

Research Article

Research on the Development Strategy of Intangible Cultural Heritage Theme Study Tour for Primary and Secondary School Students in Tai'an City

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Abstract

The implementation of the policy of reducing the homework burden and extracurricular training burden on students in compulsory education reflects the emphasis on cultivating comprehensive abilities of students at the national level. Study tour is a comprehensive practical education activity course that closely integrates on campus education and off campus education. Its learning, exploratory, and experiential nature is an effective way to enhance students' comprehensive quality, cultivate innovative spirit, and practical ability. In recent years, the country and various provinces and cities have regarded study tours as an important part of promoting quality education, and have successively introduced various policy measures to encourage the development of study tours. Intangible cultural heritage study tour is a cultural tourism education activity that integrates the design and development of "intangible cultural heritage" and "study tour". It can not only guide the learning and practice of primary and secondary school students, but also promote the "active" inheritance of intangible cultural heritage. This article takes Tai'an City as the research object, starting from stakeholder theory, tourism experience theory, and education related theory, and adopts literature research, questionnaire survey, and field investigation methods to study the intangible cultural heritage study tour in Tai'an City. It proposes three principles for the development of intangible cultural heritage study tour products, and proposes to build a "big publicity pattern", develop a type of "diversified curriculum", and provide a "comprehensive support". The development strategy of building a "professional team" is to design an intangible cultural heritage study tour product that combines ancient architecture and shadow puppetry, in order to explore a development model suitable for the actual study tour product in Tai'an City, and provide reference and ideas for other counties and even larger study tour markets.

Keywords

Study Tour, Intangible Cultural Heritage, Development Strategy, Primary and Secondary School Students

1. Introduction

Study tour is an extracurricular educational activity organized and arranged by the education department and the school in a planned manner. Students travel collectively,

gather for meals and accommodation, and in this process, achieve an organic combination of research-based learning and travel experience. As an important extracurricular prac-

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tice activity to enhance students' comprehensive quality, cultivate innovative spirit and practical ability, study tour have gradually become the "third classroom" that promotes the deep integration of textbook knowledge and life experience. It is an effective way to help reduce the homework burden and extracurricular training burden of students in compulsory education, and to help students fully implement quality education and comprehensive development. In recent years, the country has vigorously advocated the development of youth study tour and suggested incorporating study tour into youth quality education. At the same time, with changes in people's lifestyles, the living space of many ICH (intangible cultural heritage) sites is gradually shrinking, and the situation is not optimistic. Most young people, due to the impact of foreign popular culture, gradually lose their awareness of national culture and lack the initiative to understand traditional culture and ICH culture. Therefore, how to make young people pay attention to ICH, explore its connotation, and then protect and inherit ICH is an urgent issue, and it is also the key to the survival of traditional culture in the new environment. Against the backdrop of the high importance placed on cultural confidence by the country and society, study tour based on ICH are in a period of promising development opportunities.

In recent years, research related to study tour has received increasing attention from scholars in the fields of tourism and education. Through reviewing relevant literature, it has been found that the research content mainly includes motivation or needs for participating in study tour, the current situation and development strategies of study tour, as well as research on the development and design of study tour products in different disciplines such as Chinese, geography, and history. Based on a survey of the demand for study tour, Ye Jun and Wang Ying analyzed four dimensions of study tour cognition [1], willingness to study ICH, purpose of study ICH, and purchasing behavior preferences. Finally, they proposed development strategies for study tour products from three dimensions: government, school, and supplier; Jiang Wenyu and Wang Jingjing took the Quzi Cultural Park as the research object, analyzed the current situation and existing problems of the development of Quzi Cultural Park's study tour products, and proposed optimization suggestions for Quzi Cultural Park's study tour [2]; Yang Luge, Fu Jiaqi, and Huang Junyi-used Yongchun County, Quanzhou City as an example to analyze the current situation and problems of utilizing intangible cultural heritage to develop study tour [3]. The study pointed out that the construction of study tour bases should be strengthened from four aspects: base norms, cultural space, research courses, and professional talents; Yang Yang studied the five driving forces behind the interactive development of the active inheritance of ICH and the development of study tour. Based on the "cultural environment" model and the tourism lifecycle [4], he analyzed the interaction mechanism between the two. Wang Qi, Xu Yixing, Yang Xin. Based on the existing resources of Guandu Ancient Town and targeting middle school students [5], the intangible cultural heritage

research and learning tourism products in Guandu Ancient Town are divided into two types: "thematic research and learning" and "comprehensive research and learning". They respectively design four product cases: traditional drama art research and learning tour, copper walking silver production technology research and learning tour, Guandu Ancient Town intangible cultural heritage comprehensive experience research and learning tour, and Guandu ethnic and folk culture research and learning tour. Li Haimeng, Zhao Jun, Ke Xiaojie pointed out that the integration of culture and tourism provides convenient conditions for the study of intangible cultural heritage in primary and secondary schools [6]. The development of intangible cultural heritage study needs to be placed in the cultural perspective of local knowledge, and the integration of culture and tourism should connect the local and public aspects of intangible cultural heritage, and be included in the school education system of universal knowledge. Schools, study bases, and families need to each play their respective roles in intangible cultural heritage study, so as to comprehensively improve the comprehensive educational effect of intangible cultural heritage study. Ma Suping proposed to explore the labor education elements contained in traditional intangible cultural heritage of skills [7], implement themed study tours that integrate labor education, which is of great significance for enriching labor education methods, innovating study curriculum ideas, and improving students' comprehensive literacy.

Although the city of Tai'an in Shandong Province, where the author is located, has abundant intangible cultural heritage resources, some ICH projects have not been fully developed and utilized, and the combination with study tour is not yet mature and has not been deeply developed. How to better tap into the rapid development of the study tour market, constantly innovate in the connotation and form of study tour, and explore a path of study tours for primary and secondary school students is very worthy of attention and consideration.

2. Overview of ICH in Tai'an City

The resources of ICH projects in Tai'an City are very abundant. As of June 2023, there is one "Representative List of Intangible Cultural Heritage of Humanity" project recognized by UNESCO, 12 national level lists, 59 provincial-level lists, and 586 municipal level lists in Tai'an City. There are also 4 national level inheritors, 20 provincial-level inheritors, and 187 municipal level inheritors. These intangible cultural heritage can be divided into 10 categories according to their categories: folk literature, traditional music, traditional dance, traditional drama, quyi, traditional sports, entertainment, acrobatics, traditional art, traditional skills, traditional medicine, folk customs, etc. Among them, there are 10 traditional dance projects, 16 traditional drama projects, 32 traditional sports, entertainment, and acrobatics projects, 87 traditional art projects, and 246 traditional skills projects suitable for primary and secondary school students to carry out research

and learning activities in intangible cultural heritage.

The resources of research venues for ICH in Tai'an City are very abundant. There are a total of 6 provincial-level intangible cultural heritage inheritance education practice bases, 30 municipal level intangible cultural heritage inheritance education practice bases, and 67 intangible cultural heritage workshops.

Therefore, Tai'an City has a large number of intangible cultural heritage resources and bases suitable for primary and secondary school students to carry out research and learning activities, which provides a strong foundation for Tai'an City to carry out intangible cultural heritage themed study tour.

3. Development Principles for ICH Study Tour Products

ICHST (Intangible cultural heritage study tour) is a cultural tourism education activity that integrates the design and development of "intangible cultural heritage" and "study tour". It can not only guide the learning and practice of primary and secondary school students, but also promote the "active" inheritance of intangible cultural heritage [8]. Based on the characteristics of ICH resources in Tai'an City, the development of intangible cultural heritage study tour products in Tai'an City should adhere to the three principles of "demand orientation, value goals, and highlighting characteristics" while meeting the needs of education and market, striving to maximize the social and economic value of the products.

(1) Demand orientation

On the one hand, it is the demand of product supply. The development of products ultimately needs to serve and be applied to the research and study travel market. Product development without market demand is not only worthless, but may also cause waste of resources and damage to the ecological environment. Therefore, the needs and feedback of primary and secondary school students as market entities are the basis for the development of intangible cultural heritage study tour products. Based on a thorough investigation of "students' demand characteristics, consumption levels, product forms, product content" [9], and other needs for intangible cultural heritage study tour, comprehensive resource characteristics and product positioning should be taken into account to carry out product development and design in a reasonable and orderly manner. *On the other hand, there is a demand for product value,* and value cocreation is a new business model that emphasizes the cooperative relationship between consumers and enterprises, creating and sharing value through cooperation. In the product of intangible cultural heritage study tours, intangible cultural heritage can be inherited and promoted through study tours, while study tours can provide richer learning and experience opportunities through intangible cultural heritage. This value co creation partnership can help promote and develop research tours and intangible cultural heritage in the market more effectively.

(2) Value goals

Firstly, the educational value of the product. The development and design of intangible cultural heritage study tour products must meet the educational goals of different research objects and maximize the educational value of resources; *Secondly, it is the economic value of the product.* Product development without considering economic benefits is unscientific, and products that cannot generate economic benefits do not have the ability for sustainable development; *Finally, it is the social value of the product.* The development of the product cannot simply pursue economic benefits, but should fully consider the protection and active inheritance of intangible cultural heritage, so that the product can fully play the social value of promoting the inheritance of traditional culture.

(3) highlighting characteristics

Being unique and Highlighting distinctive features are the key to avoiding product homogenization and gaining popularity in the vast market of intangible cultural heritage research travel products. The characteristics of intangible cultural heritage study tour products should be reflected in many aspects such as environment, faculty, content, quality, and service. Product development should take into account the different levels of knowledge and physical and mental development characteristics of students in different stages. The developed products should have diversity in safety, education, practice, and richness, and participation methods should include observation, exploration, and experience.

4. Development Strategy for ICH Theme Study Travel Products in Tai'an City

4.1. Building a "Big Publicity Landscape"

At present, the promotion of intangible cultural heritage research projects in Tai'an City mainly relies on offline dissemination, often through relatively single forms such as intangible cultural heritage exhibitions and travel agencies entering the campus for promotion. We should innovate our promotional methods, adopt a combination of offline and online modes, and increase the publicity efforts of intangible cultural heritage themed research and learning projects. The cultural and tourism departments and the education departments should collaborate with multiple departments, strengthen overall planning, and widely carry out promotional activities for intangible cultural heritage research and learning, including "entering communities, schools, classrooms, and families"; At the same time, leveraging the advantages of online communication, on the one hand, we will carry out online intangible cultural heritage themed study classes, online interviews with intangible cultural heritage inheritors, and other promotional activities. On the other hand, we will release a series of videos on short video platforms, including the natural scenery of the intangible cultural heritage study base and experience guides for intangible cultural heritage study projects.

4.2. Develop a Type of "Diversified Curriculum"

Study tour courses are courses that enable students to gain a deeper understanding of knowledge and skills in fields such as nature, society, and culture. These courses require students to implement a teaching method that combines learning and exploration through practical activities, on-site investigations, and personal experiences. The design of course content should follow three principles: first, students should be the main body and have a high level of participation; Secondly, the depth and breadth of the content should be in line with the level of physical and mental development of students [10]; Thirdly, the design of content should be combined with the experiential context. The curriculum design idea of "three combinations of intangible cultural heritage study tour and subject curriculum, Mount Taishan culture and labor education" can be adopted for the study tour of intangible cultural heritage in Tai'an City, focusing on the interdisciplinary, practical and experiential nature of the curriculum, and designing a number of multi style courses such as visit and observation, classroom penetration, experience interaction and subject integration and combination to guide students from the design, implementation Deeply participate in various aspects such as summarizing in intangible cultural heritage culture.. On the other hand, graduate courses should gradually develop towards specialization and customization [11]. After the study tour, it is necessary to mobilize the enthusiasm of multiple personnel to participate, implement objective and open course evaluations, and achieve diversity in evaluation content and scientific evaluation methods [12].

4.3. Provide a "Comprehensive Support"

Strengthen the top-level design of intangible cultural heritage study tours. Tai'an City not only needs to deeply understand the spirit of national level institutional documents, but also needs to combine with the actual situation of Tai'an to formulate policies for intangible cultural heritage themed study tours that are in line with the local situation. The Education Bureau and Cultural Tourism Management Department have issued management methods and operation manuals with strong guidance and supervision, forming a sound institutional system for intangible cultural heritage study tours. *Increase funding for research and study tours on intangible cultural heritage.* Special funds will be allocated for both intangible cultural heritage and academic research, encouraging schools, tourism industry, etc. to conduct research on intangible cultural heritage, and implementing a policy of reducing or exempting admission fees for primary and secondary school students to study and travel to scenic spots. Various channels are used to raise funds for research tours for primary and secondary school students, exploring the establishment of a diversified funding mechanism jointly undertaken by the government, schools, and families, and encour-

aging support for study tours through social donations, public welfare activities, and other forms. At the same time, the study tour base carries all the content of study tour activities, and the platform's software and hardware facilities directly determine whether the study tour goals are achieved [13]. On the one hand, the functions and services of existing intangible cultural heritage research and learning travel bases should be optimized. On the other hand, efforts should be made to increase the development of diversified research and learning travel bases.

4.4. Building a "Professional Team"

Strengthen skill training, fully leverage the existing talent pool of school teachers, research base mentors, travel agency tour guides, etc., actively carry out professional training, enhance their professional abilities, and make precise efforts to promote the development of intangible cultural heritage research travel in Tai'an City, gathering and forming a talent think tank; *Strengthen the training of professional talents,* cooperate with Shandong Agricultural University, Taishan University and other universities in Tai'an, cultivate composite talents with "tourism+education+professional skills" [14], and engage in project development and operation, planning and consultation, route design, curriculum development and other work; *Strengthen the cultivation of inheritors,* innovate apprenticeship training methods, strengthen the inheritor team, different inheritance teaching bases can launch small tour guides or mentors for intangible cultural heritage research tourism [15], innovate the training methods of apprentices, expand the team of inheritors, fully stimulate the sense of mission and sense of responsibility of inheritors, and enhance the cohesion of the team of inheritors.

5. A Case Study of ICH Theme Study Tour for Primary and Secondary School Students in Tai'an City

Based on the abundant ICH resources in Tai'an City, design a study tour product for a cultural journey of "ancient architecture+shadow puppetry".

Study duration: 1 day of study.

Study location: Dai Temple, Tai'an City.

Research background: (1) The Tiangong Hall of Tai'an Dai Temple is the main building of the Dai Temple, first built in the Northern Song Dynasty. It adopts the highest standard of ancient Chinese architecture and is known as one of the three ancient palace style buildings in China, along with the Taihe Hall of the Forbidden City in Beijing and the Dacheng Hall of the Confucian Temple. On the east, north and west walls of the hall, there is a huge mural "Mount Taishan God Awakening and Returning", which vividly depicts the spectacular scene of Dongyue Emperor's patrol and return. This painting is the only one on this topic in the country, with extremely

high historical, artistic, and aesthetic value. (2) Mount Taishan Shadow Play is a traditional drama in Tai'an City, Shandong Province, and one of the national ICH. Originating from the Qing Dynasty, it belongs to a typical oral folk art. Performances do not have scripts, and actors rely entirely on memory to perform. Its repertoire is relatively rich. Mount Taishan shadow play is an important part of Mount Taishan culture. It integrates Tai'an folk art, music and opera, and has important reference value in the study of folk customs and local history and culture.

Research subjects: Primary school students in grades four or five, or middle school students in grades one or two, who are in a critical period of independence, self-awareness, and value formation, have a certain degree of self-awareness, are curious about new things, and are also in a critical period of learning labor skills and cultivating labor quality.

Study type: learning+experience.

Research objectives: on the one hand, learn to inherit, let the national treasure live, experience Mount Taishan shadow play in Tai'an, make a shadow play by yourself, and work together to sing a shadow play; On the other hand, it is important to take responsibility. By observing ancient buildings and trees, we can establish a sense of social responsibility to protect nature, preserve ancient buildings, and inherit Chinese civilization, and become responsible and dream driven young people.

Study methods: visiting and learning, cultural knowledge explanation, group discussion, skill observation, design and production, sharing and expression, and research records.

Research content: (1) Get up close to the Tiangong Hall, one of the three major halls in China, and experience the beauty of architectural art. (2) Experience Mount Taishan Shadow Play and feel the charm of the world's intangible cultural heritage.

Study guarantee: safety notice, study safety plan, teacher allocation, medical and security personnel, etc.

6. Conclusion

The development and research of ICH themed study tours in Tai'an City, on the one hand, combines intangible cultural heritage with study tours, placing intangible cultural heritage inheritance in the context of study tours, complementing the theoretical level of study tours, is a new perspective on ICH inheritance, enriching the selection of study themes and content levels. On the other hand, most of the existing research on study tours is based on the analysis and exploration of existing developed products, and the research and development combined with courses mainly focuses on language, geography, and history. This study explores and analyzes the development strategies of Tai'an's intangible cultural heritage themed study tours, providing practical basis for the future development of Tai'an's intangible cultural heritage tourism. It also summarizes a new model for the protection and inheritance of Tai'an's intangible cultural heritage under the background of "shaping tourism with culture, and promoting tourism with

culture". It has practical and reference value for the diversified development of study tours and the sustainable inheritance of intangible cultural heritage.

According to the «2022 National Economic and Social Development Statistics Bulletin of Tai'an City», there are a total of 311000 students in 206 ordinary middle schools and 323000 students in 463 primary schools in Tai'an City. Applying the results of this research to various levels of tourism departments and schools in Tai'an City has broad application prospects and value in exploring diverse and rich development of study tours, shaping distinctive study tour courses, and playing a demonstrative and leading roles.

Abbreviations

ICH: Intangible Cultural Heritage

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Conflicts of Interest

The authors declare that they have no competing interests.

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