

THE DEVELOPMENT OF GUANGXI INTANGIBLE CULTURAL
HERITAGE CURRICULUM BASED ON SCHWAB'S PRACTICAL
CURRICULUM THEORY TO ENHANCE THE COLLEGE
STUDENTS' CONSERVATIVE MIND

LIU YING

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction

Academic Year 2023

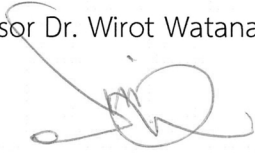
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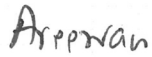
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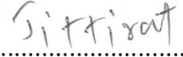

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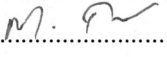
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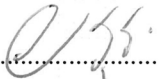

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ABSTRACT

The research objectives were: 1) to investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind, 2) to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind, 3) to assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

The sample group were 1) The population groups for this study are 200 fresh students of art design major in Guangxi University of Science and Technology.; 2) 90 students who participated in a questionnaire survey; 3) 30 students who participated in a quasi-experimental study.

This research instruments includes 1) the Guangxi intangible cultural heritage conservative mind Questionnaire for college students; 2) the Guangxi Intangible Cultural Heritage Curriculum lesson plan; 3) the Conservative Mind Scale for college Students. Research data be collected were analyzed by statistical measures such as percentage, mean, standard deviation, t-test values, and p-values.

The results of this study are as follows:

1. College students' conservative mind is at high level ($\bar{x}=4.12$), in the three dimensions of conservative mind, "Attitudes towards the safeguarding of Guangxi intangible cultural heritage" is the lowest rank.

2. Based on Schwab's practical curriculum theory, 30 lessons of Guangxi intangible cultural heritage curriculum in class hours are developed.

3. After taking part in the 30 lessons course, the conservative mind of the students was significantly improved ($t=28.13$, $Sig.=000$). At the same time, the three dimensions of conservative mind including knowledge, attitudes, acts have been improved.

Keywords: Guangxi Intangible Cultural Heritage Curriculum; Conservative Mind; Schwab's Practical Curriculum Theory

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Thailand is a beautiful country, the people here are very kind. I am very happy to come to Thailand to study. Through four years of learning, thinking, precipitation accumulated into this paper. The writing of this paper prompted me to sort out my own professional knowledge, and at the same time, it also greatly promoted my work. Recalling the writing process of the paper, The completion of the thesis cannot be separated from the guidance of professors and the help and support of friends. Here I would like to express my thanks to them one by one.

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Chapter 1

Introduction

Rationale

In recent years, the international community has increased its attention to the protection of this type of cultural heritage. In particular, it is necessary to strengthen the dissemination and education of intangible cultural heritage among the whole people, and raise citizens' awareness of protecting and inheriting intangible cultural heritage. College students, in particular, as the next generation of senior professionals, have a crucial responsibility. It is necessary to strengthen intangible cultural heritage education, protect and develop intangible cultural heritage, promote innovation, research and solve this important topic in the new era.

In recent years, the Guangxi government and cultural departments have given priority to the protection of intangible cultural heritage in terms of policies, funds, hardware, services and personnel training. This has a good effect on the continuous inheritance of national cultural characteristics.

First, the census of ethnic minority cultures in Guangxi was carried out in an orderly manner. During this period, he collected and published a number of national cultural classics, "Guangxi Cultural Studies Series" and other theoretical works; It has organized the compilation of the Intangible Cultural Heritage of Guangxi Series to elaborate the rich connotation and national characteristics of Guangxi's intangible cultural heritage, and has established more complete and detailed intangible cultural heritage archives and databases by means of text, audio, video and digital multimedia. A series of publicity activities on "Cultural Heritage Day" have been organized to form a consensus that the whole society cares about and attaches importance to the protection of intangible cultural heritage.

The second is to launch the Guangxi intangible cultural heritage protection "torch relay project" to promote the protection of intangible cultural heritage.

Third, carry out activities related to the inheritance of intangible cultural heritage on campus. In September 2015, at the China-Asean Vocational Education

Joint Exhibition Forum, it was proposed to integrate Guangxi ethnic culture into vocational education. Combining folk art techniques such as embroidery and batik from Guangxi, China has promoted the inheritance and innovation of ethnic culture in vocational schools, and supported 17 secondary vocational schools in building training bases for ethnic cultural skills. The three higher vocational colleges have become the first batch of national-level demonstration points for cultural inheritance and innovation in higher vocational colleges.

In addition, Guangxi's intangible cultural heritage has entered university campuses. Guangxi University and Guangxi University for Nationalities have set up the Guangxi Intangible Cultural Heritage Research Center, and some universities have offered courses on intangible cultural heritage. At the same time, intangible cultural heritage has been introduced into every primary and secondary school campus.

A survey shows that most college students have limited knowledge of intangible cultural heritage, which proves that most college students are not interested in intangible cultural heritage. The lack of clarity in the content of the intangible cultural heritage is the biggest challenge related to the safeguarding of the intangible cultural heritage and the means to pass on and protect the intangible cultural heritage. According to the survey, the main sources for college students to obtain information about "intangible cultural heritage" are the Internet, television, publicity exhibitions and folk performances, accounting for 56 percent, 49 percent, 47 percent and 51 percent of respondents respectively. Only 4% of those who obtained information through "chat with friends and family" did not know about intangible cultural heritage. In terms of publicity, 62 percent chose "live demonstrations or demonstrations" and 45 percent chose "holding various events." 89% of students do not have an individual involved in intangible cultural heritage protection (Wang Jing, 2022). So it is clear that individual power is relatively weak when it comes to understanding. Schools should give full play to the advantages of the platform and carry out vivid publicity as far as possible.

College students have a strong ability to learn new things, have a unique advantage in social and cultural inheritance, and are an ideal group to protect intangible cultural heritage. If college students of all majors can give full play to their

advantages and devote themselves to the protection of intangible cultural heritage, it will greatly promote the protection of intangible cultural heritage. In addition, the opening of courses can improve students' social practice skills and broaden their cultural knowledge, which is in line with the educational principles of cultivating high-quality college graduates.

On the other hand, it revolves around the participation of college students in the protection of Guangxi intangible cultural heritage. One way is to incorporate intangible cultural heritage into campus and classroom curricula at some universities in Guangxi. Due to the lack of time, theoretical content and practice, some university courses are taught only once or twice a year in the form of academic lectures. Therefore, students lack a strong interest in intangible cultural heritage and fail to form a sense of participation in protection. According to the survey, some college students pointed out that although their schools offer relevant courses, they lack interest in learning about intangible cultural heritage. Some students said they had taken courses and gained some understanding of the subject, but pointed to a lack of practical guidance. While they expressed their commitment to safeguarding intangible cultural heritage, they felt they did not have enough knowledge to do so effectively. Method 2: A number of universities set up the "College Students' Alliance for Safeguarding Intangible Cultural Heritage" (Wang Fei, Xu Jingyu, 2019) to conduct regular summaries and exchanges through platform construction. However, the participation rate of the alliance is low, and college students' awareness of the importance of safeguarding intangible cultural heritage is limited.

Third, undergraduate education currently lacks relevant majors necessary for the development of intangible cultural heritage-related disciplines. Although folklore and folk art are two of the most important majors in the field, they are not yet incorporated into the undergraduate education system and are only represented in graduate education. This brings difficulties to the popularization of relevant knowledge, and ultimately leads to a lack of social attention to its protection and preservation.

In addition, most universities lack explicit and implicit courses related to folklore and other intangible cultural heritage. These courses should be given as

much attention as college Chinese courses. Folklore and other intangible cultural heritage courses should be promoted as part of the national studies curriculum, which has a profound impact on protecting the core of traditional culture, protecting China's splendid ancient culture, and instilling excellent culture into the society.

Fourthly, the courses of intangible cultural heritage in some universities lay emphasis on theory and practice. While some colleges and universities offer instruction on intangible cultural heritage, most emphasize theoretical research rather than practical training, which hinders student participation.

In this study, theoretical significance is based on Schwab's theory of practical curriculum places emphasis on the dynamic process and practical value of curriculum development, emphasizes the unity of results and processes, as well as the relevance of ends and means in curriculum development. It also recognizes the crucial role of teachers and students in curriculum development, while advocating for collective deliberation to address any curriculum issues that may arise.

Schwab's practical curriculum theory emphasizes the dynamic process and practical value of curriculum development, the unity of result and process, and the connection between purpose and means of curriculum development. It also recognizes the critical role of teachers and students in curriculum development, while advocating collective deliberation to resolve any curriculum issues that may arise. The traditional curriculum model aims to achieve the final learning goal of students. According to Schwab, the practical curriculum of the program is an interactive and organic "ecosystem" (Shi Xuezheng, Xu Laiqun, 2005). This highlights the practical process of the curriculum, emphasizing both means and interaction, reflecting the practical value of the curriculum. Schwab's practical curriculum development theory emphasizes the practical value of the curriculum and the importance of understanding and relating to specific practical situations, and this course emphasizes flexibility, situational relevance, personalization, and a life-oriented approach.

For the intangible cultural heritage of Guangxi, if the traditional curriculum mode is adopted and knowledge is only taught in class, students will hardly have interest and the learning effect will be poor. If from the perspective of students'

interests, the practice of intangible cultural heritage projects should be carried out. It aims to increase students' interest in Guangxi's intangible cultural heritage. By becoming familiar with its associated content, students can develop an appreciation of its value and work to protect it. Therefore, Schwab's curriculum development practice theory has a positive impact on the development of Guangxi intangible cultural heritage curriculum.

From the course itself, the Intangible Cultural Heritage in Guangxi course aims to teach students about the fundamental concepts of intangible cultural heritage, its value, protection methods, development, and inheritance. The basic theory taught in the course helps students establish a correct view of social science research methods from a methodological perspective. It also emphasizes the importance of fieldwork practice in social science research. Enhancing the understanding of intangible cultural heritage and promoting appreciation for the traditional culture of China is paramount to improving students' abilities to protect such heritage. This, in turn, stimulates respect for traditional culture and facilitates the preservation of China's cultural legacy.

Through intangible cultural heritage education at colleges and universities, individuals can attain a correct understanding of the national folk cultural differences and fully comprehend the intangible cultural heritage. This provides insight into the integrity, richness, and complementarity of Chinese culture, as well as the importance of correctly judging non-material culture and the relationship between an individual's own culture and mutual influence.

Research Questions

1. What is the current situation of the intangible cultural heritage curriculum and students' conservative mind?
2. How to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind?
3. Can the Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory improve students' conservative mind?

Objectives

1. To investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind.
2. To develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind.
3. To assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

Research Hypothesis/Hypotheses

After the implementation of Guangxi intangible cultural heritage curriculum based on Schwab's theory of practical curriculum can enhance the college students' conservative mind than before the implementation.

Scope of the Research

Population and the Sample Group

Population

200 freshmen of art design major in Guangxi University of Science and Technology.

The Sample Group for step 1

90 fresh students of art design major in Guangxi University of Science and Technology.

The Sample Group for step 3

The random cluster sampling method was adopted to select one class with 30 students from the art design class of Guangxi University of Science and Technology.

The Variable

Independent Variable

Guangxi intangible cultural heritage curriculum based on Schwab's theory of practical curriculum

Dependent Variable

College Students' Conservative Mind

Content (s)

This study focuses on college students and the design of a practical course to boost their conservative mind. The research assesses the impact of Guangxi intangible cultural heritage curriculum via combined qualitative and quantitative analysis. The results provide theoretical and practical implications for colleges and universities in developing courses that successfully heighten college students' conservative mind. The study aims to offer theoretical and practical guidance for colleges and universities in designing courses that enhance the conservative mind of college students. This study consists of four parts:

Content 1: Theoretical research on Schwab's practical curriculum theory and Guangxi intangible cultural heritage. This study aims to gain insight into Schwab's practical course theory and Guangxi intangible cultural heritage through literature research. The study will also establish a basis for developing the curriculum design of Guangxi intangible cultural heritage using Schwab's practical course theory as a foundation. The focus will be on understanding the connotation, theory, and measurement of both concepts.

Content 2: Design, modification and implementation of Guangxi intangible cultural Heritage curriculum plan.

Content 3: Checking the effect of the implementation of Guangxi intangible cultural heritage curriculum. This study consists of two parts. The first part investigates the impact of Guangxi intangible cultural heritage curriculum on college students' conservative mind. The second part analyzes the feedback, overall evaluation and evaluation of the teaching process of college students.

Content 4: According to the research results, modify and enhance the Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory.

Time

First semester of the 2023 academic year

Advantages

1. For students, they can have a comprehensive understanding of Guangxi's intangible cultural heritage. By participating in field investigation, experience and other practices, master investigation methods, understand the current situation of protection, enhance students' interest in traditional culture, and enhance students' awareness of respecting and inheriting traditions.

2. For schools, the establishment of Guangxi intangible cultural heritage curriculum has played a positive role in the discipline construction of schools, and the interaction and integration of "folk school" and "academic school" can promote the integration of theory and practice, modernity and tradition. In addition, it enriches the campus culture.

3. For the inheritance and development of Guangxi intangible cultural heritage curriculum, through the curriculum, it has become an important part of the protection and inheritance of Guangxi's intangible cultural heritage. This not only helps to improve college students' awareness and protection of intangible cultural heritage, but also plays an important role in promoting and popularizing Guangxi's rich cultural heritage.

Definition of Terms

1. Guangxi intangible cultural heritage

Intangible cultural heritage refers to various forms of traditional cultural expression that have been passed down from generation to generation and are closely related to people's lives, such as folk activities, performing arts, traditional knowledge and skills, and objects related to them. And cultural space, including oral tradition and language as a carrier of culture; Traditional performing arts, including opera, music, dance, folk art, acrobatics, etc.; Folk activities, rituals, festivals, etc.

Guangxi has a unique regional cultural background. Currently, 49 national intangible cultural heritage sites and 259 municipal and county intangible cultural heritage sites at the autonomous region level or above have been approved. Guangxi intangible cultural heritage includes music, dance, drama, folk art, folk literature, entertainment, acrobatics, sports, traditional medicine and folk studies, which involve

all aspects of people's lives. Among them, folk customs, traditional skills and traditional music are important components of its stock system.

2. Schwab Theory

Schwab Theory refers to Schwab's practical model curriculum theory was mainly formulated for the traditional curriculum theory represented by theoretical model and objective model. The curriculum theory of practical mode proposed by Schwab emphasizes the practical value and dynamic process of curriculum, pursues the practicality of curriculum, attaches importance to the unity of result and process, purpose and means in curriculum development, and takes teachers and students as subjects of curriculum.

3. Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory

The Guangxi intangible Cultural heritage curriculum based on Schwab's practical curriculum theory refers to based on Schwab's practical curriculum theory and from the perspective of students' interest, aims to stimulate students' interest in learning Guangxi intangible cultural heritage through participating in practical activities related to Guangxi intangible cultural heritage projects, such as field investigation, writing research reports, minority costume experience, minority embroidery learning, and watching minority folk song performances. Improve students' conservative mind and ability.

Guangxi intangible cultural heritage Conservative mind

Guangxi intangible cultural heritage Conservative mind refers to the Conservation awareness of intangible cultural heritage in Guangxi. Guangxi intangible

Cultural heritage conservative mind includes knowledge of the protection, as well as a sense of identity and responsibility for Guangxi intangible cultural heritage which can be specifically divided into three dimensions for measurement: Knowledge Attitudes, Acts.

4.1 Knowledge

Knowledge refers to the protection knowledge of Guangxi intangible cultural heritage, including basic common sense, theoretical knowledge and protection methods. Specifically, it includes: general situation, connotation and

current situation, value and history, Guangxi minority costume culture, Guangxi minority ballads, Guangxi minority architectural art (Dong wooden structure architecture), investigation methods, protection principles, etc.

4.2 Attitudes

Attitude refers to the attitude mainly reflected in the emotional dimension, which mainly includes the sense of identity and affection. It is embodied in the affirmation, love and praise of Guangxi intangible cultural heritage, as well as the concern about its development destiny.

4.3 Actions

Actions to mainly reflected in the willingness to participate in practice, inheritance and protection. It is a behavioral commitment to this cultural identity. Specifically, it includes participating in relevant learning activities, investigation activities, protection activities, publicity activities, teaching activities, research activities, etc.

Research Framework

Based on Schwab's practical curriculum theory and its related research, Guangxi intangible cultural heritage curriculum will adopt a diversified and integrated approach, that is, taking students' interests as the starting point, through participating in practical activities related to Guangxi intangible cultural heritage projects, to enhance students' conservative mind. In order to evaluate the effectiveness of the implementation of the project, this study will systematically measure the change of college students' conservative mind before and after the implementation of the project by means of pre-class and after-class questionnaire tests. Through quantitative and qualitative analysis, this paper reveals the specific role and effect of Guangxi intangible cultural heritage curriculum guided by Schwab's practical curriculum theory in promoting students' conservative mind. The research framework design for reference in this paper is shown in Figure 1.1 below.

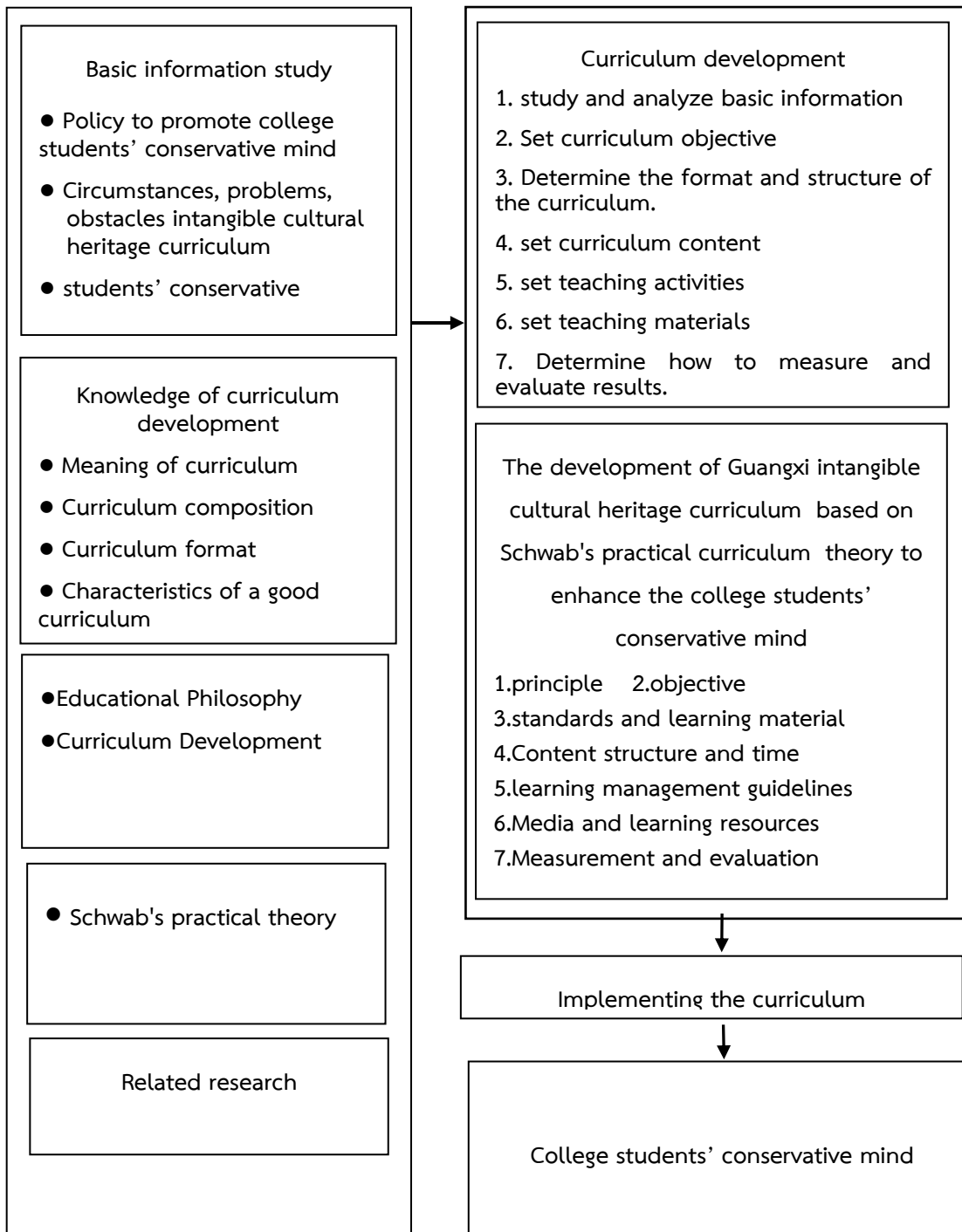


Figure 1.1 Research Framework

Chapter 2

Literature Review

To construct the theoretical framework of the research, the author reviewed relevant concepts, theories, and research according to the research objectives and divided them into 3 sections as follows.

1. Guangxi intangible Cultural Heritage Curriculum
 2. Schwab theory
 3. Schwab Theory and Guangxi Intangible cultural heritage curriculum related research
 4. Guangxi intangible cultural heritage conservative mind
 5. Related Research
- The details are as follows.

Guangxi intangible Cultural Heritage Curriculum

1. Objectives of Guangxi Intangible Cultural Heritage curriculum

The curriculum objective of Guangxi intangible cultural heritage plays an important guiding role in the curriculum and influences the direction and content of the school curriculum. Wang Yingying (2019) believes that our education system lacks basic teaching of traditional culture, resulting in students' neglect of national culture. This attitude towards culture enables them to adopt a natural attitude towards inheritance. This is part of the education system and must be supplemented. "Education in inheritance, inheritance in education" is the core of curriculum system construction. The construction of intangible cultural heritage curriculum system in colleges should be based on the inheritance of tradition, ensure the authenticity of intangible cultural heritage, and highlight the cultivation of cultural consciousness of cultural subjects. Xie Fei and Wei Shiyi (2018) believe that based on the value appeal of organic curriculum view and pan-value theory, intangible cultural heritage education in colleges and universities should have the characteristics of multi-value integration, and intangible cultural heritage education should cultivate students'

aesthetic consciousness and poetic wisdom on intangible cultural heritage, and stimulate national cultural identity and pride. Therefore, the responsibility of protecting and inheriting intangible cultural heritage can be consciously formed. In addition, it should also promote the acquisition of skills and knowledge by educational objects to a certain extent, and enhance college students' conservative mind.

To sum up, the goal of including intangible cultural heritage knowledge into university curriculum is to enable contemporary college students to learn the characteristic culture of the country and the nation, deeply understand the origin and development of the characteristic culture of the nation, and enhance college students' conservative mind.

2. Contents of Guangxi Intangible Cultural Heritage curriculum

As for the content of Guangxi intangible cultural heritage curriculum, Wang Jianshe (2009) believes that from the implementation of the country. According to the intangible cultural heritage protection guidelines of "protection first, rescue first, rational utilization, inheritance and development", from the protection of local intangible cultural heritage, the content of the intangible cultural heritage course should include the survey, excavation, research and integration of local intangible cultural heritage, as well as the inheritance, development and innovation of folk art. Xu Hongping believes that the study of specific "intangible cultural heritage" skills should be strengthened, such as learning Maonan flower bamboo hat weaving, Dong embroidery, drawing Nuo mask, etc., in handicraft course teaching. The teaching and training of "intangible cultural heritage" skills are carried out to personally feel and experience the production and lifestyle of people in the places where "intangible cultural heritage" is produced, and the artistic and humanistic value of "intangible cultural heritage" is generally understood through field investigation, interview, and other means. Set up characteristic "intangible cultural heritage" project training workshop. According to the geographical advantages of colleges and universities and the disciplinary advantages of fine arts, the "intangible cultural heritage" project training workshop is set up in colleges and universities in collaboration with local governments and "intangible cultural heritage" inheritors to carry out the teaching

and learning of specific "intangible cultural heritage" skills in a fixed place for a long time. Finally, a benign inheritance process of teaching, learning, and inheriting skills, creating works, feeding skills, expanding influence, and forming scale is formed. Li Yanzhe believes that to strengthen "move" means to organize college students to publicize and promote the traditional intangible cultural heritage knowledge they have learned on campus. Such as the production and posting of "intangible cultural heritage" knowledge word newspaper; Undertake the inheritance of "intangible cultural heritage" window corner; Regularly hold works exhibition, presentation performance; Organizing "intangible cultural heritage" knowledge competition; The establishment of "intangible cultural heritage" knowledge association. "Intangible cultural heritage" called for all the college students to join inherit all-round ascension non-material cultural heritage value. "Going out" means organizing college students "intangible cultural heritage" knowledge group out of school and into society and communities to introduce the original intangible cultural heritage to members of society, spread the intangible cultural heritage knowledge to community residents, perform the traditional art of intangible cultural heritage they have learned, teach intangible cultural heritage skills, and let more members of society into the intangible cultural heritage. More people should be mobilized to participate in intangible cultural heritage activities to enhance the awareness of intangible cultural heritage protection.

It can be seen from the above that the intangible cultural heritage courses in Guangxi involve a wide range of contents, mainly centering on local intangible culture. By increasing the participation and experience of college students in intangible cultural heritage projects, the course goal is to enhance college students' awareness of intangible cultural heritage protection.

3. Teaching mode of intangible Cultural heritage courses in Guangxi

After combing relevant literature, the teaching modes of Guangxi intangible cultural heritage courses can be divided into teaching mode, discussion mode, lecture mode, observation mode, experience mode, inheritance mode and multiple integrated mode.

Teaching means that the professor explains and demonstrates the knowledge content and students master the knowledge and skills through memorization or practice. Li Yanzhe believes that the teaching of various contents in the course of intangible cultural heritage is based on the teaching style. The teacher has designed the classroom teaching process of "intangible cultural heritage" in advance. In class, the teacher imparts the contents of "intangible cultural heritage" to students by means of explanation, demonstration, performance, etc. Students can master classroom knowledge through memory, thinking, practice and other links. Wang Yingying believes that a large amount of history, science, art knowledge and humanistic spirit contained in intangible cultural heritage should be summarized and refined and then taught to students in class, so that students can understand the complete picture of knowledge.

Discussion is a discussion between teachers and students on a topic or issue. Different opinions produce a collision of ideas, so as to stimulate new ideas. For example, if the discussion-style teaching is applied in the course of intangible cultural heritage art, the teacher will first throw a question in the content of "intangible cultural heritage" to the students, and the students will study, discuss and exchange ideas in a group. The teacher will guide the students in the side, and then each group will give a speech to describe the discussion results, and the students will evaluate the speech results, and the teacher will make a final summary and evaluation.

Impartment of mainly by teachers, artists, heritage and related personnel of oral narrative students listen to give priority to with the "intangible" imparting knowledge. Observation teaching enables learners to acquire knowledge through the process of memorization, thinking and imitation by observing teachers, entertainers, or performers. In the course of teaching of intangible cultural heritage art, teachers should design several teaching processes if they use observation teaching. First of all, determine the object of observation. Briefly introduce the basic information about the object of observation to the students. And then watching teachers organize students to participate in activities, in the process of the layout view key assignments, such as performers of behavioral essentials, performance form, guide

students to take notes. Finally, teachers and students jointly summarize the observation results and discuss the study observation harvest.

Experiential is an effective way to practice. A form of teaching in which teachers or student groups demonstrate in class and learners imitate and practice. Wang Zhiqing believes that this kind of teaching is generally applicable to the intangible cultural heritage course content. Xie Fei and Wei Shiyi believed that the knowledge of intangible cultural heritage should break the previous view of curriculum resources dominated by "books" and "textbooks" and introduce students more into the context of intangible cultural heritage activities, and understand, transform, and create intangible cultural heritage knowledge through students' direct understanding. Therefore, under the guidance of organic curriculum view, the selection of intangible cultural heritage educational resources in colleges and universities is an open and creative process, rather than a process of objectifying knowledge by taking "books" and "teaching materials" as the leading role, so as to obtain accurate and objective knowledge.

Inheritance teaching can spread intangible cultural heritage knowledge widely in the way of inheritance and expand the scope of inheritance. Li Yanzhe believes that teachers should first determine the content of the art course of inheriting intangible cultural heritage and then organize students to visit the places where "intangible cultural heritage" survives, and the inheritors will meet to consult and learn from the inheritors. Inheritance people through different ways, such as interpretation, performance, and practice inheritance from other learners. Through practice, discusses for learners to take inheritance content. Wang Yingying believes that intangible cultural heritage contains various regional customs, skills and other contents with rich connotations. Intangible culture exists based on tangible forms. Therefore, when colleges and universities set up courses related to intangible cultural heritage, a series of specific contents of relevant heritage culture should be directly incorporated into school teaching as a discipline or a skill, and students should directly participate in the inheritance of intangible cultural heritage.

It can be seen from the above that, in terms of the teaching mode of intangible cultural heritage course, no matter it is experiential, observing, inheriting, or discussing, all emphasize students' practice in the course, emphasize students' main role in the learning process, and highlight the practical value and dynamic nature of the course.

Schwab's Theory

Practical curriculum theory is an important model of contemporary western curriculum theory. Joseph Schwab, a famous American curriculum scholar, is the founder of practical curriculum theory. His curriculum thought is deeply influenced by the ancient Greek philosophical tradition, especially inspired by Aristotle's practice view. He made a unique research on the theory of practical curriculum, which set off the movement of curriculum towards practicality.

Schwab's practical curriculum theory is based on Aristotle's practical philosophy and Dewey's practical education philosophy. According to Aristotle, practice refers primarily to human reason. Dewey pointed out that the production of experience is the result of the interaction between man and environment, and experience is not only a single, but also a constantly developing whole. Experience is not a kind of spiritual knowledge, but an active process that exists in practice. The educational path he emphasizes is "learning by doing" (Cui Xinling, Liang Jinlong, Wang Jianguo, 2018). Schwab was deeply influenced by Dewey's philosophy and pedagogy, and his practical curriculum theory laid great emphasis on practice, learner's subjectivity and the essence of education.

Schwab (1969) pointed out in *Practice: The Language of Curriculum* that the curriculum field has come to an end, and the existing theories and methods of curriculum research can no longer support its further study, nor can they make important contributions to the development of education. The reason for this is that people habitually, recklessly and wrongly rely on theories. By questioning theory, Schwab dissolved the universality in the development of traditional curriculum, and shifted the emphasis from theory to concrete educational situation and practice. His views reflected the practical interest of Habermas in value.

The second is the subject of practical curriculum: teachers and students. In the traditional goal-oriented curriculum model, the curriculum objective is in the primary position, and both teachers and students are guided by the curriculum objective, passively implement and passively accept the pre-prepared curriculum according to the prescribed curriculum objective, and are completely in a passive position. Curriculum is controlled by curriculum objectives, which excludes teachers and students from the curriculum and lacks subjectivity (Wang, J. 2010). In the practical curriculum model, teachers and students are the center of the curriculum, the subject and creator of the curriculum. The teacher is the main designer of the course, or in the course teaching practice according to the specific situation to give play to their own creativity. Schwab believes that this organic interaction and lively relationship is the driving force for the pursuit and development of practical curriculum meaning.

The third is the methodology of practice model--dynamic balance. Schwab (1971) argued that no single theory can solve all the problems in the subject area when solving a particular practical problem, and that its theory may compensate for the deficiencies of another theory more effectively or in a more timely manner than other theories, which was proposed in response to the theoretical incompleteness that guides each subject problem. The change of curriculum theory is not a process of repetition and merger, but of iteration and transformation. It is necessary to integrate and adapt several theories, compare theoretical viewpoints with practical problems, find out the combination point, and "create" new methods to solve practical situation problems when necessary, which abandons the "copying and applying" of theories. And actively seek appropriate exploration methods for vocational education curriculum (Wang, J. 2010).

Fourth, the practice model assumes that curriculum theory is pluralistic, which is a pluralistic theory under a pluralistic background, constantly changing and developing with the specific practical situation and problem itself, and represents the multicultural value of the "curriculum collective", which helps us to build a new type of multicultural curriculum and meet the value aspirations of different curriculum

subjects. Enhance the mutual understanding of different curriculum subjects (Shi, X, & xu,L. 2005).

Schwab's practical curriculum model is mainly aimed at the traditional "theoretical" curriculum model and the target model, pointing out the disadvantages of the traditional curriculum model, so as to create a new curriculum model. This model emphasizes the practical value and dynamic nature of the curriculum, pays attention to the process and results of curriculum development, and solves the problems existing in the curriculum through collective deliberation, thus highlighting the teachers and teachers.

Students' subjectivity and creativity in the curriculum have formed a unique practical curriculum paradigm, breaking the unified curriculum theory under the construction of formal logic and pursuing multiple theories under multiple backgrounds.

Research on Schwab's Theory and Guangxi Intangible Cultural Heritage Curriculum

1. The connection between Schwab's theory and Guangxi intangible cultural heritage curriculum

After summing up the experience and lessons of structuralism, Schwab put forward the practical curriculum theory, emphasized the practical purview, and made good use of the curriculum development method of curriculum review to promote the participation of curriculum subjects. Its value orientation, subject construction and other ideas are consistent with this course.

1) Emphasize the "practice-oriented" curriculum value orientation

Schwab's practical curriculum theory is based on the theory as the core and is established in the process of criticizing the traditional curriculum theory. According to Schwab, there are some problems in the traditional curriculum theory: the traditional curriculum mode emphasizes the role of theory too much, and always relies on theory habitually, unthinkingly and wrongly. It is because of over-reliance on theory that traditional classrooms only measure the effectiveness of courses according to students' learning goals, while ignoring the educational phenomena in

curriculum practice and its impact on students. At the same time, due to excessive reliance on theories, traditional courses always focus on the all-round development of all students, and lack pertinency in cultivating students' personality and creativity (Shi, X, & xu,L. 2005). Therefore, the curriculum objectives proposed by Schwab should be changed from "technical objectives" to "practical objectives". The traditional curriculum is to control the content, implementation and evaluation of the curriculum according to certain learning objectives, so as to achieve the established objectives. The practical curriculum regards the curriculum as an ecological organic system composed of the interaction of various elements. Through the coordination of various elements, students can achieve the improvement of ability or morality in this process. Li Xiaomei, Li Wanying, and Li Jingjing (2014) believe that Schwab's practical curriculum paradigm provides a new conceptual basis for analyzing and explaining problems. The analysis of Guangxi intangible cultural heritage curriculum teaching from the curriculum level can break through some limitations of our existing understanding and enrich the understanding of practical teaching. Although the intangible cultural heritage curriculum in Chinese universities has its own characteristics and methods, it has correct practical goals, which is consistent with Schwab's curriculum view. Practice teaching is an important attribute and teaching idea that runs through the whole teaching process. The Guangxi intangible cultural heritage curriculum is the teaching in a specific context, that is, the teaching in a specific class or school, as Schwab said, rather than the abstract and universal teaching. It does not allow specific students and situations to set teaching goals. It is not simply to inculcate theory or impart knowledge, but to transform theory and knowledge into thinking habits and behavior choices of students. Theoretical teaching and practical teaching can not be strictly divided.

As can be seen from the above, different from traditional courses, Guangxi intangible cultural heritage curriculum pay more attention to students' "practice" activities in the process of "practice", and are committed to cultivating students' subjectivity and creativity in the process of practice. Therefore, the importance of practice should be reflected in the formulation of curriculum objectives, and students' subjective participation in real scenes should be

emphasized. At the same time, we should grasp the key point of combining theory and practice to achieve the curriculum goal of "practice", which is consistent with Schwab's curriculum practice theory.

2) Emphasize the curriculum concept of teachers and students participating in the curriculum together

In the aspect of curriculum subject, both teachers and students in Schwab's practical curriculum view have subjectivity, which is different from the traditional passive recipients and implementers of curriculum content. The view of practical curriculum with teachers and students as the main body holds that teachers and students are flexible participants of the whole curriculum and builders of curriculum development and design (Shi, X, & xu,L. 2005). In the course development and design process, teachers and students can put forward their own ideas based on their own experience and practice. This subjectivity is also reflected in the course implementation process, teachers can make creative modifications to the course implementation process according to the specific learning situation and the characteristics of students. Students can ask questions and comment on the course content based on their own learning and life experiences. Guangxi intangible cultural heritage curriculum should fully reflect the democratic nature of curriculum development and the autonomy of teachers and students. Therefore, in the process of curriculum generation, implementation and evaluation, teachers and students give full play to their main role and realize the combination of inquiry practice and self-experience in the curriculum.

2.1) The goal of Guangxi intangible Cultural heritage curriculum integrated with Schwab's theory.

In view of the goal of practical curriculum, Schwab proposed that practical curriculum should be directed to the "practical scope" and emphasized the important role of practice in curriculum research. He (1969) argued that in terms of purpose, the end result of theory is the acquisition of knowledge, with truth and permanence, while the purpose of practice is to solve problems and make choices in specific situations and cannot be widely applied. As far as the research object is

concerned, the research object of theory is general, while the research object of practice is the specific situation problem from life practice.

Therefore, the process of Guangxi intangible cultural heritage is guided by Schwab's "practical purpose". In the course, by increasing the participation and experience of college students in intangible cultural heritage projects, the interest of college students in Guangxi intangible cultural heritage is aroused, so as to achieve the course goal of improving the conservative mind of college students.

3) Teaching mode of Guangxi intangible Cultural heritage curriculum integrated with Schwab theory

Schwab's practical curriculum model is mainly aimed at the traditional "theoretical" curriculum model and the target model, pointing out the disadvantages of the traditional curriculum model, so as to create a new curriculum model. This model emphasizes the practical value and dynamic nature of the curriculum, pays attention to the process and result of curriculum development, and solves the problems existing in the curriculum through collective deliberation, thus highlighting teachers and students. (Shi, X, & xu,L. 2005) Students' subjectivity and creativity in the curriculum have formed a unique practical curriculum paradigm, breaking the unified curriculum theory under the construction of formal logic and pursuing multiple theories under multiple backgrounds. Wang Jinmei (2018) believes that the curriculum should adopt a "multi-integration" curriculum model, and its biggest feature is not a fixed curriculum model, but a process of searching for compromise points and balance points according to the actual situation based on the commonality of various curriculum models, and constantly dynamic optimization. The starting point and basis of continuous optimization is its own specific practice. The "multi-integration" curriculum model was proposed by experts led by Professor Huang Kexiao, that is, "learn from each other's strong points", a kind of "own actual situation" (Wang, J. 2010).

As a starting point for the course model. "Diversity" refers to a long section of multiple curriculum models that apply to the curriculum. Integration refers to the organic combination, combination or superposition of flexible and practical new curriculum models on the basis of the original curriculum models. The guiding

ideology of "multi-integration" curriculum view is to learn from each other's strong points and make up for each other's weaknesses. In theory teaching, we should give full play to the advantages of curriculum, strengthen the teaching of basic theory knowledge, and pay attention to the systematization of theory knowledge. In practice teaching, the advantage of "activity center" course is given full play, so that students have enough time to acquire experience knowledge and various skills training.

To sum up, the teaching mode of Guangxi intangible cultural heritage course will adopt a diversified and integrated approach, that is, taking students' interests as the starting point, through participating in practical activities related to Guangxi intangible cultural heritage projects, such as field investigation, writing research reports, minority costume experience, minority embroidery learning, watching minority folk song performances, etc. Stimulate students' interest in learning Guangxi intangible cultural heritage, and improve students' awareness and ability to protect Guangxi intangible cultural heritage.

Guangxi intangible cultural heritage Conservative mind

1. Conservative mind

Conservative mind is a social ideology that refers to people's awareness of the protection and preservation of the natural environment and human civilization. This awareness covers many aspects, and the protection of intangible cultural heritage is one of them. Conservation mind is a positive, active attitude and behavior. Conservative mind is a social ideology that refers to people's awareness of the protection and preservation of the natural environment and human civilization. This awareness covers many aspects, and the protection of intangible cultural heritage is one of them. Conservation mind is a positive, active attitude and behavior. Consciousness of safeguarding intangible cultural heritage covers the recognition and respect for the culture and values of intangible cultural heritage, and the behavioural manifestation of the inheritance and protection of intangible cultural heritage.

Conservative mind includes three dimensions of cognition, attitude and behavior (Zhang Xiaoyu, 2015), and protection consciousness is actually a behavioral

commitment to such cultural identity. Cultural identity includes two dimensions: emotional commitment, which refers to attachment to and praise for culture, and behavioral commitment, which refers to the willingness to learn culture and participate in practice (Huang Wei, Bi Chongzeng, 2021). The behavioral commitment of Guangxi intangible cultural heritage cultural identity includes participation in intangible cultural heritage learning activities, investigation activities, protection activities, publicity activities, teaching activities, research activities, etc. To sum up, Conservative mind emphasizes the knowledge, recognition, respect and protection of intangible cultural heritage, and the sustainable development and utilization of intangible cultural heritage can be realized through the knowledge and understanding of its content and value, support for dissemination and effective protection measures.

1.1 Knowledge refers to the protection knowledge of Guangxi intangible cultural heritage, including basic common sense, theoretical knowledge and protection methods. Specifically, it includes: general situation, connotation and current situation, value and history, Guangxi minority costume culture, Guangxi minority ballads, Guangxi minority architectural art (Dong wooden structure architecture), investigation methods, protection principles, etc.

1.2 Attitude refers to the attitude mainly reflected in the emotional dimension, which mainly includes the sense of identity and affection. It is embodied in the affirmation, love and praise of Guangxi intangible cultural heritage, as well as the concern about its development destiny.

1.3 The action is mainly reflected in the willingness to participate in practice, inheritance and protection. It is a behavioral commitment to this cultural identity. Specifically, it includes participating in relevant learning activities, investigation activities, protection activities, publicity activities, teaching activities, research activities, etc.

Related Research

1. Status of development of education related to intangible cultural heritage

Intangible cultural heritage education has received increasing attention and development over the past few years. Specifically embodied in the education system, teaching methods, digital preservation, social participation and international exchanges, the continuous development of ICH education has also provided strong support for the preservation and transmission of ICH.

1) Educational systems: As awareness of the value of intangible cultural heritage continues to grow, more and more countries and regions have begun to incorporate education on intangible cultural heritage into their school curricula. Some countries have set up special intangible cultural heritage courses, or have integrated relevant content into history, art, and other courses. In addition, some universities and research institutions have also set up relevant courses to train professional ICH researchers and inheritors. In China, experts and scholars have summarized mainly from the aspects of discipline theory, discipline construction, curriculum, student training and teaching materials writing, etc., to practically explore the road of development of intangible cultural heritage education in colleges and universities. Scholars have discussed how to build a new discipline of non-heritage studies, for example, Professor Mou Yanlin thinks that theoretical research should be the basis for building a non-heritage curriculum combining theory, practice and expansion; Professor Ding Yongxiang advocates that non-heritage education in colleges and universities should combine theoretical education with practical education, theoretical education should combine in-class education with extracurricular education, and in-class education should combine professional education with general education. Due to the special nature of non-heritage courses, while paying attention to the theoretical teaching of non-heritage, we should pay special attention to practical teaching, strengthen the construction of practical teaching materials, optimize teaching contents, and carry out diversified teaching methods. Reform the current practice teaching mode, formulate a practical practice syllabus and teaching plan, and explore the establishment of a theoretical course

system that is closely integrated with practice teaching. Wang Jianshe proposes to build a "platform + module" curriculum system for intangible cultural heritage. Wang Yingying believes that "education in inheritance, inheritance in education" is the core of the construction of ICH curriculum system. The construction of curriculum system of intangible cultural heritage in colleges and universities should be based on the inheritance of tradition, ensure the authenticity of intangible cultural heritage, and highlight the cultivation of cultural consciousness of culture holders to enhance the sense of national pride. Therefore, the popular teaching of ICH should be carried out on the premise of maintaining its authenticity. Lao Jinyun raised the issue of the construction of non-legacy disciplines. She thinks that the non-heritage curriculum is both theoretical and practical, and involves a wide range of disciplines, and there are still many problems that need to be solved. Discipline support is the first problem we need to solve, with the support of discipline and curriculum, non-heritage education can be more effectively implemented. Some major theoretical issues in the discipline of non-heritage such as the basic theory of non-heritage, discipline construction, scientific protection theory and other research is not yet very mature, the academic standard of non-heritage discipline, the integration of traditional multi-disciplines in the construction of non-heritage discipline, the integration of non-heritage curricula, and other issues. The relationship between theory and practice in the curriculum of non-heritage, the relationship between quality education and professional education, and the relationship between quality education and professional education. relationship, the relationship between quality education and professional education, and so on. All these are important theoretical issues that we need to actively think about and solve. These are all important theoretical issues that we need to actively think about and practically solve. She also proposed that the cultivation objectives are the starting point of the curriculum, and a series of relevant courses are opened around the objectives. However, more schools are not clear enough about the objectives of the training of non-heritage talents, and there is a problem of ambiguity. The objectives of training non-heritage talents are mainly two kinds of quality education and professional education: quality education is mainly to arouse the cultural self-consciousness and protection consciousness of the

young students; the objective of professional education is mainly to cultivate the practitioners serving in the non-heritage protection units and the inheritors of non-heritage. Each institution should rely on its own advantages to determine its own training objectives, and then determine the nature of its own courses, teaching purposes and teaching content, and think about the specific program of the curriculum in a targeted manner, so as to build its own unique non-heritage curriculum system. This also requires us to correctly deal with several relationships: the relationship between the national curriculum and the school curriculum, the relationship between humanity and science, the relationship between theory and practice, the relationship between quality education and professional education. Xie Fei and Wei Shiyi believe that an organic view of the curriculum should be integrated into the construction of ICH curricula. Based on the developmental characteristics of integrating values, creating resources, and implementing co-construction in the organic curriculum of intangible cultural heritage in colleges and universities, the evaluation of the curriculum should be based on the three dimensions of process, experience, and development.

2) Teaching methods: In the intangible cultural heritage education, continuous innovation and improvement of teaching methods is an important means to promote education. In addition to traditional classroom teaching, practical exercises, interactive experiences, field trips and other methods are increasingly being used to enable students to have more direct contact with intangible cultural heritage. In addition, more and more attention has been paid to the use of digital technology and new media for online education, so that educational resources can be more widely disseminated and used. Xiao Jinyun (2018) believes that scientific and reasonable teaching methods can better achieve training goals, and the differences of disciplines should be fully considered to explore teaching methods conducive to achieving teaching goals. General education courses and specialized courses should also have different teaching models and curriculum arrangements. First of all, it is necessary to change the traditional educational concept from the traditional pure theoretical teaching mode to the teaching mode combining theory and practice, knowledge and skills, and various teaching forms. The teaching design is

divided into three aspects: "theory in class, practice in class, and teaching practice", so as to strengthen practical experience, enhance students' hands-on ability, and provide guarantee for inheritance and inheritance. Secondly, we should take advantage of existing resources. From the perspective of practice, we should carry out theoretical and practical teaching activities according to local conditions, select appropriate non-heritage projects to introduce into campus, combine with campus culture construction, and form characteristics. Students can also be organized to experience non-heritage. Organize students to carry out non-heritage experience and investigation, guide students to pay attention to and understand the non-heritage around and in their hometown, enhance students' perceptual understanding of the protection and inheritance of non-heritage, and cultivate students' humanistic feelings for the protection and inheritance of non-heritage. Third, pay attention to platform construction and resource integration. Finally, it is necessary to change the past single assessment method. The combination of assessment, hard test and real test guides students to focus on the problem. Guide students to concentrate on analyzing and thinking about problems. We should encourage students to pay attention to the analysis and thinking of problems, actively think about the relationship between inheritance and creative development, and encourage students to carry out creative learning. Encourage creative learning. According to the actual situation of colleges and universities, the direction of non-heritage research can be added to the thesis guidance of undergraduates. According to the actual situation of each university, the non-heritage research direction can also be added to the undergraduate degree thesis guidance. To study the non-heritage culture and guide them to conduct in-depth thinking and research on the non-heritage culture. According to the situation of each university, non-heritage research directions can also be added to the undergraduate thesis guidance. Wang Zhiqing (2016) proposed to adopt experiential teaching model in intangible cultural heritage projects.

3) Social participation: Social participation is an important force to promote the development of intangible cultural education. By encouraging communities, civil groups, enterprises and individuals to participate in the protection and dissemination of intangible cultural heritage, we will create a good atmosphere

for the participation of all people. For example, activities such as selection of recipients of intangible heritage and introduction of intangible heritage to schools have been carried out in some places, which have helped to raise awareness of intangible heritage and its protection in society. Shang, X., Teng, H., & Zhang, H. (2018) Shang, X., Teng, H., & Zhang, H. (2018) believe that we should make full use of the opportunity of social practice during holidays to encourage students to carry out intangible cultural heritage research activities in their hometown. Students can set up non-heritage protection associations, regularly organize propaganda, display, performance, exchange and other non-heritage protection activities, and improve the awareness of non-heritage and protection of college students. In addition, using the resources and technical advantages of university libraries, a complete network database is established to record all the preserved intangible cultural heritage in detail through scientific and technological means such as text, pictures, videos and data, so that college students have more opportunities to contact and understand the intangible cultural heritage. China's intangible cultural heritage is the most important cultural heritage in China. Yi Xiang Xiao Minrui (2020) proposed that short video apps could be used to guide college students' awareness of non-heritage protection. Wang Fei and Xu Jingyu (2019) proposed to explore a new model for college students to participate in the protection of intangible cultural heritage, such as a club-centered approach that combines "inviting in" and "going out". In order to solve the transient problem of campus intangible cultural heritage, after conducting publicity in the school, we set up a corresponding intangible cultural heritage protection association based on interest, and hired intangible cultural heritage inheritors as lecturers of the school association, so that they could come to the school to publicize the protection of intangible cultural heritage and give lectures regularly.

To sum up, intangible cultural heritage education is in the process of continuous development and improvement. In the future development, it is necessary to further strengthen the construction of the education system, the innovation of teaching methods, the application of digital preservation and the

guidance of social resources, so as to provide more powerful support and guarantee for its preservation and inheritance.

2. An Organic View of the Curriculum

Xie Fei and Wei Shiyi (2018) proposed that curriculum view is the recognition and perception of a series of issues involved in the curriculum. According to different philosophical foundations, the view of curriculum can be roughly divided into physical view and organic view. Alfred North Whitehead, a representative of process philosophy, believes that in the concrete reality of process, "everything is an event in the relationship, an event in the environment." All events are causal, and future events are influenced by established events." (Li Shiyuan, Qu Yuehou, 2004) This interdependent and interrelated philosophical thinking process has changed Aristotle's attention to entities since his philosophical view and developed an appropriate educational theory, which is of epoch-making significance. Accordingly, the theory of educational curriculum has also changed on the basis of philosophy. Instead of focusing on the concept of solid, static and isolated curriculum in the past, it focuses on the curriculum as an existing process, emphasizing its relevance, generation, development, integrity and coordination, so as to build a dynamic and systematic harmonious curriculum concept, namely the organic curriculum concept (Xie Fei and Wei Shiyi, 2018).

In summary, starting from the theory of organic curriculum view, the curriculum of Guangxi intangible cultural heritage should pay attention to the curriculum as an existing process, emphasizing the relevance, generation, development, integrity and coordination of the curriculum. It not only focuses on the teaching of theoretical knowledge in the classroom, but also on the integration of practice and theory.

Chapter 3

Research Methodology

The research method used in this study is research and development. the main objectives of this study are as follows: 1) to investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind ; 2) to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind ; 3) to assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum. The research methods are divided into the following three steps:

Step 1: To investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind;

Step 2: To develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind;

Step 3: To assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

Step 1 Investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind.

Objective.

To investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind.

Population.

200 freshmen of Art Design major in Guangxi University of Science and Technology, People's Republic of China.

Sample.

The total number of students in this study was 200 students from the 2023 Freshman Students of Art Design major in Guangxi University of Science and Technology, People's Republic of China. Therefore, according to 30 percentages of population (Boonchom Srisa-ard, 2017), 90 college students were simple random sampling randomly selected as a sample from the 2023 Freshman Students of Art Design major in Guangxi University of Science and Technology, People's Republic of China.

Research tools.

The research tool is the Guangxi intangible cultural heritage conservative mind Questionnaire for college students.

1. Development of research tools. Development of research tools. This study combines the classification of awareness of intangible cultural heritage protection by the Institute of Culture of the Chinese Academy of Social Sciences and the Chinese Academy of Cultural Heritage and divides the awareness of intangible cultural heritage protection into three dimensions of cognition, attitude, and behavior towards intangible cultural heritage for consideration. This study drafted a questionnaire for university students' conservative mind of intangible cultural heritage in Guangxi among university students on the basis of literature review. The questionnaire is divided into two parts:

Part 1. the basic situation of the subjects of this study.

Part 2. Survey on the current situation of university students' conservative mind of intangible cultural heritage in Guangxi. According to the literature, conservative mind consists of three aspects: Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, Acts of safeguarding Guangxi intangible cultural heritage. The scale is based on a 5-point Likert scale ranging from 1 to 5.

The scale is scored as follows:

Scale 5 means students can follow this sentence/question as much as possible.

Scale 4 means students can follow this sentence/question very much.

Scale 3 means students can moderately follow this sentence/question.

Scale 2 means Students are less able to follow this sentence/question.

Scale 1 means students can follow this sentence/question the least

Table 3.1 The Guangxi intangible cultural heritage conservative mind Questionnaire for college students.

Questionnaire composition

Portion	Variable Name	Number of issues	Order of questions
Part 1	Common data of the respondent	3	1-3
Part 2	Survey on the current situation of university students' conservative mind of intangible cultural heritage in Guangxi	15	1-15
add up the total		18	

2. Verification of research tools. After the questionnaire was created, in order to validate the questionnaire, three experts in the field of Folklore education and teaching were invited to evaluate the questionnaire's item content and compliance with the objectives using the checklist. Items that were agreed, disagreed or

questionable were marked. After that, based on the experts' comments and suggestions, the item consistency index (IOC) was used to calculate the validity of the content. If the consistency index IOC of some items is less than 0.67, make changes. Finally, the questionnaire was revised to form the first draft of the research instrument. The content and purpose of "The Guangxi intangible cultural heritage curriculum Schwab's practical curriculum theory to enhance the college students' conservative mind questionnaire." is presented in Appendix D.

3. The formation of research tools. In April 2024, 90 Freshman Students majoring in Art and Design were selected from Guangxi University of Science and Technology to test the research instrument, analyze the reliability and validity of the research instrument, and finally form "The Guangxi intangible cultural heritage curriculum Schwab's practical curriculum theory to enhance the college students' conservative mind questionnaire". See Appendix C, Research Instrument 1 for details.

Research process.

Data Collection

1. Questionnaire distribution and collection. By means of questionnaires distributed by the teachers of academy of arts, 90 Freshman Students majoring in Art and Design of Guangxi University of Science and Technology in the class of 2023 were asked to fill in the questionnaires, collect the data on the current situation of "The Guangxi intangible cultural heritage curriculum Schwab's practical curriculum theory to enhance the college students' conservative mind questionnaire", and complete the questionnaire survey.

2. Data statistics and analysis. Statistical analysis software was used to analyse the current status of "The Guangxi intangible cultural heritage curriculum Schwab's practical curriculum theory to enhance the college students' conservative mind questionnaire" by means of percentages and frequency counts.

3. Summary and application. Based on the data analysis of "The Guangxi intangible cultural heritage curriculum Schwab's practical curriculum theory to enhance the college students' conservative mind questionnaire", the results were discussed and analyzed and applied to the development of "Guangxi intangible

cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind."

Data Analysis and statistic used

The frequency, percentage, mean and standard deviation of conservative mind of freshmen in Guangxi University of Science and Technology were determined by analyzing the data. The researchers propose a hierarchical classification of data analysis results to facilitate mutual understanding when providing the following information.

The criteria for interpreting the mean scores are as follows:

Mean Score 4.51 - 5.00 means students have conservative mind at "the highest level".

Mean Score 3.51 - 4.50 means students have conservative mind at a "high level".

Mean Score 2.51 - 3.50 means students have conservative mind at a "moderate level".

Mean Score 1.51 - 2.50 means students have conservative mind at a "low level".

Mean Score 1.00 - 1.50 means students have conservative mind at "the lowest level".

Step 2: To develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind

At this stage, we will answer Research Question 2: How to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind? In order to answer this question, the researcher will follow the procedure of curriculum development and related steps to explain and translate the results of the current situation analysis of the first phase into the objectives of the course, the content of the course, the teaching and learning activities of the course, and consequently, the development of

the lesson plans. Curriculum development consists of the following two steps: curriculum development and expert validation of the curriculum.

Curriculum development of "The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind"

"The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" are as follows:

1. To determine the principles of curriculum development.
2. Setting curriculum objectives.
3. Compiling the structure and content of the curriculum.
4. To formulate curriculum teaching activities.
5. Compiling a lesson plan.

The details of each step will be explained and explained in detail in Chapter IV.

Evaluation of " The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind"

1. Curriculum evaluation objectives. This section assesses the consistency of "The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" by examining the principles of curriculum development, the objectives of the program, the structure and content of the program, the teaching activities of the program and the activities to be undertaken.

2. Expertise. In the course evaluation, three experts were invited to assess the consistency of "The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind".

3. Research tools. The research tool is the Curriculum Coherence Assessment Form. This section evaluates the coherence of the curriculum in terms of the principles of curriculum development, the objectives of the curriculum, the

structure and content of the curriculum, and the teaching and learning activities of the curriculum, all of which have suggestion columns for experts to write relevant suggestions for curriculum improvement.

4. Data analysis. The consistency assessment of the curriculum uses the consistency index as the consideration criterion (objective consistency index = IOC), which meets the following criteria:

Rating is + 1. There is a view that "it conforms to the elements of the syllabus."

The rating is 0. There is a view that "it is not sure whether it meets the elements of the syllabus."

The rating is -1. There is a view that it is "inconsistent with the elements of the syllabus."

For the consistency evaluation results of curriculum development principles, curriculum objectives, curriculum structure, curriculum content, curriculum teaching activities, experts get an IOC equal to 1.00 for each project (the acceptable value is between 0.50 and 1.00), and think that the evaluation form is consistent in content.

The evaluation of curriculum applicability compares the assessment of curriculum applicability with the criteria of the questionnaire by converting the answers of each expert's curriculum adaptability assessment scale into scores. The scoring criteria areas follows:

A score of "5" means the most appropriate.

A score of "4" means it is very appropriate.

A score of "3" means moderately appropriate.

A score of "2" means inappropriate.

A score of "1" indicates the most inappropriate.

Then the average suitability score is calculated according to the opinions of experts, and the comparison criteria are as follows:

The average score of 4.51-5.00 means "the most appropriate score". The average score of 3.51-4.50 means "very appropriate".

The average score of 2.51-3.50 means "moderately appropriate".

The average score of 1.51-2.50 means "inappropriate".

The average score of 1.00-1.50 means "the most inappropriate".

Based on the process of curriculum development and curriculum evaluation, the research methods related to "The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind".

Step 3: To assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

The experiment consists of seven main parts: experimental objectives, experimental population and sample, teaching instruments, course experiments, research instruments data collection and data analysis. The details are as follows.

Experiment objectives.

To assess The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing to the college students' conservative mind before and after the implementation of curriculum.

Population.

The subjects of the study were 200 freshmen of Art Design major in Guangxi University of Science and Technology, People's Republic of China.

Sample.

A class of 30 students was cluster random sampling method from 3 classrooms of the 2023 Freshman Students majoring in Art and Design at Guangxi University of Science and Technology.

Teaching tools

Following the steps of curriculum development, the researcher designed a 6-unit, 30-hour lesson plan (see Appendix C for details). The lesson plans contained all the materials, teaching contents, and teaching activities required for the curriculum. Prior to the implementation of the lesson plans, three experts in the field were invited to validate the lesson plans, and an item suitability assessment was used to measure the effectiveness of the content.

Curriculum experiment

This study used a quasi-experimental design to examine the effects of "The Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" conservative mind among college students. In the quasi-experiment, we used a single-group pre-test-post-test research design.

Experimental design.

This research is experimental research. One Group Pretest – Posttest Design was used with the following experimental design:

Table 3.2 Experimental design

Group	Pretest	Experimental	Posttest
Experimental group	O1	x	O2

Note: X means experimental
 O1 means Pretest Observation
 O2 means Posttest Observation

Research tools.

Questionnaire for the Scale of conservative mind of College Students (Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage and Acts of safeguarding Guangxi intangible cultural heritage Scale for College Students)

The questionnaire is divided into two parts. The first part is personal background information, including gender, age, family type and family status, which is used to understand the basic situation of the study participants. The second part is variable measurement, using the Intangible Cultural Heritage Protection Awareness Scale (2012) compiled by the Institute of Culture of the Chinese Academy of Social Sciences and the Chinese Cultural Heritage Research Institute and the Cultural Identity Scale (2021) compiled by Huang Wei and Bi Chong Zeng et al. as references to self-developed Questionnaire on university students' conservative mind of

intangible cultural heritage in Guangxi among College Students, which is used to measure the university students' conservative mind of intangible cultural heritage in Guangxi in their studies. The scale is based on a five-point Likert scale ranging from "strongly disagree" to "strongly agree", with scores ranging from 1 to 5 respectively.

The scale is scored as follows:

Scale 5 means students strongly agree with the statement/question

Scale 4 means students agree with the statement/question

Scale 3 means students are unsure with the statement/question

Scale 2 means students disagree with the statement/question

Scale 1 means students strongly disagree with the statement/question

Table 3.3 conservative mind Scale for College Students

Portion	Variable Name	Number of issues	Order of questions
Part 1	Common data of the respondent	3	1-3
	Questionnaire	10	1-10
	Guangxi intangible cultural heritage safeguarding		
	Attitudes towards the safeguarding of Guangxi intangible cultural heritage	10	11-20
Part 2	conservative mind for College Students		
	Acts of safeguarding Guangxi intangible cultural heritage	10	21-30
add up the total		33	

To validate the questionnaire, three experts in the field of teaching mental health education were invited to evaluate the consistency of the questionnaire's content and objectives using a checklist to mark items where they agreed, disagreed,

or had questions (Appendix D). Then, based on the experts' comments and suggestions, an item consistency index (IOC) was used to calculate the validity of the content.

In September 2023, 30 university students were selected to test the research instrument at Guangxi University of Science and Technology. The reliability and validity of the research instrument were analyzed. The homogeneity reliability and internal consistency validity of the scale were good. The scale can be used to measure the conservative mind of Chinese college students. See Appendix C Research Guide 3 for details.

Data collection.

This study used a quasi-experimental design to select 30 Freshman Students majoring in Art and Design at Guangxi University of Science and Technology as the experimental class. The conservative mind of college students before and after the “The Guangxi intangible cultural heritage curriculum based on Schwab’s practical curriculum theory to enhance the college students’ conservative mind” intervention experiment was investigated through the scale. The data collection process is as follows:

1. Carry out the pre-test. All subjects filled out a questionnaire on "conservative mind of university students" before the start of the course in order to find out the body and mind harmonious

2. Formal intervention. Students in the experimental group received 24 hours of instructional intervention during the semester.

3. Implement post-test. At the end of the 24-lesson teaching intervention, all subjects completed the "conservative mind of university students" questionnaire. Re-evaluate the student's level of body and mind harmonious development.

4. Comparison of the level of conservative mind. Through the comparative analysis of the level of conservative mind of college students in the class before and after the intervention experiment, we will understand the effect of conservative mind after the teaching of “The Guangxi intangible cultural heritage curriculum based on Schwab’s practical curriculum theory to enhance the college students’ conservative mind”.

Data analysis.

1. Compare the difference between mean and standard deviation.

Positive mental qualities of university students are developed through “The Guangxi intangible cultural heritage curriculum based on Schwab’s practical curriculum theory to enhance the college students’ conservative mind”, the mean and standard deviation of conservative mind are found, and the level of conservative mind of university students is analyzed.

The criteria for interpreting the mean scores are as follows:

Mean Score 4.51 - 5.00 means students have conservative mind at “the highest level”.

Mean Score 3.51 - 4.50 means students have conservative mind at “high level”.

Mean score 2.51 - 3.50 means students have conservative mind at “moderate level”.

Mean Score 1.51 - 2.50 means students have conservative mind at “low level”.

Mean Score 1.00 - 1.50 means students have conservative mind at “the lowest level”.

2. Compare the difference of average score.

Compare the body and mind harmonious development before and after the experiment. Through dependent samples T-test the differences in the corresponding indicators of the experimental group are tested to examine the effect of “The Guangxi intangible cultural heritage curriculum based on Schwab’s practical curriculum theory to enhance the college students’ conservative mind” on improving the conservative mind of college students.

Chapter 4

Results of Analysis

This study adopts a research and development (R&D) approach. The objectives of the study were: 1) to investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind ; 2) to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind ; 3) to assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

The analysis of research results is divided into three steps:

Result of Step 1: The current status of Guangxi intangible cultural heritage curriculum in and students' conservative mind.

Result of Step 2: The development of Guangxi intangible cultural heritage curriculum to improve the college students' conservative mind.

Result of Step 3: Comparing change in college students' conservative mind before and after the implementation of Guangxi intangible cultural heritage curriculum.

Symbol and abbreviations

\bar{x}	represents for average value
S.D.	represents for Standard deviation
f	represents frequency
t	represents for t-test for dependent sample test
Sig.	represents for significance ($p < 0.01^{**}$)
%	represents percentage

Results of Data Analysis

This study used statistical software to apply statistical tests for general data analysis of the respondents, presenting basic data, current status of college students' conservative mind, and testing of teaching experiments with the aesthetic education curriculum in terms of mean (\bar{x}), standard deviation (S.D.), percentage (%), t-test (t), and sig ($p < 0.05^*$) were presented to present the basic data of the respondents, the current status of college students' conservative mind and the test of the teaching experiment with the intangible cultural heritage in Guangxi curriculum.

Result of Part 1: The current status of Guangxi intangible cultural heritage curriculum and students' conservative mind.

1.1 Present study participants data

Background information on 90 college students in the 2023 freshman students majoring in Art Design at Guangxi University of Science and Technology, who participated in a survey on the status of conservative mind.

Table 4.1 Data on the demographic characteristics of the study population

(n=90)

Common data of the respondent	Frequency	percentage
Gender		
Male	44	48.89
Female	46	51.11
Total	90	100.00
Age		
17 years old	5	5.56
18 years old	30	33.33
19 years old	29	32.22
20 and above years old	26	28.89
Total	90	100.00

Table 4.1 (Continued)

(n=90)		
Common data of the respondent	Frequency	percentage
Household Type		
City	69	76.67
Rural	21	23.33
Total	90	100.00

From Table 4.1, it is found that the respondents college students in terms of gender, the highest proportion of the number of female students totaled 46 people accounted for 51.11 percentage. In terms of age, 18-year-old students 30 people accounted for 33.33 percentage of the highest proportion. In Household type, city students 69 people accounted for 76.67 percentage proportion is the highest.

1.2 The conservative mind situation of respondents

Table 4.2 Mean and standard deviation of data analysis on the conservative mind of the respondents

The conservative mind	\bar{X}	S.D.	level	Ranking
1. Knowledge of Guangxi intangible cultural heritage safeguarding	4.20	0.70	high	1
2. Attitudes towards the safeguarding of Guangxi intangible cultural heritage	4.00	0.66	high	3
3. Acts of safeguarding Guangxi intangible cultural heritage	4.15	0.63	high	2
Total	4.12	0.67	high	

From Table 4.2, it is found that the overall conservative mind of respondents is in high level ($\bar{X}=4.12$, S.D.=0.67). Considering each item separately, it is found that, “Attitudes towards the safeguarding of Guangxi intangible cultural heritage” is the highest rank which is in the high level ($\bar{X}=4.21$, S.D.=0.70), followed by “Acts of

safeguarding Guangxi intangible cultural heritage” which is in high level ($\bar{x}=4.15$, S.D.=0.63), and finally “Attitudes towards the safeguarding of Guangxi intangible cultural heritage” is the lowest rank which is in the high level ($\bar{x}=4.00$, S.D.=0.66).

1.3 Data on the conservative mind in the aspect of knowledge of Guangxi intangible cultural heritage safeguarding of the respondents.

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. The conservative mind in the aspect of knowledge of Guangxi intangible cultural heritage safeguarding of the respondents as table 4.3.

Table 4.3 Mean and standard deviation of data analysis on the conservative mind in the aspect of knowledge of Guangxi intangible cultural heritage safeguarding

Knowledge of Guangxi intangible cultural heritage safeguarding	\bar{x}	S.D.	level	Ranking
1. Students know something about Guangxi's intangible heritage.	4.20	0.77	high	2
2. Students know how to participated in the practice of intangible cultural heritage in Guangxi.	4.24	0.66	high	1
3. Students understand rational ways to safeguard and transmit Guangxi's intangible cultural heritage.	4.24	0.68	high	1
4. Students understand the value of intangible cultural heritage in Guangxi.	4.20	0.66	high	2
5. Students know the problems facing the protection of intangible cultural heritage in Guangxi.	4.18	0.73	high	3
Total	4.21	0.70	high	

From table 4.3, the general performance of college students' knowledge of Guangxi intangible cultural heritage safeguarding level is agree ($\bar{x}=4.21$, S.D.=0.70). Considering each item separately, it is found that “Students know how to participated in the practice of intangible cultural heritage in Guangxi” and “Students understand rational ways to safeguard and transmit Guangxi's intangible cultural heritage” is the highest rank which is in the agree level ($\bar{x}=4.24$, S.D.=0.66; $\bar{x}=4.24$, S.D.=0.68), Followed by “Students know something about Guangxi's intangible heritage” and “Students understand the value of intangible cultural heritage in Guangxi” ($\bar{x}=4.20$, S.D.=0.77; $\bar{x}=4.20$, S.D.=0.66), while “Students know the problems facing the protection of intangible cultural heritage in Guangxi” is the lowest rank which is in the agree level ($\bar{x}=4.18$, S.D.=0.73).

1.4 Data on the conservative mind situation in the aspect of Guangxi of attitudes towards the safeguarding intangible cultural heritage of the respondents.

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. The conservative mind in the aspect of attitudes towards the safeguarding of Guangxi intangible cultural heritage of the respondents as table 4.4.

Table 4.4 Mean and standard deviation of data analysis on the conservative mind situation in the aspect of attitudes of Guangxi intangible cultural heritage safeguarding

Attitudes of Guangxi intangible cultural heritage safeguarding	\bar{x}	S.D.	level	Ranking
1. Students are proud of Guangxi's intangible cultural heritage.	3.97	0.76	high	4
2. Students appreciate the significance of Guangxi's intangible cultural heritage for today's university students.	4.04	0.62	high	3
3. Students think it is very heritage in Guangxi.	4.12	0.60	high	1

Table 4.4 (Continued)

Attitudes of Guangxi intangible cultural heritage safeguarding	\bar{X}	S.D.	level	Ranking
4. Students think it is very necessary for schools to offer courses on Guangxi's intangible cultural heritage.	4.10	0.62	high	2
5. When someone praises Guangxi's intangible cultural heritage, it feels like students' praising themselves	3.78	0.63	high	5
Total	4.00	0.66	high	

From table 4.4, it is found that the overall conservative mind in the aspect of Attitudes of Guangxi intangible cultural heritage safeguarding is in high level ($\bar{X}=4.00$, S.D.=0.66). Considering each item separately, it is found that “Students think it is very heritage in Guangxi” is the highest rank which is in high level ($\bar{X}=4.12$, S.D.=0.60), followed by “Students think it is very necessary for schools to offer courses on Guangxi's intangible cultural heritage” which is in high level ($\bar{X}=4.10$, S.D.=0.62), while “When someone praises Guangxi's intangible cultural heritage, it feels like students' praising themselves” is the lowest rank which is in high level ($\bar{X}=3.78$, S.D.=0.63).

1.5 Data on the conservative mind in the aspect of acts of Guangxi intangible cultural heritage safeguarding of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. The conservative mind in the aspect of acts of Guangxi intangible cultural heritage safeguarding of the respondents as table 4.5.

Table 4.5 Mean and standard deviation of data analysis on the conservative mind situation in the aspect of acts of Guangxi intangible cultural heritage safeguarding

Acts of Guangxi intangible cultural heritage safeguarding	\bar{X}	S.D.	level	Ranking
1. Students enjoy learning about Guangxi's intangible cultural heritage, such as history, traditions, customs, and skills.	3.99	0.74	high	4
2. Students enjoy taking part in the cultural activities of the intangible heritage every event.	4.23	0.50	high	1
3. Students like to introduce and tell others about the history, traditions, customs, and techniques of Guangxi's intangible cultural heritage.	4.23	0.64	high	1
4. Students enjoy protecting and promoting Guangxi's intangible cultural heritage.	4.22	0.56	high	2
5. Students enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.	4.08	0.66	high	3
Total	4.15	0.63	high	

From table 4.5, it is found that the overall conservative mind in the aspect of Acts of Guangxi intangible cultural heritage safeguarding is in high level (\bar{X} =4.15, S.D.=0.63). Considering each item separately, it is found that “Students enjoy taking part in the cultural activities of the intangible heritage every event” and “Students like to introduce and tell others about the history, traditions, customs, and techniques of Guangxi's intangible cultural heritage” are the highest rank which is in high level (\bar{X} =4.23, S.D.=0.50; \bar{X} =4.23, S.D.=0.64), followed by “Students enjoy protecting and promoting Guangxi's intangible cultural heritage” which is in high level

(\bar{x} =4.22, S.D.=0.56), while “Students enjoy learning about Guangxi's intangible cultural heritage, such as history, traditions, customs, and skills” is the lowest rank which is in high level (\bar{x} =3.99, S.D.=0.74).

Result of Part 2: The development of Guangxi intangible cultural heritage curriculum to improve the college students' conservative mind.

After investigating the current situation of college students' conservative mind and researching theories. The Guangxi intangible cultural heritage curriculum to improve the college students' conservative mind was constructed and considered by three experts. The specific contents of the Guangxi intangible cultural heritage curriculum are as follows:

2.1 Rational and Background

In recent years, the international community has attached increasing importance to the safeguarding of intangible cultural heritage. The nomination of "Masterpieces of the Oral and Intangible Cultural Heritage of Humanity" to the United Nations Educational, Scientific and Cultural Organization (UNESCO) has become an increasingly important issue. In particular, it has become an urgent task to strengthen the publicity and education of all people on intangible cultural heritage, and to raise the awareness and ability of all people to safeguard, pass on and carry forward the intangible cultural heritage. University students have the great responsibility of training high-level specialists, safeguarding and developing intangible cultural heritage, and promoting innovation by playing a pioneering role in society and being exposed to new technologies and ideas. Given the importance of this responsibility, it has become crucial to conduct research and propose solutions to the need to strengthen ICH education among university students.

University students have a great responsibility to train high-level specialists, to safeguard and develop ICH, and to promote innovation by acting as social pioneers with access to new technologies and ideas.

Currently, university students participate in the protection of intangible cultural heritage in Guangxi in the following ways: Firstly, intangible cultural heritage

is introduced into campuses and classrooms. However, due to the small number of hours, little theoretical content, lack of practice, and the fact that some of the courses are conducted in the form of academic lectures once or twice a year, college students do not have a strong interest in intangible cultural heritage and do not have a sense of participation in the preservation and inheritance of intangible cultural heritage. According to the survey, some college students said that their schools have offered relevant courses, but they are not interested in intangible cultural heritage; some college students said that they have relevant courses, and they have some understanding of intangible cultural heritage, but they mainly focus on theory, and there is no more class time for practice; they have the consciousness of protecting intangible cultural heritage, but they don't know how to protect it. Secondly, some colleges and universities have set up the "Union of Student Intangible Cultural Heritage Protection Associations", which regularly conducts summaries and exchanges through the construction of platforms. However, the number of participants in the "Union of Intangible Cultural Heritage Protection Associations for College Students" is very small, and the popularity of raising college students' awareness of intangible cultural heritage protection is not high. In addition, the intangible cultural heritage courses in some colleges and universities favor theory and lack practice. Although some colleges and universities offer courses on intangible cultural heritage, most of them focus on theoretical research, which makes it difficult for students to be interested in learning.

The connection between Schwab's theory and the intangible Cultural heritage curriculum of Guangxi.:

After summing up the experience and lessons of structuralism, Schwab put forward the practical curriculum theory, emphasized the practical purview, and made good use of the curriculum development method of curriculum review to promote the participation of curriculum subjects. Its value orientation, subject construction and other ideas are consistent with this course.

- 1) Emphasize the "practice-oriented" curriculum value orientation

Schwab's practical curriculum theory is based on the theory as the core and is established in the process of criticizing the traditional curriculum theory. According

to Schwab, there are some problems in the traditional curriculum theory: the traditional curriculum mode emphasizes the role of theory too much, and always relies on theory habitually, unthinkingly and wrongly. It is because of over-reliance on theory that traditional classrooms only measure the effectiveness of courses according to students' learning goals, while ignoring the educational phenomena in curriculum practice and its impact on students. At the same time, due to excessive reliance on theories, traditional courses always focus on the all-round development of all students, and lack pertinency in cultivating students' personality and creativity (Shi, X, & xu,L. 2005). Therefore, the curriculum objectives proposed by Schwab should be changed from "technical objectives" to "practical objectives". The traditional curriculum is to control the content, implementation and evaluation of the curriculum according to certain learning objectives, so as to achieve the established objectives. The practical curriculum regards the curriculum as an ecological organic system composed of the interaction of various elements. Through the coordination of various elements, students can achieve the improvement of ability or morality in this process. Li Xiaomei, Li Wanying, and Li Jingjing (2014) believe that Schwab's practical curriculum paradigm provides a new conceptual basis for analyzing and explaining problems. The analysis of Guangxi intangible cultural heritage curriculum teaching from the curriculum level can break through some limitations of our existing understanding and enrich the understanding of practical teaching. Although the intangible cultural heritage curriculum in Chinese universities has its own characteristics and methods, it has corrected practical goals, which is consistent with Schwab's curriculum view. Practice teaching is an important attribute and teaching idea that runs through the whole teaching process. The Guangxi intangible cultural heritage curriculum is the teaching in a specific context, that is, the teaching in a specific class or school, as Schwab said, rather than the abstract and universal teaching. It does not allow specific students and situations to set teaching goals. It is not simply to inculcate theory or impart knowledge, but to transform theory and knowledge into thinking habits and behavior choices of students. Theoretical teaching and practical teaching cannot be strictly divided.

As can be seen from the above, different from traditional courses, Guangxi intangible cultural heritage curriculum pay more attention to students' "practice" activities in the process of "practice" and are committed to cultivating students' subjectivity and creativity in the process of practice. Therefore, the importance of practice should be reflected in the formulation of curriculum objectives, and students' subjective participation in real scenes should be emphasized. At the same time, we should grasp the key point of combining theory and practice to achieve the curriculum goal of "practice", which is consistent with Schwab's curriculum practice theory.

2) Emphasize the curriculum concept of teachers and students participating in the curriculum together

In the aspect of curriculum subject, both teachers and students in Schwab's practical curriculum view have subjectivity, which is different from the traditional passive recipients and implementers of curriculum content. The view of practical curriculum with teachers and students as the main body holds that teachers and students are flexible participants of the whole curriculum and builders of curriculum development and design (Shi, X, & xu, L. 2005). In the course development and design process, teachers and students can put forward their own ideas based on their own experience and practice. This subjectivity is also reflected in the course implementation process, teachers can make creative modifications to the course implementation process according to the specific learning situation and the characteristics of students. Students can ask questions and comment on the course content based on their own learning and life experiences. Guangxi intangible cultural heritage curriculum should fully reflect the democratic nature of curriculum development and the autonomy of teachers and students. Therefore, in the process of curriculum generation, implementation and evaluation, teachers and students give full play to their main role and realize the combination of inquiry practice and self-experience in the curriculum.

3) Teaching mode of Guangxi intangible Cultural heritage curriculum integrated with Schwab theory

Schwab's practical curriculum model is mainly aimed at the traditional "theoretical" curriculum model and the target model, pointing out the disadvantages of the traditional curriculum model, so as to create a new curriculum model. This model emphasizes the practical value and dynamic nature of the curriculum, pays attention to the process and result of curriculum development, and solves the problems existing in the curriculum through collective deliberation, thus highlighting teachers and students. (Shi, X, & xu, L. 2005) Students' subjectivity and creativity in the curriculum have formed a unique practical curriculum paradigm, breaking the unified curriculum theory under the construction of formal logic and pursuing multiple theories under multiple backgrounds. Wang Jinmei (2018) believes that the curriculum should adopt a "multi-integration" curriculum model, and its biggest feature is not a fixed curriculum model, but a process of searching for compromise points and balance points according to the actual situation based on the commonality of various curriculum models, and constantly dynamic optimization. The starting point and basis of continuous optimization is its own specific practice. The "multi-integration" curriculum model was proposed by experts led by Professor Huang Kexiao, that is, "learn from each other's strong points", a kind of "own actual situation" (Wang, J. 2010).

As a starting point for the course model. "Diversity" refers to a long section of multiple curriculum models that apply to the curriculum. Integration refers to the organic combination, combination or superposition of flexible and practical new curriculum models on the basis of the original curriculum models. The guiding ideology of "multi-integration" curriculum view is to learn from each other's strong points and make up for each other's weaknesses. In theory teaching, we should give full play to the advantages of curriculum, strengthen the teaching of basic theory knowledge, and pay attention to the systematization of theory knowledge. In practice teaching, the advantage of "activity center" course is given full play, so that students have enough time to acquire experience knowledge and various skills training.

To sum up, the teaching mode of Guangxi intangible cultural heritage course will adopt a diversified and integrated approach, that is, taking students' interests as the starting point, through participating in practical activities related to Guangxi intangible cultural heritage projects, such as field investigation, writing research reports, minority costume experience, minority embroidery learning, watching minority folk song performances, etc. Stimulate students' interest in learning Guangxi intangible cultural heritage, and improve students' awareness and ability to protect Guangxi intangible cultural heritage. The mentioned details can be summarized as follows:

1. It is a higher education curriculum aimed at developing specialized learners in the field of preserving Guangxi's intangible cultural heritage.
2. It is a curriculum developed under Guangxi's intangible cultural heritage, Schwab's practical theory and the concept of developing Students' conservative mind.
3. It is a curriculum that emphasizes learning and developing students' conservative mind by giving students knowledge about Guangxi's intangible cultural heritage, creating awareness of the importance of conservation and taking action to preserve Guangxi's intangible cultural heritage.

2.2 Curriculum Objectives

The objectives of Guangxi Intangible Cultural Heritage Curriculum should be to enhance the college students' conservative mind on these aspects:

- 1) Knowledge of Guangxi intangible cultural heritage safeguarding
- 2) Attitudes towards the safeguarding of Guangxi intangible cultural heritage
- 3) Acts of safeguarding Guangxi intangible cultural heritage.

2.3 Content structure and timing

Table 4.6 Content structure and timing

Content	Time
Learning Unit 1 Recognizing Intangible Cultural Heritage in Guangxi.	
Lesson 1 Overview of Intangible Cultural Heritage in Guangxi.	
1. Connotation and current situation of the topic of representative local culture in Guangxi.	0.5h
2. Problems faced by Guangxi's intangible cultural heritage in terms of inheritance and protection.	1h
Lesson 2 Value and history of safeguarding intangible cultural heritage in Guangxi.	
1.The value of intangible cultural heritage in Guangxi.	0.5h
2.History of safeguarding intangible cultural heritage in Guangxi.	1h
Learning Unit 2 Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes.	
Lesson 1 Zhuang and Miao Clothing Culture.	
1. Introduce the evolution and development of the costumes of the Zhuang and Miao ethnic groups, so that students can understand the intrinsic connection between the totems of these two ethnic groups and their costumes.	1h
2. Crafting methods of Zhuang brocade, Miao silver jewelry, Miao batik tie-dye, and Miao embroidery.	1h
Lesson 2 Yao and Dong Clothing Culture.	
1. introduction to the evolution and development of the Yao and Dong ethnic groups, the changes in the design and application of the costumes of the Yao and Dong clans in work and life, and their cultural connotations	1h

Table 4.6 (Continued)

Content	Time
2. Sun motifs of the Dong ethnic group; typical dress-making techniques of the Yao and Dong ethnic groups	1h
Lesson 3 Yi and Shui Clothing Culture.	
1. This piece outlines the present-day progress and evolution of Yi and Shui cultural garb. Additionally, it covers the formation and usage of diverse clothing during separate events, including transformations in the distribution of duties.	1h
2. Distribution of Yi and Shui ethnic groups and their traditional clothing features in different regions; the manufacturing procedure of typical Yi and Shui garments.	1h
Learning Unit 3 Guangxi Intangible Cultural Heritage of Folk Performing Arts.	
Lesson 1 Zhuang Opera: The Transformation of Liu Sanjie's Culture.	
1. Introduction and comparison of Zhuang songs from different regions of Guangxi (including Liu Sanjie Opera)	1.5h
2. Characteristics of Some Zhuang Operas and Their Appreciation.	1.5h
Lesson 2 Yao Song Culture.	
1. It mainly introduces the musical characteristics of Yao songs, classification of songs and living customs.	1.5h
2. Functions of the "Wedding Song", "Scissors Song", "Hashimoto Song" and "Butterfly Song" and the path of their creation.	1.5h
Learning Unit 4 Guangxi intangible cultural heritage of architectural culture.	
Lesson 1 Architectural Culture: Dong Wooden Architecture.	

Table 4.6 (Continued)

Content	Time
1. Introducing Dong wooden architecture and analyzing its historical development. Examining the latest modifications in Guangxi minority architecture concerning cultural and ethnic influences, simplicity, and innovation.	2h
2. Appreciate the techniques employed in the construction of Sanjiang Dong wooden buildings, drum towers, and wind and rain bridges; gain an understanding of the diverse aesthetic styles present in Dong architecture.	3h
Learning Unit 5 Methodology for the survey of intangible cultural heritage.	
Lesson 1 Methodology for the survey of intangible cultural heritage.	
1. Overview of anthropological fieldwork.	1h
2. Methods of operation of the research.	1h
Lesson 2 Theories and principles of safeguarding intangible cultural.	
1. Concept and history of safeguarding intangible cultural.	1h
2. Principles for the safeguarding of the intangible cultural heritage.	1h
Learning Unit 6 Practice Teaching.	
Lesson1 Report on the intangible cultural heritage of the hometown.	
1. Learners' practical investigation of local ethnic and folk culture in their hometown.	4h
2. Report on the intangible cultural heritage of the hometown.	2h

2.4 Learning Activities

To manage the teaching objectives of the Guangxi Intangible Cultural Heritage (ICH) curriculum and enhance students' appreciation of cultural preservation, we have crafted teaching guidelines with the following specific contents:

1) By watching videos and images related to intangible cultural heritage in Guangxi, as well as studying relevant literature carefully selected and summarized by their teachers, pupils can gain an understanding of the unique characteristics of Guangxi's intangible cultural heritage, develop an appreciation of the cultural richness of Guangxi's folk traditions, acquire an interest in it, and enhance their sense of cultural identity.

2) Through participation in group discussions, commenting, sharing findings, and reporting on research, students are encouraged to investigate and gain a comprehensive understanding of Guangxi's intangible cultural heritage. This involves listening to others' views and enhancing their mastery of relevant knowledge.

3) By engaging in a range of practical activities including field investigations, demonstrations of ethnic minority costumes that represent intangible cultural heritage, learning about ethnic minority embroidery that represents intangible cultural heritage, observing performances of Zhuang Mountain songs, and visiting Dong wooden buildings that represent intangible cultural heritage, a deeper understanding and appreciation of cultural heritage can be gained. Students can develop a comprehensive understanding of the distinctive traits, development and regulations of diversified cultures and art forms in Guangxi. They may also explore the obstacles encountered during the inheritance process. By doing so, students can strengthen their cultural identity and sense of responsibility while raising awareness about safeguarding intangible cultural heritage in Guangxi.

4) Organize learning activities according to the following procedures:

(1) Theoretical learning.

The teacher compiles the relevant literature, students discuss -The teacher summarizes and supplements.

(2) Practical activities.

Before the activity, the teacher provides guidance; during the activity, the teacher and the experts of intangible cultural heritage related projects guide the students to carry out practical activities; after the activity, the students submit the results of the activity and evaluate them.

(3) Presentation of the results of practical activities: students present the results of their activities.

2.5 Media and learning resources

Learning materials for the Guangxi Intangible Cultural Heritage Curriculum come from schools, the Internet, and the locations of ICH-related projects in Guangxi, such as the Cultural and Tourism Bureau, museums, writers' associations, artists' associations, and the Sanjiang region.

Specific literature sources are listed below:

1) Coursebook.

(1) Xiang Yunju, Oral and Intangible Heritage of Humanity, 2004

(2) Wang Wenzhang, Introduction to Intangible Cultural Heritage, 2006

(3) Zhao Yong, Theory and Methods of Protection of Chinese Historical and Cultural Towns and Villages, 2008

(4) Zhong Jingwen, Introduction to Folklore, 2009.

(5) Shan lixiang, Retaining the "Roots" and "Souls" of Urban Culture: Exploration and Practice of Cultural Heritage Protection in China, 2010.

(6) Chen Yaoheng et al. Guangxi Intangible Cultural Heritage Series, 2013.

(7) Guangxi Culture and Tourism Administration (GXCTA), Representative Projects of Guangxi Intangible Cultural Heritage, 2023.

2) Videos

(1) Folk song (ZHUANG, YAO, DONG)

(2) Video of Minority March 3 Festival Spectacular

(3) Chinese opera for ethnic minorities (ZHUANG)

(4) Guangxi Intangible Cultural Heritage Style Video

3) Guangxi Intangible Cultural Heritage Project

- (1) Sanjiang Dong Drum Tower
- (2) Sanjiang Dong Wind and Rain Bridge
- (3) Zhuang, Miao, Dong, Yao, Yi, Shui Clothing Culture
- (4) Zhuang opera
- (5) Yao song
- (6) Dong song

2.6 Measurement and evaluation

Table 4.7 Measurement and evaluation

What to Measure	Tools	Method	Assessment Criteria
Students' conservative mind	- Questionnaires - Self-report-record on students' behavior in community about Cultural Heritage conservation.	- Paper test	The higher the score, the higher the degree of correspondence
1. Knowledge	Pictures /VDO Clips of students involved in the event.		
2. Attitude			
3. Performance			

2.7 learning management plan

The Guangxi Intangible Cultural Heritage Curriculum is completed by the following 6 study programs:

Learning Management Plan 1 Recognizing Intangible Cultural Heritage in Guangxi

Learning Management Plan 2 Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes

Learning Management Plan 3 Guangxi Intangible Cultural Heritage of Folk Performing Arts

Learning Management Plan 4 Guangxi intangible cultural heritage of architectural culture

Learning Management Plan 5 Methodology for the survey of intangible cultural heritage

The components of each Learning Management plan include:

- 1) essence
- 2) Learning objectives
- 3) Learning content
- 4) Organizing of learning activities
- 5) Media and learning resources

Through the evaluation of three experts, IOC should be equal to ≥ 0.67 . It shows that the consistency of curriculum development is very appropriate. Through the evaluation of three experts, IOC equal to 1. For the specific curriculum development process, see Appendix C research instrument 2.

The evaluation value of applicability is "very appropriate". (=4.33). It shows that the consistency and applicability of curriculum development is very appropriate. For the specific curriculum development process, see Appendix C research instrument 2.

Result of Part 3: Comparing changes in college students' conservative mind before and after the implementation of the Guangxi intangible cultural heritage curriculum.

Table 4.8 Data Analysis of sample before and after the implementation of The Guangxi intangible cultural heritage curriculum Program (n=30)

The Conservative Mind	Pretest		Posttest		df	t	Sig.
	\bar{X}	S.D.	\bar{X}	S.D.			
1. Knowledge of Guangxi intangible cultural heritage safeguarding (Total 50)	31.90	3.36	40.80	4.71	29	20.46**	0.00
2. Attitudes towards the safeguarding of Guangxi intangible cultural heritage (Total 50)	31.07	2.66	39.77	3.83	29	21.98**	0.00
3. Acts of safeguarding Guangxi intangible cultural heritage (Total 50)	31.43	2.91	45.00	5.41	29	14.46**	0.00
Total	94.40	5.54	125.57	7.65	29	28.13**	0.00

** represents statistical significance at .01 level

From Table 4.6, the difference between the students' total conservative mind before and after the experiment was significant by paired samples t-test ($t=28.13$). The same significant difference was found in considering in each aspects; Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, Acts of safeguarding Guangxi intangible cultural heritage ($t=20.46$, $t=21.98$, $t=14.46$). It can be seen, that with the end of the program intervention, the students participating in The Guangxi intangible cultural heritage curriculum Program had a significant upward trend in Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, Acts of safeguarding Guangxi intangible cultural heritage which proves that The Guangxi intangible cultural heritage curriculum Program can effectively improve students' conservative mind.

Chapter 5

Conclusion Discussion and Recommendations

The objectives of this research are : 1) to investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind; 2) to develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind; 3) to assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

The research subjects of this study were 90 college students in Guangxi and 30 students in the College of ART of Guangxi University of Science and Technology. The study was conducted through statistical software such, using statistical tests for general data analysis of the respondents in terms of mean, standard deviation percentage, t-test, were used to analyze the data of the results of the study, which are summarized below, conclusion of the results, discussion, and recommendations.

Conclusion

This study summarizes the following conclusions based on the purpose of the study, research hypotheses, experimental research, data analysis and so on:

Analytical results of current status of conservative mind of students in Guangxi University of Science and Technology.

It is found that the overall conservative mind of respondents is in high level. Considering each item separately, it is found that, "Knowledge of Guangxi intangible cultural heritage safeguarding" is the highest rank which is in the high level, followed by "Acts of safeguarding Guangxi intangible cultural heritage" which is in high level and finally "Attitudes towards the safeguarding of Guangxi intangible cultural heritage" is the lowest rank which is in high level.

The results showed that “Knowledge of Guangxi intangible cultural heritage safeguarding” is the highest among the university students, while the lowest level is “Attitudes towards the safeguarding of Guangxi intangible cultural heritage”. This shows the unbalanced development of conservative mind situation of some university students, which needs to be improved.

Analytical results of development of Guangxi intangible cultural heritage curriculum

The goal of the Guangxi intangible cultural heritage curriculum is to enhance the college students' conservative mind. The study initially organizes concepts and theories related to Guangxi intangible cultural heritage curriculum. It then combines the relevant content of Guangxi intangible cultural heritage with that of the college students' Guangxi intangible cultural heritage conservative mind and determines the objectives, teaching process, learning resources, evaluation, and feedback for the Guangxi intangible cultural heritage curriculum. Furthermore, it successfully passed the Index of Objective Coherence (IOC) test by three experts in the relevant field. The curriculum consists of six units, totaling 30 hours, covering topics such as Recognizing Intangible Cultural Heritage in Guangxi, Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes, Guangxi Intangible Cultural Heritage of Folk Performing Arts, Guangxi intangible cultural heritage of architectural culture, Methodology for the survey of intangible cultural heritage, Practice Teaching.

Analytical results of comparing changes in college students' conservative mind before and after the implementation of the curriculum

In order to deeply explore the influence of courses on college students' conservative mind, this study uses dependent sample t- test to compare the changes of college students' conservative mind before and after the implementation of curriculum. The results show that, the difference between the students' total conservative mind before and after the experiment was significant by paired samples t-test. The same significant difference was found in considering in each aspects; Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, Acts of safeguarding Guangxi intangible cultural heritage. It can be seen that the students who participated in the

teaching experiment in Guangxi intangible cultural heritage curriculum had a significant upward trend in Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, Acts of safeguarding Guangxi intangible cultural heritage which proves that the Guangxi intangible cultural heritage curriculum can effectively improve students' conservative mind.

Discussion

The analysis discussion is divided into three parts, which will be discussed in this part in turn:

Discussion of data from the investigation of the current situation of Guangxi's intangible cultural heritage curriculum.

The findings of this study suggest that students at Guangxi University of Science and Technology have some deficiencies in conservative mind, especially in Attitudes towards the safeguarding of Guangxi intangible cultural heritage and Attitudes towards the safeguarding of Guangxi intangible cultural heritage.

The results of this study show that although Guangxi university students are more or less exposed to Guangxi intangible cultural heritage related knowledge through campus promotion activities, lectures, folklore courses and other forms, they are not very interested in Guangxi intangible cultural heritage and have no sense of participation in the protection and inheritance of intangible cultural heritage. Do not understand the importance of protecting Guangxi intangible cultural heritage, protection awareness is not high. The reasons are as follows: 1) relevant courses are mainly offered in theory, and there is no more classroom time for practice; 2) some college students have the awareness of protecting intangible cultural heritage, but do not know how to protect it. Therefore, in order to enhance the conservative mind, it is necessary to consider the practicality in curriculum setting. The results of the study are similar to those of Xie Fei and Wei Shiyi (2018) study on Construction of intangible cultural heritage curriculum in colleges and universities based on organic curriculum view and Xu Hongping (2015) study on Exploration on the course system and teaching mode of Guangxi dematerialized heritage art, they hold that

intangible cultural heritage education should also promote the acquisition of intangible cultural heritage skills, skills, and knowledge by educational objects to a certain extent, which can not only stimulate college students' awareness and ability of inheriting intangible cultural heritage, but also improve their professional cultural literacy and professional creation and transformation ability.

Discussion on the development of Guangxi intangible cultural heritage Curriculum

This study has preliminarily sorted out the theories related to Guangxi intangible cultural heritage curriculum and the theories related to Schwab curriculum practice. Schwab's practical curriculum theory emphasizes the practical value and dynamics of the curriculum, pays attention to the process and result of curriculum development, and solves the problems existing in the curriculum through the deliberative method of collective deliberation, so as to highlight the teachers and students. Then, Schwab's curriculum practice theory is combined with the intangible cultural heritage curriculum in Guangxi to determine the objective, teaching process, learning resources, evaluation and feedback of the intangible cultural heritage curriculum in Guangxi. In addition, it successfully passed the Index of objective coherence (IOC) test by three experts in the relevant field. The course consists of six units, a total of 30 class hours, It covers Recognizing Intangible Cultural Heritage in Guangxi, Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes, Guangxi Intangible Cultural Heritage of Folk Performing Arts, Guangxi intangible cultural heritage of costumes architectural culture, Methodology for the survey of intangible cultural heritage, Practice Teaching and other topics.

Different from traditional curriculum, Guangxi intangible cultural heritage curriculum pay more attention to "students' practice", "activities in the practice process", and "committing to cultivate students' subjectivity and creativity in the practice process" (Wang Zhiqing, 2016:04). Therefore, the importance of practice should be reflected in the formulation of curriculum objectives, and students' subjective participation in real scenarios should be emphasized (Chen Lin, Hu Haijian, 2019:09). The Enlightenment of Schwab's practice-oriented curriculum Theory to the development of school-based curriculum in China, Journal of Chengdu Normal

University (09), 28-33.. At the same time, it is necessary to grasp the key point of combining theory and practice to achieve the curriculum goal of "practice", which is in line with Schwab's curriculum goal which should change from "technical goal" to "practical goal" (Yuan Liping and Yang Yang, 2020:01). In addition, the process of Guangxi intangible cultural heritage is guided by Schwab's "practical purpose". In the course, by increasing the participation and experience of college students in intangible cultural heritage projects, the interest of college students in Guangxi intangible cultural heritage is aroused, so as to achieve the course goal of improving the conservative mind of college students. In general, Guangxi intangible cultural heritage curriculum will adopt a diversified and integrated approach, that is, based on the interests of students, select intangible cultural heritage projects that students are interested in. The results of the study are similar to those of Xiao Jinyun (2018) study on Current discussion on the construction of intangible cultural heritage courses in colleges and Wang Jinmei (2010) study on the enlightenment of Schwab's "Practical curriculum" theory to China's vocational education. Xiao Jinyun is believed that the traditional educational concept should be changed from the conventional pure theoretical teaching mode to the teaching mode in which both theory and practice are attached equal importance and knowledge and skills are shared, and a variety of teaching forms should be combined. In teaching, three links of "in-class theory, extracurricular practice and teaching practice" can be designed to strengthen practical experience.

Improve students' hands-on ability of inheritance protection. Secondly, it is necessary to take advantage of existing resources, proceed from reality, carry out theoretical and practical teaching activities on campus according to local conditions, select appropriate intangible cultural heritage projects to introduce into campus, integrate with campus culture construction, and form characteristics, lasting and new, excellent achievements can be listed holding competitions, exhibitions, entering the community, entering the society and other practical models. It can also organize students to conduct non-body examination and investigation, guide students to pay attention to and know the intangible cultural heritage around them and in their hometown, enhance perceptual knowledge, and cultivate humanistic feelings for the

protection and inheritance of intangible cultural heritage. Wang Jinmei believes that the curriculum model of "multiple integration" should be adopted, and its biggest feature is not a fixed curriculum model, but a process of finding compromise points and balance points according to the actual situation based on the commonality of various curriculum models, and constantly dynamic optimization. The starting point and basis of continuous optimization is its own specific practice. The "multi-integration" curriculum model is proposed by experts led by Professor Huang Kexiao, that is, "learn from each other's strengths", a "own actual situation". In project learning, combining theory with practice, starting from experience and perception, students are led to conduct social practice investigation on intangible cultural heritage projects and write research reports, including the origin, development and status quo of intangible cultural heritage projects. Lead the students to join the intangible cultural heritage project protection team, participate in the display of intangible cultural heritage representatives-ethnic minority costumes, learn the intangible cultural heritage representatives-ethnic minority embroidery, watch Zhuang folk song performance, visit Zhuang folk song performance, and learn the intangible cultural heritage of ethnic minorities. - Ethnic embroidery, watching Zhuang folk song performances, visiting intangible cultural heritage representative Dong wooden buildings and other practical activities, shooting short videos, etc., and conducting field trips. Understand the status quo of intangible cultural heritage inheritors, understand the development ideas of intangible cultural heritage projects, verify theoretical knowledge, participate in the protection and publicity work of intangible cultural heritage, and then comprehensively apply the knowledge to carry out innovative investigation and research on intangible cultural heritage. Investigate whether there is intangible cultural heritage in my hometown and conduct comparative research on intangible cultural heritage under the guidance of my teacher. Through the in-depth participation of college students, the interest of college students in intangible cultural heritage projects is activated, so as to achieve the course goal of improving their awareness of intangible cultural heritage protection. The results of the study are similar to those of Wang Yingying (2019) study on Research on the construction of intangible cultural heritage curriculum

system in universities and Wang Jianshe (2009) study on Local universities offer courses on local intangible cultural heritage. They all believe that the content of the course of intangible cultural heritage should be relatively rich, including folk songs, dramas, architecture, costumes and so on. This is consistent with the research of Daming, H. et to all. (2023: 407-408) Peihao, X. et to all. (2023: 140-143)

Discussion the implementation Effect of Guangxi intangible cultural heritage Curriculum

In the implementation of Guangxi intangible cultural heritage curriculum teaching experiment, 30 students participated in the teaching experiment and took the pre-test and post-test before and after the course, and the results showed that there was a significant difference between the level of the pre-test and the post-test, and the scores showed an upward trend. This demonstrates the positive impact of the curriculum in promoting conservative mind of students in the College of ART of Guangxi University of Science and Technology. The results of this study show that Guangxi intangible cultural heritage curriculum helps to improve Knowledge of Guangxi intangible cultural heritage safeguarding, Attitudes towards the safeguarding of Guangxi intangible cultural heritage, and Acts of safeguarding Guangxi intangible cultural heritage of university students. Through a variety of activities and practices in the curriculum, students have the opportunity to participate in intangible cultural heritage practice activities in Guangxi, such as minority costume display, embroidery, watching Zhuang folk song performance, visiting the Dong wooden architecture with representative intangible cultural heritage, students can have a comprehensive understanding of the characteristics, development and laws of various cultural and artistic forms in Guangxi. They can also explore the problems encountered in the process of intangible cultural heritage protection, enhance their sense of cultural identity and responsibility, and improve the awareness of intangible cultural heritage protection in Guangxi. This is consistent with the research of Xie Fei (2018; 159), Xiang Hui, J. et to all. (2023:181-182) and Yanting, C. et to all. (2023: 250-253).

Recommendations

Applicability of results

1. Targeted activities to improve students' conservative mind

The results of this study show that colleges should pay attention to the improvement of college students' conservative mind. This can be achieved by carrying out targeted thematic lectures, practice of Guangxi intangible cultural heritage projects, and learning of Guangxi intangible cultural heritage. Improve their attention to Guangxi intangible cultural heritage and promote the cultivation of positive conservative mind.

2. To establish additional (Guangxi intangible cultural heritage) curriculum in universities

The results of this study show that the Guangxi intangible cultural heritage curriculum can effectively improve college students' conservative mind. It is recommended that schools consider the actual situation and set up additional courses on Guangxi intangible cultural heritage. In addition, inviting the inheritors of Guangxi's intangible cultural heritage into colleges for training about this curriculum to help them fully understand the objectives, contents, learning activities, and teaching methods of the curriculum in order to improve the quality of the curriculum.

3. Strengthening the development of curriculum resources for intangible cultural heritage in Guangxi. In this study, students have more expectations of the curriculum, and thus need to integrate and develop the curriculum resources of intangible cultural heritage in Guangxi as much as possible.

Future Research

1. Expanding the scope of research subjects

Due to financial and other factors, only the experimental group participated in this study, based on which the scope of the control group can be expanded. The control group can be increased in future studies; and the experimental subjects of this study are only freshman undergraduates, the scope of experimental subjects can be further expanded in future studies. The experimental subjects of this study are

only freshman undergraduates, and future studies can be conducted on students of different grades and academic programs.

2 Increasing the number of follow-up studies

This study only explored the direct effects of the Guangxi Intangible Cultural Heritage curriculum on freshmen's conservative mind and did not further explore the persistence of conservative mind. Future research could add a survey on college students' conservative mind three months or more after the implementation of the curriculum to explore. The freshmen students' persistence of conservative mind

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

Name of Experts	Position/Office
Praneet Muangnua	Associate Professor. Doctor.
Jittawisut Wimutthipanya	Associate Professor. Doctor.
Tanaput Chanchaoren	Associate Professor. Doctor.

Appendix B

Official Letter

Ref. No. MHESI 0643.14/357



Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

March 2024

Subject Request for evaluation of instructional model

Dear Assoc. Prof. Dr. Jittawisut Wimutthipanya

Attachment 1. The development curriculum
2. The appropriateness evaluation form

Regarding the thesis entitled “The development of Guangxi intangible cultural heritage curriculum based on Schwab’s practical curriculum theory to enhance the college students’ conservative mind” of Mrs Liu Ying, a Ph.D. student majoring in Curriculum and Instruction Programme at BansomdejchaoprayaRajabhat University code number 6373103124, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ardas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarupokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643.14/358



Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
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} March 2024

Subject Request for evaluation of instructional model

Dear Asst. Prof. Dr. Tanaput Chanchaoren

Attachment 1. The development curriculum
2. The appropriateness evaluation form

Regarding the thesis entitled "The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" of Mrs Liu Ying, a Ph.D. student majoring in Curriculum and Instruction Programme at BansomdejchaoprayaRajabhat University code number 6373103124, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ardas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643.14/ 359



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

1 March 2024

Subject Request for research tool validation

Dear Assoc. Prof. Dr. Prancet Muangnual

Attachment Validation sheets

Regarding the thesis entitled "The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" of Mrs Liu Ying , a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6373103124, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814



Ref. No. MHESI 0643.14/360

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

1 March 2024

Subject Request for research tool validation

Dear Assoc. Prof. Dr. Jittawisut Wimutthipanya

Attachment Validation sheets

Regarding the thesis entitled "The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" of Mrs Liu Ying , a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6373103124, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643.14/ 361



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

1 March 2024

Subject Request for research tool validation

Dear Asst. Prof. Dr. Tanaput Chancharoen

Attachment Validation sheets

Regarding the thesis entitled "The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" of Mrs Liu Ying , a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103124, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Asavarutpokin".

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643.14/ 362.



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

1 March 2024

Subject Request for data collection

Dear President of Guangxi University of Science and Technology

Attachment 90 copies of questionnaire

Regarding the thesis entitled "The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind" for Undergraduate Students in Guangxi University of Science and Technology of Mrs. Liu Ying, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103124 Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors.

Major Advisor : Prof. Dr. Wirot Watananimitgul
Co-advisor : Assoc. Prof. Dr. Wichian Intarasompun
Co-advisor : Assoc. Prof. Dr. Areewan Iamsa-ard

The researcher needs to collect data using questionnaire in terms of current situation of students' Guangxi intangible cultural heritage conservative mind from 90 students of Guangxi University of Science and Technology. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via 268th Donghuan RD Liuzhou Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. +66 0204737000 Ext. 1814

Appendix C

Research Instrument

Questionnaire for student

Research Title: The Development of Guangxi Intangible Cultural Heritage Curriculum Based on Schwab's Practical Curriculum Theory to Enhance the College Students' Conservative Mind

Research Objectives: Investigating the status of the Guangxi intangible cultural heritage conservative mind level of students in colleges and universities.

Dear Student,

I am a current Ph.D. student at Bansomdejchaopraya Rajabhat University, and I would like to thank you for taking the time to answer this questionnaire! The main purpose of this questionnaire is to find out the current status of Guangxi intangible cultural heritage conservative mind of university students. This questionnaire is anonymous, and your answers will only be used for academic research purposes.

Thank you for your active support!

Liu Ying

Curriculum and Instruction Program

Bansomdejchaopraya Rajabhat University

Part 1: Common data of the respondent				
1. Gender	Male		Female	
2. Age	17	18	19	20 and above
3. Household type	City		Rural	

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
1. I know something about Guangxi's intangible heritage					
2. I know how to participated in the practice of intangible cultural heritage in Guangxi					
3. I understand rational ways to safeguard and transmit Guangxi's intangible cultural heritage.					
4. I understand the value of intangible cultural heritage in Guangxi					
5. I know the problems					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
facing the protection of intangible cultural heritage in Guangxi					
6.I am proud of Guangxi's intangible cultural heritage.					
7.I appreciate the significance of Guangxi's intangible cultural heritage for today's university students.					
8.I think it is very important for university students to participate in the protection of intangible cultural heritage in Guangxi.					
9.I think it is very necessary for schools to offer courses on Guangxi's intangible cultural heritage.					
10.When someone praises Guangxi's intangible cultural					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
heritage, it feels like I'm praising myself					
11.I enjoy learning about Guangxi's intangible cultural heritage, such as history, traditions, customs, and skills.					
12.I enjoy taking part in the cultural activities of the intangible heritage every event.					
13.I like to introduce and tell others about the history, traditions, customs, and techniques of Guangxi's intangible cultural heritage					
14.I enjoy protecting and promoting Guangxi's intangible cultural heritage.					
15.I enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.					

Assessment form IOC for Validity of lesson Plan

Research Title: The Development of Guangxi Intangible Cultural Heritage Curriculum Based on Schwab's Practical Curriculum Theory to Enhance the College Students' Conservative Mind

Research Objectives:

1.To investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind.

2.To develop Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind.

3.To assess the efficiency of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory through comparing the college students' conservative mind before and after the implementation of curriculum.

Assessor:

Position:

Workplace: Bansomdejchaopraya Rajabhat University

Directions: Please fill in the box to assess the effectiveness of the components of the Guangxi intangible cultural heritage Curriculum according to the following criteria.

Liu Ying

Curriculum and Instruction Program

Bansomdejchaopraya Rajabhat University

Lesson Plan1

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Lesson Plan2

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Lesson Plan3

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Lesson Plan4

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Lesson Plan5

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Lesson Plan6

No.	Items	level of appropriate				
		5	4	3	2	1
Part1	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
Part2	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
Part3	Learning Process					
	teaching and learning activities					
	Supporting students' learning					
	Including various activities					
Part4	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					
Part5	Evaluation and Assessment					
	Complying with the learning objectives					
	Including standards and rubric score					

Suggestions

.....

.....

Sign.....Assessor

(.....)

Date...../...../.....

Lesson Plan1

Unit 1 Recognizing Intangible Cultural Heritage in Guangxi

Teaching Object: 2023 Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method

Study time: 2 hours

Learning Objectives

1. Knowledge and Ability

Enhance the learners' comprehensive understanding of the intangible cultural heritage of Guangxi, including its connotation, extension, types, distribution areas and their respective characteristics.

2. Attitudes

To make learners aware of the value and charm of Guangxi's intangible cultural heritage, to recognize the importance of protecting Guangxi's intangible cultural heritage, and to enhance learners' awareness of protecting Guangxi's intangible cultural heritage.

Learning content and Teaching process

Lesson 1: Overview of Intangible Cultural Heritage in Guangxi

Content 1: Connotation and current situation of the topic of representative local culture in Guangxi

1. Watch videos and pictures of research related to intangible cultural heritage in Guangxi.

2. Discuss in groups, share their feelings after viewing the pictures and videos, and talk about what type of intangible culture they are interested in.

3. The teacher summarizes the items, status, and other related knowledge of intangible cultural heritage in Guangxi.

Content 2: Problems faced by Guangxi's intangible cultural heritage in terms of inheritance and protection.

1. The teacher elaborates the current situation of the inheritance and development of intangible cultural heritage projects in Guangxi through research videos and pictures.

2. Through the understanding of the current situation of each item of intangible cultural heritage in Guangxi, students are guided to think about the reasons for the inheritance dilemma of intangible cultural heritage in Guangxi;

3. Group discussion on whether the traditional culture of their hometowns has been well inherited and developed, and what are the reasons for the impediments to its development.

4. Each group summarizes the results of the discussion and shares them on stage

5. The instructor provides a summary of the course content and student discussions

Lesson 2: Value and history of safeguarding intangible cultural heritage in Guangxi

Content 1: The value of intangible cultural heritage in Guangxi

1. Before the class, the group will check the literature related to intangible cultural heritage in Guangxi, summarize the value of intangible cultural heritage in Guangxi, and each group will send a representative to the stage to make a general statement.

2. The teacher will summarize the group's presentation and sort out the literature to elaborate the value of intangible cultural heritage in Guangxi.

Content 2: History of safeguarding intangible cultural heritage in Guangxi

1. Watch videos and pictures of research related to the protection and inheritance of intangible cultural heritage in Guangxi.

2. Discuss in groups, exchange feelings after watching pictures and videos, and talk about their views on the protection of intangible cultural heritage in Guangxi.

3. The teacher summarizes the items, status, and other related knowledge of intangible cultural heritage in Guangxi.

Teaching Materials/resources

PowerPoint

Videos

Coursebook

Information gathered from the internet.

Feedback Form

Lesson Plan2

Unit 2 Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes

Teaching Object: 2023 Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method, demonstration method, practical method

Study time:6 hours

Learning Objectives

1.Knowledge and Ability

1) To enable learners to understand the evolution and development of Zhuang and Hmong costumes and the intrinsic connection between Zhuang and Hmong totems and costumes.

2) To enable students to understand the evolution and development of the Yao and Dong ethnic groups, the changes in the design and application of the costumes of the Yao and Dong clans in work and life, and their cultural connotations.

3) To enable students to understand the development and evolution of Yi and Water Tribe dress culture.

2.Performance

1) Students try on Zhuang, Miao, Yao, Dong, Yi and Shui ethnic costumes and display them on site.

2) Students learn the basic stitches of Dong and Miao embroidery and demonstrate them in the classroom.

3.Attitudes

Increase learners' interest in minority dress in Guangxi's intangible cultural heritage and enhance their awareness of the protection of Guangxi's intangible cultural heritage.

Learning content and Teaching process

Lesson 1: Zhuang and Miao Clothing Culture

Content 1: Introduce the evolution and development of the costumes of the Zhuang and Miao ethnic groups, so that students can understand the intrinsic connection between the totems of these two ethnic groups and their costumes.

1. Visualize the evolution and development of Zhuang and Miao costumes by watching videos and pictures.

2. Prepare Zhuang and Miao costumes and ask learners to wear them and show them on the spot.

3. Ask learners to share their feelings about Zhuang and Miao costumes; summarize the characteristics of Zhuang and Miao costumes and the differences in production processes.

4. The teacher summarize and sort out the stylistic characteristics of typical Zhuang costumes, Zhuang brocade, Miao batik tie-dye, and embroidery.

Content 2: Crafting methods of Zhuang brocade, Miao silver jewelry, Miao batik tie-dye, and Miao embroidery.

1. Learn about the craftsmanship of Zhuang and Miao costumes by watching the video.

2. Prepare materials and tools for making Miao embroidery and let learners try to make Miao embroidery on the spot;

3. Learners show off their embroidery production in the classroom;

Lesson 2: Yao and Dong Clothing Culture

Content 1: To introduce the evolution and development of the Yao and Dong ethnic groups, and to enable students to understand the changes in the design and application of the costumes of different branches of these two ethnic groups in their work and life, as well as their cultural connotations.

1. Visualize the evolution and development of Yao and Dong costumes by watching videos and pictures.

2. Prepare Yao and Dong costumes and ask learners to wear them and show them on the spot.

3. Ask learners to share their feelings about Yao and Dong costumes; summarize the characteristics of Yao and Dong costumes and the differences in production processes.

4. The teacher summarize and sort out the rich styles of Yao and Dong costumes and their characteristics, as well as the stylistic characteristics of Dong embroidery; the design changes and applications of different costumes in labor, life, etc.

Content 2: Sun motifs of the Dong ethnic group; typical dress-making techniques of the Yao and Dong ethnic groups.

1. Watch the video and learn about the production process of typical Yao and Dong costumes; recognize the Dong sunburst pattern.

2. Prepare the materials and tools for making Dong embroidery and let the learners try to make Dong embroidery on the spot.

3. learners present their embroidery work in class.

Lesson 3: Yi and Shui Clothing Culture

Content 1: This piece outlines the present-day progress and evolution of Yi and Shui cultural garb. Additionally, it covers the formation and usage of diverse clothing during separate events, including transformations in the distribution of duties.

1. Visualize the evolution and development of Yi and Shui costumes by watching videos and pictures.

2. Prepare Yi and Shui costumes and ask learners to wear them and show them on the spot.

3. Ask learners to share their feelings about Yi and Shui costumes; summarize the characteristics of Yi and Shui costumes and the differences in production processes.

4. The teacher summarize and sort out the styles of Yi and Shui costumes and their characteristics; the design changes and applications of different costumes in labor and life.

Content 2: Distribution of Yi and Shui ethnic groups and their traditional clothing features in different regions; the manufacturing procedure of typical Yi and Shui garments.;

1. Watch the video and learn about the production process of typical Yi and Shui costumes.

2. Prepare materials and tools for making aquatic costume patterns and let learners try to make them on the spot.

3. Learners present their work in class.

Teaching Materials/resources

PowerPoint

Videos

Coursebook

Information gathered from the internet

Feedback Form

Zhuang, Miao, Yao, Dong, Yi and Shui ethnic costumes

Lesson Plan3

Unit 3 Guangxi Intangible Cultural Heritage of Folk Performing Arts

Teaching Object: 2023 Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method, field trip.

Study time:6 hours

Learning Objectives

1.Knowledge and Ability

1) Recognize the different regions of Guangxi Zhuang Shan Song, the evolution and development history of Zhuang Shan Song.

2) To know the Zhuang Opera, the representative of the Zhuang Mountain songs, Liu Sanjie and her story.

3) To know the musical characteristics of Yao songs, classification of songs and life customs.

2. Performance

1) Going to Yufeng Mountain Park in Liuzhou City to watch singers singing mountain songs and learn to sing Zhuang Mountain songs.

2) Go to Jinxiu Yao District, listen to Yao singers singing Yao songs, learn to sing Yao songs, and feel the Yao culture.

3. Attitudes

Through learning and singing songs and conducting interviews and exchanges with singers, learners can understand the stories of Zhuang and Yao songs; through the form of group discussion, learners have in-depth thinking about the functions, creation paths and inheritance dilemmas of Zhuang and Yao songs, so as to increase learners' interest in Zhuang and Yao songs in Guangxi's intangible cultural heritage, and to enhance their awareness of the protection of Guangxi's intangible cultural heritage.

Learning content and Teaching process

Lesson 1: Zhuang Opera: The Transformation of Liu Sanjie's Culture

Content 1: Through the introduction and comparison of Zhuang songs in different regions of Guangxi, students will have a certain understanding of Liu Sanjie's opera and increase their feelings of love for national music.

1. Watch the video to learn about the evolution and development of Zhuang Mountain songs.

2. Taking students to Yufeng Mountain Park in Liuzhou City to watch singers sing mountain songs.

3. Learners learn to sing mountain songs with singers to experience the charm and characteristics of mountain songs.

4. Learners conduct interview exchanges with singers to learn stories about mountain songs.

Content 2: Characteristics of Some Zhuang Operas and Their Appreciation

1. Watch the video Zhuang Opera "Zhuang Jin".

2. Discuss the characteristics of this opera in small groups.

3. The teacher summarizes the characteristics of Zhuang opera, describes the current problems facing the development process of Zhuang opera, and proposes a path to protect the development of Zhuang opera.

Lesson 2: Yao Song Culture

Content 1: It mainly introduces the musical characteristics of Yao songs, classification of songs and living customs.

1. Watch the video to learn about the evolution and development of Yao Song.

2. Taking students to Jinxiu Yao area to listen to Yao singers singing Yao songs and experience Yao culture.

3. Learners conduct interview exchanges with singers to learn stories about Yao songs.

Content2: Functions of the "Wedding Song", "Scissors Song", "Hashimoto Song" and "Butterfly Song" and the path of their creation

1. Watch the videos of "Wedding Song", "Scissors Song", "Hashimoto Song" and "Butterfly Song" in Yao songs.

2. Discuss in small groups the functions of Yao songs and the path of inheritance and creation.

3. The teacher summarizes the musical characteristics, role and path of inheritance of Yao songs; analyzes the problems facing the development of Yao songs.

Teaching Materials/resources

PowerPoint

Videos about Folk song (ZHUANG,YAO,DONG),Chinese opera for ethnic minorities(ZHUANG)

Coursebook

information gathered from the internet

Feedback Form

Guangxi Intangible Cultural Heritage Project (Jinxiu Yao songs,Liuzhou Yufeng Mountain Park Mountain Song Duo Singing)

Lesson Plan4

Unit 4 Guangxi intangible cultural heritage of architectural culture

Teaching Object: 2023Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method, field trip.

Study time:3 hours

Learning Objectives

1.Knowledge and Ability

1) To enable students to understand Dong wooden architecture and analyse its historical development.

2) To enable students to understand the diverse aesthetic styles of Dong architecture.

2.Performance

1) Investigating the latest changes in Guangxi's minority architecture in terms of cultural and ethnic influences and innovations.

2) Go to Sanjiang Dong area to observe Dong wooden architecture, such as wind and rain bridges, drum towers.

3.Attitudes

Through appreciating the construction techniques of Sanjiang Dong wooden buildings, drum towers and wind and rain bridges, understanding the diversified aesthetic styles of Dong architecture, and increasing students' interest in and fondness for Guangxi's intangible cultural heritage.

Learning content and Teaching process

Lesson 1: Architectural Culture: Dong Wooden Architecture

Content 1: Introducing Dong wooden architecture and analyzing its historical development. Examining the latest modifications in Guangxi minority architecture concerning cultural and ethnic influences, simplicity, and innovation.

1. Watch the video about the study of Dong wooden architecture and analyze its development.

2. Take students to the Sanjiang Dong area to observe Dong wooden architecture, such as wind and rain bridges, drum towers.

3. Group discussion on the creation techniques of Sanjiang Dong wooden architecture; the diverse aesthetic approaches of Dong architecture.

Content 2: Appreciate the techniques employed in the construction of Sanjiang Dong wooden buildings, drum towers, and wind and rain bridges; gain an understanding of the diverse aesthetic styles present in Dong architecture.

1. A subgroup organizes literature related to the wooden structure architecture of the Dong ethnic group in Sanjiang;

2. Each group will present a summary of the creative techniques and diverse aesthetics of the wooden architecture of the Dong people in Sanjiang;

3. Teacher summarizes class discussion

Teaching Materials/resources

PowerPoint

Videos about Guangxi Intangible Cultural Heritage Style Video

Coursebook

Information gathered from the internet

Feedback Form

Sanjiang Dong Drum Tower

Sanjiang Dong Wind and Rain Bridge

Lesson Plan5

Unit 5 Methodology for the survey of intangible cultural heritage

Teaching Object: 2023 Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method, practical method.

Study time:4 hours

Learning Objectives

1. Knowledge and Ability

1) To enable students to understand the methods of investigation of intangible cultural heritage, the connotation and characteristics of investigation, the necessity and principles of investigation.

2) To enable students to understand the theories and principles of safeguarding intangible cultural heritage, as well as the ways and methods of safeguarding intangible cultural heritage.

3) To improve learners' ability to apply theoretical knowledge related to intangible cultural heritage in Guangxi; to strengthen learners' practical theoretical knowledge.

2. Performance

Combining relevant research literature and classic cases, describe the principles of safeguarding intangible cultural heritage, as well as the ways and methods of safeguarding intangible cultural heritage, and simulate the operation methods, research links and considerations.

3. Attitudes

Through the study of the methods of investigation of intangible cultural heritage, learners will know to use scientific and correct ways to treat and protect intangible cultural heritage.

Learning content and Teaching process

Lesson 1: Methodology for the survey of intangible cultural heritage

Content 1: Overview of anthropological fieldwork

1. Combined with relevant literature and research videos teacher talk about anthropological fieldwork methods; connotations and characteristics of research; necessity and principles of research.

Content 2: Methods of operation of the research

1. Combined with relevant research literature and classic cases, the teacher will talk about the operation method of research, the links and precautions of research.

Lesson 2: Theories and principles of safeguarding intangible cultural heritage

Content 1: Concept and history of safeguarding intangible cultural heritage;

1. Combined with relevant research literature, the teacher talks about the concept and history of safeguarding intangible cultural heritage; the necessity and possibility of safeguarding intangible cultural heritage.

Content 2: Principles for the safeguarding of the intangible cultural heritage

1. Combining relevant research literature and classic cases, the teacher will talk about the principles of safeguarding intangible cultural heritage and the ways and methods of safeguarding intangible cultural heritage.

Teaching Materials/resources

PowerPoint

Videos

Coursebook

Information gathered from the internet

Feedback Form

Lesson Plan 6

Unit 6 Practice Teaching

Teaching Object: 2023 Art and Design Student

Teaching methods: Self-directed learning method, discussion method, lecture method, practical method.

Study time: 6 hours

Learning Objectives

1. Knowledge and Ability

Learners conduct fieldwork in their hometowns to study the inheritance characteristics, cultural values, development status and problems faced by a particular intangible cultural heritage in their hometowns, so as to understand the status, values and problems faced by the intangible cultural heritage in their hometowns.

2. Performance

1) Learners conduct fieldwork in their hometowns to study the inheritance characteristics, cultural values, development status and problems faced by a particular intangible cultural heritage in their hometowns.

2) Learners collate relevant research information and literature and write a research paper.

3) Learners create a PowerPoint presentation of their research and present it on stage.

3. Attitudes

Through the practical investigation of the local ethnic and folk cultures in their hometowns, learners will go deep into their hometown cultures, feel the charm of their hometown cultures, and enjoy them. At the same time, learners will know how to treat and protect the intangible cultural heritage of their hometown in a scientific and correct way.

Learning content and Teaching process

Lesson 1: Report on the intangible cultural heritage of the hometown

Content 1: Learners' practical investigation of local ethnic and folk culture in their hometowns

1. Learners conduct fieldwork in their hometowns to research the characteristics, cultural values, current development, and problems faced by the heritage of a particular intangible cultural heritage in their hometowns.

2. Learners organize relevant research and literature and write a research report.

Content 2: Report on the intangible cultural heritage of the hometown

1. Learners will make a PowerPoint presentation of their research report and present it on stage.

2. Learners engage in scholarly communication in response to other learners' research reports.

3. Teacher summarizes the overall presentation.

Teaching Materials/resources

PowerPoint

Videos

Coursebook

Information gathered from the internet

Feedback Form

Questionnaire for student

Research Title: The development of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind.

Research Objectives: Investigating the status of the Guangxi intangible cultural heritage conservative mind level of students in colleges and universities.

Dear Student,

I am a current Ph.D. student at Bansomdejchaopraya Rajabhat University, and I would like to thank you for taking the time to answer this questionnaire! The main purpose of this questionnaire is to find out the current status of Guangxi intangible cultural heritage conservative mind of university students. This questionnaire is anonymous, and your answers will only be used for academic research purposes.

Thank you for your active support!

Liu Ying

Curriculum and Instruction Program
Bansomdejchaopraya Rajabhat University

Part 1: Common data of the respondent				
1. Gender	Male		Female	
2. Age	17	18	19	20 and above
3. Household type	City		Rural	

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
1. I understand the overview of intangible cultural heritage in Guangxi.					
2. I understand the cultural connotation of intangible cultural heritage in Guangxi.					
3. I understand the current situation of intangible cultural heritage in Guangxi.					
4. I know the history and protection value of intangible cultural heritage in Guangxi.					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
5.I understand the dress culture and characteristics of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).					
6.I know that I understand the dress-making process of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).					
7.I know the development history and characteristics of the songs of Guangxi's ethnic minorities (Zhuang, Yao, etc.).					
8.I know the history and characteristics of the development of Dong wooden structure architecture.					
9.I know the methods of cultural heritage					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
investigation.					
10.I know the principles of intangible cultural heritage protection.					
11.I am proud of the intangible cultural heritage of Guangxi.					
12.I think the costumes of ethnic minorities in Guangxi (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) are beautiful.					
13.I think the costumes of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) are made with exquisite craftsmanship.					
14.I think the songs of Guangxi's ethnic minorities (Zhuang, Yao, etc.) are very interesting.					
15.I think the wooden buildings of the Dong					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
are exquisite.					
16.I find it interesting to conduct field research in my hometown to study the development of a particular intangible cultural heritage in my hometown.					
17.I understand the connection between contemporary college students and the protection of intangible cultural heritage in Guangxi.					
18.I think it is very important for college students to participate in the protection of intangible cultural heritage in Guangxi.					
19.I think it is very necessary for schools to offer courses on Guangxi's intangible					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
cultural heritage.					
20.I feel I am praising myself when someone praises the intangible cultural heritage of Guangxi.					
21.I like to learn about the intangible cultural heritage of Guangxi, such as its history and present situation.					
22.I like to learn the dress-making craft of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).					
23.I like to wear the costumes of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) on display.					
24.I like to learn and sing songs of Guangxi's ethnic minorities (Zhuang, Yao,					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
etc.).					
25.I like to take part in the investigation activities related to intangible cultural heritage in Guangxi.					
26.I like to introduce others to the history, traditions, customs and techniques of Guangxi's intangible cultural heritage.					
27.I like to take part in the protection activities related to intangible cultural heritage in Guangxi.					
28.I am happy to participate in teaching activities related to the intangible cultural heritage of Guangxi.					
29.I am happy to participate in research activities related to					

Part 2: Questionnaire Guangxi intangible cultural heritage conservative mind for College Students	Very disagree 1	Disagree 2	Uncertain 3	Agree 4	Very agree 5
intangible cultural heritage in Guangxi.					
30.I enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.					

Appendix D

The Results of the Quality Analysis of Research Instruments

Indicators of Objective Coherence (IOC) of the questionnaire item on the status of conservative mind of university students.

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
Part 1	Common data of the respondent					
1	You Gender	1	1	1	1.00	Valid
2	You Age	1	1	1	1.00	Valid
3	Household type	1	1	1	1.00	Valid
Part 2	Questionnaire Guangxi intangible cultural heritage conservative mind for College Students					
	1.I know something about Guangxi's intangible heritage	1	1	1	1.00	Valid
	2.I know how to participated in the practice of intangible cultural heritage in Guangxi	1	1	1	1.00	Valid
	3.I understand rational ways to safeguard and transmit Guangxi's intangible cultural heritage.	1	1	1	1.00	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	4.I understand the value of intangible cultural heritage in Guangxi	1	1	1	1.00	Valid
	5.I know the problems facing the protection of intangible cultural heritage in Guangxi	1	1	1	1.00	Valid
	6.I am proud of Guangxi's intangible cultural heritage.	1	1	1	1.00	Valid
	7.I appreciate the significance of Guangxi's intangible cultural heritage for today's university students.	1	1	1	1.00	Valid
	8.I think it is very important for university students to participate in the protection of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	9.I think it is very necessary for schools to offer courses on Guangxi's intangible cultural heritage	1	1	1	1.00	Valid
	10.When someone praises Guangxi's intangible cultural heritage, it feels	0	1	1	0.67	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	like I'm praising myself					
	11.I enjoy learning about Guangxi's intangible cultural heritage, such as history, traditions, customs and skills.	1	1	1	1.00	Valid
	12.I enjoy taking part in the cultural activities of the intangible heritage every event.	1	1	1	1.00	Valid
	13.I like to introduce and tell others about the history, traditions, customs, and techniques of Guangxi's intangible cultural heritage	1	1	0	0.67	Valid
	14.I enjoy protecting and promoting Guangxi's intangible cultural heritage.	1	1	1	1.00	Valid
	15.I enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.	1	1	0	0.67	Valid

Note: Valid when ≥ 0.50

Index of Item-Objective Congruence (IOC) of Opinion Questionnaire on

Curriculum Teaching Programs Statistical Table

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	Rational and Background					
1	Point out the importance of construe the curriculum	1	1	1	1.00	Valid
2	Point out the content concept and learning activity of the curriculum	1	1	0	0.67	Valid
	Curriculum Objectives					
3	Complying with content of the course	1	1	1	1.00	Valid
4	Master knowledge and ability	1	1	0	0.67	Valid
	Content structure and timing					
5	Unit 1 Recognizing Intangible Cultural Heritage in Guangxi	1	1	0	0.67	Valid
6	Unit 2 Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes	1	1	0	0.67	Valid
7	Unit 3 Guangxi Intangible	1	1	0	0.67	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	Cultural Heritage of Folk Performing Arts					
8	Unit 4 Guangxi intangible cultural heritage of architectural culture	1	1	0	0.67	Valid
9	Unit 5 Methodology for the survey of intangible cultural heritage	1	1	0	0.67	Valid
10	Unit 6 Practice Teaching	1	1	0	0.67	Valid
	Learning Management Guidelines					
11	Learning Management Guidelines	1	1	0	0.67	Valid
	Media and learning resources					
12	Media and learning resources	1	1	0	0.67	Valid
	Measurement and evaluation					
13	students' conservative mind	0	1	1	0.67	Valid
14	students' knowledge of intangible cultural heritage in	1	1	0	0.67	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	Guangxi					
	Learning management plan					
15	Study program	1	1	0	0.67	Valid
16	The components Learning Management plan	1	1	1	1	Valid

Note: Valid when ≥ 0.50

Index of Item-Objective Congruence (IOC) of Opinion Questionnaire on Lesson Plan

Issues Statistical Table

Lesson Plan 1

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	5	4	4	4.33	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	5	4.33	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	4	4.33	Valid
6	Supporting students' learning	5	4	4	4.33	Valid
7	Including various activities	5	5	5	5.00	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	5	4.33	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part5	Evaluation and Assessment					
10	Complying with the learning objectives	4	5	5	4.67	Valid
11	Including standards and rubric score	5	4	4	4.33	Valid

Lesson Plan 2

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	5	4.33	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	4	4.33	Valid
6	Supporting students' learning	5	4	4	4.33	Valid
7	Including various activities	5	5	5	5.00	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	5	4.33	Valid
Part5	Evaluation and Assessment					
10	Complying with the learning	4	5	5	4.67	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
	objectives					
11	Including standards and rubric score	5	4	4	4.33	Valid

Lesson Plan 3

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	5	4.33	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	4	4	4.00	Valid
6	Supporting students' learning	5	5	5	5.00	Valid
7	Including various activities	5	5	4	4.67	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	4	4.00	Valid
Part5	Evaluation and Assessment					
10	Complying with the learning	4	5	5	4.67	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
	objectives					
11	Including standards and rubric score	5	4	4	4.33	Valid

Lesson Plan 4

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	5	4.33	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	4	4.33	Valid
6	Supporting students' learning	5	4	5	4.67	Valid
7	Including various activities	5	5	5	5.00	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	5	4.33	Valid
Part5	Evaluation and Assessment					
10	Complying with the learning	4	5	5	4.67	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
	objectives					
11	Including standards and rubric score	5	4	5	4.67	Valid

Lesson Plan 5

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	4	4.33	Valid
6	Supporting students' learning	4	4	5	4.33	Valid
7	Including various activities	4	4	5	4.33	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	5	4.33	Valid
Part5	Evaluation and Assessment					
10	Complying with the learning	4	5	5	4.67	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
	objectives					
11	Including standards and rubric score	5	4	5	4.67	Valid

Lesson Plan 6

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	5	4.67	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	5	4.67	Valid
4	Being appropriate in terms of time management	4	4	5	4.33	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	5	4.67	Valid
6	Supporting students' learning	4	4	5	4.33	Valid
7	Including various activities	4	4	5	4.33	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	5	4.67	Valid
9	Complying with the contents	4	4	5	4.33	Valid
Part5	Evaluation and Assessment					
10	Complying with the learning	4	5	5	4.67	Valid

No.	Contents	Experts			\bar{X}	Validity
		No.1	No.2	No.3		
	objectives					
11	Including standards and rubric score	4	4	5	4.33	Valid

Indicators of Objective Coherence (IOC) of the items of the questionnaire for the conservative mind of university students

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
Part 2	Questionnaire Guangxi intangible cultural heritage conservative mind for College Students					
Knowledge of Guangxi intangible cultural heritage safeguarding	1.I understand the overview of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	2.I understand the cultural connotation of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	3.I understand the current situation of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	4.I know the history and protection value of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	5.I understand the dress culture and characteristics of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).	1	1	0	0.67	Valid
	6.I know that I understand the dress-making process of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	7.I know the development history and characteristics of the songs of Guangxi's ethnic minorities (Zhuang, Yao, etc.).	1	1	0	0.67	Valid
	8.I know the history and characteristics of the development of Dong wooden structure architecture.	1	1	0	0.67	Valid
	9.I know the methods of cultural heritage investigation.	1	1	1	1.00	Valid
	10.I know the principles of intangible cultural heritage protection.	1	1	1	1.00	Valid
Attitudes towards the safeguarding of Guangxi intangible cultural heritage	11.I am proud of the intangible cultural heritage of Guangxi.	1	1	1	1.00	Valid
	12.I think the costumes of ethnic minorities in Guangxi (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) are beautiful.	0	1	1	0.67	Valid
	13.I think the costumes of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) are made with exquisite craftsmanship.	1	1	1	1.00	Valid
	14.I think the songs of Guangxi's ethnic minorities (Zhuang, Yao, etc.) are very interesting.	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	15.I think the wooden buildings of the Dong are exquisite.	1	1	1	1.00	Valid
	16.I find it interesting to conduct field research in my hometown to study the development of a particular intangible cultural heritage in my hometown.	1	1	1	1.00	Valid
	17.I understand the connection between contemporary college students and the protection of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	18.I think it is very important for college students to participate in the protection of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	19.I think it is very necessary for schools to offer courses on Guangxi's intangible cultural heritage.	1	1	1	1.00	Valid
	20.I feel I am praising myself when someone praises the intangible cultural heritage of Guangxi.	0	1	1	0.67	Valid
Acts of safeguarding	21.I like to learn about the intangible cultural heritage of	1	1	0	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
Guangxi intangible cultural heritage	Guangxi, such as its history and present situation.					
	22.I like to learn the dress-making craft of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.).	1	1	1	1.00	Valid
	23.I like to wear the costumes of Guangxi's ethnic minorities (Zhuang, Miao, Yao, Yi, Shui, Dong, etc.) on display.	1	1	1	1.00	Valid
	24.I like to learn and sing songs of Guangxi's ethnic minorities (Zhuang, Yao, etc.).	1	1	1	1.00	Valid
	25.I like to take part in the investigation activities related to intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	26.I like to introduce others to the history, traditions, customs and techniques of Guangxi's intangible cultural heritage.	1	1	0	0.67	Valid
	27.I like to take part in the protection activities related to intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	28.I am happy to participate in teaching activities related to the	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	intangible cultural heritage of Guangxi.					
	29.I am happy to participate in research activities related to intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid
	30.I enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.	1	1	1	1.00	Valid

Note: Valid when ≥ 0.50

Reliability Analysis of Questionnaire in step 1

Variable	Item	Cronbach's Alpha
Knowledge of Guangxi intangible cultural heritage safeguarding	5	0.83
Attitudes towards the safeguarding of Guangxi intangible cultural heritage	5	0.88
Acts of safeguarding Guangxi intangible cultural heritage	5	0.82
	15	0.82

Reliability Analysis of Questionnaire in step 3

Variable	Item	Cronbach's Alpha
Knowledge of Guangxi intangible cultural heritage safeguarding	10	0.91
Attitudes towards the safeguarding of Guangxi intangible cultural heritage	10	0.93
Acts of safeguarding Guangxi intangible cultural heritage	10	0.94
	30	0.91

Appendix E

Certificate of English

BSRU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Ying Liu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 13th February 2022



(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Acceptance Research



Journal of Roi Kaensarn Academi

Modern Learning Development Centre

Modern Learning Development Co.,Ltd. 141 Village No.6 Banchai Sub-district, Ban Dung District, Udon Thani, Thailand, 41190

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Date : August 7, 2024

Acceptance Letter

Dear Author (S) : Liu Ying, Wirot Watananimitgul, Wichian Intarasompun and Areewan Iamsa-ard

Paper ID : 670894

PaperTitle : The Development of Guangxi Intangible Cultural Heritage Curriculum Based on Schwab Practical Curriculum Theory to Enhance The College Students' Conservative Mind

This is to enlighten you that above manuscript reviewed and appraised by the review committee member of Journal of Roi Kaensarn Academi by 3 assessors and it is accepted for the purpose of publication in Journal of Roi Kaensarn Academi at Group 1 of Thai journal citation Index Centre (TCI) with ISSN 2697-5033 (Online) Volume 9 Issue 8 August 2024 that will be available at <https://so02.tci-thaijo.org/index.php/JRKSA/index>

Sincerely

Dr. Teedanai Kapko

Editor Journal of Roi Kaensarn Academi

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