

The Development of Intangible Cultural Heritage Curriculum Based on Experiential Learning Theory to Improve Undergraduate Students Understanding in Intangible Cultural Heritage

Tang Binbin¹, Bung-on Sereerat^{2,*}, Saifon Songsiengchai³ & Penporn Thongkumsuk²

¹Graduate school, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

²Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

³Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, Bangkok, Thailand

*Correspondence: Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. Tel: 86-576-5094. E-mail: bungon.se@bsru.ac.th

Received: January 18, 2024

Accepted: February 23, 2024

Online Published: March 2, 2024

doi:10.5430/wje.v14n1p43

URL: <https://doi.org/10.5430/wje.v14n1p43>

Abstract

This research aimed to 1) study the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage, 2) develop a curriculum of intangible cultural heritage based on experiential learning theory, and 3) compare undergraduate students' understanding of intangible cultural heritage before and after teaching. The sample group was 50 students who were selected to attend the Intangible Cultural Heritage curriculum in the spring semester of 2023. The research tools were 1) Lesson plans 2) a Questionnaire on the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage, 3) an Interview form on the current situation and existing problems regarding students' understanding of intangible cultural heritage, 4) understanding intangible cultural heritage test, 5) Observation of Students' Behavior form, and 6) Interview form on opinions about teaching. This study was conducted in three steps: 1. The study on the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage, 2. The development of a curriculum of intangible cultural heritage based on experiential learning theory, and 3. The experimental and improvement of curriculum.

The results of the study showed that:

1)The current situation and existing problems of the intangible cultural heritage of college students have three aspects: students, teachers, and the school environment. The most important current situation and existing problems of undergraduate students' understanding of intangible cultural heritage was the school environment aspects.

2)The Curriculum of intangible cultural heritage based on experiential learning theory includes 6 elements: Principle, Goal Contents, Learning process, Learning resource, and Evaluation. The learning process consisted of 4 steps: 1) Concrete Experience, 2) Reflective Observation, 3) Abstract Conceptualization, 4) Active Experimentation

3)The curriculum based on experiential learning theory can improve undergraduate students' understanding of intangible cultural heritage.

Keywords: curriculum, experiential learning theory, understanding, intangible cultural heritage

1. Introduction

1.1 Introduce

In November 1972, during the 17th session held at the UNESCO headquarters in Paris, the UNESCO World Heritage Convention, also known as the World Heritage Convention, was adopted. Within this convention, intangible cultural heritage is introduced as an interdisciplinary concept that embodies the crystallization of wisdom from long-term production and life practices. It encompasses skill levels, practical experiences, life interests, spiritual outlooks, and more, witnessing the developmental journey of nations and continuing the course of civilization. It is regarded as the

"living fossil" of historical culture and a unique cultural treasure for humanity. However, under the impact of economic globalization and modernization, the status of intangible cultural heritage is continuously diminishing, posing an urgent need for addressing issues related to its protection and transmission (Zhang, 2020).

The Convention for the Safeguarding of Intangible Cultural Heritage was officially proclaimed on October 17, 2003, becoming a significant legal document for the protection of intangible cultural heritage. It plays a crucial role in maintaining global diversity and safeguarding the common heritage of humanity. China formally joined the Convention one year later, actively participating in related affairs. Over the past few decades, UNESCO has promulgated various regulations emphasizing the importance of intangible cultural heritage (UNESCO, 2003).

In China, to strengthen the inheritance and development of outstanding traditional culture, the State Council and the General Office of the Communist Party of China Central Committee issued the "Opinions on Implementing the Project for the Inheritance and Development of Chinese Excellent Traditional Culture" in 2017. This policy document explicitly states the need to construct a system for the inheritance and development of outstanding Chinese traditional culture, calling for public attention, protection, and transmission of Chinese excellent traditional culture (UNESCO, 2017).

With the evolution of time, the traditional methods of family and apprenticeship inheritance are gradually shifting towards education for young students. Adolescents have become a crucial component in the protection and transmission of intangible cultural heritage, and educational institutions play a key role in providing a reliable platform. Emphasizing the importance of integrating cultural heritage education into the curriculum, UNESCO's Asia-Pacific regional institutions, along with China's Ministry of Education, highlighted in a 2002 symposium on intangible cultural heritage education the necessity for higher education to cultivate professionals and actively integrate ethnic cultural resources nationwide (Chen, 2002).

1.2 Rationale

In education, courses play a crucial role in the accumulated wisdom of humanity over the long term. Serving as the core of school education, courses not only provide a pathway to achieve educational goals but are also essential for enhancing the overall quality of education. Intangible cultural heritage contains rich educational resources and serves as a medium for preserving the essence of ethnic cultures. Integrating these unique cultural resources into the curriculum becomes a channel for the transmission and education of intangible cultural heritage in schools, representing a process of recognition of ethnic survival wisdom and dynamic cultural existence (Ma, 2020).

The "Intangible Cultural Heritage" courses in schools hold a new historical mission in protecting and inheriting the intangible cultural heritage of ethnic minorities. In the context of Chinese education, adapting to circumstances, leveraging local advantages, and implementing precise strategies are essential tools for maximizing educational benefits, especially for minority universities. Leveraging geographical and resource advantages, these universities actively participate in the inheritance and protection of local intangible cultural heritage, contributing significantly to the richness and diversity of regional cultures.

Enhancing university students' understanding of intangible cultural heritage is a primary objective of the "Intangible Cultural Heritage" courses. Drawing on the revised Bloom's educational objective taxonomy and experiential learning theory, designing more targeted and effective courses is crucial. The revised Bloom's taxonomy aids in clarifying the types of knowledge dimensions, assisting educators in creating more impactful teaching objectives. Experiential learning theory advocates for learning through practice, providing students with richer experiences related to intangible cultural heritage, thereby enhancing the overall effectiveness of teaching (Bloom, 1956).

The paradigm of intangible cultural heritage disciplines emphasizes practical experiences, embodying the philosophy of "encountering people, encountering things, encountering life" (Ma, 2022). Utilizing experiential learning theory in the "Intangible Cultural Heritage" courses is advantageous in allowing students to deeply experience and appreciate intangible cultural heritage, resulting in a more effective educational experience. Kolb suggests that learning is the transformation of experience, and experiential learning theory encourages obtaining cognition and emotion through concrete experiences, overcoming the limitations of traditional monotonous learning modes (Kolb, 1984).

In the context of "Intangible Cultural Heritage" courses, cultivating students' awareness, inheritance, and innovation abilities regarding intangible cultural heritage is paramount. Therefore, curriculum design based on experiential learning theory can better achieve this goal, promoting the effective protection and transmission of intangible cultural heritage.

To cultivate students' understanding of intangible cultural heritage, especially in the higher education sector, researchers can develop more targeted and effective courses based on the revised Bloom's educational objective

taxonomy and experiential learning theory. Such course designs not only facilitate a profound comprehension of intangible cultural heritage among students but also foster their abilities in heritage transmission and innovation. Through this teaching approach, we can better achieve the effective protection and transmission of intangible cultural heritage.

1.3 Literature Review

Curriculum development is a dynamic and continuous practical process, constituting a practical behavior within the realm of curricula. Generally, a complete curriculum development process roughly involves several factors: student needs, establishment of curriculum objectives, selection of learning content, implementation of curriculum plans or schemes, evaluation of learning content and outcomes, realization of conditions, etc. Practical activities conducted without touching on the curriculum content do not fall under curriculum development (Sato, 2003). Curriculum development comprises six parts: principle, goal, content and time, learning process, learning resource, and evaluation.

American psychologist, educator, and master of experiential learning David A. Kolb absorbed the experiential learning models of his predecessors and systematically researched experiential learning based on this foundation. In 1984, he formally introduced the concept of "Experiential Learning" in his book titled "Experiential Learning: Experience as the source of learning and development" (Kolb, 1984). He believed that human learning is built on a cyclical process of experience, which includes four parts: 1) Concrete Experience: fully engaging in practical experiential activities; 2) Observation Reflection: observing, comparing, thinking, and evaluating activities from multiple perspectives; 3) Abstract Conceptualization: inductively deriving logical concepts and conclusions through reflection and analysis; 4) Active Experimentation: applying new concepts to solve real-world problems and testing them in practice.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) mentioned in the "Convention for the Safeguarding of the Intangible Cultural Heritage" in 2003: "Intangible cultural heritage" refers to various social practices, expressions of ideas, performances, forms of knowledge, skills, and related tools, objects, handicrafts, and cultural spaces that are recognized as part of the cultural heritage by communities, groups, and sometimes individuals. This intangible cultural heritage is passed down through generations, continually recreated in the adaptation of communities and groups to their surrounding environment, and through interaction with nature and history. It provides a sense of identity and continuity for these communities and groups, thereby enhancing respect for cultural diversity and human creativity. It includes 1) Oral traditions and expressions, including language as a medium for intangible cultural heritage; 2) Performing arts; 3) Social practices, rituals, and festive events; 4) Knowledge and practices concerning nature and the universe; 5) Traditional craftsmanship.

In the 1950s, the renowned American educational psychologist and curriculum expert Benjamin Bloom began to explore how to concretize and systematize educational objectives. In 1956, he proposed Bloom's Taxonomy of Educational Objectives, which encompasses multiple domains, including cognitive, affective, and psychomotor. The cognitive domain of the theory categorizes objectives into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson (1998) introduced a new knowledge dimension, dividing it into factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. At the same time, he redefined cognitive processes as remembering, understanding, applying, analyzing, evaluating, and creating. The understanding dimension consists of 7 dimensions: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

1.4 Research Question (s)

- 1) What are the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage?
- 2) What are the elements of curriculum based on the experiential learning theory, and how to develop it?
- 3) After the implementation of an intangible cultural heritage curriculum based on experiential learning theory, whether students' understanding of intangible cultural heritage has improved?

1.5 Research Hypothesis/Hypotheses

The curriculum of intangible cultural heritage based on experiential learning theory is beneficial to improving undergraduate students' understanding of the intangible cultural heritage.

1.6 The Variables

Independent Variable: The curriculum of intangible cultural heritage based on experiential learning theory

Dependent Variable: Understanding of the intangible cultural heritage

2. Method

2.1 Population and Sample Group

2.1.1 The Population

280 freshmen from the School of Ethnology and Sociology, Guangxi Minzu University

2.1.2 The Sample Group:

By simple random sampling method, 50 students were selected to attend the intangible cultural heritage curriculum in the spring semester of 2023.

2.2 Research - Instruments

1) Lesson plans

2) Questionnaire on the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage

3) Interview form on the current situation and existing problems about students' understanding of intangible cultural heritage

4) Understanding of intangible cultural heritage test

5) Observation of Students' Behavior form –

6) Interview form on opinions about teaching.

2.3 Research Process

This study was conducted in three steps: The study of the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage, 2) The development of a curriculum of intangible cultural heritage based on experiential learning theory, and 3) The experimental and improvement of curriculum.

2.3.1 The study on the current situation and existing problems of undergraduate students' understanding of intangible cultural heritage.

1) Collect data about the current situation and existing problems of undergraduate students' understanding of intangible cultural heritages from 10 Academic experts. by using as follows:

a) Questionnaire about the current situation and existing problems of undergraduate students' understanding of intangible cultural heritages.

b) Interview form about the current situation and existing problems of undergraduate students' understanding of intangible cultural heritages.

2) Analyze data about current situations and existing problems.

2.3.2 The development of curriculum.

1) Studied about the development of the curriculum process

2) Determined the curriculum development components.

3) Drafted the details of the curriculum development: Principle, Goal Contents, Learning process, Learning resource, and Evaluation.

4) Verified the details of the curriculum by the 5 professional scholars.

5) Modify the details of the curriculum according to suggestions

2.3.3 The experimental and improvement of the Curriculum

1) 50 Students from the School of Ethnology and Sociology, Guangxi Minzu University were tested before using the curriculum through the understanding of the intangible cultural heritage test.

2) Students from the School of Ethnology and Sociology, Guangxi Minzu University were experimented by using lesson plans, according to the curriculum for 20 class hours: 4 weeks, with 300 minutes of lessons per week.

3) The researcher observed and interviewed Students from the School of Ethnology and Sociology, Guangxi Minzu University about the activities gained after learning from the lesson plans according to the curriculum.

4) Students from the School of Ethnology and Sociology, Guangxi Minzu University were tested after using the curriculum through the understanding of the Intangible Cultural Heritage test.

5) Analyze data and improve curriculum

2.4 Data Analysis

The data are analyzed as follows:

- 1) Statistics used to analyze tool quality Use the index of consistency as a criterion for consideration
- 2) Quantitative data were analyzed through descriptive statistics; frequency, percentage, means, and standard deviation. Then calculate the average of the suitability score from the opinion of experts.
- 3) Quantitative data were analyzed through inferential statistics; Then the different scores of understanding tests before and after using the curriculum were analyzed through t-tests for dependent.
- 4) Qualitative data were analyzed by content analysis. –

3. Results

3.1 Results of the Current Situation and Existing Problems of Undergraduate Students 'Understanding of Intangible Cultural Heritage

The opinions of 10 experts in intangible cultural heritage education are shown in Table 1.

Table 1. The Summary of Results Each Aspect

| (n=10) | | |
|--------------------|-----------|------|
| Aspects | \bar{x} | SD. |
| Student | 3.16 | 0.18 |
| Teacher | 3.71 | 0.24 |
| School Environment | 2.55 | 0.34 |

From Table 1, it can be seen that the lowest score about the current situation and existing problems of undergraduate students 'understanding of intangible cultural heritage' was the school environment aspects ($\bar{x}=2.55$, SD. =0.34), Then the students' aspects ($\bar{x}=3.16$, SD. =0.18), and finally, the teacher aspects ($\bar{x}=3.71$, SD. =0.24) The result mean that the most important current situation and existing problems of undergraduate students 'understanding of intangible cultural heritage' was the school environment aspects than the students' aspects, and the tiniest important current situation and existing problems of undergraduate students 'understanding of intangible cultural heritage' was the teacher

3.2 Results of the Development of a Curriculum of Intangible Cultural Heritage Based on Experiential Learning Theory

3.2.1 Principle

Intangible cultural heritage is the wisdom crystallization of human beings in the long-term production and life practice. It witnesses the development process of the nation, continues the history of national civilization, and highlights the spirit and quality of the nation. It is the "living fossil" of history and culture, and the unique cultural treasure of human beings. However, under the impact of economic globalization and the tide of modernization, the status of intangible cultural heritage is constantly declining, leading to some problems such as shrinking skills, reduced audience, and no successor, which is showing the risk of disappearance. How to better protect and inherit the intangible cultural heritage is an important problem to be solved at present. "It needs the high attention of the government, more importantly, the joint efforts of cultural departments and intangible cultural heritage experts and non-genetic inheritors, and the joint commitment of the education department and universities" (Zhang, 2020).

Development of intangible cultural heritage courses in colleges and universities, in addition to helping the intangible cultural heritage inheritance and protection to achieve further development and innovation breakthrough, also can improve college students 'humanistic quality and comprehensive quality, make college students more aspects

understand the country's history and culture, understand the charm and essence of traditional culture, the idea of the ancient wise cognition can be more profound understanding, improve the sense of college students' national pride, national unity consciousness and enhance cultural confidence. Thus, it will actively invest in the inheritance and protection of intangible cultural heritage and finally realize the transformation from understanding to inheritance and protection, from inheritance and protection to development.

Experiential learning is a very important concept in current education. Experiential learning believes that the empirical learning process is a ring structure constructed by four adaptive learning stages, including concrete experience, reflective observation, abstract conceptualization, and active experimentation. Concrete experience is that to engage the learner in a new experience activity; Reflective observation is when the learner thinks about the experience when stopping; Abstract conceptualization is when the learner must understand the content of observation and absorb them into logical concepts; in the active experimentation stage, the learner should verify these concepts and apply them to develop strategies and problem-solving (Kolb,1984)

The curriculum of intangible cultural heritage based on Kolb's experiential learning theory focuses on experiential learning including concrete experience, reflective observation, abstract conceptualization, and active experimentation. This curriculum helps students improve their understanding of intangible cultural heritage.

3.2.2 Goal

This curriculum can improve undergraduate students' understanding of intangible cultural heritage, including Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, and Explaining.

3.2.3 Contents and Time

Under Kolb's what is an experiential learning theory, this curriculum will develop the content and experience of intangible cultural heritage. The content includes:

| Unit | Contents | Time |
|------|---|---------|
| 1 | Teach the relevant theoretical knowledge about the world intangible cultural heritage | 4 hours |
| 2 | Teach China's intangible cultural heritage classification and Guangxi intangible cultural heritage name | 4 hours |
| 3 | Teach tie-dye making techniques, and make dyes | 3 hours |
| 4 | Field experience using tie-dye technology to make a scarf | 3 hours |
| 5 | Teach the embroidery production skills, understand the embroidery craft | 3 hours |
| 6 | Field experience using embroidery techniques to make a hydrangea ball | 3 hours |

3.2.4 Learning Process

Step 1: Concrete Experience

Create a good situation for students to learn the relevant knowledge of "intangible cultural heritage", and design different experience activities for students to think and take action in the real situation.

Step 2: Reflective Observation

After completing the concrete experience, the teacher timely guided and organized the students' shared experiences and feelings.

Step 3: Abstract Conceptualization

After students share their experiences, the teacher gives guidance and corrections to help students form and conclude logical concepts, reconstruct the original knowledge structure, acquire new knowledge, and form a set of their knowledge.

Step 4: Active Experimentation

Assign new experiences for students to think and act in real situations to consolidate, expand, and transfer knowledge in the new situation.

3.2.5 Learning Resource

- 1)Textbook: Introduction to Intangible Cultural Heritage textbook
- 2)Teaching plan: the teaching plan of 6 units
- 3)Classroom teaching demonstration: PPT, Video Resources
- 4)Experience teaching various materials: Tie-dye dyes, Scarves, Pottery tools, Clay, etc.

3.2.6 Evaluation

At the end of the course, whether the course implementation had improved the student's understanding of the intangible cultural heritage was assessed by teacher observation and examination scores. The understanding includes seven aspects: Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing and Explaining.

3.3 Results on the Improvement of Undergraduate Students' Understanding of Intangible Cultural Heritage

This section compares students' understanding of intangible cultural heritages before and after the experiment through a comparative samples t-test, which provides information on whether the differences are significant before and after using a curriculum based on experiential learning theory.

3.3.1 Comparison of Students' Understanding of Intangible Cultural Heritages before and after the Curriculum based on Experiential Learning Theory

Table 2. Paired-Samples t-tests

| | | | | | | | (n=50) |
|---|--------|-----------|------|---------|----|--------------|--------|
| understanding of intangible cultural heritages knowledge test | Scores | \bar{x} | SD. | t | df | Significance | |
| Pre-test | 31 | 13.60 | 6.61 | -20.983 | 49 | (2-tailed) | |
| Post-test | 31 | 24.02 | 4.06 | | | .000 | |

**Statistically significant at the level. 001(p <.001)

From Table 2, it was clear that the students 'post-test score (\bar{x} =24.02, SD=4.06) was significantly higher than the pre-test score (\bar{x} =13.6, SD=6.61), t = -20.983, p <0.001, indicating that the curriculum based on Kolb’s experiential learning theory can improve undergraduate students' understanding of intangible cultural heritage.

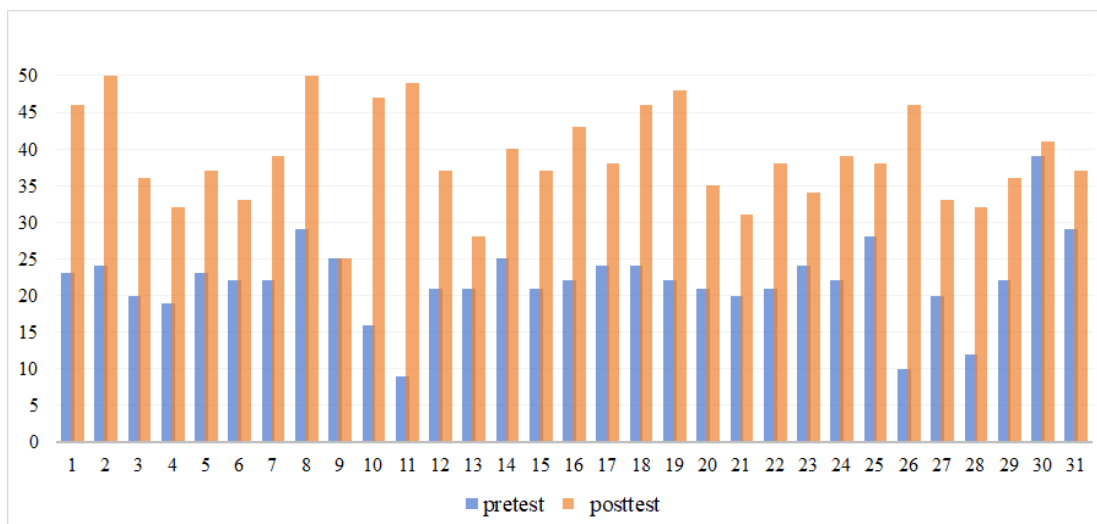


Figure 1. Changes in the Intangible Cultural Heritage Test Score

Figure 1 shows that 50 students improved their understanding of intangible cultural heritage. This indicates that the curriculum based on Kolb's experiential learning theory may be able to promote students' understanding of intangible cultural heritage effectively.

4. Discussion

The analytical discussion of the study is segmented into three parts, each discussed sequentially in this section:

4.1 Discussion on the Current Situation and Existing Problems of Undergraduate Students' Understanding of Intangible Cultural Heritage

The primary challenge in the comprehension of intangible cultural heritage among undergraduate students stems from the absence of relevant courses in their academic curriculum. This lack impedes students from enhancing their understanding of intangible cultural heritage, as they are deprived of an environment conducive to studying it. Factors contributing to this issue include teachers' teaching experience and learning processes, along with students' interest, motivation, and access to learning resources.

Certain studies emphasize that the development of "intangible cultural heritage" courses in universities, particularly in ethnic minority areas, requires support and guidance from educational institutions, marking them as crucial elements. Presently, influenced by utilitarian values, some Chinese schools introduce courses under the banner of intangible cultural heritage. However, these efforts often amount to mere theoretical rhetoric, lacking a focus on the significance of establishing and enhancing the curriculum system for intangible cultural heritage. Consequently, students lose their central position in curriculum and teaching activities. The school neglects students' interests, hobbies, and needs, while teachers' skills and professional qualities remain inadequately nurtured. The failure to recognize the substantial impact of implementing intangible cultural heritage curricula on students' cultural identity and confidence hinders the school from fulfilling its role in curriculum education for understanding students' intangible cultural heritage (Zhang, 2020).

In the context of research on school-based curriculum development in ethnic areas, it has been underscored that "teachers' curriculum consciousness and curriculum development ability are pivotal to success or failure." Teachers must possess not only subject knowledge literacy but also employ professional thinking and methods to organize, develop, study, and implement curricula (Yuan, 2018).

Research indicates that amid the wave of economic globalization, some college students embrace Western culture, gradually becoming indifferent to national culture, deeming it outdated and rustic. This attitude extends to certain intangible cultural heritage elements. To address this, it is essential to mobilize students' interest and motivation in intangible cultural heritage, making them aware of their responsibility to shoulder the historical mission of cultural heritage preservation (Yang, 2016).

Institutions should establish a robust repository of intangible cultural heritage teaching resources. Integrating new media, such as digital courseware and online teaching, into curriculum research and development is crucial. Creating a collection of high-quality video open courses on intangible cultural heritage will foster the sharing of curriculum resources (Yan, 2023).

In conclusion, enhancing undergraduate students' understanding of intangible cultural heritage necessitates interventions in the development of intangible cultural heritage curricula, improvements in the school environment, the training of teachers, heightened student awareness, and the integration and sharing of curriculum resources.

4.2 Discussion on the Development of Curriculum

In this study, we systematically explain the curriculum, experiential learning theory, intangible cultural heritage, and understanding. Building on this foundation, we innovatively integrate the understanding of the cognitive process in Bloom's teaching objective classification with Kolb's experiential teaching theory, aiming to enhance the comprehension of intangible cultural heritage among undergraduate students at Guangxi Minzu University. The course comprises six sections: Principles, Goals, Content, Learning Process, Learning Resources, and Evaluation. It consists of six units totaling 20 credit hours, covering an overview of Intangible Cultural Heritage, the Classification of China's intangible cultural heritage, Tie-dye skills, and Embroidery skills. Additionally, the curriculum successfully passed the Index of Objective Coherence (IOC) test.

Taking the "ancient paper class" as an example, we applied the KOLB experiential learning model to analyze experiential teaching in the context of an intangible studies course. The findings, guided by experiential teaching methods, revealed that students underwent the ancient paper-making process, resulting in a profound understanding

of cultural knowledge. Simultaneously, they could articulate this knowledge in their own words, deepening their cultural understanding (Xie, 2021).

Through an in-depth examination of the intangible cultural heritage introduction textbook, the course considers the interests and motivations of college students. By employing a combination of theoretical and practical experiential teaching methods, students are engaged to a greater extent, significantly improving their classroom participation. This not only facilitates the rapid mastery of theoretical knowledge and skills but also enhances students' understanding of the cultural connotations behind intangible cultural heritage.

4.3 Discussion on the Effectiveness of the Implementation of the Curriculum

After the teaching experiment, the 50 students who took part in the study exhibited an improvement in their comprehension of intangible cultural heritage across all dimensions. The results indicated that the course effectively enhances students' understanding of intangible cultural heritage.

Several studies have revealed that traditional cultural courses often suffer from a focus on singular theoretical knowledge, a lack of practical application, and limited interaction, making it challenging for students to enhance their learning motivation. With the guidance of experiential teaching methods, students can assimilate into the classroom atmosphere, actively engage in teacher-assigned tasks, and readily achieve the instructional objectives. Concurrently, during the teaching-sharing session, students conveyed their experiences in the course and expressed their intent to actively share the course content with their family and friends. This significantly enhanced teacher-student interaction and solidified the understanding of key concepts through this engagement (Xie, 2021).

5. Conclusion

The study results are presented as follows:

- 1) The current situation and existing problems related to the intangible cultural heritage of college students encompass three aspects: students, teachers, and the school environment. The most critical issues in the current state and understanding problems of undergraduate students regarding intangible cultural heritage primarily stem from the school environment, followed by the students' perspective, and ultimately the teacher's viewpoint.
- 2) The curriculum comprises six components: Principle, Goal, Content and Time, Learning Process, Learning Resource, and Evaluation. The Learning Process is structured around four steps: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.
- 3) The experimental operation led to a significant enhancement in undergraduate students' understanding of intangible cultural heritage. This substantiates that a curriculum based on Kolb's experiential learning theory has the potential to improve the understanding of intangible cultural heritage among undergraduate students.

6. Recommendations

Based on the study results, the following recommendations are made:

- 1) The study findings indicate that among the various factors influencing college students' understanding of intangible cultural heritage, the school curriculum and environment are the most significant. Therefore, it is suggested that colleges and universities enhance the design of the intangible cultural heritage curriculum. Specifically, local educational institutions should leverage their strengths to establish intangible cultural heritage specialties and actively develop high-quality, locally distinctive school-based courses in this field.
- 2) The research demonstrates that a curriculum grounded in Kolb's experiential teaching theory has a noteworthy impact on the understanding of intangible cultural heritage among undergraduate students. Through four key stages, the course effectively stimulates students' interest and passion. It is recommended that teachers actively incorporate school non-material cultural heritage teaching resources, enhance teacher education, foster teachers' curriculum awareness, proactively understand students' learning motivations, incorporate content that students enjoy, encourage teachers with higher enthusiasm to contribute to the development of intangible cultural heritage courses, and establish locally distinctive elective courses on intangible cultural heritage.
- 3) The current study reveals a significant improvement in seven aspects of undergraduate students' understanding of intangible cultural heritage ($p < .001$). The dimensions with the most rapid improvement are Exemplifying, followed by Interpreting, Classifying, Explaining, Summarizing, and Inferring. There is a considerable gap among these seven dimensions. To achieve balanced development, it is recommended to enhance the course teaching based on the

existing gaps and intensify teaching efforts for dimensions exhibiting slower performance improvement.

References

- Aderson, L. W. (2009). *A Taxonomy for Learning, Teaching, and Assessing Revision of Bloom's Taxonomy of Educational Objective (Complete Edition)*. Beijing: Foreign Language Teaching and Research Press.
- Aderson, L. W. (2009). *A Taxonomy for Learning, Teaching, and Assessing*. Shanghai: East China Normal University Press.
- Chen, S. J., & Tian, H. ZH. (2002). *Introduction to Intangible Cultural Heritage* (2nd ed.). Beijing: The University Press of the Chinese people.
- Fei, X. T. (2016). *Culture and cultural consciousness*. Beijing: Qunyan Publishing Press.
- Jin, Y. L. (2015). *Course Theory* (2nd ed.). Beijing: The People's Education Press.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Liu, H. Q. (2010). *University inheritance of national intangible culture*. Chengdu: Southwest Jiaotong University Press.
- Ma, D., & Ma, Z. (2022). Exploration of University Education Practices in Intangible Cultural Heritage Based on Experiential Learning Theory. *Journal of Hebei University of Science and Technology (Social Science Edition)*, (06), 104-110.
- Nan, G. N., & Li, Y. L. (2005). *Education communication*. Beijing: Higher Education Press.
- Pan, M. Y. (2001). *Higher education study of a multidisciplinary perspective*. Shanghai: Shanghai Education Press.
- Sato, X., & Zhong, Q. Q. (2003). *Course teacher*. Beijing: Educational Science Press.
- Shi, L. F. (1996). *Curriculum theory- -the foundation, principles, and problems of the curriculum*. Beijing: Educational Science Press.
- United Nations Educational, Scientific and Cultural Organization. (2017, September 22). *The Convention on the Protection of the Intangible Cultural Heritage*[EB/OL]. Retrieved from https://www.sohu.com/a/193810509_100000275
- Wang, W. Z. (2023). *Introduction to Intangible Cultural Heritage* (4th ed.). Beijing: Higher Education Press.
- Xie, J. M. (2021). *Cultural teaching exploration of intangible cultural heritage research courses for international students*. [Unpublished master's thesis, Guangdong University of Foreign Studies], Guangzhou.
- Xun, X. J. (2009). *Cultural Heritage Memorandum-2008 Chinese University Cultural Heritage Forum documentary*. Chengdu: Sichuan University Press.
- Yan, H. (2023). Thoughts on the inheritance and development of intangible cultural heritage on campus. *Culture and communication*, (7), 133-135.
- Yang, S. G. (2005). *Experience teaching*. Fuzhou: Fujian Education Press.
- Yang, S. H. R. (2016). Research on the development of university elective courses based on the inheritance of intangible cultural heritage --Take Henan Province as an example. *Journal of Chongqing Electronic Engineering Vocational College*, (4), 142-144.
- Yuan, L., & Gu, J. (2018). *Intangible cultural heritage science*. Beijing: Higher Education Press.
- Zhang, C. (2020). *Research on the strategic development of art "intangible Cultural Heritage" courses in ethnic universities--Take Inner Mongolia A College as an example*. [Unpublished master's thesis, Southwest University], Chongqing.
- Zheng, Y., & Chi, Y. W. (2015). *Study on the school education inheritance mode of Tujia intangible cultural heritage*. Beijing: China Social Sciences Press.

Acknowledgments

Not applicable.

Authors contributions

Not applicable.

Funding

Not applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer-reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.