

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

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Abstract

The objectives of this research 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 research tools were: 1) the Guangxi intangible cultural heritage conservative mind Questionnaire for college students, 2) the Guangxi Intangible Cultural Heritage Curriculum lesson plan, 3) pre-test and post-survey Scale of the Conservative Mind of college Students. Research data were collected and analyzed by percentage, mean, standard deviation, t-test for dependent sample.

The results of this study were as follows: 1) college students' conservative mind is at high level(=4.12), in the three dimensions of conservative mind, "Attitudes towards the safeguarding of Guangxi intangible cultural heritage" was at 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; Schwab Practical Curriculum; Conservative Mind

Introduction

In recent years, the international community has attached increasing importance to the safeguarding of the intangible cultural heritage. 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. Currently, university students participate in the protection of intangible cultural heritage in the following

ways: Firstly, intangible cultural heritage is introduced into campuses and classrooms(Fan Bin,2019:25). 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(Wang Jing,2022:01). Secondly, some colleges and universities have set up the "Union of Student Intangible Cultural Heritage Protection Associations"(Wang Fei, Xu Jingyu,2019:10), 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(Shang Xu, Teng Hongjun, Zhang Hongwei, 2018: 04 ; Zhonghua. et to all. 2023 : 382-383, Meng, C. et to all. 2023, 163; Zimin , Z., et to all. 2023: 335-336).

Therefore, Guangxi intangible cultural heritage Curriculum will adopt a diversified and integrated approach, i.e. taking students' interests as the starting point, selecting intangible cultural heritage projects that students are interested in. In the project learning, the theory and practice will be combined, starting from experience and perception, leading students to carry out social practice investigation on the intangible cultural heritage projects and writing research reports; leading students to join the protection team of intangible cultural heritage projects, and participate in a series of intangible cultural heritage project protection activities and making field trips. Through the in-depth participation of college students, their interest in intangible cultural heritage projects is activated, so as to achieve the course objective of enhancing college students' awareness of intangible cultural heritage protection.

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.

Literature Review

1. Guangxi intangible Cultural Heritage Curriculum

The goal of Guangxi intangible Cultural Heritage Curriculum is to enable contemporary college students to learn the characteristic culture of the country and the nation by incorporating the knowledge related to intangible cultural heritage into the university curriculum system, and to enhance the consciousness of college students to protect national culture. 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, intangible cultural heritage education should

cultivate students' aesthetic consciousness and poetic wisdom of intangible cultural heritage, and stimulate national cultural identity and pride. Therefore, the responsibility of protecting and inheriting intangible cultural heritage can be consciously formed. Intangible cultural heritage education, to a certain extent, promotes the acquisition of intangible cultural heritage skills, skills and knowledge by educational objects, and stimulates the awareness and ability of college students to inherit intangible cultural heritage.

The Guangxi intangible Cultural Heritage Curriculum involves a wide range of content, mainly focusing on local intangible culture. Through increasing the participation and experience of college students in intangible cultural heritage projects, the awareness of college students on the protection of intangible cultural heritage is improved. Wang Jianshe (2009) believes that from the perspective of the protection of local intangible cultural heritage, the content of the intangible cultural heritage course should include the investigation, excavation, research and integration of local intangible cultural heritage, as well as the inheritance, development and innovation of folk art. Xu Hongping (2015) believes that the study of specific "intangible cultural heritage" skills should be strengthened. By combining relevant literature, the teaching mode of intangible cultural heritage courses can be divided into teaching mode, discussion mode, lecture mode, observation mode, experience mode, inheritance mode and multiple integration mode. In the teaching mode of intangible cultural heritage course, whether it is experiential, observation, inheritance or discussion, it emphasizes students' practice in the course, emphasizes students' main role in the learning process, and highlights the practical value and dynamic nature of the course. Wang Zhiqing (2016) believes that the experiential teaching method is generally applicable to the intangible cultural heritage course content. Xie Fei and Wei Shiyi (2018) believe that intangible cultural heritage knowledge should break the previous view of curriculum resources based on "books" and "teaching materials", introduce students into the context of intangible cultural heritage activities, and understand, transform and create intangible cultural heritage knowledge through students' direct understanding.

2. Schwab's 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 regards teachers and students as subjects and creators of curriculum. Schwab argued that there should be a clear distinction between theory and practice in the curriculum. Practice or productive knowledge should not be taught as theoretical content, and theory should not be emphasized to the neglect of practice and creative behavior. (Shi Xuezheng, Xu Laiqun, 2005). Dewey thought, Experience is an active process that exists in practice (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.

The main body of the practical course is the teacher and the student. In the traditional goal-oriented curriculum model, curriculum objectives are in the primary position, teachers and students should be guided by curriculum objectives, passively implement and passively accept the pre-prepared curriculum according to the prescribed curriculum objectives, and be

completely in a passive position. The curriculum is controlled by the curriculum objectives, which excludes teachers and students from the curriculum and lacks subjectivity. Schwab believes that this organic and interactive relationship is the driving force for pursuing and developing practical curriculum meaning. (Cui Xinling, Liang Jinlong, Wang Jianguo, 2018).

In addition, Schwab believes that the biggest feature of practical curriculum is practice-oriented or quasi-practice-oriented, and the operating mechanism is suitable and compromise, which is finally realized in the course development and implementation. 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, highlighting teachers and students. 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. (Shi Xuezheng, Xu Laiqun, 2005).

3. 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 behavioral 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.

Research Methodology

The research and development methodology is used for this study. They are divided into the following three steps:

Step 1: the survey research to investigate the current situation and effectiveness of the intangible cultural heritage curriculum and students' conservative mind.

Step 2: the evaluation research to assess the developing of Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind.

Step 3: the experiment research 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 Scope

Population and sample

Populations are 200 students majoring in art design in Guangxi University of Science and Technology. The sample in the survey of the second semester of 2023 academic year are about 90 freshmen, and 30 art and design students of Guangxi University of Science and Technology participated in the teaching experiment of the second semester of 2023 academic year.

Variables independent and dependent variable

Independent Variable

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

Dependent Variable

College Students' Conservative Mind

Research instruments

1. Questionnaire on Guangxi intangible cultural heritage conservative mind for College Students. It is divided into two parts. The first part is basic personal information, including gender, age and household type, which is used to understand the basic situation of the research object. The second part is the formal question of the questionnaire, which is carried out from three dimensions: Among them, 1-5 Knowledge of Guangxi intangible cultural heritage safeguarding, 6-10 surveyed Attitudes towards the safeguarding of Guangxi intangible cultural heritage, 11-15 surveyed Acts of safeguarding Guangxi intangible cultural heritage.

2. Developed a teaching program and Lesson Plan for Guangxi intangible cultural heritage curriculum based on Schwab's practical curriculum theory to enhance the college students' conservative mind. The developing Guangxi intangible cultural heritage curriculum is as follows, divided into six modules: (1) Recognizing Intangible Cultural Heritage of Guangxi. (2) Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes. (3) Guangxi Intangible Cultural Heritage of Folk Performing Arts (4) Guangxi intangible cultural heritage of architectural culture. (5) Methodology for the survey of intangible cultural heritage. (6) Practice Teaching.

3. College Students Guangxi intangible cultural heritage conservative mind Scale.

Researchers have divided the factors that affect conservative mind into three categories: knowledge of Guangxi intangible cultural heritage safeguarding, attitudes towards the safeguarding of Guangxi intangible cultural heritage, acts of safeguarding Guangxi intangible

cultural heritage. Based on these three factors, a conservative mind scale questionnaire for college students was developed and used for posttest. The questionnaire is divided into two parts. The first part is personal basic information, including ethnicity, gender, and household type, to understand the basic situation of the research object. The second part is based on Knowledge of Guangxi intangible cultural heritage safeguarding (1-10 items), attitudes towards the safeguarding of Guangxi intangible cultural heritage (11-20 items), acts of safeguarding Guangxi intangible cultural heritage (21-30 items), 3 dimension to investigate. 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.

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 analyses 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. For comparing the pretest and post-test, t-test for dependent sample is applied with the statistically significant at .01 level.

Research Conceptual framework

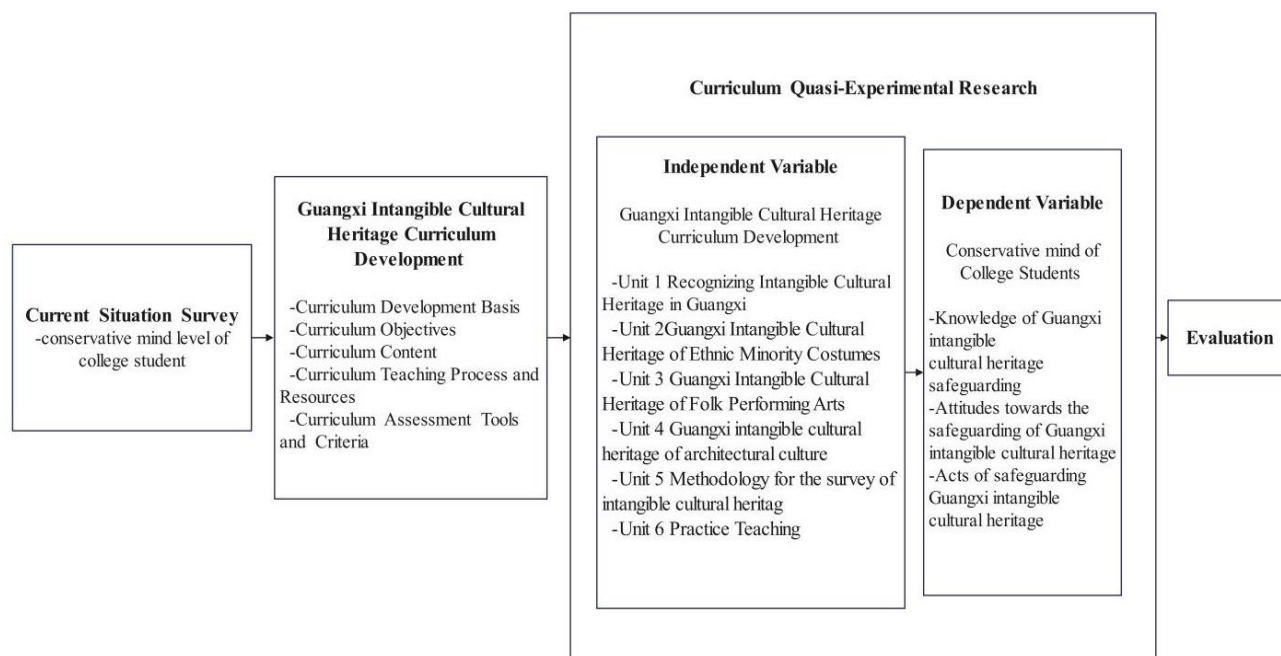


Figure 1 Research Conceptual framework

Research Results

Result of Step 1: The current status of Guangxi intangible cultural heritage curriculum in and students' conservative mind are shown as table 2-6.

Table 1 Mean and standard deviation of data analysis on the conservative mind of the respondents

(N=90)

The conservative mind	\bar{x}	S.D.	level	Ranking
1.Knowledge of Guangxi intangible cultural heritage safeguarding	4.21	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 1, 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, “Knowledge of Guangxi intangible cultural heritage safeguarding” is the highest rank ($\bar{X}=4.21$, S.D.=0.70), followed by “Acts of safeguarding Guangxi intangible cultural heritage” ($\bar{X}=4.15$, S.D.=0.63),

and finally “Attitudes towards the safeguarding of Guangxi intangible cultural heritage” is the lowest rank ($\bar{X}=4.00$, S.D.=0.66).

The results showed that “Knowledge of Guangxi intangible cultural heritage safeguarding” is the highest in body and mind harmonious 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.

Table 2 Mean and standard deviation of data analysis on the conservative mind in the aspect of knowledge of Guangxi intangible cultural heritage safeguarding

(N=90)

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	4
2.Students have 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	2
4.Students understand the value of intangible cultural heritage in Guangxi.	4.20	0.66	high	3
5.Students know the problems facing the protection of intangible cultural heritage in Guangxi.	4.18	0.73	high	5
Total	4.21	0.70	high	

From table 2, the general performance of college students' knowledge of Guangxi intangible cultural heritage safeguarding level is high level($\bar{X}=4.21$, S.D.=0.70). Considering each item separately, it is found that “Students have participated in the practice of intangible cultural heritage in Guangxi” and” is the highest rank($\bar{X}=4.24$, S.D.=0.66), Followed by “Students understand rational ways to safeguard and transmit Guangxi's intangible cultural heritage” ($\bar{X}=4.24$, S.D.=0.68), while “Students know the problems facing the protection of intangible cultural heritage in Guangxi” is the lowest rank ($\bar{X}=4.18$, S.D.=0.73).

Table 3 Mean and standard deviation of data analysis on the conservative mind situation in the aspect of attitudes of Guangxi intangible cultural heritage safeguarding

(N=90)

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 understand 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
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 3, 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 (\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” (\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 (\bar{x} =3.78, S.D.=0.63).

Table 4 Mean and standard deviation of data analysis on the conservative mind situation in the aspect of acts of Guangxi intangible cultural heritage safeguarding.

(N=90)

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	5
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	2

4.Students enjoy protecting and promoting Guangxi's intangible cultural heritage.	4.22	0.56	high	3
5.Students enjoy concerned about the future and destiny of intangible cultural heritage in Guangxi.	4.08	0.66	high	4
Total	4.15	0.63	high	

From table 4, 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” are the highest rank which is in high level($\bar{X}=4.23$, S.D.=0.50;), followed by “Students like to introduce and tell others about the history, traditions, customs, and techniques of Guangxi's intangible cultural heritage ” ($\bar{X}=4.23$, S.D.=0.64), while “Students enjoy learning about Guangxi's intangible cultural heritage, such as history, traditions, customs, and skills” is the lowest rank ($\bar{X}=3.99$, S.D.=0.74).

Result of Step 2: The development of Guangxi intangible cultural heritage curriculum to improve the college students’ conservative mind is shown as following.

The principles of curriculum development.

- 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

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 Guangx intangible cultural heritage safeguarding.
- 2) Attitudes towards the safeguarding of Guangx intangible cultural heritage
- 3) Acts of safeguarding Guangx intangible cultural heritage.

Table 5 Content structure and timing

Learning Unit	Time
Learning Unit 1 Recognizing Intangible Cultural Heritage in Guangxi. Lesson 1 Overview of Intangible Cultural Heritage in Guangxi. Lesson 2 Value and history of safeguarding intangible cultural heritage in Guangxi .	3 hours
Learning Unit 2 Guangxi Intangible Cultural Heritage of Ethnic Minority Costumes .	6 hours

Lesson 1 Zhuang and Miao Clothing Culture. Lesson 2 Yao and Dong Clothing Culture. Lesson 3 Yi and Shui Clothing Culture.	
Learning Unit 3 Guangxi Intangible Cultural Heritage of Folk Performing Arts. Lesson 1 Zhuang Opera: The Transformation of Liu Sanjie's Culture. Lesson 2 Yao Song Culture.	6 hours
Learning Unit 4 Guangxi intangible cultural heritage of architectural culture. Lesson 1 Architectural Culture: Dong Wooden Architecture.	5 hours
Learning Unit 5 Methodology for the survey of intangible cultural heritage. Lesson 1 Methodology for the survey of intangible cultural heritage. Lesson 2 Theories and principles of safeguarding intangible cultural.	4 hours
Learning Unit 6 Practice Teaching . Lesson 1 Report on the intangible cultural heritage of the hometown.	6 hours
Total	30 hours

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.

Result of Step 3: Comparing change in college students' conservative mind before and after the implementation of Guangxi intangible cultural heritage curriculum are shown as table 7.

Table 6 Data Analysis of sample before and after the implementation of The Guangxi intangible cultural heritage curriculum Program

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 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 aspect; 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.

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 aspect; 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

This study will discuss the conclusions according to the order of research purposes.

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)

3. 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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