

## The Impact of a Cultural Documentary on the Tibetan Jump Cao Gai Ceremony to Enhance Students' Learning Outcomes

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### Abstract

The cultural documentary takes “Jump Cao Gai” as the core image, begins with the Baima Tibetan Cao Gai ceremony as the cultural coordinate, through the handmade mask process of the national non- genetic inheritor Tian Huta as the narrative anchor, which finally leads to the modern inheritance problem of “Jump Cao Gai” and triggers the audience's deep thinking. The research on the impact of a cultural documentary on the Tibetan Jump Cao Gai ceremony to enhancing student learning outcomes aims to 1) study the important elements affecting success in “Jump Cao Gai” culture documentaries, 2) produce a culture documentary of “Jump Cao Gai”, 3) study the Student Learning Outcomes after watching the culture documentary. The sample group consisted of 30 students, selected by Cluster random sampling. The research instruments included 1) Interview form, 2 Questionnaire, 3) Culture documentary, 4) Quality assessment of culture documentaries, 5) Learning outcomes assessment form, 6) Perception assessment form, and 7) Satisfaction assessment form. Creating an excellent cultural documentary should include 1) a clear storyline, 2) beautiful pictures, and 3) the use of innovative technology. The production process of a documentary includes the pre-production, mid-production and post-production stages. After the creation of the cultural documentary “Jump Cao Gai”, the t-test was used as a data collection tool. The research results showed that the effectiveness index of the cultural documentary on the Tibetan Jump Cao Gai was 0.9010, indicating a 90.10% improvement in learning outcomes in students. After watching the documentary, the perception was at a high level, and satisfaction was at a high level too. The study shows that documentary has a significant educational effect in the three dimensions of cognitive activation, emotional infiltration, and value identity, which proves that cultural documentary does affect students' learning results to a certain extent.

**Keywords:** Culture Documentaries, White Horse Tibetan, Jump Cao Gai, Learning Outcomes, Satisfaction

### Introduction

Baima Tibetan, also known as the white horse, national language for white language, belief in nature worship, benzene, Buddhism. “Jump Cao Gai” is a folk sacrificial dance passed down in the

Tibetan village of Baima in Pingwu County, Mianyang, Sichuan province. On the fifth and sixth days of the first lunar month, each village in Baima holds “Jump Cao Gai” to worship the mountain god and pray for favorable weather in the coming year (Feng et al., 2024) with the advancement of modernization, many traditional cultures are gradually disappearing, impacted by rapid urbanization and modern lifestyles. The appearance of documentaries has made these endangered traditional cultures possible to record and become important materials for future generations to study

Huang (2024 : 86). Create cultural documentaries for students and integrate them into daily learning scenes, so that students can absorb knowledge unconsciously and further expand the dissemination scope of documentaries, so as to achieve the dual goals of cultural communication and knowledge education. Chinese artists have produced many ethnic minority documentaries about the Baima Tibetans. However, few such documentaries exist in China today, and limited resources are available (Wenjuan, 2019 : 5). With the rapid development of science and technology and the popularization of digital media, documentary, as an art form that deeply excavates and truly presents, is gradually becoming an important platform for inheriting and innovating traditional culture (Zhang, 2025 : 50).

Bamboo horse Tibetan culture is a microcosm of the multi-ethnic unity pattern of the Chinese nation. Its inheritance needs to rely on the innovative application of digital media such as documentaries, and realize living protection and intergenerational transmission in the process of modernization.

## Research Objectives

1. To study the important elements affecting success in “Jump Cao Gai” culture documentaries.
2. To produce a culture documentary of “Jump Cao Gai”.
3. To study the Student Learning Outcomes after watching the culture documentary.

## Literature Review

## 1. Culture Documentary

A culture documentary introduces the landscape, culture, history, folk customs, and other content. Through vivid images and unique perspectives, this kind of documentary allows the audience to appreciate the natural beauty and cultural customs of different regions with high ornamental value and practicality (Chen, 2020 : 12).

Cultural documentaries are documentary types based on historical culture, national culture, and cultural landscape to show the existence and spiritual will of a particular nation or group (He, 2023 : 2). They have the characteristics of documentary, humanistic, and aesthetics.

Culture documentary as an important form of documentary, with tourism culture, tourism culture, the resource advantage into industry advantage, promote tourism image, promote the development of local tourism, carry forward the unique history and culture, promote the development of tourism industry innovation, is of great significance to promote the local economic development. (Chen & Zhao, 2024)

## 2. Video Culture Documentary in Youk

The documentary traces the historical context of ceramic art, emphasizes the inheritance of skills, excavates humanistic feelings, and constructs and spreads a unique cultural identity (Tang, 2025 : 77).

With the continuous popularity of the Internet, the development of video websites continues to meet the spiritual needs of people in all aspects. In the early days, traditional video websites, represented by Tencent and Tudou, were mainly based on original content from UGC users. Nowadays, many video websites are gradually beginning to change to the production mode of PGC Internet professional content, and the quality of a series of self-made programs has continuously improved, attracting the attention and praise of the audience. However, there are also problems such as self-made programs, plot plagiarism, and rampant embedded advertisements. It is necessary to strengthen supervision and guidance, standardize and improve, invest and outreach, guide consumption with advanced concepts, and achieve interaction and a win-win situation. (Ma, 2023 : 132).

## 3. Creative Theory Support

In documentary creation, the subjective intervention of creators runs through the whole process, and its degree of intervention has an important impact on the authenticity and artistry of the work. (Yu & Lin, 2025 : 47).

The core of creative theory lies in the word “creativity,” which refers to creating novel, unique, and practical thinking results through unique ways of thinking and innovative means based on existing knowledge, experience, and skills.

## 4. White Horse Tibetan and Jump Cao Gai

The Baima Tibetans were initially a relatively isolated ethnic group with limited interaction with other people. The deep mountains, poor transportation, and nomadic lifestyle made their relations with others quite distant. However, these factors also shaped the honest and kind nature of the Baima Tibetans. They lived in their settlements, surviving by living in harmony with nature. They revered the sacred mountain behind their faith and believed in all life. “Jump Cao Gai” is the oldest folk sacrificial activity used to pray for good luck and drive away evil spirits during the Spring Festival. “Cao Gai” means mask, which is the symbol of the black bear god. The Bai Ma people have been praying for protection and blessing from the gods of nature for thousands of years with their devout faith (Ding, 2021 : 133).

## 5. Learning Outcomes

Learning results theory is a complex system involving many fields, such as educational psychology and learning science. It focuses on the specific achievements and changes students gain through learning activities.

Many students are able to memorize formulas and definitions instead of reasoning with a problem. Students were often unable to understand the underlying processes or properly interpret the results from calculations. Another study also stated that students were not confident in their own reasoning abilities. Students believed that they should only use formulas and definitions in textbooks to answer questions correctly (Slauson, 2008 : 17).

## Developing Cultural Documentaries with Research and Creative Process

### 1. The Study of Top Ten Cultural Documentaries About Intangible Cultural Heritage

Over the past five years, the top ten cultural documentaries about intangible cultural heritage on Youku have been as follows.

#### 1. I Repair National Treasures

Focusing on the restoration work in the Palace Museum, it shows the exquisite skills and dedication of the restorers, so that the audience can deeply understand the stories behind the protection of cultural relics.

#### 2. Every Treasure Tells a Story

With national treasures as the clue, the series tells the past and present of national treasures through concise narration. Each episode focuses on a national treasure and uses modern technology to restore its historical background and production process.

#### 3. National Treasure

In each episode, famous actors are invited as “national treasure guardians” to tell the legendary stories of the past of national treasures and let the audience know the historical value and cultural connotation of national treasures.

#### 4. Xiaoyi Tiangong

Starting from traditional Chinese colors, we will explore the dyeing and finishing techniques of Xiangyunsha and the traditional techniques of Miao batik and tell the stories of intangible cultural heritage that are both informative and interesting.

#### 5. Amazing Chinese Colors

Starting with color, it focuses on the whole life aesthetics of clothing, beauty makeup and home furnishing, and explores the cultural significance behind each Chinese color.

#### 6. Chinese Ancient Poetry Animation

Based on classical Chinese poetry, the film vividly shows the mood and emotion of the poems through animation. The film has been carefully researched and produced in terms of story, scene, characters and costumes, striving to restore the historical situation.

#### 7. Aerial China

It provides an aerial view of China, showing its historical and cultural landscape, natural geography and economic and social development in a comprehensive and three-dimensional way.

#### 8. Charm of Tang

On the literary level, “Tang poetry” is appreciated, and on the cultural level, “Tang poetry” is regarded as the voice of an era.

#### 9. Waiting for Love

By showing the history, culture and artistic achievements of Dunhuang, the ending of the film often features the magnificent scenery of the Mogao Grottoes or the hard work of conservation workers, emphasizing the importance of Dunhuang as a world cultural heritage and the urgency of conservation efforts.

#### 10. A Bite of China

It focuses on Chinese food, but often ends with a discussion of the philosophy and cultural traditions of Chinese people.

**Table 1** Summarize the successful experience of 10 documentaries

Evaluated Items	Documentary									
	1	2	3	4	5	6	7	8	9	10
Introduction	Brief introduction	✓	✓	✓	✓					
	Descriptive or explanatory leadership				✓	✓				
	Leadership that affects the feelings						✓	✓	✓	
Story telling	Presented in chronological order			✓	✓				✓	
	Present content by topic structure				✓	✓	✓			✓
	Presentation in order of relationship	✓	✓	✓				✓		
Ending the story	End with a summary			✓	✓			✓	✓	
	End with more thought.	✓	✓	✓			✓	✓		

Jump Cao Gai uses the character interview and shooting to connect the documentary. At the end of the documentary, many documentaries make good use of an ending with a summary or an end with more thought. To end the film with the inheritance of intangible cultural heritage and bring more thinking to the audience.

## 2. Steps of Cultural Documentary Development

### 1. Preparing the video, the researcher conducted the following actions

Complete the shooting theme of the documentary, conduct in-depth research on the “Jump Cao Gai” ceremony, determine the target audience and communication channels of the documentary, and make a shooting plan.



**Figure 1** The interview of the heritage bearers

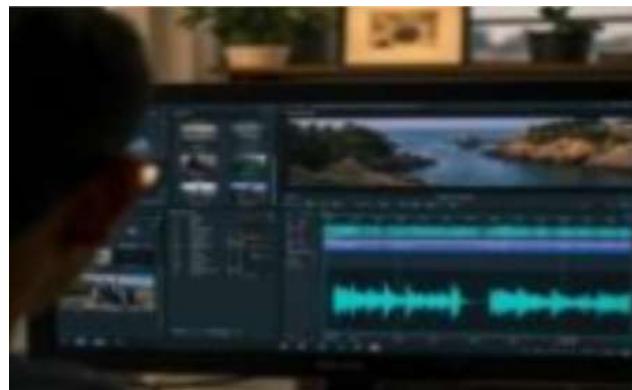
**Source:** Song (2025a)

2. Producing the video, the researcher conducted the following actions

Interview mask makers to discuss the craft, symbolic meanings, and their importance in dance. Conduct interviews and take photos in a natural and relaxed atmosphere to capture the genuine feelings and expressions of the inheritors. Back up materials to secure storage devices during shooting to prevent data loss. At the end of each day, categorize the materials and mark the shooting times and content descriptions for later editing.

3. Post producing the video, the researcher conducted the following actions

In the documentary “Jump Cao Gai,” the post-production stage, all the carefully shot raw material shots were imported into non-linear editing software such as Adobe Premiere Pro (Figure 2). The team began browsing the material out of key shots and audio clips based on the plan and theme.



**Figure 2** Make and package videos

**Source:** Song (2025b)

On this basis, the team pieced together the materials into the preliminary framework of the documentary according to the script or outline, paying special attention to the consistency of the content and the rationality of the structure, to ensure the accurate trans.

#### Research Variables

1. Independent variable : Culture documentary on the Tibetan Jump Cao Gai Ceremony.
2. Dependent variable : Learning outcomes, Perception and Satisfaction on the sample group after watching the culture documentary.

#### Research Methodology

##### 1. The group providing information

1.1 The group providing information on the content of the ritual consists of three sources of information, including one person from a community representative in the field, one from village philosophers who perform ceremonies, and one from cultural inheritors.

1.2 Watch ten documentaries from the last decade to analyze the reasons for their popularity

1.3 The expert panel providing advice on documentary filming includes three people providing information on culture documentaries.

## 2. Population and sample

2.1 Population : The group included those who watched it. This group will consist of three 18-year-old senior students. Zitong High School has 250 students.

2.2 Sample group : Using cluster random sampling, select one class with 30 students.

## 3. Research Instrument

3.1 Interview form : The interview with three people, including the community representative, the inheritors of the “Jump Cao Gai” ceremony, and the research experts, is the guarantee of the authority of the documentary content

3.2 Questionnaire : A questionnaire for the three documentary experts ensures that the use of all techniques is conducive to the creation of this documentary

3.3 Culture documentary : The creation of the “Jump Cao Gai” ceremony

3.4 Quality assessment of culture documentaries : Evaluation of the creation quality of the “Jump Cao Gai” ceremony of the culture documentary.

3.5 Learning outcomes assessment form : The audience's Learning outcomes evaluation of the professional techniques used in the “Jump Cao Gai” ceremony of the cultural documentary.

3.6 Perception assessment form : The audience's perception evaluation of the professional techniques used in the “Jump Cao Gai” ceremony of the cultural documentary.

3.7 Satisfaction assessment form : The audience is satisfied with the content of the “Jump Cao Gai” ceremony of culture documentary, and whether it meets their expectations.

## 4. In Experimental Procedures

### 4.1 Pretest

4.1.1 Test question design : Based on the preliminary research and the documentary theme, three sets of test questions were compiled, respectively : Knowledge test, Perception test, Satisfaction test. (20 objective questions, 1 point for each question)

4.1.2 Test instructions : clarify the test purpose, fill in the specifications for the students, and implement the learning results test before viewing.

### 4.2 Video Intervention

Documentary broadcast : All grade three students were organized to watch the documentary, and 30 students were randomly selected as experimental samples.

### 4.3 Post-test

There are learning outcome assessment, perception assessment form, and satisfaction assessment form

### 4.4 Data collection and analysis

All data from pretest, post-test, perception, and satisfaction tests were collected. The statistical analysis included descriptive and inferential statistics. It were used to analyze the data to evaluate the effect of documentary intervention and student feedback.

## 5. Data Collection and Analysis

1. Interview form : The interview objects include community representatives, the inheritors of the “Jump Cao Gai” ceremony, and research experts, which guarantee the authenticity of the documentary.

2. Questionnaire : A questionnaire survey of three documentary experts ensures that the use of all technologies is conducive to creating this documentary.
3. Culture documentary : The length, shooting style, theme, and purpose of the documentary.
4. Quality assessment of culture documentaries : Evaluation of the quality of the ceremony tourism documentary.
5. Learning outcomes assessment form : the audience's perception and evaluation of the professional techniques used in the jumping ceremony culture documentary.
6. Perception assessment form : As a key tool to evaluate the changes of individuals or groups, including knowledge deepening learning, attitude shaping, value internalization, behavior intention adjustment, and learning process experience.
7. Satisfaction assessment form : This is an effective tool for comprehensively understanding learners' changes in knowledge, attitudes, values, behavioral intentions, and learning experience. It can provide valuable feedback.

#### **6. Statistics used to analyze data**

The statistics used to analyze the study data are descriptive statistics as follows.

1. Frequency : Calculate the number of times each data type appears in the data set.
2. Percentage : Calculate the proportion of each data type in the total dataset.
3. Find the average value : find the median value of the data set.
4. Finding the standard deviation : the distribution of measured data from the mean.
5. Effectiveness index : Compare the students' knowledge test scores before and after watching the documentary.

### **Results**

#### **1. Data analysis results of studying the important elements affecting success in “Jump Cao Gai” culture documentaries.**

Objective truth and subjective creation are indispensable elements in film and television documentary creation. They are interdependent and tense (Peng, 2025 : 2). Before shooting the cultural documentary, it is crucial to interview the cultural heirs and documentary experts. The cultural heirs provide first-hand information on the history and significance of the jump to ensure that the content is accurate and respects the culture. Documentary experts will guide the best shooting techniques to improve the visual and auditory effects of the film.

#### **2. Data analysis results of producing a culture documentary of “Jump Cao Gai”.**

The culture documentary of “Jump Cao Gai” is shown in Figure 3 and Figure 4. Three experts' quality analysis results (Quality level) of the culture documentary “Jump Cao Gai”. The mean and standard deviation of the documentary quality level were calculated by analyzing and interpreting the mean scores as shown in Table 2.



Figure 3 “Jump Cao Gai” ceremony

Source: Song (2025c)



Figure 4 Make the mask

Source: Song (2025d)

Table 2 The results of three experts on the quality of the documentary evaluation.

Evaluated Items	Video Quality Level		Meaning
	Mean	SD.	
<b>QA : Content</b>			
QA1 : Cultural depth and accuracy	4.61	0.32	Excellent
QA2 : Narrative and coherence	4.40	0.14	Good
QA3 : Character shaping and interview quality	4.52	0.38	Excellent
QA4 : Cultural value and significance	4.37	0.54	Good
QA5 : Innovation and uniqueness	4.71	0.29	Excellent
<b>Total</b>	<b>4.52</b>	<b>0.33</b>	<b>Excellent</b>

Table 2 (Cont.)

Evaluated Items	Video Quality Level		Meaning
	Mean	SD.	
<b>QB : Technical quality</b>			
QB1 : Picture quality and photographic techniques	4.22	0.53	Good
QB2 : Sound effects and soundtrack	4.55	0.44	Excellent
QB3 : Clip and rhythm	4.60	0.21	Excellent
QB4 : Subtitles and explanations	4.20	0.44	Good
QB5 : Technical stability	4.59	0.37	Excellent
<b>Total</b>	<b>4.48</b>	<b>0.4</b>	<b>Good</b>
<b>QC : Content</b>			
QC1 : Sequencing of content reveals the steps of tie-dyeing by the Bai Ethnic	4.42	0.56	Good
QC2 : Emotional resonance	4.49	0.28	Good
QC3 : Information acquisition and educational value	4.48	0.49	Good
QC4 : Watch comfort	4.66	0.21	Excellent
QC5 : Recommended willingness	4.37	0.67	Good
<b>Total</b>	<b>4.48</b>	<b>0.44</b>	<b>Good</b>
<b>Overall mean</b>	<b>4.49</b>	<b>0.39</b>	<b>Good</b>

As Table 2 shows, the overall quality of the videos about the “Jump Cao Gai” documentary was good (average = 4.49, SD 0.39). When each aspect is considered in descending order of the average score, the highest-ranked aspect consists of two items including content quality (average = 4.52, SD 0.33) and technical quality (average = 4.48, SD 0.40), both of which are of good quality.

### 3. Data analysis results of studying the Student Learning Outcomes after watching the culture documentary.

3.1 Pre-test scores and post-test scores of the learning outcome scores of 30 subjects were analyzed and equally compared using the valid index (E.I.).

Table 3 Pre-test scores and post-test scores of the learning outcome scores of 30 students

Number	Pretest	Post Test
Sum	267	567
Mean	8.9	18.9
S.D.	1.373392477	1.213430588

From Table 3, the effectiveness index can be calculated (Kitrakan, 2001) as follows.

$$\text{Effectiveness} = \frac{P2 - P1}{\text{Total} - P1}$$

P1 = sum of all pre-test scores

P2 = sum of all post-test scores

Total = product of the number of students and the original score

$$\text{Effectiveness} = \frac{567 - 267}{600 - 267}$$

$$\text{Effectiveness} = 0.9010$$

The effectiveness index of the cultural documentary “Jumping the Rope” when taking the scores before and after studying found that the students' knowledge and understanding level before watching the documentary was 267 points (mean = 8.9), and the overall score after watching the documentary was 567 points (mean = 18.9). When calculating the effectiveness index of the cultural documentary according to the statistical formula, it found to be 0.9010, indicating that the students' learning progress was higher by 90.10 percent, which reflected the overall situation of the students when they gained new knowledge and new fields, that is, this documentary was very effective in helping them improve their knowledge and understanding level.

3.2 By using the criteria of analysis and translation of average score data, conduct the perception analysis of the content of 30 samples, and the mean (mean) and standard deviation (SD) of the perceived level of documentary content, as in Table 4.

**Table 4** Data analysis of the 30 students' perception of documentaries

Evaluated Items	Perception Level		Meaning
	Mean	SD.	
Q1 : Describe the basic process of the “Jump Cao Gai” ceremony	4.23	0.62	High
Q2 : Understand the historical background of “Jump Cao Gai”	4.28	0.62	High
Q3 : It can list several important cultural symbols in the ceremony of “jumping cao Gai”	4.33	0.62	High
Q4 : Understand the importance of the “Jump Cao Gai” ceremony in the local area	4.38	0.62	High
Q5 : Understand the relationship between the “Jump Cao Gai” ceremony and the local natural environment and religious beliefs	4.43	0.61	High
Q6 : I have developed a strong interest in the culture of “Jump Cao Gai”	4.44	0.61	High
Q7 : Agree with the importance of the “Jump Cao Gai” ceremony	4.49	0.61	High
Q8 : I was deeply moved by some of the scenes or stories	4.54	0.61	Highest
Q9 : Curiosity and yearning	4.59	0.61	Highest
Q10 : We believe that learning cultural knowledge through documentaries is an effective way	4.64	0.6	Highest

Table 4 (Cont.)

Evaluated Items	Perception Level		Meaning
	Mean	SD.	
Q11 : It can analyze the interpretation of the jumping ceremony from different perspectives in the documentary	4.23	0.62	High
Q12 : Ability to identify possible bias or misleading information in the documentary	4.28	0.62	High
Q13 : Do you think about the significance and value change of the “Jump Cao Gai” ceremony in modern society	4.33	0.62	High
Q14 : Can they put forward their suggestions or views on the cultural inheritance and protection of “Jump Cao Gai”	4.38	0.62	High
Q15 : It can compare and analyze the “Jump Cao Gai” ceremony with other similar cultural phenomena	4.43	0.61	High
Q16 : I can apply the cultural knowledge of “Jump Cao Gai” to my daily life	4.44	0.61	High
Q17 : Willing to share their understanding and feelings of the “Jump Cao Gai” culture through social media	4.49	0.61	High
Q18 : We plan to further explore or learn more about the “Jump Cao Gai” culture in the future	4.54	0.61	Highest
Q19 : He believes that learning “Jump Cao Gai” culture is helpful to broaden the international vision and cultural inclusiveness	4.59	0.6	Highest
Q20 : They believe that documentaries can stimulate the desire to explore other unknown cultures	4.64	0.6	Highest
<b>Total</b>	<b>4.44</b>	<b>0.61</b>	<b>High</b>

Table 4 shows that students' overall perception of documentary is high (average = 4.44, SD = 0.61), indicating that students have a relatively high degree of cognition of documentary. In terms of knowledge understanding, most students can accurately describe the “Jump Cao Gai” ceremony's basic process and deeply understand the historical background.

3.3 Satisfaction assessment of 30 people after watching the documentary. The mean and standard deviation of the satisfaction level were calculated by using the standard analysis and translating the average scores, as Table 5.

Table 5 A satisfaction survey of the 30 students

Evaluated Items	Satisfaction		Meaning
	Level	Mean	
Q1 : Does the content fully show the essence of the culture	4.02	0.79	High
Q2 : Whether the content has a depth of	4.07	0.79	High

Table 5 (Cont.)

Evaluated Items	Satisfaction		Meaning
	Level	Mean	
Q3 : Whether the story or the case is appealing	4.12	0.79	High
Q4 : Whether the content is accurate or correct	4.17	0.78	High
Q5 : Does the content cover the history, the current situation, and the prospects?	4.22	0.78	High
Q6 : Whether the picture quality is clear	4.23	0.78	High
Q7 : Are the sound effects and the soundtrack coordinated	4.28	0.71	High
Q8 : Is the clip smooth	4.29	0.77	High
Q9 : Whether the commentary is precise and accurate	4.34	0.77	High
Q10 : Whether to use valid visual elements	4.39	0.75	High
Q11 : Is successful in conveying the educational value	4.03	0.72	High
Q12 : Whether to enhance respect for and understanding of the traditional culture	4.08	0.79	High
Q13 : Whether to stimulate interest in exploration	4.13	0.78	High
Q14 : Whether to broaden the vision, enhance the multicultural understanding	4.18	0.76	High
Q15 : Are you aware of the importance of cultural heritage	4.19	0.74	High
Q16 : Whether the overall process is pleasant	4.20	0.72	High
Q17 : Whether the duration and rhythm arrangement are satisfactory	4.25	0.78	High
Q18 : Success in attracting attention	4.30	0.77	High
Q19 : Whether it has educational significance	4.35	0.77	High
Q20 : Overall satisfaction	4.4	0.77	High
<b>Total</b>	<b>4.21</b>	<b>0.78</b>	<b>High</b>

Table 5 shows that students' overall satisfaction with documentaries is high (average = 4.21, SD = 0.78). Most students are satisfied with the documentary's content, believing that it fully shows the essence of Jump Cao Gai and has a depth conducive to a deep understanding of the culture.

### Conclusion and Discussion

#### Conclusion

Part 1 : The successful elements of the documentary “Jump Cao Gai” are the clear storyline that connects history, development and modern inheritance; beautiful pictures that show the beauty of ceremony through high-definition aerial photography and light and shadow composition; innovative technology such as synchronous recording and immersive post-production work together to create an audio-visual feast and achieve a win-win situation of cultural inheritance and modern communication.

Part 2 : The documentary “Jump Cao Gai” follows the tradition of Tianhutower masks, presenting a comprehensive overview of the origins, artistic features, and cultural significance of the Baima Tibetan sacrificial dance “Jumping Grass Cover” in Pingwu, Sichuan. It highlights its unique charm as a window into ethnic culture and calls for attention to the survival crisis of this intangible cultural heritage under the impact of modern civilization, aiming to support the preservation of traditional culture.

Part 3 : The documentary “Jump Cao Gai” has significantly enhanced students' cultural understanding and artistic appreciation, leading to a substantial improvement in their academic performance. It has also strengthened their cross-cultural awareness and critical thinking skills. The documentary has boosted students' cultural identity, sparked a sense of responsibility to preserve and promote their heritage, and ignited their passion for dance. Students have highly praised the depth of content, the presentation quality, and the emotional resonance of the documentary, deepening their understanding of the value of intangible cultural heritage protection.

### **Discussion**

Documentaries are the art of time. In the history of Chinese documentary development, documentary films have attracted attention because of their objectivity and documentary nature (Li, 2025). “I Repair the National Treasures” shows the skills and ingenuity through the story of cultural relics restorers. “Every Treasure Tells a Story” Tells the national treasures' past and present lives in a short unit. At the same time, “Chinese Ancient Poetry Animation” restores the artistic conception of poetry in the form of animation, giving new vitality to classical literature. Documentaries are important media for cultural expression and dissemination in an increasingly multicultural context.

In the context of multiculturalism, documentary creation needs to present cultural diversity and find common human emotions and values. Through culturally sensitive and creative expression, documentary can build a bridge between different cultures and promote mutual understanding and cooperation among human societies (Ge, 2025).

The aesthetic value of intangible cultural heritage documentaries needs to focus on entertainment and audio-visual experience (Tang et al., 2025). Compared with ordinary documentaries, “Jump Cao Gai” has a stronger educational significance as a cultural documentary, which can guide students to think about the importance of cultural inheritance and protection, and cultivate their cultural confidence and sense of responsibility. Ordinary documentaries may be more entertaining and lack clear educational goals.

### **Suggestion**

Documentaries play an important role in recording, preserving, strengthening, retracing, and inheriting Chinese culture. They are an important vehicle for promoting the creative transformation and innovative development of fine traditional Chinese culture and an effective way to inherit revolutionary culture and develop advanced culture (Chen, 2025) with the progress of multimedia technology, film and television resources frequently appear in the classroom, providing teachers and students with a new channel to learn historical knowledge, and its importance in educational activities is increasingly apparent (Wang, 2023 : 5).

1. Enhancing Student Learning Outcomes : Vivid pictures and real scenes can help students understand the knowledge more intuitively and stimulate their interest in learning. After

watching the documentary, the school organizes group discussions or writes comments to deepen students' understanding of culture and its historical, artistic, and social values.

2. The documentary shows the efforts of the inheritors of Cao Gai culture, which can enhance students' cultural identity and pride. The school can hold cultural lectures or invite the inheritors of Cao Gai culture to the campus to communicate face-to-face to deepen students' cultural identity further.

3. Introduce more interactive and experiential teaching methods, such as role-playing and simulation games, to improve student satisfaction. Establish a diversified evaluation system that focuses on students' knowledge mastery and evaluates students' thinking, innovation ability, and other comprehensive qualities.

In the context of “telling China's story”, a large number of documentaries with the theme of “China's story” and “China's culture” appear on various video platforms. Universities must carry out education in “traditional Chinese aesthetic culture” as required by the current era and the market (Bai & Zheng, 2024).

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