

A Study on the Influencing Factors of Social Media in the Communication of Cultural Heritage Education: A Systematic Literature Review

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Abstract

This study examined the impact of social media on disseminating cultural heritage education. After reviewing two databases, 29 articles met our inclusion criteria. This study found that social media can expand the educational scope of cultural heritage and increase public awareness and interest in cultural heritage tourism sites and museums. However, social media is only a publicity channel. It is necessary to consider five influencing factors in social media: the subject of information distribution, the motivation of distribution, the purpose of distribution, the content of distribution, and the method of distribution, and to analyze the specific practices of social media in disseminating cultural heritage education. Therefore, more research is needed to explore the influence of social media on cultural heritage education dissemination, to explore the educational nature of social media in cultural heritage education communication, and to provide a theoretical basis for social media to promote cultural heritage education dissemination.

Keywords: cultural heritage, communication, education

1. Introduction

Cultural heritage refers to the wealth left to humanity by history and includes both tangible cultural heritage (tangible cultural heritage) and intangible cultural heritage (Skublewska-Paszowska, 2022). Convention for the Safeguarding of the Intangible Cultural Heritagesummarizes tangible cultural heritage as historical objects, historical buildings, and sites of human culture (Unesco, 2020). In the Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO defines intangible cultural heritage as the practices, performances, expressions, knowledge, and skills, as well as their associated instruments, objects, artifacts, and cultural spaces, that groups, communities consider and sometimes individuals as their cultural heritage (Romagnoli, 2019).

With the development of the times, the profound meaning and historical value of cultural heritage have been gradually valued, and the conservation and dissemination of cultural heritage have evolved from a single sectoral act to a social issue involving a wide range of fields (Labad et al., 2021). First, cultural heritage tourism continues to grow, and cultural heritage value is increasingly conveyed in various mass communication practices (Qiu et al., 2021). Second, the consumer market for cultural heritage is booming, and various industries, such as manufacturing and service industries, are gradually branching out into cultural heritage, providing a broad and diverse range of communication vehicles and scenarios for cultural heritage (Buhalis & Karatay, 2022). Third, social media has been upgraded from an interpersonal communication tool to a mainstream channel of cultural communication (Li & Kent, 2021). The "circle culture" of online social networking is gradually becoming an alternative form of real society (Huang, 2022), and the dissemination of cultural heritage education based on social media has a broader coverage and more profound acceptance. In addition, since social media is mainly a user content production model (UGC), the content published by users under the influence of circle culture usually includes but is not limited to cultural heritage tourism and the consumer market (Leung, 2013). Social media's popularization of cultural heritage science is also the mainstream of user-produced content (Martin, 2020). Social