

## **Curriculum design of intangible cultural heritage integrated into college education based on OBE(outcome-based-education) concept**

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**Keywords:** Intangible Cultural Heritage, Educational inheritance, outcome-based-education.

**Abstract:** As the main front of cultural heritage and innovation, colleges and universities are bound to integrate intangible cultural heritage into their own education system. This article first discusses the convergence of intangible cultural heritage and college education and combs the current problems of intangible cultural heritage integration into colleges and universities, and then combines the teaching practice of the past ten years to propose the implementation strategy of intangible cultural heritage integration into college education and the establishment of outcome-based-education (OBE) non-cultural heritage. The integration of cultural heritage into college education is expected to provide a reference path for the integration of intangible cultural heritage into college education.

### **1. Introduction**

In recent years, countries in the world have actively explored and promoted the protection and inheritance of intangible cultural heritage. Education is the best way to promote the inheritance of intangible cultural heritage. This article introduces that we have integrated the intangible cultural heritage resources of the Jialing River basin into the teaching of professional courses in colleges and universities in the past 10 years, and continue to summarize experience and gradually explore the establishment of a result- outcome-based-education (OBE) intangible cultural heritage into college education mode, hoping to integrate regional Intangible cultural heritage resources are integrated into teaching, providing reference paths and practical cases.

### **2. The conjunction point of intangible cultural heritage and college education**

As a precious cultural resource, intangible cultural heritage is the source of talent training, scientific research, social service, and leading cultural in colleges and universities. Intangible cultural heritage is produced under specific historical conditions. It witnesses the historical and cultural changes of a certain region and a certain nation, carries the cultural genes of the region or nation to which it belongs, and contains rich spiritual culture. Intangible cultural heritage has interdisciplinary cultural characteristics and knowledge attributes.

As the main front of cultural inheritance and innovation, colleges and universities have the responsibilities of talent training, scientific research, social service, and leading cultural. This has a natural fit with the historical, cultural, scientific research, education, and economic value of the intangible cultural heritage. Colleges and universities provide a platform for the inheritance and development of intangible cultural heritage, which can realize complementary advantages, mutual benefit and common development.

### **3. Implementation strategy of integrating intangible cultural heritage into college education**

#### **3.1. A concept, people-oriented, serving the development of students, teachers and inheritors**

We believe that the integration of intangible cultural heritage into college education should adhere to the concept of "people-oriented", serving students and teachers. Specifically, as the carrier of Chinese excellent traditional culture, intangible cultural heritage, in the process of integrating into

college education, we should closely focus on serving the talents of students and the development of teachers to explore, develop and utilize the diverse values contained in intangible cultural heritage.

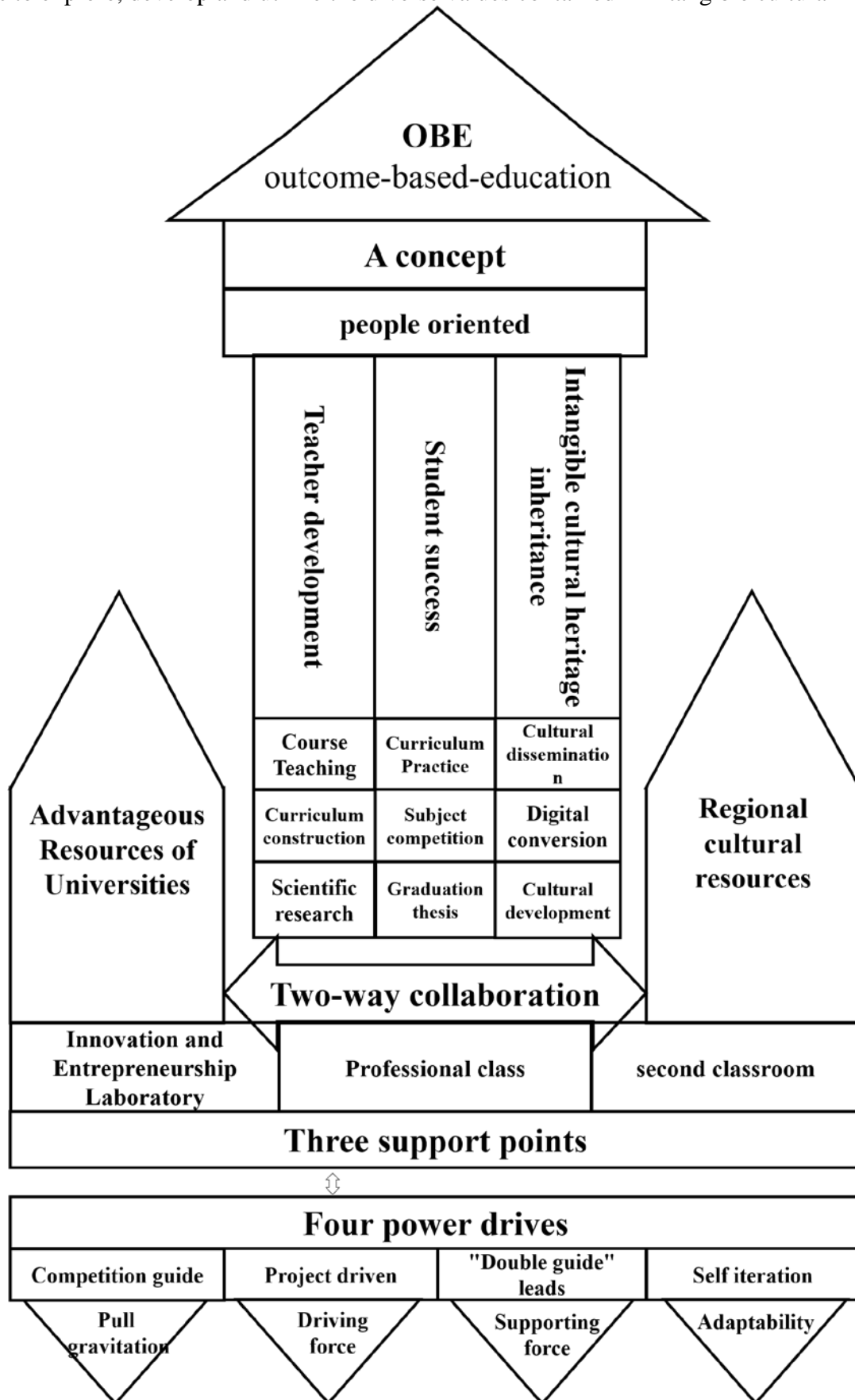


Figure 1. Implementation strategy

### **3.2. Two-way collaboration, collaboration between universities and local governments to help non-genetic inheritance and development**

Intangible cultural heritage is an important local cultural resource, and the related departments of intangible cultural heritage of the local government also serve as an important force for the protection, research and inheritance of intangible cultural heritage. The protection of the heritage is independent, causing a waste of human, material and financial resources. [1]Therefore, it is necessary to establish a collaborative innovation development platform (mechanism) between universities and local intangible cultural heritage to achieve institutional interconnection, information exchange, and resource and achievement sharing.

### **3.3. Trinity, with classroom, double innovation laboratory and second classroom as the supporting point, deep integration in all directions**

The integration of intangible cultural heritage and university education is not only a partial one-sided integration, but a comprehensive and three-dimensional deep integration. Classrooms, double innovation laboratories, and second classrooms are the main areas of school teaching and education. Intangible cultural heritage should use classrooms, double innovation laboratories and second classrooms as supporting points to build a trinity deep integration system of intangible cultural heritage and college education.

### **3.4. Driven by the four forces, with the key point of enhancing the kinetic energy of integration, sustainable development**

Competition guidance: Guide teachers and students to use the unique intangible cultural heritage resources in the region to produce works to participate in "Internet +", Challenge Cup and intangible cultural heritage related subject competitions. Teachers and students learn about intangible cultural heritage, participate in intangible cultural heritage practice and work production, and participate in related Competition, to promote teaching, to promote learning, and to promote innovation by competition, [2] stimulates teachers and students to explore the intrinsic motivation of intangible cultural heritage value to drive the creative transformation and innovative development of intangible cultural heritage.

Project-driven: PBL project-based learning provides students with opportunities to solve real problems. [3] teachers design a number of specific task-centered projects, promote students' practical application of knowledge in the process of creation of works, so as to effectively enhance students' innovative and creative ability.

"Dual guides" lead: In the process of project advancement, there will inevitably be technical difficulties and blind spots of knowledge. At this time, "dual guides" are needed to provide necessary support. "Double tutor" refers to tutors and "students".

Self-iteration: Due to the wide variety of intangible cultural heritage items, the regional distribution of intangible cultural heritage items presents the characteristics of aggregation and dispersion, [4] and the continuous changes in student characteristics and the updating of protection technologies, it is necessary to continuously optimize the status quo of different intangible cultural heritage projects and the characteristics of students Iterative plan to adapt to changes in intangible cultural heritage projects, students and technology.

#### 4. Intangible cultural heritage is integrated into the educational practice of colleges and universities

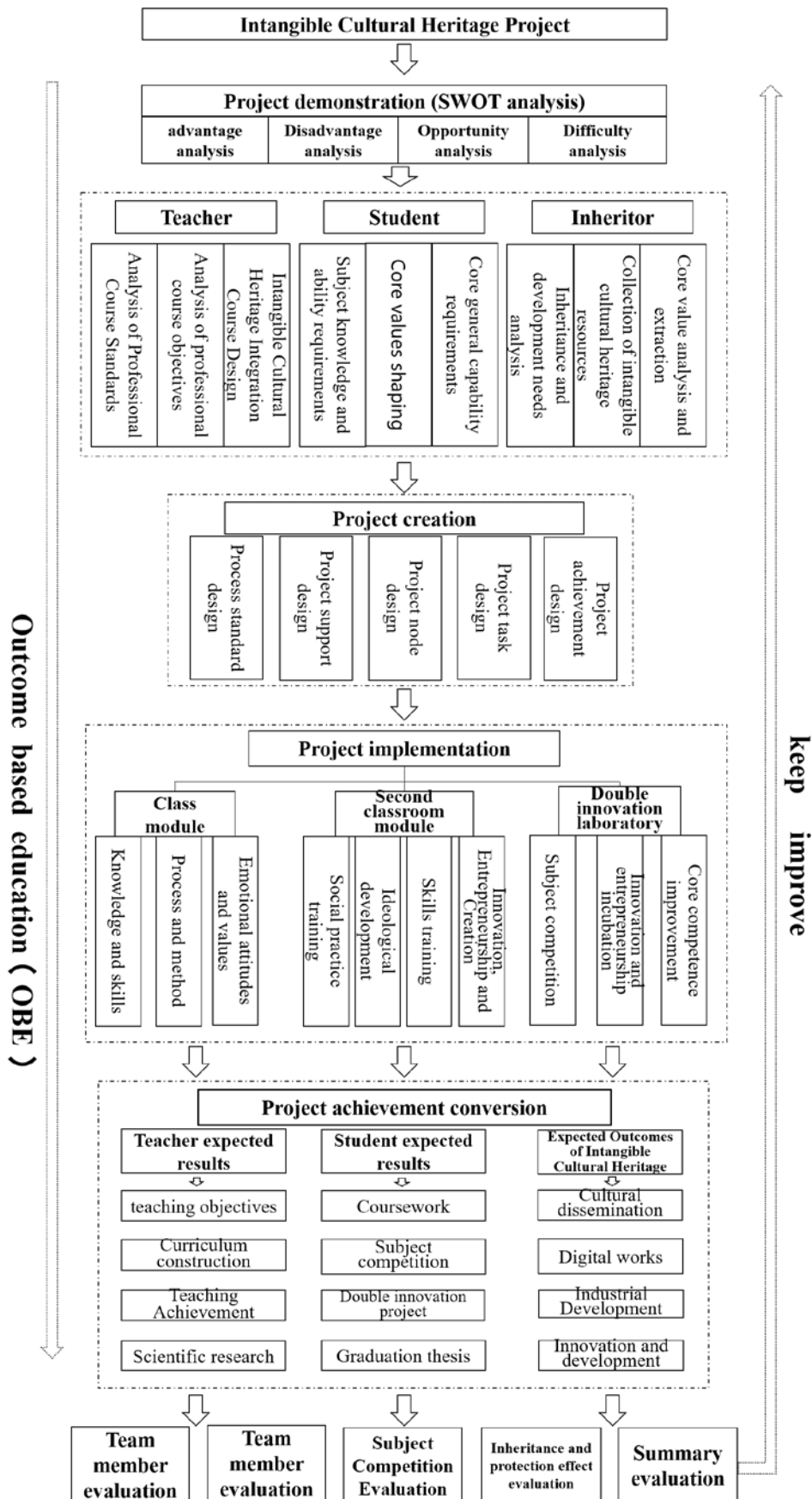


Figure 2. integrated into the educational operation

This article is based on the teaching practice of combining the intangible cultural heritage resources of the Jialing River Basin with the teaching practice of the educational TV program of the Educational Technology Major of China West Normal University in the past 10 years, continuously summing up experience and gradually exploring and establishing the intangible cultural heritage integration based on the OBE education concept (result-oriented education) University education model

Outcome-based-education (OBE) originated in the United States and emphasizes output-oriented.[5] "Student-centered, output-oriented, continuous improvement" is the core concept of OBE,[6] What is the emphasis on student outcomes? Why do you want such learning outcomes? How to help students achieve learning outcomes? How to test learning outcomes?[7] Based on this concept, build ideas, resources, and methods based on the needs of students, teachers, and intangible cultural heritage Integrate intangible cultural heritage into the educational model of colleges and universities with the mechanism.

First of all, the instructor team based on different courses, students and the requirement goal of intangible cultural heritage, and do SWOT analysis demonstration about the regional intangible cultural heritage project, and then according to the results of the demonstration, the lack of conditions, the timing of immature intangible cultural heritage project implementation of suspended project operation. Then, the instructor and the instructor jointly complete the project creation, including process standard design, project support design, project node design, project task design, and project outcome design. Finally, the tutor team is responsible for the overall arrangement and coordination of resources, the instructor is responsible for the unified management of the project, and the students are responsible for specific implementation.

In professional classrooms, teachers present teaching goals and achievements in senior grades to stimulate students' learning motivation. Students complete group teams according to their respective situations, determine topic selection and group goals, and collect materials needed for works. Under the knowledge and skills taught by the teacher, and the support and guidance required by the works, the students cooperate in teams to complete the design, generation, evaluation, and iterative optimization of the works. At the end of the term, the work release, group mutual evaluation, and intra-group mutual evaluation will be completed through work display and exchange activities. The teacher will conduct a summary evaluation and guide the students to optimize the work again.

In the Double Innovation Lab, through the seamless connection with the summer social practice, innovation and entrepreneurship and subject competition in the second classroom, the team uses the summer social practice to carry out Intangible cultural heritage project research, project design, research and development, work development, project roadshows, Application, feedback, adjustment and optimization The final intangible cultural heritage curriculum works are transformed into works of intangible cultural heritage innovation projects and subject competitions.

## **5. Concluding remarks**

As a treasure of human civilization, intangible cultural heritage has important value in history, culture, economy and education. As the main battlefield for cultural heritage and innovation, colleges and universities integrate intangible cultural heritage into education and teaching, which not only contributes to the realization of the functions of colleges and universities, but also promotes the development and transformation of intangible cultural heritage innovation. Through practice, we put forward the implementation strategy of intangible cultural heritage integration into college education and the implementation path based on outcome-based-education (OBE) intangible cultural heritage integration into college education. The reference path is to strengthen the integration of intangible cultural heritage in education and teaching of more university disciplines, and jointly promote the inheritance and development of intangible cultural heritage.

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