

Innovative Strategies for Transferring Intangible Hakka Cultural Heritage and Evaluating the Role of AIGC in Educational Contexts

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ABSTRACT

Intangible Cultural Heritage (ICH) encompasses traditions, practices, and knowledge passed down through generations, playing a crucial role in cultural identity and diversity. Despite its evident importance, the preservation and transmission of ICH face significant challenges due to globalization and urbanization. Addressing these challenges requires innovative approaches that align with the digital learning preferences and habits of younger generations. This study investigates the potential of Artificial Intelligence Generated Content (AIGC) as a transformative tool to promote the preservation of Hakka culture. Adopting a mixed-methods design, the qualitative phase involved fieldwork in the Gannan Hakka region to gather authentic cultural resources for AIGC development. Thematic analysis of expert interviews identified key cultural elements, while the Qiao Bangdeng Festival a representative practice of Hakka intangible heritage was selected as the focal theme. A digital learning platform, guided by connectivism learning theory and leveraging AIGC to facilitate traditional cultural learning, was implemented among 28 university students. Quantitative evaluation employed a structured questionnaire covering six dimensions: engagement, responsibility, intergenerational dialogue, connection with origins, dissemination, and participation. The findings suggest that AIGC significantly enhances Generation Z's engagement with intangible heritage and supports cultural identity formation. This study reveals that AIGC has a transformative impact on participants' perceptions and behaviors regarding ICH, providing insights into the potential of new technologies in cultural heritage preservation and education.

Keywords: Artificial Intelligence Generated Content (AIGC); Intangible cultural heritage; connectivism learning theory; Educational Technology; Generation Z