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## Abstract

The choice of local culture's curriculum value, resource types, and students' current cognitive status of local cultural elements embedded in courses are all important contents in studying why local cultural elements become curriculum resources in universities. This article uses case study and questionnaire methods to summarize and summarize the local cultural elements in H universities as the type and carrier of curriculum resources and the cognitive characteristics of students. It is beneficial to explore the symbiosis mechanism of the current integration of local culture into the university curriculum system. The article found that the current cognitive status of students in courses embedding local cultural elements is related to factors such as the carrier of cultural elements, the nature of the subject, and the diversity of embedding methods. To improve the effectiveness of curriculum development, teachers should focus on the diverse transformation and application of cultural elements and get out of the practical dilemma of cultural selection.

**Keywords:** Local Cultural Elements, Carrier, Course Resources, Cognitive Status

## 1. Introduction

### 1.1 Background and Importance of the Problem

The development of local culture is closely related to the inheritance of cultural spirit and the innovation of local traditions. In 2014, the Ministry of Education of China issued the "Guiding Outline for Improving China's Excellent Traditional Cultural Education," aiming to promote traditional cultural education across different academic stages. In 2015, the UNESCO International Folk Art Organization and Guizhou University established the "International Folk Art Research Institute." The integration of aesthetic education and national folk art implements the concept of "empowering students who have received professional and systematic education to become the main force in inheriting national and folk cultures." Local culture constitutes a vital part of Chinese national identity. University teachers and students play a crucial role in inheriting and developing the rich heritage of local cultures.

There are few studies on the process of local cultural curriculum evolving from practical implementation to theoretical construction. Particularly lacking is clarity on the connotation, carriers, and characteristics of local cultural elements as curriculum resources, and a dearth of theoretical attention on how to extract and effectively apply them. This has led to teachers oversimplifying and generalizing the use of cultural elements in their localization efforts. Insufficient understanding of

cultural choices and their value has raised doubts about the effectiveness of curriculum development. Consequently, curriculum development risks become merely a superficial characteristic of local universities, potentially overlooking genuine effectiveness. Therefore, the connotation, carriers, and characteristics of local cultural elements as curriculum resources still require practical clarification, leaving ample room for theoretical research.

## 1.2 Research Question

1) How do university educators select and integrate local cultural elements into curriculum resources, and what factors influence their choices?

2) What are the perceived impacts of integrating local cultural elements into university courses on students' cognitive development and cultural awareness?

3) How can theoretical frameworks be developed to effectively guide the extraction, application, and evaluation of local cultural elements in curriculum development across different academic disciplines?

## 1.3 Research Objective

1) To study the origins of local cultural elements influencing their integration and representation within the curriculum at H University.

2) To investigate the specific curriculum resources used to incorporate local cultural elements at H University, and the resources contributing to their symbolic representation.

3) To identify the carrier characteristics of local cultural elements impact their interpretation and meaning within the educational context of H University.

## 2. Literature Review

### 2.1 Related Concepts and Theories

Regarding the application of local cultural elements in courses, some scholars have pointed out that folk resources, including clothing etiquette, architectural culture, national crafts, folk art, and daily production equipment, are closely related to people's lives and reflect the living conditions of working people to a certain extent. To meet their aesthetic needs in production and life, it is proposed to develop local folk cultural resources as art courses in universities. This approach would be conducive to cultivating students' multicultural awareness and inclusive cultural attitudes. Furthermore, it can contribute to the inheritance and protection of folk cultural resources (Wu X.L., 2022). Some scholars have analyzed the types of Chinese university course resources and argue for the necessity of strengthening the development of local cultural resources. They advocate integrating local cultural factors purposefully and systematically into textbooks, classes, and extracurricular activities to meet the demands of reform and innovation in Chinese teaching at universities. This strategic integration aims to utilize local cultural resources effectively in teaching, enriching classroom content, promoting teaching reform, and enhancing teaching quality. They believe this approach is an essential choice for inheriting national culture and fostering a sense of spiritual belonging (Wang Y.L. & Bi G., 2017). Based on these perspectives, proposals include compiling teaching materials with local characteristics and integrating local cultural resources throughout the

teaching process. This extends to organizing extracurricular practical activities focused on local culture and incorporating local cultural symbols into writing training.

## 2.2 Literature Surveys

This study proposes the orientation and specific methodological references for designing four traditional cultural learning tasks: distinguishing sounds and colors, tasting flavors, reflective thinking, and understanding nostalgia (Bao G.C., 2022). Integrating the diversity and originality of Miao culture into clothing design serves the function of recording history and social identification, conveying profound national cultural meanings, and closely relating to natural and social environments, evolving with changes and development (Zeng X.H., 2011). When studying Chaoshan cultural elements, a long-term perspective is essential. Cultural elements should not be simply deconstructed for research purposes alone, as this may lead to complete deconstruction and deviate from solving practical educational problems. Additionally, identifying cultural elements primarily occurs through carriers such as textbooks, syllabi, curriculum standards, and teaching materials, which are specific textual manifestations. The identification of local cultural elements in postmodern courses also involves considering the experiences and perceptions of teachers and students, as well as the cultural environment shaped by teaching interactions. Therefore, understanding their perceived meanings and group characteristics is crucial for delving deeper into the cultural context of the times, identifying characteristics, and selecting cultural elements that meet subject needs.

## 2.3 Conceptual Framework

### *Independent Variables*

**Curriculum Value of Local Culture:** This variable examines the perceived importance or significance of incorporating local cultural elements into university curricula. It could encompass factors such as cultural relevance, educational value, and societal importance.

**Resource Types:** This variable categorizes the different types of resources that incorporate local cultural elements, such as textbooks, teaching materials, extracurricular activities, and community engagement projects.

**Embedding Methods:** Refers to the strategies and approaches used to integrate local cultural elements into courses. This could include direct inclusion in course content, project-based learning, field trips, guest lectures, etc.

**Nature of the Subject:** Recognizes that different disciplines may approach the integration of local cultural elements differently. For example, humanities might focus on historical and literary aspects, while sciences might emphasize environmental or technological impacts.

### *Dependent Variable*

**Students' Cognitive Status:** This variable assesses how students' cognitive abilities, knowledge acquisition, attitudes, and critical thinking skills are influenced by exposure to and engagement with local cultural elements embedded in their university courses.

### 3. Research Methodology

#### 3.1 Research Design

The design likely includes case study methods to deeply examine specific instances of curriculum embedding at H universities, as well as questionnaires to gather broad perspectives and data on the types and carriers of local cultural resources used. This structured approach allows researchers to explore the relationship between curriculum value, resource types, and students' cognitive responses to embedded cultural elements. By focusing on factors such as the carrier of cultural elements, the nature of the subject, and the diversity of embedding methods, the research design aims to uncover the mechanisms that facilitate effective integration of local culture into the curriculum. This understanding can guide educators in enhancing curriculum development by emphasizing diverse transformations and applications of cultural elements, thereby addressing challenges in cultural selection and improving overall educational outcomes.

#### 3.2 Population and Sample

A total of 450 questionnaires were distributed regarding students' perceptions of local cultural elements embedded in courses, and a total of 420 valid questionnaires were recovered after excluding missing and incorrectly filled questionnaires.

#### 3.3 Research Instruments

Case studies delve into specific instances of how local cultural elements are embedded in university curricula at H universities, examining types and carriers of these resources. Questionnaires gather data on students' cognitive characteristics and their responses to embedded cultural elements. These instruments are pivotal for exploring how factors like the carrier of cultural elements, subject nature, and embedding methods influence students' cognitive status, aiming to enhance curriculum development by diversifying and effectively applying cultural elements.

#### 3.4 Data Collection

The case mainly includes the talent training objectives, course syllabus, homework results, and current status of students' cognition of cultural elements in H universities' local cultural courses. The Table below is the coded material information and sources that emerged from the material analysis.

**Table 1** H University Information Text Analysis Coding

Data Encoding	Title	Source
I1	"Century... College Tradition and Experience in Running Schools" Meng Guangjun	Journal
I2	"Strive to build a high-quality and characteristic education brand...Practice and thinking on running a characteristic school in Fan College" Lin Lunlun	Journal
I3	"Chaoshan History and Culture" Course Outline	Provided by Instructors
I4	"Chaoshan History and Culture" coursework requirements	provided by Students

15	"Chaoshan History and Culture" Classroom Participatory Observation Record	Author's Observation Record
16	Compilation of student coursework "Si Tu Si Min"	Internal School Publications
17	D1/D2/D3 course topics and main content introduction table	Course Instructor Provides

### 3.5 Statistics Used for Data Analysis

According to the research, text analysis, content analysis, comparative analysis, and qualitative questionnaire analysis were used to investigate and analyze the cultural elements of different courses and the current cognitive status of students in the cases. The data processing method mainly used paste coding and statistics.

## 4. Data Analysis and Findings

### 4.1 Introduction

#### 4.1.1 Carrier of Local Cultural Elements

Cultural expressions are rich and diverse. As a longstanding local culture, it possesses distinct content characteristics and basic formal norms for expressing these traits. It primarily manifests in non-literal forms of knowledge, such as dialects and creative skills in folk art. These forms serve as the primary carriers for cultural exchange and dissemination. Through these mediums, individuals can construct mental models of the real world (Fang Y.Z, 2006). Some scholars argue that Chaozhou culture can be understood as a cultural community formed by ethnic groups who speak the Chaozhou dialect. The unique cultural mindset of the majority of Chaoshan people has nurtured and created these cultural achievements, encompassing their moral sentiments, thought processes, values, and codes of conduct. This constructed temperament and demeanor define Chaoshan culture (Wu N.S, 1992). Thus, the fundamental elements of Chaoshan culture include the dialect, the distinctive cultural mentality of the Chaozhou people, and the rich material and spiritual culture they have created.

To summarize, the categories of local cultural elements that use materials as carriers include Chaoshan architecture, Chaoshan embroidery, Chaozhou woodcarvings, Chaoshan cuisine, Chaoshan natural landscapes, and Chaoshan cultural landscapes, among others. Categories that use spirit as carriers include Chaoshan folk customs, Chaoshan celebrities, and Chaoshan clan culture.

#### 4.1.2 Local Cultural Curriculum Resources and Distribution Characteristics

Through coding analysis of the course catalog embedded with local cultural elements at H University, it was found that the content and types of local cultural course resources used are quite extensive. These resources can be broadly categorized into natural resources and social and cultural resources, further subdivided into nine types of course resources. The courses embedded with cultural elements exhibit the following characteristics:

**Table 1** Local Cultural Curriculum Resources

Resource Classification	Type	Details
Natural Resources	Physical Geography Ecosystem	Topography, landforms, climate, oceans, Han River waters, etc.
	Agricultural Crops	Current living conditions of local wildlife, water areas, soil environment, etc. Local crops, plants, etc.
Social and Cultural Resources	Language and Literature	Chaoshan dialect and folk literature
	Artistic Skills	Teochew opera, Teochew music, folk crafts, architecture, intangible cultural heritage skills, etc.
	Customary Activities	Festival culture (Spring Festival labor and heat activities), customs and traditions (garden coming-of-age ceremony), etc.
	Moral Beliefs	Moral education based on Confucianism, celebrity cultural education, polytheistic beliefs, Qinglong Temple beliefs, endless worship of "Master" all year round, worship of Korean culture, etc.
	Life Culture	Chaozhou cuisine, Chaozhou Gongfu tea culture, community culture, social status, etc.
	Social Science	History, politics, economics, anthropology, etc.

## 4.2 Data Analysis of the Qualitative Data

### 4.2.1 Utilization of Natural Subject Curriculum Resources

At H University, natural subjects are integrated with local cultural resources, primarily focusing on natural resources, ecological environment, crops, humanities, life, and culture. There is a strong emphasis on the practicality and sustainability of natural resources.

### 4.2.2 Ecological Environment Resources

Refers to the natural ecology where H University is located, focusing on the maintenance of wild animal and plant populations and their habitat environment, paying attention to soil and water quality and the living conditions of community people, such as soil pollution and remediation in H University's resources and environment disciplines serving local economic and social development projects. The team focuses on researching pollution remediation technology.

### 4.2.3 Agricultural Crop Resources

The School of Bio-Food Science at H University focuses on local specialty crops such as Phoenix tea, lion head goose, and glycerin cultivation as research subjects. These crops are integrated into nutrition courses, using Phoenix tea specifically as a medium to convey professional knowledge and its elements through deconstruction, scientific research, and knowledge reproduction. These courses utilize local crops as both subjects and carriers to produce and integrate professional knowledge, resulting in the creation of knowledge symbols related to local cultural elements. For

instance, publications like the "Illustrated Description of Anti-Cancer Plants in Chaoshan Area," authored by H University faculty, exemplify successful outcomes of this knowledge production process.

#### *4.2.4 Living and Cultural Resources*

The School of Bio-Food Science at H University conducts research on local specialty foods, utilizing technical methods such as recombinant enzyme polymerase technology to develop rapid detection kits for detecting meat adulteration in chicken, duck, cattle, sheep, and pigs. Results from these efforts are published in journals like "Food Chemistry." Additionally, the school is involved in developing new products using bergamot, a local specialty food, which have been successfully promoted and applied in enterprises.

These cases illustrate how local cultural curriculum resources are embedded within natural subjects, focusing on material carriers of local cultural elements and employing modern technology as a means of knowledge production. The aim is to enhance local economic and social development while emphasizing sustainability and research in cultural elements. This integration aims to deeply intertwine curriculum development with talent training, achieving educational goals that integrate industry, academia, and research. The evolving trend and potential of integrating natural subject courses with humanities course resources hinge on innovative embedding methods.

#### *4.2.5 Humanities and Social Sciences Curriculum Resources*

The teaching of local culture-related courses at H University primarily emphasizes the humanities, specifically focusing on nurturing the spiritual aspects of cultural elements. For instance, the Chaoshan history and culture course at H University utilizes festival customs as a vehicle for these cultural elements. An example is the "Coming-of-Age Ceremony of 'Going out of the Garden on the 15th Day of the Twelfth Month,'" a distinctive cultural tradition in Chaoshan. Students engage in collecting regional customs related to this ceremony to compile local culture research reports. This process deepens their understanding of cultural elements across different regions of Chaoshan, such as the customs in Raoping, Chenghai, and Quxi Town, Jiedong County. These creative achievements represent the curriculum's knowledge reproduction through comprehensive exploration of the same cultural elements across diverse locales.

Teachers stimulate student interest by elucidating the origins of these customs and their research methodologies, fostering knowledge reproduction among students. Festival customs serve as carriers of cultural elements, guiding the selection of course resources at H University. Humanities and social sciences courses prioritize language, literature, artistic skills, customary practices, moral beliefs, life culture, and social dynamics. This curriculum design centers on the daily life and distinctive characteristics of these resources, aiming to cultivate students' cultural awareness, foster a sense of familial and national pride, and enhance their humanistic qualities.

**Table 3** Local Cultural Elements and Their Carriers and Resources in H University

Carrier	Cultural Elements	Course Nature and Major	Course Resources	Cultural Characteristics
Dialect	Linguistically speaking, the Chaozhou dialect belongs to the Hokkien language family. It retains many phonologies of ancient Chinese, with eight sounds in each character and vivid and rich proverbs	"Chaoshan history and culture" elective course	Why is Chaoshan dialect called "the living fossil of ancient Chinese". The origin and evolution of Chaozhou dialect; the pronunciation of Chaoshan dialect; the vocabulary of Chaoshan dialect	Quaint rich (year of juniper)
Folk Literature	Teochew Ballads, Teochew Song Album and Teochew Folk Stories	"Folk Literature" compulsory course; "Chaoshan history and culture" elective course	Teochew nursery rhymes course; Teochew songbook rap teaching course	Popular interest, advocating good and punishing evil
Drama	Chaozhou opera (Chaozhou folk music and dance art, creatively developed into Chaozhou opera	Required courses for music performance majors; general elective courses	Teochew opera with Teochew dialect and Teochew music as its basic elements	The wonderful works of the art garden (year of juniper)
Music	Drum music, string poetry music, fine music, gong and drum music, Chaoyang flute music, temple music	Required courses for music performance majors from junior college to undergraduate	Teochew music	Beautiful and lyrical (Year of Juniper)
Folk Crafts	Wood carving, stone carving, craft ceramics, English singing and dancing, foot-horse dance, lantern riddles, paper-cutting, paper shadow, trendy embroidery, etc.	"Why Chaozhou" Intangible Cultural Heritage School Course Selection	"Intangible cultural heritage" that shines like stars Chaoshan arts and crafts culture	Exquisite and Outstanding (Year of Juniper) Careful craftsmanship and excellence (Lin Lunlun, 2001)
Folk Architecture	Patterns such as four points of gold, tigers descending from the mountain, and horse trailers, as well as decorative elements such as inlaid porcelain, wood carvings, stone carvings, and gold lacquer paintings	"Why Chaozhou" Intangible Cultural Heritage School Course Selection	The basic forms and examples of Chaoshan folk houses (houses); Chaozhou earth buildings and others.  Imperial palace in	Carefully crafted (Lin Lunlun)

			Beijing, home of Chaoshan people	
Folk Customs and Traditions	New Year customs, marriage customs, funeral customs, gods worship customs, etiquette customs, etc., as well as folk customs such as eating seven kinds of soup, going out to the garden, and walking on colorful bridges.	"Chaoshan History and Culture" Elective Course	Cremation in Chaoshan area in history. Chaoshan folk customs	Rich in flavor (Junier Year)
Celebrity Culture	Han Yu, the Eight Sages of Chaozhou, Lin Daqin, Feng Xiaogeng, Du Guoxiang, Zhang Jingsheng, etc.	"Chaoshan History and Culture" Elective Course	The phenomenon of worshipping Korean people, being wise, studious, and diligent	Gentle and elegant, with a strong sense of identification with the Central Plains culture
Business Culture	Trendy business culture	School of Economics and Management "Chaozhou Business Culture and History"	Chaoshang is good at management and dares to pioneer the spirit	Smart cultural mentality (Year of Juniper); careful management (Lin Lunlun, 2001)
Food Culture	Chaozhou cuisine, Gongfu tea	"Why Chaozhou" Intangible Cultural Heritage School Selection and Compulsory Course "Tourism Resources and Development"	The characteristics of Chaozhou cuisine; the connotation and basic brewing and drinking methods of Chaozhou Gongfu tea. Why "Eat in Guangzhou" and "Taste in Chaozhou"	Noble and exquisite Gongfu tea (Juniper Year), leisurely and comfortable Gongfu tea mentality (Ma Canlong, 1990), Chaozhou cuisine that is famous all over the world
Religious Culture and Belief in Gods	Mazu culture, Qinglong Temple belief, "Master", etc.	"Chaoshan History and Culture" elective course, "Folk Literature" compulsory course	The changes in Qinglong Temple's beliefs; the "master" who can't be worshiped all year round	Polytheistic beliefs, worship of gods
Clan Culture	Ancestral worship culture	"Chaoshan History and Culture" Elective Course	Chaoshan Clan	Clan consciousness and high cohesion
Charity Culture	Shantang Culture	"Chaoshan History and Culture" Elective	The cultural spirit of selfless dedication and	philanthropic

		Course	charity	
Tourism Culture	Chaoshan scenery: eight sceneries of Chaozhou, Chaoshan products (gold cannot be exchanged, thin shells, etc.)	Compulsory course "Tourism Resources and Development"	Chaoshan physical geography; historical evolution of Chaoshan administrative region; historical regional economy Chaoshan Flora Illustration Is Chaoshan equal to eastern Guangdong? What does the ocean mean to Chaoshan? Chaoshan historical sites What controls the landscape pattern of Chaoshan How do you know your hometown— Chaoshan urban and rural landscape	Ancient style inheritance, rich and colorful

#### 4.2.6 Students' Cognitive Status and Differences in Courses

##### Students' Understanding of the Carrier of Local Cultural Elements is Related to Subject Attributes

**Table 4** Students Majoring in Arts and Sciences' Perceptions of Local Cultural Elements in Courses

Majoring	Dialect	Customs	Folk Custom	Clan Culture	Celebrity Culture	Natural Landscape	Chaoshan Food
Liberal Arts	64%	71.4%	62.5%	70%	80%	14.3%	35.7%
Science and Engineering	36%	28.6%	37.5%	30%	20%	16.7%	35.7%

According to a cognitive questionnaire survey of students studying local cultural elements embedded in courses, the local cultural elements perceived by students majoring in humanities and natural sciences through courses are different. Liberal arts students are more familiar with and perceive dialects, customs, customs, Folk customs, clan culture, and celebrity culture account for 64%, 71.4%, 62.5%, 70%, and 80% respectively. Among these items, the proportion of science and engineering students' cognition is at a low level. However, the cultural element that students majoring in science and engineering perceive more than students majoring in liberal arts is Chaoshan's natural landscape, and food cultural elements both accounted for 35.7%. It can be seen that science and engineering students' understanding of local cultural elements in the curriculum is

more reflected in the Chaoshan culture in the form of material carriers. Their learning of local cultural elements mainly lies in their practical functions, and they improve the efficiency and performance of traditional techniques through science and technology. For example, a team of teachers and students from the Department of Biology successfully developed an artificial climate box that can simulate sunlight drying to solve the problem of being unable to dry green tea on rainy days during the processing of Dancong tea and sent "technology" to the village to improve the quality of tea. It can be seen that in the intangible cultural heritage service of Phoenix Dancong Tea, the cultural choice direction of teachers and students of the School of Biology is more towards the integrated teaching of cultural elements and professional knowledge from the perspective of techniques, production efficiency, and quality. It can be seen that the differences in the attributes of nature and humanities and the cultural choices of teachers cause students majoring in arts and sciences to have cognitive differences in the types and degrees of carriers of cultural elements.

### Students' Cognitive Differences in Local Cultural Elements are Related to School Curriculum Settings

Differences in students' perceptions of local cultural elements are also related to the direction of the curriculum. According to survey data, history courses, geography and tourism courses, literature courses, art courses, and food and cooking courses have the most local cultural elements embedded in them, all exceeding 50%. Generally speaking, students perceive more local cultural elements in humanities and social science courses. There are relatively few examples of natural science courses in H University integrating local cultural elements. Among them, biology subjects are less integrated into local cultural elements than other physics and chemistry courses. There are many directions, indicating that in H University, there is a development trend of embedding local cultural elements into science courses. To sum up, regarding the carrier form of Chaoshan culture, the Chaoshan dialect is an important carrier of Chaoshan folk culture. For example, Chaozhou drama, Chaozhou rap, folk proverbs, folk songs, etc. all use dialect as a form of expression. Chaozhou's intangible cultural heritage such as wood carving, Chaozhou embroidery, and Chaozhou inlaid porcelain all use original natural ecological materials as material carriers, folk cultures such as Chaozhou opera, folk tales, and new era spiritual culture as the spiritual carrier of creation, and use skills as a means of communication to express their unique cultural connotation. With the diversified development of cultural symbols and the diversification of interdisciplinary and cross-border communication forms, the carrier form of local cultural courses also tends to be the form of knowledge carrier. The research on cultural elements no longer stays at the traditional binary opposition of material and spiritual carriers but tends towards diversified integration. When embedding Chaoshan cultural elements into the curriculum, we must consider the form of cultural carriers, differences in students' cognitive styles, and the degree of embedding of cultural elements in course majors. We should embrace local cultural elements from a more conscious, diverse, and interdisciplinary integration perspective, and integrate the essence of local cultural elements with the curriculum carrier. Seamlessly linked and harmoniously integrated, it reflects the development characteristics of local cultural school-based courses in local universities.

**Table 5** Students' Awareness of Courses Related to Local Cultural Elements

Options	Number of People Ratio	Options	Number of People Ratio
History	76.19%	Geo-Tourism	76.19%
Biology	9.52%	Computer Technology	0
Art	42.85%	Literature	52.38%
Physics	2.38%	Broadcast News	26.2%
Chemical	2.38%	Others	7.14%
Food Cooking	69%		

Diversification of Ways to Embed Local Cultural Elements into Courses

Regarding what course carrier teachers use to carry local cultural elements, the student cognitive survey data shows that on-site teaching courseware, micro-lecture videos, and the second classroom of cultural bases account for the highest proportions of 52.4%, 40.5%, and 40.5% respectively. Documents such as case texts, textbooks, and readers, as well as hiring veteran artists into courses, accounted for 21.5%, 19%, and 11.9% respectively. It can be seen that the main course carriers of local cultural elements in H University is diversified, not limited to the carrier form of traditional teaching materials, and also include the recruitment of folk intangible cultural inheritors into the classroom.

**Table 6** Ways Teachers Embed Chaoshan Cultural Elements in University Courses

Options	Number of People Ratio	Options	Number of People Ratio
Chaoshan Research Case Text	21.50%	Textbooks and Other Documents	19%
On-Site Teaching Courseware	52.4%	Hire Cultural Artists	11.9%
Micro Class Videos, etc.	40.5%	Cultural Base and other Second Classrooms	40.5%
Others	9.5%		

Diversification of Factors Influencing the Effectiveness of Local Cultural Curriculum Development

From the analysis of the cognitive data of H University students on the effectiveness of local culture curriculum development, the diversified integration of Chaoshan cultural teaching scenes and forms and the in-depth exploration of Chaoshan cultural elements by teachers and students are the main reasons affecting the effectiveness of local culture curriculum development, accounting for respectively 73.8% and 71.4%, followed by teachers and students' participation and students' Chaoshan cultural identity, teachers' cultural consciousness, and teachers and students' life experience accounted for 66.7%, 52.4%, 28.6% and 23.8% respectively. It can be seen that H University the influencing factors of the effectiveness of the university's local cultural course development are diverse. Students pay more attention to the exploration of course content and the diversification of scene forms in which teachers and students participate, as well as the student's sense of cultural identity. From the perspective of H University students, their understanding of the

elements of curriculum development effectiveness is more inclined to the diverse integration of teachers and students into local cultural discourse situations and text symbols.

**Table 7** Local Curriculum Development Effectiveness Factors

Options	Number of People Ratio	Options	Number of People Ratio
Teachers and Students' In-Depth Exploration of Chaoshan Cultural Elements	71.4%	Hire Chaoshan Intangible Cultural Heritage Artists to Teach	19.05%
Teachers' Individual Cultural Consciousness	28.6%	Teachers and Students have Common Life Experience Background	23.8%
Teacher and Student Participation	66.7%	Students' Sense of Identity with Chaoshan Culture	52.4%
Diversified Integration of Chaoshan Cultural Teaching Scenes and Forms	73.8%	Others	2.38%

### 4.3 Summary of the Results

The article found that the current cognitive status of students in courses embedding local cultural elements is related to factors such as the carrier of cultural elements, the nature of the subject, and the diversity of embedding methods. To improve the effectiveness of curriculum development, teachers should focus on the diverse transformation and application of cultural elements and get out of the practical dilemma of cultural selection.

## 5. Conclusion, Discussion, and Recommendation

### 5.1 Conclusion

Through the study of local culture-related course cases at H University, the content of teachers' cultural selection—that is, the value, connotation, carrier, and characteristics of local cultural elements as curriculum resources—is coded and analyzed. The following main points are obtained: (1) From the coding of curriculum education objectives, three main value orientations emerge when local cultural elements are embedded in university courses. The first is the value orientation of educational goals; the second is the value orientation of individual growth; and the third is the value orientation of cultural inheritance. Most studies tend to focus on educational goals, especially the value orientation of ideological and political education. However, in recent years, there has been a shift towards favoring the value orientation of the inheritance and development of intangible cultural heritage, as well as the value orientation of teaching and research that focuses on the professional development of teachers. (2) The current cognitive status of students in courses where local cultural elements are embedded is related to the diversity of cultural element carriers,

subject nature, and embedding methods. There are differences in the connotation of courses in different career forms, and due to different subject perspectives, the connotative characteristics of local cultural elements perceived by students are also different. For example, the cultural elements embedded in liberal arts courses are more in the form of spiritual carriers, while science and engineering courses embed cultural elements more in the form of material carriers. Students' cognition of the elements of curriculum development effectiveness is more inclined towards the diversified integration of local cultural discourse situations and textual symbols by teachers and students. This further illustrates that the identification and selection preferences of local cultural elements as curriculum resources will affect the development effectiveness of different courses.

## 5.2 Discussion

The analysis of embedding local cultural elements into courses at H University reveals significant variations in students' perceptions and understanding of these elements across different disciplines. These differences stem from varying disciplinary attributes, perspectives, and modes of thinking. However, it is imperative that the integration of local cultural elements into curricula goes beyond mere symbolic representation. Rather, it should focus on comprehending the cultural mentality and intrinsic characteristics of these elements. For instance, the symbolism of Chaozhou Gongfu Tea extends beyond its physical components and brewing techniques; it embodies a leisurely and refined lifestyle, reflecting local cultural attitudes and artistic conceptions. Therefore, when developing local cultural courses, educators must not only extract and interpret macroscopic symbols but also delve into their microscopic connotative values. This approach facilitates the transformation of curriculum culture from mere acceptance to a deeper understanding paradigm, thereby ensuring effective cultural inheritance and development.

## 5.3 Recommendation

Incorporating local cultural elements effectively into courses requires a dual focus on symbolic extraction and connotative value interpretation. Educators should leverage diverse symbolic carriers and their cultural meanings to challenge students' cognitive inertia and foster interdisciplinary integration. For example, in science and engineering disciplines, introducing local natural phenomena can stimulate students to explore the relationships between natural attributes, environments, and historical contexts. Similarly, humanities courses should utilize various instructional formats, such as on-site visits to ancestral halls and field research, to deepen students' understanding of clan cultural elements. By promoting a humanistic perspective and encouraging critical inquiry, educators can enhance students' societal awareness, problem-solving skills, and sense of responsibility. Ultimately, this approach not only enriches educational content but also promotes the meaningful development and preservation of local cultural heritage.

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