

The "Central Axis Sequence of Time and Season - Festivals and Seasons Study Tour in Beijing and China": An Exploration of the Innovative Practice and Effectiveness of the Festivals and Seasons Cultural Study Programme

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Abstract

In this paper, we take the "Central Axis Sequence - Festive Seasons Study Tour to Beijing and China" project as an example to explore the innovative practice and effectiveness of the Festive Seasons Culture Study Tour. Combined with the national traditional culture education policy, the project integrates the twenty-four solar terms culture with the culture of Beijing's central axis through customised study routes, professional lectures, and interactive experiences, providing a unique cultural experience for young people. The study, drawing on cultural identity theory and experiential learning theory, constructed an analysis framework and found that the project significantly enhanced the youth's knowledge of festival culture, promoted cultural inheritance and innovation, and strengthened their cultural self-confidence. The project's innovative initiatives include customized route design, professional explanations and interactive experiences, a cultural gallery and aesthetic classroom, and the integration of cultural and creative products and technology. Analysis of the results shows that the project has continued to expand its social influence, covering primary and secondary schools and communities in many places, and serving more than 10,000 young people. This paper constructs a three-in-one educational model of "cultural identity - experiential learning - spatial production", which provides theoretical guidance and a practical paradigm for the festival culture study programme.

Keywords

Festival culture; study programme; Beijing Central Axis; cultural heritage; innovative practice.

1. Introduction

The current state's great attention to traditional cultural education has provided a policy guarantee for the development of festival culture study programmes (Ministry of Education, "Guidelines for Chinese Excellent Traditional Culture in Primary and Secondary School Curriculum and Teaching Materials", 2021). However, the policy-driven practical activities are in urgent need of theoretical guidance. This paper introduces cultural identity theory (Phinney, 1990) and experiential learning theory (Kolb, 1984) to construct an analytical framework to make up for the lack of attention to theoretical tools in existing studies. Cultural identity theory emphasizes the three-dimensional construction process of "cultural knowledge-emotional resonance-behavioural practice", which is in line with the goal of "cognitive teaching-emotional cultivation-practical transformation" in the study of festivals. The experiential learning theory proposes the cyclic model of "concrete experience - reflective observation - abstract concept - active practice", which is a perfect match with the goal path of "cognitive teaching - emotional cultivation - practical transformation". The cyclic model of "concrete experience-reflective observation-abstract concept-initiative practice" proposed by experiential learning theory

provides a scientific basis for the design of the project curriculum. Based on this, this study selects the representative "Central Axis Sequence - Seasonal Beijing Study Tour" project, and analyzes in depth how it realizes the living inheritance of traditional culture through the reconstruction of the spatial field and the innovation of educational methods.

2. Project Background and Implementation

2.1. Background of the Project

The project of "Central Axis Sequence of Time and Seasons" was born in the context of the state's efforts to promote the inheritance and innovation of traditional culture. In recent years, the state has issued a series of policy documents, stressing the need to strengthen the traditional cultural education of young people and promote the development of study tours. At the same time, Beijing, as a famous historical and cultural city, has a rich cultural heritage and unique geographical advantages, providing unique conditions for the implementation of the festival culture study programme. The current cultural heritage protection policy emphasises "living inheritance", and as the time wisdom of farming civilisation, the study of festival culture needs to take into account both knowledge transmission and cultural identity cultivation. The Central Axis Heritage Cluster carries a complete cultural chain from time measurement (Bell and Drum Tower) to farming practice (Xiannong Temple), providing a natural spatial carrier for festival education.

2.2. Theoretical foundation

The project takes the theory of cultural identity as its kernel, builds the foundation of cultural cognition through the teaching of festival knowledge, stimulates emotional resonance with the help of ritual ceremonies and poetry creation, and promotes the internalisation of behaviours by relying on farming practices and cultural and creative designs. At the same time, it integrates the theory of experiential learning, and designs a progressive curriculum of "observation (concrete experience) - analysis (reflective observation) - modelling (abstract concept) - application (active practice)" to achieve the goal of "learning by doing". The educational goal of "Learning by Doing" is realised. The theory of spatial production guides the spatial and temporal reorganisation of the heritage sites of the Central Axis, transforming the physical space into a cultural field of educational significance.

2.3. Project Implementation

The "Central Axis Seasonal Sequence - Seasonal Beijing Study Tour" project takes the Beijing Central Axis as the core carrier, combines the culture of the twenty-four solar terms, and provides tailor-made study routes for young people. Through professional explanation and interactive experience, the project allows young people to feel the charm of the seasons and the wisdom of traditional culture in their personal experience. "Currently there are many scholars advocating the combination of the twenty-four solar terms and other folk cultures with community education, the community is an audience dissemination group, community activities for every family in the community has a strong cohesive force, the inheritance and dissemination of the twenty-four solar terms has an important role in promoting." [7] During the specific implementation process, the project team worked closely with a number of cultural institutions, non-genetic inheritors and education experts, and jointly created a series of colourful study activities with many communities in Beijing.

3. Innovative Practices

3.1. Customised Study Routes

"The twenty-four solar terms carry the agrarian wisdom of the Chinese people to follow the seasons and understand nature." [5] The project designs customised study routes based on the characteristics of different solar terms, covering historical and cultural sites such as the Temple of Heaven, the Forbidden City and the Bell and Drum Towers. "Unlike the traditional classroom lecture model, Beijing This Summer's study design emphasises immersive, scenario-based learning experiences." [2] For example, during the spring equinox, young people are organised to visit the Temple of Heaven to experience the ancient people's reverence and gratitude for nature through simulated sacrificial activities; during the summer solstice, young people are led to visit the Forbidden City, where they will combine architectural aesthetics with the culture of festivals, and explain how the ancient royals carried out their life and agricultural activities in response to the changes of the festive seasons. These customised study routes allow young people to deeply experience the connotations of the festival culture during their field visits.

3.2. Professional Interpretation and Interactive Experience

The implementation of community-based youth intangible cultural heritage research programs centered on the 24 Solar Terms must be the result of multi-stakeholder collaboration and diverse participation within the community. This "diversity" encompasses not only the variety of implementing entities (communities, universities, museums, ICH inheritors, etc.), but also the diversity of participants (preschoolers, primary/secondary students, university students, etc.), as well as the diversity of implementation formats (such as "Solar Terms-themed" parent-child craft workshops, "Solar Terms knowledge" word puzzles, and "Solar Terms culture" graffiti walls), and the diversity of intangible cultural heritage techniques (paper-cutting, clay sculpture, fabric collage, embroidery, weaving, etc.)." [7] The project invites ICH inheritors and experts to deliver professional lectures, imparting knowledge of solar term culture to youth through engaging and entertaining methods. It also features interactive activities like simulated rituals, farming experiences, and solar term poetry creation to enhance participants' sense of involvement and immersion. For instance, in the "Solar Terms Story Workshop," youth can recreate vivid scenes of seasonal customs through intangible cultural heritage crafts like shadow puppetry and paper-cutting. In the "Solar Terms Poetry Aesthetics Class," they can appreciate classic poems alongside renowned poets or scholars and compose their own seasonal verses.



Figure 1. Students' Handicraft Display

3.3. Cultural Corridor and Aesthetic Classroom

The project has created a cultural corridor full of creativity and educational significance, through a combination of digital interactive devices and exquisite graphic displays, allowing young people to intuitively experience the flow of the festive seasons and the charm of culture.

The promenade is equipped with interactive quizzes, festival knowledge games and other interesting links to enhance the fun and interactivity of learning. "Combining festival education with folklore, aesthetic education, food education, labour education, health education, etc., a complete curriculum system is developed for children's cognitive and learning characteristics." [3] Meanwhile, the project has also opened a classroom on the aesthetics of festive poems, selecting classic poems for appreciation and inviting renowned poets or scholars to give lectures, so as to enhance young people's aesthetic sensibilities and creative abilities.



Figure 2. Curriculum design of the classroom on the aesthetics of seasonal poetry

3.4. Integration of cultural and creative products with science and technology

"To make use of the 24 solar terms, a traditional culture, cultural and creative products should firstly make use of the folklore legends, dietary habits, climate, etc. behind the traditional culture." [1] Relying on the innovation of cultural and creative products, such as festival-themed bookmarks and festival poetry cards, the project combines festival culture with modern technology to create a series of cultural and creative products with educational significance and cultural value. "Experiential study products contain theme or goal experiences that transcend reality and conform to reality. The experience beyond reality refers to the creation of things that are out of reach, impossible to reach or unmeetable for people in real life. Examples include galactic stars, Jurassic, and magical world themes." [6] Meanwhile, the project also introduces AR (Augmented Reality) and VR (Virtual Reality) technologies to break the traditional way of learning and bring an immersive festival learning experience to students. Through AR technology, students can see the virtual festival scene at the ancient altar site; VR technology allows students to feel as if they are in different festival environments, experiencing first-hand the climate characteristics, plant growth and other natural phenomena of each festival.



Figure 3. Effect of festival bookmarks

4. Analysis of Effectiveness

4.1. Enhancement of the youth's knowledge of the festival culture

Through the implementation of the project, the youth's awareness of the festival culture has increased significantly. The project team conducted a questionnaire survey on the teenagers who participated in the programme activities, and the results showed that, after participating in the activities, the students all gained certain gains in language and poetry learning, and their satisfaction with the programme was extremely high. Among them, 89.09% of the students gave a high rating of 4 or 5. After participating in the course, 91.82% of the students indicated that their knowledge of the 24 solar terms had increased, showing the effectiveness of the course in knowledge transfer. For the study of ancient poetry, 97% of the students found the course helpful, with 40% of them finding it most helpful in the analysis of ancient poetry imagery.

4.2. Promoting cultural heritage and innovation

The project promotes the inheritance and innovation of traditional culture by combining the festival culture with modern study methods through innovative practices. On the one hand, the project has made positive contributions to the inheritance and development of traditional culture through the construction of a festival culture corridor and the telling of traditional culture stories; on the other hand, the project has provided new ideas and ways of innovation for traditional culture through the introduction of modern technological means, such as AR and VR technologies, and the development of cultural and creative products.

4.3. Enhancing cultural confidence

Young people feel the charm of traditional culture in their personal experience, and enhance their cultural confidence and national pride. By organising young people to participate in festive cultural activities, the project enables them to appreciate the connotation and value of festive culture in practice, so that they can cherish and pass on their cultural heritage more. At the same time, the project also promoted the project through social media and other channels, expanding the influence of the festival culture and further enhancing the cultural confidence of the youth.

4.4. Continuous expansion of social influence

"In order to enhance the dissemination effect of the programme, various forms of curriculum products have been launched for schools and the public." [4] The project has covered a number of primary and secondary schools and communities in Beijing, Tianjin, Shandong and other places, serving over more than 10,000 youths and driving the growth of neighbouring cultural tourism consumption. The project team has also actively cooperated with various media to widely publicise the achievements and significance of the festival culture study project through news reports and special programmes, further enhancing the project's social visibility and influence.

5. Challenges and Suggestions for Countermeasures

5.1. Challenges

Although the "Central Axis Sequence of Time and Seasons" project has achieved remarkable results, it also faces some challenges in the process of implementation. Firstly, market awareness is insufficient, and some members of the public do not have a deep understanding of the educational value and cultural significance of the festival culture study programme; secondly, there are challenges in development and innovation, and it is not easy to integrate the essence of festival culture into the product and meet the interests and diversified needs of young people; thirdly, it is difficult to promote and market the product, which is highly cultural

and educational, and it is difficult to attract the attention of consumers in a competitive market; fourthly, the ability to integrate resources determines the sustainability of the programme, and cross-sector collaboration is urgently needed. Fourthly, the ability to integrate resources determines the sustainability of the project, and cross-field collaboration needs to be strengthened; fifthly, scientific and technological empowerment and long-term social benefits need to be promoted simultaneously.

5.2. Countermeasures

In view of the above challenges, this paper puts forward the following countermeasures:

5.2.1. Build a multi-dimensional communication system to enhance market awareness.

To address the lack of public awareness, a three-dimensional communication matrix of "cultural values + educational scenarios" should be established. We should go into the community to hold festival culture lectures and exhibitions, and go into the schools to conduct "small festival classrooms" to demonstrate the educational value and cultural significance of the project through interesting activities and interactive experiences. Regularly organise free small-scale festival culture experience activities, such as festival handicrafts and simple festival farming experiences, to attract the public to participate and understand the value of the festival after experiencing it first-hand. Establish cooperative relationships with primary and secondary schools and communities, and incorporate study programmes into their extracurricular practice or quality education curriculums, and make use of their channels to promote the programmes.

5.2.2. Deepen the integration of "culture + technology" to create an immersive festival study scene.

Digital technology can break through the limitations of time and space and enhance the immersion and interactivity of the study experience. To address the problem of young people's difficulty in understanding the abstract concept of solar terms, AR/VR digital research tools can be developed. For example, at the site of the ancient observatory, AR can be used to recreate the observation scene of ancient astronomical officials, and the clock and drum tower can be used to design the "Sequence of Light and Shadow Show", which can show the connection between the festival season and astronomy, farming, and architectural layout. At the same time to build online learning platform, the launch of virtual courses, the integration of museum digital resources, the user can complete the virtual role of knowledge to break through the tasks. The application of these technologies can not only reduce the cost of offline activities, but also spread the results of the study through the short video platform, forming a closed loop of "online attraction + offline experience".

5.2.3. Optimise the curriculum system and establish a precise education model of stratification and classification.

Designing differentiated courses for different age groups can enhance the effectiveness of festival research education. For example, we have developed a "festival story workshop" for primary school students, which restores folklore scenes with the help of shadow puppets, paper cuttings and other non-heritage items; and a "festival science inquiry class" for secondary school students, which combines building measurements, weather data recording and other practices to cultivate interdisciplinary thinking. At the same time, drawing on the curriculum model of the National Museum of China, we designed the "Seasonal Culture Inheritor" progression system, in which participants complete the three-phase task of "Knowledge Learning - Practical Experience - Creative Output", and are awarded certificates of excellence after presentation. Participants will complete the three-stage task of "knowledge learning-practical experience-creative output" and will be awarded a certificate of accreditation after displaying the outstanding results. This hierarchical design meets diversified needs, enhances

the depth of participation with incentives, and solves the problem of "shallow experience" among young people. 4.

5.2.4. Promote the integration of the "study+" industry, and expand new scenes of festival culture consumption

The integration of festival study with cultural tourism, cultural creation, recreation and health care industries can form a sustainable commercialisation path. For example, hotels around the Central Axis Line can jointly offer "festival theme rooms" equipped with cultural displays and study materials, so that residents can participate in night studies; and old brands can cooperate to develop products limited to festivals, so as to realise the transformation of culture into economic value. It can also design "festival culture group building" products for enterprise teams, such as the "summer grass dyeing" experience in the Summer Palace, incorporating teamwork tasks. Cross-border integration reduces the dependence on policy subsidies and enhances the project's self-supporting ability. 5.

5.2.5. Establishing a long-term evaluation and feedback mechanism to promote the social transformation of study results

In order to measure the long-term social benefits of the festival study, a scientific assessment system needs to be constructed. Reference can be made to the research methodology of the National Museum of Science and Technology, and a 3-5 year tracking survey can be conducted to quantify the changes in environmental protection behaviours and the willingness to disseminate culture, for example, comparing the frequency of young people's participation in the community's festive activities before and after the study. It is also necessary to establish a "social transformation platform for study results" to encourage the submission of creative proposals, and give incubation support to outstanding projects, such as the "Central Axis Festivals Table Game", which will be docked into the scenic area's cultural and creative shops, and the proceeds will be fed back into the study fund. In addition, the White Paper on the Social Impact of Festivals and Seasonal Studies is released regularly to show the results and attract social resources.



Figure 4. Challenges and Suggestions for Countermeasures

6. Conclusion and Prospect

6.1. Conclusion

Through innovative practice, the "Central Axis Seasonal Sequence - Festive Seasons Beijing Study Tour" project has successfully integrated the culture of festive seasons with the culture of Beijing's central axis, providing a unique cultural experience for young people. The implementation of the project not only enhances the youth's knowledge of the festival culture, but also promotes the inheritance and innovation of traditional culture and strengthens

cultural confidence. At the same time, the project has also effectively dealt with the problems of insufficient market recognition, development and innovation challenges, and difficulties in promotion and marketing through the multi-dimensional communication system, integration of science and technology, and optimisation of the curriculum system, thus laying a solid foundation for the sustainable development of the festival culture study project.

6.1.1. Theoretical contribution

The construction of the traditional culture education model of "cultural identity - experiential learning - spatial production" verifies the applicability of Lefebvre's spatial theory in the field of education, and provides a theoretical paradigm for the living inheritance of cultural heritage.

6.1.2. Practical inspiration

It is recommended to promote the implementation model of "standard curriculum package + digital toolkit + certification system": develop a standardised curriculum with syllabus and activity plans; provide digital teaching aids such as AR application and weather toolkit; and establish a graded certification system to encourage continuous participation.

6.1.3. Research Outlook

In the future, we can explore: the educational appropriateness of festival culture in different regions; the influence of meta-universe technology on cross-cultural communication; and the stage-by-stage characteristics of the construction of youth cultural identity.

6.2. Outlook

In the future, the "Central Axis Sequence of Time and Season - Festive Season Study Tour in Beijing and China" project should continue to deepen its innovative practice and promote the sustainable development of the study programme on festive season culture. Specifically, it can be expanded and deepened in the following aspects. 1:

6.2.1. Deepen the cultural connotation and expand the study area.

Relying on the ecological resources of the six seas and eight waters of the Central Axis, develop thematic courses such as "hydrological observation of festive seasons" and "ecological restoration of ancient rivers", so as to strengthen the integration of nature and humanity. At the same time, drawing on the "government, industry, academia, research and application" model of cultural and tourism integration in Huainan City, we have joined hands with the cultural and tourism departments of Beijing, Tianjin and Hebei to create the "Grand Canal Festival Corridor", which extends the scope of study from Beijing's central axis to Xiong'an New Area and the Tongzhou Canal Cultural Belt, among other areas.

6.2.2. Strengthening technological empowerment to build an intelligent study ecology.

Accelerate the application of meta-universe technology and build a "Digital Axis - Festival Cloud Exhibition Hall" to enable global users to roam the heritage sites of the Axis online and participate in virtual festival celebrations. Use blockchain technology to issue "digital festival badges" to record the research achievements of young people and achieve cross-platform sharing. Develop an AI-assisted personalised study system to intelligently recommend course combinations based on participants' interests, so as to improve the accuracy of education. 3. improve the evaluation system, and quantify the results of long-term study.

6.2.3. Improve the evaluation system and quantify the long-term social benefits.

With reference to the National Museum's "Youth Cultural Identity Tracking Study", establish a long-term evaluation mechanism for 3-5 years, and analyse the behavioural changes of the study participants (e.g. the rate of environmental protection awareness, the initiative of traditional culture dissemination, etc.) through big data. Regularly publish the "White Paper on the Social Impacts of the Festival Study" to provide data support for policy formulation. 4.

6.2.4. Promote international co-operation and enhance cultural soft power

Taking the success of the Beijing Central Axis as an opportunity, cooperate with international organisations to carry out the "Global Tour of Festivals and Cultures". Organize a forum on "24 Solar Terms and the World Calendar" with countries along the "Belt and Road" to promote dialogue between Chinese wisdom and global civilization. Develop multi-language study curricula to attract participation from overseas youths and help Chinese culture go global.

6.2.5. Innovative business models to enhance sustainability

Explore the diversified mode of "study+public welfare+commercial", launch the "public welfare fund for the study of festive seasons", which allows enterprises to gain brand exposure by donating courses; develop high-end customised study products (such as the "Forbidden City Festival of Festive Seasons") to meet the needs of families and young people. Developing high-end customised study products (e.g. "Forbidden City Festival") to meet the differentiated needs of families and enterprises. In cooperation with colleges and universities, it has set up a "festival culture business incubator" to support young people in transforming study results into cultural and creative products, forming a two-way cycle of cultural inheritance and economic benefits.

In conclusion, the "Central Axis Seasonal Sequence - Festive Seasons Study Tour in Beijing and China" project, as a model of festive seasons culture study programme, not only provides unique cultural experiences for young people, but also makes positive contributions to the inheritance and innovation of traditional culture. In the future, the project should continue to deepen its innovative practice, promote the sustainable development of the festival and weather culture study programme, and contribute to the inheritance and innovation of Chinese outstanding traditional culture.

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