



## RESEARCH ARTICLE

# THE NARRATIVE EXPRESSION OF INTANGIBLE CULTURAL HERITAGE IN IDEOLOGICAL AND POLITICAL EDUCATION

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ARTICLE INFO	ABSTRACT
<p><b>Submission</b> 07 Mar., 2025</p> <p><b>Acceptance</b> 09 Mar., 2025</p> <p><b>Keywords</b> Intangible Cultural Heritage Stories; Narrative Teaching; Curriculum Ideology and Politics; Cultural Confidence; Endogenous Motivation</p> <p><b>Corresponding Author</b> 59946059@qq.com</p>	<p>This article explores a new approach to integrating Intangible Cultural Heritage (ICH) into the ideological and political education within information visualization courses. In the process of telling ICH stories and applying the principles of narratology, the course can effectively enhance the effectiveness of ideological and political education. Through the progressive process of cognitive initiation, understanding and internalization, and perception and communication, students are encouraged to complete the psychological transition from cultural perception to value recognition. This ultimately achieves the ideological and political education on ICH stories. A teaching model based on the narrative of ICH has been constructed. Through the whole process training from project selection, design process to output results, students are moved from passively receiving knowledge to active learning. This teaching method guides students to deeply understand the power of ICH, ultimately achieving the teaching goal of cultivating morality and nurturing people.</p>

## 1. INTRODUCTION

Intangible cultural heritage (ICH) carries rich historical information and national spirit. Integrating Chinese ICH into ideological and political education in courses can enhance students' cultural confidence and contribute to the construction of the moral education system (Sun Fangnan & Lu Xiaolu, 2021). At the same time, it lays a solid foundation for the inheritance and protection of ICH among the younger generation.

ICH often exists in isolation in ideological and political education, making it difficult to integrate into the curriculum. It is easy to encounter problems of "knowledge fragmentation" and "emotional barriers". Because ICH comes in a wide variety of forms, a logical narrative is required

to fully express it. Narrative theory can precisely provide a good interpretation. Storytelling is a vivid teaching method that can make the course teaching process more attractive (Wang Zhenglu, 2021; Yu Dehua & Liao Mengya, 2020). In ideological and political classes, visual communication can enhance the attractiveness (Wang Daben, 2024). Image narration is beneficial in empowering patriotic education among college students (Chen Fang, 2024). These studies provide a foundation for the integration of narratology and information visualization. They also offer insights into the innovative expression of ICH stories. Through narrative theory, the structure and emotional expression of ICH stories can be deeply analyzed. Information visualization techniques can present these stories to students in a more intuitive and vivid manner. By combining the two, students can learn and absorb in a relaxed atmosphere, which improves their learning efficiency. At the same time, they cultivate students' critical thinking and innovative thinking skills.

In the course of information visualization, attempts are made to explore the integration of ICH through narrative expression. Effectively achieving the purpose of ideological and political education, and realizing the natural integration of educational content.

## **2. EFFECTIVE COMBINATION OF NARRATIVE EXPRESSION OF ICH AND IDEOLOGICAL AND POLITICAL EDUCATION**

### **2.1. The Narratological Foundations of Intangible Cultural Heritage Stories**

Narratology is the study of narrative texts, narrative structures, and narrative acts. Usually used to analyze narratives in literature, images, and drama. Narratology is also applied in specialized courses such as history, literature, and English. Some scholars analyze the narrative structure of teaching content and use narrative to convey knowledge (Xiang Jiuyu, 2023). The principles of narratology are gradually being utilized in ideological and political courses at universities (Wang Zhi-Ang & Wan Bingyan, 2024).

Information visualization is a technique that transforms abstract data into intuitive images. It can enhance users' ability to understand information. ICH contains complex information such as historical development, celebrity anecdotes, inheritance methods, and ICH skills. By using narrative methods, it is possible to clearly analyze the content of intangible cultural heritage. And use narrative logic that is in line with public understanding to narrate. In the teaching process of information visualization, by combining information expression with narrative skills, students can more vividly and intuitively grasp the learning content.

This integration can enhance their learning experience and cognitive efficiency. This comprehensive teaching strategy inspires students' respect for and love of fine traditional culture. In the process of learning and inheriting ICH, this approach can strengthen students' cultural confidence and a sense of pride.

### **2.2. The Narrative Structure of Intangible Cultural Heritage Stories**

Intangible Cultural Heritage is itself like a vast treasure chest filled with stories and traditions. It encompasses multiple dimensions, including the evolution of history, specific artistic forms and practices, the mechanisms of ICH transmission, as well as significant historical

events and cultural milestones related to it. ICH stories typically contain rich plots and characters, and these elements together constitute the narrative structure of the stories.

After clarifying the logic of narratology and visualization, in the design of the teaching process, the narrative structure of ICH stories is generally divided into three modules: "time narration", "space narration", and "Value narration". These modules cover three important aspects in the design of ICH information data (Table2.1).

Table 2.1: Three Modules of ICH Narrative and Ideological and Political Education

Module	Ideological and Political Education Goals	Example of Teaching Activities
Time Narration	Cultivate a historical perspective and awareness of cultural heritage	Create a timeline of the ICH project's historical development, analyze the causes of its rise and decline, etc.
Space Narration	Enhance regional identification and national sentiment	Compare similar ICH from different regions, explore cultural diversity, etc.
Value Narration	Stimulate emotional resonance and internalization of values	Adapt ICH stories into visual scripts, etc.

The training objective of the "Time Narration" module is to establish a vertical axis linking "historical events-cultural genes-contemporary value". Students learn to use different temporal dimensions to capture the characteristics and evolution of ICH projects, transforming them into elements that can be explored and analyzed. In addition to introducing basic ICH data knowledge, the two key teaching elements in this module are planned data collection experiments and the ability to analyze characteristics. For example, in traditional craft ICH, the focus can be on the spirit of craftsmanship and the cultural heritage awareness embedded in the development of these skills, which are also essential professional qualities for modern designers.

The training objective of the "Space Narration" module is to build a horizontal network connecting "geographical distribution-cultural ecology-community consciousness". This involves organizing local data and cultivating the ability to transform narrative space, mastering the mode of converting the above content into visual communication, and learning to design guiding visual spatial logic structures. The same ICH may manifest differently across regions, reflecting the underlying cultural homogeneity within regional cultures.

The training objective of the "Value Narration" module is to design a transformation path from "craft symbols-spiritual core-core values". This module aims to equip students with the ability to express data effectively and engage in meaningful dialogue. By incorporating storytelling and emotionally resonant actions, design forms become more appealing, yielding positive feedback. This approach not only allows students to understand the surface-level stories of ICH but also encourages them to delve into the deeper meanings behind these stories. In this way, ICH education transforms from mere memorization of knowledge points into an emotional experience and a process of cultural identification.

In the specific teaching process, dynamic adjustments can be made according to the project and student situations, modifying the proportion of each module to complete the entire ideological and political education activity.

### **3. THE IDEOLOGICAL AND POLITICAL EDUCATION TEACHING DESIGN OF INFORMATION VISUALIZATION FOR INTANGIBLE CULTURAL HERITAGE STORIES**

#### **3.1. Design Concept Based on Narrative Structure—Cognition: Setting Sail the Integration of ICH Inheritance and Ideological and Political Education**

In the information visualization course, intangible cultural heritage is adopted as the core theme, aiming to deepen students' cognition through the design of narrative structures. This process begins with the determination of ICH themes, guiding students to explore and identify areas of ICH that interest them. Students are organized to visit ICH bearers in person, document oral histories, and form research reports, thereby mining the ideological and political connotations from primary sources. Emphasis is placed on methods that provide intuitive experiences, such as field surveys and participation in ICH workshops. Students experience the essence of intangible cultural heritage through firsthand materials, thereby stimulating their enthusiasm for learning.

Students search for themes related to ICH, which in fact is meant to stimulate their motivation to learn. Through independent exploration, they gain an initial understanding and perception of ICH. For example, in the training of the time narrative module, the study of the inheritance of Shanghai Jiading bamboo carving highlights the spirit of craftsmanship. With this design concept based on narrative structure, students are able to establish an emotional and cognitive connection with ICH.

#### **3.2. The Overall Structure Based on Plot Narration—Understanding: Proactive Activation of Ideological and Political Content**

In the information visualization course, emphasis is placed on mining and organizing ICH data, with a greater focus on transforming this information into compelling narratives. These pieces of information cannot be simply listed to achieve teaching objectives. It is necessary to let students deeply appreciate the profoundness and richness of China's excellent traditional culture through a thorough understanding of the stories behind ICH, thereby fostering a sense of reverence for traditional culture and a commitment to its inheritance.

By posing open-ended questions, students' independent thinking is stimulated, and ideological and political education is organically integrated into the course design. For example, in the "Time Narration" module, cases of the decline of ICH skills are provided to guide students to analyze the causes of cultural disconnection from the perspective of historical changes and to reflect on the sense of responsibility for protecting ICH. This process encourages students to spontaneously summarize key ideological and political points such as their mission for inheritance. In the "Value Narration" module, a visualization framework with three levels—"cultural symbols—spiritual core—contemporary value"—is constructed. Students are required to fill in specific case data, enabling them to naturally integrate ICH skills with ideological and

political elements in practice and achieve an organic unity of cultural inheritance and ideological education.

Throughout the course, students are trained to build narrative layers of ICH to achieve specific narrative effects. This requires them to connect fragmented information into a coherent and engaging story. Through such practice, students can gain a deeper understanding of the connotations and values of ICH and enhance their cultural confidence in the process of inheriting ICH.

### **3.3. The Translational Expression Based on a Narrative Perspective—Perception: From Data Organization to Value Transformation**

The goal of information visualization is to make the reception of information more intuitive and perceptible. In the realm of information dissemination, this transformation implies a shift in the perspective of presenting information. The narrative perspective in narratology refers to the specific angle from which a story is told, determining how readers understand and feel the events, characters, and themes within the story. This concept shares a high degree of similarity with the output of information visualization.

In teaching, emphasis is placed on analyzing the characters, events, and plots within intangible cultural heritage, delving deeply into the ideological and political elements they contain, such as perseverance, the spirit of teamwork, and the quality of selfless dedication. Taking the translational expression of patriotism as an example, students are guided to perceive the ancients' deep concern for the fate of the nation and their steadfast inheritance of national spirit. This process deepens students' sense of identification with and pride in China's excellent traditional culture. Through this approach, knowledge is not only imparted but students are also guided to reflect on their roles and missions in society, enhancing their sense of social responsibility and collective honor. This cultivates students' patriotism and social responsibility, and puts into practice the core socialist values.

In the translational and expressive process of ICH content, the diversity of narrative perspectives is borrowed to enrich the expressive power of design. By learning the concept of multiple narrative perspectives, students can choose the most appropriate angle to convey the connotations of ICH. For example, creating stories based on ICH to inspire modern youth. Through this translational expression based on narrative perspectives, students can more profoundly perceive the deep-seated value and cultural power of ICH, strengthening their reverence for traditional culture and their commitment to its inheritance.

### **3.4. Progressive Teaching of Ideological and Political Connotations: Triggering a Psychological Effect of Incremental Emotional Response**

In the information visualization course on intangible cultural heritage a progressive teaching method is employed. This method spans from the determination of ICH themes, to the in-depth analysis of transforming data into narrative structures, and finally to the artistic expression and transformation of the outcomes. This gradually deepening learning method conforms to the

psychological acceptance rules of students and achieves an upgrade from cognition to understanding and then to perception.

At the initial stage of the course, students experience the uniqueness of ICH by identifying its themes. This process ignites their interest in ICH and marks the beginning of their preliminary understanding of it. From a behavioral psychology perspective, this serves as the students' initial contact and perception of ICH, laying an emotional foundation for their subsequent learning.

In the middle stage of the course, students begin to conduct an in-depth analysis of the information contained in ICH, categorizing and summarizing its underlying patterns. They are required to explore the cultural value and contemporary significance behind ICH and transform their analytical conclusions into a narrative structure. This phase helps students transition from a superficial interest in ICH to a sense of responsibility and mission for cultural inheritance. Students deeply understand the connotation of ICH and achieve the goal of ideological and political education.

In the final stage of the course, students express themselves visually based on a narrative structure. Through innovative visualization designs, they present ICH stories. This process is not only a re-creation of ICH culture but also an exercise of students' innovative abilities. In practice, students profoundly perceive the deep-seated value and cultural power of ICH, further enhancing their reverence for traditional culture and their commitment to its inheritance. Ultimately, students not only gain knowledge but also achieve sublimation in their emotions and values, forming a firm sense of cultural confidence.

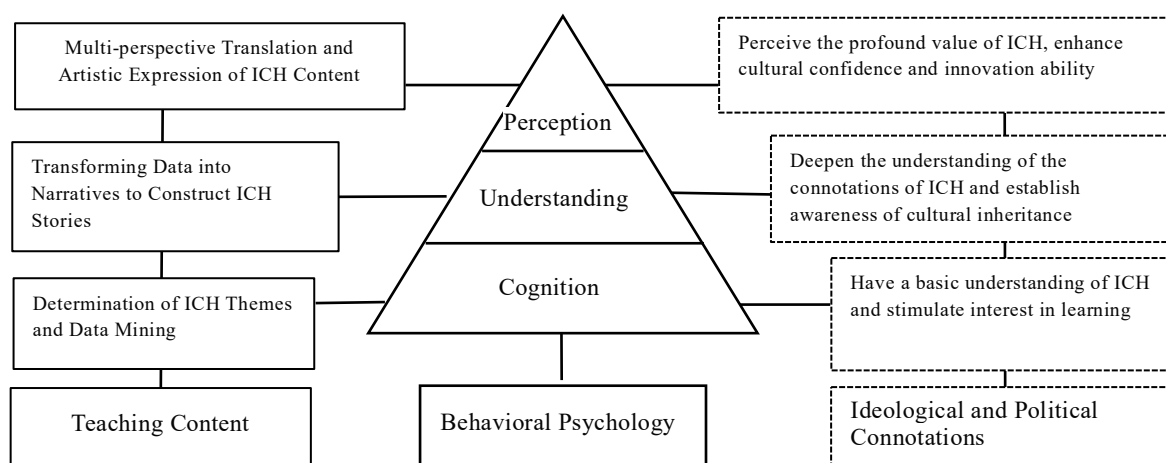


Figure 3.1: Psychological Effect Diagram of ICH Narrative and Ideological and Political Education

The progressive teaching model triggers a gradual reinforcement effect at the emotional level in terms of psychological mechanisms. Through phased and hierarchical teaching design, it encourages students to progressively deepen their emotional engagement and identification with the learning content during the processes of cognition, understanding, and perception. This approach achieves a psychological transition from interest stimulation to internalization of values (Figure 3.1).

#### **4. THE NARRATIVE AND IDEOLOGICAL AND POLITICAL EDUCATION MODEL OF INTANGIBLE CULTURAL HERITAGE**

In the teaching practice of this course, a systematic narrative and ideological and political education model of intangible cultural heritage has been continuously explored and gradually constructed (Figure 4.1). The aim is to guide students to deeply understand and perceive the ideological and political connotations of ICH through a structured approach.

The project selection and research phase marks the beginning of cognition. At the initial stage of the course, students are encouraged to step out of the classroom and directly participate in field research of ICH to gain firsthand understanding and basic knowledge of their chosen projects. Students need to collect and organize a vast array of data to construct the narrative structure of ICH. Through this process, students can discover content that interests them and use their intrinsic interest as a driving force to lay a solid foundation for subsequent work.

The design process phase deepens understanding. After the ICH information has been sorted out, students need to meticulously organize the ICH information, further refine and summarize it, and categorize it according to the orderly logic of narrative plots. In this phase, students' thinking abilities are stimulated, and they begin to understand the connotations of ICH more deeply. By transforming complex information into an orderly narrative, students can better grasp the spirit and value of ICH.

The outcome production phase is about perception and communication. In the outcome production phase, the goal is to make the content of ICH readable and understandable so that the audience can more easily comprehend the essence of ICH. Analysis is conducted based on narrative perspectives, and different user positionings will require different narrative perspectives for expression. We also encourage students to productize ICH projects, transforming them into outcomes with practical application value. This process requires students to choose the appropriate narrative perspective for expression based on different user positionings and truly perceive the value of ICH.

Through the process from cultural cognition to cultural understanding, and then to cultural confidence, not only is students' understanding of the power of excellent traditional culture endowed, but also the value of ICH in conveying emotions and cultural strength is enhanced. The implementation of this model allows students to transform from external learning and exploration to internalized perception and understanding, thus more profoundly experiencing and inheriting the unique charm of ICH, and enhancing the appeal and educational effectiveness of ICH stories in ideological and political education.

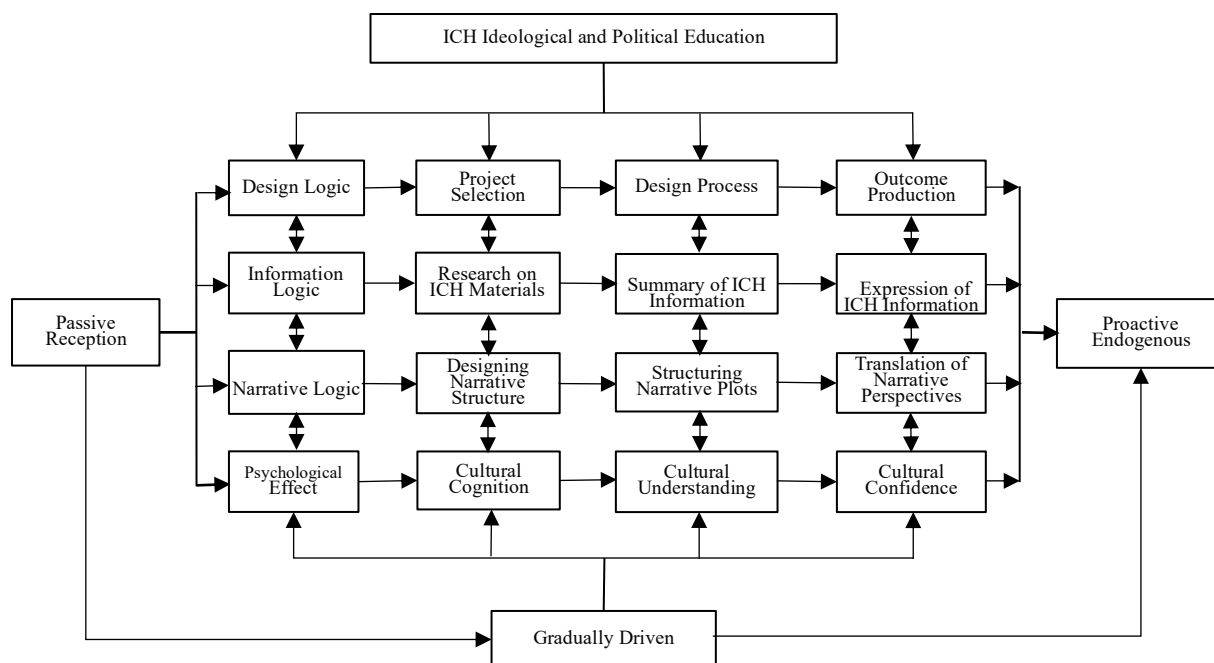


Figure 4.1: The Narrative and Ideological and Political Education Model of ICH

## 5. CONCLUSION

Through the information visualization design of this course, not only is knowledge imparted, but also the students' inherent potential is stimulated. By applying the principles of narratology to tell ICH stories, the limitations of traditional learning models are broken. Students are guided from being passive recipients of ICH cultural knowledge to proactive explorers and internalizers of knowledge. This transformation is not just about teaching knowledge; it's also about nurturing spirit and shaping values. It is hoped that through this course, both teachers and students can subtly feel the power of culture and cultivate unique skills and a spirit of continuous improvement. Ultimately, the goal is to achieve an ideal teaching state where education is as subtle as a gentle rain, allowing every student to feel the profound heritage of traditional culture in the learning and practice of information visualization design, and to inspire a sense of protection and responsibility for China's excellent traditional cultural heritage among the students.

## CONFLICT STATEMENT

The authors declare no conflict of interest.

## COOPERATION STATEMENT

Conceptualization, methodology, and writing: Li Yuan.

Formal analysis, data curation, and validation: Xu Yuelan.

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