

Enhancing Cultural Value Propagation in Lanna Artisan Patterning through Educational Intervention in Northern Thailand

Chanankarn Suwanreang¹, Jessada thongsuk², Nipa Jun-on³

Abstract

Lanna craftsmanship, renowned for its intricate patterns and deep cultural significance, faces challenges due to globalization, urbanization, and declining interest among younger generations. This research explores how intervening Lanna artisan techniques into extra-curricular activities in secondary school influences students' skill development in traditional craftsmanship, enhances their sense of cultural belonging, and fosters the creation of culturally authentic and innovative product designs. This participatory action research (PAR) involved collaboration between three local artisans as experts, 12 educators, and 25 students from four schools to develop and implement a culturally responsive intervention. The results showed changes in students' patterning skills, cultural belonging awareness, and product design outcomes. These changes developed different enhancements of students' cultural propagation, including transformation in their perceptions of cultural arts, expansion of their cultural literacy, development of their responsibility and commitment to cultural preservation, and renovation of cultural sustainability and community impact.

Keywords: *Cultural preservation; Lanna patterning; Educational intervention; Cultural literacy.*

Introduction

Lanna crafts form a rich cultural heritage that has intertwined with the history and society of Northern Thailand. Those traditional crafts, however, are more than just beautiful items from an ancient kingdom, Lanna (Mungpanklang et al., 2020; Panashat, 2011). They bear the cultural identity of the region and carry through its centuries of tradition, skill, and collective memory. Indeed, the intricate patterns and motifs that define Lanna textiles, woodwork, and pottery are much more than an expression of art; they have held together beliefs, values, and history, telling cultural narratives of the Lanna people. Each pattern, therefore, tells a story, holds one root in the past, and provides a means of cultural transmission that links generations together.

However, these cultural values have become ever more risky regarding preservation and propagation. The fast process of globalization and urbanization characterizing the modern era has brought considerable challenges to the continuity of traditional patterns for at least three reasons. Firstly, due to a lack of support and market opportunities, many artisans are compelled to give up their craft in order to pursue other jobs with financial security (Ceccarelli, 2017). This shift not only threatens the continuance of these traditional practices but also directly lessens the cultural value represented through these craft patterning. Unless one is very careful in commercializing culture, there is a tendency to ultimately reduce these crafts to commodities that lose the original meanings in patterns attached to them in their cultural setting, thereby making them into another souvenir without its rich context of culture.

Secondly, the survival of traditional crafts as a channel for disseminating cultural values has already met many complicated challenges. Probably one of the most pressing issues is the declining interest of young people (Yang et al., 2018). Young people migrate to urban areas to seek better economic prospects, which progressively alienates them from their cultural roots. Preserving traditional craft patterns is less important than the appeal of modern life and professions, and a consequent loss of artisans able to carry on the practices follows in proportion. As a result, young generations are becoming increasingly disengaged from their cultural roots.

¹ Faculty of Education, Lampang Rajabhat University, Lampang, Thailand

² Faculty of Humanities and Social sciences, Lampang Rajabhat University, Lampang, Thailand

³ Faculty of Science, Lampang Rajabhat University, Lampang, Thailand; nipa.676@glpru.ac.th (Corresponding Author)

Furthermore, this issue has been worsened by the lack of formal education programs concerning traditional patterning crafts, slowly eroding the base of skills and knowledge that are necessary to sustain those practices (Matsin, 2023; Yang et al., 2018). Because no formal educational program is concerned with the crafts, a doubling effect with the generation gap could be at work—which may lead to the loss of knowledge and skills needed to uphold cultural identity in the Lanna region. Resulting from above reasons has, consequently, created an urgent need to try and intervene with the targeted revitalization of interest in the Lanna craft pattern, ensuring their preservation for future generations.

In this regard, integrating Lanna craft patterning into educational programs is a critical means toward cultural value propagation (Wang et al., 2023; Liu, 2022). When knowledge in patterning is transferred through schools, it is saved and helps bind the student closer to their cultural heritage. This educational integration will thus ensure that Lanna culture is not only conserved in static forms but continues to evolve, adapt, and flourish in contemporary society. Such educational integration also has a broader social meaning. It increases cultural awareness and pride in one's heritage for the younger generations and builds a feeling of identity and community.

Educational integration is, in this case, a potential route to follow. Secondary education, integrated with Lanna artisan craft patterning, will enrich the propagation of cultural values and ensure that young people acquire the ability to transfer their knowledge and relevant skills to future generations (Liu, 2022; Lin et al., 2022). Besides preserving the cultural heritage, this would make students' experiences in education much richer and enhance appreciation for their cultural roots.

The aim of this research is to explore how integrating Lanna artisan techniques into secondary school curricula influences students' skill development in traditional craftsmanship, enhances their sense of cultural belonging, and fosters the creation of culturally authentic and innovative product designs. The study seeks to assess the role of educational integration in sustaining traditional arts and its impact on students' connection to their cultural heritage and artistic proficiency.

Overview of Cultural Propagation through Educational Integration

The propagation of cultural heritage is hugely linked to the role of education in modern society. Their traditional practice has been pressurized by modernization and globalization, and this is where the role of the educational institution comes in as a critical space in which to foster and sustain such cultural continuity. This section states that traditional craft propagation through education and practical skills transfer affects cultural awareness and propagation. Those elements indicate the potential role of education in facilitating transfer processes of cultural heritage within the context of traditional crafts such as Lanna patterning.

Traditional Craft Propagation through Education

In the face of the declining reputation of traditional crafts amidst the rise of mass manufacturing, it is crucial to explore practical strategies to preserve these valuable aspects of cultural heritage (Woolley, 2011; Huang & Anderson, 2019). One promising approach lies in integrating traditional craft design into the extra-curricular activities of schools, which can serve as a critical line for transmitting these time-honored skills and techniques to the next generation.

The importance of preserving traditional crafts cannot be overstated, as they represent a region's cultural identity and history. Moreover, the crafts industry can be vital in revitalizing marginalized communities, providing economic opportunities, and fostering a sense of pride and belonging (Huang & Anderson, 2019). As such, educators have the power to take a more active role in sustaining these traditions, making it unavoidable for educational institutions to do so.

Recent studies have highlighted the potential benefits of incorporating traditional craft design into extra-curricular activities. By exposing students to the rich heritage of local craftsmanship, these programs can inspire a renewed appreciation for the inherent value of handmade goods and the artistry that goes into their creation (Mahgoub, 2015). Furthermore, hands-on engagement with traditional techniques can foster

a deeper understanding of the cultural context and the significance of these practices, thereby enhancing the student's sense of cultural identity and belonging.

However, successfully implementing such initiatives requires a complex approach beyond simply introducing craft-based workshops. Educators must work closely with local artisans and craftspeople to develop curriculum and programming that truly resonates with the students, incorporating elements of storytelling, cultural history, and practical skill development (Pöllänen, 2009).

Moreover, integrating traditional craft design into extra-curricular activities can catalyze broader community engagement and revitalization (Thanapornsangstuth & Holbert, 2020). By involving local artisans and showcasing student-created works, these programs can help strengthen the bonds between the school and the surrounding community, fostering a shared sense of pride and ownership in preserving cultural heritage.

In conclusion, incorporating traditional craft design into school extra-curricular activities holds massive potential for preserving and revitalizing these vital cultural assets. By nurturing a deeper appreciation and understanding of these time-honored traditions, educational institutions can play a crucial role in ensuring that the rich tapestry of human creativity and cultural diversity remains vibrant and enduring (Pöllänen, 2009) (Huang & Anderson, 2019).

Practical Skills Transfer

Transferring practical skills from artisans to students in craft design activities is critical to cultural preservation and educational integration (Mahgoub, 2015; Liu & Xiao, 2021; Yang et al., 2018). This process involves several essential methods and approaches to ensure that students not only learn the technical aspects of craft design but also understand the cultural significance and context behind these traditional practices. These methods include hands-on learning and workshops, collaborative design projects, feedback, and iteration.

The hands-on approach in craft design activities, where artisans provide direct instruction to students, is a key part of the learning process. This method allows students to observe and practice specific techniques, such as carving, weaving, or pottery-making, under the close supervision of a skilled artisan (Silah et al., 2013; Robertson, 1987). The visual and physical experience gained from this approach is crucial for learning intricate skills that are difficult to convey through written or verbal instructions alone.

Collaborative design projects also play a significant role in craft design activities. When students collaborate with artisans on specific projects, this approach not only helps students develop their skills but also encourages creative exchange between generations (Chan, 2015; Berger, 2020). Students learn to incorporate traditional techniques into their designs, blending innovation with cultural heritage. Moreover, students are often given specific design projects that require them to apply the skills they have learned. Artisans provide guidance and critique throughout the project, helping students refine their techniques and improve their understanding of the craft (Maria et al., 2014).

After completing design tasks, students present their work to the artisan and receive constructive feedback. This iterative process is crucial in helping students refine their techniques and better understand the craft. Artisans assess the student's progress, providing feedback on improvement areas. This continuous assessment ensures that students master the necessary skills and can apply them effectively in their craft design activities (Silah et al., 2013).

In conclusion, transferring practical skills to craft design activities is a dynamic and interactive process that goes beyond very technical instruction. It involves a deep engagement with the cultural context, an understanding of traditional symbols and narratives, and a commitment to preserving the integrity of the craft while fostering innovation. Through hands-on learning, collaborative projects, and continuous feedback, artisans ensure that students acquire the skills needed to practice the craft and develop a deep concern for the cultural heritage these crafts represent.

Materials and Method

This study adopts a participatory action research (PAR) approach, characterized by the active involvement of local artisans as experts, students, and educators in a collaborative effort to preserve and propagate the cultural heritage of Lanna craftsmanship (Yasmine et al., 2021).

Study Design

This paper reports on the final phase of a comprehensive, three-step study designed to explore, integrate, and evaluate the impact of Lanna artisan techniques on secondary school students in Mae Tha District, Lampang Province, Thailand. The overall study was structured as follows. The first step involved an in-depth exploration of Lanna artisan techniques, focusing on critical elements such as design principles, craftsmanship, and the socio-cultural significance that underpin traditional Lanna patterning. This exploration provided the foundational understanding of the core attributes that define Lanna artistry and its relevance in contemporary settings.

The second step involved designing and developing an educational intervention to integrate Lanna patterning techniques into extra-curricular activities for secondary school students. This phase was characterized by collaborative curriculum development involving local artisans, academic experts, and teachers, ensuring that the learning materials were culturally responsive and connected to students' lived experiences.

The final step, which is the focus of this paper, centers on the implementation and evaluation of the developed intervention. The practical application of the intervention was conducted in four selected schools, where students engaged in hands-on workshops led by skilled artisans. These workshops allowed students to design and create Lanna-inspired products, blending traditional techniques with modern elements. The impact of this phase was evaluated through qualitative methods, including student reflections, expert evaluations, and participatory observation. The evaluation focused on assessing changes in students' patterning skills, cultural belonging awareness, and ability to create culturally responsive products.

Data Collection and Analysis

Evaluation forms for experts were developed to systematically assess students' creative processes, including their understanding of design principles, the execution of artistic techniques, and the quality of the final products, which are culturally responsive. Expert feedback was incorporated to ensure the assessments aligned with professional standards in the field.

Thematic analysis was employed to interpret the qualitative data, focusing on students' reflections, expert evaluations, and observational notes from the workshops. This approach provided a better understanding of how the curriculum influenced students' engagement with their cultural heritage.

Findings

The results of this study reflect the impact of the developed Lanna artisan curriculum on students' skills in Lanna pattern design, as well as their cultural awareness and engagement with traditional arts. The findings are categorized into three main areas: student skill development, cultural belonging awareness, and product design outcomes.

Student Skill Development

Throughout the intervention, students demonstrated a significantly deeper comprehension of the design process, a key development area in their artistic education. This understanding was particularly evident in pattern conceptualization growth in creative confidence and respect for Lanna patterning.

Pattern Conceptualization

Students were introduced to the rich cultural heritage and symbolism embedded within traditional Lanna patterns. This foundational knowledge allowed them to move beyond mere replication and engage in the creative reinterpretation of these motifs.

Through guided exercises and collaborative workshops, students developed the ability to conceptualize aesthetically pleasing and culturally responsive patterns. They learned to identify the core elements of traditional Lanna patterns—such as symmetry, repetition, and the use of organic forms—and adapt these principles to create new, original designs that still honored their cultural roots. For example, Figure 1 shows the designed pattern by Student 1-5 (The fifth student from the first school; School-Student number), illustrating symmetry rooting from a type of Lanna pattern, while Figure 2 is the design showing the use of organic forms of Phaya Singh (The great lion) by Student 3-4.

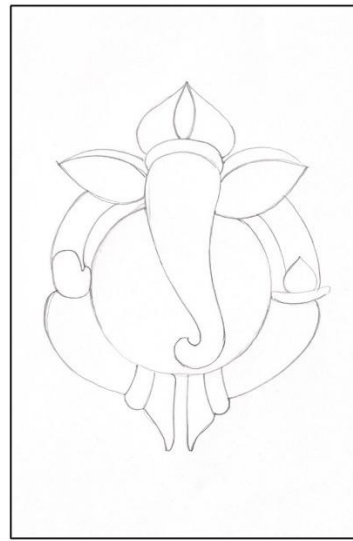


Figure 1. Example of two-dimensional draft of product designed by Student 1-5 showing the symmetry



Figure 2. Example of two-dimensional draft of product designed by Student 3-4 showing the use of organic forms

Observation notes and reflective journals also revealed that students initially found this process challenging, particularly in balancing innovation with tradition. However, according to the observation notes, their confidence grew as they gained more experience and received constructive feedback from artisans as peers and instructors. By the end of the program, many students reported a newfound appreciation for the complexity of pattern design, recognizing it as both an art form and a means of cultural storytelling.

Growth in Creative Confidence

The curriculum's holistic approach to teaching—combining theoretical knowledge with practical application—profoundly impacted students' creative confidence. Initially, many students expressed uncertainty about their ability to create innovative and dedicated designs to Lanna traditions. Over time, as they received ongoing support and constructive critique, students reported significantly increasing their self-assurance. This boost in confidence was reflected in their willingness to take creative risks, explore new ideas, and refine their techniques, as shown in Figure 3.

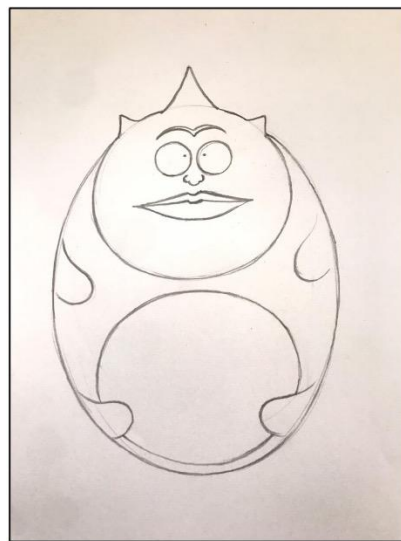


Figure 3. Example of two-dimensional draft of product designed by Student 2-1 showing confidence in design by exploring new ideas

Figure 3 shows the two-dimensional design, designed by Student 2-1, that was inspired by the mythical creature from Wat Lai Hin (Lai Hin temple), as it reflects the unique identity of Lampang Province. The form was abstracted and simplified to achieve a modern aesthetic while incorporating geometric patterns. Additionally, many students described a transformative journey in their reflective journals. They recounted moments of breakthrough where complex concepts became precise and intricate designs that once seemed daunting became manageable. This growing confidence was not just about mastering technical skills but also about developing a sense of identity as artists who could contribute meaningfully to preserving Lanna craftsmanship.

Cultural Belonging Awareness

Thematic analysis revealed several key themes: pride in cultural heritage, increased cultural literacy, and a desire to preserve traditional arts.

Respect for Lanna Patterning

Students developed a deep respect for the intricacies of Lanna patterning. Initially, some students viewed these patterns as merely decorative. However, their perspective shifted as they delved into each design's history, symbolism, and meticulous craftsmanship.

Reflective journals frequently mentioned a newfound reverence for the artisans who have kept these traditions alive. Students expressed admiration for the skill and patience required to create such detailed and meaningful work, and many noted that this respect motivated them to approach their own designs with more outstanding care and intention. Several journal entries provide direct evidence of this transformation, such as the following:

"After watching the artisans work, I realized how much skill and patience it takes to create even the smallest details. Their dedication made me rethink my own approach. I now understand that every line and pattern carries meaning, and I want to be as thoughtful in my designs as they are." Student 4-2

"I used to think traditional crafts were just old-fashioned, but seeing how much effort goes into every piece changed my mind. The artisans take their time, which shows in their work's quality. This made me want to slow down and really focus on the details in my own creations." Student 1-1

This respect also translated into a commitment to cultural preservation. Many students articulated a desire to continue learning and practicing Lanna patterning beyond the curriculum, seeing themselves as part of a more significant effort to keep these traditions alive in the face of modernization and globalization.

Pride in Cultural Heritage

A dominant theme that emerged from the thematic analysis of student reflections was an overwhelming sense of pride in their cultural heritage. Students frequently expressed that learning about and practicing Lanna arts had instilled a deep connection to their cultural roots. This pride was not just personal but collective; students felt proud to be part of a community with such a rich artistic legacy. They recognized that Lanna art was a symbol of their identity, representing the values, history, and creativity of their ancestors. Some excerpts from students' reflective journals illustrate this sentiment.

"Practicing Lanna arts has made me realize how much of my heritage I didn't know before. Now, I feel more connected to my roots, and every time I create something, I feel like I'm carrying forward the legacy of my ancestors." Student 3-2

"I used to think Lanna art was just something old, but now I understand how it represents who we are. It's a way of showing the world our history and creativity, and I feel proud to be part of that." Student 4-1

Reflective journals also highlighted moments when students felt particularly proud of their heritage, such as when they successfully completed a complex pattern or when their work was praised by local artisans.

Increased Cultural Literacy and Desire of Preservation

An additional key theme was the increase in cultural literacy among students. The curriculum provided them with a comprehensive understanding of Lanna art, from the symbolism embedded in traditional patterns to the techniques used by artisans. Students reported that this increased knowledge made them more culturally aware and literate. They learned to read the cultural significance of different patterns and materials, gaining insights into the values and beliefs of their community. Reflective journal entry provides evidence of this growing cultural literacy

"Learning about the techniques and the stories behind each pattern gave me a much deeper understanding of what it means to be Lanna. I now know that every material and design choice reflects something important about our heritage." Student 3-4

This cultural literacy extended beyond the classroom. Students began noticing and appreciating Lanna motifs in everyday life, such as temple decorations, local crafts, and commercial products. The broadened

perspective allowed them to see their culture with their own eyes, recognizing its influence and importance in both historical and contemporary contexts.

"I always saw these patterns around but never understood their meaning. After studying Lanna arts, I can recognize the values and history they carry, and I feel more connected to my community because of it." Student 2-2

Moreover, the curriculum not only equipped students with the skills to create Lanna-inspired artworks but also ignited a strong desire to preserve these traditional arts. This desire was often articulated as a sense of responsibility, with students feeling that it was their commitment to ensure that Lanna arts continue to thrive. Many students expressed plans to continue practicing these arts beyond the classroom through personal projects, community workshops, or even integrating traditional techniques into modern design. Some students expressed that they saw themselves as the next generation of cultural preservation.

"Being able to learn and practice these traditional arts made me feel proud to be part of a culture with such a rich history. I now see how important it is to preserve these traditions." Student 2-3

"I want to find ways to integrate Lanna patterns into my future design projects so that this part of our culture can continue to be appreciated by others." Student 1-1

This desire to preserve traditional arts was also linked to a broader understanding of cultural sustainability. Students recognized that keeping these practices alive preserved art forms and maintained an essential aspect of their cultural identity.

Product Design Outcomes

A panel of experts by Lanna artisans evaluated the students' two-dimensional designs and product prototypes. The feedback was positive, with particular praise for the designs' originality and cultural authenticity. The artisans also highlighted that each student's work was meticulously examined for its aesthetic appeal and adherence to cultural principles.

Firstly, the feedback from artisans was positive, reflecting the high caliber of work produced by the students. The artisans were particularly impressed by the originality and creativity displayed in the designs. Despite being novice artisans, the students demonstrated a remarkable ability to think outside the box while staying true to the essence of Lanna artistic traditions. The following expert feedback highlights this sentiment

"The students have successfully modernized traditional styles by adding visual elements well-suited for pottery and lacquer work. Their ability to combine tradition with new ideas is commendable, and the designs reflect an understanding of Lampang's cultural identity." Expert 1

"Although the students are beginners, their designs show creativity and originality. Incorporating traditional patterns with modern elements, especially in terms of functionality and aesthetics, is quite impressive." Expert 2

Furthermore, the originality of the designs was seen as a key strength, with students successfully avoiding the very replication of traditional motifs. Instead, they reimagined these motifs innovatively, giving them new life and relevance in a contemporary context. This ability to innovate within the framework of tradition was highly praised by the artisans, who recognized it as a critical skill for sustaining cultural heritage in modern times. The Lampang white chicken prototype is an excellent example of how students successfully reimagined traditional motifs in a contemporary context.



Figure 4. An example of a prototype, namely the Lampang white chicken, showing reimaged traditional motifs in a modern context by student

From Figure 4, the design was inspired by the Lampang white chicken, the Lampang province's symbol, and was abstracted and simplified to create a more contemporary look, incorporating geometric patterns. The experts praised this blend of traditional symbolism with modern design elements as follows:

"The students took a traditional symbol of Lampang and cleverly adapted it for modern use, maintaining its cultural significance while making it appealing for contemporary audiences." Expert 1

"The combination of the Lampang white chicken with geometric patterns demonstrates a thoughtful balance between tradition and innovation, showing the students' ability to adapt cultural motifs for today's design trends." Expert 3

In addition to their originality, one of the most notable achievements highlighted by the expert panel was the students' ability to blend traditional Lanna motifs with modern design elements. This fusion resulted in culturally significant and highly relevant products to contemporary markets. For example, the design of the Lampang horse is inspired by the iconic symbol of Lampang Province, which is called "Muang Rod Ma", meaning "Horse Carriage Town".



Figure 5. An example of a prototype, namely the Lampang horse, showing modernized traditional representation by student

From Figure 5, the design of the Lampang horse illustrates that the student modernized the traditional representation by simplifying the shape and incorporating geometric patterns, turning the traditional symbol into a modern, marketable product. This also aligns with the expert feedback, which was stated as the following

"Lampang horse prototype shows how students can transform a traditional provincial symbol into something modern and elegant. The geometric patterns combined with the simplified form make it a versatile design appealing to a wide range of consumers." Expert 3

"The students have creatively reimagined a well-known cultural symbol. The balance between tradition and modernity in this design makes it not only culturally relevant but also commercially viable, particularly as a souvenir." Expert 1

The panel observed that students skillfully incorporated modern design principles like minimalism into their work. This integration complemented rather than overshadowed the traditional elements, creating a harmonious balance that appealed to traditionalists and modern consumers, such as the Thai elephant prototype.



Figure 6. An example of a prototype, namely the Thai elephant by a student

According to Figure 6, the design was inspired by the Thai elephant, a symbol of cultural heritage and conservation. The students abstracted and simplified the elephant's traditional form into a minimalist, geometric design. They used basic shapes to represent the elephant while maintaining its symbolic importance. Furthermore, observations from the workshop sessions reflect this careful integration.

"During the design phase, students simplified complex traditional motifs by using clean lines and geometric forms. One student remarked that 'less is more', demonstrating an understanding of minimalist design principles while still preserving the essence of the original Lanna patterns."

"In one observation, a student chose to reduce the intricacies of a traditional floral motif to its essential shapes. The resulting design retained its cultural significance while achieving a modern, minimalist aesthetic."

"As students worked on incorporating minimalist principles, they often revisited their designs to remove unnecessary details, making sure the traditional elements stood out. This approach resulted in a design that felt modern without losing the connection to Lanna artistry."

The experts also noted that this blending of old and new is essential for the evolution of cultural arts. By bridging tradition with modernity, the students' designs exceeded cultural boundaries, making Lanna artistry not only accessible but also appealing to a broader audience. For example, Expert 2 noted on the Little Bunny prototype as the following.

"This design shows how a traditional symbol like the rabbit can be transformed to fit modern design preferences while still holding onto its cultural roots. This blending of old and new makes it accessible to both local and global markets." Expert 2



Figure 7. An example of a prototype, namely Little Bunny by a student

From Figure 7, the Little Bunny prototype exemplifies how students modernized a traditional Lanna symbol while retaining its cultural meaning. The minimalist approach, combined with the use of geometric patterns, makes the design appealing to both traditionalists and modern consumers, in line with the experts' observation that blending old and new is essential for cultural evolution.

Conclusion and Discussion

This study highlights the critical role that education can play in preserving and revitalizing culture. By intervening in the secondary school extra-curricular activities, this study not only enhanced students' patterning skills and cultural awareness but also fostered a deeper connection to their heritage.

These findings have implications for the broader goals of cultural sustainability and educational practice, including transformation in perceptions of cultural arts, enhanced cultural literacy, responsibility and commitment to cultural preservation, and cultural sustainability and community impact.

Firstly, the intervention transformed students' perceptions of Lanna patterning, instilling a sense of responsibility to carry forward these practices and ensuring that Lanna craftsmanship continues to thrive in the modern world. Particularly, students expressed a strong sense of responsibility to carry forward the Lanna artistic tradition, with many stating that the intervention had significantly altered their perception of cultural arts from old-fashioned to relevant and valuable. By engaging directly with Lanna crafts, students could see the depth and richness of their cultural heritage, which fostered a greater appreciation for these traditions. This finding aligns with the literature on cultural education, which suggests that experiential learning can significantly enhance students' cultural literacy and engagement (Huang & Anderson, 2019).

Secondly, the hands-on approach of the intervention, involving direct interaction with local artisans, was vital in enhancing students' cultural literacy and artistic skills. Pattern conceptualization requires students to draw on traditional knowledge while applying creative thinking to produce innovative designs. This blend of tradition and innovation is essential for the sustainability of cultural practices, as it ensures that these arts remain dynamic and adaptable to changing contexts (Pöllänen, 2009). The findings also suggest that students who are allowed to engage deeply with cultural practices are more likely to develop the skills and confidence needed to contribute to their preservation and evolution.

Moreover, the intervention not only taught students technical skills but also instilled a strong sense of responsibility toward preserving Lanna arts. This strong sense is particularly significant in light of the challenges facing traditional crafts, such as the declining interest among younger generations and the pressures of globalization. According to the findings, the student's commitment to continuing their engagement with Lanna arts indicates that educational programs can play a crucial role in reversing the trend of cultural disengagement. This finding further supports the idea that when students are empowered with both the knowledge and the responsibility to act, they are more likely to take an active role in cultural preservation (Mahgoub & Alsoud, 2015).

Finally, artisans' positive reception of the students' work highlights the potential for educational initiatives to contribute to broader cultural sustainability efforts. The ability of students to blend traditional motifs with modern design elements not only enhances the cultural significance of their work but also its commercial viability. This suggests that intervening cultural education in extra-curricular activities can have far-reaching impacts, both in preserving cultural heritage and supporting local economies through developing marketable products (Thanapornsangsuth & Holbert, 2020). The study also underlines the importance of community involvement in educational initiatives, as the collaboration with local artisans helped to strengthen the bonds between the school and the wider community.

Implications for Future Research and Practice

The findings of this study open up several promising avenues for future research and practical application. One significant area for further exploration is the long-term impact of educational programs integrating traditional arts, like Lanna craftsmanship, into school curricula. Future research could investigate how this intervention influences students' sustained cultural engagement. For example, studies could track whether students participating in such an intervention continue to engage with traditional arts beyond their schooling through continued practice, involvement in community initiatives, or pursuing careers related to cultural preservation and artisan industries.

Additionally, there is potential to explore how these educational experiences shape students' career trajectories. Research could examine whether exposure to traditional arts in an academic setting inspires students to pursue careers in related fields, such as artisan crafts, cultural heritage management, or creative industries that value traditional skills. Understanding these long-term impacts would provide valuable insights into the role of education in not only preserving cultural heritage but also in fostering economic opportunities and professional development within cultural sectors.

Furthermore, future studies could broaden their scope to include diverse cultural contexts, examining how similar educational initiatives might be adapted and applied in different regions with their unique cultural traditions. Alternatively, expanding the curriculum to include more diverse forms of traditional arts could provide a more comprehensive cultural education, helping students develop a broader appreciation for their heritage. This approach could be particularly beneficial in regions where multiple cultural traditions intersect, offering students a more inclusive understanding of their cultural identity.

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Conflicts of Interest

The authors declare no conflict of interest.

Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work the authors used Chat GPT in order to improve language and readability. After using this tool/service, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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