teaching practice requires not only the transmission of cultural heritage knowledge but also the cultivation of students' practical skills and protection awareness. Active learning and teaching across disciplines are emphasised in the literature as important ways to help students think critically and improve their practical skills, which can make them feel more responsible for cultural heritage. In the survey in Nanchong, teachers generally reflected that the course lacked instruction in artistic skills and practical parts. 83% of teachers believe that students have not mastered the intangible cultural heritage techniques, and 77% of teachers said that skills training is insufficient, which shows that the traditional teaching model does not meet the needs of cultural heritage education. To improve teaching effectiveness, teacher training and support are essential, especially in combining modern educational technology with cultural heritage teaching.

### **4. Promote community participation and cultural activities.**

Literature reviews often emphasise the importance of community participation in cultural heritage protection. Through active community participation, cultural activities can not only enhance cultural identity but also inspire creativity and a sense of responsibility for heritage inheritance. Pérez-Guilarte's research pointed out that teaching local wisdom and traditional techniques helps to enhance the cultural identity of students and community members. Survey data show that although teachers and administrators generally recognise that the course

effectively enhances students' cultural identity, Nanchong's intangible cultural heritage courses still lack sufficient community participation and support for cultural activities. Lack of course content and teaching resources, particularly outdated teaching materials, has hampered the implementation of cultural activities. Therefore, future curriculum development should focus on in-depth cooperation with the community. .

## Conclusion

Through a thorough analysis of the existing research, this study delves into the important part that curriculum development plays in safeguarding intangible cultural heritage. It shows how it has a big effect on enhancing cultural identity, spreading cultural knowledge, and making teaching more effective. By integrating traditional knowledge, cultural practices, and artistic expressions into the education system, curriculum development aims to cultivate citizens who are aware of and actively engage in cultural heritage preservation. In practice, field trips to cultural centres, museums, and heritage sites, coupled with experiential learning opportunities, help deepen students' understanding of cultural heritage and their commitment to its preservation. Many problems have been encountered in putting intangible cultural heritage art courses into action, including not having enough course materials and content, but these courses have been successful in enhancing students' cultural identity and promoting the passage of intangible cultural heritage. To protect and pass on intangible cultural heritage education in the modern era, future curriculum development should focus on expanding the range of content, improving teaching materials, and giving teachers professional development. At the same time, community involvement and cooperation between departments should be boosted.

In conclusion, the study clearly identifies the critical role of well-designed courses in enhancing students' cultural identity and underscores the importance of teacher training and support systems. The research also highlights the potential of modern technological tools, such as virtual reality and augmented reality, to disseminate cultural knowledge and emphasises the necessity of interdisciplinary course design. Finally, the study points out that introducing innovative technologies and multimedia methods, as well as enhancing teacher professional development, are key to ensuring the effective implementation of the course. This study builds on previous research by putting together different types of research results. It then gives theoretical support and practical advice for how to develop and use future curricula, which helps protect and pass on cultural heritage.

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