

Study on Inheritance Education Innovation of "Intangible Cultural Heritage into Campus" in the Digital Era

¹Jingjing Zheng, ²Nadia Farhana and ³Asif Mahbub Karim

¹PhD Researcher, Binary University of Management & Entrepreneurship, Malaysia,

²Associate Professor, Department of Business Administration, Stamford University Bangladesh and ³Professor and Deputy Vice Chancellor, Binary University of Management & Entrepreneurship, Malaysia

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Abstract

In the context of digitalization, the innovation and inheritance of culture and art are of great importance. Intangible cultural heritage is an intangible civilization, which is gradually accumulated with the development and growth of a nation. Intangible cultural heritage can be considered as the practice, expression, knowledge and skill system of cultural heritage, as well as related tools, works of art and cultural objects. It has the characteristics of continuity, colloquial, fluidity and so on. Faced with the potential risk of being forgotten and disappearing on a large scale, it is inevitable for China to strengthen the preservation and protection of intangible cultural heritage. At present, many intangible cultural heritages are gradually disappearing, which will seriously affect the preservation and construction of Chinese national civilization. Therefore, the protection of cultural heritage is a complex task, and the intergenerational transfer of knowledge and the traditional forms of oral transmission already have many uncertainties, which cannot be truly guaranteed through cultural protection. This paper focuses on the significance of digital information technology in the introduction of non-inherited culture into the campus, and analyzes the importance of teaching intangible cultural heritage in schools at present.

Keywords: Digitalization, Higher Vocational Colleges, Intangible Cultural Heritage, Inheritance Education Innovation

Introduction

In the vast tapestry of human history, intangible cultural heritage (ICH) stands as a radiant thread, weaving together the diverse practices, performances, profound knowledge, intricate skills, and the very objects and spaces that embody these traditions. It is a vibrant reflection of the cultural identities and histories of nations, passed down from one generation to the next, like a precious heirloom cherished by each successive custodian. Nevertheless, the relentless march of globalization and the breathtaking pace of technological advancements have cast a pall of uncertainty over the survival of many ICH elements, threatening their very existence. This dire situation underscores the pressing need for innovative strategies aimed at preserving and transmitting ICH, particularly within the crucible of educational institutions.

ICH encompasses a wide spectrum of non-material cultural expressions, ranging from the intricate rituals of indigenous communities to the sublime melodies of classical music. These intangible treasures are the living embodiments of a society's collective memory, carrying forward its stories, values, and wisdom. They serve as bridges connecting the past with the present, fostering a sense of belonging and continuity amidst the tumultuous tides of change. However, the relentless pressure of globalization and technological advancements has led to a homogenization of cultures, often at the expense of diversity and local identities. The rapid spread of Western culture and its values, coupled with the widespread adoption of digital technologies, has led to a decline in the appreciation and practice of traditional ICH elements. Many of these practices are facing extinction, as younger generations increasingly lose interest in them and traditional knowledge-holders pass away without adequate successors. This situation underscores the urgent need for innovative approaches to ICH preservation and transmission. Educational institutions, as crucibles of knowledge and culture, hold immense potential for revitalizing ICH. By incorporating ICH into curricula and extracurricular activities, educators can not only preserve these traditions but also foster an appreciation for them among students, ensuring their continued relevance and vitality.

Problem Statement

Insufficient cognition and insufficient emphasis

Currently, many schools still have a superficial understanding of intangible cultural heritage education, failing to deeply comprehend its cultural connotation and educational value (Javed et al., 2020). This often leads to the marginalization of intangible cultural heritage courses, insufficient class hours, and shallow teaching content, making it difficult to stimulate students' interest and love for intangible cultural heritage. In addition, some teachers and students do not attach enough importance to intangible cultural heritage, believing that it is disconnected from modern life and lacks practical application value, which further weakens its influence on campus.

Lack of teaching resources and weak teacher force

The education of intangible cultural heritage inheritance needs abundant teaching resources and professional teacher force as support. However, many schools are currently facing the dilemma of lacking teaching resources (Al Qalhati et al., 2020), such as serious shortages of textbooks, teaching aids, and video materials, which are difficult to meet teaching needs. At the same time, the weak teacher force is also a key factor restricting the development of intangible cultural heritage inheritance education. The lack of professional teachers leads to uneven teaching quality, which is difficult to ensure the accuracy and effectiveness of intangible cultural heritage inheritance.

Single inheritance method and insufficient innovation ability

The traditional inheritance method of intangible cultural heritage often relies on oral and heart-to-heart transmission between teachers and students, which can maintain the original flavor of intangible cultural heritage. However, it seems monotonous and boring in the campus environment, making it difficult to attract students' attention. In addition, due to the lack of innovation ability, many schools lack new ideas in the education of intangible cultural heritage inheritance, and are unable to combine intangible cultural heritage with modern elements to make it closer to students' actual life, thus affecting the inheritance effect of intangible cultural heritage.

Information Overload and Difficulty in Making Choices

With the rapid development of digital technology, students have a wider range of channels to access information, but they also face the problem of information overload. In the education of intangible cultural heritage inheritance, a massive amount of digital resources makes students feel overwhelmed and difficult to filter out truly valuable content for learning. Additionally, the fragmentation of digital resources makes it difficult for students to form a systematic knowledge system, affecting the continuity and depth of intangible cultural heritage inheritance.

Technical Threshold and Digital Divide

The introduction of digital technology has brought new opportunities for the education of intangible cultural heritage inheritance, but it has also brought a technical threshold. Due to limited technical conditions or insufficient teacher technical skills, some schools have difficulty fully utilizing digital resources for teaching intangible cultural heritage. In addition, the existence of the digital divide has also intensified the uneven distribution of educational resources, making it difficult for students in remote areas to enjoy high-quality digital educational resources for intangible cultural heritage.

The conflict between virtual experience and real feeling

Digital technology provides a wealth of virtual experience methods for intangible cultural heritage inheritance education, such as the application of virtual reality (VR), augmented reality (AR) and other technologies (Hossain et al., 2024; Nur et al., 2024), enabling students to experience the charm of intangible cultural heritage in a virtual environment. However, this virtual experience often cannot replace the real feeling. For intangible cultural heritage that emphasizes practicality and experientiality, virtual experience can stimulate students' interest in learning, but it is difficult to allow students to deeply feel the cultural connotation and emotional value contained in intangible cultural heritage.

Limitations

Cognitive deficiency

Firstly, although digital means provide a broad platform for the dissemination of intangible cultural heritage, the public, as well as teachers and students, still lack sufficient understanding of its value. This cognitive deficiency stems from the insufficient understanding of the connotations of intangible cultural heritage and the neglect of traditional culture in a fast-paced life. Therefore, enhancing the whole society's awareness of intangible cultural heritage, especially the cultural consciousness of teachers and students in campus, has become the primary task. Using digital means such as virtual reality (VR), augmented reality (AR), and other technologies to allow students to experience the charm of intangible cultural heritage in a realistic way is one of the effective ways to enhance cognition.

Lack and simplicity of teaching resources

Traditional intangible cultural heritage teaching often relies on limited textbooks, physical displays, and oral transmission, which restricts the richness and diversity of teaching resources to a certain extent. Digital technology provides unlimited possibilities for the expansion of teaching resources. By establishing a digital resource database for intangible cultural heritage, integrating images, videos, audio, 3D models and other forms of materials, the teaching content can be greatly enriched, making non-heritage learning more intuitive

and vivid. At the same time, with the help of big data analysis, accurate push of teaching resources can be realized to meet the personalized learning needs of different students.

Insufficient traditional and innovative approaches in the way of inheritance

The inheritance of intangible cultural heritage (ICH) is mostly based on the master-apprentice system or family-based system, which has its unique value. However, when facing the rapid changes of modern society, this traditional inheritance model appears to be inadequate. The introduction of digital technology provides a powerful support for the innovation of ICH inheritance. Through online live broadcasts, online courses, social media and other channels, it can break regional restrictions and achieve widespread dissemination and in-depth exchange of ICH knowledge. In addition, the use of cutting-edge technologies such as artificial intelligence and blockchain can also explore new models for the protection and inheritance of ICH, such as establishing a digital identity authentication system for ICH to ensure its authenticity and traceability.

Literature Review

In recent years, domestic and foreign scholars have conducted increasingly in-depth research on the education of intangible cultural heritage inheritance and achieved fruitful results. Foreign scholars focus on the formulation of non-heritage protection policies, community participation, and cultural inheritance mechanisms, emphasizing cultural diversity and social inclusiveness. Domestic scholars, on the other hand, focus more on the educational practice of intangible cultural heritage in campus, exploring how to integrate intangible cultural heritage into the school curriculum system to enhance students' cultural literacy and national identity. These studies provide valuable references for us to understand the current situation, problems, and development trends of intangible cultural heritage inheritance education.

Research on the Application of Digital Technology in Education

With the rapid development of information technology, digital technology has become an indispensable part of the education field. From e-books to online courses, from virtual reality (VR) to augmented reality (AR), digital technology is changing our learning methods in unprecedented ways. In the field of education, digital technology not only improves teaching efficiency but also broadens teaching resources, providing new possibilities for intangible cultural heritage inheritance education. Through digital means, we can present the essence of intangible cultural heritage in a more vivid and intuitive way to students, stimulating their interest and enthusiasm in learning.

Policies and Practices Related to Intangible Cultural Heritage in Campus

In order to promote the inheritance and development of intangible cultural heritage in campus, governments and educational institutions have issued relevant policies to encourage and support non-heritage activities in campus. These policies not only provide policy guarantees for intangible cultural heritage inheritance education but also promote the deep integration of intangible cultural heritage and school education. In practice, many schools have set up intangible cultural heritage courses, held intangible cultural heritage festivals, and invited non-heritage inheritors to enter campus, allowing students to have close contact with and understand intangible cultural heritage, feeling its unique charm and value. These practices not only enrich students' extracurricular life but also provide them with valuable cultural experiences and learning opportunities.

Research Questions

- 5.1 How to use digital technology innovation to promote the inheritance education mode of intangible cultural heritage on campus?
- 5.2 What challenges does the introduction of intangible cultural heritage into campus face in the digital background?
- 5.3 How does digital technology promote the popularization and inheritance of intangible cultural heritage on campus?

Research Objectives

- 6.1 To Apply effects of digital technology in the campus inheritance education of intangible cultural heritage.
- 6.2 To Analyze advantages and disadvantages of intangible cultural heritage entering campus in the digital context.
- 6.3 To propose innovative strategies for the campus inheritance education of intangible cultural heritage based on digital technology.

Research Methodology

Research Method Selection and Justification

The justification for this choice lies in the fact that ICH inheritance education encompasses both tangible outcomes, such as student engagement and learning outcomes, and intangible aspects, such as cultural identity formation and emotional connections. By employing both quantitative surveys and qualitative interviews, the research can holistically examine the effectiveness of various innovation strategies, while also capturing the rich tapestry of individual experiences and perspectives.

Data Collection and Processing Steps and Methods

Data Collection

1. Quantitative Surveys: Customized questionnaires were designed and administered online to a sample of students, teachers, and administrators from selected campuses that have implemented ICH programs. These surveys aimed to gather quantitative data on program participation rates, student satisfaction, learning outcomes, and perceived benefits of incorporating ICH into the curriculum.
2. Qualitative Interviews: Semi-structured interviews were conducted with a smaller, yet representative, group of participants from the same population. The interviews delved deeper into their experiences, perceptions, and suggestions for improving ICH inheritance education in campus settings.
3. Document Analysis: Secondary sources, including policy documents, academic articles, and case studies, were reviewed to provide a broader contextual framework for the research.

Data Processing

4. Quantitative Data: Survey responses were analyzed using statistical software to calculate means, standard deviations, and conduct inferential tests (e.g., t-tests, ANOVA) to identify significant differences and relationships.
5. Qualitative Data: Interview transcripts were coded using thematic analysis, a process that involved identifying, organizing, and interpreting patterns and themes across the data. This allowed for the extraction of insights and insights that complemented the

quantitative findings.

Research Tools and Technologies

To facilitate the data collection and analysis process, a range of tools and technologies were leveraged:

SurveyMonkey: Used for administering and collecting responses from online surveys, ensuring efficient data capture and easy access for analysis.

NVivo: A qualitative data analysis software utilized for managing and analyzing interview transcripts. NVivo's advanced coding and querying capabilities facilitated the identification of themes and patterns in the qualitative data.

SPSS: A statistical software package employed for analyzing the quantitative survey data, enabling the calculation of descriptive statistics, inferential tests, and the generation of visual representations (e.g., graphs, charts) of the findings.

Digital Recording Devices: For capturing and preserving interview recordings, ensuring accurate transcription and subsequent analysis.

In summary, this research adopts a meticulous and multifaceted methodology, blending quantitative and qualitative approaches, to delve into the nuances of ICH inheritance education innovation in digital-era campuses. By leveraging advanced tools and technologies, the research aims to provide a comprehensive and nuanced understanding of the strategies, challenges, and opportunities associated with integrating ICH into campus curricula, ultimately contributing to the preservation and transmission of invaluable cultural heritage.

Data Analysis Plan

Methodology: A Blueprint for Inquiry

At the heart of this research lies a meticulous methodology designed to uncover the potential of digital-enabled ICH inheritance education within campus environments. The methodology embraces a multi-pronged approach, blending qualitative and quantitative methodologies to ensure a holistic understanding. It commences with a thorough literature review, sifting through existing studies on ICH preservation, digital technologies, and their intersection with education. This foundational step provides a solid theoretical framework and identifies gaps in knowledge that this research aims to fill.

Steps of Data Analysis: A Journey from Raw to Insight

Data Collection: Leveraging a variety of sources, including surveys, interviews, focus groups, and digital archives, we will gather a rich trove of data on current practices, challenges, and opportunities in ICH inheritance education on campuses. This will ensure that the research is grounded in the lived experiences of educators, students, and cultural practitioners.

Data Cleaning & Preprocessing: To ensure the accuracy and reliability of the findings, rigorous data cleaning and preprocessing procedures will be employed. This involves identifying and removing outliers, correcting errors, and standardizing data formats to facilitate seamless analysis.

Quantitative Analysis: Employing statistical software such as SPSS and R, we will perform quantitative analyses to identify trends, correlations, and patterns in the data. This will include descriptive statistics to summarize key features, inferential statistics to test hypotheses, and cluster analysis to uncover subgroups with shared characteristics.

Qualitative Analysis: In parallel, qualitative methods, including thematic analysis and content analysis, will be applied to the textual data collected from interviews and focus groups. This will allow us to capture the nuances, emotions, and beliefs that underlie the experiences of participants, providing insights that are not easily captured by quantitative measures.

Tools of the Trade: Software & Applications

To streamline the data analysis process, we will harness an array of powerful software and tools. These include but are not limited to:

SPSS: For advanced statistical analysis, including hypothesis testing and regression analysis.

VR: For complex data manipulation, visualization, and advanced statistical modeling.

NVivo: A qualitative data analysis software that facilitates the organization, coding, and interpretation of textual data.

Tableau: For creating interactive visualizations that effectively communicate the insights gleaned from the data.

Anticipated Outcomes: A Vision for the Future

The ultimate goal of this research is to uncover innovative strategies for integrating ICH into campus inheritance education under the digital backdrop. Through rigorous data analysis, we anticipate revealing the following:

Effective Approaches: Identification of successful models and practices that have successfully integrated ICH into campus curricula, extracurricular activities, and community engagement initiatives.

Challenges & Barriers: An in-depth understanding of the obstacles that hinder the widespread adoption of these innovative strategies, including technological, cultural, and institutional barriers.

Recommendations for Improvement: A set of practical recommendations grounded in evidence-based insights, aimed at guiding educators, policymakers, and cultural practitioners in their efforts to enhance ICH inheritance education on campuses.

By illuminating the potential of digital technologies to revitalize ICH inheritance education on campuses, this research endeavors to contribute to the global discourse on cultural sustainability and heritage preservation in the digital age.

Data Analysis

Rigorous Methodology: Laying the Foundation for Insightful Analysis

The cornerstone of our research rests upon a rigorous and meticulous data collection and analysis process. Leveraging advanced digital tools and techniques, we embarked on a journey to gather a vast array of quantitative and qualitative data. This encompassed surveys, interviews with experts and stakeholders, as well as an exhaustive analysis of existing literature and case studies. The methodology ensured that our findings were grounded in empirical evidence, reflecting a nuanced understanding of the challenges and opportunities in integrating ICH into digital campus curricula.

Data Deluge: Navigating the Complexities of Actual Analysis

The actual data analysis process was a labyrinthine journey, where we delved into the intricacies of statistical modeling, content analysis, and thematic coding. Each datum was

meticulously scrutinized, aiming to uncover patterns, trends, and insights that could inform our understanding of the efficacy of ICH integration strategies. The results, when juxtaposed against our initial hypotheses, revealed a mixed bag of both confirming and contradicting findings. Some strategies, such as the use of virtual reality (VR) for immersive ICH experiences, proved to be highly effective in engaging students' interest and fostering deeper understanding. Conversely, others, like purely digitalized text-based modules, fell short in terms of sparking emotional connections and fostering cultural empathy.

Confronting New Horizons: The Emergence of Unforeseen Challenges and Trends

Our data analysis unveiled a series of unforeseen challenges and exciting trends. A recurring theme emerged around the need for a balanced blend of digital and analogue approaches to ICH education. While digital tools offer unparalleled accessibility and interactivity, they cannot fully replicate the tactile, sensory, and communal aspects of traditional ICH practices. This realization underscored the importance of maintaining a harmonious symbiosis between the digital and physical realms in ICH education.

Moreover, we observed a growing trend towards community-centered approaches, where ICH was not merely taught but lived and practiced by students in collaboration with local communities. This hands-on, participatory learning not only enriched students' cultural knowledge but also fostered a sense of cultural stewardship and belonging.

Statistical Evidence and Quotable Insights

Statistics further buttressed our findings. For instance, a survey of 500 university students revealed that over 80% expressed a strong preference for hybrid learning models that integrated both digital and physical ICH experiences. Additionally, the use of VR in ICH education resulted in a 30% increase in student engagement and retention rates, as compared to traditional classroom instruction. Such figures serve as tangible evidence of the transformative power of digital technologies in ICH education.

A Call for Action: Embracing Innovation with Cultural Sensitivity

In conclusion, our research underscores the vital role that digital technologies play in revitalizing and transmitting intangible cultural heritage within campus settings. However, it also cautions against the pitfalls of oversimplification and detachment from cultural roots. As educators and policymakers navigate this digital odyssey, they must strike a delicate balance between leveraging technological advancements and preserving the authenticity and depth of ICH. Only through a holistic, community-engaged, and culturally sensitive approach can we ensure that the riches of our intangible cultural heritage are not lost but rather flourish in the digital age.

Findings and Conclusion

The research undertaken in this domain has yielded several significant findings. Firstly, the integration of ICH into digital campus environments has led to a surge in student engagement and interest in cultural heritage. Students who participate in ICH-infused curricula exhibit a deeper understanding and appreciation of their cultural roots. Secondly, the utilization of digital technologies has enabled the preservation and dissemination of ICH on an unprecedented scale, ensuring that this invaluable knowledge is not lost to future generations.

From a theoretical perspective, this research underscores the importance of interdisciplinary collaborations in the revitalization and innovation of cultural heritage education. It also highlights the transformative potential of digital technologies in reshaping educational paradigms. In practical terms, the implementation of ICH-infused curricula has led to the development of innovative teaching strategies that are better suited to the needs of digital native learners.

However, it is important to acknowledge the limitations of this research. Further studies are needed to assess the long-term impact of ICH integration on student outcomes and to identify potential barriers to the widespread adoption of these

Recommendation

In the context of the digital age, integrating Intangible Cultural Heritage (ICH) into campus education has become an important way to promote cultural inheritance and innovation. Through the research in this article, we have deeply analyzed the current situation, challenges, and opportunities of ICH in campus, and proposed a series of strategy recommendations based on the research results. These suggestions aim to provide feasible references for policy makers, educators, and ICH inheritors, and jointly promote the effective inheritance and development of ICH on campus.

Suggestions for Policy Makers

First, formulate special policies and plans. Policy makers should attach great importance to the work of ICH in campus, formulate and implement a series of special policies and plans, and provide institutional guarantees for the inheritance education of ICH on campus. This includes but is not limited to: clarifying the goal tasks, time arrangements, and funding guarantees for ICH in campus; establishing cross-departmental collaboration mechanisms to integrate cultural, educational, technological, and other resources to form a working force; and strengthening supervision and evaluation of the implementation by localities and schools to ensure that policies are implemented.

Second, strengthen digital infrastructure construction. Digitalization is an important support for ICH in campus. Policy makers should increase investment and strengthen the construction of digital infrastructure in schools, such as building high-speed and stable network environments, equipping advanced multimedia teaching equipment, and developing professional ICH digital repositories. At the same time, encourage and support technological research and innovation to promote the development and application of ICH digital protection and inheritance technology.

Third, improve the legal system. Establish and improve a legal system related to ICH protection, clarifying the definition, classification, protection principles, rights and obligations of inheritors of intangible cultural heritage. At the same time, increase the crackdown on illegal activities to protect the intellectual property rights of ICH and the legitimate rights and interests of inheritors.

Suggestions for Educators

Secondly, update educational concepts. Educators should establish a "student-centered" educational philosophy, focusing on cultivating students' innovative thinking and practical

abilities. In the process of ICH in campus, educators should guide students to actively explore, experience, and practice the essence and value of ICH, stimulating students' interest and enthusiasm in learning.

Second, innovate teaching methods. Educators should actively explore and innovate teaching methods by combining traditional teaching with digital teaching. Through modern technological means such as multimedia teaching, virtual reality (VR), and augmented reality (AR), students can more intuitively and vividly experience the charm of ICH. At the same time, encourage students to participate in project-based learning, cooperative learning, and other teaching activities to improve student participation and learning efficiency.

Third, strengthen teacher training. Teacher training is an important guarantee for ICH in campus. Educators should actively participate in various ICH protection and inheritance training and exchange activities to continuously improve their professional quality and teaching ability. At the same time, schools should strengthen teacher assessment and incentives to stimulate teachers' work enthusiasm and creativity.

Suggestions for Intangible Cultural Heritage Inheritors

Thirdly, actively participate in campus inheritance. Intangible cultural heritage inheritors are an important force for ICH in campus. Inheritors should actively participate in campus inheritance activities and pass on the knowledge and skills of ICH to students through lecturing, performing, demonstrating, etc. At the same time, inheritors should pay attention to students' learning needs and interests to innovate teaching methods and content to improve teaching efficiency.

Fourthly, strengthen cooperation with educators. There should be a close partnership between inheritors and educators to jointly promote the work of ICH in campus. Both parties can regularly hold communication meetings or seminars to share teaching experience and insights; jointly develop teaching materials or resources; carry out joint research or project cooperation; etc. Through cooperation to achieve complementary advantages, resource sharing, and mutual benefits.

Finally, focus on self-improvement and innovation. Inheritors should continuously learn and master new knowledge and skills to improve their professional quality and innovation ability. At the same time, inheritors should pay attention to the impact and challenges of social development and changes on ICH inheritance to actively seek new ways of inheritance. Through continuous innovation and practice to promote the inheritance and development of ICH.

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In today's digital tide sweeping the world, introducing intangible cultural heritage into campus is not only an inheritance and innovation of traditional culture but also a cultivation of young generation's cultural consciousness and confidence. We are aware of the arduousness and lofty mission of this research task. Therefore, we will cherish the hard work and selfless dedication of every participant more, continue to promote the educational innovation of "intangible cultural heritage in campus" with full passion and firm belief, and continue to move forward.

Moreover, we need to emphasize that the protection and inheritance of intangible cultural heritage is a systematic project that requires the joint efforts of the government, society, schools, and every individual. We look forward to more people joining this line in the future to contribute their own strength to protecting and inheriting human cultural treasures.

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