

A Study on the Collaborative Development of Teacher Education Reform and the Lingnan Edition Art Textbooks under the Background of “Integration of Intangible Cultural Heritage”

Xianhui Huang^{1*}

¹ School of Fine Arts, South China Normal University, Guangzhou, China

Email Address

150596917@qq.com (Xianhui Huang)

*Correspondence: 150596917@qq.com

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Abstract:

As a cultural treasure of the nation, Intangible Cultural Heritage (ICH) embodies profound historical memories, distinctive aesthetic values, and exquisite craftsmanship. It serves as a spiritual bridge connecting the past and the future of a nation. Teacher education, as the cornerstone of the educational system, bears the vital responsibility of cultivating future educators. Against the backdrop of the “integration of intangible cultural heritage,” reform in teacher education has become both inevitable and essential. The Lingnan Edition Art Textbooks, characterized by strong regional features, incorporate abundant elements of Lingnan culture and share intrinsic connections with the essence of ICH. Promoting the collaborative development between teacher education reform and the Lingnan Edition Art Textbooks can facilitate the complementary advantages of both, thereby advancing the dissemination and inheritance of intangible cultural heritage within the educational field.

Keywords:

Lingnan Edition Art Textbooks, Intangible Cultural Heritage, Teacher Education Reform

1. The Tide of the Era: “Integration of Intangible Cultural Heritage”

1.1. The Value and Contemporary Context of Intangible Cultural Heritage

Intangible Cultural Heritage (ICH) represents the diverse traditional cultural expressions and spaces that have been passed down through generations and are deeply rooted in the everyday lives of various communities. It stands as a priceless treasure of human civilization.

From a cultural perspective, ICH serves as a “living fossil” of national culture. Each heritage item embodies the cultural genes of a particular ethnic group or community and functions as a vital symbol of collective identity and belonging.

From an artistic standpoint, ICH provides an inexhaustible source of inspiration for contemporary artistic creation. Traditional crafts such as paper-cutting, embroidery, and wood carving demonstrate exquisite techniques and distinctive aesthetic styles, injecting new vitality into modern design, painting, and sculpture. For instance, many internationally renowned fashion and design brands have incorporated elements of traditional Chinese embroidery into their works, thereby blending modern sensibilities with deep cultural connotations.

From a historical viewpoint, ICH records the evolution of human society in unique and irreplaceable ways, complementing the limitations of written documentation. The Shiwan ceramic sculpture technique, listed among China’s first batch of national intangible cultural heritage items, traces its history back to the late Neolithic Age. Pottery fragments unearthed at the Hedang Shell Mound Site, featuring intricate geometric patterns such as zigzags and grids, bear witness to the long and continuous history of Shiwan ceramics.

However, amid the rapid pace of modernization, ICH faces severe challenges to its inheritance and sustainability. Many traditional lifestyles and production methods have gradually been replaced, depriving ICH of its cultural soil for survival. For example, certain traditional handicrafts, due to their complex production processes and limited economic returns, have become less appealing to younger generations, resulting in a lack of successors. Meanwhile, the influx of globalized cultural influences has further compressed the living space of indigenous heritage, leading to the declining visibility and influence of some traditional practices.

1.2. The Acceptance and Demand for Intangible Cultural Heritage in the Field of Education

The integration of Intangible Cultural Heritage (ICH) into education has become an inevitable trend of contemporary development. The Convention for the Safeguarding of the Intangible Cultural Heritage emphasizes that “States Parties shall endeavor, by all appropriate means, to ensure recognition of and respect for the intangible cultural heritage in society, particularly through educational, awareness-raising and information programs, especially for young people.”[1]

In alignment with this global vision, China has issued a series of policy documents highlighting the importance of strengthening education on outstanding traditional Chinese culture and incorporating ICH into the national education system. The Opinions on Implementing the Project for the Inheritance and Development of Excellent Traditional Chinese Culture explicitly propose to promote the entry of intangible cultural heritage into schools, enabling students to understand and carry forward traditional culture through learning and practice. These policies not only provide strong institutional guarantees for the transmission of ICH within the educational field but also clarify the direction for its sustainable development.

Furthermore, the diversity and richness of ICH offer abundant cultural resources for education, contributing to the cultivation of students’ cultural inclusiveness and global perspectives. By engaging with ICH, students can develop a deeper understanding of the cultural differences among various ethnic groups and regions, thereby fostering intercultural communication and mutual understanding.

2. Reform of Teacher Education: Paving the Way for the Inheritance of Intangible Cultural Heritage

2.1. The Evolution and Current Status of Teacher Education Reform

Since the establishment of China's teacher education system in the early 20th century under the Qing government, the field has undergone more than a century of development. It was not until the period of reform and opening-up that teacher education entered a new stage of comprehensive transformation and renewal. During this phase, reforms focused on optimizing training objectives, enhancing the overall quality and professional competence of teacher candidates, and aligning teacher education with the demands of educational modernization. Meanwhile, curricula and teaching methods were continuously updated, gradually forming diverse and adaptive training models.

In the 21st century, as society evolves rapidly and educational philosophies shift, the reform of teacher education has increasingly emphasized the cultivation of innovative, practice-oriented, and high-quality teachers. Current reforms advocate for a closer alignment between teacher education and basic education, with a focus on developing pre-service teachers' practical and research capacities. Teacher education institutions are encouraged to establish partnerships with primary and secondary schools to build practice bases, offering students authentic teaching experiences. Furthermore, the advancement of digital infrastructure has promoted the deep integration of information technology with teaching and learning, improving both the efficiency and quality of instruction.

2.2. Integrating Intangible Cultural Heritage into Teacher Education: Models and Explorations

Teacher training serves as the key link in integrating Intangible Cultural Heritage (ICH) into teacher education. Many normal universities have strengthened their ICH-related faculty development through various means, such as inviting ICH inheritors and experts to deliver lectures, organizing specialized training programs, and fostering interdisciplinary collaborations [2][3][4][5].

Explorations into models for integrating ICH into teacher education have evolved into multi-dimensional practices supported by theoretical research, providing valuable references for this emerging field. For instance, in 2025, Zaozhuang University developed an exemplary model through its "Trinity Curriculum Cluster," "Three-Level Interactive Teaching System," and "Four-Party Collaborative Mechanism," which collectively transformed ICH education from "static inheritance" to "dynamic cultivation" [2].

Similarly, the Guangdong Provincial Department of Education issued an official reply on June 30, 2025, outlining a distinctive model characterized by "policy guidance – inheritor participation – curriculum innovation – social collaboration." The document cited successful examples from Hanshan Normal University and South China Normal University, including the implementation of the "Seed Program." Furthermore, the 2025 Compilation of Excellent Cases of "ICH in Schools" in Guangdong Province (2024) included the case study of Hanshan Normal University's course "Understanding Chaozhou: ICH Inheritance and Practice" [3], demonstrating innovative approaches to embedding regional cultural resources within teacher education curricula.

In another case, a study by Zhou Hongsong (September 9, 2025) reported that Hebei Minzu Normal University led the establishment of an ICH Education Practice Alliance, exploring a “Three-Dimensional Education Model of Local Teachers, Local Craftsmen, and Local Elders” and a “University–Inheritor–Village” collaborative mechanism [4]. In addition, Li Kejun’s 2025 monograph *A New Paradigm for the Living Transmission of Excellent Traditional Chinese Culture* proposed a systematic theoretical framework for ICH education, featuring a “Three-Level Progressive Curriculum System,” “Dual-Competence Faculty Development,” and a “Classroom–Club–Community” practical model based on the same institutional practices [5].

These pioneering efforts—ranging from empirical cases to theoretical frameworks—demonstrate the breadth and depth of ICH integration across multiple provinces and institutions. Collectively, they establish a robust foundation for the deep integration of ICH and teacher education [6]. On this basis, textbook development and curriculum design have gradually become critical vehicles and practical pathways for incorporating ICH into art education.

3. The Lingnan Edition Art Textbooks: Artistic Representation of Regional Culture

3.1. The Development Trajectory of the Lingnan Edition Art Textbooks

The evolution of the Lingnan Edition Art Textbooks has been closely intertwined with the educational needs of different historical periods, reflecting the transformation and innovation of art education concepts in China. Its origin can be traced back to the early years of the Reform and Opening-Up policy, when the state placed great emphasis on education as a national priority. As an essential component of quality-oriented education, art education experienced unprecedented development opportunities. To meet the specific needs of art instruction in Guangdong Province, the Lingnan Edition Art Textbooks emerged, grounded in distinctive regional culture and committed to providing students with art education rich in Lingnan characteristics.

In its early stage, the Lingnan Edition focused primarily on foundational knowledge, systematically introducing basic concepts and techniques in painting, sculpture, and design to build a solid artistic foundation for students. The content emphasized traditional art education, particularly the appreciation and imitation of classic works, with the aim of cultivating students’ aesthetic perception and modeling abilities. For instance, in painting lessons, students were exposed to renowned works of Chinese ink painting to understand brushwork and composition principles, while in sculpture courses, they studied classical Western sculptures to learn the representation of human anatomy and proportion.

As time progressed and educational philosophies evolved, the Lingnan Edition Art Textbooks underwent continuous reform and innovation. In terms of content, they began to emphasize the connection between art education and real life, encouraging students to discover and create beauty in everyday experience. The inclusion of modern design principles and digital media arts allowed students to understand the broad applications of art in contemporary society. In pedagogy, the textbooks shifted toward student-centered approaches, employing diverse teaching methods to stimulate learners’ interest and creativity. Practical components were expanded to enhance students’ hands-on and innovative abilities, while collaborative group learning was introduced to foster teamwork and communication skills.

In recent years, the Lingnan Edition Art Textbooks have actively responded to national calls for the inheritance and promotion of traditional culture by deepening the integration of Lingnan cultural and intangible heritage elements. Through rich case studies and vivid visual presentation, the textbooks guide students to explore the traditional culture and artistic characteristics of the Lingnan region, thereby strengthening cultural confidence and a sense of national pride. Dedicated sections now introduce representative forms of Lingnan art—such as the Lingnan School of Painting, Guang Embroidery, wood carving, and brick carving—offering students insights into their historical origins, craftsmanship, and artistic value. Moreover, students are encouraged to incorporate ICH elements into their own creative practices, promoting both innovation and the sustainable development of traditional culture.

3.2. Lingnan Culture and Intangible Heritage Elements in the Textbooks

With its unique regional perspective, the Lingnan Edition Art Textbooks deeply excavate the cultural treasures of the Lingnan region, integrating rich Lingnan cultural and ICH elements to open a window for students to experience local traditions.

In the field of painting, the Lingnan School of Painting—a significant representative of Lingnan culture—occupies a prominent place in the textbooks. Detailed accounts are provided of the school’s development, from its founding by the “Three Masters of Lingnan” (Gao Jianfu, Gao Qifeng, and Chen Shuren) to its innovative philosophy of “integrating Chinese and Western traditions, combining ancient and modern art.” Students are introduced to representative works such as Gao Jianfu’s *Eagle*, Gao Qifeng’s *Furious Lion*, and Chen Shuren’s *Spring in Lingnan*, allowing them to appreciate the school’s distinctive artistic style and pioneering spirit.

Traditional architectural decorative arts of the Lingnan region also constitute an important component. The Chen Clan Ancestral Hall (Chen Jia Ci) in Guangzhou, famous for its intricate wood carvings, brick carvings, stone carvings, ceramic sculptures, and plaster reliefs—collectively known as the “Three Carvings and Two Mouldings”—serves as a classic case in the textbooks. The wood carvings of the Chen Clan Ancestral Hall feature refined knife techniques, smooth lines, and diverse subjects, including mythological tales, historical narratives, flora and fauna, and auspicious symbols, vividly expressing the folk customs and cultural richness of Lingnan society. Through detailed illustrations, explanatory texts, and process analyses, the textbooks help students understand both the production techniques and artistic values of these traditional decorative arts, fostering admiration for the craftsmanship and ingenuity of Lingnan artisans.

Folk crafts such as Guang Embroidery, Chao Embroidery, and Foshan Paper-Cutting are also prominently featured. Guang Embroidery is renowned for its varied stitches, balanced threading, and masterful rendering of textures, producing works of brilliant color and refined technique, such as *Hundred Birds Paying Homage to the Phoenix* and *Dragon-Phoenix Robes*. The textbooks not only introduce these works but also guide students through hands-on embroidery practice, allowing them to experience the artistic charm of folk craftsmanship. Foshan Paper-Cutting, with its long history and bold, expressive style, encompasses diverse subjects—from figures and animals to floral and auspicious motifs. The textbooks provide step-by-step instruction in the craft’s techniques—cutting, carving, hollowing, printing, tracing, and layering—encouraging students to learn, practice, and innovate within this traditional art form, thus enhancing both their manual dexterity and creative expression.

4. Collaborative Development: Constructing a Symbiotic Ecosystem Between Education and Culture

4.1. The Foundation and Advantages of the Collaboration Between Teacher Education and the Lingnan Art Textbooks

From the perspectives of educational ecology and cultural inheritance theory, teacher education and the Lingnan Edition Art Textbooks demonstrate a strong intrinsic correlation and complementary advantages under the framework of “integrating intangible cultural heritage (ICH) into education.” The collaborative development of the two constitutes a vital ecological link within the broader ICH education system. Educational ecology emphasizes the dynamic balance and mutual interaction among educational elements, wherein teacher education, textbook systems, and regional cultural resources together form an interdependent and mutually reinforcing ecosystem. Within this system, teacher education not only assumes the fundamental mission of cultivating future educators but also acts as a “mediator” and “transmitter” in the cultural inheritance chain.

From the standpoint of cultural inheritance theory, the essence of teacher education lies in the continuation of cultural vitality and the shaping of cultural identity. Integrating ICH content into teacher education enables pre-service teachers to gain a profound understanding of the spiritual connotation and social significance of ICH, fostering their cultural consciousness and sense of responsibility for cultural transmission. Consequently, these future educators can revitalize ICH through vivid and creative pedagogical practices, passing it on to the next generation.

As a critical carrier of local culture, the Lingnan Edition Art Textbooks embody the distinctive artistic styles and ICH elements of the Lingnan region, thereby providing teacher education with tangible, teachable, and experiential cultural resources. The shared objectives of cultural inheritance between the two allow educators to achieve a resonance between “theory and culture” as well as a synthesis of “knowledge and emotion” during instruction—ultimately forming a synergistic mechanism that integrates education and cultural transmission.

At the level of teaching resources and practical application, teacher education possesses a systematic theoretical foundation and a professional faculty structure capable of offering scientific guidance and methodological support for the implementation of the Lingnan Edition Art Textbooks. Educators in teacher-training institutions can design pedagogical strategies that align with students’ cognitive development and aesthetic experiences, thereby revitalizing and recontextualizing Lingnan ICH within educational practice.

4.2. Strategies and Pathways for Collaborative Development

Achieving deep collaboration between teacher education and the Lingnan Edition Art Textbooks requires comprehensive strategies that encompass policy support, resource integration, and pedagogical innovation. Embedding artistic elements of ICH—characterized by traditional cultural meanings and regional identity—into art education can enhance students’ aesthetic literacy, strengthen their sense of belonging to local culture, and accelerate the construction of cultural meaning and creative understanding [13].

From a policy perspective, governmental and educational authorities should increase attention and financial investment in ICH education. Specific policy

measures should encourage collaboration between teacher-training institutions and primary or secondary schools to implement ICH-related curricula using the Lingnan Edition Art Textbooks. Establishing dedicated funding programs for ICH education can support teacher training, resource development, and practice-based projects. Additionally, constructing evaluation frameworks that include ICH education within school performance assessments would motivate institutions to actively engage in heritage-oriented education.

Resource integration serves as a pivotal component of this collaborative process. Teacher-training institutions, primary and secondary schools, and the Lingnan Art Publishing House should strengthen cooperation and establish resource-sharing mechanisms. Teacher-training institutions can leverage their research and pedagogical expertise to conduct studies on ICH education, providing theoretical support for curriculum design and textbook revision. Primary and secondary schools can contribute empirical feedback from classroom practice to refine textbook content. Meanwhile, the Lingnan Art Publishing House should collaborate with ICH inheritors and cultural institutions to collect and curate a wider array of cultural materials, thereby enriching the textbooks' cultural depth. Jointly, these entities may establish ICH education practice bases to provide students with immersive and experiential learning environments.

Pedagogical innovation plays a decisive role in enhancing the effectiveness of collaboration. Diverse instructional methods—such as project-based learning, situational teaching, and experiential practice—should be employed to stimulate students' curiosity and active engagement. In project-based learning, teachers can organize student groups to research specific ICH themes, encouraging them to explore cultural meanings and artistic characteristics. In situational teaching, educators can construct culturally immersive contexts that allow students to experience the charm of traditional crafts firsthand. In experiential practice, students should be guided to participate in hands-on creation processes, thereby cultivating manual dexterity, creativity, and deeper cultural appreciation.

In terms of curriculum system construction, the ICH content embedded in the Lingnan Edition Art Textbooks should be organically integrated into the curriculum framework of teacher education. Teacher-training institutions can establish specialized courses dedicated to ICH knowledge and craftsmanship, while also infusing cultural heritage elements into related courses such as art pedagogy and educational theory, thereby broadening students' cultural horizons. Primary and secondary schools, on the other hand, should design age-appropriate lessons that incorporate ICH materials from the Lingnan textbooks into regular art instruction. Furthermore, the development of school-based curricula that draw upon local ICH resources can enrich educational content and reinforce the connection between regional culture and aesthetic education.

5. Opening a New Chapter in Education and Cultural Inheritance

5.1. Opportunities and Challenges

The collaborative development between teacher education reform and the Lingnan Edition Art Textbooks under the framework of intangible cultural heritage (ICH) integration presents both promising opportunities and complex challenges.

With the rapid advancement of information technology, digital pedagogy has created innovative avenues for the dissemination and revitalization of ICH education. Online courses, virtual museums, and digital textbooks have become effective media for presenting traditional crafts and cultural expressions, allowing students to access a wide range of ICH knowledge and artworks more conveniently. These digital platforms broaden learning channels and enhance students' immersive learning experiences.

Furthermore, increasing governmental support and policy endorsement have provided a favorable environment for integrating ICH into formal education. The growing societal demand for cultural diversity has drawn greater public attention to traditional cultural heritage. Many enterprises and social organizations actively engage in ICH preservation and dissemination, collaborating with schools to develop educational projects that offer students opportunities for cultural practice and potential career development.

However, the unequal distribution of ICH educational resources remains a significant issue. Due to disparities in regional economies and cultural infrastructures, some areas—especially rural and mountainous regions—face difficulties in accessing qualified ICH practitioners or adequate teaching facilities. Consequently, these schools struggle to provide students with quality ICH education experiences.

Moreover, as social values and aesthetic orientations evolve, the innovation of pedagogical content and methods becomes imperative. Balancing cultural inheritance with contemporary relevance poses a major challenge for sustainable development. If teaching materials and methods fail to keep pace with societal transformation and students' interests, there is a risk that learners may lose enthusiasm for ICH education, which would in turn impede the transmission and revitalization of traditional culture.

5.2. Development Trends and Future Prospects

Looking ahead, interdisciplinary integration is expected to become a critical direction for future development. The integration of ICH education with disciplines such as design, technology, and social studies can broaden students' intellectual horizons while cultivating their comprehensive abilities. As public awareness of ICH continues to grow, the collaborative reform between teacher education and the Lingnan Edition Art Textbooks will enjoy an increasingly promising future.

By cultivating teachers who possess both cultural literacy and pedagogical competence, this collaboration will provide robust human-resource support for ICH education in primary and secondary schools, thereby advancing the transmission of traditional culture among younger generations. Consequently, more students will come to appreciate, value, and creatively engage with ICH, becoming both inheritors and innovators of traditional culture. At the same time, this collaborative model will facilitate the wider dissemination of Lingnan culture, enhancing its cultural influence and contributing to the sustainable prosperity of regional and national culture.

6. Conclusions

In the contemporary era of “ICH integration,” the collaborative development between teacher education reform and the Lingnan Edition Art Textbooks represents a crucial pathway for advancing cultural transmission and educational innovation. As a living embodiment of national culture, ICH cannot be sustainably inherited without systematic educational support. Teacher education—serving as the core mechanism

for cultivating future educators—can foster teachers equipped with both cultural awareness and instructional ability through curriculum reform, the inclusion of ICH-oriented instructors, and the adoption of innovative pedagogical models.

Simultaneously, the Lingnan Edition Art Textbooks, grounded in the rich cultural heritage of the Lingnan region, transform traditional ICH elements into tangible, teachable cultural resources, thus providing practical foundations for teacher education. The two domains complement each other both in cultural objectives and instructional resources, co-constructing a dynamic and reciprocal ecosystem for ICH education.

However, current research and practice still exhibit several limitations. Theoretically, much of the existing scholarship remains at a macro-discursive level, focusing primarily on advocacy for “ICH entering the classroom” without constructing systematic analyses based on frameworks such as educational ecology or cultural inheritance theory. As a result, the internal mechanisms underlying the collaboration between teacher education and textbooks remain insufficiently explored.

Practically, challenges persist in the uneven distribution of ICH resources, the lack of a comprehensive teacher training system, and the disconnect between textbook content and contemporary students’ aesthetic experiences within digital learning contexts. Methodologically, the field remains dominated by descriptive and policy-oriented research, with limited empirical or longitudinal studies capable of verifying the educational efficacy and sustainability of ICH-integrated curricula.

Addressing these theoretical and practical gaps will be essential for constructing a holistic, evidence-based, and sustainable framework for the future of ICH-oriented art education.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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