

## Analysis and Development of Li Cultural Identity in the Learning Center

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### ABSTRACT

This study aims to (1) explore the cultural identity of the Li people through symbolic representation, (2) design a cultural learning center that reflects Li cultural values, and (3) evaluate the effectiveness of the center in terms of visitor satisfaction and cultural transmission. An experimental research design was employed, involving in-depth interviews and satisfaction questionnaires. The sample consisted of Li culture scholars, product designers, entrepreneurs, and 400 Li culture enthusiasts. Interview data were analyzed to extract cultural symbols and interpret their identity meanings, which were subsequently integrated into the design of the cultural learning center. Six core symbols of Li culture were identified: bamboo tube rice, dragon quilt, boboat house, Li brocade, long gown buckle, and tattoo. These symbols reflect the deep-rooted historical and geographical wisdom of the Li people. The learning center was designed with the guiding principles of sustainability, immersion, and participation, balancing visitor engagement, cultural authenticity, and value. Evaluation scores indicated high levels of satisfaction: overall satisfaction with the learning center ( $M = 4.12$ ), cultural center design ( $M = 3.80$ ), activity design and learning process ( $M = 4.20$ ), cultural product design ( $M = 3.83$ ), and perceived cultural value of the center ( $M = 4.40$ ). The incorporation of cultural symbols into the design of the learning center successfully preserved and communicated the Li cultural identity. Visitors responded positively to both the immersive design and the meaningful cultural content. This study offers a replicable model for integrating intangible cultural heritage into educational and experiential spaces, enhancing cultural sustainability and public engagement with ethnic minority cultures.

**Keywords:** Li culture, Cultural identity, Intangible cultural heritage, Li ethnic group, Learning center, Creative product

### INTRODUCTION

Hainan, a province where multiple ethnic groups coexist, is renowned for its unique Li culture—an original ecological culture imbued with the distinct characteristics of Hainan Island and rich in mystical charm (Li Hai 'e, 2013). The Li people have nurtured a long-standing cultural history that has evolved into a distinctive cultural style across various domains. Notable features of Li culture include: (1) Language: The Li language, belonging to the Li branch of the Zhuang-Dong subgroup within the Sino-Tibetan language family, serves as a vital medium for expressing the Li people's worldview, lifestyle, and harmonious relationship with nature. (2) Food: The Li dietary practices emphasize ecological authenticity and health consciousness, reflecting profound agricultural knowledge and food therapy traditions. (3) Performing Arts: The firewood dance—a symbolic cultural expression of the Li

people—has transitioned from a staged performance to a more life-integrated tradition, representing the optimistic and uninhibited spirit of the Li nation (Zhu Yi, 2023). (4) Architecture: Iconic structures such as the “boar-shaped house” and “stilt house” reflect the Li people's architectural ingenuity in adapting to local environmental conditions. (5) Handicrafts: Li brocade, often referred to as a “living fossil” in Chinese textile history, exemplifies the intricate weaving and embroidery skills passed down through generations, showcasing the creativity and diligence of Li women. (6) Religious Beliefs: The Li people's belief system, centered on nature worship and ancestral reverence, informs their daily practices, social behavior, and moral principles.

Despite its richness and diversity, Li culture is increasingly vulnerable under the pressure of globalization and modernization. The confluence of various adverse factors—such as outdated perceptions among cultural custodians (Wang Houhan & He Yun, 2022), aging of the inheritor community (Huang Shunhe, Mu Xin, & Tan Chuanyun, 2025), and a declining sense of cultural identity among the younger generation (Yi Xinxin, 2024)—has led to a critical erosion of traditional skills and cultural knowledge. This alarming trend underscores the urgent need for proactive measures to safeguard and revitalize Li culture through innovative and sustainable approaches. In response, the establishment of a Li Culture Learning Center is proposed as an integrated cultural platform for systematic heritage preservation and dynamic cultural education. Such a center would combine immersive learning, creative expression, and modern communication tools to engage the public—especially youth—in meaningful cultural experiences. It holds the potential to rebuild cultural confidence, foster identity, and support the transformation of heritage into viable socio-economic assets.

Although prior studies have addressed the documentation of Li culture and proposed general strategies for cultural preservation, there remains a significant gap in research on practical, integrative models that combine education, cultural experience, and creative industry development specific to the Li ethnic context. There is also limited empirical exploration into how cultural elements can be transformed into contemporary products and participatory experiences through structured learning environments. This study addresses these gaps by proposing and evaluating a learning center model that unifies heritage preservation with modern pedagogical and design strategies, contributing a replicable framework for minority cultural revitalization in China and beyond.

### Research Objectives

1. **To analyze the core characteristics of Li culture**, including its historical origins, material culture, and intangible cultural heritage, through in-depth research and documentation.
2. **To investigate the current challenges and opportunities** related to the inheritance and development of Li culture in the context of modern society.
3. **To explore the feasibility and specific design pathways** for establishing a Li culture learning center that integrates cultural learning, hands-on experience, and creative expression.
4. **To develop an educational framework and operational model** for the learning center based on contemporary educational theories and cultural communication strategies.
5. **To design and create modern cultural products and thematic activities** inspired by Li cultural elements, aiming to enhance cultural dissemination, public engagement, and potential for cultural industry transformation.

### LITERATURE REVIEW

Culture, as the core carrier of human social development, carries the historical memory, values and spiritual pursuits of the nation. Li culture, as an important part of China's ethnic minority cultures, has distinct ethnic characteristics and cultural connotations (Zhang Yin, 2011). In the context of globalization, the establishment of Li ethnic culture learning centers is of great significance for the protection and inheritance of ethnic culture, and cultural identity is at its core.

Cultural identity is crucial in cultural inheritance. First, it promotes the development of ethnic cultural symbols. As Zhou Chunhua (2016) found, incorporating Li ethnic intangible cultural heritage can enhance teenagers' visual identification with their own ethnic cultural symbols. Secondly, cultural identity plays a significant role in cultural adaptation. Ning et al. (2018) found that ethnic identity among Li middle school students was significantly positively correlated with the stress of cultural loss, and significantly negatively correlated with language stress, discrimination and prejudice. Finally, cultural identity is irreplaceable in cultural inheritance. Hu Yanlin and Mei Jing (2022) argue that building a solid inheritance system in cultural identity is the key to ensuring that intangible cultural heritage is passed down from generation to generation as a living cultural heritage and can stimulate people's interest in and protection awareness of traditional culture.

Cultural identity is of great significance to the construction of learning centers. It helps to build a strong sense of the Chinese nation as a community. Scholars point out that the grand architecture of the museum symbolizes

the nobility of the nation, and the continuous space metaphorically represents the continuity of Chinese civilization (Li Qi & Yan Zhicheng, 2025). In terms of narrative and memory, spatial narrative builds collective memory, and viewers discover the symbolic significance of cultural relics in the historical narrative of the Chinese nation community through spatial metaphor, forming a memory connection of cultural identity (Cao Lili & Jiang Min, 2025). In terms of emotion and experience, scholars propose to enhance the depth of the audience's cultural memory experience and strengthen emotional resonance (Liu et al., 2025). The narrative of ethnic museums shifts from cultural diversity to ethnic commonality by highlighting shared cultural symbols, shaping a sense of community, and strengthening viewers' identity with the Chinese nation (Han Fengjun & Ao Min, 2025).

The elements of cultural identity of the Li ethnic group are complex. Zhang Jijiao et al. (2024) explore a new analytical framework for ethnic studies in Hainan in the new era from the perspective of consolidating the consciousness of the Chinese ethnic community. Qiao Shuying (2017) interviewed employees of Binlang Valley and believed that it has the function of inheriting Li culture and enhancing Li cultural identity. Scholar Wang Hai (2005) argues that Li culture is characterized by uniqueness, compatibility, diversity and multiplicity, which is manifested in four aspects: physical state, institutional, symbolic and conceptual culture.

Community participation is the key to the success of the learning center. Ma Qianli (2017) explored community participation in the compilation of the list of intangible cultural heritage, arguing that the community-led model is conducive to protecting the cultural rights and interests of the community, sharing the achievements, and expanding the scope of participation, providing an opportunity for improving people's livelihood. Li Liqiong et al. (2025) analyzed the development trends of learning centers such as technology integration and intelligence, and proposed strategies to address challenges such as technology integration, arguing that multiple factors need to be coordinated to promote high-quality development of education. In the organization of cultural inheritance activities, the participation of community elders and inheritors can provide authoritative knowledge and teaching resources for learning centers, enhancing the effectiveness and credibility of inheritance.

The inheritance of contemporary Li culture faces challenges. The first is the cultural gap caused by the impact of modernization, Liu Xiaoli (2017) pointed out that the younger generation has a low understanding of traditional culture, resulting in a generational gap. The second is the pressure of cultural homogenization in the context of globalization, which poses a risk of dilution of the uniqueness of Li culture. In response to these challenges, the future direction lies in digital protection and technological integration. Liu Rui (2025) proposed to promote the cross-temporal and spatial dissemination of cultural symbols through digital media, integrate cultural resources through three-dimensional interactive narratives, and strengthen cultural identity in virtual-real fusion scenarios.

A literature review reveals that there are deficiencies in the current research on Li ethnic culture learning centers. First, there is a lack of systematic theoretical framework guidance, and a theoretical system specifically for Li culture learning centers has not yet been established. Secondly, there is a lack of an appropriate model for the construction of Li culture learning centers, especially research on sustainable operation models is weak. In addition, there is a lack of mature experience and replicable models in specific operational aspects such as technology application, community participation mechanisms, and cultural product development.

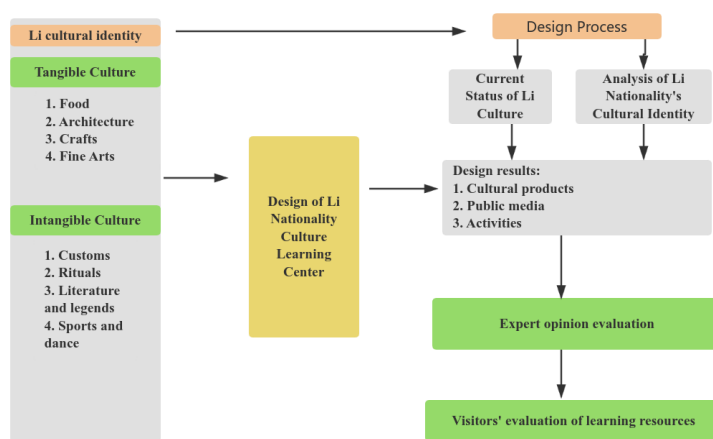


Figure 1: Conceptual Framework

## RESEARCH METHODOLOGY

This study employed a qualitative, multi-phase research design integrating literature review, ethnographic fieldwork, and design-based research to explore and apply the core characteristics of Li culture in the development of a cultural learning center and related creative products. The methodology is structured into the following phases:

### Phase 1: Analysis of Cultural Characteristics of the Li Ethnic Group

The first phase involved a comprehensive literature review and cultural analysis aimed at identifying the core symbolic and material elements of Li culture. Key activities included:

- **Documentary Research:** Academic texts, ethnographic studies, and government reports related to the Li ethnic group were reviewed to establish a foundational understanding of the historical, social, and cultural context of the Li people.
- **Expert Interviews:** In-depth semi-structured interviews were conducted with Li cultural experts, local historians, and artisans to gather qualitative insights into the cultural identity and values of the Li community. These interviews were crucial in uncovering symbolic meanings, traditional knowledge, and local interpretations of cultural artifacts.
- **Field Observation and Documentation:** Ethnographic fieldwork was undertaken in Li-inhabited regions. This included: Visual and physical documentation (measurements, sketches, photographs) of traditional architecture (e.g., boat-shaped houses). Examination of heritage crafts such as Li brocade, tattoos, and long gown buckles. Visits to regional museums and cultural sites to observe curated cultural resources and preserved artifacts.

Through this process, six key cultural symbols of the Li people were identified:

Bamboo tube rice, Dragon quilt, Boat-shaped house, Li brocade, Long gown buckle and Traditional tattoo. Each element was analyzed in terms of style, color palette, material use, and craftsmanship techniques, serving as a basis for subsequent design development.

### Phase 2: Design and Development of the Cultural Learning Center

Building on the findings from Phase 1, the second phase focused on transforming cultural insights into tangible design outputs:

- **Design Application:** Cultural elements extracted in Phase 1 were synthesized into a design framework for the Li Ethnic Cultural Learning Center. This included architectural concepts, interior spatial layouts, and environmental aesthetics rooted in Li symbolism.
- **Creative Product and Activity Design:** Selected cultural elements were also applied to the design of modern creative products and interactive cultural activities intended for display and use within the center. Examples include textiles, wearable items, educational tools, and themed participatory workshops.
- **Stakeholder Feedback Collection:** To refine the practical applicability of the designs, structured feedback was obtained through interviews and focus groups with Product designers, who evaluated the usability and aesthetic coherence of the designs.

Cultural entrepreneurs, who assessed the market potential, scalability, and relevance of the proposed products and experiences.

### Phase 3: Synthesis and Model Development

In the final phase, the research outcomes were consolidated into a comprehensive report and conceptual model. This included A proposed design model for the Li Cultural Learning Center based on identity-driven symbolic integration. Guidelines for creative product design, informed by Li cultural aesthetics and traditional values. A set of recommendations for cultural revitalization through design-led interventions and community-based learning initiatives.

The final model positions Li cultural symbols as a foundation for heritage-driven design and proposes a sustainable framework for the cultural revitalization and industrial transformation of Li culture in contemporary contexts.

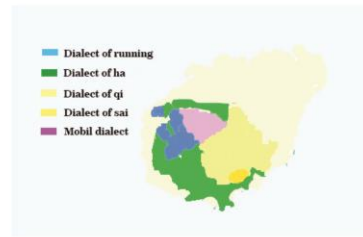
## RESULTS

This study has far-reaching implications for designers and those dedicated to preserving the heritage of Li culture, helping to design value-added products, create unique selling points, present new ways of communication, and preserve and pass on cultural heritage for future generations, as shown in Figure 2.

**Analysis Results of Li Ethnic Group's Cultural Identity**

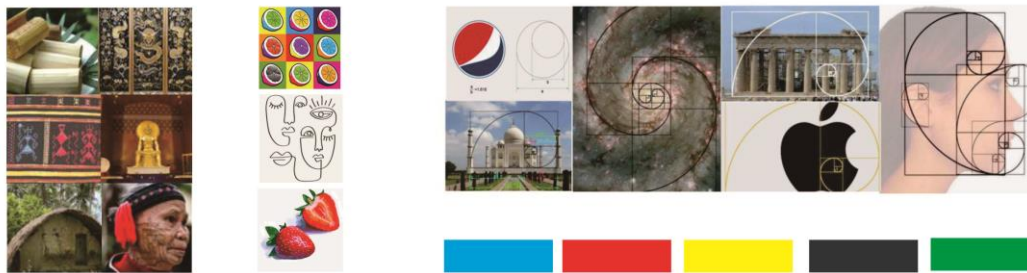
**range of study:**

Lingshui, Baoting, Sanya, Ledong, Dongfang, Changjiang, Baisha, Qiongzong, Wuzhishan and other counties and cities



Comprehensive Research on the Design of the Li Culture Learning Center

**The scope of design analysis of the cultural characteristics of the Li ethnic group**



**Figure 2:** Analysis of Li Cultural Identity

The researchers analyzed the cultural identity of the Li ethnic group among a group of local experts and screened out representative cultural elements including: 1) bamboo tube rice, 2) dragon quilt, 3) boar-shaped house, 4) Li brocade, 5) long gown button, 6) tattoo and other distinctive contents for interpreting the cultural characteristics of the Li ethnic group, which can be summarized as shown in Figure 3.

Style: Minimalist style	Style: Pop art style	Style: Semi-realism style
Name:bamboo rice, dragon quilt, boat-shaped house, Li brocade, robe long buckle, square body Color: 	Name:bamboo rice, dragon quilt, boat-shaped house, Li brocade, robe long buckle, square body Color: 	Name:bamboo rice, dragon quilt, boat-shaped house, Li brocade, robe long buckle, square body Color: 

**Figure 3** Results of the analysis of Li cultural identity

Based on the analysis of the research method, the combined information of the six important cultural elements reveals the unique and significant cultural connotations of the region: bamboo tube rice embodies the dietary wisdom of living in harmony with nature; The dragon is a demonstration of exquisite weaving skills and totem beliefs; The boat-shaped house represents a unique architectural aesthetic; Li brocade highlights the inheritance of weaving skills; Tattoos carry profound meanings of identity and cultural heritage. These elements together embody the diversity and uniqueness of Li culture.

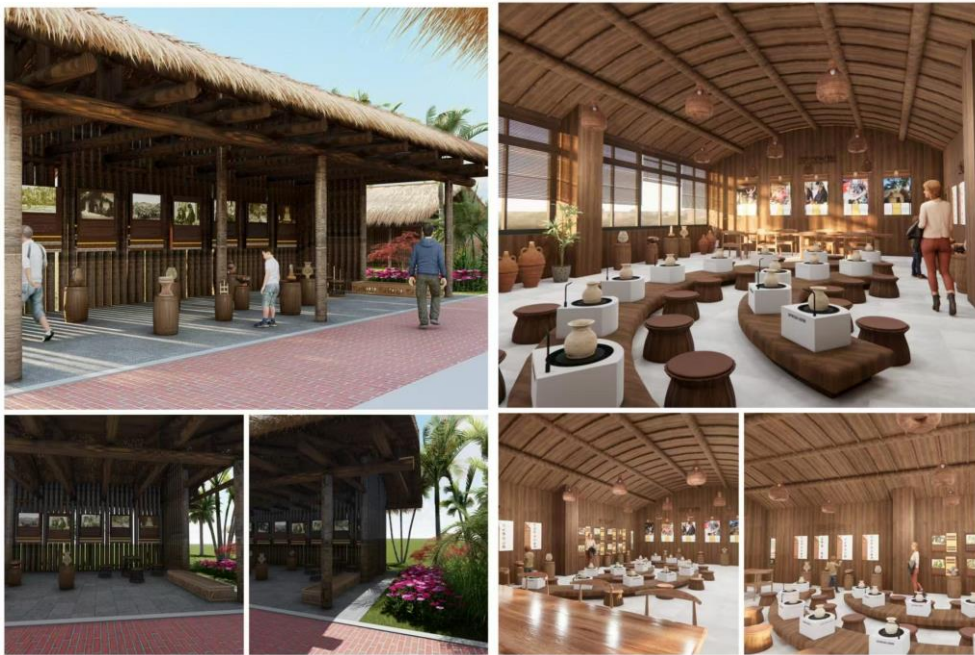
## Phase 2: Design of the Li Culture Learning Center

The researchers first reviewed the historical and cultural literature materials of the Li ethnic group. Next, on-site data collection was carried out, including in-depth interviews with Li cultural experts, investigations of important cultural sites, and studies of local traditional arts and handicrafts. By analyzing the aggregated information, key elements of the Li cultural identity were identified.

Then a draft plan for the construction of the Li Culture Learning Center was developed and submitted to designers and experts for testing and evaluation. After receiving feedback from experts, the plan was revised and supplemented with more examples to make it more complete. The final step is to create a complete learning center program and show the results of the construction process. The Li Culture Expert Group provided feedback through a questionnaire tool. A group of designers and architects used the characteristics of Li culture for creative and appropriate spatial design.

Researchers handed over the main content of the learning center to experts for review to verify the accuracy of the information. The plan consists of five main parts: the first part is the LOGO design of the learning center, which embodies the cultural symbols of the Li ethnic group; The second part introduces the design of spatial functions, incorporating traditional architectural elements; Part 3 provides detailed information on the design of promotional media, including cultural interpretation and presentation; Part 4 introduces the application of Li cultural features in product design; Part 5 Plans the model of cultural activities.

Cultural experts attach great importance to the protection and inheritance of Li culture and suggest integrating digital technology, traditional folk art and contemporary social context. Architects emphasize that cultural elements should be practically applied in architectural design, embodying the design concept of combining tradition and modernity. The specific layout will be presented in the form of a chart, as shown in Figure 4.



**Figure 4:** Design of the Li Culture Learning Center

In the design and development of cultural products of the Li ethnic group, researchers first conduct in-depth analysis of cultural information of the Li ethnic group, extracting unique artistic elements of the region, including specific cultural features such as traditional brocade patterns, boat-shaped house architectural structures, and bamboo and wood weaving techniques. Through systematic sorting, a library of visual symbols of Li culture was established. Conduct in-depth interviews with ethnic culture experts and product operators to gather information on the definition of Li cultural identity and the application of products, and clarify the responsibility for cultural inheritance in collaborative design. Seek opinions from community representatives, designers, consumers and other relevant parties to gain a deeper understanding of the cultural needs and market expectations in the design process.

Using the experimental design approach, multiple product prototypes were created based on the cultural identity of the Li ethnic group, cultural experts and target consumer groups were invited to evaluate the prototypes, feedback was collected and the design was continuously improved, as shown in Figure 5.

Qualitative content analysis was used to process the interview information, and quantitative statistical methods were employed to analyze the satisfaction evaluation results of Li ethnic cultural products, providing a scientific basis for design optimization. Integrate research findings to develop a final product that takes into account both cultural heritage and modern needs. The product embodies the uniqueness of Li culture in an innovative way, meets the demands of contemporary consumers while maintaining the spirit of traditional culture, and achieves an organic unity of cultural and commercial values.

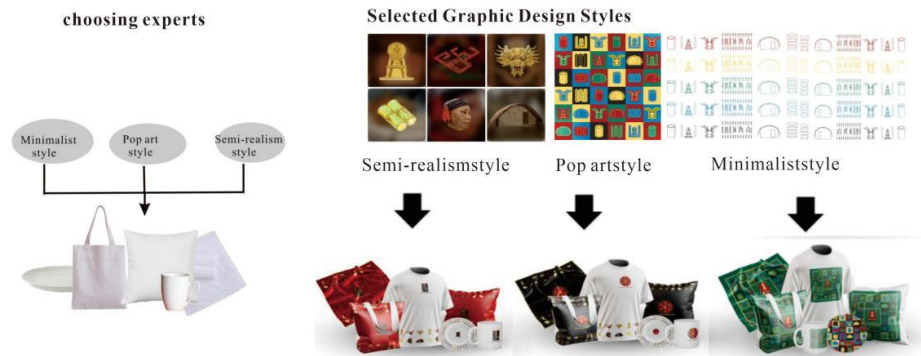


Figure 5. Product design ideas

**Phase 3: Design Evaluation of the effectiveness results of the Li Culture Learning Center**

After obtaining the design works, the researchers evaluated this work. The relevant personnel used the type of tool to assess satisfaction questionnaires, which included assessment criteria such as questions about the value of the knowledge set, activities and learning processes, architectural design, and the overall value of the center. The data analysis was evaluated using mean and standard deviation, and the satisfaction evaluation results of the Li Culture Learning Center were aggregated. The analysis results of the people who participated in the evaluation of interest (n=400) are as follows:




Table 1: Evaluation Results of Learning Center Design

Consumer satisfaction with Li culture learning Center	$\bar{X}$	S.D
1. The depth and breadth of cultural display	4.13	1.05
2. Cultural inheritance and innovation	3.80	1.15
3. The accuracy of the cultural content	3.86	1.11
4. Space design and layout	4.10	1.04
5. Comfort of space and facilities	4.05	1.03
6. Ease of access to information	4.24	0.84
7. Effectiveness of interactive facilities	4.12	1.01
8. Visual design	3.92	1.09
9. Concept of sustainable development	4.14	1.02
10. Public media material design	3.60	1.16
11. Accessibility	2.95	1.23
12. The attraction of cultural activities	3.57	1.15
13. Interactivity	2.76	1.21
14. Visitor engagement	4.11	1.03
15. Awareness of cultural protection	4.14	1.02
16. Function of education	3.57	1.15
The average of the sum of the 16 aspects	3.83	1.08

**Table 2:** Evaluation Results of Activity Design and Learning Process

<b>Design outcomes:</b>	$\bar{X}$	SD
<b>The results of activity design and learning process assessment</b>		
1. The physical environment design of the project area for activities and learning processes is appropriate.	4.09	1.03
2.The design of activities and learning processes for the target group is appropriate.	4.11	1.01
3. The learning process is interesting and can attract people to learn, be active and appreciate the value of learning.	4.41	1.02
<b>The average value of the sum</b>	<b>4.20</b>	<b>1.02</b>

**Table 3:** Evaluation Results of Li Cultural Products

<b>Tourists' satisfaction with the product creation of the Li Culture Learning Center</b>	<b>Mode 1</b>		<b>Mode 2</b>		<b>Mode 3</b>	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
						
1. Product quality and workmanship	4.09	1.03	4.11	1.04	4.12	1.00
2.Unique design	3.91	1.08	2.89	1.22	4.09	1.04
3. Functionality and practicality	3.91	1.08	2.89	1.22	4.09	1.04
4. Cultural inheritance and innovation	4.05	1.00	3.84	1.12	3.99	1.08
5. Emotional connection	2.78	1.28	4.03	1.08	4.11	1.02
6. Artistry	4.06	1.01	3.48	1.20	4.05	1.02
7. Usability and performance	3.52	1.18	3.76	1.12	3.55	1.16
8. Value Perception	4.09	1.00	4.12	1.03	2.80	1.21
9.Purchase intention	4.06	1.01	3.48	1.20	4.05	1.02
10.Sustainability	3.91	1.08	2.89	1.22	4.09	1.04
<b>The average value of the sum</b>	<b>3.92</b>	<b>1.08</b>	<b>3.64</b>	<b>1.12</b>	<b>3.85</b>	<b>1.07</b>

**Table 4:** Li Culture Learning Center Creates Overall Value Assessment Results

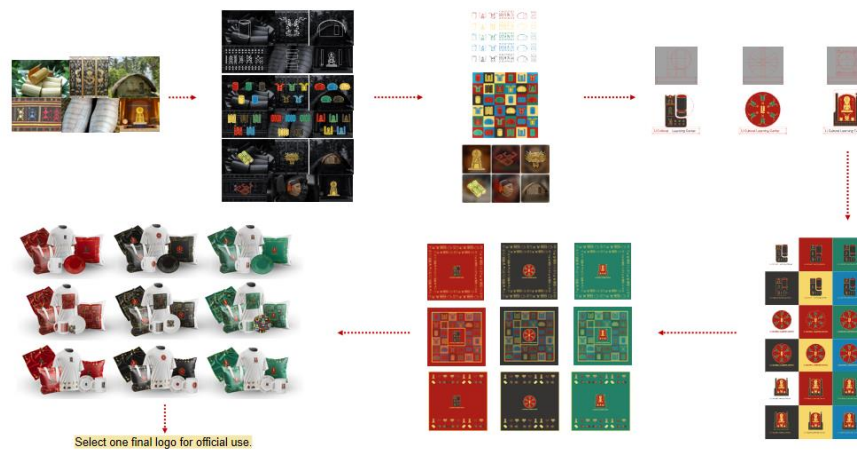
<b>Design outcomes:</b>	$\bar{X}$	SD
<b>Overall value assessment results of the establishment of the Li ethnic culture learning center</b>		
1. The establishment of a learning center can preserve identity.	4.09	1.00
2.The establishment of a learning center can promote value.	4.91	1.08
3. The establishment of learning centers can serve as a source of career creation.	4.20	1.01
<b>The average value of the sum</b>	<b>4.40</b>	<b>1.03</b>

## 五、RESULTS AND DISCUSSIONS

### Discussion

The research outcome "Analysis and Development of Li Ethnic Cultural Identity in Learning Centers" has clarified the researcher's goals: 1) To analyze and study Li ethnic cultural identity; 2) Design learning centers for Li culture; 3) Evaluate the effectiveness of the Li Culture Learning Center. During the initial discussion stage,

researchers analyzed and synthesized the relevant data to obtain key knowledge for research and design. According to the intended objective, the results of the discussion are shown in Figure 7.



**Figure 7:** Summary of the product design process

### Step 1: Research and analyze Li cultural identity

Through in-depth analysis of Li culture and data synthesis, this study successfully achieved the preset goals and gained valuable research and design knowledge. The findings clearly reveal the critical importance of introducing Li cultural identity in the development and design of learning centers. By incorporating elements of Li culture into creative products, we have successfully facilitated the creation of products that can effectively reflect cultural identity. This work not only has far-reaching implications for the protection of Li cultural heritage, but also provides new paths for promoting Li culture through contemporary communication means, creating economic value and promoting regional cultural tourism.

Researchers have found that the uniqueness of Li cultural identity is reflected in the differences in its art, culture, traditions, architecture and cuisine. There are six core features: 1) Bamboo tube rice: As a representative of Li cuisine, it embodies the Li people's wisdom of living in harmony with nature and their unique food culture. 2) Dragon quilt: A treasure of traditional Li textile art, renowned for its unique style and exquisite craftsmanship, carrying the historical narrative and aesthetic taste of the Li people. 3) Boat house: A symbol of traditional Li architecture, whose "upside-down boat shape" not only shows the adaptability of the Li people to nature, but also reflects their unique cultural values and way of life. 4) Li brocade: A distinctive feature of outstanding cultural value, embodying the wisdom and exquisite craftsmanship of the Li people, and an important carrier of their ethnic identity. 5) Chimelong buckle: As part of the Li ethnic costume, its conservation value lies in the inheritance of traditional beliefs and as an important symbolic element for establishing local identity. 6) Tattoos: The unique body art of the Li people, which not only adds an aesthetic dimension but also conveys rich cultural stories and ethnic identity.

The authenticity and integrity of these features are in line with the theory of the Venice Charter (1964) and the Nara Document (1994) that heritage protection should maintain "authenticity" and "integrity", while also allowing for dynamic truth in the changing cultural context.

There are three fundamental dimensions of culture in the world: material culture (economy), spiritual culture (mind), and social culture (shared lifestyle). The de-identification of Li cultural symbols is an interesting way to understand and present this unique culture. "De-identification" is seen as an innovative way to understand and present this unique culture of the Li people, aiming to go beyond its surface meaning and deeply analyze cultural symbols for application in modern design and brand promotion. The Li culture has a long history and distinctive features that are distinct from the Han culture. Its important cultural symbols include: longgui, boat-shaped house architecture, firewood dance, water gourd sports, bamboo tube rice, pottery, carved handicrafts, dialects such as the Li language. The identity of these symbols can be interpreted by analyzing elements such as shape, color, material and symbolic meaning, and the application value of this "de-identification" lies in rejuvenating Li culture in contemporary design and brand promotion while maintaining its essence and spirit. It builds Bridges for the protection of cultural heritage, allowing a new generation to have a deeper understanding and appreciation of their cultural roots. This aligns with Hall's (1977) semiotic theory that symbols create interactions that prompt culture to be passed down from generation to generation.

## Step 2: Design the Li Culture Learning Center

The core of the design of the Li Culture Learning Center lies not only in the building itself, but also in the in-depth analysis and reshaping of Li culture identity. With the dual goals of protection and promotion as well as economic empowerment, it materializes and makes participatory the process of building cultural identity.

First, by systematically sorting through six core cultural elements such as boboat houses, Li brocade, and tattoos, the centre has transformed them from static heritage symbols into dynamic carriers that carry historical memory, cosmology, and community norms. Under the guidance of the principles of "harmonious coexistence" and "ethical sustainability", these elements are integrated into architecture, products and experiences to ensure that the cultural expression is both authentic and in line with contemporary aesthetics and market demands. The formulation involves multiple stakeholders, including designers, architects, local cultural experts and community leaders, to ensure diversity and comprehensiveness of perspectives. This collaborative model can avoid a single perspective and build a more inclusive cultural framework.

This process is deeply in line with the theoretical support. First, it conforms to Bourdieu's (1977) theory of cultural identity, which emphasizes intangible cultural heritage as a carrier of community cultural identity, strengthens group belonging through ritual and symbol production, and internalizes cultural practice into daily habits. Secondly, in line with UNESCO's concept of living inheritance, highlighting the "living nature" of intangible cultural heritage and its dynamic evolution characteristics, it needs to be continued through intergenerational inheritance and community practice (UNESCO, 2003). In addition, it is in line with the sustainable development concept of the Brundtland Commission, ensuring the balanced development of cultural heritage in the economic, social and environmental dimensions (Brundtland Commission, 1987).

As an innovative form, the Li Culture Learning Center's offline experience workshop and online digital exhibition hall facilitate efficient understanding of Li culture and its practical applications, expand dissemination, and enhance the value of cultural innovation. Through virtual interaction, users can experience cultural elements in an immersive way, facilitating the global dissemination of cultural identity.

## Step 3: Evaluate the effectiveness of the Li Culture Learning Center

The design concept of the Li Culture Learning Center successfully combines cultural identity with educational goals. The center delves deeply into and presents the core cultural symbols of the Li people (such as tattoos, Li brocade, boat-shaped houses, etc.), emphasizing innovative expressions while preserving traditions, and effectively strikes a balance between cultural inheritance and contemporary expression. In terms of user experience, the spatial layout simulates the social atmosphere of the Li ethnic settlement "Longgui", significantly enhancing visitors' sense of participation and knowledge retention through digital exhibitions (such as AR interaction and traditional craft experience).

In terms of the integration of design elements, the modern translation of the architectural language of the boar-shaped house demonstrates a strong interpretive power of cultural modernization. The choice of colors and materials respects the traditions of the Li people, emphasizes local materials and ecological sustainability, and strengthens the organic connection between the learning center and the environment and the community. During the design process, the team distilled the core cultural symbols through field research and interviews with community leaders, and ensured the cultural accuracy of the design through focus group discussions; Educational functions such as intangible cultural heritage workshops and digital archives effectively promote the dual goals of the inheritance of Li ethnic skills and academic research.

In terms of the balance between cultural protection and commercial value, the center relies on the revenue from cultural and creative products to support the inheritance of intangible cultural heritage, promotes cooperation in the cultural and tourism industry, and achieves sustainable economic development. Community participation and social influence have continued to grow, enhancing cultural pride and promoting exchanges and understanding among nations.

## CONCLUSIONS

This study set out to explore the cultural identity of the Li ethnic group and translate its heritage into a sustainable, experience-based learning center. The conclusions drawn are directly aligned with the research objectives and provide an integrated understanding of how traditional culture can be preserved, revitalized, and innovatively developed in a modern context.

**First**, in response to the objective of analyzing the core characteristics of Li culture, the research identified six fundamental cultural elements: bamboo tube rice, dragon quilt, boat-shaped house, Li brocade, long gown buckle, and traditional tattoo. These elements reflect the Li people's production wisdom, aesthetic expressions, and spiritual beliefs, serving as rich sources of cultural identity.

**Second**, by investigating the challenges and opportunities of cultural inheritance, the study highlighted key issues such as the aging of cultural inheritors, declining cultural identity among youth, and external pressures from modernization. At the same time, it revealed opportunities for cultural revitalization through education, creative design, and tourism.

**Third**, in exploring the feasibility and specific pathways for establishing a Li Culture Learning Center, the research demonstrated that a design grounded in symbolic cultural elements—combined with immersive learning and creative participation—was both culturally meaningful and publicly well-received. Participants expressed high satisfaction with the center's sustainability, authenticity, and engagement value.

**Fourth**, an educational framework and operational model were successfully developed, emphasizing modern pedagogical approaches and cultural communication strategies. The integration of interactive learning, creative workshops, and cultural storytelling created an engaging and educational environment for diverse audiences.

**Fifth**, the study effectively translated cultural symbols into tangible creative products and thematic activities. These were implemented within the learning center and received the highest satisfaction ratings from users, demonstrating their market potential and value in cultural dissemination.

In summary, the study affirms that cultural learning centers can serve as powerful platforms for preserving intangible cultural heritage, enhancing public engagement, and fostering sustainable socio-economic development. The Li Culture Learning Center not only safeguards the unique heritage of the Li people but also revitalizes it through contemporary design and participatory experiences, contributing to regional identity, cultural tourism, and creative industry growth.

## IMPLICATIONS

The findings of this study offer several important implications for cultural preservation, education, design innovation, and regional development. These implications extend beyond the specific case of the Li ethnic group and provide a framework for applying cultural heritage in contemporary contexts:

### 1. Implications for Cultural Heritage Preservation

The study demonstrates that identifying and systematizing cultural symbols—such as food, architecture, textiles, and body art—can form the foundation for preserving and revitalizing intangible cultural heritage. The use of these symbols in the design of learning centers offers a replicable model for other ethnic communities facing cultural erosion in the era of globalization.

### 2. Implications for Education and Cultural Transmission

The integration of Li cultural elements into educational programming—through immersive, participatory, and experience-based learning—enhances cultural understanding and engagement, particularly among younger generations. This approach bridges the gap between tradition and modern learning, suggesting a new direction for cultural education in multi-ethnic societies.

### 3. Implications for Creative Product Design and Cultural Industries

By translating cultural identity into tangible creative products and activities, the study underscores the potential of cultural elements to inspire innovation in product design and cultural entrepreneurship. These applications not only preserve cultural meaning but also open new avenues for economic development through the cultural and creative industries.

### 4. Implications for Policy and Institutional Development

The success of the Li Culture Learning Center suggests that government agencies, cultural institutions, and educational organizations should invest in localized, identity-driven cultural platforms. Such investments can promote both heritage conservation and community empowerment while aligning with national strategies for rural revitalization and minority inclusion.

### 5. Implications for Tourism and Regional Economic Development

The learning center model contributes directly to the development of cultural tourism by offering meaningful, culturally rich experiences to visitors. This promotes regional identity, increases tourism-related income, and fosters sustainable local economic development, particularly in ethnically diverse and underdeveloped areas.

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