RESEARCH ARTICLE

Revitalizing and Developing Chinese Ancient Poetry Art Songs: A Teaching Module Framework for Transformative Education

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ARTICLE INFO	ABSTRACT
	This study develops a teaching module for Chinese Ancient Poetry Art Songs (CAPAS) aimed at non-music undergraduates, addressing the challenge of integrating traditional cultural content with modern educational practices. A needs analysis was conducted across four key areas: content, pedagogy, technology, and assessment strategies. The findings highlight the importance of incorporating emotionally engaging themes, interactive teaching methods, and multimedia tools to improve student engagement and learning outcomes. Interdisciplinary approaches, linking CAPAS with literature, history, and visual arts, broaden students' cultural perspectives and deepen their appreciation of heritage. Performance-based assessments, combined with self-reflection and peer feedback, were identified as effective strategies for holistic skill development. This research offers a model for bridging traditional art forms with contemporary education, promoting cultural heritage while addressing the needs of modern learners. The proposed module provides valuable insights for educators and policymakers seeking to foster cultural appreciation, critical thinking, and creative expression in innovative curricula.

INTRODUCTION

Chinese Ancient Poetry Art Songs (CAPAS) represent a significant embodiment of traditional Chinese culture and art, blending the literary qualities of poetry with the artistic essence of music, and hold profound cultural value. However, these art forms have not been fully utilized in the education of non-music undergraduate students. Limited by insufficient teaching resources and monotonous instructional designs, students often struggle to deeply understand and appreciate the cultural connotations and artistic significance of CAPAS (Zhang, 2018).

In recent years, with increased emphasis on the inheritance of traditional culture, the education sector has begun exploring more effective ways to integrate CAPAS into non-music courses (Li, 2019). Studies have shown that existing teaching methods often focus solely on vocal performance techniques, neglecting the explanation of historical contexts and cultural meanings. This has restricted students' understanding of the deeper values of CAPAS (Tan, 2015).

To address this issue, the present study aims to explore the development of a CAPAS teaching module through a comprehensive needs analysis. The module seeks to balance cultural inheritance with the demands of modern education by optimizing four key aspects: content selection, teaching strategies,

technological support, and Assessment methods. It provides a systematic theoretical foundation and practical framework for CAPAS education, tailored to the characteristics of non-music undergraduate students.

Background

Chinese Ancient Poetry Art Songs (CAPAS), as classic representatives of traditional Chinese culture and art, hold a significant position in the history of Chinese education due to their unique artistic style and profound cultural heritage. These works vividly present the imagery and rhythm of poetry to audiences through the fusion of music and literature (Zhang, 2018). CAPAS is not only a form of musical art but also an essential carrier of the spirit of Chinese culture.

As an exemplary model of Chinese traditional culture, CAPAS plays an important role in cultural education in China. Through the integration of music and literature, these artistic creations vividly reflect the profound cultural heritage and artistic expression of Chinese civilization (Zhang, 2018). CAPAS serves not only as a musical form but also as a cultural vehicle, rich in historical connotations and spiritual significance.

In the context of modern education, the promotion of CAPAS in higher education has demonstrated new trends. Studies have shown that integrating traditional culture with music education can enhance students' sense of cultural identity and aesthetic literacy (Li, 2019). However, current teaching practices often focus on technical training while paying insufficient attention to the cultural and historical backgrounds of the works (Tan, 2015). This not only limits students' comprehensive understanding of CAPAS but also challenges its position within the educational system.

With increasing societal emphasis on cultural heritage, educators have begun to explore innovative curriculum designs and teaching models to revitalize CAPAS in the modern educational system (Zhou, 2019). By effectively integrating tradition with modernity and designing teaching modules tailored to contemporary students' needs, CAPAS holds great potential as a critical means of cultivating students' cultural literacy. This study, set against this backdrop, aims to explore the development of a CAPAS teaching module suitable for non-music undergraduate students, providing theoretical and practical guidance for relevant educational practices.

In recent years, with growing attention to the inheritance of traditional culture, more studies have begun investigating how innovative teaching methods can more effectively integrate CAPAS into modern education (Li, 2019). By balancing traditional art with the demands of modern teaching, the design of engaging and culturally resonant teaching models could provide new opportunities for promoting CAPAS. Based on this background, this study aims to conduct a systematic needs analysis to develop a CAPAS teaching module that embodies the characteristics of both cultural heritage and modern education. It seeks to provide non-music undergraduate students with a richer learning experience, fostering a deeper understanding and comprehensive appreciation of Chinese traditional culture.

Research Objectives

The primary objective of this study is to conduct a needs analysis for designing a CAPAS teaching module for non-music undergraduate students in China. The specific sub-objectives are as follows:

Content Analysis: Identify suitable song content for the teaching module, including melody selection and thematic design.

Pedagogical Analysis: Evaluate effective teaching methods appropriate for CAPAS instruction.

Technological Analysis: Explore the role of multimedia and digital tools in CAPAS teaching.

Assessment Analysis: Determine appropriate methods and strategies for assessing students' learning outcomes.

LITERATURE REVIEW

The historical and cultural significance of Chinese ancient poetry art songs (CAPAS) provides the foundation for understanding their role in contemporary education. CAPAS, as an integral part of Chinese traditional culture, embodies the fusion of poetry and music, serving as a medium for cultural preservation and dissemination (Zhang, 2018). However, much of the educational research on CAPAS remains focused on primary and secondary education, leaving university-level applications, particularly in non-music undergraduate classrooms, underexplored (Li, 2019). This gap in the literature underscores the need to address CAPAS's potential in higher education.

Student engagement and motivation, critical for successful learning outcomes, are particularly challenged by the complexity of CAPAS. Non-music majors often struggle to relate to the intricate musical structures and cultural contexts of these songs, which can diminish their interest and learning motivation (Wang, 2020). To counteract this, teaching strategies that emphasize the cultural significance and artistic value of CAPAS have been shown to enhance students' participation and appreciation (Tan, 2015). This creates an avenue to make CAPAS more accessible and relatable to university students.

Interdisciplinary approaches provide a complementary pathway for enriching the educational impact of CAPAS. By integrating CAPAS with literature, history, and visual arts, educators can offer students a holistic learning experience that broadens their understanding and deepens their connection to the material (Zhou, 2019). This method not only situates CAPAS within a broader cultural framework but also demonstrates its relevance across academic disciplines.

Constructivist theory supports this integration, positing that learners construct understanding through active engagement with knowledge (Piaget, 1952). In CAPAS education, constructivist strategies such as student-led exploration and contextual analysis encourage deeper comprehension and personal connections with the material. Similarly, sociocultural theory highlights the importance of collaborative learning and cultural immersion. Group discussions and role-playing activities in CAPAS instruction foster social interactions that enhance cultural and emotional engagement (Vygotsky, 1978).

Further strengthening CAPAS pedagogy is Gardner's theory of multiple intelligences, which underscores the role of musical and cultural intelligences in arts education (Gardner, 1983). Employing a variety of teaching methods—visual aids, auditory experiences, and performance-based tasks—aligns with diverse learning styles, helping students engage with CAPAS more effectively and unlocking their potential across multiple dimensions.

Technological integration has also become indispensable in modern CAPAS education. Tools like virtual reality, multimedia presentations, and online platforms enrich the learning experience by providing immersive cultural contexts and dynamic presentations of CAPAS's musical and emotional depth (Zhang, 2018). These technologies not only modernize traditional music education but also make CAPAS more appealing and accessible to contemporary learners.

Finally, comprehensive Assessment methods are essential to measure the effectiveness of CAPAS instruction. Performance-based assessments, complemented by self-reflection and peer feedback, allow for a multidimensional Assessment of students' technical, emotional, and cultural understanding (Wang, 2021). These methods encourage continuous self-improvement and reinforce the educational objectives of CAPAS.

In summary, the literature demonstrates that CAPAS, though deeply rooted in Chinese culture, has immense potential to evolve as a meaningful educational tool in higher education. By leveraging interdisciplinary approaches, theoretical frameworks, and modern technologies, educators can bridge the gap in CAPAS research and practice, fostering a deeper appreciation for its cultural and artistic significance.

METHODOLOGY

This study adopts a mixed-methods approach, combining various data collection tools and analytical techniques to ensure the comprehensiveness and depth of the research findings.

Firstly, a literature review was conducted to examine existing CAPAS teaching materials and practices. Specifically, the study collected research papers, textbooks, and teaching design documents. Using content analysis, these materials were systematically organized and categorized to summarize the key themes and developmental trends in CAPAS education.

Secondly, semi-structured interviews were conducted with six music experts and ten music educators. The interviews focused on CAPAS teaching content, pedagogical approaches, technological support, and assessment strategies. Thematic analysis was employed to process the interview data, extracting the core opinions of the participants and analyzing their commonalities and differences. This provided valuable insights for the design of the teaching module.

In addition, classroom observations were carried out to document the interactions of non-music undergraduate students participating in CAPAS lessons. The observations included aspects such as student engagement, the effectiveness of teaching strategies, and the overall performance of classroom activities. By compiling observation notes and employing qualitative analysis, the study identified effective teaching methods and their impact on students' learning experiences.

Finally, a survey questionnaire was designed and distributed to 200 non-music undergraduate students to assess their interest, needs, and attitudes toward CAPAS. The survey data were analyzed using statistical software, employing descriptive and inferential statistical methods to explore students' preferences for teaching content, pedagogical approaches, and technological applications. These findings provided data-driven support for optimizing the teaching module design.

By integrating the tools and methods mentioned above, this study achieved a comprehensive analysis of the requirements for a CAPAS teaching module, laying a solid foundation for its subsequent development.

DATA ANALYSIS

This study employs a mixed-methods approach, combining quantitative and qualitative analyses to explore the needs for a teaching module on Chinese Ancient Poetry Art Songs (CAPAS). Below is a detailed description of each data processing step, along with the analysis methods and tools used, presented in paragraph form.

Analysis of Document Data

The analysis of document data began with a systematic review of research papers, textbooks, and teaching design documents to identify core materials related to CAPAS teaching modules. Content analysis was used to categorize and organize these documents, with text coding applied to extract themes such as teaching content design, pedagogy, technological support, and Assessment strategies. This process highlighted the importance of pentatonic melodies and cultural themes, providing a theoretical foundation for subsequent questionnaire design and interview questions.

Analysis of Questionnaire Data

Questionnaire data were statistically analyzed using SPSS software to uncover students' preferences and needs regarding teaching content. Descriptive statistics were first employed to analyze students' overall preferences for melody, rhythm, and themes. During the data cleaning stage, incomplete or logically inconsistent questionnaires were excluded, and the data were categorized to ensure the accuracy of the statistical analysis.

Analysis of Interview Data

Interview data were analyzed using NVivo software, focusing on four dimensions: teaching content, pedagogy, technological support, and Assessment strategies. Semi-structured interview recordings

were transcribed into text, followed by thematic analysis for coding to extract key insights from experts and educators. Comparative analysis further revealed commonalities and differences among respondents, such as suggestions for integrating traditional pentatonic scales with modern popular elements and the positive impact of interdisciplinary pedagogical approaches on student interest.

Analysis of Classroom Observation Data

Classroom observations were documented using standardized observation sheets to record student interactions and performance in CAPAS lessons. Qualitative analysis was applied to identify the specific effects of multimedia tools, role-playing, and group discussions on student engagement and learning outcomes.

Ethical Considerations

This study strictly adheres to ethical standards to ensure the scientific rigor of the research and the protection of participants' rights. Prior to data collection, the researcher provided all participants with a clear explanation of the study's purpose, procedures, and potential impacts, and obtained their written informed consent. Additionally, to safeguard participants' privacy and personal information, all data were anonymized and used solely for research purposes.

The various data collection methods employed in the study (e.g., interviews, surveys, and classroom observations) were reviewed and approved by the ethics committee to ensure that no psychological or physical discomfort would be caused to participants during the process. Participation in the study was entirely voluntary, and all participants had the right to withdraw from the study at any time without any negative consequences.

During data analysis and presentation of results, the researcher strictly adhered to ethical guidelines, avoiding any disclosure of information that could potentially identify participants. This comprehensive ethical consideration ensures the fairness and credibility of the research, providing a reliable reference for ethical practices in future similar studies.

RESULT

Content Analysis Result

Through a comprehensive analysis of literature, interviews, classroom observations, and survey data, this study systematically identified students' needs and preferences in CAPAS teaching. First, literature review and survey data reveal that students prefer melodies that are simple, easy to remember, and moderately challenging. Such melodic designs lower the learning barriers and enhance the interest of non-music major students. Themes such as patriotism, natural landscapes, and emotional expression resonate deeply with students, aligning well with the aesthetic preferences of modern youth.

Secondly, the study shows that students' acceptance of CAPAS works is significantly influenced by the teaching content itself. Literature analysis and survey results indicate that students are inclined towards works with beautiful melodies, clear emotional expression, and profound cultural significance. For example, songs that describe natural landscapes, express patriotic sentiments, or convey philosophical reflections are most likely to resonate with students. Classroom observations further demonstrate that when students engage with works featuring distinct historical contexts or social significance, their participation in discussions significantly improves.

Interview data suggest that the presentation of teaching content also plays a crucial role in students' acceptance. For instance, drawing analogies between the historical context of poetry and contemporary social phenomena helps students better understand the works' deeper meanings.

Classroom observations reveal that integrating CAPAS teaching with literature, history, and arts significantly enhances students' interest in the content. For example, comparing songs with classic literary works or illustrating poetic imagery through calligraphy and painting enriches students' learning experiences and deepens their understanding of the cultural background.

Moreover, the combined document analysis, interviews, classroom observations, and surveys highlights the core characteristics of CAPAS teaching content and students' needs in the classroom. The study finds that students generally favor teaching content with beautiful melodies, clear themes, and profound cultural significance. Themes such as patriotism, natural landscapes, and philosophical reflections are frequently mentioned in surveys as they evoke resonance and cultural identity among students.

Classroom observations further confirm that teaching content featuring distinct historical contexts or profound social significance greatly increases students' engagement. In classroom discussions, students actively participate and delve into the material. For example, in a lesson on patriotic songs, students not only deepened their understanding of the works through analyses of their historical contexts but also offered unique insights into related historical events.

Interview findings complement these observations by emphasizing the impact of content design on students' learning experiences. Teachers note that connecting the historical background of poetry with contemporary social issues helps students grasp the works on emotional and cultural levels. Additionally, survey data show that nearly 80% of students believe that the presentation of teaching content directly affects their interest in learning. For instance, multimedia presentations allow students to quickly immerse themselves in the material and understand the core themes of the works.

Lastly, interdisciplinary integration of CAPAS teaching with other subjects also demonstrates significant advantages. By combining CAPAS with literature, history, and visual arts, students' learning dimensions are broadened, further enhancing their understanding of the cultural background and artistic value of the works.

Pedagogical Analysis Result

Based on an integrated analysis of interviews, classroom observations, literature review, and survey data, this study identified multiple advantages of interactive teaching methods in CAPAS education. First, role-playing, as a highly immersive teaching strategy, provides students with opportunities to experience the emotional essence of artistic works through contextualized learning. By simulating historical scenarios or the creative background of songs, students gain a more intuitive understanding of the cultural and emotional values of the works. Secondly, group discussions not only promote active interaction among students but also stimulate the exchange and integration of diverse perspectives, fostering a multidimensional understanding of the artistic works.

Document analysis and survey data further indicate that students' acceptance of teaching content is closely related to teaching strategies. Diverse and engaging activities, such as incorporating literary and historical contexts into lessons, effectively boost students' interest in learning. Classroom observations reveal that interdisciplinary approaches that integrate CAPAS with literature, history, and visual arts significantly broaden students' learning perspectives. For example, linking the creative background of songs with Chinese historical events enables students to delve deeper into the sociocultural significance of artistic works. Introducing visual art elements, such as calligraphy or paintings related to the poetry, helps students build connections across different media, enriching their learning experiences.

Additionally, technological analysis underscores the critical role of multimedia tools in enhancing teaching outcomes. With the aid of audio and video resources, students can intuitively grasp the melodies and emotional expressions of the works, while online platforms significantly improve the efficiency of self-directed learning and group collaboration. The effective integration of these technological tools further strengthens the implementation of interactive teaching methods.

Technological Analysis Result

The technological analysis, conducted through observations, interviews, literature reviews, and survey data, highlights the crucial role of digital technology in CAPAS education. Multimedia tools, such as videos, audio recordings, and PowerPoint presentations, excel in enhancing classroom

engagement. Specifically, audio resources help students accurately grasp the rhythm and melody of CAPAS works, while video resources provide intuitive support for understanding emotional expressions and cultural contexts.

Survey data show that over 70% of students believe online learning platforms play an important role in facilitating self-directed learning and group collaboration. Classroom observations further reveal that students exhibit higher engagement and learning efficiency when using online platforms to complete collaborative tasks. These digital resources not only boost students' interest in learning but also add a new dimension of technological support to CAPAS education.

Assessment Analysis Result

Analysis of Assessment methods highlights the importance of performance-based assessments combined with self-reflection and peer feedback in CAPAS education. These methods focus on vocal skills, emotional expression, and stage performance, providing students with opportunities for holistic development. Literature review and interviews indicate that this approach effectively evaluates students' technical abilities while also measuring progress in cultural and emotional understanding.

Survey data show that approximately 80% of students believe personalized feedback helps them improve their singing techniques and emotional expression. Classroom observations confirm that peer feedback plays a key role in motivating students and boosting their confidence. Through interaction and exchange of perspectives, students gain deeper insights into the cultural background of CAPAS works. Additionally, self-reflection offers students opportunities to reassess their learning process, identify strengths and weaknesses, and further enhance their continuous improvement.

In summary, performance-based Assessment methods, combined with personalized and interactive feedback, not only enhance students' learning outcomes but also provide a scientific basis for optimizing CAPAS teaching modules. This comprehensive Assessment approach integrates technical skills with cultural and emotional understanding, offering valuable references for future teaching practices.

Based on the analyzed data, a well-rounded teaching module for Chinese Poetry Art Song tailored to non-music major undergraduate students was developed. This module, illustrated in Figure 1, integrates insights from content preferences, pedagogical strategies, technological tools, and assessment methods to enhance students' engagement and learning outcomes. The framework emphasizes the use of simple, memorable melodies and culturally resonant themes, supported by interdisciplinary approaches and interactive teaching methods, to create an immersive and enriching educational experience.
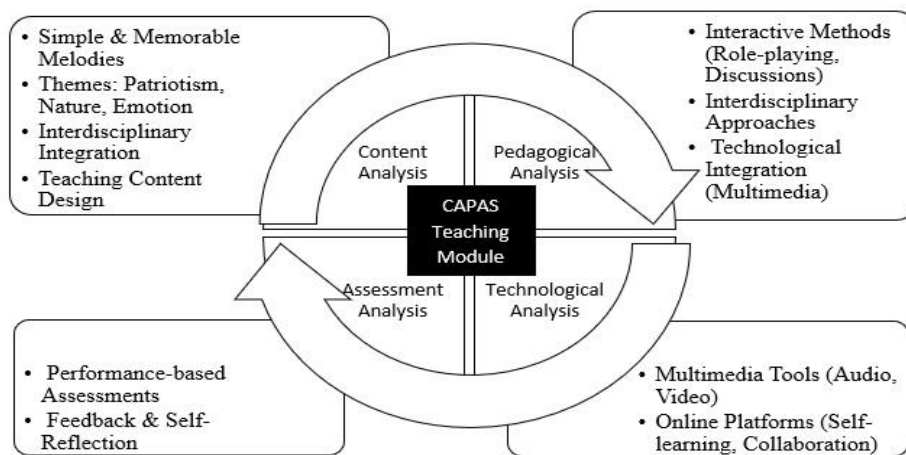
Figure 1: Comprehensive Framework of Research Findings in CAPAS Teaching Module

DISCUSSION

This study provides a systematic framework for developing teaching modules for Chinese Ancient Poetry Art Songs (CAPAS), particularly for non-music undergraduate students, by addressing their unique needs through innovative content, pedagogy, technological integration, and Assessment strategies. The findings contribute to the discourse on blending cultural heritage with modern education, advancing both academic and practical approaches to CAPAS instruction.

Integrating Cultural Heritage with Contemporary Education

The successful integration of traditional Chinese art forms like CAPAS into higher education underscores the importance of maintaining cultural authenticity while adapting to modern educational contexts. Recent studies emphasize that culturally responsive curricula enhance not only engagement but also cultural identity in students (Kim & Zhai, 2022). Incorporating traditional pentatonic scales with contemporary musical elements allows for preserving cultural roots while appealing to modern aesthetic preferences, creating a harmonious balance between tradition and modernity (Sun & Wei, 2023).

Moreover, CAPAS's thematic focus—patriotism, natural landscapes, and emotional expression—resonates with students' contemporary experiences, aligning with Hallam's (2006) assertion that relatable and emotionally rich content enhances motivation. Themes tied to social and environmental issues also provide opportunities to contextualize CAPAS within broader societal discussions, fostering critical thinking and ethical awareness (Liu et al., 2023).

Experiential and Interdisciplinary Pedagogy

The findings confirm that experiential and interdisciplinary approaches significantly enrich students' learning experiences. Role-playing, for instance, immerses students in the historical and cultural contexts of CAPAS, facilitating deeper understanding. Recent research by Zhao and Lin (2023) supports the value of experiential learning in fostering cognitive and emotional engagement, especially when teaching complex cultural concepts.

Integrating CAPAS with literature, visual arts, and history creates multidimensional learning pathways. Studies by Xu et al. (2023) highlight the effectiveness of such interdisciplinary approaches in broadening students' perspectives and fostering creative thinking. For instance, analyzing poetic imagery through calligraphy or visual arts enriches students' interpretation of cultural nuances while providing a holistic educational experience.

Enhancing Engagement through Technology

Technology emerges as a pivotal enabler of CAPAS education, aligning with global trends in digital learning. Recent advancements in immersive technologies, such as augmented reality (AR) and virtual reality (VR), offer new ways to experience traditional art forms (Li et al., 2023). These tools can simulate historical contexts or bring poetic imagery to life, making CAPAS more engaging for contemporary students.

In addition, the role of digital platforms in facilitating collaborative learning and self-directed exploration cannot be understated. Current studies show that tools like interactive apps and online discussion forums significantly enhance student interaction and accessibility to educational resources (Chen & Park, 2022). By enabling asynchronous learning, these platforms accommodate diverse learning styles and promote inclusivity.

Comprehensive Assessment Strategies

The study underscores the importance of performance-based assessments coupled with self-reflection and peer feedback. These Assessment methods align with contemporary trends in competency-based education, which emphasize holistic skill development over rote learning (Zhang et al., 2022). Personalized feedback mechanisms, supported by digital tools, further enhance students' ability to track their progress and refine their learning strategies.

Furthermore, integrating cultural metrics into Assessment processes ensures that students' understanding of CAPAS transcends technical proficiency to include cultural and emotional depth. This comprehensive approach supports the objectives of modern arts education, as highlighted by recent literature advocating for culturally grounded assessment methods (Wang et al., 2023).

Broader Implications for Global Arts Education

While focused on CAPAS, the findings have broader implications for arts education worldwide. The approach of blending traditional content with modern teaching methods can be adapted for other cultural art forms, fostering global appreciation and preservation of intangible cultural heritage. As UNESCO emphasizes the role of education in safeguarding cultural heritage, the strategies outlined in this study align with international efforts to integrate traditional arts into modern curricula (UNESCO, 2023).

CONCLUSION

This study provides a robust framework for developing a Chinese Ancient Poetry Art Songs (CAPAS) teaching module tailored to non-music undergraduate students. Through a comprehensive needs analysis encompassing content, pedagogy, technology, and Assessment, the findings highlight the potential of integrating traditional cultural elements with modern educational practices. By addressing students' preferences for emotionally resonant themes, leveraging interdisciplinary teaching methods, and incorporating technological tools, the proposed teaching module bridges the gap between traditional art forms and contemporary education.

Ultimately, the study demonstrates that CAPAS education can serve as a powerful medium for fostering cultural appreciation, critical thinking, and personal growth among non-music students. This contribution underscores the importance of adapting traditional art education to meet the dynamic needs of modern learners.

IMPLICATIONS

For Education Practice

The findings suggest that CAPAS education holds transformative potential for enhancing cultural literacy and engagement among non-music students. Integrating CAPAS into general education curricula can enrich students' understanding of Chinese culture while promoting broader competencies, including teamwork, critical analysis, and self-expression.

For Curriculum Development

The interdisciplinary approach outlined in this study offers a model for developing culturally responsive curricula. By linking CAPAS with literature, history, and visual arts, educators can create multidimensional learning experiences that transcend traditional subject boundaries, fostering holistic educational outcomes.

For Educational Technology

The integration of multimedia tools and digital platforms highlights the evolving role of technology in arts education. These tools not only modernize the learning process but also make traditional content more accessible and engaging for diverse learners, providing a template for other cultural education initiatives.

For Policy and Cultural Preservation

This study aligns with broader efforts to preserve intangible cultural heritage by promoting CAPAS as a vital component of education. It reinforces the role of education in safeguarding cultural traditions while adapting them to the needs of modern society.

Suggestions

1. Longitudinal Studies on CAPAS Education

Future research should explore the long-term impact of CAPAS education on students' cultural awareness, personal development, and academic performance. This will provide deeper insights into its effectiveness and sustainability as an educational tool.

2. Cross-Cultural Adaptation

Given the global interest in preserving intangible cultural heritage, similar teaching modules could be developed for other traditional art forms worldwide. Comparative studies could evaluate how CAPAS education strategies can be adapted to different cultural contexts.

3. Enhanced Technological Integration

Further exploration of advanced technologies, such as virtual reality (VR) and artificial intelligence (AI), can provide immersive and personalized learning experiences. Research should investigate how these technologies can further enhance student engagement and learning outcomes.

4. Teacher Training Programs

Educators require specialized training to effectively implement CAPAS modules. Workshops and professional development programs should focus on interdisciplinary teaching strategies, the use of technology, and culturally grounded pedagogical approaches.

5. Broader Implementation in General Education

CAPAS teaching modules should be piloted in various institutions, including international settings, to assess their adaptability and scalability. These modules can contribute to global education efforts in fostering cultural understanding and creative expression.

By advancing CAPAS education through thoughtful integration of tradition and modernity, this study lays the groundwork for cultivating cultural appreciation and educational innovation in a globalized era.

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