Ethnic Intangible Cultural Heritage Dissemination on Digital Platforms-Examing Media Literacy as a Mediated Factor Among Tujia People in Mainland China

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DOCOTORAL THESIS

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Abstract

With the rapid development of social media, artificial intelligence and virtual reality technologies, ICH preservation and communication have ushered in unprecedented opportunities. However, new issues have been emerged on how the ICH owners use digital platforms to disseminate or inherit their culture, especially in ethnic minority. This study explores on how Tujia ethnic group disseminate their ethnic ICH on digital platforms from the perspective of ML.

This study uses mixed method with sequential design, SPSS 22 and NVivo 12 used for analyzing the data that form survey. At the first phaste study,online questionnaire used for collecting data in Tujia areas, at the second phase study,online and face to face interview conducted with 10 Tujia people.

Findings indicate that (1) Holistic ML of Tujia ethnic group is medium,ML levels are not significant different according to genders, the difference are significant according to job status, age and education levels;(2) Holistic level of Tujia ethnic group in disseminating ethnic ICH on digital platforms is medium as well,differences in levels of disseminating Tujia ethnic ICH on digital platforms are significant according to genders, job status, age and education levels;(3) High correlations exist between ML and levels of ethnic ICH dissemination on digital platforms of Tujia ethnic group;(4) In holistic ,the higher in ML, the better levels in disseminating ethnic ICH on digital platforms of Tujia ethnic group,from the perspectives of ciritcal understanding skills and communications skills,the results show that the higher in ciritcal understanding and communications skills, the better in disseminating ethnic ICH on digital platfroms as well,whereas,media use skills is opposite. Finally, this study has found out a new way for how to work in ICH digitalization in digital era, and specifically provides a reference for ICH professional institutions to think about on what levels people are able to use the ICH digital platforms and how to use it while develop various ICH digital case.

Keywords: media literacy, digital platform, Tujia ethinc group, Tujia ethnic intangible culture heritage, dissemination

List of Abbreviations

CML	Center of Mdia Literacy
CNNIC	China Internet Network Information Center
EAVI	The European Association for Viewers Interests
EU	European Union
ICAHM	International Committee on Archaeological Heritage Management
ICOM	International Council of Museums
ICOMOS	International Council on Sites and Monuments
ICH	Intangible Cultural Heritage
ML	Media Literacy
NAMLE	National Association for Media Literacy Education
NCA	National Communication Association
OFCOM	Office of Communication (UK)
P.R.C	People's Republic of China
UNESCO	United National Education, Scientific and Cultural Organization

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Chapter One Introduction

1.1Background

There are 55 ethnic groups in China,Tujia as one of ethnic group whose population has 8,353,912[1].Tujia ethnic group mainly lived in Wuling mountain areas, where are at the junction areas of northwest Hunan province, west Hubei province, east Guizhou provience and southeast Chongqing municipality.

Tujia ethnic group has their native language and culture system, in Tujia ethnic culture system, the ICH is very rich in number. From 2006 to 2011, 14 kinds of Tujia ethnic ICH items were recognized as a national ICH directory[2].

In recently years, Internet has been rapid penetrated in Tujia ethnic areas. Digital media and platforms are borrowed to record, store, disseminate, and recover Tujia ethnic ICH has been achieved (Wang,2009). However, the rise of new digital technologies has facilitated not only active two-way engagement with heritage, but also a broadening of what we mean by heritage and how it can be accessed, through the co-production of exhibitions, oral histories, and other forms of display and archive based on personal remembrance, recollection and interactivity (Adair, Filene&Koloski,2011).Doubtless, it is an unprecedented opportunity for the endangered Tujia ethnic ICH dissemination on digital platforms, digital spaces are not as a pathway to physical interaction, but as a new opportunity for a different kind of experience (Cooke, King &Stark,2016),and we already have done a lot of work and made some achievements in ICH digitalization. However, I have been deeply confused now, after the process of ICH digitalization construction, what should we do in the next step? Our purpose should not be limited to the construction of digital platform for ethnic ICH, but a long way to go. At self-media age, the most

[1]The sixth national census bulletin of National Bureau of Statistics of the People 's Republic of China,2012.

[2] Published by State Council of The People's Republic of China,from year of 2006-2011. Retrieved from http://www.ihchina.cn/5/5_1.html.

significant quality of the media in the way we use the word today that it has a very substantial influence area. As media is the indispensable part of the daily life, we need to question the new relationship structures which arise with media and the impact that media creates (Şişman and Yurttaş,2015). We should pay much more attention on how Tujia ethnic group participate in dissemination，sharing and inheritance of ethnic ICH on digital platforms.

To understand these issues, we should first find out how Tujia ethnic group use internet,and how disseminate ethnic ICH on digital platorms.That is to say ,with Tujia ethnic group's ML and ICH dissemination behavior, what role does ML play in the digital dissemination of ethnic ICH? How does Tujia ethnic group's ML affect Tujia ethnic ICH dissemination on digital platforms? What is the degree of the impact?

ML seems to have no connection with culture dissemination, however, ML deals with the study of cultures and looks at the problems relating to hybridization, interconnection and cross-cultural issues between societies and peoples,ML is all about intercultural dialogue (Pérez Tornero,2012). And then, this doctoral thesis studies the dissemination of Tujia ehnic ICH on digital platforms,which will be from the perspective of Tujia ML,and take the Tujia ethnic group as research object whom are form universities,middle schools,govements agencies,cultural institutions,etc.,use quantitative and qualitative methods to analyze Tujia ethnic group's ML and levels or skills for ethnic ICH disseminatin on digital platforms.

1.2 Motivation and Justification

1.2.1 Issues of Tujia Ethnic ICH on The Verge of Disappearance.

Firstly,Tujia ethnic ICH environment and space has been changed.With the continuous application of new production tools and new technologies, and the continuous improvement of social productivity, the contemporary Tujia society is

facing a transformation, from a closed traditional agricultural society to an open industrial society,however, the farming civilization that is the important foundation for Tujia ethnic ICH survival and development is gradually weakening, even disappearing in some Tujia ethnic areas（Tan,2013）.The Tujia lifestyle has undergone dramatic changes, which have completely or partially lost the rooted and prosperous soil, which has brought about changes in the production and lifestyle of the protection and inheritance of Tujia ethnic ICH, cultural space of inheritance and communication has been changed, and the cultural soil on which the Tujia people live is gradually losing nutrients（Liu,2006）.This leads to the rapid decline and evolution of the ICH of the Tujia nationality（Bai,1992）

Especially,after the 1990s，the wind of reform and opening up initiated by the Chinese government has blown into the Tujia community，self-sufficient production methods can no longer satisfy the social development and increasing material and spiritual needs of the Tujia people，for a better life and adapting to social development，Tujia people walk out the place where their are born and death for seeking a job or business and education in the metropolis.These activities ended Tujia's relatively closed social status.

Moreover, along with the advancement of urbanization process, Tujia closed communities have been opened with improvement of economy, education and transportation, Tujia People walked out their long-time lived communities to the developed areas in southeast China for seeking jobs, their livelihoods have been changed. Consequently, multi-culture are taken into Tujia ethnic areas, ethnic culture environment has changed, the urbanization process in Tujia ethnic area has accelerated, the population has flowed a lot, and some new aesthetic tastes, social behaviors, social concepts, customs, ways of thinking, world outlook, values and outlook on life have also changed. These are the reasons that Tujia ethnic traditional ICH has been losing the cultural environment of existence and continuation.（Tan,2013）.Culture conflicts between Tujia and other have been intensified, Tujia

ethnic culture has been deeply influenced and even assimilated, thus Tujia ethnic culture has to meet great challenge to inherit.

Secondly, few inheritors know Tujia ethnic ICH and traditional technology, and majority of them are over 60 years old.

Table1.1 Tujia ICH inheritor list (part) [1]

Name	Gender	Date of birth	Category
Renxin Tian	Male	02.1933	Traditional dance
Shibi Luo	Male	10.1931	Traditional music
Yingwei Peng	Male	11.1933	Traditional dance
Mingguang Zhang	Male	07.1938	Traditional dance
Longxin Tian	Male	03.1941	Traditional music
Jilong Peng	Male	11.1949	Folk literature
Sanxiu Yang	Female	07.1954	Traditional music
Daier Liu	Female	10.1955	Traditional technique
Shuiyun Ye	Female	10.1967	Traditional technique

In this list,some inheritors are dead, and others are already sick that can not perform and inherit it any more，moreover，many inheritors have few young apprentices whom are lack of strong motivation. Many of them are already ill and unable to sing or display Tujia ethnic ICH. Therefore, many precious Tujia ethnic ICH had to face the situation of the inheritors diedand ICH disappeared (Huang, 2012).

However, the precious Tujia intangible culture and traditional technology are inherited and well known by few Tujia people; Tujia ethnic ICH has the characteristic of oral teaching that inspires true understanding with heart, it is transmitted from generation to generation, and constantly recreated by Tujia communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity.

[1] Xiangxi Tujia Autonomous Prefecture Cultural Bureau,date of 2016.5.14. Retrieved from http://wgxj.xxz.gov.cn/fwzwhyc/ccr/201205/t20120514_35530.html.

Inheritors are individuals or groups that enable ICH to inherit,among the various carriers of ICH, the most fundamental carrier is the human being, leaving people, the survival of ICH is not possible（Huang,2012）.

Tujia inheritors, while the old aged inheritors are dead, Tujia young generations are not willing to inherit their ICH, as results that Tujia ethnic traditional ICH that depends on the inheritor's existence is on the way to decline and at the edge of extinction. There is a risk that certain elements of ICH could die out or disappear without help, but safeguarding does not mean fixing or freezing ICH in some pure or primordial form(Identifying and Inventorying ICH ,UNESCO).Therefore, under the reality dilemma that Tujia ethnic ICH is gradually declining, and the traditional situationality of oral transmission is unsustainable, how to seek the inheritance and dissemination of Tujia ethnic ICH in the digital age on the digital platform is one of the motivations for research.

1.2.2 Issues of Tujia Ethnic ICH Dissemination on Digital Platforms

At the digital era, information communication and reception is more convenient with digital social media. The computer can code recognition between 0 and 1, and then output information useful to us. Using this method, we can encode and decode everything through a computer. Network technology development from the initial web1.0 to 2.0 and today 3.0, the development of human technology ultimately promotes the progress of human society. Dialogue between digital platforms and ICH has taken place, it is great advantages that digital platforms are used to store, display disseminate ICH. With information communication technology(ICT) rapid development in Tujia ethnic areas,Tujia ICHhas passed from oral to digital communication, and has experienced changes in the form of communication, space, context, time, etc.Tujia ICH dissemination digital platforms are various with website，social media，database，however, whatever the content,function and interaction forms are,the purposes are only one for culture dissemination and conservation.

The cultural communication environment has changed, and the traditional oral transmission has been passed down to the digital environment. In the digital environment, how to maintain a unique cultural and ecological environment is an important issue that needs to be addressed in the protection of ICH in the Internet age(Zeng,2013),as the digital offers more and more ways in which individuals and groups can create their own heritage communities and cultures（Cooke, King ,Stark，2016）. The mass media play a multifaceted and complex role in today's multi-cultural society; They may be of relevance to the social integration of ethnic minorities in that they are, for example, an important source of information about politics, culture, and everyday life in society（Bonfadelli, Bucher,Piga,2007）.

In 2003 convention by UNESCO, ICH was firstly appeared and legislated. Since then, we have been discussing and studying the ICH protection, dissemination and heritage issues. How to use of digital technology to protect and disseminate ICH has became a very popular topic.In fact,we had done a lot of work in digital technology application for ICH safeguarding and dissemination, consequently, a variety of ICH digital projects came out,such as Tujia Ethnic Cultural Website, The Southwest Ethnic Investigation Database,ICH Digital Protection Pilot Project of East Hunan Province as well,etc.In the past, we have made a lot of achievements in the digital projects for ICH,and variety of ICH digital platforms were constructed, we had paid much more attentations on how to construct a digital platform, and if Tujia ethnic group would like to use the ICH digital plaforms and how to use is unknown.

In traditional oral transmission,it takes mouth as media to inherit and communicate Tujia ethnic ICH,and compared with the traditional way,it need new ML and skills to adapt to new inheritance and dissemination method in the digital environment.However, the internet development is not balanced in Chinese rural and urban areas.As of June 2017, among Chinese netizens， 26.7% are rural netizens, 2.01 billion people; 73.3% are rural netizens, 5.50 billion people, urban and rural netizens are significant differences in size structure.

Table1.2 Netizen structure in rural and urban China[1]

	2016.12	2017.06
Rural	27.4%	26.7%
Urban	72.6%	73.3%

From June 2014 to June 2017, the Internet penetration rate in rural and urban China has increased yearly，the internet penetration rate in urban is always much higher than rural areas.

Table1.3 Internet penetration rate in rural and urban China[2]

	2014.06	2014.12	2015.06	2015.12	2016.06	2016.12	2017.06
Rural	28.3%	28.8%	30.1%	31.6%	31.7%	33.1%	34%
Urban	62%	62.8%	64.2%	65.8%	67.2%	69.1%	69.4%

The advent of a new media age has created a new environment that allows potential and extraordinary communication mechanisms and new forms of active participation throughout public life and democracy. However, in order to become fully involved in concrete activities and active citizenship, it is essential to acquire new knowledge. Today, the three basic literacy skills of reading, writing and arithmetic are not enough.Citizens now are required to develop advanced skills in critical thinking in order to decode the messages delivered by media. A new type of literacy must be fostered – namely,ML(Celot,2012).

However，the vast majority of Tujia ethnic group live in rural areas of southwest China[3].This shows that the development of Internet in Tujia area is lagging behind. Therefore, ICT is new for Tujia ethnic group, most of them are digital immigrant. thus, ethnic minority areas often lack their own media discourse

[1] CNNIC,2017.Retrieved from http://www.cnnic.net.cn/hlwfzyj/hlwxzbg/hlwtjbg/201708/P020170807351923262153.pdf,Dec.22,2017.

[2] CNNIC,2017.Retrieved from http://www.cnnic.net.cn/hlwfzyj/hlwxzbg/hlwtjbg/201708/P020170807351923262153.pdf,Dec.22,2017.

[3]The sixth national census bulletin of National Bureau of Statistics of the People 's Republic of China，2012.

（Meng,2016）,Whether it is critical thinking on media information, or the positive involvement of media production, the Chinese public are at a weak level （Zhou,2008）.That is to say，Tujia ethnic group's ML is weak as well. Due to the lack of ML, the use of media functions in ethnic minority areas is often confined to its entertainment, not knowing that the media has huge energy now（Meng,2016）.

Since as digital platforms are open systems, a lot of information will not be selected and deleted that information saturation，information flooding are inevitable （Potter,1998）.From the existing digital platforms, the value of digital platforms is maximization to protect Tujia ethnic ICH.However, digital technology is a double-edged sword, we can easily find the problems existed with Tujia ICH on the digital platforms dissemination as well，Tujia intangible culture fragmentation communication on digital platform, Tujia intangible culture system in the digital platform is artificially split which leads to cultural distortion，Culture encoding and decoding.As the main body of Tujia ICH communication, how to use the media, the cognition and understanding of the media content, participation，etc. will directly affect the communication of ethnic ICH is another motivation .

1.3 Meaning

The purpose of this study is to examine ML as a mediated factor in Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group, more specifically,the intent is to learn that if ML will impact on Tujia ethnic ICH dissemination on digital paltforms,and how ML will impact on it among Tujia ethnic group.This study use the sequential design of mixed method to better understand the reseach questions by converging broad numeric trends from quantitative research and the detail of qualitative research,more importantly,obtain statistical,quantitative results from a sample and then follow up a indivudal to help explain results in more depth,and answer why and how of the results that are from quantative research.

This study is able to provide theory framework for ICH digitalization development

and digital dissemination. With ICT rapid development and application into ICH digital preservation and dissemination, we are able to do everything in ICH inheritance and communication under the powerful digital technologies supporting. ICT development is unlimited, whereas, human being ML is limited. How to use unlimited ICT to inherit and communicate valuable ICH with limited ML of human being is extremely important in ICH inheritance and communication in digital era.At this point,this study is able to construct a new theory and provide some suggestions in ICH digital inheritance and communication practice.

1.4 Objective

Main objective ：

This study aims to provide a comprehensive analysis of how Tujia ethnic ICH dissemination under the impact of ML among Tujia ethnic group in digital era.

The specific objectives of the study are to:

a). Design an assessment criterion for assessing of ML competence of Tujia ethnic group.

b). Evaluate ML levels of Tujia ethnic group.

c). Design an assessment criterion for assessing levels of Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group.

d). Evaluate levels of Tujia ethnic group in disseminating Tujia ethnic ICH on digital platforms.

e). Design a framework for evaluating how ML impacts of Tujia ethnic ICH dissemination on digital platforms among Tujia people.

1.5 Research Question and Hypothesis

1.5.1 Questions

Q1.What is the ML competence of Tujia ethnic group?

Q2.What are the ethnic ICH dissemination levels on digital platforms of Tujia ethnic group？

Q3.What are the correlations between ML and levels of Tujia ethnic ICH dissemination on digital platforms among Tujia people？

Q4.How does ML impact on Tujia ethinc ICH dissemination on digital platforms among Tujia people？

1.5.2 Hypothesis

In this study, based on the ML dimensions that are media use skills,critical understanding skill and communication skills , and levels of ethnic ICH diseemination on digital platfroms dimensions dimensions that are ethnic ICH digital platforms accessing，critical understanding of ethnic ICH on digital platforms，ethnic ICH participation on digital platforms.Consquently,there are two key hypothesis and each one has nine sub-hypotheses.

Key hypothesis one

ML will have correlations with the levels of Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group.

Sub-hypothesis1.1: Media use skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.2: Media use skills will have correlations with critical

understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.3: Media use skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

Sub-hypothesis1.4: Critical understanding skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.5: Critical understanding skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.6: Critical understanding skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

Sub-hypothesis1.7: Communication skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.8: Communication skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.9: Communication skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

Key hypothesis two

If Tujia ethnic group's ML are high，then their levels are high in disseminating Tujia ethnic ICH on digital platforms.

Sub-hypothesis 2.1: If Tujia ethnic group's media use skills are high，then their levels of ethnic ICH digital platforms accessing are high.

Sub-hypothesis 2.2: If Tujia ethnic group's critical understanding skills are high，then their levels of ethnic ICH digital platforms accessing are high.

Sub-hypothesis 2.3: If Tujia ethnic group's communication skills are high，then their levels of ethnic ICH digital platforms accessing are high.

Sub-hypothesis 2.4: If Tujia ethnic group's media use skills are high，then their levels of critical understanding of ethnic ICH on Digital Platforms are high.

Sub-hypothesis 2.5: If Tujia ethnic group's critical understanding skills are high，then their levels of critical understanding of ethnic ICH on Digital Platforms are high.

Sub-hypothesis 2.6: If Tujia ethnic group's communicaation skills are high，then their levels of critical understanding of ethnic ICH on Digital Platforms are high.

Sub-hypothesis 2.7: If Tujia ethnic group's media use skills are high，then their levels of ethnic ICH participation on digital platforms are high.

Sub-hypothesis 2.8: If Tujia ethnic group's critical understanding skills are high，then their levels of ethnic ICH participation on digital platforms are high.

Sub-hypothesis 2.9: If Tujia ethnic group's communication skills are high，then their levels of ethnic ICH participation on digital platforms are high.

Chapter Two Concept Definition

2.1 Tujia Ethnic ICH

ICH firstly appeared in The Charter for the Protection of historic cities[1] follows a similar line, stating the need to protect historic cities, because of their role as historic documents, and they has been embodied the values of traditional urban culture. These values are represented both in material and spiritual and by the relationships they create between the city and its surroundings. This document is innovative because it recognises both tangible and intangible values as the object of protection.

In order to safeguard the ICH, UNESCO launched a conference in 2003,in which a Convention for the Safeguarding of the ICH proposed and adopted. For the purposes of this Convention, defenitations for ICH were defined as:

> *The'ICH' means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This ICH, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. For the purposes of this Convention, consideration will be given solely to such ICH as is compatible with existing international human rights instruments, as well as with the requirements of mutual respect among communities, groups and individuals, and of sustainable development.*[2]

The 'ICH', as defined above, is manifested *inter alia* in the following domains:

[1] ICOMOS,1987.

[2]Basic Texts of The 2003 Convention for the Safeguarding of the ICH ,2016 edition,UNESCO.

(a) oral traditions and expressions, including language as a vehicle of the ICH;

(b) performingarts;

(c) social practices, rituals and festive events;

(d) knowledge and practices concerning nature and the universe;

(e) traditional craftsmanship. [1]

Generally speaking, the Convention for the Safeguarding of the ICH was considered the first document for ICH definitations.Henceforth,the convention has been introduced into China in 2003.A couple years later,in 2011,the Law on ICH[2] has been enacted in China,grounded on the national law,most of proviences that Tujia ethnic group lived in has developed regulations on ICH preservation and inheritance,such as Regulation on ICH of Chongqing in 2012;Regulation on ICH of Hubei Provenice in 2012；Regulation on ICH of Guizhou Provenice in 2012,from which ICH have been defined as:

All kinds of traditional cultural expressions that have been handed down from generation to generation and are regarded as part of their cultural heritage, as well as physical objects and places related to traditional cultural expressions. Includeing:

(a) Traditional oral literature and its language as a carrier;

(b)Traditional fine arts, calligraphy, music, dance, drama, folk art and acrobatics;

(c) Traditional techniques, medicines and calendars;

(d) Traditional etiquette, festivals and other folk customs;

(e) Traditional sports and recreation;

(f) Other ICH.[3]

[1]Basic Texts of The 2003 Convention for the Safeguarding of the ICH ,2016 edition,UNESCO.

[2]ICH Law of P.R.C,2011.

[3]ICH Law of P.R.C,2011; Regulation on ICHof Chongqing,2012;Regulation on ICH of Hubei Provenice,2012；Regulation on ICH of Guizhou Provenice,2012.

There are also some regulations concerning the preservation and inheritance of ethnic cultural heritage in the core areas that Tujia ethnic group lives in,such as *Regulation on Ethinc and Flok Cultural Heritage of Xiangxi Tujia and Miao Ethnic Automonous Perfercture in 2006*； *Regulation on Ethinc Cultural Heritage of Enshi Tujia and Miao Ethnic Automonous Perfercture in 2005*，however，these regulations are not specially referring to Tujia ICH,but including tangible cultural heritage and natural cultural heritage as well.

Considering the actual situation， and based on the *Law of Intangbile Cultural Heritage of P.R.C* and *the Regulation on ICH of Guizhou Province*,Yanhe Tujia Ethnic Automonous County created a *Regulation on ICH Protection of Yanhe Tujia Ethinc Automonous County* in 2016， in which Tujia ethnic ICH has been clearly defined as:

> *Article 3*
>
> *All kinds of traditional cultural expressions that have been handed down from generation to generation and are regarded as part of their cultural heritage, as well as physical objects and places related to traditional cultural expressions in Yanhe Tujia automonous county,including:*
>
> *(a)Traditional music, such as Tujia folk songs,playing cymbals,etc,traditional dances, such as flesh lotus, waved dance, money pole,etc, and traditional dramas, such as Yang operas, and lantern operas;*
>
> *(b)Folk customs and festival celebration activities,such as Fuxi, Marriage, Funeral and other traditional;*
>
> *(c)Special dietary production techniques, such as gray-packaged tofu, glutinous rice dumplings, bean curd noodles, and camellia soup, etc;*

(d) Traditional production techniques of arts and crafts, such as bamboo weaving, rattan weaving, stone carving, wood carving and Tujia costumes, and the unique construction techniques of buildings and structures,such as Tujia Diaojiaolou;

(e) Representative folk tales, dialects, proverbs and other oral literature and their carriers;

(f) Traditional medical techniques,such as Explosion of lights, reinforcement of muscles,etc;

(g) Traditional sports, such as high-desk Lions Lights and Dragon Boats;

(h) Other ICH that need protection.[1]

Obviouly, the definitions by Tujia local government regulations are based on the *Convention for the Safeguarding of the ICH*[2] and the *Law of the People's Republic of China on ICH*[3]. By comparison,the definition of ICH of Tujia local government was completely copied from *Chinese National ICH Law of 2011*.

From the definitations of UNESCO ICH Convention of 2003 , P.R.C ICH Law of 2011 and provincial ICH Regulations [4] ,Yanhe Tujia Ethnic Automonous County[5],Tujia ethnic ICH are able to be defined and concluded:

(a) Traditional oral literature and the language as a carrier thereof;

(b) Traditional fine arts, calligraphy, music, dance, drama, folk art and acrobatics;

1 Yanhe Tujia Autonomous County ICH Protection Ordinance,2016.

2 UNESCO adopted the Convention on this seventeenth day of October 2003.

3 P.R.C People Congress,2011.

[4]Regulation on ICHof Chongqing,2012;Regulation on ICH of Hubei Provenice,2012； Regulation on ICH of Guizhou Provenice,2012.

[5]Yanhe Tujia Autonomous County ICH Protection Ordinance,2016.

(c) Traditional artistry, medicine and calendar;

(e) Traditional rituals, festivals and other folk customs;

(f) Traditional sports and entertainment;

In this study,grounded on the comprehensive definitations on ICH,Tujia ethnic ICH refers to the one that had been identified as national ICH by the State Council of The People's Republic of China，which are:

Table 2.1 Tujia ethnic ICH national lists[1]

NO.	CATEGORY	ITEM	PROVINCE	YEAR
1	Traditional Dance	Hand swaying dance	Hunan	2006
		Xiangxi Tujia ethnic group Maogusi（original play dance）	Hunan	2006
		Tujia Sayeerhe（ritual dance）	Hubei	2006
2	Traditional Technology	Tujia Diaojiao（suspending） building technique	Hunan,Chongqing Hubei	2011
		Tujia brocade technique	Hunan	2006
3	Traditional music	Tujia folksongs	Hunan, Guizhou	2014
		Tujia daliuzi (instrumental ensemble)	Hunan	2006
		Xiushan folksong	Chongqing	2008
		Youyan folksong	Chongqing	2008
		Shizhu Tujia luor tone	Chongqing	2006
		Tujia dongdongkui（musical instrument and song name）	Hunan	2008
4	Folk literature	Tujia crying songs for marriage	Hunan	2011
		Tujia Tima song (long epic)	Hunan	2008
5	Folklore	Tujia spring new year	Hunan	2011

1 Published by State Council of The People's Republic of China, year from 2006 to 2011.

2.2 Tujia People

China is a multi-national country living in 55 ethnic mionrities since from 1950s, China population comprise around 1.4 billion,in which approximately 40% are ethnic mionrities[1].It is different with the concept of ethnic minority in western countries,concept of ethnic minority identification and classification has special characteristics in Mainland China.The purpose of Chinese nationality identification is not to identify all ethnic minorities by Western anthropomorphic consciousness standards, but to promote local "autonomy" by dividing some ethnic groups that are easy to manage in order to make ethnic minorities equal,participate in national affairs and enjoy various preferential policies（Harrell,2000),in China,officially assigned ethnic categories，there may be a general pattern of outsider classification according to culture and local classification according to socio-political experience (Melissa,2001) and China Communist Party plays an decisive role in ethnic classification(Kaup,2000).

Tujia ethnic group that is Bifzivkar[2] in Tujia native language,live in the Wuling Mountains, straddling the common borders of Hunan,Hubei and Guizhou provinces, and Chongqing in southwest China,according to the statistics of the fifth national census in 2000, there were 8.2081 million people, and it was the sixth largest ethnic minority in mainland China.There are different opinions about the origin of the Tujia people，in 1959,according to a large number of documents, Pan puts forward that Tujia ethnic group should be the ancient Ba people(Pan,1955).Later, a group of scholars demonstrated that Tujia is a descendant of ancient Ba people from the perspectives of anthropology and linguistics.

According to the scientific demonstrations form scholars of Guangdan Pan，

1 National Burea Statistical.(2011).)Retrieved From http://www.stats.gov.cn/tjsj/tjgb/rkpcgb/qgrkpcgb/201104/t20110428_30327.html.

2 Bifzivkar is Tujia native language,which means the local people.

Mingyu Wang， and Xuejiong Yan and and appeals form Xintao Tian,finally,according to the PRC's national ethnic identification project(minzu shibie),Tujia ethnic group was to be identified as an independent ethnic group by Chinese central govrment in 1957.Approved by central governmentP.R.C,the first Tujia autonomous prefecture was set in September 1957.

Tujia ethnic group are mainly distributed in counties of Jishou,Yongshun,Longshan,Baojing,Guzhang,Luxi,Fenghuang,Huayuan of Xiangxi Tujia and Miao ethinc automonous perfecturer in Hunan province,and Sangzhi,Yongding,Chili,Wulingyuan counties in Zhangjiajie,and Shimen county in Changde of Hunan province as well.

And counties in Lichuan,Enshi,Laifeng,Xiangfeng,Xuanen,Hefeng,Jianshi,Badong in Enshi Tujia and Miao ethnic automonous prefecture, and Changyan,Wufeng Tujia automonous counties in Yichang of Hubei province.

Tujia automonous counties of Shizhu,Pengshui,Youyan,Xiushan and Qianjiang in Chongqing municipality.And Yanhe,Yingjiang Tujia ethnic automonous counties and Dejiang ,Sinan areas in Guizhou province.

Since Tujia ethnic group is wildly distribution,in order to collect to data conventiently and high-effectivey,in my study, Tujia ethnic group is defined in the common borders of Hunan, Hubei and Guizhou Provinces, and Chongqing,which includes Enshi Tujia and Miao ethnic automonous prefecture in Hubei province, Xiangxi Tujia and Miao ethnic automonous prefecture in Hunan province,Tongren Tujia ethnic group areas in Guizhou province and Southeast Tujia ethnic group areas in Chongqing municipality.

Figure 2.0.1 Tujia ethnic group distribution map

Table 2.2 Tujia Ethnic Group Automous Areas Established Ttime[1]
（County Level and Above）

No.	Tujia ethnic group automonous area names	Established time	Remarks
1	Xiangxi Tujia and Miao ethnic automonous perfecture	20,Sep 1957	
2	Enshi Tujia and Miao ethnic automonous perfecture	1, Dce1983	The name changed from Exi Tujia and Miao ethnic auto-monous perfecture in 1993
3	Xiushan Tujia and Miao ethnic automonoous county	1,Nov1982	
4	Youyan Tujia and miao ethnic automonous county	11,Nov1983	
5	Pengshui Miao and Tujia ethnic automonous county	10,Nov 1984	
6	Qianjiang Tujia and miao ethnic automonous county	13,Nov,1984	
7	Shizhu Tujia ethnic automonous county	18,Nov 1984	
8	Chang yan Tujia ethnic automonous county	8,Dec 1984	
9	Wufeng Tujia ethnic automonous county	12,Dec 1984	
10	Yingjiang Tujia and miao ethnic automonous county	30,Nov 1987	
11	Yanhe Tujia ethnic automonous county	23,Nov 1987	

[1] The content of the form is compiled by the author himself.

Chapter Three Literature Review

In this section, a literature review is provided to serves as a framework for the research itself and the research questions. The review is divided into two major areas of related literature and theory discussion that include the following: ML; ICH dissemination on digital platforms. The aim of this review is not to repeat what others have already written, but to examine the terrain and identify any literature gaps in order to provide a rationale for conducting this study

This chapter introduces the key concepts upon which the work presented in this thesis is built and describes the related work in the literature. It comprises four sections:

1. An analysis of existing ML definations;

2. An analysis of existing ML assessment frameworks；

3. An analysis of existing of ethnic group's ML;

3. An analysis of existing ICH disseminarion on digital platforms.

4. A review of existing collections.

Finally, a discussion is provided for explaining the limitations of existing approaches and how the work in this thesis proposes to overcome these limitations. It also discusses how the approaches proposed in the study differ from other existing studies.

3.1 ML

The term literacy refers to a practical command of the alphabet，of the signs and symbols of reading and writing and how to perform simple numeracy tasks.However,over time,the meaning of literacy has broadened to include knowledge and a set of skills that grant leterate individuals the ability to undersantand and relate to their surroundings.it is clear that this ability depends on the critical comprehension of messages or media texts,and an unconscious

relationship with the semantics and semiotics of psycholinguistics(Celot, Pérez Tornero,2009).

3.1.1 Definitions of ML

In history, ML definition has been envolved and changed at different history background, which has responsed to the value orientation and media development at the time.

In its 1989 framework document, ML Resource Guide, the Ontario Ministry of Education uses this definition:

ML is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them and the impact of these techniques. More specifically, it is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. ML also aims to provide students with the ability to create media products.[1]

The definition most often cited in the US is a succinct sentence hammered out by participants at the 1992 Aspen ML Leadership Institute:ML is the ability to access, analyze, evaluate and create media in a variety of forms[2].In 2001，National Association for ML Educationof American has definied：ML empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound[3].

Definitions, however, evolve over time and a more robust definition is now needed to situate ML in the context of its importance for the education of students in a 21st

1 Ontario Ministry of Education, CANADIAN, 1989.

2 Aspen ML Leadership Institute,1992.

3 NAMLE，2001.

century media culture. CML uses this expanded definition:

ML is a perspective form which we expose ourselves to the media and interpret the meanings of the messages we encounter.We build this perspective form knowledge structure.to bulid our knowledge structures,we need tools and raw material.the tools are our skills;the raw material is information from the media and form the real world(Potter,1998).The definition of ML adopted by the UK media regulator is the ability to use, understand and create media and communications in a variety of contexts[1]（OFCOM,2005）.ML is defined as the ability to asscss, analyse and evaluate the power of images,sounds and messages which we are now confronted with a daily basis and are in important part of our contemporary culture,as well as to communicate competently in media available on a personal basis,media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies[2].

ML has become one of the key qualifications for taking part in society（Pfaff Rüdiger,Riesmeyer，2016）. Definitions of ML change often as existing technologies evolve and new technologies appear (Guernsey,Levine,2015; Grieco,2014). Such definitions usually include competencies like accessing, understanding, analyzing, and evaluating media messages; creating media messages; participating; and reflecting (Hobbs,Moore,2013;Rogow,2015), and encouraging critical thinking regarding media content and practices has been closely associated with ML education(Martens,2010;Scharrer,Raring,2012;Silverblatt,2008).ML is multi-dimensional of the cognitive,emotional,aesthetic,and moral dimensions(Potter,1998)，use，critical，communication(Pérez Tornero,2013).

ML is a concept whose broad definition and range of applications leads to diverse

1OFCOM,Retrieved From https://www.ofcom.org.uk/research-and-data/media-literacy-research/media-literacy.

2 European Commision,2007.

approaches, creating some intriguing conflicts and tensions，Educators and scholars with disciplinary backgrounds in media studies, the fine and performing arts, history, psychology and sociology, education, and literary analysis each may vigorously defend one's own understanding of what it means to access, analyze, evaluate and/or create media texts without a full awareness of the extent of the complexity, depth or integrity of various other approaches（Hobbs,1998）.

ML has become one of the key qualifications for taking part in society（Pfaff-Rüdiger and Riesmeyer，2016）, ML is important in decoding phase of media messages, which plays a crucial part in the constitution of information on world in which we live(Karaduman,2015).Particularly today, at the times of global conflicts and societal as well as cultural transformations, it is very important to develop the skills for citizens information filtering in digital environment，in reading media texts, ML provides a paradigm through which issues such as representation, economics, cultural values, and production codes can be critically examined（Bruce,2015）.Definitions of ML change often as existing technologies evolve and new technologies appear (Guernsey,Levine, 2015; RobbGrieco,2014). Such definitions usually include competencies like accessing, understanding, analyzing, and evaluating media messages; creating media messages; participating; and reflecting (Hobbs,Moore,2013; Rogow,2015). .ML is multi-dimensional:the cognitive,emotional,aesthetic,and moral dimensions(Potter,1998)，use，critical，communication(Pérez Tornero,2012).In essence, ML actually includes two levels: one is the level of competence, including the cognitive ability of the mass media, the critical ability of the media information, the use of the media ability and creativity; the other level is education and training process,including the investigation and assessment of ML, the way of ML education, the system and content construction of ML curriculum, and ML self express and ML re-education of other audiences.

From definitations above，we can infer that ML definitations have been advanced with the line of media technology development，which are from traditional meida to digital.ML definitation must be dynamic,multidimensional,adaptive,fluid and everexpanding to account for future technological advances,and new purposes for (and ways of)interacting(Celot, Pérez Tornero,2009).

In this study，the connotative meaning of ML has envolved as well that focus on from skills of media to the universal competences for human being ,and we prefer to the definition which can be defined as the capacity to access, analyse and evaluate the power of the images, sounds and messages with which we are faced every day and which play an important role in contemporary culture（Pérez Tornero, 2004）.

3.1.2 ML Competence Assessment Framework

When we think about ML assessment, many shcolars focus on skills,in which many different skills have been discussed various assessment framework (Pérez Tornero,2004).The Frameworks for understanding ML has been proposed by various studies,which are from international institutions,researchers, experts,governments.As early as 1998, Singer emphasized the need of empirical research in the field of ML. Other colleagues agreed and added the challenge of measuring ML (Bergsma,Carney,2008; Hobbs,Frost,2003; Arke,Primack,2009; Tulodziecki,Grafe,2012). Ever since, several instruments and scales have been developed to study ML, often from different perspectives.

EAVI provides a framework of media literacy,which includes environmental factors of media availability and media literacy context, and individual competences of use，critical understanding, communicative abilities(Celot, Pérez Tornero,2009),later, indicators are information,communication,content creation,safety,problem solving from Eurostat used for measuring digital competence proposed(Celot,2015).

The seven skills of ML，(a)Analysis(breaking down a message into meaningful

elements);(b)Evaluation (judging the value of an element; the judgment is made by comparing a message element to some standard;(c)Grouping(determining which elements are alike in some way; determining how a group of elements is different from other groups of elements;(d)Induction(inferring a pattern across a small set of elements, then generalizing the pattern to all elements in the set);(e)Deduction(using general principles to explain particulars);(f)Synthesis(assembling elements into a new structure);(g)Abstracting(creating a brief, clear, and accurate description capturing the essence of a message in a smaller number of words than the message itself)(Potter, 2008).

UNESCO has prepared the present Global MIL Assessment Framework to provide Member States with the appropriate assessment tools, methodology and guidelines to undertake their own MIL assessments. Unesco has proposed a framework with MIL Assessment, including 3 component, and 12 sub-subject matters. (a) Recognizing the demand for, being able to search for, being able to access and retrieve information and media content ;(b) Understanding, assessment and evaluation of information and media;(c) Creation, utilization and monitoring of information and media content. It is important to point out that UNESCO does not set a MIL competency standard, but provides suggestions for the national institutions, which may decide to set a national standard on MIL competency.

The EC also compiled a composite index that summarizes relevant indicators on Europe's digital performance and tracks the evolution of EU member states in digital competitiveness. It includes five main dimensions: Connectivity, Human capital, Use of Internet, Integration of Digital Technology and Digital Public Services.

Grounded on the EC basis, two dimensions within ML were identified: one flowing from an individual's ability to utilise the media; the other informed by contextual and environmental factors. The first dimension,individual Competences is also

separable as (a) Use an individual technical skill;(b) Critical Understanding competence is fluency in comprehension and interpretation and (c) Communicative is the ability to establish relationships through the media;The second dimension of environmental Factors is defined as a set of contextual factors,which facilitate or hinder the development of the Individual competences - included the following areas (a)Media education, (b) Media Policy, (c) Media Availability, (d) Roles of the Media Industry and of the Civil Society(Celot,2015).And analysis,evaluation,grouping,induction,deduction,synthesis,abstracting(Potter,2004).

In the Netherlands, a group of experts and ML related organizations developeda competence model consisting of 10 competences Dutch that people need to participate activelyand thoughtfully in a mediated society.The competence model consists of four main criteria:Understanding, Use, Communication and Strategy under which the ten competences are divided(Mediawijzer, 2012; Schwarz et al., 2011).

The NCA standards provide a framework that media literate communicators should be able to (a) demonstrate knowledge and understanding of the ways people use media in their personal and public lives, (b) demonstrate knowledge and understanding of the complex relationships among audiences and media content, (c) demonstrate knowledge and understanding that media content is produced within social and cultural contexts, (d) demonstrate knowledge and understanding of the commercial nature of media, and (e) demonstrate ability to use media to communicate to specific audiences[1].

Under the background of culture various,we have never been able to place the evaluation of ML in an immutable system. ML assessment is a complex system involving media ecology, media culture change, media technology development, and media economy.Therefore,we are not able to isolate them，instead, with the

1 NCA.(1998).Retrieved from https://www.natcom.org/.

development of media technologies, the popularization and deep use of media, the definition of ML evaluation system has also been constantly evolving, enriching and updating.

Grounded on the concept of new media literacy, and A couple years later,the new skills or models have been generated,12 new ML skills identified by Jenkins: play, performance, simulation, appropriation, multitasking, distributed cognition, collective intelligence, judgment, transmedia navigation, networking, negotiation, and visualization(Jenkins,2006), and new media literacy involves essential process skills, including access, analysis, evaluation, critique, production and/or participation with media content（Lee et al.,2015）,a theoretical model of NML proposed,in which new media literacy includes four components (a) functional consuming; (b) functional prosuming; (c) critical consuming; and (d) critical presuming（Chen et al.,2011 ），provide ten fine-grained indicators to represent the concept of new media literacy framework,based on the chen's framework ,a refined framework of new media literacy competence of FC, CC, FP, and CP , which is the new divide that distinguishes Web 1.0 from Web 2.0（Lin et al.,2013）.

Based on the prior descriptions of media assessment, it can be concluded that ML is only assessed in a few countries. In addition, research on ML assessment is still rather anecdotal rather than systematic. Moreover, researchers have taken many different approaches towards measuring ML, but there is not much information available on the reliability and validity of these assessment instruments. There is a lack of consensus over the appropriate methods to measure ML （Livingstone,Thumim,2003;Schilder,2014）. And some claims that ML assessment is still in its infancy and lacks systematic efforts to make it a coherent endeavor(Fastrez,2009). This seems reflected by the variety of ways ML assessment has been described in the previous sections and the lack of implementation of ML assessment in many countries. Some state that different emphases in research agendas, different methodologies and samples make it difficult to draw comparisons

(Livingstone,Thumim,2003). It is a challenge that ML is embedded in many different subject areas, which makes a uniform set of assessment instruments almost impossible (Scheibe, Rogow, 2011).

ML is so incredibly complex that it makes it practically impossible to develop one instrument that could assess all aspects of ML and all target groups (Schwarz et al,2011).This study will adopt the ML evaluation standards proposed by EAVI(Celot,Pérez Tornero,2009) and combine with the actual situation of Chinese ML, especially of the ethnic minoirites, to make appropriate adjustments and revisions to the assessment criteria.

Two criteria levels within ML, one individual level and one referring to environmental factors that influence ML：Individual Competences (defined as individual capacity to exercise certain skills): Social competences;Communicative abilities and personal competences;Critical understanding (knowledge of media and media regulation, understanding media content and use of media (including digital skills); Environmental Factors (defined as a set of contextual factors that impact ML) ,media availability, access wider ML context (media education, ML policy, activity of civil society regarding ML（Celot, Pérez Tornero,2009）.

3.1.3 ML of Ethnic Minority

Ethnic media appear to act as vehicles that help ethnics retain attachment to their culture over time,and ethnic media use is correlated with measures of ethnic ties,ethnic behaviors,and ethnic identity(Jeffres,2000).Communication researchers started taking more interest in the field of ethnic minorities and mass media since the 1960s(Bonfadelli,Bucher,Piga,2007).Empirical studies of media use by ethnic minorities started in the early 1990s ,mass media can exert an influence on the integration of ethnic minority groups only if they are used,moreover，which is influenced by the factors of soci-econonmy,culture,geography,etc(Bonfadelli, Bucher,Piga,2007),studies on ML among ethnic minorities mostly has focused on

population who immigrates into a foreign country.

A large number of studies have sought to examine the effects of media use with ethnic minorities who are immigrants from foreign countries，both positive and negative findings on ML of ethnic minority(Bickham,et al,2003).

Regarding ethnic minority groups'ML，the OFCOM that considered to be a paradigram has been conducting a lot of studies in the UK.A serial of studies in the UK show that overall in terms of usage and general competence, ethnic minority groups have higher levels in ML, aged under 45 tend to have much higher levels of ML than those aged over 45,and mostly lower levels of knowledge about how platforms are funded and regulated, and slightly lower levels of trust in news media[1],studies revealed that a higher proportion of ethnic minority groups are at the forefront of digital communications in the UK , they are more likely to use certain creative functions, Ethnic minority groups are at the forefront of digital communications ,with high levels of mobile phone, internet and multichannel television take-up[2],and ethnic minority groups lack confidence finding content online and are concerned about content delivered on digital communications[3],mobile phones are generally more important to ethnic minority groups，ethnic minority groups are the keenest in embracing the latest technology, also tend to spend more money per month on their mobile phones[4].

Whereas,a number of scholars have noted a digital skill divide among racial and

[1] Ofcom,Ethnic Minority Groups and Communication Services :An Ofcom Special Report,2013;2006,2008,2012.

[2] Anonymous . M2 Presswire ; Coventry .(2008). Ofcom: Ethnic Minority Groups continue to lead the way on digital device take-up and use.

[3] Anonymous . M2 Presswire ; Coventry .(2008). Ofcom: Ethnic Minority Groups continue to lead the way on digital device take-up and use.

[4] Ofcom.(2013).Ethnic minority groups love their gadgets and home technology. Retrieved From :https://www.ofcom.org.uk/about-ofcom/latest/media/media-releases/2013/ethnic-minority-groups-love-gadgets-and-technology.

ethnic groups(Hargittai,2002),ethnic minority is a stereotypes in media, ethnic minorities have traditionally had only marginal presence and even less influence within the mainstream media（Cort,1987）,a study suggest that low ML levels in arab world(Melki,2015).

ICTs and the Internet are perceived as being key to promoting community connectivity in contemporary society and that the minority communities are at risk of both social and digital exclusion（Tsatsou,et al,2011）.Differences in media use in relation to race and ethnicity are even more pronounced, (Rideout, Foehr, Roberts, 2010).

Research on ML of Ethnic Minority Areas and Minority Audiences in Mainland China has been attracted attention, compared with developed cities,the ethnic minority areas in mainland China are relatively poor and backward. Raising the audience's ML level in ethnic minority areas has become an important breakthrough in improving the overall quality of ethnic minority audiences. Therefore, the study of ML of this group has begun to become a new area of concern for Chinese scholars in recent years.

The infrastructure in the ethnic minority areas is weak in Mainland China, the material conditions are relatively poor, and the relative backwardness of the mass media facilities leads to the digital divide. As a result, the ability of people in the minority areas media use is poor, the ML is low, the information gap and economic gap are expanding between ethnic minority and economic developed areas.（Ma,2010;Lin,2008）.

Studies shown than ethnic group media access and consumption behavior are deficient ininitiative,media cognitive competence is in base level (Chang,2012),however，media competence are deficient in some high levels,and media critical competence should be improved urgently,media access environment

was not satisfying,frequency of access media and media choosing competence were low as well(Chang,2012;Wu,2012,the same ethnic group that are in different areas has some different in ML,and media access conditions and advanced media use environmentcontribute to improving ML of ethnic group(Chang,2012).

From various dimensions of media use and information identification，media information processing，media participation，media ethics，the studies indicated thatethnic minority university students generally have preliminary media use and information identification capabilities. However, these capabilities are still spontaneous, low-level ML, and they are not learned through scientific training methods,other dimensions of media capabilities in media information processing ,media participation and media ethics are low(Chang,2012;Wu,2012;Zhou,2010).However, studies have also shown that different ethnic minority students have a clearer understanding of the status quo, nature, functions, and influence of mass media and show better ML(Hu,Bai,2009).

ML is important in minority cultural dissemination (Meng,2016),considering the ML in ethnic minority areas from the perspective of culture, it is not difficult to see that the inheritance of ethnic culture in the region is closely related. Such as the inheritance of folk culture, the reconstruction of belief culture, and the cultivation of ecological culture, etc., depends on the ML in the region to a large extent (Zhang, 2011).

3.1.4 ML Research in Mainland China

With the industiries evaluation and Renaissance,culture and technology have been rapid development in Europe，the rise of various real estate industry had lead newspaper industry booming,people in Europe how to read nweapapers,and how to train people understanding meida have aroused wildspread concern. Thence，the study on ML launched by European firstly.If we survey the different trends in the ML movement, it can be discerned the existence of several predominant

orientations.a) the protectionist orientation, b) the promoting orientation and c) the participatory orientation(Pérez Tornero, Tapio,2010).

3.1.4.1 ML Embryonic Stage in Mainland Chin(1850s）

In the 1850s, with the rise of modern newspaper industry in China, ML had its earliest sprout.

The starting point of Chinese ML can be traced back to the beginning of the 20th century. During the period of the Republic of China[1], Sun proposed that newspapers currently managed by the elites of the country should be enjoyed only for a small amount of knowledge, but not with most of the peasant workers. Everyone knows that what prevents the development of newspapers in rural areas is too much illiteracy. Those who read newspapers should have a minimum level of knowledge. Newspapers for unintelligible people only have peanuts, and they have no other benefits（Sun,1948）.At that time, the level of knowledge he mentioned about reading newspapers was only a matter of readers' literacy, but it seems to be the most basic ML.

In the 1920s and 1930s, Shao Piaoping strongly criticized all kinds of improper interference from the feudal autocracy mentality and hindered the normal development of news communication. He has a clear understanding of media criticism and the function of the media(Hu,2013）.In the 1930s, as a representative of the Chinese news media at that time, although he did not directly put forward the term “ML” ,he had been deeply aware of the audience’s perceptions and attitudes toward the media, and the media knowledge of the audience was extremely important.

1 Republic of China (1912-1949), as a country in East Asia, controlled Chinese mainland from 1912, when it was established by Xinhai Revolution, which overthrew Qing dynasty, the last imperial dynasty of China, to 1949, when its government fled to Taipei due to Kuomintang's failure in Chinese Civil War.

3.1.4.2 ML concept introduction phase (1990s)

In china，ML is a word that borrowed from western countries,which first appeared in Chinese public eyes at 1990s,academic circle generally considered that China ML research started from an article of *Study on Meaning,Content and Method of Media Education* that was pubilished on the Journal of Modern Communication[1] by Buwei,a professror in *News Institute of Chinese Academy of Social Science* in 1997.

In his article,he systemly introduced citizens' media education definition,meaning and conten,and put forward constructive suggestions for how to carry out media education.He argued that the concept of media education has evolved into a multi-meaning, multi-angle and multi-level concept after the evolution of the late 1960s.At present, there is no unified definition,early scree education,ML,visual literacy,television literacy,visual awareness and critical viewing skills had closely related with media education concept,or media education content(Bu,1997).

Considering the actualsituation in China,he argued that media education should be defined as the education for developing civic's ML,which included four aspective contents,firstly,to understand basic knowledge of media and how to use media;secondly,to learn to judge the meaning and value of media messages;thirdly,to learn the knlwledge and skills for creation and communication information;fourthly,to learn how to effectively use the mass media to develop yourself(Bu,1997).

In his article,firstly mentioned ML concept definitely,and he argued that Europe and United States initiated the research in ML.Hereafter , the issue of ML began to attract widespread attentions from academicians in Mainland China,it mainly introduces foreign research results through translation, and introduces ML into the field of Chinese journalism and communication or media education.

[1] It is a journal that sponsored by Communication University of China from 1979.

3.1.4.3 ML Localization Development Stage

The definition of ML Localization phase is from 21 century，on the base for borrowing the definations and assessment criteria of ML form European,United States,Canada,etc,Chinese ML research systems have been developed in spourts.

Scholars in China have proposed their views on ML and ML education.Media education refers to the education on media knowledge and use skills,usually this kind of education includes in journalism and communication education,and implemented by journalism and communication institutions to students majoring in journalism and communications(Zheng,2002). ML is the literacy that people correctly judge and value the meaning and role of media information, and effectively creates and disseminates information(Zhang,Yu,2007).

ML refers to the competence that people interpret and critical think on various media information，and using media information for individual life，society development(Zhang,Shen,2004),ML education refers to the education that instruct student correctly understanding,constructively using mass communication resource,and with this kind of education,to develop student media critical competence beneficially,so that he is able to use media resource self-improving and participation in society development(Zhang,Shen,2004).

Media information education, understood in its broad sense, belongs to the category of media education. The so-called media education can be divided into two categories,one is the professional education that aimed at cultivating media practitioners, also known as news education or news dissemination education. Universities generally implement this kind of media education. It is mainly for journalism students or media practitioners. The other is for the whole society and implemented by society, aimed at cultivating citizens' understanding media and scientific acquisition and judgment. A literacy education that analyzes and uses the power of media information is also known as popular news education, ML

education, or media information education. This is also the medium education in the usual sense of Western countries(Zhong,2004).

ML evaluation system localization phase.The mainland Chinese academic communities basically reached a consensus on the ML evaluation system, mainly focusing on the dimensions of contact, cognition, participation, and use of media （Li,2017）. However, the vast majority of studies in Mainland China have different understandings and further refinements in the dimensions of ML evaluation.

Someone discuss the status of ML in the public in mainland China from the dimensions of media use, evaluation, and analysis（Liu,Chen,2017）.Some scholars have defined media contact dimensions as media ownership rate, contact time, exposure motivation, contact content, media exposure type ratio （ Lu,et al,2007）.Some scholars have also sub-divided this dimension as a medium of constant contact, a favorite medium, media motive, media use time(Sheng,Zhang,2009).Knowledge of new media applications, new media knowledge and application capabilities, and expectations for new ML（Zhou，2018）. Network media cognition, effective operation and rational application network, network information discrimination and evaluation ability, network media ethics value（Na ,Zhang ,Xia,2015）.Media exposure and motivation, media cognition and media participation（Zhang,2017）.Media contact, media contact purpose, media content preferences, media usage, ML education(Feng,2014).Investigation of media knowledge from media content and production process（Zhou,Lu,2009）.

The above dimensions of ML assessment focus on the evaluation and creation dimensions of the Institute of ML in China when drawing lessons from the evaluation systems and specific performance standards of European countries and the United States.

3.1.4.4 ML Diversified Development Stage

After the ML concept was introduced into Mainland China, with the definition and evaluation index system of localization, the research was more indepth and comprehensive.

Research on ML for Different Groups, investigations on ML among different groups have been the focus of Chinese scholars in the past 10 years. The objects of study are all embracing. According to the media environment of the audience, it can be divided into real audience and netizens in ML research (Zhou,2017;Zhou,Lu,2008;Zhang2012;Xu,2012;Zhu,2017;Kaidi,2017;Wang,2018).

According to the geographical environment of the audience, it can be divided into two parts: survey on ML of urban audience and ML survey of rural audience （Wang,li,2018;Liu,Chen,2017;Zhou,2016）.According to the age group of the audience, it can be divided into studies on the ML of children, adolescents (primary and secondary school students), and undergraduate （Wang,Li,2018;He,2018;Wu,Yang,2017;Wang,Liu,Li,2017;Tao,2017）.The study of the ML of different professional groups,such as government staffs,university researchers,journalism press(Zhai,Ji,2018;Han,Wang,Han,2015;Li,2018;Geng, Yang,2018,Tu,2017).

3.1.4.5 New Media,New ML Stage

However, ML movement has new development in the digital age,“New Media” does not change the essence of what ML is, nor does it affect its ongoing importance in society（Carolyn Wilson,2014），social Media Literacies are proposed as a set of socio-literacy practices that are essential for navigation and participation in online diverse networks(Solmaz,2017).

Novel literacy concepts have evolved during the last decades as a response to the growing power and impact of information, the media, ICTs and the digital world, including: cyber literacy, digital literacy, e-literacy, information literacy, ML, news literacy, technology or ICT literacy, and many others. Some of these literacies are more independent, well scoped, and supported by theories and empirical evidence. Others are more novel and interconnected to other compound concepts, such as multi-literacies, trans-literacy, and media and information literacy.

With the new digital technology rapid development，China government put forward the “internet plus ”development strategries，that is to say，ICT has been deep implicated in ervery industry.Hence, the questions that people how to use media and how are the knowledge on media have attracted academicians attentations.At present, China’s media consumption ranks first in the world. As of June 2017, the number of Internet users in China reached 751 million, which means that more than half of China’s population use the Internet, but according to relevant studies, the overall level of ML among Chinese Internet users is Moderate, relatively weak in critical understanding[1].

In this stage,research on ML are no more limited on definitions and basic su rvey,furthermore，how to improve ML and media literacy education practice measures have came into new dircetions(Yang,2018;Zhou,2018;Zeng,2017;Li, Chen,2017).In fact, as early as the 21st century, the "Information Technology Course" was included in the Compulsory Education and High School Comp ulsory Courses. We examined the course content and found that there is no nationally uniform curriculum. The existing curriculum mainly emphasizes the medium and primary school students' media skills. Little attention has been paid to the critical understanding on media content. The Beijing Black Sesam e Hutong Primary School took the lead in establishing a “ML education” sch

[1]Chinese Internet Media Media Literacy Survey Report , published in 2015.Retrieved form ht tp://ex.cssn.cn/zx/bwyc/201512/t20151220_2790076.shtml.

ool-based experimental class in China between September 2008 and January 2009. Combining the research experience of developed countries in Europe a nd America, the principle of ML education model suitable for China's nation al conditions has been put forward(Yuan,2010).In 2014, 13 primary and seco ndary schools in Guangzhou started an experimental class for ML education. ML education has been included in the characteristics of Guangzhou Young Pioneers' activities.In this stage, literacy on digital media emerged ,studyies on new ML has became the new trends (He,2018;Wu,Yang,2018;Lu,2017;Tan, Lu,2017;Dang,2017;Li,2017).

Some special institutions for ML education are set up. The research institution for internet literacy education (2018) in Beijing Union University, which aims to improve citizens internet listeracy, develop internet education. China Youth Palace Association Children ML Education Research Center(2014).

Different from the above-mentioned academic research fields,Chinese government's ML policy system has not yet been perfected, and only policies that are not strongly related to it have been found in some fragmented regulations. In 2016, it proposed to include "Internet + government services" in the education and training system of cadres and organize regular training and put public service-oriented services as an important part of public officer training to improve service awareness, business abilities, work efficiency, and strengthen the training of professionals and build a professional team that possesses both Internet thinking and skills and is proficient in government services[1].

[1] The State Council's Guiding Opinions on Accelerating the Work of "Internet + Government Services"of P.R.C，2016.

3.2 ICH Dissemination on Digital Platforms

3.2.1 What Is ICH Digitalization?

With the rapid applications of internet , digital medium are becoming more closely to our life and work and gradually penetrated into everywhere. Meanwhile, a lot of new terms came out，e.g. digital learning，digital economy，digital tourism,etc.

In traditional culture safeguarding and communication,internet has launched a new milestone that digital hertage appeared and wined cultural institutions' favor.People seek for a new way to preserve and disseminate ICH，with the development of digital media in the 1990s, internet promoted the participation of citizens in digital activities, and ICH inheritance and communication from traditional oral and mouth transfer to a new form that was disseminated using modern digital technologies.

In 2002,The UNESCO had drafted Guidelines for the Preservation of Digital Culture Heritage and Digital Culture Heritage Protection Outline, the digital protection method of culture heritage had been formally taken into UNESCO's plan.

These Guidelines form a small part of a far-seeing campaign by UNESCO to improve access to digital heritage for all the world's peoples, and to ensure that the means of preserving their digital heritage are in the hands of every community,which are：

Resources of human knowledge or expression, whether cultural, educational, scientific and administrative, or embracing technical, legal, medical and other kinds of information, are increasingly created digitally, or converted into digital form from existing analogue resources. Where resources are "born digital", there is no other format but the digital original.

Digital materials include texts, databases, still and moving images, audio, graphics, software, and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained.

Many of these resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future generations. This heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression[1].

In 2003，UNESCO has enacted the Convention for the Safeguarding of ICH，proposing that states parties should endeavour to take all necessary measures, including the application of information technology in the protection and dissemination of ICH[2].

After the UNESCO's Convention for Safeguarding of ICH in 2003,a series movements in ICH preservation and dissemination have been started in the global context.Considering that the disappearance of heritage in whatever form constitutes an impoverishment of the heritage of all nations, a new concept of digital heritage or cultural heritage digitaliaztion was proposed,UNESCO adopted the reservolution of *Charter on the Preservation of Digital Heritage* in 2003 as：

> *The digital heritage consists of unique resources of human knowledge and expression. It embraces cultural,educational, scientific and administrative resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources. Where resources are"born digital",*

1 UNESCO(2002).Guidelines for the Preservation of Digital Culture Heritage and Digital Culture Heritage Protection Outline.

2 UNESCO.(2003). Convention for the Safeguarding of ICH.

there is no other format but the digital object[1]

Charter on the Preservation of Digital Heritage[2]

Article 1 – Scope

Digital materials include texts, databases, still and moving images, audio, graphics, software and web pages,among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production,maintenance and management to be retained.

Many of these resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future generations. This ever-growing heritage may exist in any language,in any part of the world, and in any area of human knowledge or expression.[3]

In 2005,Noting that while the processes of globalization, which have been facilitated by the rapid development of information and communication technologies, afford unprecedented conditions for enhanced interaction between cultures, they also represent a challenge for cultural diversity, namely in view of risks of imbalances between rich and poor countries.UNESCO adopts the *Convention on the Protection and Promotion of the Diversity of Cultural Expressions,*in which:

Article 19 – Exchange, analysis and dissemination of information

1. Parties agree to exchange information and share expertise concerning data collection and statistics on the diversity of cultural expressions as

[1] UNESCO.(2003).Charter on the Preservation of Digital Heritage.

[2] UNESCO's Resolution adopted on the report of Commission V at the 18th plenary meetin g, on 15 October 2003.

[3] UNESCO,Charter on the Preservation of Digital Heritage ,2003.

well as on best practices for its protection and promotion.

2. UNESCO shall facilitate, through the use of existing mechanisms within the Secretariat, the collection, analysis and dissemination of all relevant information, statistics and best practices.

3. UNESCO shall also establish and update a data bank on different sectors and governmental, private and non-profit organizations involved in the area of cultural expressions.

4. To facilitate the collection of data, UNESCO shall pay particular attention to capacity-building and the strengthening of expertise for Parties that submit a request for such assistance.

5. The collection of information identified in this Article shall complement the information collected under the provisions of Article 9.[1]

According to *Operational Directives for the Implementation of the Convention for the Safeguarding of the ICH*（UNESCO,2010），Communications and media play an important role in ICH transsmisson.

The media can effectively contribute to raising awareness about the importance of ICH.

The media are encouraged to contribute to raising awareness about the importance of the ICH as a means to foster social cohesion, sustainable development and prevention of conflict, in preference to focusing only on its aesthetic or entertainment aspects.

The media are encouraged to contribute to raising awareness among the public at large about the diversity of ICH manifestations and expressions, particularly through the production of specialized programmes and products addressing different target groups.

[1] UNESCO,Convention on the Protection and Promotion of the Diversity of Cultural Expressions,2005.

Audiovisual media are encouraged to create quality television and radio programmes, as well as documentaries, to enhance the visibility of the ICH and its role in contemporary societies. Local broadcasting networks and community radios could play a major role in enhancing knowledge of local languages and culture, as well as spreading information on good safeguarding practices.

The media are encouraged to contribute to the sharing of information within communities by using their existing networks in order to support them in their safeguarding efforts, or by providing discussion forums at local and national levels.

Information technology institutions are encouraged to facilitate the interactive exchange of information and enhance non-formal means of transmission of ICH, in particular by developing interactive programmes and games targeting youth.[1]

With the increasing availability of new kinds of digital technologies it is now possible to imagine ways to return these collections of oral tradition to the communities or even families where they originated (Shetler,2017) .Thus,the concept of ICH has been developed, digital technologies,including digital video, audio, and photography, as well as computer word-processing programs for field notes, electronic maps and Geographic Information Systems, social media, and digital archives,have become normative tools and economically viable resources for the documentation, preservation, and transmission of ICH and its relationships to material culture, the natural environment, and social, political, and economic conditions(Hennessy,2012).ICH digitalization refers to applying digital collecting,digital preservation,digital processing,digital exhibiting,digital

[1] UNESCO,Operational Directives for the Implementation of the Convention for the Safeguarding of the ICH,2010.

dissemination,etc to transform，reappear，recover into a digital form that could be shareable and renewable，and interpret it from a new perspective, save it in new ways, and use it with new requirements（Wang,2009）.The digitalization of ICH is the use of digital information acquisition and processing technology as a new type of protection for the existence of ICH. This method can ensure that ICH is preserved in the most authentic form, not only stays on the simple working level such as photographing, interviewing, recording, and collecting items（Tan,2013）. Actually，in the last two decades, UNESCO has supported several projects in order to preserve ICH. However, most of these projects had as ultimate goal to build repositories of information expressed in an encyclopedic way, rather than to foster the actual passing on and learning of intangible traditions. This can be related to the fact that the 2003 Convention recognizes registers and inventories as a first step for safeguarding intangible heritage. In these projects, even when technologies are adopted, these have merely an archival purpose (Severo,Venturini,2015) .

In fact,with the rapid development of digital technology and media, which have been deeply applied into culture communication, protection and display areas by government or non-government organization.In the European Union and the United States or other developed countries, digital technology or internet are widely applied to preserve and communicate ICH. The successful cases are, American Memory[1], the Culture Program (2007-2013) of European Commission[2], the Louvre

[1] American Memory is an Internet-based archive for public domain image resources, as well as audio, video, and archived Web content. It is published by the Library of Congress in 1994. http://memory.loc.gov/ammem/index.html.

[2] The Culture programme was an initiative that ran from 2007-2013 with a budget of €400 million to support projects and activities designed to protect and promote cultural diversity and heritage.The programme supported multi-annual cooperation projects and measures, as well as a variety of actions and initiatives, as well as cultural organisations, and contributed to policy analysis and dissemination activities.

Digitization Project,Google Arts and Culture website[1],the World Digital Library Project[2],Internet Culturale (IC)3[3](Italy,2005),the Digital Michelangelo Project[4],etc.

In China, ICH websites or digital platforms were set in many provinces, and ICH digital projects have been launched by Chinese government cultural department, such as International DunHuang Project[5], Digital Palace Museum of China[1], the

[1] Google Arts & Culture (formerly Google Art Project) is an online platform through which the public can access high-resolution images of artworks housed in the initiative's partner museums. The project was launched on 1 February 2011 by Google through its Google Cultural Institute, in cooperation with 17 international museums, including the Tate Gallery, London; the Metropolitan Museum of Art, New York City; and the Uffizi, Florence.https://artsandculture.google.com/.

[2]The World Digital Library (WDL) is a project of the U.S. Library of Congress, carried out with the support of the UNESCO)], and in cooperation with libraries, archives, museums, educational institutions, and international organizations from around the world.The WDL makes available on the Internet, free of charge and in multilingual format, significant primary materials from all countries and cultures.The principal objectives of the WDL are to:Promote international and intercultural understanding;Expand the volume and variety of cultural content on the Internet;Provide resources for educators, scholars, and general audiences;Build capacity in partner institutions to narrow the digital divide within and between countries.https://www.wdl.org/en/.

[3] The Directorate General for Libraries and Cultural Institutes DGBIC of the Ministry for Cultural Heritage and Activities MIBAC of Italy has developed programs and projects for the knowledge, exploitation and use of digitized cultural heritage owned and stored in state libraries in the late nineties of the twentieth century,Public and prestigious Italian cultural institutions of The Cultural Internet portal,Catalogs and digital collections of Italian libraries, entrusted to the care and directed by the Central Institute for the unique catalog of Italian libraries ICCU, is born in intentions, to create a unique and integrated access to the patrimony of Italian libraries through the Catalogs and through digital Collections of libraries.http://www.internetculturale.it/.

[4]As an application in laser rangefinder technology, together with algorithms developed technology, a team of 30 faculty, staff, and students from Stanford University and the University of Washington spent the 1998-99 academic year in Italy scanning the sculptures and architecture of Michelangelo. https://accademia.stanford.edu/mich/.

[5] The Digital Dunhuang Project is pursuing overall digitization, including collection, processing and storage of the Dunhuang Grottoes and related cultural relics by using advanced science and technology of China. It integrates all kinds of data including the photos,videos,3D data and other literature data into a digital repository of cave cultural relics which is diversified and intellectual, and

Digital Creative Resources Platform of Grassland Culture, National Culture Information Resource Sharing Project[2]，Chinese Intangible Culture Heritage Digital Museum[3], Chinese National Digital Culture Network，National Online Museum of China,ect.

3.3 Tujia Ethnic ICH Digitalization in Mainland China

3.3.1 Tujia ICH Digitalization Development

In order to understand Tujia ICH digitalization，it is necessary to combat the background and context of digitalization of ICH in China.

In Tujia areas,ethnic ICH digitalization properity starts from 2005,General Office of the State Council of China had issued an official document of *Suggestions on Strengthening China's ICH Protection Work* in 2005，in which it pointed out that：

can be co-shared globally through Internet. A support system will also be constructed for digital asset management system and digital resource science.https://www.e-dunhuang.com/index.htm.

1 The Palace Museum's website, established in 2001, is dedicated to presenting a "Digital Palace Museum" with VR,3D technologies by which the wealth of cultural heritage contained in the Forbidden City may be effectively spread worldwide. https://en.dpm.org.cn.

2 It was initiated by the Ministry of Culture of the People's Republic of China in 2002. The Chinese government said that the project was initiated by modern high-tech means, integrating Chinese excellent traditional culture and various cultural information resources throughout the country, and enjoying it for the public through the communication network. It mainly publishes various cultural achievements to the public through libraries, museums, art galleries, art troupes, scientific research institutions, as well as the Internet, satellite, television, mobile phones, etc. under the jurisdiction of the People's Republic of China. http://www.ndcnc.gov.cn/gongcheng/.

3 China Intangible Cultural Heritage Network(China Digital Museum of Intangible Cultural Heritage) aims to use digital technology and online platforms to display and disseminate the expertise of China and the world's ICH, to showcase China's rich and ICH resources, and to provide intangible cultural resources. http://www.ihchina.cn/.

> *With the enhancement of globalization and the drastic changes in economy and society, the survival, protection and development of China's ICH has encountered many new situations and problems and is facing a grim situation……. ICH has been increasingly impacted. Some cultural heritages relying on dictation and inheritance are continuously disappearing, and the living environment is rapidly deteriorating... the protection of ICH in China has been became urgent*[1].

What's more important,digital technology has been proposed for ICH dissemination and preservation,in the Suggestions explicitly pointed out that:

Various modern methods such as writing, recording, video recording, and digital multimedia should be used to conduct real, systematic, and comprehensive records of ICH, establish cultural heritage files and databases, and conduct extensive publicity, display, and exhibition activities to highlight the rich content and unique charm of the ICH[2] .

In 2005, the Ministry of Culture of P.R.C launched a comprehensive survey on Chinese large-scale ICH.Up to 2009,the survey completed, and each culture adiminstration institutes has been constructed ICH resource file,and actively carried out the collation,research,publication and utilization of the suevey findings.Finally,the survey findings were digitized and ICH databases established.In addition, the Ministry of Culture has actively promoted the digital protection of ICH. For this purpose, it has specially established the Digital Protection Center for ICH of China. It has opened a "China ICH Website[3]" and launched the "ICH Digital

[1] Suggestions on Strengthening ICH Protection in China ,2005.

[2] Suggestions on Strengthening ICH Protection in China ,2005.

[3]China Intangible Cultural Heritage Network(China Digital Museum of Intangible Cultural Heritage) (www.ihchina.cn),directed by the Ministry of Culture and Tourism of the People's Republic of China, and sponsored by the China Academy of Art (China ICH Protection Center) for public-service professional website for ICH protection.

Protection Project (Phase I) construction,and developed standards and technical specifications for digital protection, and developed an important framework and model for the construction and enrichment of ICH resource databases.

In 2010,the Ministry of Culture of China proposed to incorporate the "ICH Digital Protection Project" into the "The 12th Five-Year Plan for National Economic and Social Development of P.R.C[1]". This project is a cultural information innovation project combining ICH and information technology, which will be implemented in phases according to the "The 12th Five-Year Plan for National Economic and Social Development of P.R.C". Entrusted by the Ministry of Culture of China, Chinese Academy of Art is responsible for the construction of the "ICH Digital Protection Project". The ICH Digital Protection Center of Chinese Academy of Art is responsible for the implementation.

Approved by the Ministry of Culture of China, Digital Protection Engineering Leading Group and Technical Expert Committee established, which determined the holistic goal of digital protection project construction of ICH.

In october 2010,Misnistry of Culture of China launched the projcet of ICH digitalization protection,which aimed to obtain a true, systematic, and comprehensive record of a large number of precious and endangered ICH in China through advanced and mature digital information technologies, to more effectively protect, inherit, and promote ICH, and to exhibit the richness connotation of China's excellent traditional culture.The project aims to make a preliminary exploration and attempt on ICH digital protection operation method and working mode. The work

[1]The five-year plan is an important part of China's national economic plan and is a long-term plan. It is mainly to plan for major national construction projects, distribution of productive forces and important proportions of the national economy, and to set goals and directions for the prospects for national economic development. The 12th Five-Year Plan for National Economic and Social Development of the People's Republic of China (2011-2015), referred to as the Twelfth Five-Year Plan.

team is based on three categories of experts, which are traditional drama, traditional art, and traditional craftsmanship. It combines the professional strengths of information communication technology.

In June 2011,the Law of ICH of P.R.C crried out.This means that ICH protection rises from government work to national will,China Digital Conservation Center for ICH established.

In October 2013,the institutite of ICH digitalization protection of P.R.C launched the first 13 pilot projects in ICH digitalization，Xiangxi Tujia and Miao Ethnic Automonous Perfecturer was included into one of the first pilot projcets.Government Cultural Institutions in Tuiia areas have took initiatives to launch Tujia ICH digitalization work that Tujia brocade technique has became one of the first 13 pilot projects in ICH digitalizationin Xiangxi Automonous Perfercture .

Henceforth,Tujia ethnic ICH digitalization was launched by Chinese officially institutes.And Xiangxi Autonomous Prefecture has established a digital collection center for national ICH projects. At present, it has comprehensively collected, archived and established a database of Tujia brocade techniques and Tujia marriage songs.In 2016, Xiangxi Autonomous Prefecture launched the work for national ICH inheritor's rescue,protection and record, and Renxin Tian, Yunian Long and Dapao Liu were identified as the first digital protection people(Zhang,2017).

3.3.2 Tujia Ethnic ICH Digital Platforms

During the last decades, digital technology has significantly affected the evolution of Cultural Heritage dissemination, leading to the rise of new research branches （Palombini,2017）.The use of digital media (including Internet and computer games technologies, and video and sound) for the dissemination and publication of

cultural heritage, data and information management and preservation of digital data,data mining and information extraction, including natural language processing, to analyse, index and interpret cultural heritage texts,mobile applications for cultural heritage recording and presentation,augmented reality and virtual reality modelling, including both acoustic and 3D modelling, of cultural heritage resources,the impact of digital media on the public interaction with the cultural heritage, both tangible and intangible.

Cultural inheritance is inseparable from media carriers. Many studies believed that media, represented by newspapers, books, radio, television, internet and mobile phones contributed to the inheritance, protection and dissemination of local culture, and that mass media are positive in the inheritance of intangible culture heritage (Liu,2008;Mu,2010). With advanced media means and communication technology, the mass media can inherit the ICH in terms of time and space. It has innovation in craftsmanship, and has been valued in terms of concept. In terms of cultural accumulation, it also gained abandonment and absorption （Tan,2010;Wu,2010）.Methods of photo,word,audiovisual have broken through traditional to replay history scene of Tujia ethnic traditional culture，so that it can be satisfy the consumption demand of Tujia people spirit cultural（Yang,Xu,2015）.And by relaying on the advantages of internet,Tujia ethnic ICH disseminates on internet （Peng,2017;Chen,Zhang,2008）,several studies have addressed that Tujia ethnic ICH digitalization levels should be improved ,and we need to construct digital liabraray, virtual musums,data base to preserve and disseminate Tujia ethnic culture.（Tan,2013;Tan,2018;Wu,2017;Peng,Zhu,2012;Nie,2014;Gao,Liang,2016）,using digital technology to disseminate Tujia ethnic ICH,and drive culture dissemination model transformation with ethnic culture,it provided advantages from outside ,thus it could be co-communication in worldwide （Lu,2015;Han,Li,2012;Gao,Yang,Chen,2013;Nie,2016）.

Studies in Methodologies of digital collecting and preserving,dynamic 3-D techongology and digital vitual reality technologies applied into Tujia ethnic ICH preservation and communication.（Li,2011;Shi,2010;Shu,2010;Dong,2013）.

In Tujia areas of china，ethnic culture as the basis, various forms of distinctive cultural digital platform are established which are websites, Blogs, WeChat,Tik Tok and other online digital platform.Some typical digital platforms of Tujia ethnic ICH dissemination and conservation that he Southwest Ethnic Investigation Database（http://202.202.113.131/）is developed by southwest university in 2007,it focuses on academic research, using educational theories and educational technology to transform cultural resources into educational resources. it is a database that relys on the field work site, based on the unique natural and human resources of ethnic group.The database takes the different social development conditions and development types of the southwestern ethnic group(include Tujia) as the core elements, and it is for field research, data collection, academic research, information exchange, follow-up monitoring, network construction , teaching and experimentation, etc.

Tujia Culture Website（www.tujiazu.org.cn），it is a public welfare website that promotes Tujia culture with the purpose of "Tujia culture dissemination, Tujia civilization inheritance and Tujia information transmitting". The website began to go online for trial operation in September 2008. The website has channels of Tujia Customs, Tujia Heritage, Tujia Tourism, Tujia Forest, Tujia Craft, Tujia Diet, Tujia Specialty, Tujia Community,etc.

In adition,in Tujia ethnic areas of China, various forms of distinctive ethnic culture digital platforms are established which are websites, Blogs, WeChat and other online digital platform,for example,

ICH Digital Protection Pilot Project of East Hunan Province
The Southwest Ethnic Investigation Database;
Intangible Culture Heritage Digital Protection Pilot Project of East Hunan Province;
Tujia ethnic Culture Website;
WeChat Public Digital Platform of Tujia;
WeChat Public Digital Platform of Tujia Folklore Museum;
WeChat Public onlin longshan.

However, study argued that the role of technology in Tujia ethnic ICH preservation has been acted as propaganda, dissemination,instead ,it was not able to replace the traditional crafts.（Zhan,Zhou,Chen,2017）.

3.3.3 Digital Media Competence for Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

The value of digital technology in ICH digitalization dissemination is extremely important, regardless of the manner in which the digital protection and dissemination of ICH is carried out, ICH owners and inheritors should be the main body. Although ICH owners and inheritors have a gradual process of mastering digital technology, only if do they truly accept digital technology and consciously integrate it into their own practice, digital technology can truly realize that the external digital technology transforme to intrinsic technology,which is able to become a part of ICH itself（Song,2015）.

Research results shown that although Tujia ethnic group lives in wuling maintoun areas where are remote in geography and economic undevelopment, most of Tujia people had some foundation knowledge in digital hardwares,whereas,competence in traditional culture digitalization preservation and dissemination, majority of them did not had digital preseravation and dissemination skills(Tan,2012). However,everyone known that digital preservation and developing was a good way，it was necessary to preserve and developTujia ethnic traditional culture in digital way（Liu,2017）.

Mass media had some problemes in Tujia dissemination,content homogenization and superficial，communication effect in low expected，low satisfaction in audieces （Shen,2014）.In Tujia intangible culture communication ,digital storage technology had the tendency to simplify the culture of the Tujia ethnic, the inheritance was insufficient, the audience accepts a limited degree, the technology wasused singly,

and the concept of digital inheritance was less known（Gao,Liang,2016）.Study argued that outsiders who are not Tujia ethnic group use digital technology to participate in the storage, dissemination, research, and utilization of ethnic ICH, and only through the recognition of ethnic ICH owners and inheritors can they play the role of protection and dissemination, and can avoid the fragmentation and homogenization harm of digital technology to the cultural connotation of ICH（Song,2015）.

At present, the number of visits and utilization rates of Tujia study digital platform are not ideal，it need to develop information literacy education for users，and improver holistic information literacy of users（Wu,2017）.A study on ICT supportting Tujia and Han bilingual teaching,the findings werethat Tujia ethnic teachers' ICT competence were low, which were including computer operactive competence，internet use competence，and multimedia use comptence（Duan,2011）. Increasing Tujia's awareness of the self-media communication and awareness of the protection and dissemination of ethnic minorities' culture has been the core of the protection of their ethnic culture. Especially in the rapidly developing self-media era, everyone was the communicator of information. We encouraged everyone to participate in the dissemination of Tujia ethnic culture and strived to become a Tujia ethnic ICH experiencer or spokesperson. They expressed their own knowledge of Tujia ethnic ICH through photographs, texts, and even videos,and forwarded on blogs and other personal websites（Shen,2014）,a study proposed that we shloud improve media staff 's professional skills and morals in Tujia ethnic ICH preservation and dissemination（Han,Li,2012）.

There are a large number of ethnic minority traditional crafts in the Wuling Mountain Tujia areas, and more workers needed to be protected as well.Some argued that it required relevant personnel to master certain digital technologies inTujia ethnic ICH digital transmission and protection. The use of full-time staff was economically and practically difficult, and it was possible to consider the use of

local staff for part-time work, to conduct necessary digital technology training, and rapidly form a multi-level personnel system to cover the entire region（Liu,2017）.

Ethnic groups as the main body for ethnic culture communication, their statues and roles in ethnic culture digital communication are inseparable with ML, and also, transformation and inheritance of ethnic culture, reconstruction of cultural faith and cultivation of cultural upbringing depend on ML to a large extent（Shen,2009；Zhang,2011）.ML of people in communication has became the key yardstick to measure the quality and effect in ethnic culture communication（Chang,2012），thus，ML of ethnic minority is the key factor and precondition that whether ethnic culture can inherit and develop better.Therefore，ethnic minority's ML will decide their current position and future status in new communication order,and decide their ML improvements and ethnic culture communication and development on digital platforms as well,especially, under the new media environment of diversity culture communication background.

Digital Reproduction, Replacement, and the Vanishing Cultural Heritage, While these projects simply acquire digital data and transform it into another form of representation(Yamada,2017).Advantages and disadvantages of digital technologies in the field of preservation of cultural heritage existed.Virtual images of cultural heritage objects may prevail over their real images in our consciousness in the future.There will be no reason to preserve authentic remnants or ruins of historical and cultural monuments, as different digital technologies of 3D reconstruction, and digital simulations of life-size monuments will be perceived in society not only as an adequate substitute for the original, but as the only possibility to its perception(Nikonova,Biryukova,2017).

Digital platforms or digital technology promote to protect and communicate culture have been aroused much attention in academic circles in recent years, scholars have proposed minority cultural heritage digitization platform technology construction

method, as well as for legacy digital multimedia data management metadata cataloging program（Wu, Wang, 2006）. Some have suggested the application of digital technology, but we have to prevent abuse, and cultural needs of the carrier, and the carrier loss or change, which can easily lead to the end of the relevant culture (Li, Feng, 2008). Scholar has suggested heritage and culture to protect the integrity of the ICH protection into the social environment of the repair plan(Zhang,2009).Digital technology deeply development and application in intangible culture protection and inheritance should establish of ICH resources digitization classification system, create ICH resource data acquisition technology standards, explore the ICH knowledge visualization expressing and construct multimedia interactive platform.Opportunity and challenge are botth existed in ethnic ICH dissemination on internet,looking at the two-sidedness of the "double-edged sword" of digital new media, it enriches the entertainment life of modern people, and makes people pay more attention to the existence value of the original ecological culture, and then pay attention to the living conditions of the original ecological community.And more questions proposed that after digitization of cultural heritage, did it mean that the digitization process has been completed? Do we still continue to digitize? If we continue, what to do next and how?（Wang,2009）

In conclusion,among spirit and material,time and space,life and lifelessness,existence and non-existence,we all face challenges when everything becomes digital. Actually,Tujia ethnic ICH digitalization has been became a new tendency in inheritance and dissemination.That is to say,using digital technology to inherit and disseminate Tujia ethnic ICH is more prominent while traditional oral and gesture inheritance and communication has been disappeared,it is inevitable that we had to face challenges,a lot of questions that we can not escape in ICH digitalization,in which a key question is that how do people inherit and disseminate Tujia ethnic ICH in digital ways.it is obvious that Tujia ethnic ICH disseminates on digital media is very different with traditional inheritance and communication

way,it needs new literacy that is not only culture literacy,also ML.At new digital environment,what role does ML play?if ML affect on Tujia ethnic ICH dissemination on digital platforms?How does ML affect on Tujia ethnic ICH dissemination on digital platforms?

It is important to stress the fact that our sample can not be regarded as comprehensive and complete. The resulting selection has several reasons: first of all, in some countries where the research reports were not translated into English, the language barrier prevented me from finding relevant literature, analyzing it and thus making it difficult to assess the research situation on media use among ethnic groups in all countries.

Chapter Four Criteria and Indicator

4.1 ML

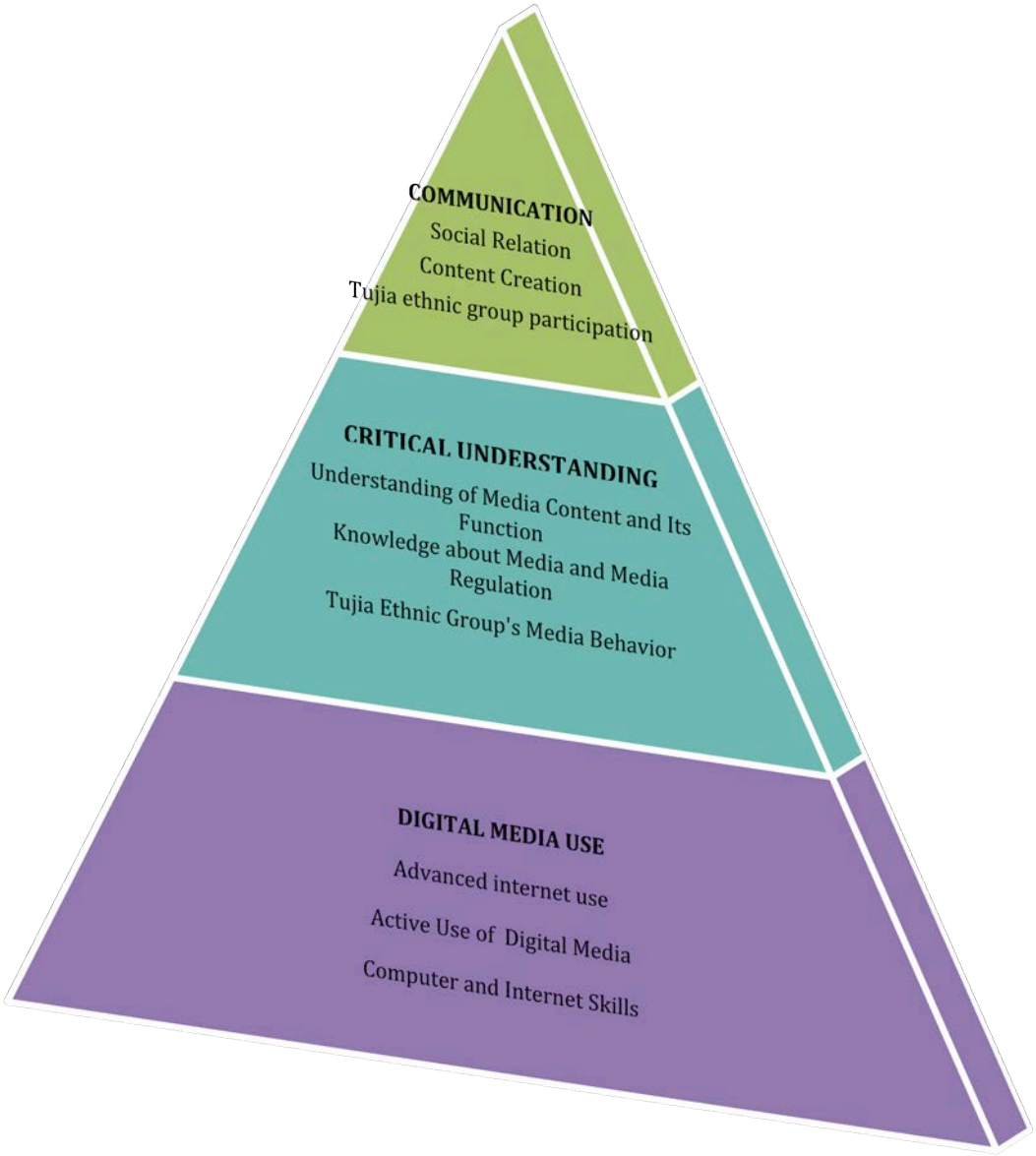
In this study,according to the structure of ML assessment criteria(Celot,Pérez Tornero,2009), and combine with Tujia ethnic group media use behavior that I surveyed in 2017，the media litercay criteria is constructed in this study.

From the ML assessment critereia （Celot, Pérez Tornero, 2009;UNESCO），to combine with Tujia ethnic group media use behavior that our research group surveyed from 2014 to 2017 years[1]，the ML criteria and indicators for Tujia ethnic group are constructed.

[1] From 2014 to 2017 years,in order to finish research project of *The Influence of Digital Media on the Socialization of Tujia teenagers in Native Language Remaining Areas*,our research group walked into Tujia ethnic areas to conduct a survey of Tujia teenagers digital media use,in which we use questionnaire and interview to collect data.

4.1.1 Structure of ML Assessment Criteria

Figure 4. 0.1 Structure of ML assessment criteria



4.1. 2 Evaluation of ML Competences' Levels

Table 4.1 ML levels of competences

Level	Individual skills
Basic	The individual has a set of abilities that allow a basic use of media. The user knows its function, deciphers its basic codes and uses it for specific ends. The user's capacity to critically analyse the information received is limited. His commun- icative capacity through media is also limited.
mMediu	The individual has a medium level of media use, knowing in depth its function and is able to carry out complex operations. The user knows how to obtain and evaluate the information required, he evaluates the information search strategies. The user is an active producer and participates socially
Advanced	The individual is an expert in media use, being aware of and interested in the legal conditions that affect its use. The user has an in-depth knowledge of the techniques and languages and can analyse and convert the conditions affecting his/her communicative relations and the production and communication of messages. In the public sphere, the user is capable of activating cooperation groups that allow him/her to solve problems.

4.1.3 ML Criteria and Indicators

Table 4.2 ML criteria and indicators

Criteria	Components	Indicators
Use skills	Computer and internet skills	◆Setting the screen saver and background wall of computer or mobile phone. ◆To download and install APPS or software ◆Knowing the essential part of computer
	Active use of media	◆Surf ing online everyday. ◆ Everyday media use. ◆Time per day spend on social media
	Advanced internet use	◆Buying online. ◆Internet banking. ◆Activities on internet
Critical understanding	Understanding media content and its function	◆To classify various kinds of websites. ◆To explore and search information actively ◆Attitude towards the opinion expressed by the media
	Knowledge about media and media regulation	◆Understanding the regulations of network management. ◆knowledge of the rights and obligations of netizens. ◆Knowledge of illegal information or content on the Internet
	User behavior	◆Media risk. ◆To enter personal information on a website. ◆To explore and search of information on internet
Communicative abilitives	Social relations	◆Latest social trends via internet（such as buzzwords，emojis）. ◆latest web trends. ◆Social media connection
	Citizen participation	◆Participated in activities on digital platforms. ◆How do you participate in ◆In order to achieve a certain goal, I use the social media to establish networking with others.
	Content creation	◆Sense of online sharing and cooperation. ◆Original media texts or messages creation online. ◆Media production skills

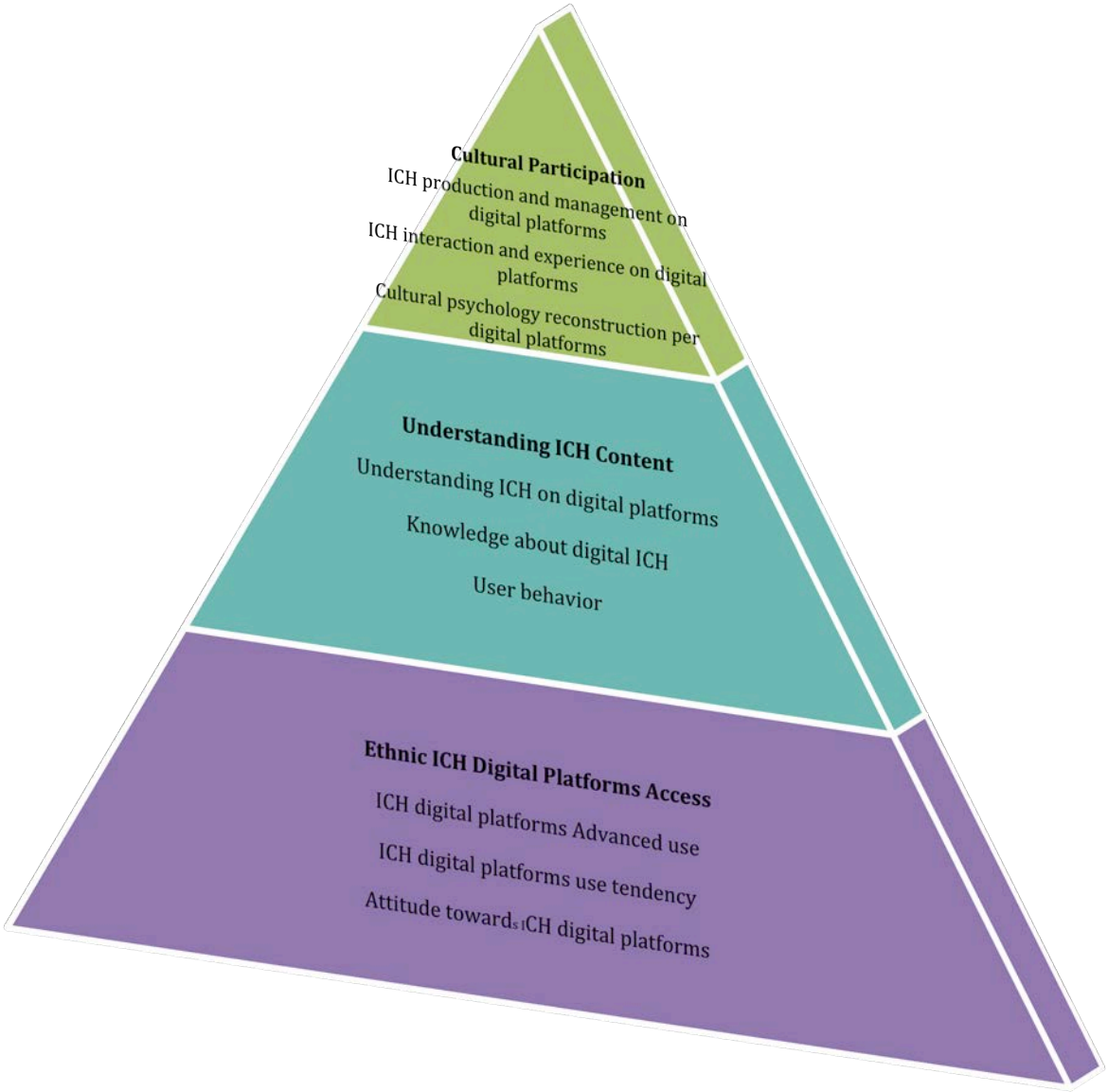
4.2 Tujia Ethnic ICH Dissemination on Digital Platforms

4.2.1 Structure of Assessment Criteria of Tujia Ethnic ICH Dissemination on Digital Platforms

ICH consists of symbols,which are material symbol,linguistic symbol,image symbol,sound symbol,behavioral symbol,etc.ICH communication is symbolic comuunication（He,2010）.Culture structure mainly includes three levles: surface structure，middle structure and deep structure， which are behavior level，value level and psychology level（Badeng and Lu,2007),digital heritage definitations(UNESCO，2003) and ICH inheritance and communication “technique” and“philosophy”(Song,2015).

It is a process that cultural content and cultural behavior develop from outside to inside. According to ML skills stratification,there are three levels from bottom to top that are basic skills for ues of media, medium skills for critical and understanding media content,and advanced skills for communicate and participative(Pérez Tornero ,2013). From ML skills criteri(Celot,Pérez Tornero，2009)，cultural symbol theory(he,badeng), Consequently，it is able to divide into three levels that are basic skills of use ich digital paltforms,medium skills of understanding ich, and advanced skills of participation in ICH of ich dissemination on digital platforms according to tujia ethnic group’s dissemination behaviors and skills .

Figure 4.2 Structure of ethnic ICH dissemination on digital platforms



4.2.2 Evaluation of Levels of Competences of Ethnic ICH Dissemination on Digital Platforms

Table 4.3 Levels of competences of ethnic ICH dissemination on digital platforms

Level	Individual competences
Basic	Basic level for ethnic ICH dissemination refers to communicators'general technique behaviors on digital platforms, view,share,comment,ect behavioral model.
Medium	Medium level for ethnic ICH dissemination refers to communicators' undersanding, cognization, critical for ethnic ICH content on digital platforms.
Advanced	Advanced level is the complex of ethnic ICH communication behavior, it includes communicators'ethnic ICH digitizing producing,ethnic ICH digitizing management， ethnic ICH inheritance and ethnic cultural psychology reconstruction.

4.2.3 Criteria and Indicators of Ethnic ICH Dissemination on Digital Platforms

Table 4.4 Criteria of ethnic ICH dissemination on digital platforms

Criteria	Components	Indicators
Ethnic ICH digital platforms access	Attitude towards ICH digital platforms	◆Tujia ICH is necessary to disseminate on digital platforms. ◆Viewing Tujia ICH on digital platforms intentionally. ◆Motivation for viewing Tujia ICH on digital platforms
	ICH digital platforms use tendency	◆Viewing Tuaji ICH on digital platforms . ◆viewing audiovisual digital resources . ◆Digital platforms for viewing Tujia ICH
	ICH digital platforms advanced use	◆Frequency for viewing Tujia ICH on digital platforms. ◆Ability for TujiaICH resources editing on digital platforms. ◆Ability to download Tujia ICH resources on digital platforms
Ethnic ICH critical understanding on digital platforms	Understanding ICH on digital platforms	◆Skeptical about Tujia ICH on digital platforms. ◆Views on the Tujia ICH on digital platforms. ◆Questions about Tujia ICH on digital platforms.
	Knowledge about digital ICH	◆Understanding digital heritage policies and standards. ◆Understanding Tujia ethnic ICH on digital platforms.
	User behavior	◆Ability to identify Tujia ICH on various digital platforms. ◆Ability to retrieve Tujia ICH resources on digital platforms.
Ethnic ICH participation on digital platforms	ICH production and management on digital platforms	◆Ability to forward Tujia ICH on digital platforms. ◆Ability to disseminate Tujia ethnic ICH on digital platforms. ◆Ability for publishing Tujia ICH on digital platforms.
	ICH interaction and experience on digital platforms	◆Participation in Tujia culture digital communitie. ◆Interactive or experience in Tujia ICH on digital platforms. ◆Digital culture communities.
	Cultural psychology reconstruction per digital platforms	◆Digital technologies value on ICH. ◆Understanding of Tujia ethnic ICHconnotations per digital platforms. ◆Impact from digital ICH.

Chapter Five Methodology

5.1 Why Mixed Methodology?

In this study，ML will be as a key point, from which finds out the ethnic ICH dissemination level on digital platforms of Tujia ethnic group. Consequently，for finding out that ML skills of Tujia ethnic group is indispensable，I need to measure how their ML are and how to mediate their ICH dissemination behaviors on digital platforms. In order to address these questions，the quantitative and qualitative methodologies will be used in the study.

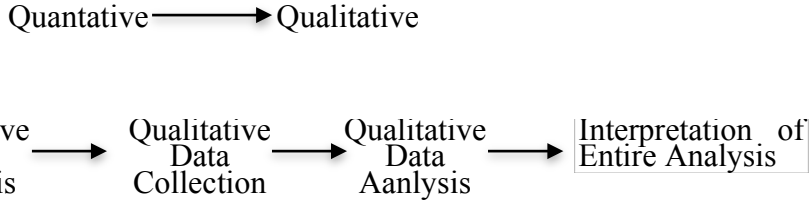
In the study，since I focuse on digital platform，the questionnaire for Tujia people's ML is only aimed at digital media (internet)， traditional print media and telelvision or radio are out of the range.

The audience of this study may be graduate committees, ICH digitalization developer, digital musum staffs, ICH projection group in culture and media fileds. They are different subject studies in media, computer, culture and history. Since most of their experiences with quantitative, qualitative studies can shape the decision made about the choice.

5.2 Mixed Methodology Procedure

5.2.1 Sequential explanatory design

Figure 5.0.1 Research Design



" ⟶ "indicates a sequential form of data collection,with one form of qualitative data collection of interviewbuilding on the quantitative data collection of

questionnaire.and in this study，weight typical is given to the quantitative data，and the mixing of data occurs when the initial quantitative results informs the secondary qualitative data collection.The two froms of data are separate but connected.

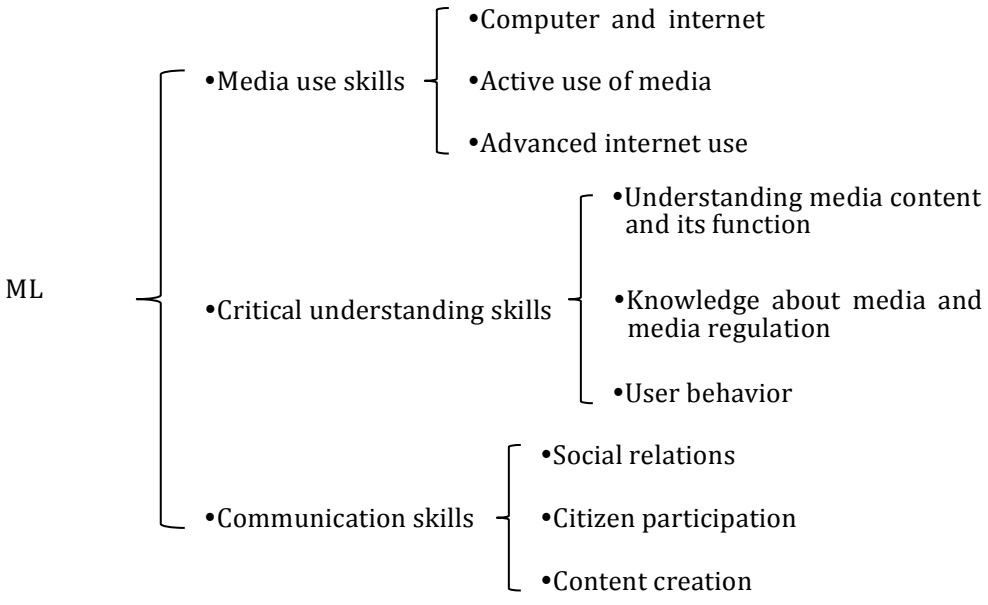
5.3 Research Instruments

5.3.1 Questionnaire

The questionnaire uses Likert Scale,which has two sections.The first section is about ML of Tujia ethnic group，16 items in it， each item has 5 options that are strongly disagree,disagree,I don't know,agree,strongly agree，in which are divided into three dimensions, which are (1)media use skll;(2)critical understanding skill;(3)communication skill.

Every item based on the criteria of EU ML（Celot, Pérez Tornero,2009），and combining with Tujia ehnic group media using behavior and environment.In the questionnaire,it can be divided into three dimensions and each dimension has three components, that are:

Figure 5.0.2 ML Questionnaire Dimensions

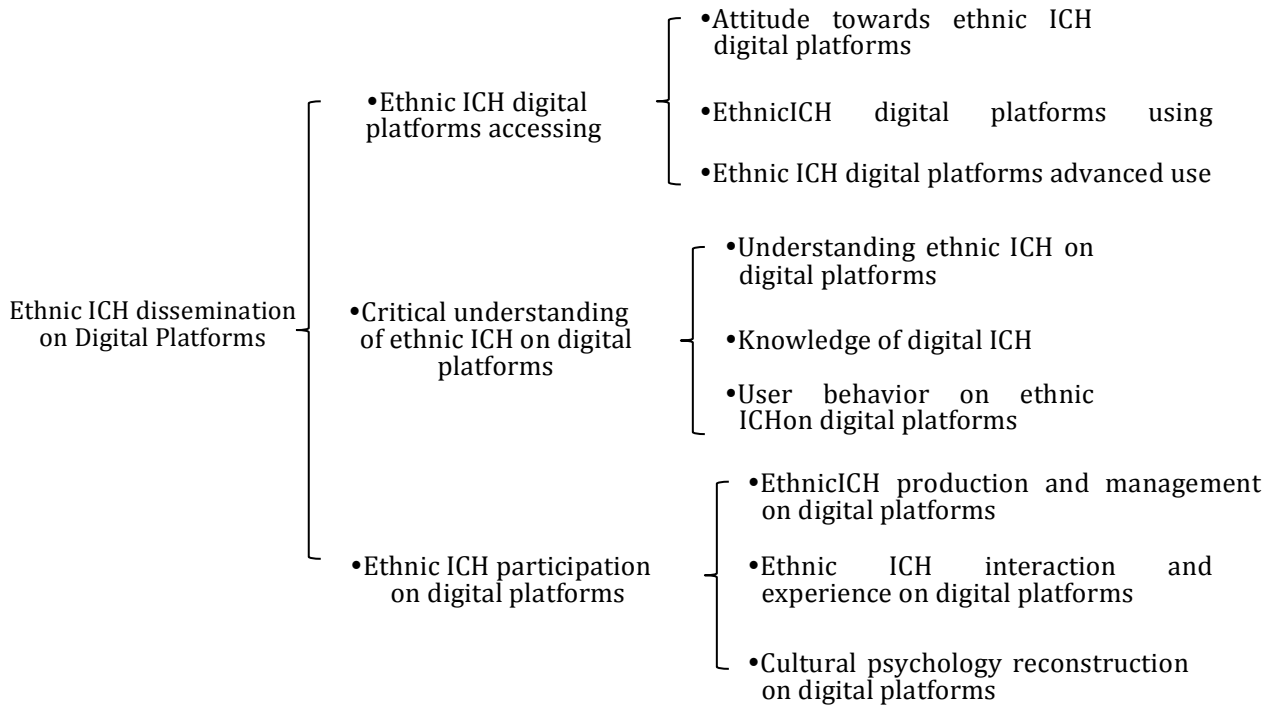


The second setion of questionnaire is levels of Tujia ethnic ICH dissemination on

digital platforms among Tujia ethnic group,and 18 tems in it，each item has 5 options that are strongly disagree,disagree,I don't know,agree,strongly agree.The questionnaire can be divided into three dimensions that are (a)Tujia ethnic ICH digital platforms accessing;(b)Critical understanding of Tujia ethnic ICH on digital platforms ;(c)Tujia ethnic ICH participation on digital platforms.

Every item based on the criteria of EU ML（Celot,Pérez Tornero,2009）.In the questionnaire,it can be divided into three dimensions and each dimension has three components, that are:

Figure 5.0.3 Questionnaire of Dimensions of Tujia Ethnic ICH Dissemination on Digital Platforms



5.3.2 Sampling

Up to 2012,Tujia ethnic group population is 8,353,912 in Chinese mainland(The sixth national census bulletin of National Bureau of Statistics of the People 's Republic of China,2012）,since working immigration they are distributed in 32 provinces across the country from their hometowns where are in Wuling mountain areas .However，most of them still live in Wuling mountain areas today where are at the junction areas of northwest Hunan province, west Hubei province, east Guizhou province and southeast Chongqing municipality.

Table 5.1 Population Distribution of Tujia Ethnic Group in Chinese Provinces[1]

Province	Total	Male	Female
Nationwide	8353912	4307260	4046652
Hubei	2100052	1069839	1030213
Hunan	2632452	1355212	1277240
Chongqing	1398707	717687	681020
Guizhou	1436977	736526	700451

In this thesis, Tujia ethnic group as the target population whom are from indigenous communities, governmental agencies, cultural institutions, museums, galleries, university and school students in northwest Hunan province, west Hubei province, east Guizhou province and southeast Chongqing municipality. And random sampling method used,finally, I received 740 questionnaires in total that 635 is valid and 105 is invalid.

[1] National Bureau of Statistics of China.The sixth national census bulletin of National Bureau of Statistics of the People 's Republic of China，2012. http://www.stats.gov.cn/ztjc/zdtjgz/zgrkpc/dlcrkpc/dlcrkpczl/.

Table 5.2 Profile of The Respondent Group：Questionnaire

	Respondent group n=（635）	%
Gender		
Male	230	36.22
Female	405	63.78
Age	75	11.81
Below 16	188	29.61
16-24	58	9.13
25-30	196	30.87
31-40	106	16.69
41-55	12	1.89
56+		
Educational level		
Primary school	25	3.94
Junior middle school	107	16.85
Senior middle school	221	34.8
University	237	37.32
Master/PhD	45	7.09
Status of job		
In-service	301	47.4
Student	227	35.75
Unemployed Retirees	36	5.67
Other	14	2.2
	57	8.98

5.3.3 Interview

10 interviewees are selected from Chongqing Tourism Vocational College, Xiangxi National Vocational and Technical College, Tourism, Cultural and Broadcasting Bureau in Xiangxi Tujia and Miao Autonomous Prefecture, Longshan County Senior High School, inheritors of Tujia ethnic ICH, etc.And the Semi-structured one-on-one personal interviews have applied during the interview process.

Table 5.3 Profile of The Respondent Group：Interviewees

No	Name	Age	Gender	Educational level	Job description
1	Oldman	35	Male	PhD	Vice Professor in ethinc ICH study
2	Speak	20	Male	University	Student
3	Pomelo	20	Female	University	Student
4	PKH	11	Male	Primary school	Student
5	MY	39	Female	Three years vocational junior middle school	Company staff
6	MJ	42	Female	Senior middle school	Migrant workers now. Tujia brocade inheritor in the past
7	J-HOPE	16	Female	Senior high school	student
8	Acute boy	18	Male	University	student
9	SXY	34	Female	Master	Senior high school teacher
10	XXT	38	Male	Three years collage	Government staff

5.4 Data Collection

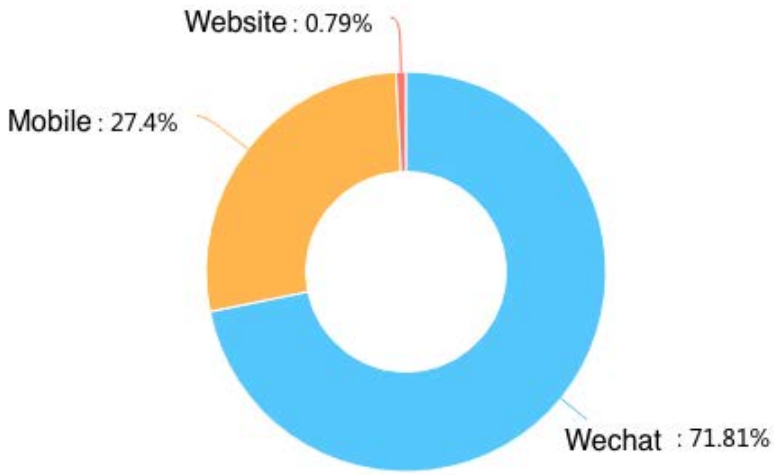
5.4.1 Online Questionnaire

Questionnaire aims at the data collection of ML of Tujia ethnic group and levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.Based on the availability of these data，analyses of correlations between ML and ethnic ICH dissemination on digital platforms, and how ML impact on ethnic ICH dissemination on digital platforms among Tujia ethnic group will be conducted.

Using online questionnaire (问卷星, https://www.wjx.cn/login.aspx)[1] to publish the questionnaire online,and the respondents use Wechat ,Mobile and Website to answer the questionnaire.

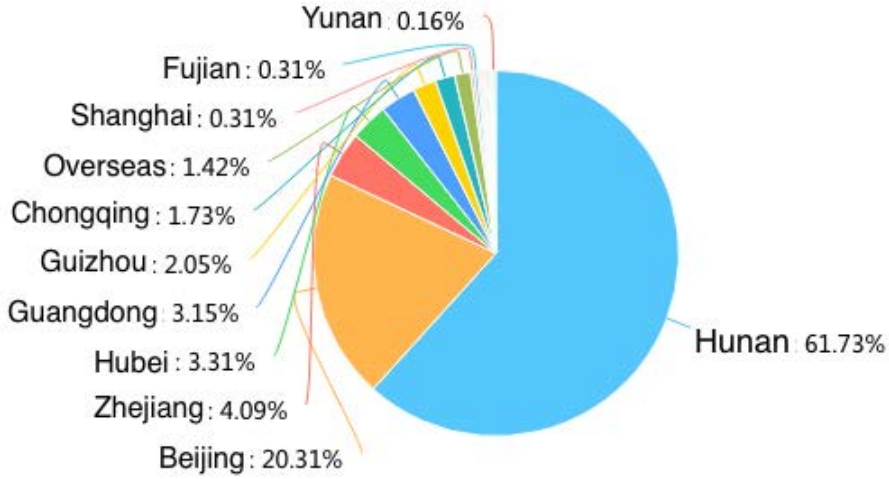
[1] Questionnaire Star is a professional online questionnaire survey,evaluation and voting platform, focusing on providing users with powerful and user-friendly online design questionnaires, collecting data, custom reports, and survey results analysis services.

Figure 5.0.4 Respondents Source



Respondents are mainly from 10 provinces in mainland China,majority of the respondents are from Hunan province.Since Tujia ethnic group migrant workers.

Figure 5.0.5 Respondents Source in Geography



5.4.2 Semi-Structure Interview

Based on the questionnaire,in order to find out why and how do ML impact on Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group.Therefore, interview aims for four aspect topics,which are: understanding of ML ,Tujia ethnic ICH dissemination on digital platforms,ML as an impact factor in Tujia ethnic ICH

dissemination on digital platforms,how ML impacts on Tujia ethinc ICH dissemination on digital platforms.

With an interview there is a better chance that the interviewer and subject will have good communication and that all questions will be understood（McDonald, Deborah,2013）,we are able to deep understanding of reasons.In this study,the comprehensive interview of online and face to face properly used,in-depth-interviewing offers better insights into the relation between ML and ethinc ICH dissemination on digital platforms thereby differentiating the results obtained in the quantitative investigation.Referring to visual methods in this context helps to grasp representations that are not available through verbal statements.

5.5 Treatment of The Data

5.5.1 Questionnaire Analysis Tool: IBM SPSS 22.0

Table 5.4 Variables,Research Questions,and Items on a Survey

Variables Name	Descriptive Research Questions	Items on Survey
Independent variables 1.Tujia ethnic group's ML. 2.Media use skills of Tujia ethnic group. 3.Critical understanding skillsof Tujia ethnic group. 4.Communication skillsof Tujia ethnic group.	How is the level of ML of Tujia ethnic group?	Questions 1-16
Dependent variable: 1.Levels of ethnicICH dissemination on digital platforms among Tujia ethnic group. 2.Ethnic ICH digital platforms accessing Tujia ethnic group. 3.Critical understanding of ethnic ICH on digital platforms among Tujia ethnic group. 4.Ethnic ICH participation on digital platforms among Tujia ethnic group.	How are the levels of ICH dissemination on digital platforms among Tujia ethnic group?	Questions 17-30

5.5.2 The Process of Data

The data from the questionnaire were coded and then analyzed using SPSS 22.0. Descriptive statistics such as percentages, means, modes, and medians were generated. ANOVA was conducted to see if there were significant differences in ML levels and levels of ethnic ICH dissemination on digital platforms with demographic among Tujia ethnic group. Statistical significance was set at $p<0.05$. Regression analysis for finding out how does ML impact on the Tujia ethnic ICH dissemination on digital platforms, correlation analysis for finding out if there is any correlations between ML and Tujia ethnic ICH dissemination among tujia people.Specifically,as follows:

Table 5.5 Data analysis methods

Statistics type	Dimension	Objectives / Questions
Descriptive ANOVA	Holistic	ML levels of Tujia ethnic group
	Gender	
	Age	
	Educational level	
	Job status	
Correlation	Holistic	If ML has correlation on Tujia ethnic ICH dissemination on digital platfoms among Tujia people.
	Dimension one	If Media use skills has correlation on Tujia ethnic ICH digital platforms accessing among Tujia ethinc group.
		If media use skills has correlation on critical understanding of Tujia ethnic ICH on digital platforms among Tujia people.
		If Media use skills has correlation on Tujia ethnic ICH participation on digital platforms among Tujia people.
	Dimension two	If critical understanding skills has correlation on Tujia ethnic ICH digital platforms accessing among Tujia people.
		If critical understanding skills has correlation on Critical understanding of Tujia ethnic ICH on digital platforms among Tujia people.
		If critical understanding skills has correlation on Tujia ethnic ICH participation on digital platforms among Tujia people.

	Dimension three	If communication skill has correlation on Tujia ethnic ICH digital platforms accessing among Tujia people.
		If communication skill has correlation on Critical understanding of Tujia ethnic ICH on digital platforms among Tujia people
		If communication skill has correlation on Tujia ethnic ICH participation on digital platforms among Tujia people.
Regression ANOVA Coefficients		ML Impacts on Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group.
	One	Media use skills,Critical understanding skills and communication skills impact on ethnic ICH digital platforms accessing among Tujia ethnic group.
	Two	Media Use Skills,Critical Understanding Skills and Communication Skills Impact on Critical Understanding of Ethnic ICH on Digital Platforms among Tujia Ethnic Group.
	Three	Media Use Skills,Critical Understanding Skills and Communication Skills Impact on Ethnic ICH Participation on Digital Platforms among Tujia Ethnic Group.

Table 5.6 ML levels

Answer	Weigthing	ML level	Score range
Strongly disagree	1	Strongly low	1-1,99
Disagree	2	Low	2-2,99
I don't know	3	Medium	3-3,99
Agree	4	Advance	4-4,99
Strongly agree	5	Strongly advance	5

Table 5.7 Levels of Tujia Ethnic ICH Dissemination on Digital Platforms

Answer	Weigthing	Level of ethnic ICH dissemination on digital platforsms	Score range
Strongly disagree	1	Strongly low	1-1,99
Disagree	2	Low	2-2,99
I don't know	3	Medium	3-3,99
Agree	4	Advance	4-4,99
Strongly agree	5	Strongly advance	5

In the questionnaire,each question has 5 answers of strongly disagree,disagree,I don't know,agree and strongly agree.And we weighted each one as stongly disagree=1;disagree =2;I don't know=3;agree=4;strongly agree=5.

We calculated the mean, from which the score range indicated that form 1-1,99=stronglylow;2-2,99=low;3-3,99=medium;4-4,99=advance;5=strong advance.

5.5.3 Interview Content Analysis Tool: NVivo 12

5.5.3.1 Analytic Style: Grounded Theory

Grounded theory has been used extensively across a variety of social science disciplines. Its central focus is on inductively generating novel theoretical ideas or hypotheses from the data as opposed to testing theories specified befeorhand(Gibbs,2002).Grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon(Strauss,Corbin,1990) give a very accessible account of grounded theory.They present many specific ideas and techniques for achieving a grounded analysis that can be supported well using NVivo.They divide analysis in grounded theory into three stages:

(1) Open coding, where the text is read reflectively to identify relevant categories:

(2)Axial coding, where categories are refined, developed and related or interconnected;

(3) Selective coding,where the ‘core category’,or central category that ties all other categories in the theory together in the theory together into a story,is identified and trlated to other categories.

After going through these three coding stages, according to the coding process of each stage, a tree coding structure is finally formed. Theory building in qualitative research is an extension of “natural analysis”(Schatzman,1991).

From the personal ML of interviewees and the levels of dissemination of Tujia ethnic ICH on the digital platforms, a set of theory has been built that ML influences Tujia ethnic ICH on the digital platforms.

In this phase，as valuable supplement to the quantitative findings,interview method used to answer:

(1) Understanding of ML；

(2)Understanding of ethnic ICH dissemination on digital platforms；

(3)Importantance of ML in Tujia ethnic ICH dissemination on digital platforms；

(4) How ML impacts on Tujia ethnic ICH dissemination on digital platforms.

Using Explore Word Frequency,Explore Concept Map,Expore Project Map,Explore Matirx Coding,Explore Cluster Analysis,Explore Comparison Diagram analysis of NVivo 12 to display the interview content and results.First of all, to selective encode the content of interview,and according interview outline，12 nodes are constructed in NVivo 12.

5.5.3.2 Tree Coding Structure

Node 1: Understanding of ML.

Node 2:According the the criteria,assessment of your ML levels.

Node 3:According to the following ethnic ICH dissemination on digital platform standards, which level do you think you are in?

Node 4:Are you able to identify Tujia ethnic ICH on digital platforms?

Node 5:Can you give some examples of Tujia ethnic ICH that you viewed on digital platforms?

Node 6:Compared with the traditional oral transmission method, what capabilities do you think need to better disseminate Tujia ethnic ICH on digital platforms in the digital age?

Node 7:Do you often use the latest network digital platforms(such as Wechat,live streaming platforms,etc.),and disseminate Tujia ethnic ICH on it?

Node 8:Do you think is ML important in Tujia ethnic ICH dissemination on digital platforms?

Node 9:Have you been disseminated Tujia ethnic ICH on digital platfroms?

Node 10:How do media use skills, critical understanding skills and communication skills affect you to disseminate Tujia ethnic ICH on digital platforms?

Node 11: Understanding of Tujia ethnic ICH dissemination on digital platforms.

Node 12:Will ML affect your ability to disseminate Tujia ethnic ICH on digital platforms?

Based on the 12 nodes,each node had been encoded with the key content of interview,as a result,the findings are exported.

Chapter Six Quantitative Fingdings

In this chapter,IBM SPSS 22 will be used to analyze data from questionnaire.Data analyses are divided into four sections:

The first section is analysis of ML of Tujia ethnic group,in which it is from the aspect of holistic ML of Tujia ethnic group, furtherly, ML analysis based on demographics of different genders, job stasus, educational level and age.

The second section focus on the analysis of the levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group,in which the holistic levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group,and in more the levels of ethnic ICH dissemination on digital platforms from demographics of different genders, job stasus, educational level and age are analyzed as well.

In the third section,it intends to find out the correlation between ML and levels of ethinc ICH dissemination on digital platforms among Tujia ethnic group.First of all, the Holistic analysis of correlations are analyzed,and followly analyses on correlations of each dimension are conducted:

Dimension one:

(1) Correlations between media use skills and ethnic ICH digital platforms accessing.

(2) Correlations between media use skills and critical understanding of ethnic ICH on digital platforms.

(3) Correlations between media use skills and ethnic ICH participation on digital platforms.

Dimension two:

(1) Correlations between critical understanding skills and ethnic ICH digital

platforms accessing.

(2) Correlations between critical understanding skills and critical understanding of ethnic ICH on digital platforms.

(3) Correlations between critical understanding skills and ethnic ICH participation on digital platforms.

Dimension three:

(1) Correlations between communication skills and ethnic ICH digital platforms accessing;

(2) Correlations between communication skills and critical understanding of ethnic ICH on digital platforms.

(3) Correlations between communication skills and ethnic ICH participation on digital platforms.

In the fourth section，it is going to test Hypothesis 2 of if Tujia ethnic group's ML are high,then their ICH dissemination levels are high on digital platforms. It is necessary to use multiple regression analysis to find out how ML impacts ethnic ICH dissemination on digital platforms among Tujia ethnic group. Three kinds of multiple regression analyses used in this section:

Multiple regression analysis one:

ML impacts on levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.

Multiple regression two:

Media use skills,critical understanding skills and communication skills impact on

ethnic ICH digital platforms accessing among Tujia ethnic group.

Multiple regression analysis three:

Media use skills,critical understanding skills and communication skills impact on critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

6.1 ML of Tujia Ethnic Group

6.1.1 Holistic ML of Tujia Ethnic Group

Descriptive Statisticson mean and Std. Deviation of ML levels of Tujia ethnic group from Q1 to Q17,analysis on the level of ML by calculating the mean and Std. Deviation.

The resuts indicated that Tujia ethnic group's media use skills(Q1-Q6) have the most high socres,in which half of the average are over 4,Q3 mean=4,02,Q4 mean=4,05;Q5 mean=4,07,it indicates that their media use skills are most high;

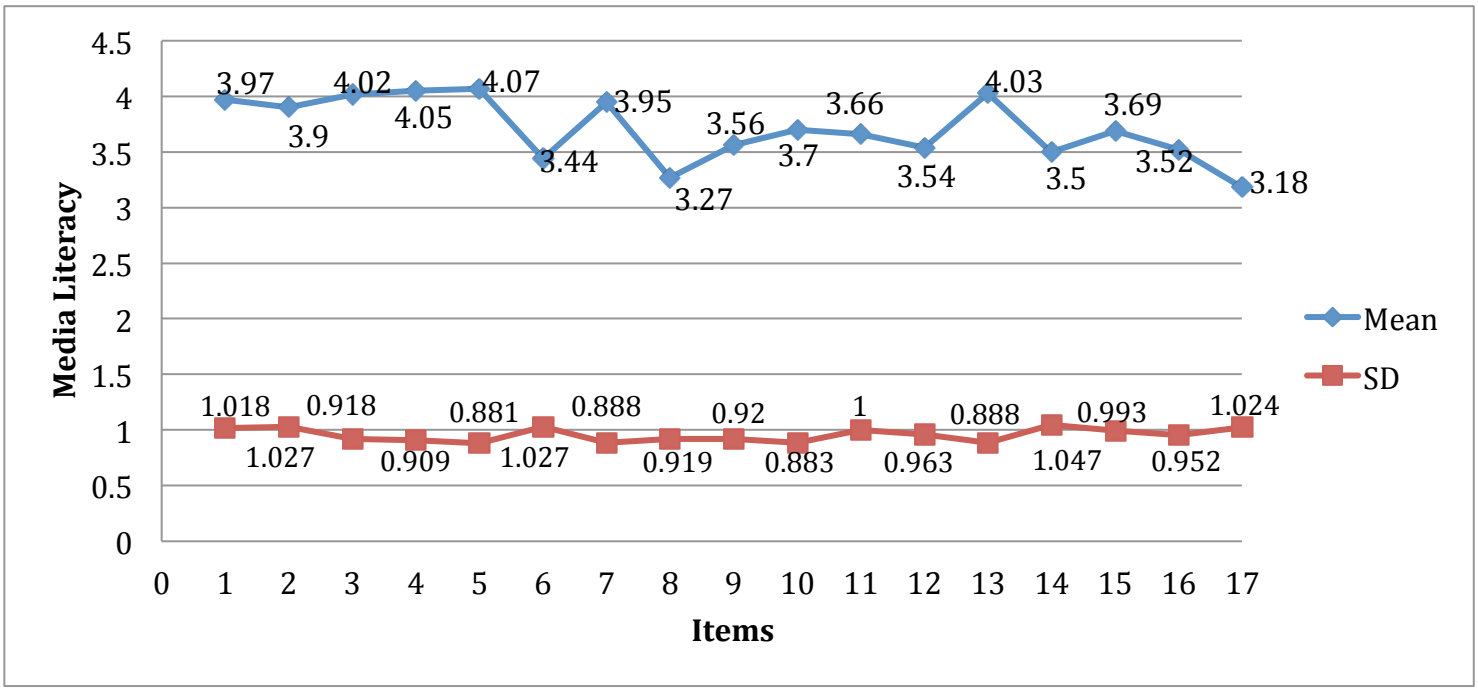
And critical understanding (Q7-Q12) have less socres ,Q7 mean=3,95;Q8 mean=3,27 ;Q9 mean=3,56 ;Q10 mean=3,70 ; Q11 mean =3,66 ; Q12 mean= 3,54,it indicates that critical understanding skills a re lower than media use but higher than communication skills;

The commouncation skills (Q13-Q17) have the lowest socres,Q13 mean=4,03 ;Q14 mean=3,50 ;Q15 mean=3,69 ;Q16 mean=3,52;Q17 mean=3,18,it incidates that tujia people's communication skills are lower than media use and critical understanding.See Table 6.1,Figure 6.1.

Table 6.1 Descriptive Statistics for ML levels of Tujia ethnic group(N=635)

Items	Mean	SD
Q1.I can set the screen saver and background wall of my computer or mobile phone.	3.97	1.018
Q2. I surf online everyday.	3.90	1.027
Q3.In my everyday life, the most use of media is Internet	4.02	.918
Q4.I am able to buy online	4.05	.909
Q5.I am able to pay by internet banking.	4.07	.881
Q6.I am skilled to classify various kinds of websites.	3.44	1.027
Q7.I often explore and search information actively to satisfy set objectives.	3.95	.888
Q8.I can clearly understand the relevant regulations of network management.	3.27	.919
Q9.I have knowledge of the rights and obligations of netizens.	3.56	.920
Q10.Before visiting a new website or page, I carefully check whether there is a risk.	3.70	.883
Q11.When I was asked to enter personal information by a website, I often enter it after querying.	3.66	1.000
Q12.When I find the latest web emojis, online buzzwords, etc in online media, I will often share with others in social media (such as WeChat, QQ).	3.54	.963
Q13.I often keep in touch with others through social media (wechat, qq,etc.).	4.03	.888
Q14.I often participated in activities on digital platforms (such as e-government,e-library,online voting,online registration,etc.).	3.50	1.047
Q15.In order to achieve a certain goal, I often use the social media to establish networking with others.	3.69	.993
Q16.I have strong sense of online sharing and cooperation.	3.52	.952
Q17.I havecreated some original media messages online.	3.18	1.024
Valid N (listwise)		

Figure 6.0.1 ML levels of Tujia Ethnic Group(N=635)



6.1.2 ML Levels from Demographics

6.1.2.1 Gender

Using Spss mean analysis to compare ML of male and female of Tujia ethnic group, the results show that ML of male is M=3,80.And ML of female is M=3,69;P=0.47>0,05,it indicates that the difference in ML levels between different genders is not significant.

Table 6.2 Descriptives Statistics for ML of Different Genders

ML

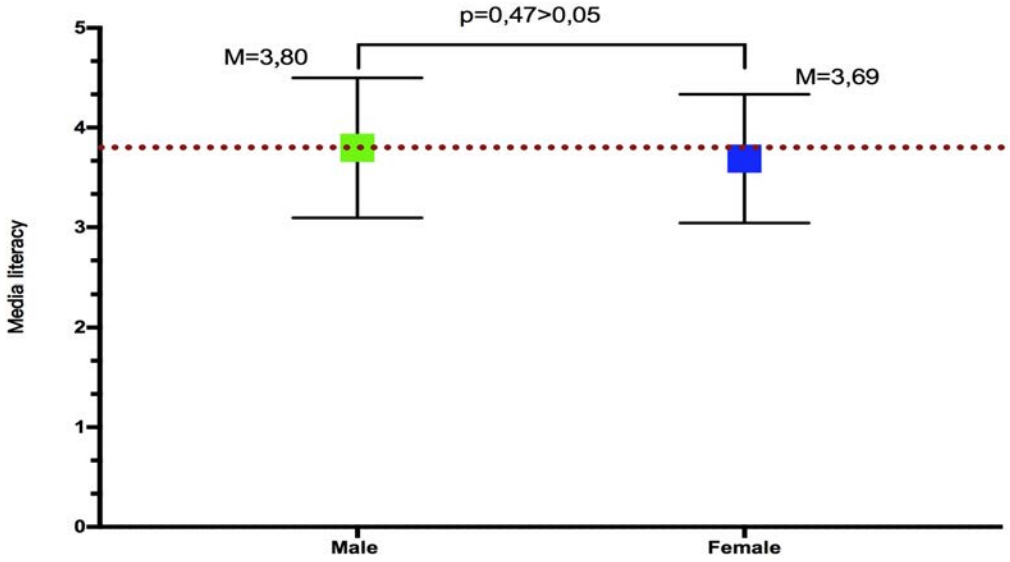
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Male	229	3.7977	.70273	.04644	3.7062	3.8892	1.11	5.00
Female	406	3.6879	.64586	.03205	3.6249	3.7509	1.00	5.00
Total	635	3.7275	.66846	.02653	3.6754	3.7796	1.00	5.00

Table 6.3 ANOVA Statistics for ML of Different Genders

ML

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.765	1	1.765	3.968	.047
Within Groups	281.532	633	.445		
Total	283.297	634			

Figure 6.0.2 Means Plots of ML Levels of Different Genders



6.1.2.2 Job Stasus

The analysis of Mean and SD with diffetent job status among Tujia ethnic group, the results show that Mean=3,80,mini=1,00 and max=5,00 of In service;Mean=3,73,mini=1,22 and max=5,00 of Students;Mean= 2,94,mini=1,17 and max=4,56 of Retirees;Mean=3,42,mini=2,00 and max=4,83 of Unemployed; Mean=3,70,mini=1,11 and maxi=4,94 of Others.

Multiple comparisons between In service and Students(P=0,237>0,05); In service and Retirees(p=0,000<0,05); In service and Unemployed(p=0,001<0,05); In service and Others(p=0,273>0,05),results indicate that the significance difference did not existed in ML levels between In service and Students,In service and Others,whereas,it is significance difference in ML levels between In service and Students,In service andUnemployed.

Multiple comparisons between Studentsand Retirees (P=0,000<0,05); StudentsandUnemployed(p=0,008<0,05); Studentsand Others (p=0,713>0,05), results indicate that it is significance difference in ML levels between Students and Retirees, Students and Unemployed，whereas,it is no significance difference in ML levels between Students and Others.

Multiple comparisons betweenRetireesand Unemployed (p=0,02<0,05);Retirees and Others(p=0,000<0,05),results indicate that it is significance difference in ML levels between Retirees and Unemployed,Retirees andOthers.

Multiple comparisons between Unemployed and Others(p=0,049<0,05),result indicates that it is significance difference in ML levels between Unemployed and Others.

Table 6.4 Descriptives Statistics for ML of Different Job Stasus

ML

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
In service	301	3.8016	.64966	.03745	3.7279	3.8753	1.00	5.00
Students	227	3.7335	.61951	.04112	3.6525	3.8145	1.22	5.00
Retirees	14	2.9405	1.13990	.30465	2.2823	3.5986	1.17	4.56
Unemployed	36	3.4228	.59306	.09884	3.2222	3.6235	2.00	4.83
Others	57	3.6979	.69460	.09200	3.5136	3.8822	1.11	4.94
Total	635	3.7275	.66846	.02653	3.6754	3.7796	1.00	5.00

Table 6.5 ANOVA Statistics for ML of Different Job Stasus

ML

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.724	4	3.431	8.018	.000
Within Groups	269.574	630	.428		
Total	283.297	634			

Table 6.6 Multiple Comparisons Statistics for ML of Different Job Stasus

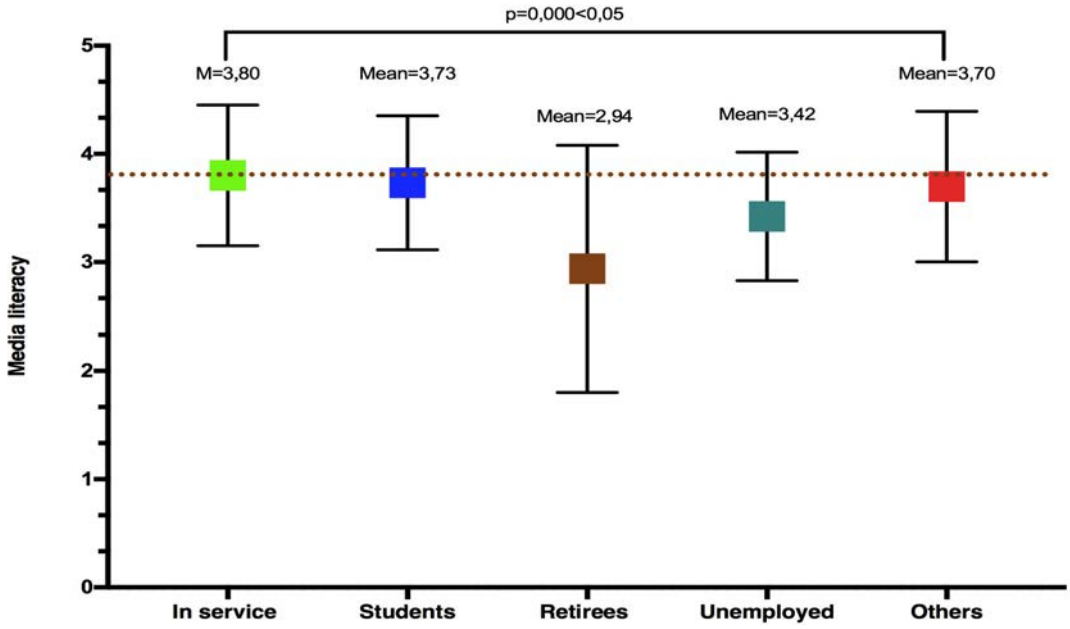
Dependent Variable: ML

LSD

(I) Job status	(J) Job status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
In service	Students	.06811	.05750	.237	-.0448	.1810
	Retirees	.86111*	.17884	.000	.5099	1.2123
	Unemployed	.37875*	.11536	.001	.1522	.6053
	Others	.10373	.09449	.273	-.0818	.2893
Students	In service	-.06811	.05750	.237	-.1810	.0448
	Retirees	.79300*	.18014	.000	.4393	1.1467
	Unemployed	.31064*	.11735	.008	.0802	.5411
	Others	.03562	.09691	.713	-.1547	.2259
Retirees	In service	-.86111*	.17884	.000	-1.2123	-.5099
	Students	-.79300*	.18014	.000	-1.1467	-.4393
	Unemployed	-.48236*	.20603	.020	-.8870	-.0778
	Others	-.75738*	.19512	.000	-1.1405	-.3742
Unemployed	In service	-.37875*	.11536	.001	-.6053	-.1522
	Students	-.31064*	.11735	.008	-.5411	-.0802
	Retirees	.48236*	.20603	.020	.0778	.8870
	Others	-.27502*	.13926	.049	-.5485	-.0015
Others	In service	-.10373	.09449	.273	-.2893	.0818
	Students	-.03562	.09691	.713	-.2259	.1547
	Retirees	.75738*	.19512	.000	.3742	1.1405
	Unemployed	.27502*	.13926	.049	.0015	.5485

*. The mean difference is significant at the 0.05 level.

Figure 6.0.3 Means Plots of ML Levels of Different Job Stasus



6.1.2.3 Educational Level

The analysis of Mean and SD with diffetent educational level among Tujia ethnic group, the results show that Mean=2,79,mini=1,00 and max=4,56 of Primary school;Mean=3,57,mini=2,00 and max=5,00 of Junior school;Mean=3,68,mini=1,11 and max=5,00 of Senior school;Mean=3,86,mini=1,89 and max=5,00 for University;Mean=4,16,,mini=2,56 and max=5,00 of Master/PhD.

Multiple comparisons between Primary school and Junior middle school; Primary schooland Senior middle school; Primary school and University;Primary school and Master/PhD.All the results show that P=0.000<0,05,it indicates that the significance difference existed in ML levels between Primary school and all educationl levels.

Multiple comparisons between Junior middle school and Senior middle school(P=0,13>0,05);Junior middle schooland University(p=0,000<0,05);Junior middle schooland Master/PhD(p=0,000<0,05),results indicate that it is no significance difference in ML levels between Junior middle school and Senior middle school,whereas,it is significance difference in ML levels between Junior middle schooland University,Junior middle schooland Master/PhD.

Multiple comparisons between Senior middle school and University(p=0,002<0,05); Senior middle school and Master/PhD(p=0,000<0,05), results indicate that it is significance difference in ML levels between Senior middle school and University, Senior middle school and Master/PhD .

Multiple comparisons betweenUniversity and Master/PhD(p=0,003<0,05)， it indicates that it is significance difference in ML levels between University and Master/PhD .

Table 6.7 Descriptives Statistics for ML of Different Educational Level

ML

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lowe Bound	Upper Bound	Minimum	Maximum
Primary school	25	2.7933	1.14008	.22802	2.3227	3.2639	1.00	4.56
Junior middle school	107	3.5659	.62338	.06026	3.4465	3.6854	2.00	5.00
Seniormiddle school	221	3.6770	.59482	.04001	3.5981	3.7558	1.11	5.00
University	236	3.8625	.59165	.03851	3.7866	3.9384	1.89	5.00
Master/PhD	46	4.1606	.53135	.07834	4.0028	4.3184	2.56	5.00
Total	635	3.7275	.66846	.02653	3.6754	3.7796	1.00	5.00

Table 6.8 ANOVA Statistics for ML of Different Educational Level

ML

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.106	4	9.526	24.478	.000
Within Groups	245.191	630	.389		
Total	283.297	634			

Table 6.9 Multiple Comparisons Statistics for ML of Different Educational Level

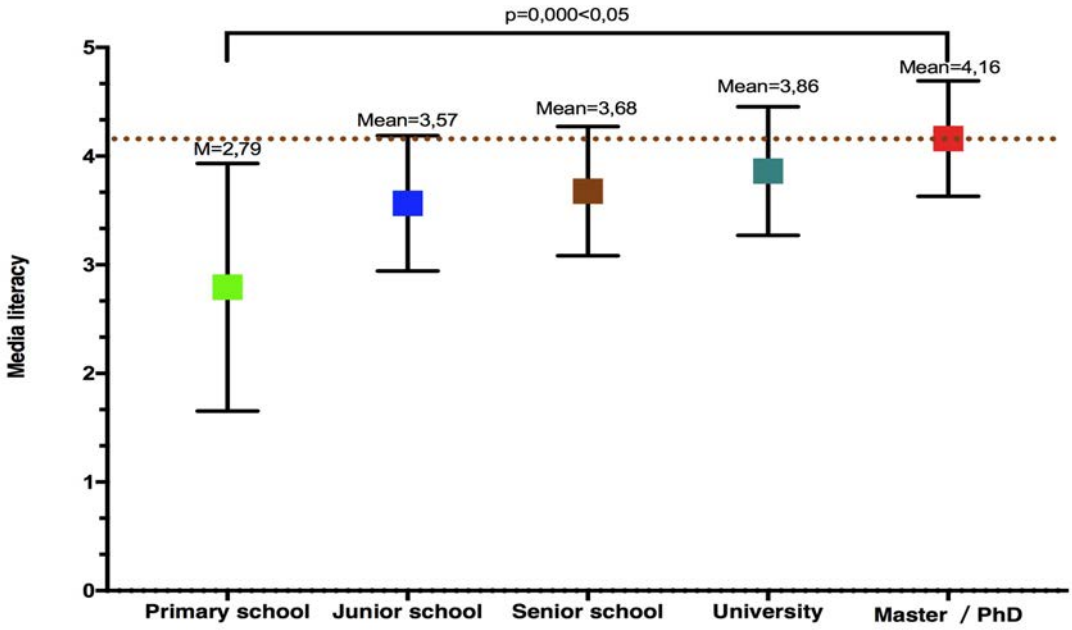
Dependent Variable: ML

LSD

(I)educationa level	(J) educational level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Primary school	Junior middle school	-.77261*	.13858	.000	-1.0447	-.5005
	Senior middle school	-.88364*	.13164	.000	-1.1421	-.6251
	University	-1.06919*	.13121	.000	-1.3269	-.8115
	Master/PhD	-1.36729*	.15501	.000	-1.6717	-1.0629
Junior middle school	Primary school	.77261*	.13858	.000	.5005	1.0447
	Senior middle school	-.11103	.07347	.131	-.2553	.0332
	University	-.29658*	.07271	.000	-.4394	-.1538
	Master/PhD	-.59469*	.10999	.000	-.8107	-.3787
Senior middle school	Primary school	.88364*	.13164	.000	.6251	1.1421
	Junior middle school	.11103	.07347	.131	-.0332	.2553
	University	-.18555*	.05840	.002	-.3002	-.0709
	Master/PhD	-.48365*	.10110	.000	-.6822	-.2851
University	Primary school	1.06919*	.13121	.000	.8115	1.3269
	Junior middle school	.29658*	.07271	.000	.1538	.4394
	Senior middle school	.18555*	.05840	.002	.0709	.3002
	Master/PhD	-.29810*	.10055	.003	-.4956	-.1007
Master/PhD	Primary school	1.36729*	.15501	.000	1.0629	1.6717
	Junior middle school	.59469*	.10999	.000	.3787	.8107
	Senior middle school	.48365*	.10110	.000	.2851	.6822
	University	.29810*	.10055	.003	.1007	.4956

*. The mean difference is significant at the 0.05 level.

Figure 6.0.4 Means Plots for ML Levels of Different Educational Level



6.1.2.4 Age

The analysis of Mean and SD with diffetent job status among Tujia ethnic group, the results show that Mean=3,56, mini=1,11 and max=4,89 of age below 16;Mean=3,81, mini=2,22 and max=5,00 of age 16-24;Mean=3,99, mini=1,89 and max=5,00 of age 25-30;Mean=3,84,mini=2,17 and max=5,00 of age 31-40;Mean=3,49,mini=2,00 and max=4,83of age 41-55;Mean=2,39,mini=1,00 and max=4,00.

Multiple Comparisons between age below 16 and age 16-24(p=0,003<0,05);Age below 16 and age 25-30(p=0,000<0,05);Age below 16 and age 31-40(P=0,001<0,05);Age below 16 and age 41-55(P=0.456>0,05);Age below 16 and age over 55(p=0,000<0,05).It indicates that there are significance differences in ML levels between age below 16 and age 16-24,age below 16 and age 25-30,age below 16 and age 31-40,age below 16 and age over 55.Whereas,it has no significant difference in ML levels between age below 16 and age 41-55.

Multiple comparisons between age 16-24 and age 25-30(P=0,064>0,05);age 16-24

and age 31-40(p=0,664>0,05);age 16-24 andage 41-55(p=0,000<0,05);age 16-24 and age over 55(p=0,000<0,05), the results indicate that the significance difference did not existed in ML levels between age 16-24 and age 25-30,age 16-24 and age 31-40,whereas,there are significance difference in ML levels between age 16-24 andage 41-55,age 16-24 and age over 55.

Multiple comparisons between age 25-30 and age 31-40(P=0,118>0,05);age 25-30 and age 41-55(p=0,000<0,05);age 25-30 and age over 55(p=0,000<0,05), the results indicate that the significance difference did not existed in ML levels between age 25-30 and age 31-40,whereas, significance difference existed in ML levels between age 25-30 and age 41-55,age 25-30 and age over 55.

Multiple comparisons between age 31-40 and age 41-55(P=0,000<0,05);age 31-40 and age over 55(p=0,000<0,05), the results indicate that there aresignificance differencein ML levels between age 31-40 and age 41-55,age 31-40 and age over 55.

Multiple comparisons between age age 41-55 and age over 55(P=0,000<0,05), the result indicates that there is significance differencein ML levels between age 41-55 and age over 55.

Table 6.10 Descriptives Statistics for ML of Different Age

ML

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Beow 16	75	3.5615	.72720	.08397	3.3942	3.7288	1.11	4.89
16~24	188	3.8135	.59168	.04315	3.7284	3.8987	2.22	5.00
25~30	58	3.9875	.66488	.08730	3.8127	4.1624	1.89	5.00
31~40	196	3.8413	.57650	.04118	3.7601	3.9225	2.17	5.00
41~55	106	3.4911	.57822	.05616	3.3797	3.6024	2.00	4.83
Over 56	12	2.3889	1.21508	.35076	1.6169	3.1609	1.00	4.00
Total	635	3.7275	.66846	.02653	3.6754	3.7796	1.00	5.00

Table 6.11 ANOVA Statistics for ML of Different Age

ML

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.345	5	7.469	19.101	.000
Within Groups	245.953	629	.391		
Total	283.297	634			

Table 6.12 1Multiple Comparisons for ML of Different Age

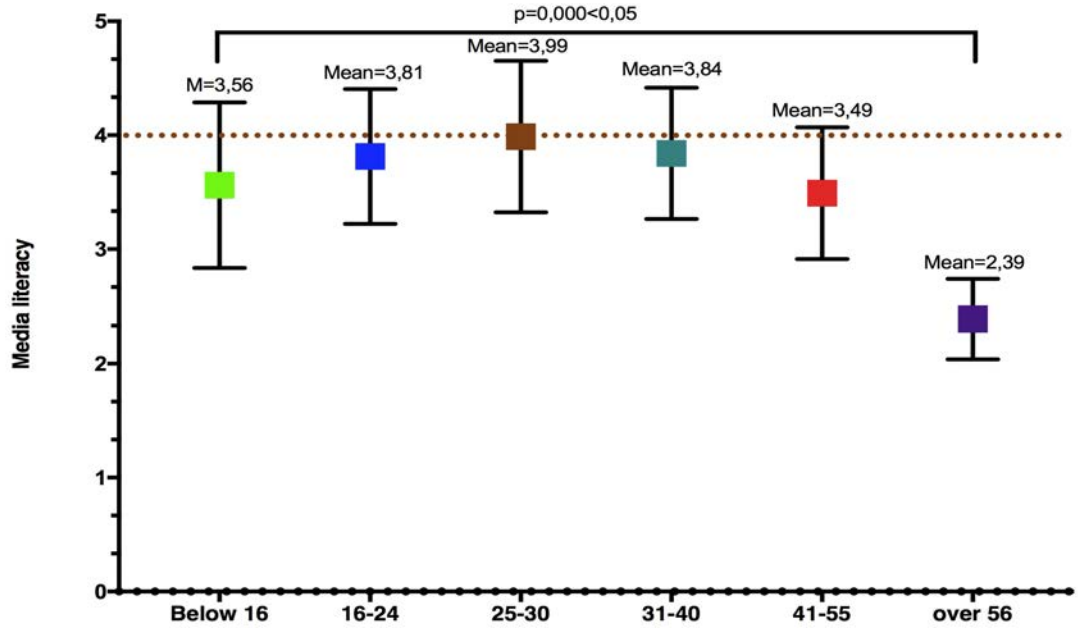
Dependent Variable: ML

LSD

(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Below 16	16~24	-.25205*	.08540	.003	-.4198	-.0843
	25~30	-.42607*	.10934	.000	-.6408	-.2113
	31~40	-.27979*	.08490	.001	-.4465	-.1131
	41~55	.07039	.09435	.456	-.1149	.2557
	Over 55	1.17259*	.19442	.000	.7908	1.5544
16~24	Below 16	.25205*	.08540	.003	.0843	.4198
	25~30	-.17401	.09392	.064	-.3585	.0104
	31~40	-.02774	.06384	.664	-.1531	.0976
	41~55	.32244*	.07595	.000	.1733	.4716
	Over 55	1.42465*	.18619	.000	1.0590	1.7903
25~30	Below 16	.42607*	.10934	.000	.2113	.6408
	16~24	.17401	.09392	.064	-.0104	.3585
	31~40	.14628	.09347	.118	-.0373	.3298
	41~55	.49646*	.10213	.000	.2959	.6970
	Over 55	1.59866*	.19831	.000	1.2092	1.9881
31~40	Below 16	.27979*	.08490	.001	.1131	.4465
	16~24	.02774	.06384	.664	-.0976	.1531
	25~30	-.14628	.09347	.118	-.3298	.0373
	41~55	.35018*	.07539	.000	.2021	.4982
	Over 56	1.45238*	.18596	.000	1.0872	1.8176
41~55	Below 16	-.07039	.09435	.456	-.2557	.1149
	16~24	-.32244*	.07595	.000	-.4716	-.1733
	25~30	-.49646*	.10213	.000	-.6970	-.2959
	31~40	-.35018*	.07539	.000	-.4982	-.2021
	Over 55	1.10220*	.19046	.000	.7282	1.4762
Over 55	Below 16	-1.17259*	.19442	.000	-1.5544	-.7908
	16~24	-1.42465*	.18619	.000	-1.7903	-1.0590
	25~30	-1.59866*	.19831	.000	-1.9881	-1.2092
	31~40	-1.45238*	.18596	.000	-1.8176	-1.0872
	41~55	-1.10220*	.19046	.000	-1.4762	-.7282

*. The mean difference is significant at the 0.05 level.

Figure 6.0.5 Means Plots of ML of Different Age



6.2 Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

6.2.1 Holistic Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

Descriptive Statistics on Mean and SD of levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupfrom Q1 to Q17, which are divided into three dimensions that are ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms and ethnic ICH participation on digital platforms. Analyzing the levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group by calculating the mean and Std. Deviation.

The resuts indicated that Tujia ethnic group's ethnic ICH digital platforms accessing(Q1-Q6) have the most high socres,Q1 mean=3,45;Q2 mean=4,15;Q3 mean=3,66;Q4 mean=3,93;Q5 mean=3,5; Q6 mean=3,39;in which one average are over 4,00,Q2 mean=4,15 ,it indicates that their levels of ethnic ICH digial platforms accessing are most high among critical understanding of ethnic ICH on digital

platforms and ethnic ICH participation on digital platforms.

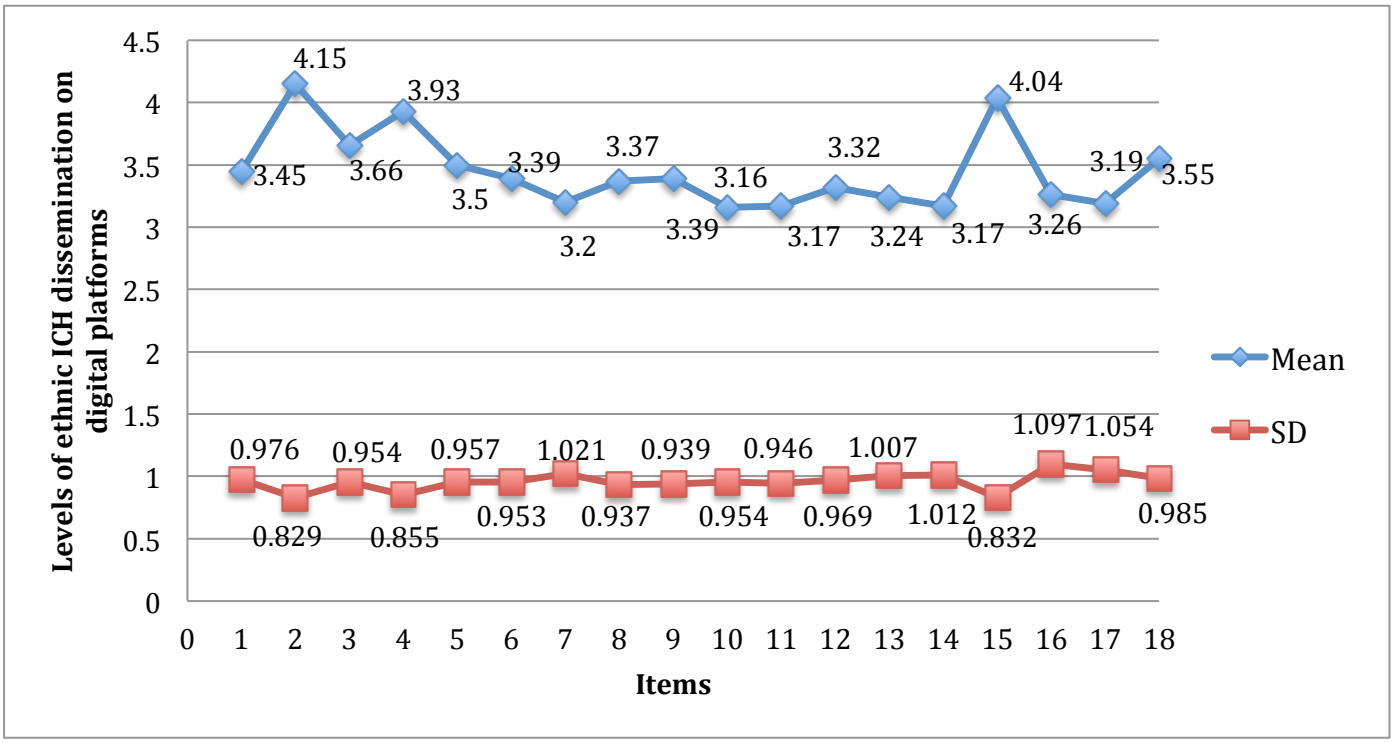
And critical understanding of ethnic ICH on digital platforms (Q7-Q12) have less socres ,Q7 mean=3,20;Q8 mean=3,37 ;Q9 mean=3, 39 ;Q10 mean=3,16 ; Q11 mean =3,17 ; Q12 mean= 3,32,it indicates that levels of critical understanding of ethnic ICH on digital platformsare the lowest than levels of ethnic ICH digital platforms accessing and levels of critical understanding of ethnic ICH.

The ethnic ICH participation on digital platforms (Q13-Q18) have the lowest socres,Q13 mean=3,24 ;Q 14 mean=3,17 ;Q15 mean=4,04 ;Q16 mean=3,26;Q17 mean=3,19;Q18 mean=3,55,it incidates that Tujia people's communication skills are lower than levels of ethnic ICH digital platforms accessing, but higher than levels of critical understanding of ethnic ICH.

Table 6.13 Descriptive Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group(N=635)

Items	Mean	SD
Q1.I view Tujia ICH on digital platforms intentionally.	3.45	.976
Q2.I think Tujia ICH is necessary to disseminate on digital platforms.	4.15	.829
Q3.I prefer to view Tuaji ICH on digital platforms than traditional ways.	3.66	.954
Q4.I prefer to view audiovisual resources than texts among Tujia ICH digital platforms.	3.93	.855
Q5.I often view Tujia ICH on digital platforms.	3.50	.957
Q6.I am able to download and edite TujiaICH resources on digital platforms.	3.39	.953
Q7.After viewing Tujia ICH on digital platforms, I was skeptical about it.	3.20	1.021
Q8.If I have any questions about Tujia ICH on digital platforms,in any case,I want to find out the truth.	3.37	.937
Q9.I can understand the content of Tujia ICH on digital platforms very clearly.	3.39	.939
Q10.I know digital heritage related policies and standards.	3.16	.954
Q11.Iam able to proficiently identify various Tujia ICH digital platforms.	3.17	.946
Q12.I am able to retrieve Tujia ICH resources that what I want on digital platforms.	3.32	.969
Q13.Ioften forwarded Tujia ICH on digital platforms.	3.24	1.007
Q14.I often photographed the pictures and videos of Tujia ICH, and disseminate it on digital platforms.	3.17	1.012
Q15.I believe that the value of the Tujia ICH can be communicated through the digital platforms, and it can help more people understand.	4.04	.832
Q16.I participate in some Tujia culture digital communities per social media（Tujia ICH Wecht group,Tujia ICH QQ group）.	3.26	1.097
Q17.I often personally participate in the l digital platform to experience Tujia ICH（Tujia Digital Museum, Tujia online games, etc）.	3.19	1.054
Q18.After viewing or reading the digital resources of the Tujia ICH on digital platforms, I can clearly identify the types and contents of the Tujia ICH in my daily life.	3.55	.985

Figure 6.0.6 Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group(N=635)



6.2.2 Levels of Ethnic ICH Dissemination on Digital Platforms from Demographic

6.2.2.1 Gender

For finding out levels of ethnic ICH dissemination on digital platforms of different genders, one Anova analysisof Mean and SD was used, the results show that Mean=3,59, mini=1,11 and max=5,00 of male;Mean=3,37, mini=1,00 and max=5,00 of female.

The result indicates that levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group with different gender have significant difference (p=0,000<0,05).

Table 6.14 Descriptives Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Gender among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digigtal platforms among Tujia ethnic group

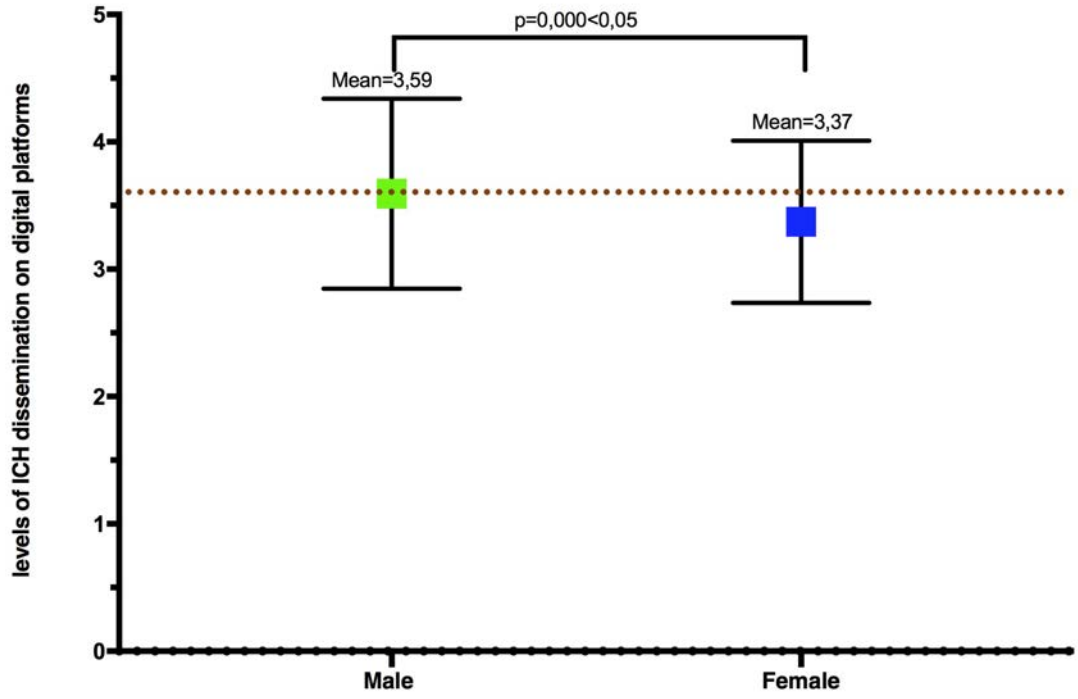
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Male	229	3.5922	.74611	.04930	3.4950	3.6893	1.11	5.00
Female	406	3.3722	.63721	.03162	3.3100	3.4344	1.00	5.00
Total	635	3.4515	.68611	.02723	3.3981	3.5050	1.00	5.00

Table 6.15 ANOVA Statistics for Levels of Ethnic ICH Dissemination on Digital platforms of Different Genders among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digigtal platforms among Tujia ethnic group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.086	1	7.086	15.395	.000
Within Groups	291.367	633	.460		
Total	298.453	634			

Figure 6.0.7 Means Plots for Levels of Ethnic ICH Dissemination on Digital Platforms with Different Genders among Tujia Ethnic Group



6.2.2.2 Job Status

In order to find out the levels of ethnic ICH dissemination on digital platforms of different job status among Tujia ethnic group, one Anova analysis of Mean and SD was conducted, the results show that Mean=3,41,Mini=1,00 and Max=5,00 of In service;Mean=3,54,Mini=1,28 and Max=5,00 of Students; Mean=3,05,Mini=1,39 and Max=4,11 of Retirees; Mean=3,36 ,Mini=1,89 and Max=4,28 of Unemployed; Mean=3,48,Mini=1,33 and Max=4,89 of Others.It indicates that levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group with different Job status has different significant on the whole(p=0,037<0,05).

In detail, Multiple Comparisons between In service and Students (p=0,034<0,05); In serviceand and Retirees (p=0,055>0,05);In service and and Unemployed (P=0,671>0,05);In service and Others (P=0.498>0,05).It indicates that there are significance differences in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between In service and Students. Whereas,there are no significant difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between In service and and Retirees,In service and and Unemployed,In service and Others.

Multiple comparisons between Students and Retirees(P=0,01<0,05);Studentsand Unemployed (p=0,145>0,05);StudentsandOthers(p=0,548>0,05), the results indicate that it has significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between Students and Retirees,whereas,there are no significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between Students and Unemployed,Students and Others.

Multiple comparisons between Retirees and Unemployed (P=0,153>0,05);Retirees andOthers(p=0,037<0,05), the results indicate that it has no significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia

ethnic group between Retirees and Unemployed,whereas,there is significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between Retirees and Others(p=0,037<0,05).

Multiple comparisons between Unemployed and Others(P=0,417>0,05), the results indicate that it has no significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between Unemployed and Others.

Table 6.16 Descriptives Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Job Status among Tujia Ethnic Group

Levels of ethinc ICH dissemination on digital platforms among Tujia ethnic group

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
In service	301	3.4107	.68917	.03972	3.3325	3.4888	1.00	5.00
Stuednts	227	3.5384	.68498	.04546	3.4488	3.6280	1.28	5.00
Retirees	14	3.0516	.99940	.26710	2.4746	3.6286	1.39	4.11
Unemployed	36	3.3596	.52293	.08715	3.1826	3.5365	1.89	4.28
Others	57	3.4776	.63490	.08409	3.3091	3.6460	1.33	4.89
Total	635	3.4515	.68611	.02723	3.3981	3.5050	1.00	5.00

Table 6.17 ANOVA Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Job Status among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.799	4	1.200	2.574	.037
Within Groups	293.654	630	.466		
Total	298.453	634			

Table 6.18 Multiple Comparisons Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Job Status among Tujia Ethnic Group

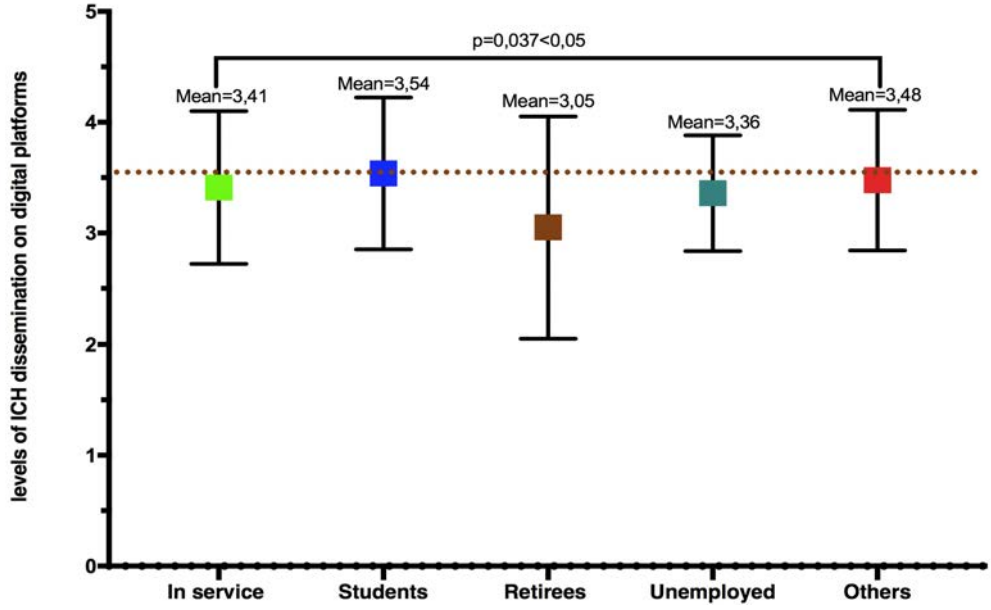
Dependent Variable: Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

LSD

		Mean Difference			95% Confidence Interval	
(I) Jobstatus	(J) Job status	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
In service	Students	-.12776*	.06002	.034	-.2456	-.0099
	Retirees	.35908	.18666	.055	-.0075	.7256
	Unemployed	.05110	.12040	.671	-.1853	.2875
	Others	-.06691	.09862	.498	-.2606	.1268
Students	In service	.12776*	.06002	.034	.0099	.2456
	Retirees	.48684*	.18801	.010	.1176	.8560
	Unemployed	.17886	.12248	.145	-.0617	.4194
	Others	.06084	.10115	.548	-.1378	.2595
Retirees	In service	-.35908	.18666	.055	-.7256	.0075
	Students	-.48684*	.18801	.010	-.8560	-.1176
	Unemployed	-.30798	.21504	.153	-.7303	.1143
	Others	-.42600*	.20365	.037	-.8259	-.0261
Unemployed	In service	-.05110	.12040	.671	-.2875	.1853
	Students	-.17886	.12248	.145	-.4194	.0617
	Retirees	.30798	.21504	.153	-.1143	.7303
	Others	-.11801	.14535	.417	-.4034	.1674
Others	In service	.06691	.09862	.498	-.1268	.2606
	Students	-.06084	.10115	.548	-.2595	.1378
	Retirees	.42600*	.20365	.037	.0261	.8259
	Unemployed	.11801	.14535	.417	-.1674	.4034

*. The mean difference is significant at the 0.05 level.

Figure 6.0.8 Means Plots of Levels of Ethnic ICH Dissemination on Digital Platforms of Different Job Status among Tujia Ethnic Group



6.2.2.3 Educational Levels

In order to find out the Levels of Ethnic ICH Dissemination on Digital Platforms of Different educational levels among Tujia ethinc group,one Anova analysis of mean and SD was used, the results show that Mean=2,97,Mini=1,00 and Max=4,78 of Primary school;Mean=3,51,Mini=1,67 and Max=5,00 of Junior middle school; Mean=3,57,Mini=1,33 and Max=5,00 of Senior middle school; Mean=3,38 ,Mini=1,11 and Max=5,00 of University; Mean=3,33,Mini=2,39 and Max=5,00 of Master/PhD.It indicates that levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group with different Education level has different significant on the whole(p=0,000<0,05).

In detail,Multiple Comparisons between Primary school and Junior middle school (p=0,000<0,05); Primary school and and Senior middle school(p=0,000<0,05);Primary school and and University(P=0,004<0,05);Primary schooland Master/PhD(P=0.032<0,05).It indicates that there are significance differences in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between Primary school and Junior middle school, Primary school and and Senior middle school, Primary school and and Senior middle school, Primary school and and University, Primary school and Master/PhD.

Multiple comparisons between Junior middle school andSenior middle school (P=0,520>0,05);Junior middle schooland University(p=0,084>0,05);Junior middle school andMaster/PhD (p=0,111>0,05), the results indicate that there are on significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenJunior middle school andSenior middle school, Junior middle schooland University, Junior middle school andMaster/PhD.

Multiple comparisons between Senior middle school and University (P=0,003<0,05);Senior middle schoolandMaster/PhD (p=0,028<0,05), the results indicate that there are significance differencein levels of ethnic ICH dissemination

on digital platforms among Tujia ethnic groupbetweenSenior middle school and University, Senior middle schoolandMaster/PhD .

Multiple comparisons betweenUniversityandMaster/PhD(P=0,620>0,05), the results indicate that it has no significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenUniversityandMaster/PhD

Table 6.19 Descriptives Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Educational Levels among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Primary school	25	2.9689	1.04798	.20960	2.5363	1.00	1.00	4.78
Junior middle school	107	3.5197	.66172	.06397	3.3929	1.67	1.67	5.00
Senior middle school	221	3.5709	.66917	.04501	3.4822	1.33	1.33	5.00
University	236	3.3837	.65426	.04259	3.2998	1.11	1.11	5.00
Master/PhD	46	3.3297	.58378	.08607	3.1563	2.39	2.39	5.00
Total	635	3.4515	.68611	.02723	3.3981	1.00	1.00	5.00

Table 6.20 ANOVA Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Educational Levels among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.238	4	2.809	6.163	.000
Within Groups	287.215	630	.456		
Total	298.453	634			

Table 6.21 Multiple Comparisons Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Educational Levels among Tujia Ethnic Group

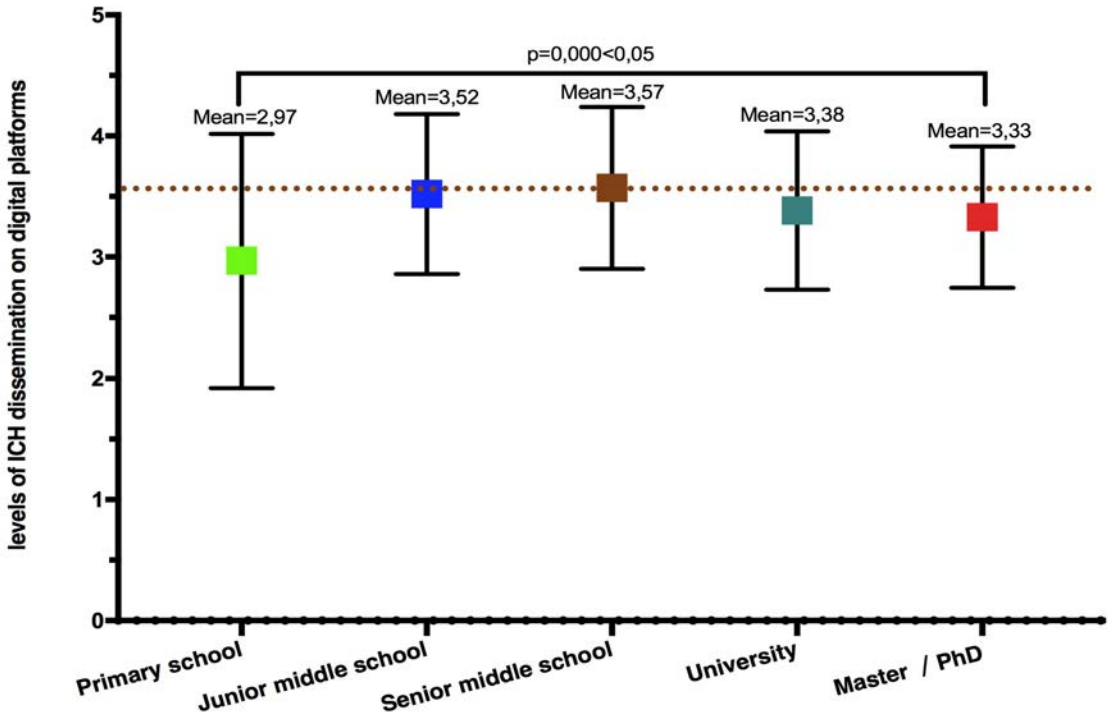
Dependent Variable: Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

LSD

					95% Confidence Interval	
		Mean Difference			Lower	Upper
(I)Educational level	(J) Educational level	(I-J)	Std. Error	Sig.	Bound	Bound
Primary school	Junior middle school	-.55084*	.14999	.000	-.8454	-.2563
	Senior middle school	-.60200*	.14247	.000	-.8818	-.3222
	University	-.41482*	.14201	.004	-.6937	-.1359
	Master/PhD	-.36082*	.16777	.032	-.6903	-.0314
Junior middle school	Primary school	.55084*	.14999	.000	.2563	.8454
	Senior middle school	-.05116	.07952	.520	-.2073	.1050
	University	.13602	.07869	.084	-.0185	.2906
	Master/PhD	.19002	.11904	.111	-.0438	.4238
Seniormiddle school	Primary school	.60200*	.14247	.000	.3222	.8818
	Junior middle school	.05116	.07952	.520	-.1050	.2073
	University	.18718*	.06320	.003	.0631	.3113
	Master/PhD	.24118*	.10942	.028	.0263	.4561
University	Primary school	.41482*	.14201	.004	.1359	.6937
	Junior middle school	-.13602	.07869	.084	-.2906	.0185
	Senior middle school	-.18718*	.06320	.003	-.3113	-.0631
	Master/PhD	.05400	.10882	.620	-.1597	.2677
Master/PhD	Primary school	.36082*	.16777	.032	.0314	.6903
	Junior middle school	-.19002	.11904	.111	-.4238	.0438
	Senior middle school	-.24118*	.10942	.028	-.4561	-.0263
	University	-.05400	.10882	.620	-.2677	.1597

*. The mean difference is significant at the 0.05 level.

Figure 6.0.9 Means Plots of Levels of Ethnic ICH Dissemination on Digital Platforms of Different Educational Levels among Tujia Ethnic Group



6.2.2.4 Age

In order to find out the levels of ethnic ICH dissemination on digital platforms of different age among Tujia ethnic group, one Anova analysis of Mean and SD was conducted, the descriptive results show that Mean=3,46,Mini=1,28 and Max=5,00 ofage below 16;Mean=3,54,Mini=2,06 and Max=5,00 of age 16-24; Mean=3,39,Mini=1,94 and Max=5,00 of age 25-30; Mean=3,45,Mini=1,11 and Max=5,00 of age 31-40; Mean=3,39,Mini=1,89 and Max=5,00 of age 41-55;Mean=2,74,Mini=1,00 and Max=4,22 of age over 55.And the Anova result indicates that levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group with different age has different significant on the whole(p=0,000<0,05).

In detail,Multiple Comparisons between agebelow 16 and age 16-24(p=0,336>0,05);Age below 16 and age 25-30(p=0,591>0,05);Age below 16 and age 31-40(P=0,982>0,05);Age below 16 and age 41-55(P=0.542>0,05);Age

below 16 and age over 55(P=0.001<0,05).It indicates that there are no significance differences in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group between age below 16 and age 16-24,age below 16 and age 25-30，age below 16 and age 31-40,age below 16 and age 41-55,whereas,it has significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage below 16 and age over 55.

Multiple comparisons between age 16-24andage 25-30(P=0,134>0,05);Age 16-24andage 31-40(p=0,188>0,05);Age 16-24and age 41-55(p=0,066>0,05);Age 16-24 and age over 55(p=0,000<0,05).The results indicate that there are on significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 16-24andage 25-30,age 16-24andage 31-40,age 16-24and age 41-55,whereas,it has significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 16-24 and age over 55.

Multiple comparisons between age 25-30andage 31-40(P=0,543>0,05);Age 25-30andage 41-55(p=0,991>0,05);Age 25-30and age over 55(p=0,002<0,05).The results indicate that there are on significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 25-30andage 31-40,age 25-30andage 41-55,whereas,it has significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 25-30and age over 55.

Multiple comparisons between age 31-40andage 41-55(P=0,461>0,05);Age 31-40andage over 55(p=0,000<0,05).The results indicate that there is no significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 31-40andage 41-55,whereas,it has significance difference in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 31-40andage over 55.

Multiple comparisons between age 41-55andage over 55(P=0,002<0,05).The result indicates that there is significance differencein levels of ethnic ICH dissemination on digital platforms among Tujia ethnic groupbetweenage 41-55andage over 55.

Table 6.22 Descriptives Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Age among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Below 16	75	3.4556	.80523	.09298	3.2703	1.28	1.28	5.00
16~24	188	3.5449	.67531	.04925	3.4478	2.06	2.06	5.00
25~30	58	3.3918	.69431	.09117	3.2092	1.94	1.94	5.00
31~40	196	3.4535	.64215	.04587	3.3631	1.11	1.11	5.00
41~55	106	3.3931	.58124	.05646	3.2811	1.89	1.89	5.00
Above 56	12	2.7361	1.10684	.31952	2.0329	1.00	1.00	4.22
Total	635	3.4515	.68611	.02723	3.3981	1.00	1.00	5.00

Table 6.23 ANOVA Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Age among Tujia Ethnic Group

Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.353	5	1.671	3.622	.003
Within Groups	290.100	629	.461		
Total	298.453	634			

Table 6.24 Multiple Comparisons Statistics for Levels of Ethnic ICH Dissemination on Digital Platforms of Different Age among Tujia Ethnic Group

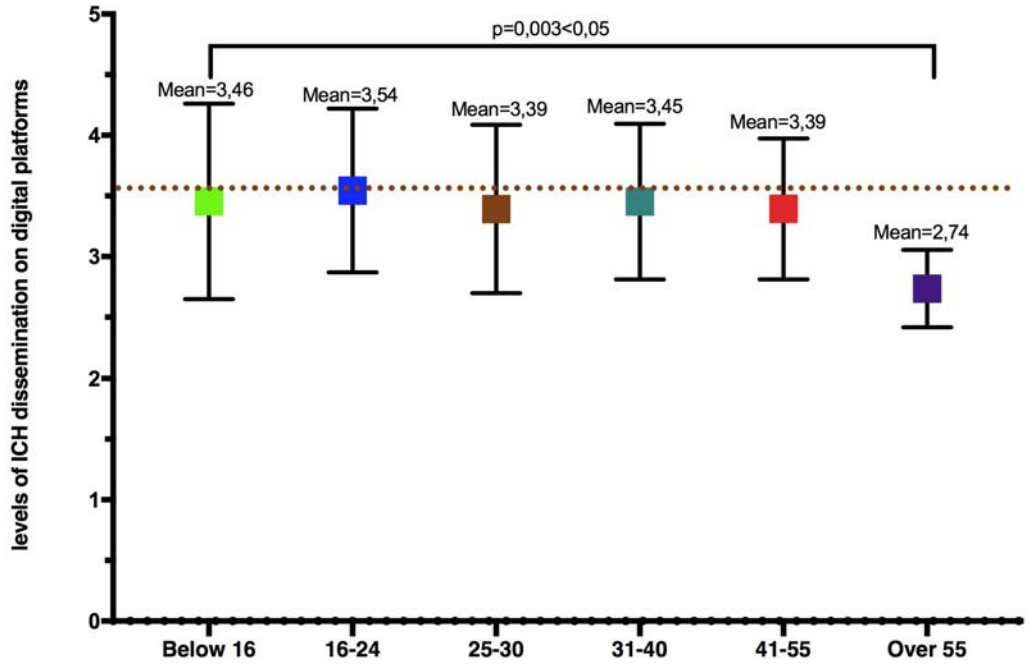
Dependent Variable: Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

LSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Below 16	16~24	-.08936	.09275	.336	-.2715	.0928
	25~30	.06379	.11875	.591	-.1694	.2970
	31~40	.00204	.09221	.982	-.1790	.1831
	41~55	.06247	.10247	.542	-.1388	.2637
	Over 55	.71944*	.21115	.001	.3048	1.1341
16~24	Below 16	.08936	.09275	.336	-.0928	.2715
	25~30	.15315	.10201	.134	-.0472	.3535
	31~40	.09140	.06933	.188	-.0447	.2275
	41~55	.15184	.08249	.066	-.0101	.3138
	Over 55	.80881*	.20221	.000	.4117	1.2059
25~30	Below 16	-.06379	.11875	.591	-.2970	.1694
	16~24	-.15315	.10201	.134	-.3535	.0472
	31~40	-.06175	.10151	.543	-.2611	.1376
	41~55	-.00132	.11092	.991	-.2191	.2165
	Over 55	.65565*	.21537	.002	.2327	1.0786
31~40	Below 16	-.00204	.09221	.982	-.1831	.1790
	16~24	-.09140	.06933	.188	-.2275	.0447
	25~30	.06175	.10151	.543	-.1376	.2611
	41~55	.06043	.08188	.461	-.1004	.2212
	Over 55	.71740*	.20196	.000	.3208	1.1140
41~55	Below 16	-.06247	.10247	.542	-.2637	.1388
	16~24	-.15184	.08249	.066	-.3138	.0101
	25~30	.00132	.11092	.991	-.2165	.2191
	31~40	-.06043	.08188	.461	-.2212	.1004
	Over 55	.65697*	.20685	.002	.2508	1.0632
Over 55	Below 16	-.71944*	.21115	.001	-1.1341	-.3048
	16~24	-.80881*	.20221	.000	-1.2059	-.4117
	25~30	-.65565*	.21537	.002	-1.0786	-.2327
	31~40	-.71740*	.20196	.000	-1.1140	-.3208
	41~55	-.65697*	.20685	.002	-1.0632	-.2508

*. The mean difference is significant at the 0.05 level.

Figure 6.0.10 Means Plots of Levels of Ethnic ICH Dissemination on Digital Platforms of Different Age among Tujia Ethinic Group



6.3 Correlations between ML and Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethinc Group

In this part，two analysis methods used in the correlations between ML and ICH dissemination on digital paltforms among Tujia ethnic group.The first one is the holistic correlations analysis between ML and ICH dissemination on digital platforms;And the second one is each dimension of ML and ICH dissemination on digital platforms was analyzed.

6.3.1 The Holistic Analysis of Correlations between ML and Ethnic ICH dissemination on digital platforms among Tujia Ethnic Group

Using spss to calculate variables, the 18 items in ML and 18 items in ICH dissemination on digital platforms were reduced to two dimensions of ML and ICH on digital platforms respectively, and 635 people were calculated.

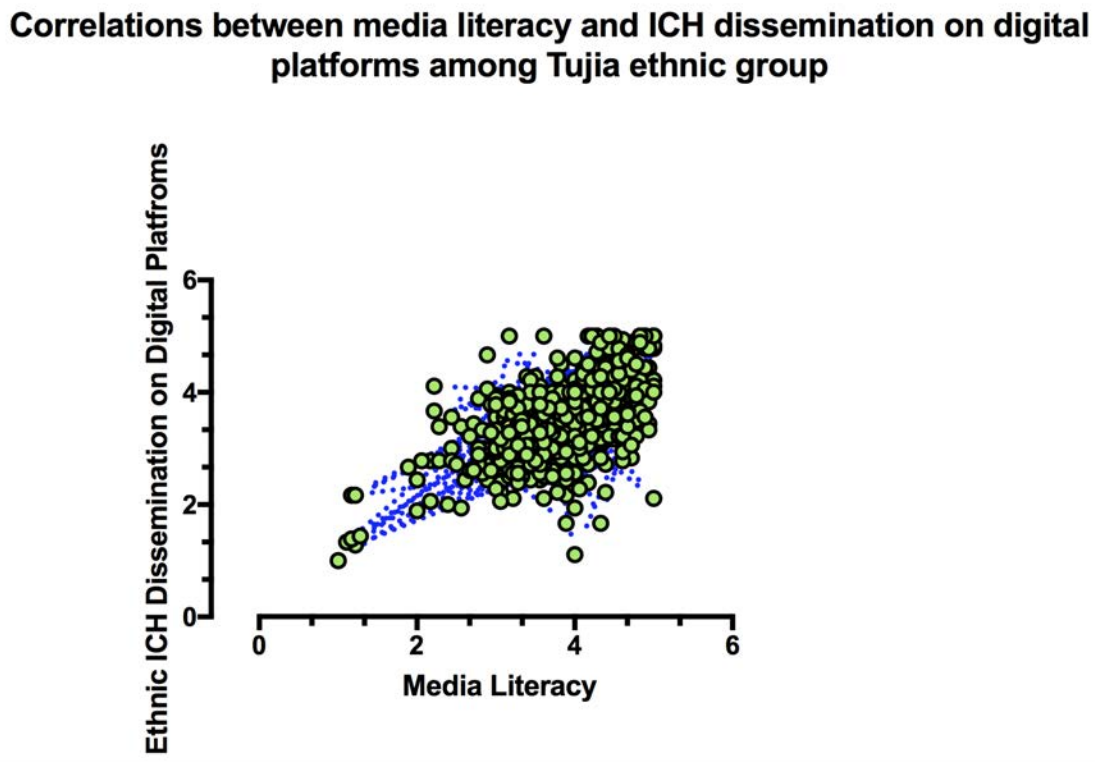
Using SPSS correlation analysis,the results show that p=0,000<0,05,it has sinicantly in statistically, and Pearson Correlation=0,591**. It indicates that ML has correlations with ethnic ICH dissemination on digital platforms among Tujia ethnic group on the whole. See Table 6.25 and Figure 6.11.

Table 6.25 Correlations Statistics between ML and Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

		ML	Levels of ethnc ICH dissemination on digital platforms among Tujia ethnic group
ML	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	635	635
Levels ofethnic ICHdissemination on digital platforms among Tujia ethnic group	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	635	635

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6.0.11 Correlations between ML and ICH Dissemination on Digital Platforms



6.3.2 Correlations of Each Dimension between ML and Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

ML was divided into three dimensions,which are media use skills,critical understanding skills and communication skills.and the ICH dissemination on digital platforms was divided into three dimensions as well,which are ICH digital platforms accessing,critical understanding on ICH on digital platforms and ICH participation on digital platforms.

From the three dimensions of ML, which are media use skills， critical understanding skills, communicative skills and the three dimensions of levels of ethnicICH dissemination on digital platforms,which are ethnicICH digital platforms accessing,critical understadnging of ethnicICH on digital platforms,ethnic ICH participation on digital platforms,using SPSS correlation analysis.

In order to understand the correlation analysis in more detail, each dimension of ML and ethnic ICH dissemination on digital platforms was analyzed.

Dimension one:

(1) Correlations between media use skills and ethnic ICH digital platforms accessing；

(2) Correlations between media use skills and critical understanding of ethnic ICH on digital platforms；

(3) Correlations between media use skills and ethnic ICH participation on digital platforms.

Dimension two:

(1) Correlations between critical understanding skills and ethnic ICH digital

platforms accessing;

(2) Correlations between critical understanding skills and critical understanding of ethnic ICH on digital platforms;

(3) Correlations between critical understanding skills and ethnic ICH participation on digital platforms.

Dimension three:

(1) Correlations between communication skills and ethnic ICH digital platforms accessing；

(2) Correlations between communication skills and critical understanding of ethnic ICH on digital platforms；

(3) Correlations between communication skills and ethnic ICH participation on digital platforms.

6.3.2.1 Correlations Analysis on Dimension One

Correlations between media use skills and ethnic ICH digital platforms accessing,critical understanding of ethnic ICH on digital platforms and ethnic ICH participation on digital platforms

Using Pearson correlation analysis of SPSS , the findings are:

To analyze correlations between media use skills and ethnic ICH digital platforms accessing,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,458**,it indicates that it has correlations between media use skills and ethnic ICH digital platforms accessing among Tujia ethnic group.

To analyze correlations between media use skills and Critical understanding of

ethnicICH on digital platforms,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,248**,it indicates that it has correlations between media use skills and Critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

To analyze correlations between media use skills and Critical understanding of ethnicICH on digital platforms,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,268**,it indicates that it has correlations between media use skills and ethnic ICH participation on digital platforms among Tujia ethnic group.

Table 6.26 Descriptive Statistics

	Mean	Std. Deviation	N
Media use skills	4.0087	.76460	635
Critical understanding skills	3.5974	.72739	635
Communication skill	3.5764	.75672	635
ICH digital platforms accessing	3.6808	.68768	635
Critical understanding of ICH on digital platforms	3.2677	.76929	635
ICH participation on digital platforms	3.4060	.79265	635

Table 6.27 Correlations Statistics between Media Use Skills and Ethnic ICH Digital Platforms Accessing,Critical Cnderstanding of Ethnic ICH on Digital Platforms and Ethnic ICH Participation on Digital Platforms

		Ethnic ICH digital platforms accessing	Critical understanding of ethnic ICH on digital platforms	Ethnic ICH participation on digital platforms
Media use skills	Pearson Correlation	.458**	.248**	.268**
	Sig. (2-tailed)	.000	.000	.000
	N	635	635	635

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6.0.12 Correlations between Media Use Skills and Ethnic ICH Digital Platforms Accessing

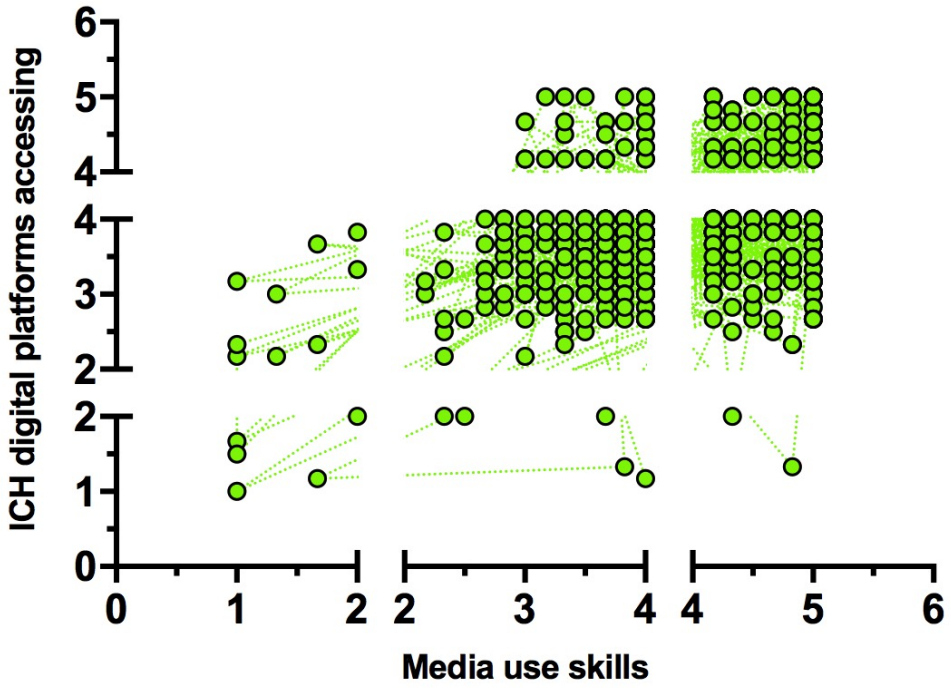


Figure 6.0.13 Correlations between Media Use Skills and Critical Understanding of Ethnic ICH on Digital Platforms

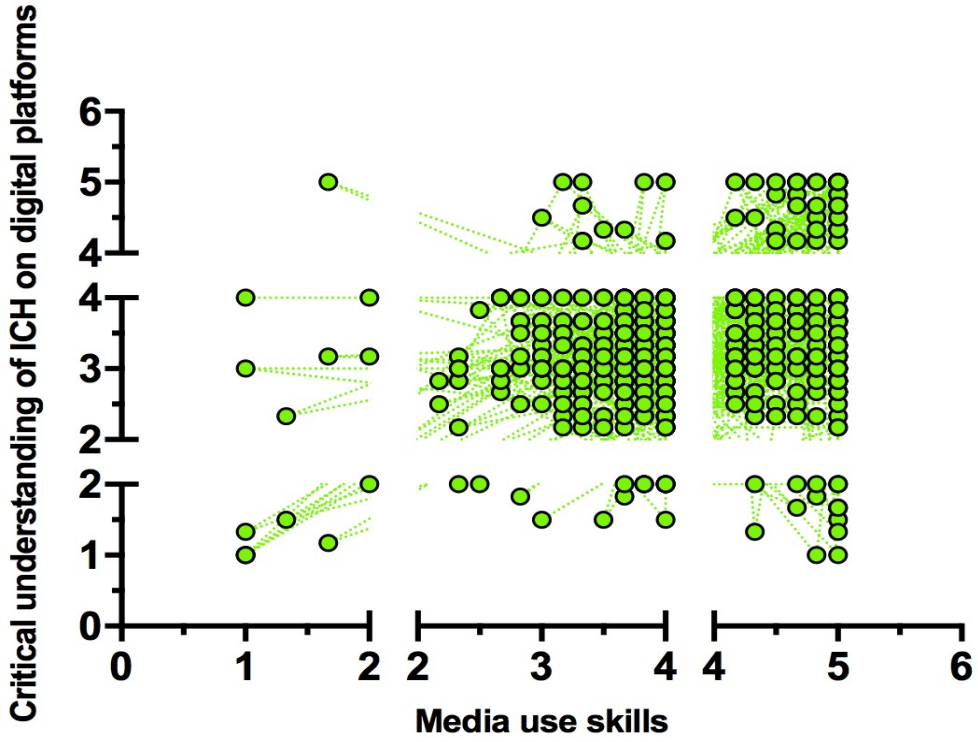
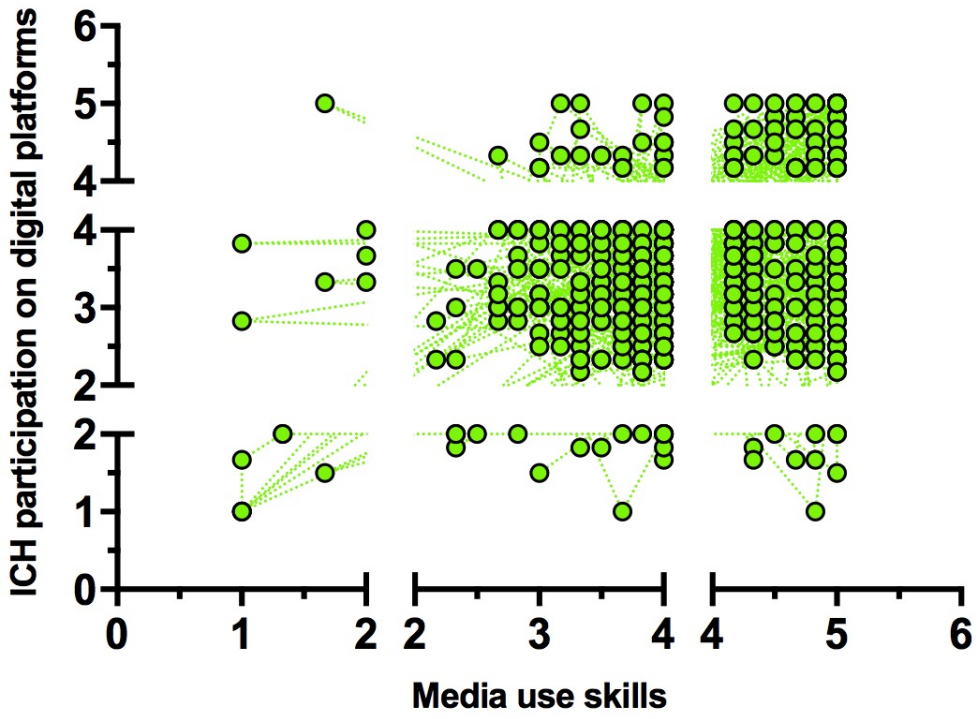


Figure 6.0.14 Correlations between Media Use Skills and Ethnic ICH Participation on Digital Platforms



In summary, correalations between media use skills and ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms ,and ethnic ICH participation on digital platforms are significant existed.

Finally, Sub-hypothesis1.1: Media use skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group,Sub-hypothesis1.2: Media use skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group,and Sub-hypothesis1.3: Media use skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group were supported from the fingdings.

6.3.2.2 Correlations Analysis on Dimension Two

Correlations between Critical Understanding Skills and Ethnic ICH Digital Platforms Accessing,critical Understanding of Ethnic ICH on Digital Platforms and Ethnic ICH Participation on Digital Platforms

Using Pearson correlation analysis of SPSS, the findings are:

To analyze correlations between critical understanding skills and ethnicICH digital platforms accessing,the results show that p=0,000<0,05,it has signicantly in statistically, and Pearson Correlation=0,638**,it indicates that it has correlations between critical understanding skills and ethnic ICH digital platforms accessing.

To analyze correlations between critical understanding skills and Critical understanding of ethnic ICH on digital platforms,the results show that p=0,000<0,05,it has signicantly in statistically, and Pearson Correlation=0,551**,it indicates that it has correlations between critical understanding skills and critical understanding of ethnic ICH on digital platforms.

To analyze correlations between critical understanding skills and Critical understanding ofethnic ICH on digital platforms,the results show that p=0,000<0,05,it has signicantly in statistically, and Pearson Correlation=0,525**,it indicates that it has correlations between critical understanding skills and ethnic ICH participation on digital platforms.

Table 6.28 Correlations Statistics between Critical Understanding Skills and Ethnic ICH Digital Platforms Accessing,Critical Understanding of Ethnic ICH on Digital Platforms and Ethnic ICH Participation on Digital Platforms

		Ethnic ICH digital platforms accessing	Critical understanding of ethnic ICH on digital platforms	Ethnic ICH participation on digital platforms
Critical understanding skills	Pearson Correlation	.638**	.551**	.525**
	Sig. (2-tailed)	.000	.000	.000
	N	635	635	635

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6.0.15 Correlations between Critical Understanding Skills and Ethnic ICH Digital Platforms Accessing

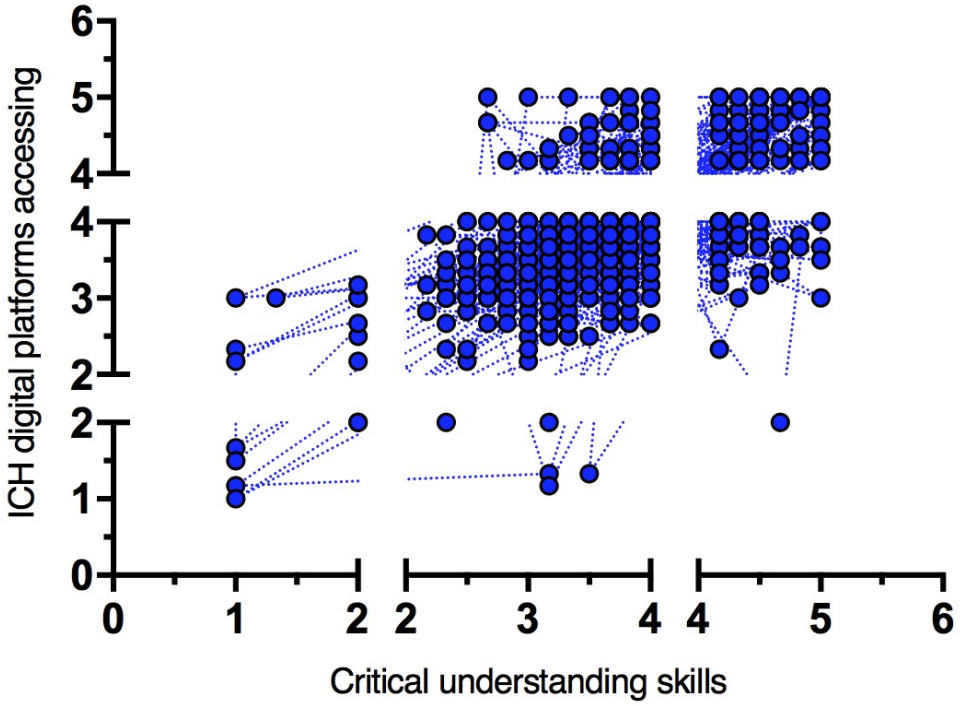


Figure 6.0.16 Correlations between Critical Understanding Skills and Critical Understanding of Ethnic ICH on Digital Platforms

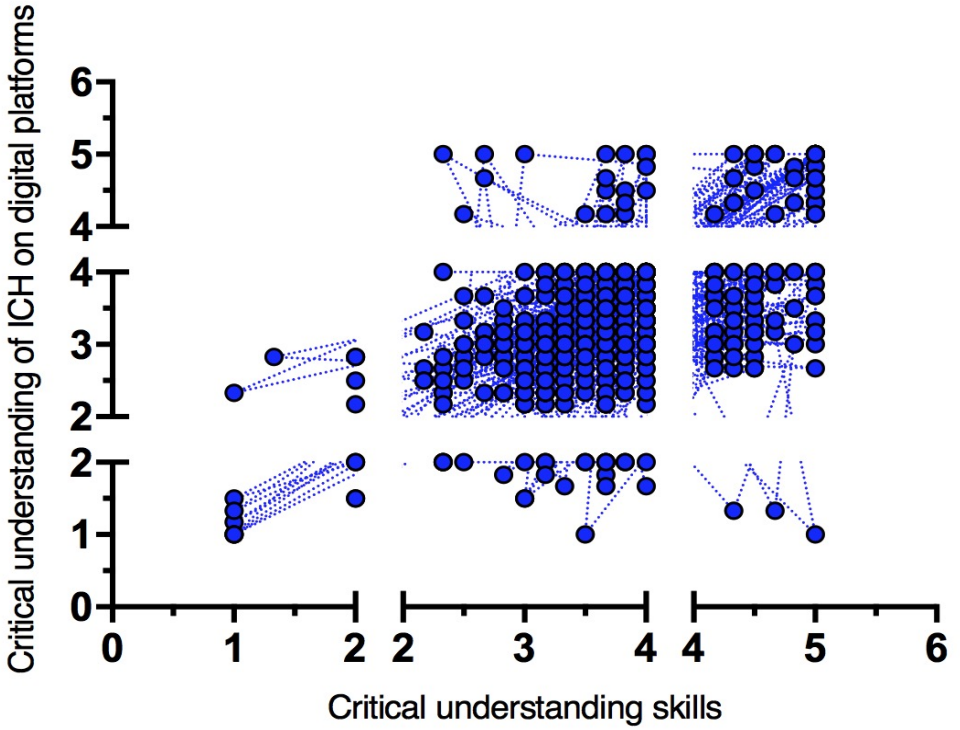
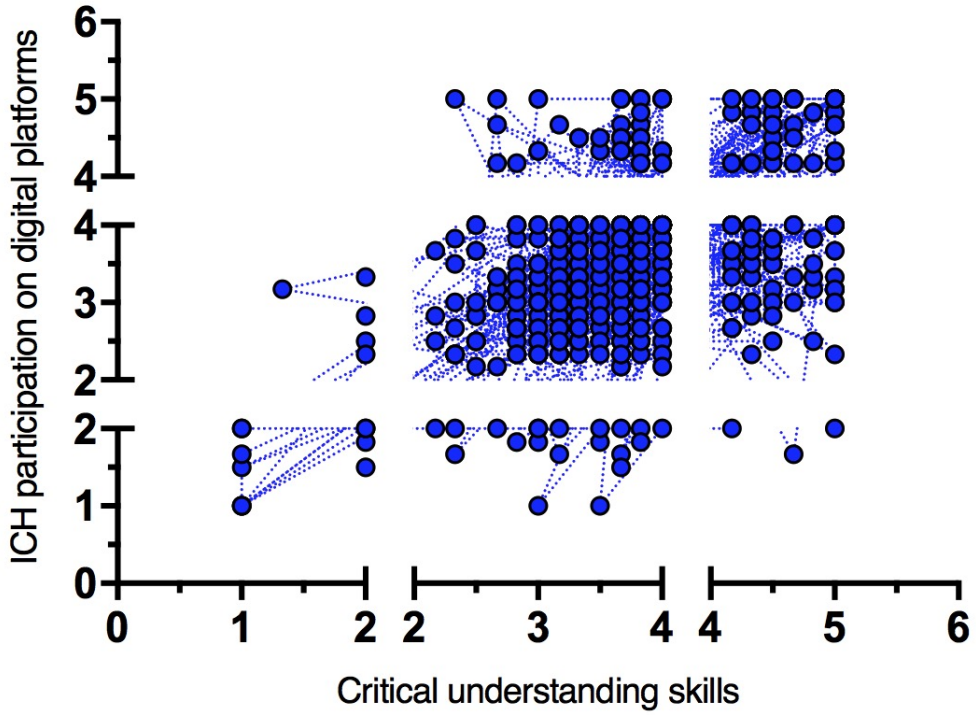


Figure 6.0.17 Correlations between Critical Understanding Skills and Ethnic ICH Participation on Digital Platforms



In summary, correalations between critical understanding skills and ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms ,and ethnic ICH participation on digital platforms are significant existed.

Finally, Sub-hypothesis1.4: Critical understanding skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group; Sub-hypothesis1.5: Critical understanding skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group,and Sub-hypothesis1.6: Critical understanding skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group have been supported.

6.3.2.3 Correlations Analysis on Dimension Three

Correlations between Communication Skills and Ethnic ICH Digital Platforms Accessing,Critical Understanding of ethnic ICH on Digital Platforms and

Ethnic ICH Participation on Digital Platforms

Using Pearson correlation analysis of SPSS , the findings are:

To analyze correlations between communication skills and ethnic ICH digital platforms accessing,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,630**,it indicates that it has correlations correlations between communication skills and ethnic ICH digital platforms accessing.

To analyze correlations between communication skills and critical understanding of ethnic ICH on digital platforms,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,531**,it indicates that it has correlations between communication skills and critical understanding of ethnic ICH on digital platforms.

To analyze correlations between communication skills and ethnicICH participation on digital platforms,the results show that p=0,000<0,05,it has significantly in statistically, and Pearson Correlation=0,541**,it indicates that it has correlations between communication skills and ethnic ICH participation on digital platforms.

Table 6.29 Correlations Statistics between Communication Skills and Ethnic ICH Digital Platforms Accessing,Critical Understanding of Ethnic ICH on Digital Platforms and Ethnic ICH Participation on Digital Platforms

		Ethnic ICH digital platforms accessing	Critical understanding of ethnic ICH on digital platforms	Ethnic ICH participation on digital platforms
Communication skills	Pearson Correlation	.630**	.531**	.541**
	Sig. (2-tailed)	.000	.000	.000
	N	635	635	635

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6.0.18 Correlations between Communication Skills and Ethnic ICH Digital pPlatforms Accessing

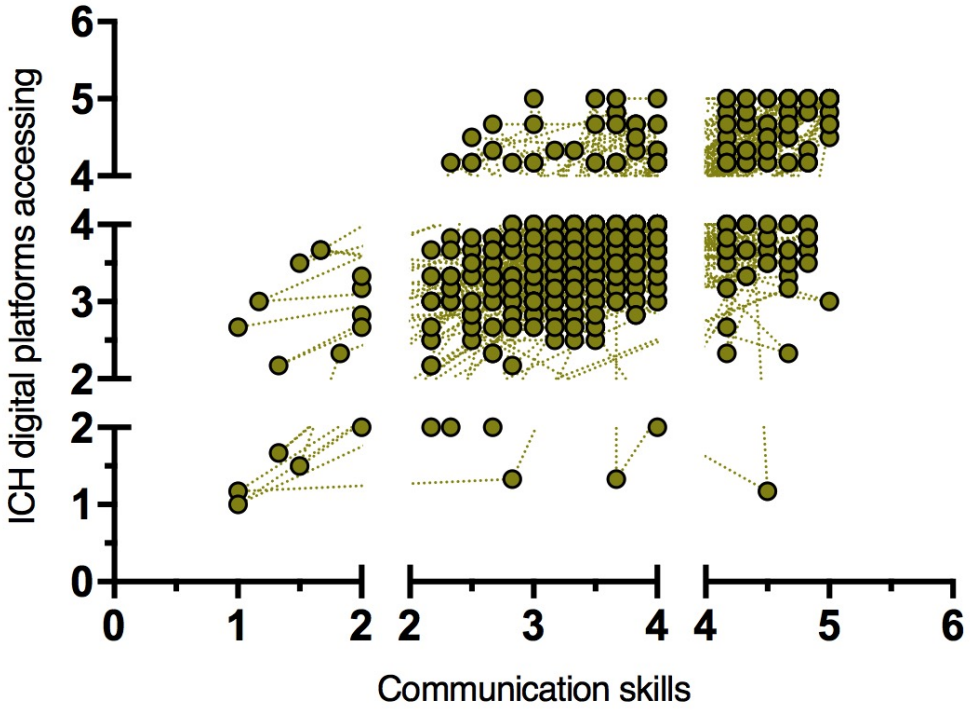


Figure 6.0.19 Correlations between Communication Skills and Critical understanding of Ethnic ICH on Digital Platforms

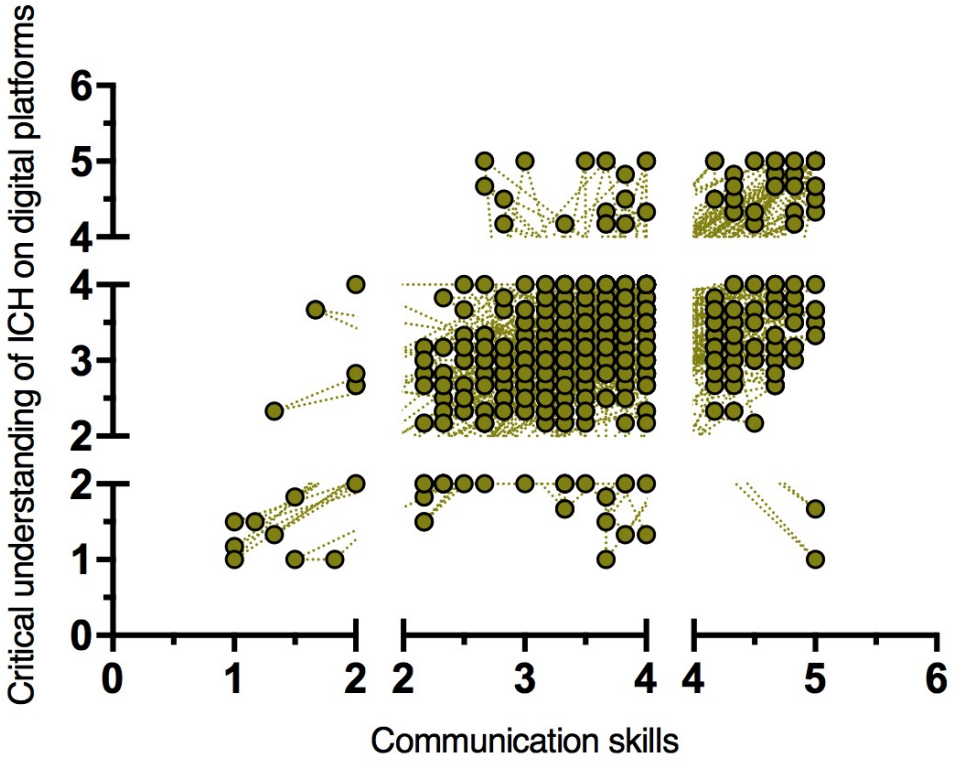
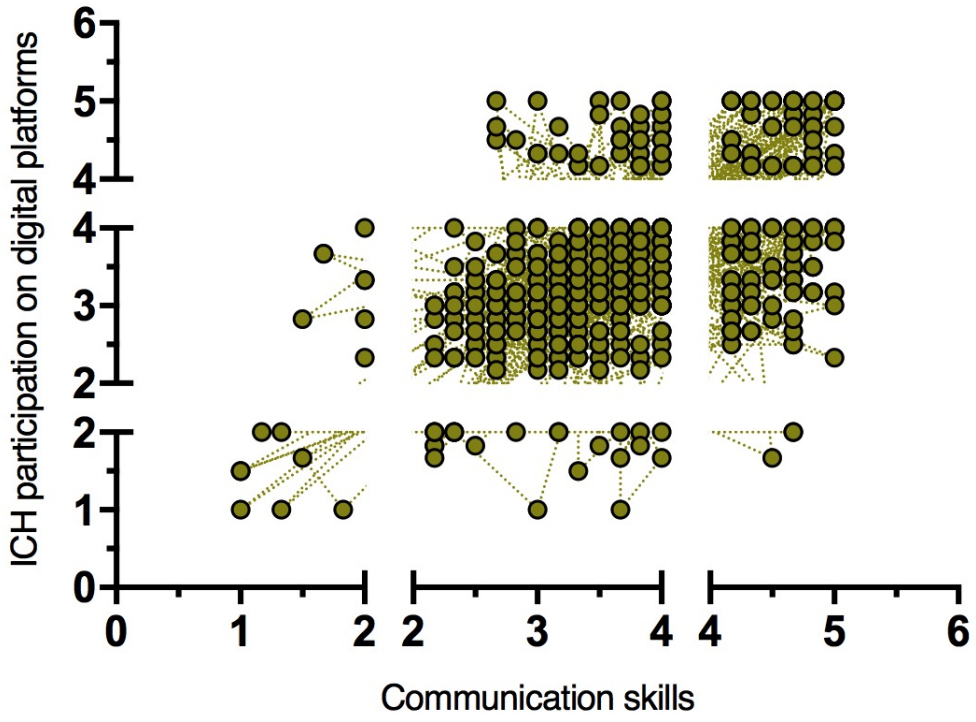


Figure 6.0.20 Correlations between Communication skills and Ethnic ICH Participation on Digital Platforms



In summary, correalations between communication skills and ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms, and ethnic ICH participation on digital platforms are significant existed.

Finally, Sub-hypothesis1.7: Communication skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group; Sub-hypothesis1.8: Communication skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group,and Sub-hypothesis1.9: Communication skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group were supported by the findings.

6.4 If Tujia Ethnic Group's ML Are High, Then Their ICH Dissemination Levels Are High on Digital Platforms.

6.4.1 Multiple Regression Analysis One

ML Impacts on Levels of Ethnic ICH Dissemination on Digital Platforms among Tujia Ethnic Group

Part one is the holistic analysis on ML and levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group regression analysis.That is to say,for finding how does ML impact levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.The results as below tables.

According to the Model Summary[b] results, the linear equation fitting of the original data shows that the linear equation can reflect the original data to 45,2%(Adjusted R Square=0,452).See table 6.31.

Table 6.30 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	ML[b]	.	Enter

a. Dependent Variable: Levels of ethnicICH dissemination on digital platforms among Tujia ethnic group

b. All requested variables entered.

Table 6.31 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.591[a]	.350	.349	.55377	1.845

a. Predictors: (Constant), ML

b. Dependent Variable: Levels ofethnic ICH dissemination on digital platforms among Tujia ethnic group

According to ANOVA[a] statistics, p=0,000<0,05, it rejects all hypothesis that independent variables of ML has no significant effect on the dependent variable of Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.

The results show that the independent variable ML has a significant effect on the

dependent variable of Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.See table 6.32.

Table 6.32 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.339	1	104.339	340.246	.000[b]
	Residual	194.114	633	.307		
	Total	298.453	634			

a. Dependent Variable: Levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group

b. Predictors: (Constant), ML

From Coefficients[a],independent variable of ML has signicant positive effect o n the dependent variable of Levels of ethnic ICH dissemination on digital pl atforms among Tujia ethnic group (p=0,000<0,05,Standardized Coefficients Be -ta=0,591).See table 6.33.

Table 6.33 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	1.189	.125		9.547	.000		
	ML	.607	.033	.591	18.446	.000	1.000	1.000

a. Dependent Variable: Levels of ICH dissemination on digital platforms among Tujia ethnic group

Linear regression analyses were conducted to predict levels ofethnic ICH dissemination on digital platforms among Tujia ethnic group on the set of predictor:ML.The final constructed multiple linear regression model is statistically significant (P=0,000<0,05).

The results of this analysis indicated that ML accounted for a significant amount of the levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group,F(1,633)=340,25,P=0.000<0.05,R^2 =0,349 ,adjusted R^2=0,35 ,indicating the Tujia ethnic group with high ML tended to have higher levels of ethnic ICH dissemination levels on digital platforms,the key hypothesis two has been supported.

6.4.2 Multiple Regression Analysis Two

Media use skills,Critical understanding skills and communication skills impact on ethnic ICH digital platforms accessing among Tujia ethnic group

According to the Model Summary[b] results, the linear equation fitting of the original data shows that the linear equation can reflect the original data to 45,2%(Adjusted R Square=0,452).

Durbin-Watson=1,954,it indicates that no series correlationsexist among independent variables of dimensions of media use skills,critical understanding skills and communication skills.See Table 6.35.

Table 6.34 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Communication skills, Media use skills, Critical understanding skills[b]	.	Enter

a. Dependent Variable: Ethnic ICH digital platforms accessing

b. All requested variables entered.

Table 6.35 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.674[a]	.455	.452	.50897	1.954

a. Predictors: (Constant), Communication skills, Media use skills, Critical understanding skills

b. Dependent Variable: Ethnic ICH digital platforms accessing

According to ANOVA[a] statistics, P=0,000<0,05, it rejects all hypothesis that independent variables of media use skills, critical understanding skills, and communication skills have no significant effect on the dependent variable of ethnic ICH digital platforms accessing.

The results show that at least one of the three independent variable media use skills, critical understanding skills, and communication skills has a significant effect on the dependent variable of ethnic ICH digital platforms accessing.See Table 6.36.

Table 6.36 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	136.355	3	45.452	175.454	.000[b]
	Residual	163.462	631	.259		
	Total	299.817	634			

a. Dependent Variable: Ethnic ICH digital platforms accessing

b. Predictors: (Constant), Communication skills, Media use skills, Critical understanding skills

From Coefficients[a],independent variables of Critcial understanding skills and communication skills have signicant effect on the dependent variable of Ethnic ICH digital platforms accessing.

In which,critical understanding skills have the greastest effect on the dependent variable of Ethnic ICH digital platforms accessing(Standardized Coefficients Beta=0,387),and and the influence of communication skills on the dependent variable of ethnic ICH digital platforms accessing is less(Standardized CoefficientsBeta=0,350).

In contrast, the independent variable of media use skillsdoes not have a significant impact on the dependent variable of Ethnic ICH digital platforms accessing（p = 0, 525 > 0, 05）.See Table 6.37.

Table 6.37 Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.323	.116		11.428	.000
	Media use skills	-.024	.037	-.026	-.637	.525
	Critical understanding skills	.366	.046	.387	7.878	.000
	Communication skills	.318	.043	.350	7.344	.000

a. Dependent Variable: Ethnic ICH digital platforms accessing

In summary, multiple regression analyses were conducted to predict the ethinc ICH digital platforms accessing among Tujia ethnic group on three sets of predictors:Media use skills;(b)Critical understanding skills;(c)Communication skills. The final constructed multiple linear regression model is statistically significant

(P=0,000<0,05).

The results of this analysis indicated that critical understanding skills accounted for a significant amount of the Ethnic ICH digital platforms accessing among Tujia ethnic group(P=0,000<0,05,Standardized Coefficients Beta=0,387),indicating Tujia ethnic group with high critical understanding skills tended to have higher levels of ethnic ICH digital platforms accessing,it supported sub-hypothesis 2.2.

The Communication skills predictor accounted for a significant amount of the ethnic ICH digital platforms accessing among Tujia ethnic group(P=0,000<0,05,Standardized Coefficients Beta=0,35),indicating Tujia ethnic group with high communication skills tended to have higher levels of ethnic ICH digital platforms accessing,it supprted sub-hypothesis 2.3.

Media use skills accounted for no significant proportation of ethnic ICH digital platforms accessing among Tujia ethnic group(p=0,525>0,05),it indicated that the sub-hypothesis 2.1 was refused.

6.4.3 Multiple Regression Analysis Three

Media Use Skills,Critical Understanding Skills and Communication Skills Impact on Critical Understanding of Ethnic ICH on Digital Platforms among Tujia Ethnic Group.

According to the Model Summaryc results, the linear equation fitting of the original data shows that the linear equation can reflect the original data to 37,6%(Adjusted R Square=0,376).Durbin-Watson=1,954, it indicates that no series correlation exists among dimensions of media use skills,critical understanding and communication ability.See table 6.39.

Table 6.38 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Communication skills, Media use skills, Critical understanding skills[b]	.	Enter

a. Dependent Variable: Critical understanding of ethnic ICH on digital platforms

b. All requested variables entered.

Table 6.39 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.616[a]	.379	.376	.60759	1.784

a. Predictors: (Constant), Communication skills, Media use skills, Critical understanding skills

b. Dependent Variable: Critical understanding of ethnic ICH on digital platforms

According to ANOVA[a] statistics, P=0,000<0,05, it rejects all hypothesis that independent variables of media use skills, critical understanding skills, and communicationskills have no significant effect on the dependent variable of Critical understanding of ethnic ICH on digital platforms.

The results show that at least one of the three independent variable media use skills, critical understanding skills, and communication skills has a significant effect on the dependent variable of Critical understanding of ethnic ICH on digital platforms.See Table 6.40.

Table 6.40 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.270	3	47.423	128.462	.000[b]
	Residual	232.941	631	.369		
	Total	375.210	634			

a. Dependent Variable: Critical understanding of ethnic ICH on digital platforms

b. Predictors: (Constant), Communication skills, Media use skills, Critical understanding skills

From Coefficients[a],independent variables of critcial understanding skills and communication skills have positive signicant effect on the dependent variable of critical understanding of ethnic ICH on digital platforms(p=0,000<0,05).

In which, the independent variable of critical understanding skills have the greastest

effect on the dependent variable of Critical understanding of ethnic ICH on digital platforms(Standardized CoefficientsBeta=0,479),and and the independent variable of communicationskills has less impact on the dependent variable of ethnic ICH digital platforms accessing(Standardized CoefficientsBeta=0,359).

In contrast, the independent variable of media use skills has negative significant impact on the dependent variable of critical understanding of ethnic ICH on digital platforms（p=0,000<0,05）.It indicates that higher media use skills have lower levels in critical understanding of ethnic ICH on digital platforms among Tujia ethnic group(Standardized CoefficientsBeta=-0,304).See Table 6.41.

Table 6.41 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.365	.138		9.877	.000
	Media use skills	-.306	.044	-.304	-6.922	.000
	Critical understanding skills	.507	.055	.479	9.154	.000
	Communication skills	.365	.052	.359	7.059	.000

a. Dependent Variable: Critical understanding of ethnic ICH on digital platforms

In summary, multiple regression analyses were conducted to predict critical understanding of ethnic ICH on digital platforms among Tujia ethnic groupon three sets of predictors:(a)media use skills;(b)critical understanding skills;(c)communication skills. The final constructed multiple linear regression model is statistically significant (P=0,000<0,05).

The results of this analysis indicated that media use skills accounted for on negative significant proportation of ethnic ICH digital platforms accessing among Tujia ethnic group(p=0,000<0,05,Standardized Coefficients Beta=-0,304),indicating Tujia ethnic group with higher media use skills tended to have lower levels of understanding of ethnic ICH on digital platforms on the contrary.

The critical understanding skills accounted for a significant amount of the ethnic ICH digital platforms accessing among Tujia ethnic group(P=0,000<0,05,Standardized Coefficients Beta=0,479,),indicating Tujia ethnic group with high Critical understanding skills tended to have higher levels of understanding of ethnic ICH on digital platforms.

The Communication skills predictor accounted for a significant amount of the ethnic ICH digital platforms accessing among Tujia ethnic group(P=0,000<0,05, Standardized Coefficients Beta=0,359),indicating Tujia ethnic group with high Communication skills tended to have higher levels of understanding of ethnic ICH on digital platforms.

These results suggest that Tujia ethnic group who have high media use skills are more likely to be more low levels in understanding of ethnic ICH on digital platforms,it indicated that the sub-hypothesis 2.4 was refused.And Tujia ethnic group who have high critical understanding skills and communication skills are more likely to be more high levels in understanding of ethnic ICH on digital platforms,it supported research sub-hypothesis 2.5 and sub-hypothesis 2.6.

6.4.4 Multiple Regression Analysis Four

Media Use Skills,Critical Understanding Skills and Communication Skills Impact on Ethnic ICH Participation on Digital Platforms among Tujia Ethnic Group

According to the Model Summary[b] results, the linear equation fitting of the original data shows that the linear equation can reflect the original data to 35,1%(Adjusted R Square=0,351).Durbin-Watson=1,961, it indicates that no series correlation exists among dimensions of media use skills,critical understanding and communication ability.

Table 6.42 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	communication skills, media use skills, critical understanding skills[b]	.	Enter

a. Dependent Variable: Ethnic ICH participation on digital platforms

b. All requested variables entered.

Table 6.43 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.595[a]	.354	.351	.63861	1.961

a. Predictors: (Constant), communication skills, media use skills,critical understanding skills

b. Dependent Variable: Ethnic ICH participation on digital platforms

According to ANOVA[a] statistics, P=0,000<0,05, it rejects all hypothesis that independent variables of media use skills, critical understanding skills, and communicationskills have no significant effect on the dependent variable of ethnic ICH participation on digital platforms.

The results show that at least one of the three independent variable media use skills, critical understanding skills, and communication skills has a significant effect on the dependent variable ofethnic ICH participation on digital platforms.

Table 6.44 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.003	3	47.001	115.250	.000[b]
	Residual	257.334	631	.408		
	Total	398.338	634			

a. Dependent Variable: Ethnic ICH participation on digital platforms

b. Predictors: (Constant), communication skills, media use skills,critical understanding skills

From Coefficients[a],independent variables of media use skills, critcial understanding skills and communication skills have signicant effect on the dependent variable of ethnic ICH participation on digital platforms (p=0,000<0,05).

In which, the independent variable of media use skills has negative significant impact on the dependent variable of ethnic ICH participation on digital platforms

among Tujia ethnic group（p=0,000<0,05;Standardized CoefficientsBeta=-0,250）.It indicates that higher media use skills have lower levels in ethnic ICH participation on digital platforms among Tujia ethnic group.

In contrast, the independent variable of critical understanding skills have the less effect on the dependent variable of ethnic ICH participation on digital platforms(Standardized CoefficientsBeta=0,375),and and the independent variable of communicationskills has more impact on the dependent variable of ethnic ICH digital platforms accessing (Standardized CoefficientsBeta=0,415).

Table 6.45 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.423	.145		9.798	.000
	Media use skills	-.259	.046	-.250	-5.580	.000
	Critical understanding skills	.408	.058	.375	7.012	.000
	Communication skills	.434	.054	.415	7.994	.000

a. Dependent Variable: Ethnic ICH participation on digital platforms

In summary, multiple regression analyses were conducted to predict ethnic ICH participation on digital platforms among Tujia ethnic group on three sets of predictors:(a)media use skills;(b)critical understanding skills;(c)communication skills. The final constructed multiple linear regression model is statistically significant (F =, P=0,000<0,05).

The results of this analysis indicated that media use skills accounted for the negative significant proportation of ethnic ICH participation on digital platforms among Tujia ethnic group(p=0,000<0,05,Standardized Coefficients Beta=-0,250), that menas, Tujia ethnic group with higher media use skills tended to have lower levels of ethnic ICH participation on digital platforms.

The critical understanding skills accounted for a significant amount of the ethnic ICH participation on digital platformsamong Tujia ethnic group(P=0,000<0,05,Standardized Coefficients Beta=0,375,),indicating Tujia ethnic group with high critical understanding skills tended to have higher levels of ethnic ICH participation on digital platforms.

The communication skills predictor accounted for a significant amount of the ethnic ICH participation on digital platforms among Tujia ethnic group(P=0,000<0,05, Standardized Coefficients Beta=0,415),indicating Tujia ethnic group with high communication skills tended to have higher levels of ethnic ICH participation on digital platforms.

These results suggest that Tujia ethnic group who have high media use skills are more likely to be more low levels in ethnic ICH participation on digital platforms,it indicated that research sub-hypothesis 2.7 was refused.And Tujia ethnic group who have high critical understanding skills and communication skills are more likely to be more high levels in ethnic ICH participation on digital platforms,it supported research sub-hypothesis 2.8 and sub-hypothesis 2.9.

Chapter Seven Qualitative Findings

In this chapter, qualitative data analysis divided into four parts,it is consisting of several questions in each part.

Part one aims at ML skills that are how to understand of ML and self-evaluation on ML levels of Tujia ethnic group.

Part two focuses on Tujia ethnic ICH dissemination on digital platforms of Tujia ethnic group, which are:

How do they think about Tujia Ethnic ICH Dissemination on Digital Platforms?

Do they have disseminated Tujia ethnic ICH on digital platforms in the past?

Do they able to identify Tujia ethnic ICH on digital platfroms?

Do they able to give some examples of Tujia ethnic ICH viewed on digital platforms?

Self-evaluation on Levels in Disseminating Tujia Ethinic ICH on Digital Platforms.

Part three aims at finding out views of correlation between ML and Tujia ethnic ICH dissemination on digital platforms, and reasons why ML impacts on Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group.

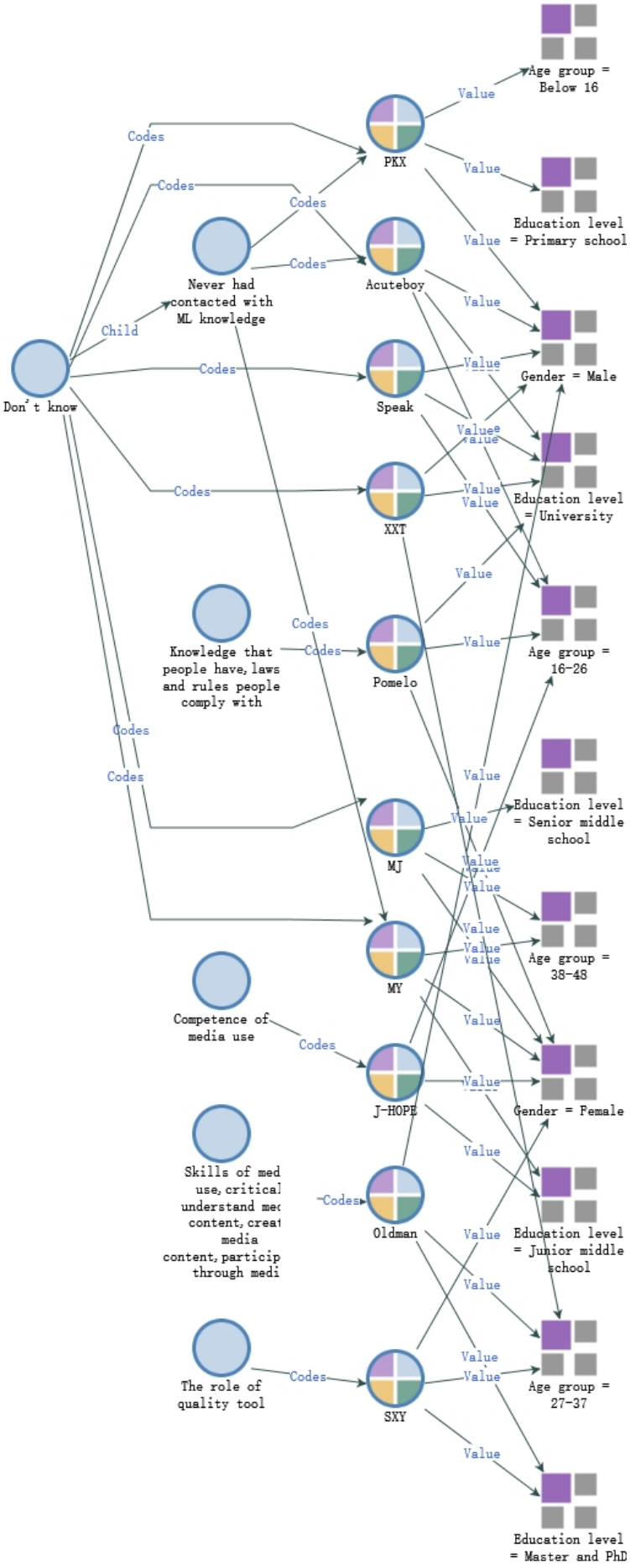
Part four aims at finding out views on how ML impacts on Tujia ethnic ICH dissemination on Digital Platforms.in this part,it analyzes from Media use skills, critical understanding skills and communication skills affect to disseminate Tujia ethnic ICH on digital platforms respectively.And the ways of digital platforms using (such as Wechat,live streaming platforms,etc.)with Tujia Ethnic ICH dissemination.

7.1 ML

7.1.1 Understanding of ML among Tujia ethnic group

Five interviewees don’t know what ML is,since all of them did not connected with ML knowledge in the past.However,five interviewees briefly talked about media literac,in which their education levels are higher than those who are not understanding of ML.In order to continue the interview,I explained concept of ML.

Figure 7.1 Understanding of ML



In summary,Tujia ethnic group are not able to better understand of ML concept.Alouthg some of them are able to understand basicly, their understanding of ML stays on the surface, fragmented except of Oldman. Thus,it has related to education levels, but has little to do with gender and age for understanding of ML among Tujia ethnic group.

7.1.2 Self-Evaluation on ML levels among Tujia Ethnic Group

According to the ML competence criteria(Table 7.1),10 interviewees have self assessed their ML levels. Results show that 6 interviewees who are 4 male, age in 16-48,education level from primary to university are at basic level in ML,3 interviewees who are female,age in 16-37,education level in master,university,junior high school are at medium level in ML,and only one who is male,age in 27-37,education level in PhD is between medium and advanced level in ML.See Figure 7.2.

Table 7.1 Media Competence Criteria

Level	Individual competence
Basic	The individual has a set of abilities that allow a basic use of media. The user knows its function, deciphers its basic codes and uses it for specific ends. The user's capacity to critically analyse the information received is limited. His commun- icative capacity through media is also limited
Medium	The individual has a medium level of media use, knowing in depth its function and is able to carry out complex operations. The user knows how to obtain and evaluate the information required, he evaluates the information search strategies. The user is an active producer and participates socially
Advanced	The individual is an expert in media use, being aware of and interested in the legal conditions that affect its use. The user has an in-depth knowledge of the techniques and languages and can analyse and convert the conditions affecting his/her communicative relations and the production and communication of messages. In the public sphere, the user is capable of activating cooperation groups that allow him/her to solve problems.

Figure 7.2 Self-assessment of ML level among Tujia ethnic group

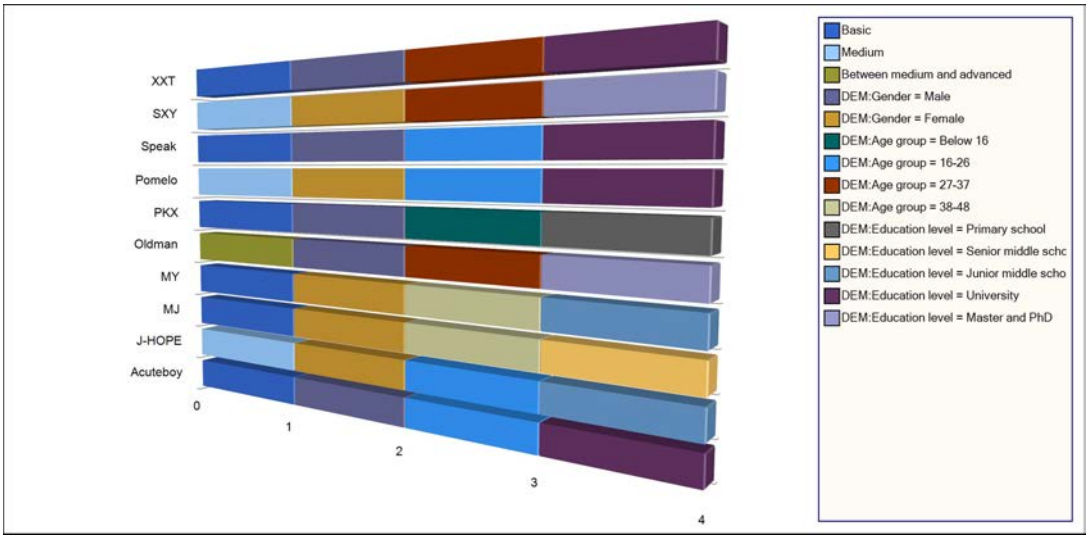
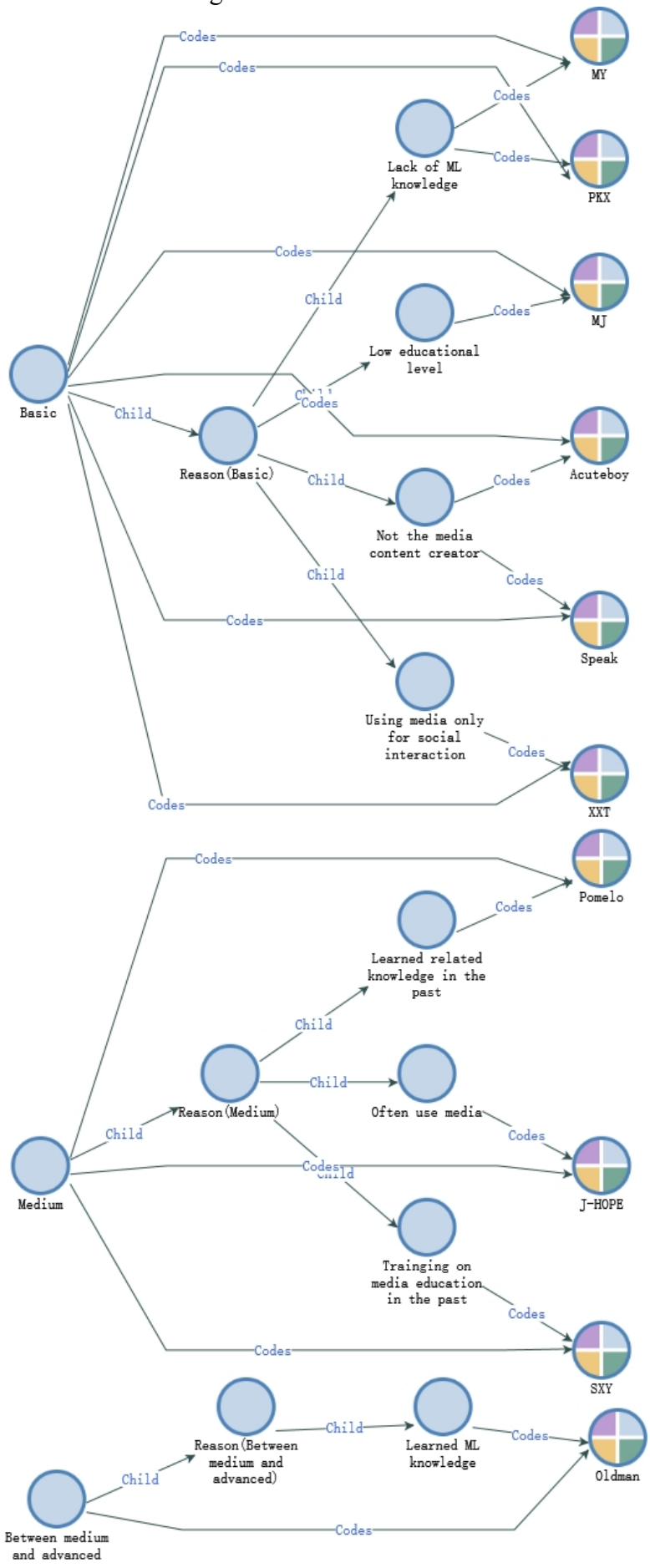


Figure 7.3 Reason of ML level



In summary, majority of interviewees' ML are at basic and medium level,because of low education level and lacking of knowledge of ML.What is more important,gender and education level play important role in ML level,among interviewees,female have high level in ML ,high education level has high level in ML as well.

7.2 Tujia Ethnic ICH Dissemination on Digital Platforms

7.2.1 Views on Tujia Ethnic ICH Dissemination on Digital Platforms

Using Nvivo Explore Word Frequency and Explore Matrix Coding analysis, results show that all interviewees hold positive and active opinions on Tujia ethnic ICH dissemination on digital platforms.Some of them think that it is helpful and meaningful for Tujia ethnic ICH dissemination on digital platforms,and others think that it will let more people know Tujia ethnic ICH on digital platforms.See Figure 7.4 and Figure 7.5.

Figure 7.4 Word Frequency Query

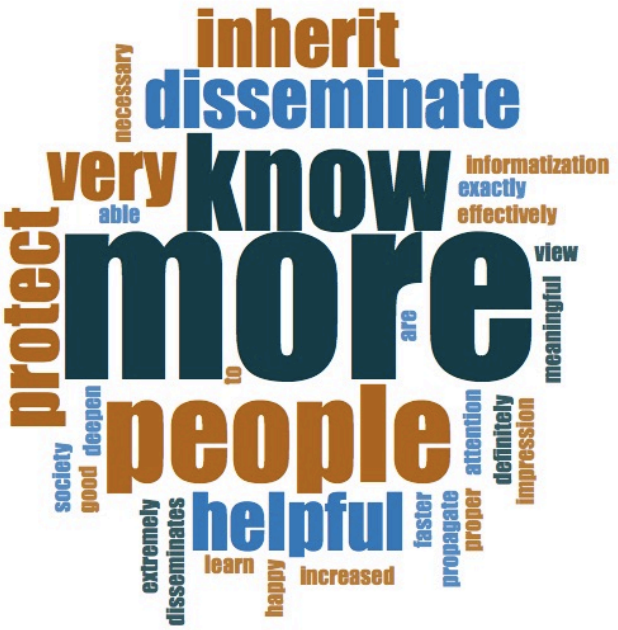
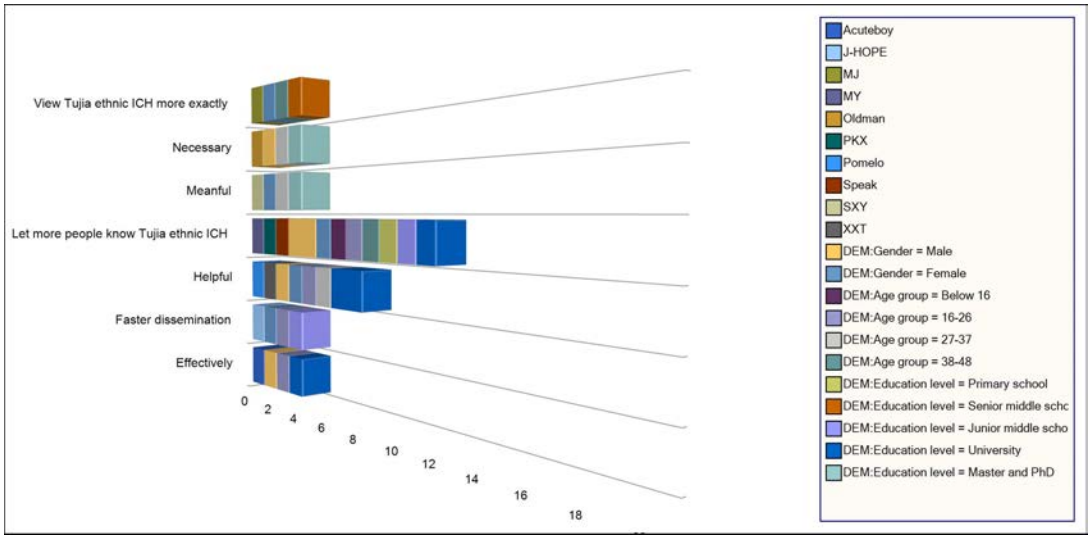


Figure 7.5 Views on Tujia ethnic ICH dissemination on digital platforms

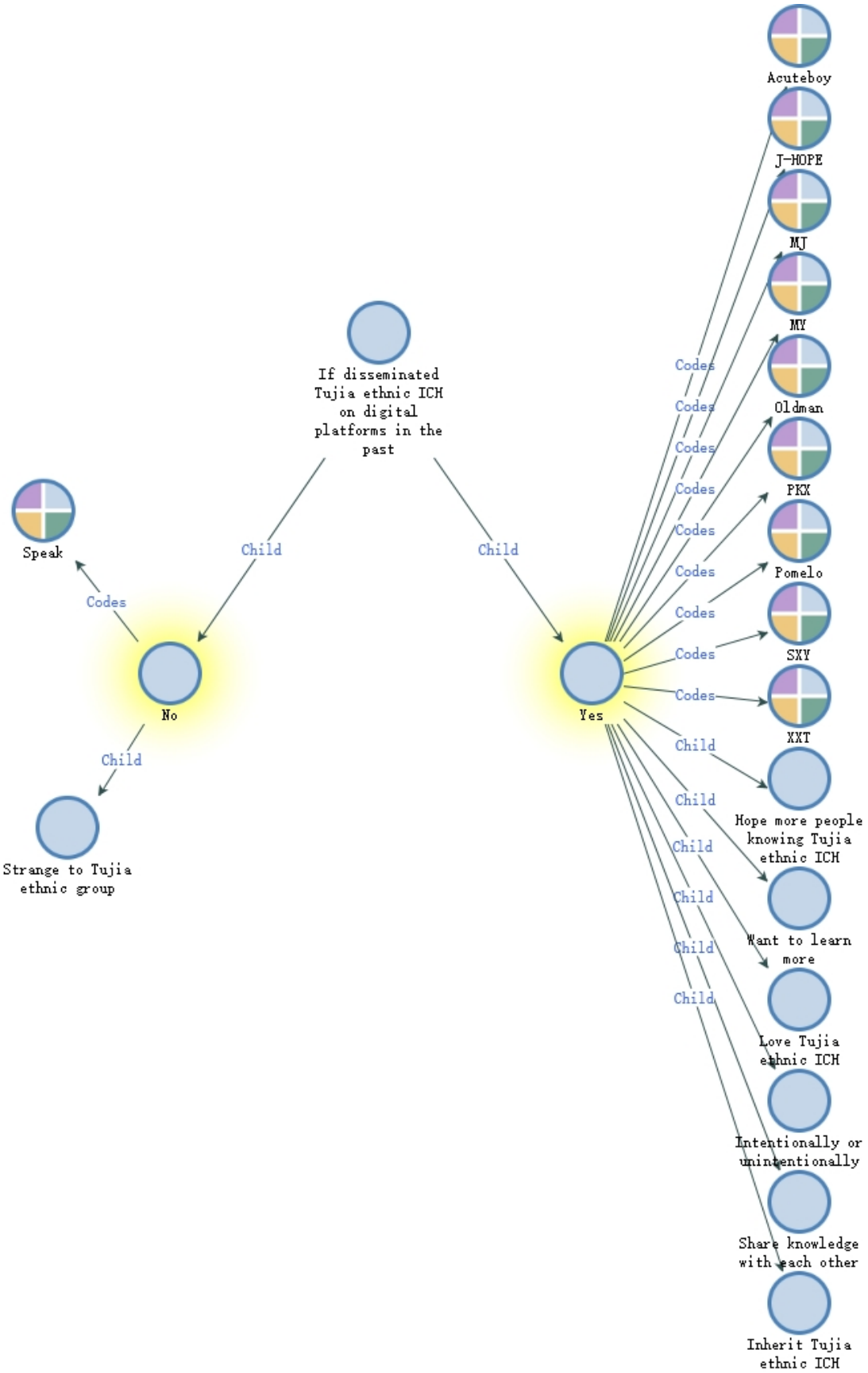


In summary, all interviewees hold positive views on Tujia ethnic ICH dissemination on digital platforms,which will not be influenced by their gender,age and education level.From this point,it indicates that Tujia ethnic ICH disseminate on digital platforms has became a new kind of communication tendancy in Tujia people eyes.

7.2.2 Experinece in Disseminating Tujia Ethnic ICH on Digital Platforms in the Past

Using NVIVO Explore Query analysis, the result shows that 9 interviewees had disseminated Tujia ethnic ICH on digital platforms in the past,however, only one interviewee did not disseminated any Tujia ethnic ICH on digital platforms. For the reasons, most of them think that it should let more people know Tujia ethnic ICH,also there are many other reasons from each interviewee,such as protection in ICH ,sharing knowledge with each other,etc.Interviewee who has not disseminated Tujia ethnic ICH on digital platforms thinks that alougth he is a Tujia people,but very stange with Tujia ethnic group and its culture of himself. See Figure 7.6.

Figure 7.6 If disseminated Tujia ethnic ICH on digital platforms in the past

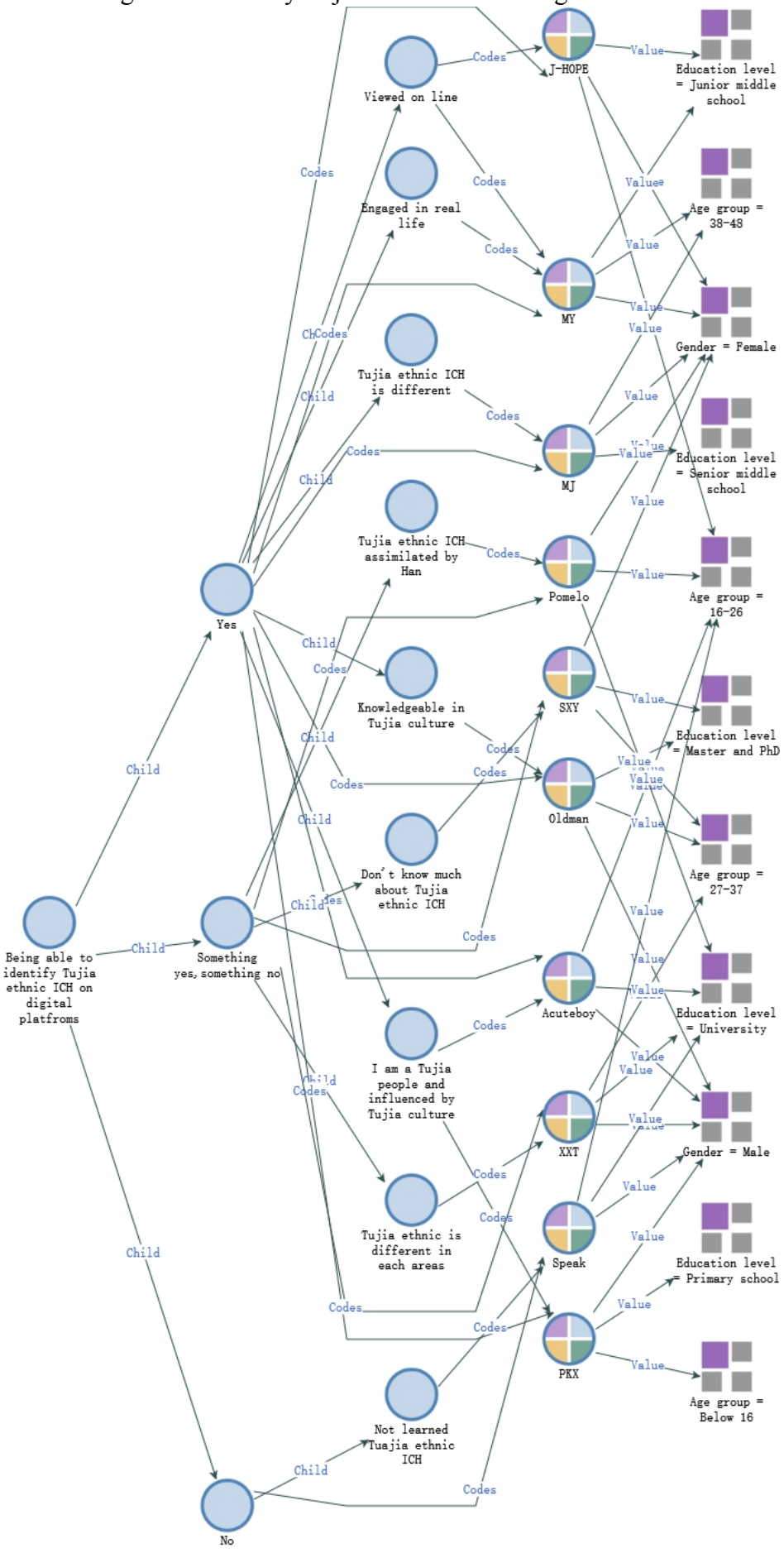


In summary,majority of interviewees had disseminated Tujia ethnic ICH on digital platforms in the past,it indicateds that Tujia ethnic group have some understanding of theiw own ICH, and they have active motivation in disseminating Tujia ethnic ICH on digital platforms as well.

7.2.3 Being able to identify Tujia ethnic ICH on digital platforms

Using NVIVO exploring query, results show that 6 interviewees who are 3 male and 3 female,age below 16 to 48,education level from primary school to PhD can identify Tujia ethnic ICH on digital platforms,3 interviewees who are 1 male and 2 female, age in 16-37,education level in university and master are able to identify Tujia ethnic ICH on digital platforms according to the actual situation，and 1 interviewee who is male,age in 16-26,education level in university is not able to identify Tujia ethnic ICH on digital platforms.See Figure 7.7.

Figure 7.7 Identify Tujia Ethnic ICH on Digital Platforms

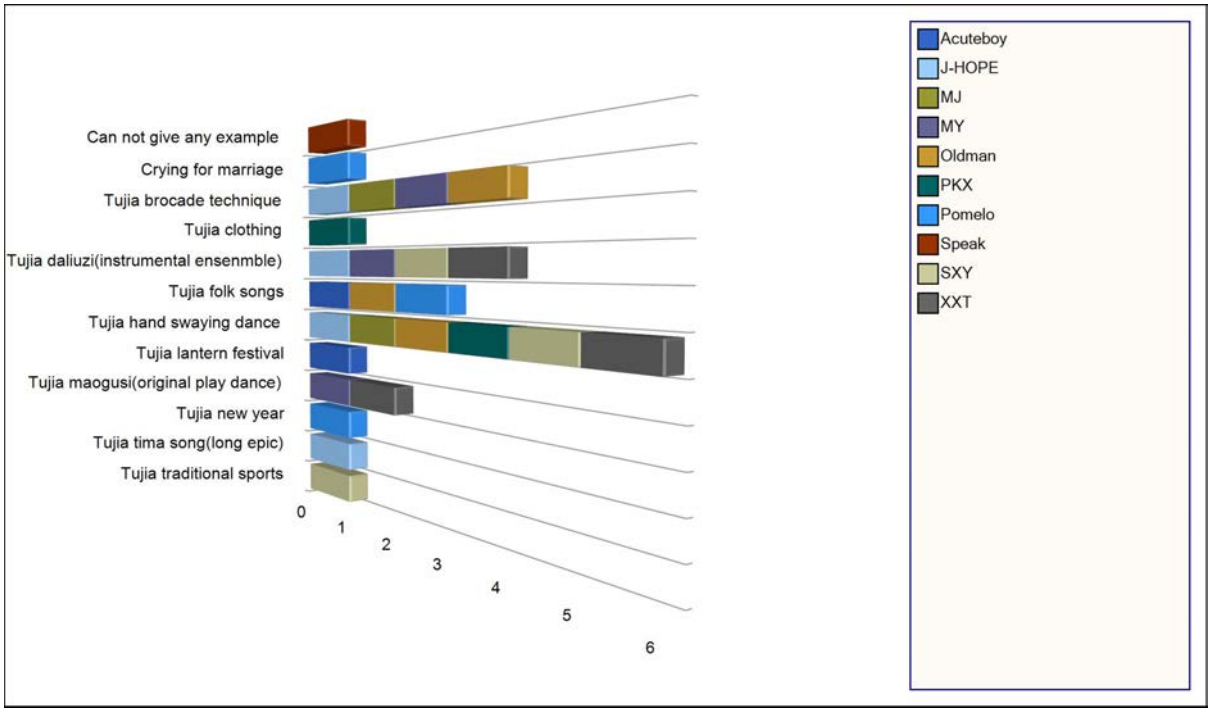


In summary, most Tujia ethnic group are able to identify Tujia ethnic ICH on digital platforms,and some are able to identity it accrording to the actual situation, very few Tujia people are not able to identity Tujia ethnic ICH on digital platforms.However, gender,age education level have no significant effect on Tujia ethnic group in identifying ethnic ICH on digital platforms .

7.2.4 Examples of Tujia ethnic ICH that Tujia ethnic group viewed on digital platforms

Using NVIVO Explory Query, result shows that 9 interviewees are able to offer examples of Tujia ethnic ICH that they viewed on digital platforms in the past, while 1 interviewee is not able to offer any example of Tujia ethnic ICH.Among examples that they offered,Tujia hand swaying dance,Tujia brocade technique,and Tujia daliuzi(instrumental ensemble) most frequently occurred,the reasons are (1)the protection and inheritance of these Tujia ethnic ICH are relatively good;(2)the interviewees in my investigation are the main inheritance areas of these Tujia ethnic ICH.

Figure 7.8 Examples of Tujia ethnic ICH offered by interviewees



In summary, majority of Tujia ethnic group are able to offer examples that viewed on digital platforms,that is to say,they had disseminated on digital platforms.However,the types of Tujia ethnic ICH they provided are related to their geographical areas.

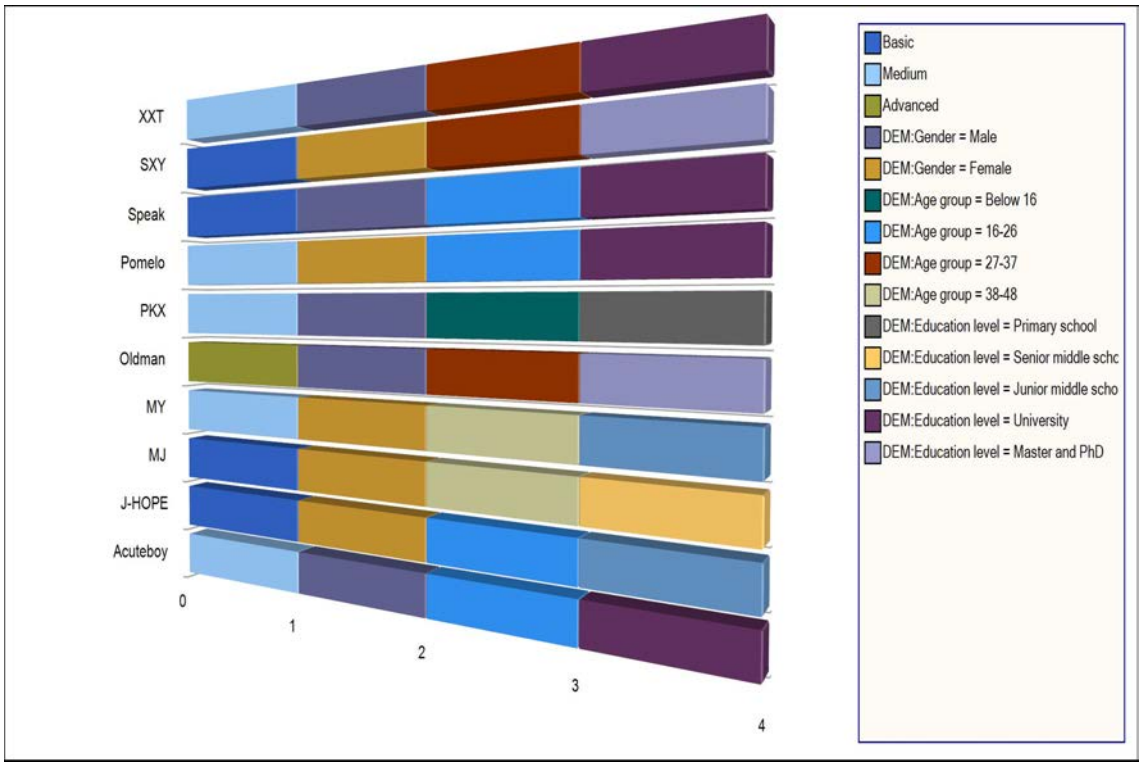
7.2.5 Self-Evaluation on Levels in Disseminating Tujia Ethinic ICH on Digital Platforms

According to the ethnic ICH dissemination on digital platform competence criteria(Table 7.2),using NVIVO Explory QUERY analysis, result indicates that the the word of MEDIUM and BASIC are most frequently occurring in the figure, which means that interviewees are mainly at medium and basic levels in ML.

Table 7.2 Competence criteria of Tujia ethnic ICH dissemination on digital platform

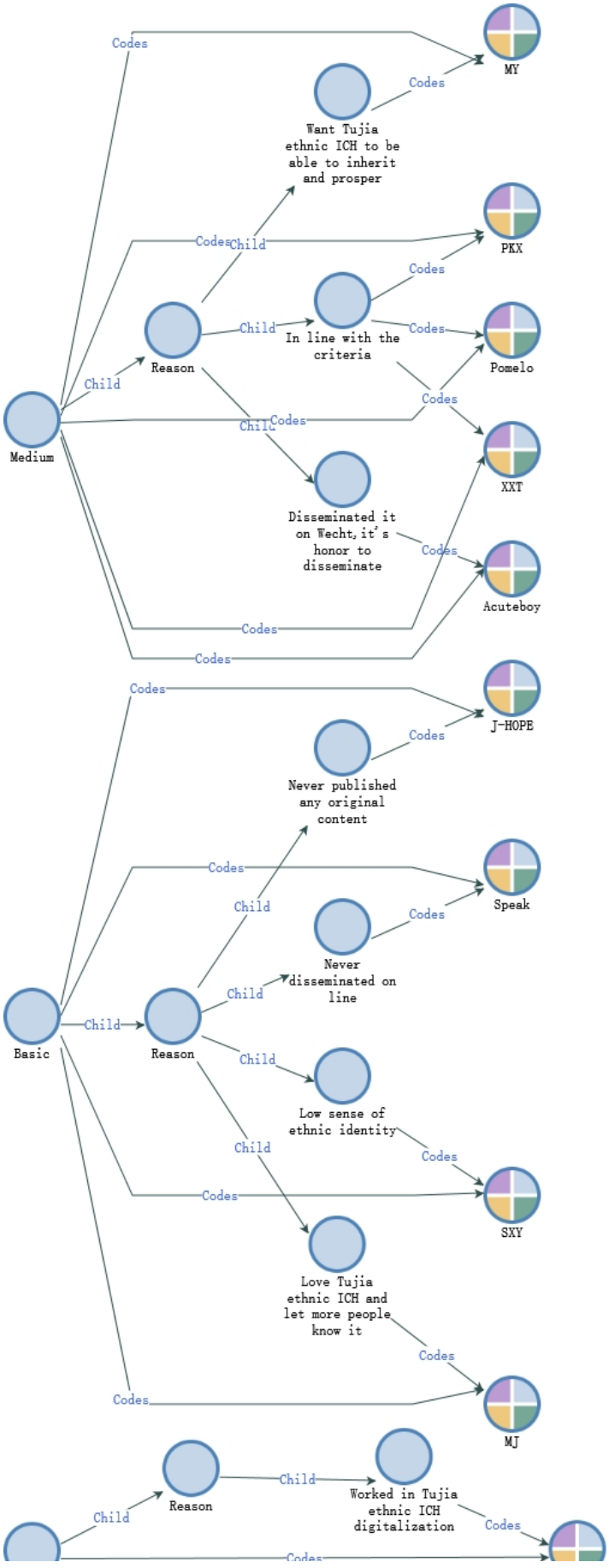
Level	Individual skills
Basic	The individual behavior of Tujia ethnic ICH dissemination on the digital platform is basically unconscious. The common behaviors of viewing, forwarding, sharing, and commenting on the digital platforms. However, he can not critically understand and recognize Tujia ethnic ICH on digital platforms. A sense of ethnic identity has not yet been formed from Tujia ethnic ICH on digital platforms.
Medium	The individual disseminates Tujia ethnic ICH on digital platforms consciously, occasionally he publishes photos, videos of Tujie ethnic ICH on digital platforms and has basic critical understanding and cognition on Tujia ethnic ICH on digital platforms.He has the basic sense of ethnic identity from Tujia ethnic ICH on digital platforms.
Advanced	The individual is able to conduct complex behavior on Tujia ethnic ICH disseminatin on digital platforms.He can professional digital mange and produce on Tujia ethnic ICH on digital platforms.He has deep critical understanding and cognition on Tujia ethnic ICH on digital platforms. And from Tujia ethnic ICH on digital platforms,he has the strong sense of ethnic identity.

Figure 7.2 Level in Disseminating Tujia Ethinic ICH on Digital Platforms



For the reasons,from Figure 7.10 ,the words of NEVER,CRITERIA AND ONLINE frequently occuured,it indicates that someone has never disseminated Tujia ethnic ICH on digital platforms.

Figure 7.10 Reasons for Levels in Disseminating Tujia Ethnic ICH on Digital Platforms



7.3 Why does ML Impact on Tujia Ethnic ICH Dissemination on Digital Platforms among Tujia ethnic group?

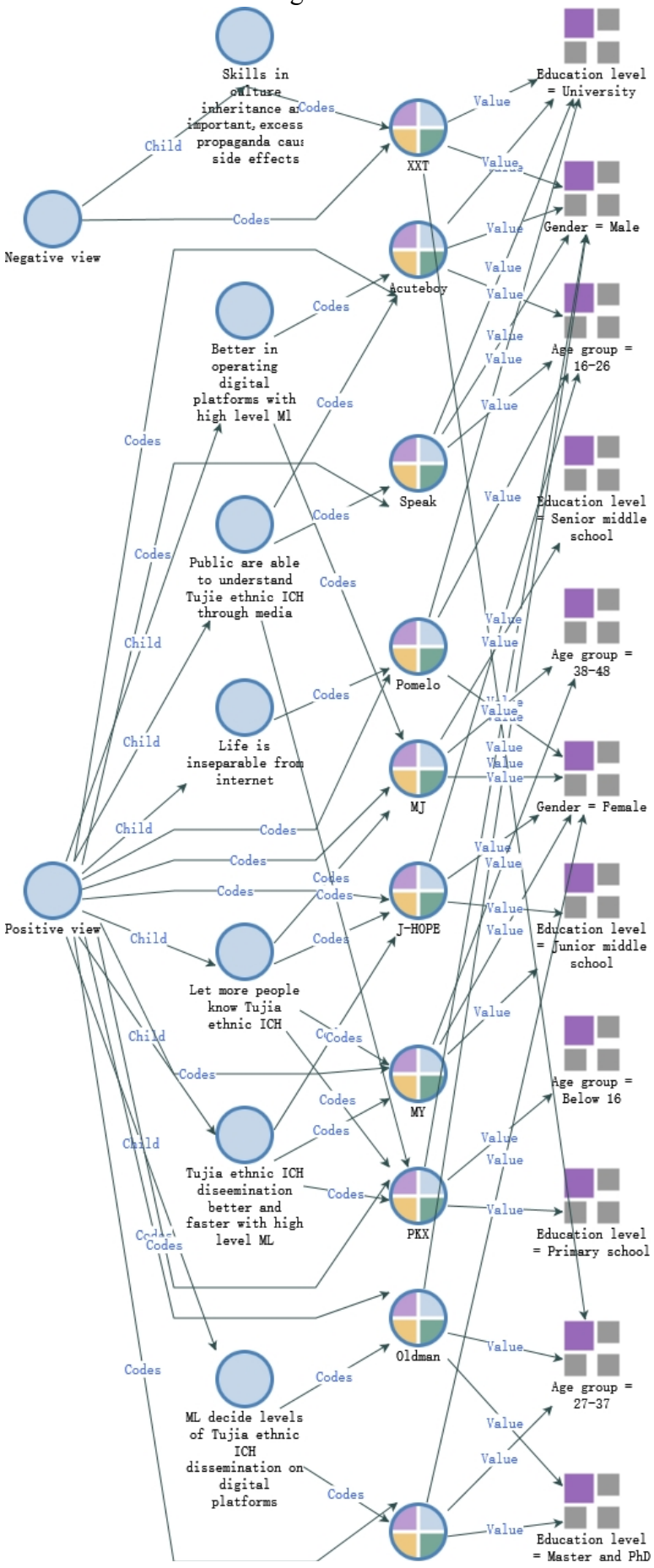
7.3.1.Views on the Importance of ML in Tujia Ethnic ICH Dissemination on Digital Platforms

Using NVIVO Word Frequency Query and Explore Project Map, results indicate that the word of IMPORTANT is the most frequently occurred in Figure 7.11.In detail from Figure 7.12, it indicates that 9 interviewees who are in various education level and age group,male and female hold positive views, which means that interviewees are mainly hold the opinions of important .However,it is worth to mention that there is only one intervieweew who is male,university education level and age in 27-37 holds negative view.

As for the reasons, interviewees who hold positive views think that ML will directly decide one's ability to use digital platforms and the levels of Tujia ethnic ICH dissemination on digital platforms,but the interviewee who holds negative view believes that culture inheritance skill is more important than ML,and side-effects from excess propaganda.

Figure 7.11 Word Frequency Query

Figure 7.12 Views on ML Importantance in Tujia Ethnic ICH Dissemination on Digital Platforms



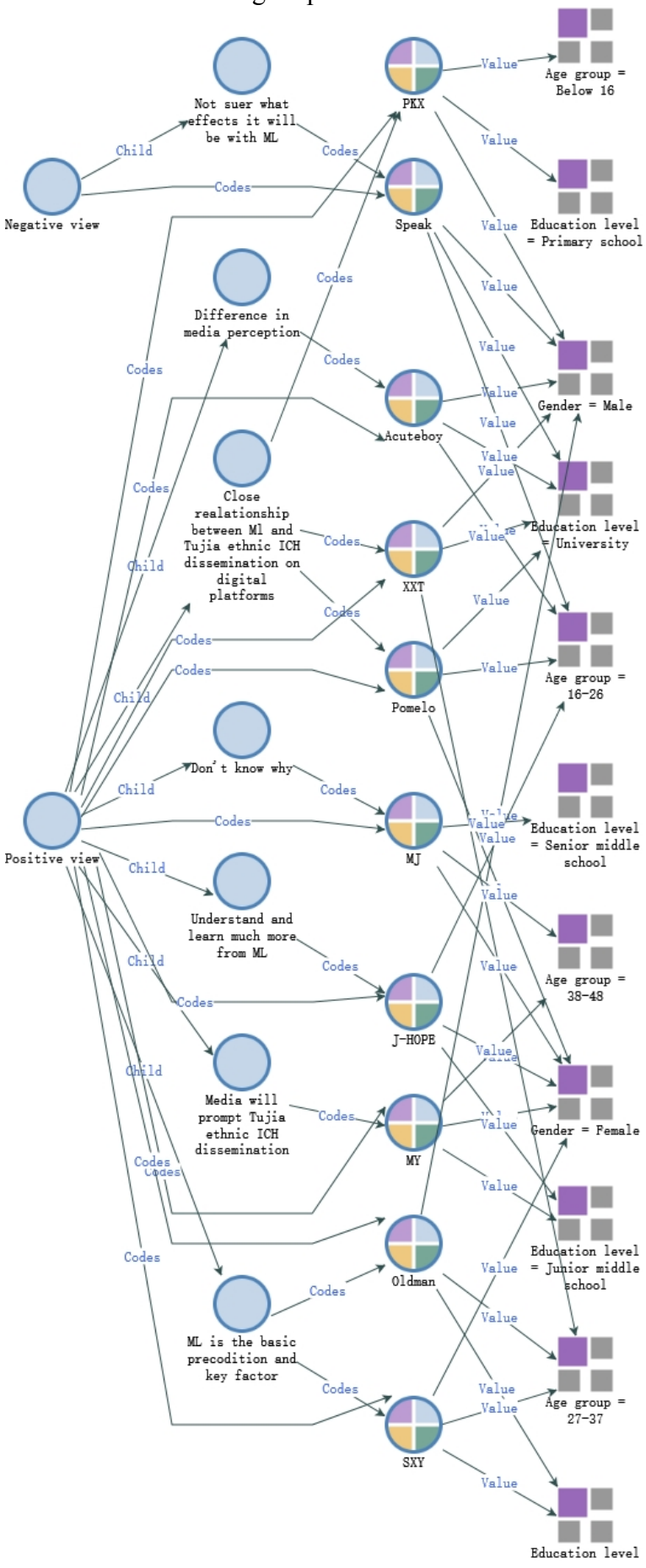
In summary, interviewees have realized the importance of ML in Tujia ethnic ICH dissemination on digital platforms,9 of them hold positive views,they believe that ML will promote the dissemination of Tujia ethnic ICH on digital platforms.And gender,age and education level have no significant effect on views that ML plays important role in Tujia ethnic ICH dissemination on digital platforms.

7.3.2 Views on If ML Affects the Dissemination of Tujia Ethnic ICH on Digital Platforms

Using NVivo Explore Project Map, the result indicates that 9 interviewees who are male and female,age below 16 to 48,education level from primary to PhD hold positive views on that ML will affect their abilities to disseminate Tujia ethnic ICH on digital platforms. For the main reasons,interviewees argued that ML is the basic and key factor and close relation between ML and Tujia ethnic ICH dissemination on digital platforms.See Figure 7.13.

However,only 1 interviewee who is male,age in 16-26,education level in univeristy holds negative views and believes that ML will not affect his ability to disseminate Tujia ethnic ICH on digital platforms.Because the interviewee is not able to suer what effect it will be with ML in Tujia ethnic ICH dissemination on digital platforms.

Figure 7.13 Views on ML affect the ability to disseminate Tujia ethnic ICH on digital platforms



In summary, most interviewees mainly agreed that ML will affect their abilities to disseminate Tujia ethnic ICH on digital platforms,and they have various kinds of reasons for explaining why ML will affect their abilities to disseminate Tujia ethnic ICH on digital platforms.And the result indicates that gender,age and education level have no significant effect on views that ML affect the ability to disseminate Tujia ethnic ICH on digital platforms among Tujia ethnic group.

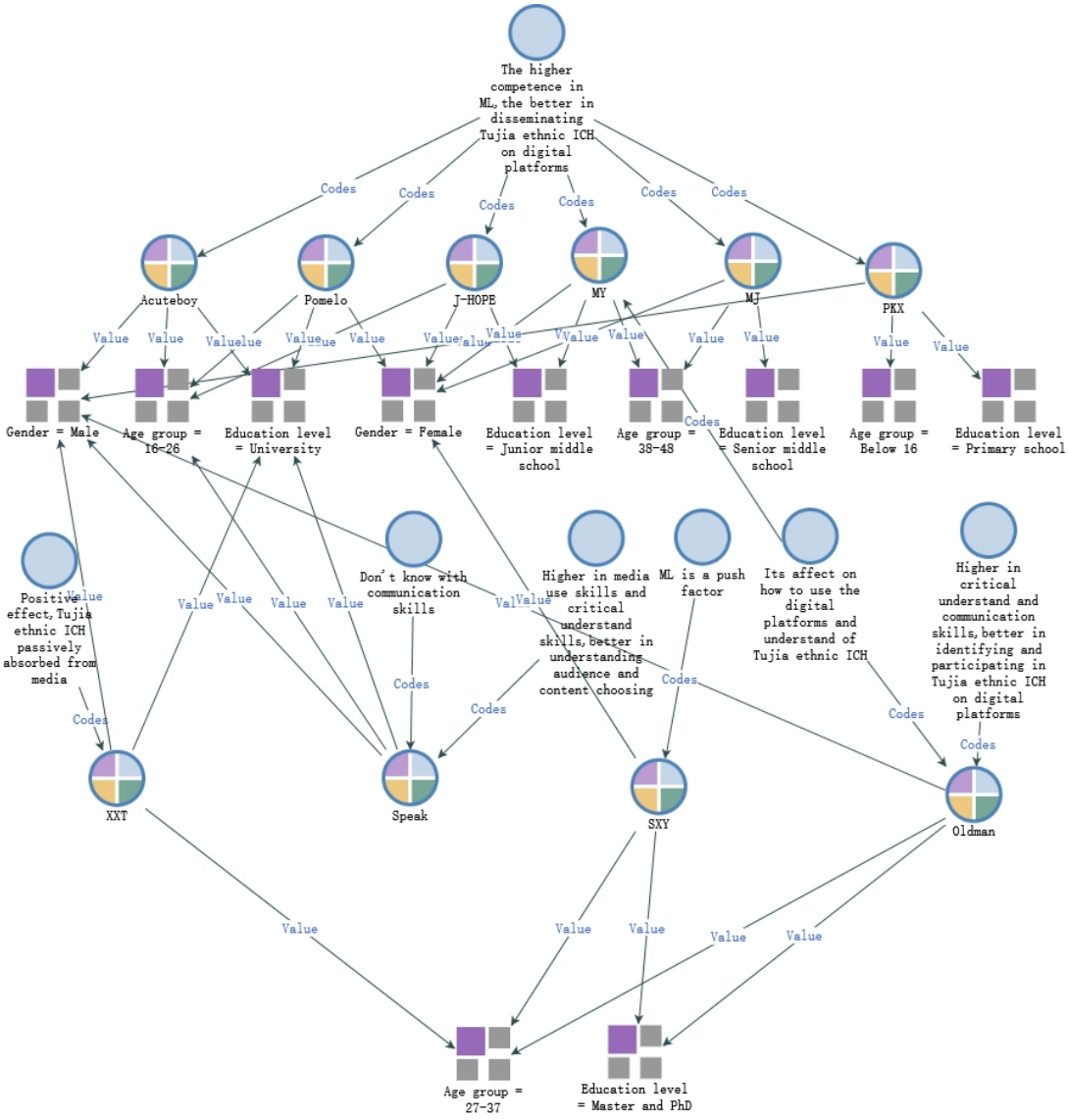
The main findings are that high ML has high level in Tujia ethnic dissemination on digital platforms,and ML has a positive impact on levels of Tujia ethnic ICH dissemination on digital platforms.

7.4 Views on How ML Impact on the Dissemination of Tujia Ethnic ICH Digital Platforms

7.4.1 Media use skills, critical understanding skills and communication skills affect to disseminate Tujia ethnic ICH on digital platforms

Using NVIVO Explore Concept Map,6 interviewees who are male and female,age below 16 to 48,education level from primary to university hold the same views that the higher competence in ML,the better in disseminating Tujia ethnic ICH on digital platforms.And other interviewees have the views on media use skills, critical understanding skills and communication skills affect to disseminate Tujia ethnic ICH on digital platforms.

Figure 7.4 Media use skills, critical understanding skills and communication skills affect to disseminate Tujia ethnic ICH on digital platforms



In summary,it means that most interviewees mainly hold opinions that the higher the abilities they know media using skills, then the better they disseminate Tujia ethnic ICH on digital platforms.Interviewees have high understanding of media use skills, critical understanding skills and communication skills affecting to disseminate Tujia ethnic ICH on digital platforms.However, from the results,gender,age and education level have no significant effect on their views.

7.4.2 Often Use the Latest Digital Platforms(such as Wechat,live streaming platforms,etc.),and Disseminate Tujia Ethnic ICH Frequently

Using NVivo Expolre Cluster Analysis,the results show that using of the latest digital platforms,especially of Wechat has positive correalations with their behaviors of disseminating Tujia ethnic ICH among Tujia people.Tujia people who is occasionally using digital platforms,rarely disseminated Tujia ethnic ICH on digital platforms.And Tujia people who are often using digital platform of Wechat have much tendency to disseminate Tujia ethnic ICH on digital platforms,see figure 6.5 and 6.6.

Using NVIVO Concept Map, it indicates that Wechat is the main digital paltforms for them to view,publish,forward,thumb up and comment TUjia ethnic ICH.

Figure 6.5 Correlation Analysis on Using Digital Paltforms and Tujie Ethnic ICH Dissemination

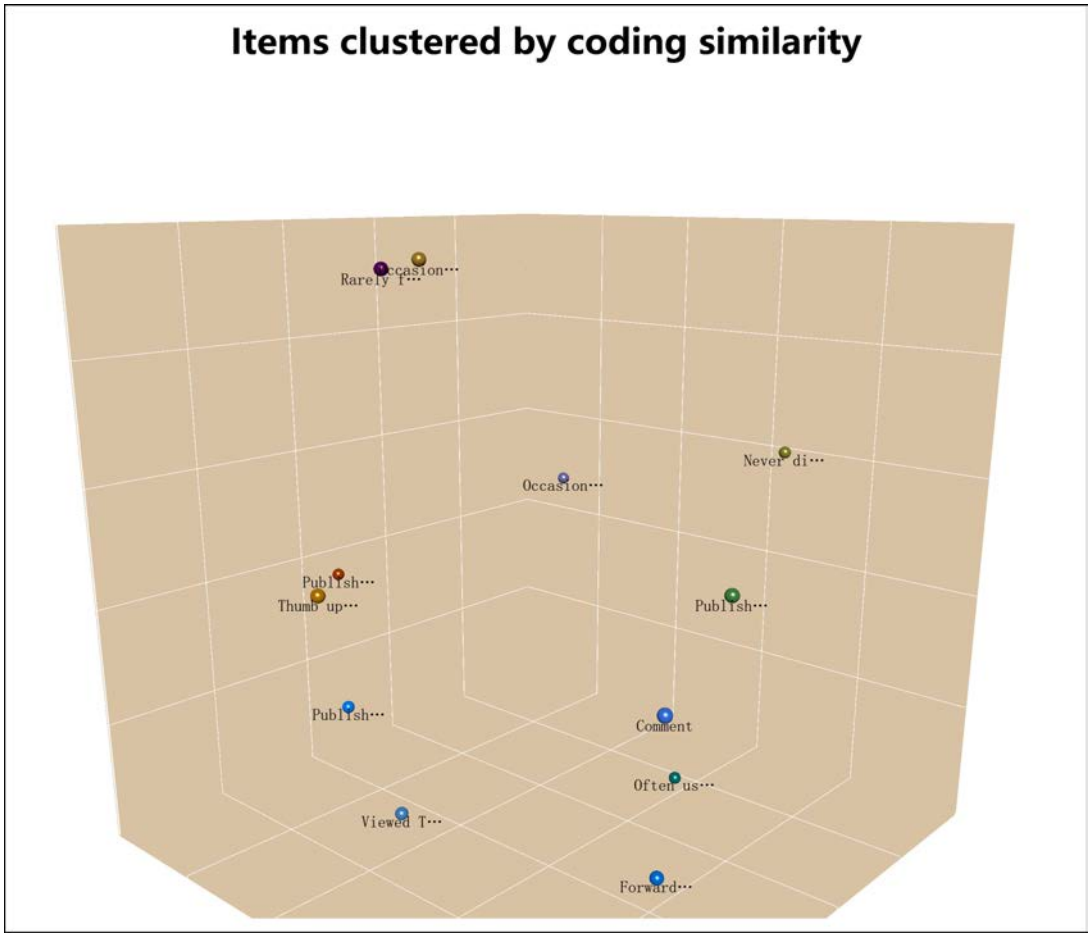
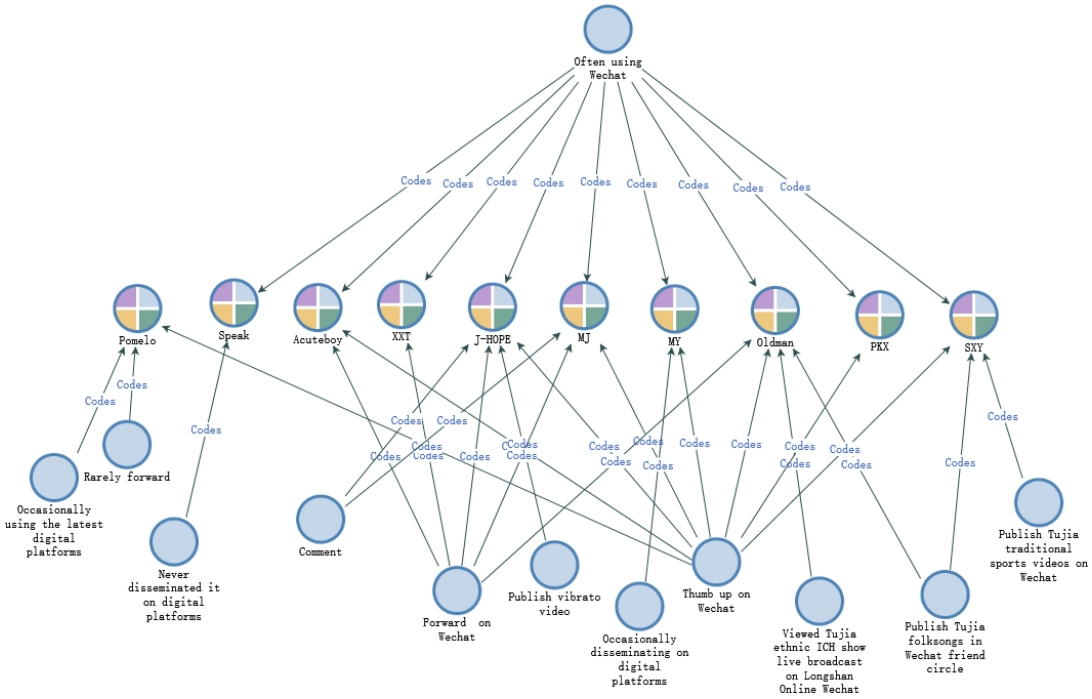


Figure 6.6 Correlation on The Mthod of How Tujia Ehnic Group in Disseminating Tujia Ethnic ICH on Digital Platforms



In summary,Tujia ethnic group who often use digital platforms are frequently disseminating Tujia ethnic ICH on digital platforms.From this point, And however, Tujia people who is occasionally using the latest digital platforms are still disseminating Tujia ethnic ICH on digital platforms that thum up Tujia ethnic ICH on Wechat. In general, the results indicate that it has positive correlations between digital platforms using and disseminating Tujia ethnic ICH on digital platforms among Tujia ethnic group.

Chapter Eight Discussion and Conclusion

8.1 Hypothesis and Main Objective

8.1.1 Key Hypothesis One

Key hypothesis one:ML will has correlations with ethnic ICH dissemination level of Tujia ethnic group on digital platform was supported from the findings

8.1.2 Sub-Hypotheses 1.1-1.9

In order to find the details, in this study,ML was divided into three dimensions of media use skills,critical understanding skills,communication skills to further assess correlations between ML and ethnic ICH dissemination on digital platforms among Tujia ethnic group.

And ethnic ICH dissemination on digital platforms among Tujia ethnic group was divided into three dimensions as well,which are ethnic ICH digital platforms accessing,critical understanding of ethnic ICH on digital platforms,and ethnic ICH participation on digital platforms.

Sub-hypothesis1.1: Media use skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.2: Media use skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.3: Media use skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

In this study,using correlation analysis with SPSS,the findings shown that Media use skills have correlations with ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms,and ethnic ICH participation on digital platforms among Tujia ethnic group,its indicated that Sub-hypothesis1.1-1.3 are supported.

Sub-hypothesis1.4: Critical understanding skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.5: Critical understanding skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.6: Critical understanding skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

As for sub-hypotheses 1.4-1.6,using SPSS correlation annlysis,the results indicated that Critical understanding skills have correlations with ethnic ICH digital platforms accessing，critical understanding of ethnic ICH on digital platforms,and ethnic ICH participation on digital platforms among Tujia ethnic group,Consquently,the sub-hypotheses 1.4-1.6 have been supported.

Sub-hypothesis1.7: Communication skills will have correlations with ethnic ICH digital platforms accessing among Tujia ethnic group.

Sub-hypothesis1.8: Communication skills will have correlations with critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.

Sub-hypothesis1.9: Communication skills will have correlations with ethnic ICH participation on digital platforms among Tujia ethnic group.

Considering of sub=hypotheses 1.7-1.9,from SPSS correlation analysis ,the findings shown that ommunication skills have correlations with ethnic ICH digital platforms accessing, critical understanding of ethnic ICH on digital platforms,and ethnic ICH participation on digital platforms among Tujia ethnic group.According to the findings,the sub-hypotheses 1.7-1.9 have been supported as well.

According to the interview findings,Tujia ethnic group argue that ML is important in Tujia ethnic ICH dissemination on digital platforms.and Compared with the traditional oral transmission method, they think that the capabilities of proficient media skills are necessary to better disseminate Tujia ethnic ICH on digital

platforms in the digital age.

8.1.3 Key Hypothesis Two

Key Hypothesis Two: Tujia ethnic group's ML are high， then their ICH dissemination levels are high on digital platforms

From the findings of multi-linea regression in SPSS,high ML competence has high levels on ethnic ICH dissemination on digital platforms among Tujia ethnic group.

8.1.4 Sub-Hypothesis 2.1-2.9

In order to find the details,in this study,ML was divided into three dimensions of media use skills,critical understanding skills,communication skills to further assess how ML impact on ethnic ICH dissemination on digital platforms among Tujia ethnic group.

And levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group was divided into three dimensions as well, which are ethnic ICH digital platforms accessing,critical understanding of ethnic ICH on digital platforms,and ethnic ICH participation on digital platforms.

Using multi regression with SPSS,all the sub-hypotheses have been tested based on the three dimensions of ML and levels of ethnic ICH dissemination on digital platforms seperately,the results shown that:

Sub-hypothesis 2.1: If Tujia ethnic group's media use skills are high，then their levels of ethnic ICH digital platforms accessing are high.

The findings indicated that media ues skills have no significant impact on ethnic ICH digital platforms accessing among Tujia ethnic group,that means ,the sub-hypothesis 2.1 is not supported.

Sub-hypothesis 2.2: If Tujia ethnic group's critical understanding skills are high，then their levels of ethnic ICH digital platforms accessing are high.

Critical understanding skills have the most positive impact onethnic ICH digital platforms accessing among Tujia ethnic group,it indicates that the higher critical understanding skills, the better levels of ethnic ICH digital platforms accessing among Tujia ethnic group.Thus,the sub-hypothesis 2.2 is supported.

Sub-hypothesis 2.3: If Tujia ethnic group's communication skills are high，then their levels of ethnic ICH digital platforms accessing are high.

According to the finding,communication skills have less positive impact on ethnic ICH digital platforms accessing among Tujia ethnic group,it indicates that the higher communication skills, the better levels of ethnic ICH digital platforms accessing among Tujia ethnic group.Therefore,the sub-hypothesis 2.3 is supported.

Sub-hypothesis 2.4: If Tujia ethnic group's media use skills are high，then their levels of critical understanding of ethnic ICH on Digital Platforms are high.

The multi regression results indicated that media use skills have negative impact on critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.It indicates that the higher media use skills tended to the lower levels of critical understanding of ethnic ICH on digital platforms among Tujia ethnic group.Obivioulsly,the sub-hypothesis 2.4 is not supported.

Sub-hypothesis 2.5: If Tujia ethnic group's critical understanding skills are high，then their levels of critical understanding of ethnic ICH on Digital Platforms are high.

From the multi regression results,its indicated that critical understanding skills have the most positive impact on critical understanding of ethnic ICH on digital platforms among Tujia ethnic group,it indicates that the higher critical

understanding skills are, the better levels of critical understanding of ethnic ICH on digital platforms they have of Tujia ethnic group.The sub-hypothesis 2.5 is supported.

Sub-hypothesis 2.6: If Tujia ethnic group's communicaation skills are high,hen their levels of critical understanding of ethnic ICH on Digital Platforms are high.

The multi regression results indicated that communication skills have less positive impact on critical understanding of ethnic ICH on digital platforms among Tujia ethnic group,which indicates that the higher communication skills are, the better levels of critical understanding of ethnic ICH on digital platforms they have of Tujia ethnic group.And the sub-hypothesis 2.6 is supported.

Sub-hypothesis 2.7: If Tujia ethnic group's media use skills are high，then their levels of ethnic ICH participation on digital platforms are high.

The multi regression results indicated that media use skills have negative impact on ethnic ICH participation on digital platforms among Tujia ethnic group.It indicates that the higher media uses skills tended to the lower levels of ethnic ICH participation on digital platforms among Tujia ethnic group.Obivioulsly,the sub-hypothesis 2.7 is refused.

Sub-hypothesis 2.8: If Tujia ethnic group's critical understanding skills are high，then their levels of ethnic ICH participation on digital platforms are high.

Accroding to multi regression results, critical understanding skills have the positive impact on ethnic ICH participation on digital platforms among Tujia ethnic group,it indicates that the higher critical understanding skills, the better levels of ethnic ICH participation on digital platforms among Tujia ethnic group.Consqunetly,the sub-hypothesis 2.8 is supported.

Sub-hypothesis 2.9: If Tujia ethnic group's communication skills are high，then

their levels of ethnic ICH participation on digital platforms are high.

The multi regression results indicated that communication skills have the most positive impact on ethnic ICH participation on digital platforms among Tujia ethnic group,it indicates that the higher communication skills, the better levels of ethnic ICH participation on digital platforms among Tujia ethnic group.Thus,the sub-hypothesis 2.9 was fully supported.

According to the interview findings,Tujia ethnic group argued that ML had affected their abilities to disseminate Tujia ethnic ICH on digital platforms.The higher the ability they used computers or mobiles, then the better they disseminate Tujia ethnic ICH on digital platforms.

8.1.5 Specific Objectives

The specific objectives of the study are to:

a). Design an assessment criterion for assessing levels of Tujia ethnic ICH dissemination on digital platforms.

The assessment criterion divided into three criteria,which areICH digital platforms access，ICH critical understanding on digital platforms，ICHParticipation on digital platforms，9 components and 27 indicators.(See table 2)

The quantative and qualitive results indicatetTujia ethnic group’s levels of ethnic ICH dissemination on digital platforms are at basic and medium.In detail,there is significant difference in levels of ethnic ICH dissemination on digital platformsbetween differentgender，job,age，gender and educational level among Tujia ethnic group.

b). Design an assessment criterion for assessing of ML competence among Tujia people.

In this study,based on the ML assessement famework(Celot,Pérez Tornero,2009) ,and combined with the media environment of Tujia ethnic group,an assessment criterion had designed out.The assessment criterion divided into three criteria,which are use skills,critical understanding skills and communication skills,it has 12 componets and 27 indicators.

Quantitave and qualitvie results indicate thatTujia ethnic group's ML are at basic and medium levels.In detail,there is no significant difference in ML competence between differentgender among Tujia ethnic group，and it is significant difference between different age,job and educational level.

c). Design a framework for evaluating how ML impact of Tujia ethnic ICH dissemination on digital platforms among Tujia people.

According to qunatative and qualitative results, ML has correlations with ethnic ICH dissemination on digital platforms among Tujia ethnic group.

8.2 Conclusions

In the study，The themes of the paper focus mainly on Tujia ethnic group's ML and their levels of ICH dissemination on digital platforms.I use the questionnaire and interview methods to survey the holistic ML of Tujia ethnic group and levels of ICH dissemination on digital platforms. According to demographics, the levels of gender, occupational status, age, level of education, ML and ICH dissemination on digital platforms are analyzed.

Taking ML as an independent variable and the digital platform as a dependent variable to propagate the level of ICH culture, it is analyzed whether ML influences the dissemination of ICH on the digital platform and how ML influences it.

In this study，I construced ML assement criteria based on the the framework of European union ML assessment（Celot, Pérez Tornero,2009）,and the assessment

criteria for ICH dissemination on digital platforms.The main conclusions are:

8.2.1 Tujia Ethnic Group's ML

In holistic , Tujia ethnic group's ML levels are at medium in majority,and small part are at basic,in which media use skills are the most high, critical understanding skills lower than media use but higher than communication skills.ML levels are not significant differences in gender among Tujia ethinic group.However,age,educational levels and job status are the significant factors affecting ML level among Tujia ethnic group.

Regarding of age group,it indicates middle high，low at both ends，that means,Tujia people who are in the groups of old and minors show more lower in ML,and middle age groups are high in ML.Think about educational levels, education levels are directly proportional to media literacy,that to say, the higher the education, the better the media literacy performance.

ML with different job status is a little bit comprehensive,different jobs show differences in ML,group of students and in service are the highest in ML,however,group of retirees and unemployed show lower in ML.

Interview findings indicate that,ML levels of Tuaji ethnic group are at medium in majority,and a few pepole are at basic,or between medium and advance.Tujia ethnic group who are basic ML because of low education and media and internet accessing poor,whereas,Tujia people who are medium and advance ML,they have high education levels and proficient at media or internet accessing. That means,the results are highly consistent with the questionnaire.

Overall, Compared with other ethnic minorities whom are in border areas, Tujia people's media literacy is relatively high,because Tujia ethnic group lives in the southwest areas where are the junctions between middle and east areas in

China,which have been well developing in education,economy,etc.These factors will directly influence ML levels of Tujia ethinic group.Especially,Chinese authorities are launching the “internet+” revitalization trying to narrow the digital divide between ethnic minorities and the Han,ethnic areas internet and digital media industry has been advanced recently years, ethnic minorities use internet more frequently, obviously,it is an unprecedented opportunity for Tujia ethnic group develioment,the resulting network risks have also increased dramatically,it is urgent to avoid the risks.Based on this study,we found that basic use of digital media ,critical understanding in ML skills among Tujia ethnic group were relatively low,and age,educational levels were the main factors in ML differences， actually,how to improve Tujia ethnic group’s abilities of using internet and social meida are the big challenges that we also had to face.

8.2.2 Tujia Ethnic Group’s Levels of Ethnic ICH Dissemination on Digital Platforms

Tujia ethnic group’s levels of ethnic ICH dissemination on digital paltforms are at medium in majority,in which ethnic ICH digital platforms accessing levels are the most high, levels of critical understanding of ethnic ICH on digital platforms are lower than ICH digital platforms accessing, but higher than ethnic ICH participation on digital platforms.

Levels of ethnic ICH dissemination on digital paltforms are not significant differences in gender among Tujia ethinic group.However,age,educational levels and job status are the significant factors affecting levels of ethnic ICH dissemination on digital paltforms among Tujia ethnic group.

Looking at age factor,it can be concluded that Tujia people whose age over 55 are extremely low in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group,age groups among under 55 are basically at the same level, there

is no significant difference among them. Regarding the difference among educational levels,there are comprehensive among each group, group of primary school show the lowest in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group,however,education group of master and PhD don't show the highest in it.In other words,education level is not the key impacting factor in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group.And considering the factor of job status groups,each group shows differences in levels of ethnic ICH dissemination on digital platforms among Tujia ethnic,it can be concluded that job is an impacting factor.

According to interview results,Tujia ethnic group's levels of ethnic ICH dissemination on digital platforms are at medium and basic levels in ethnic ICH dissemination on digital platform,because some of them have never disseminated Tujia ethnic ICH on digital platforms. However,all of interviewees hold positive views on Tujia ethnic ICH dissemination on digital platforms that Tujia ethnic ICH disseminate on digital platforms has became a new kind of communication tendancy.Tujia ethnic group have deep understanding of theiw own ICH, and they have active motivation in disseminating Tujia ethnic ICH on digital platforms.Most Tujia ethnic group are able to identify Tujia ethnic ICH on digital platforms,and some depend on actual situation, very few Tujia people are not able to identity Tujia ethnic ICH on digital platforms.However, gende,age education level have no significant effect on Tujia ethnic group in identifying ethnic ICH on digital platforms.

8.2.3 Correlations between ML and Levels of Ethnic ICH Dissemination on Digital Platforms Highly Existed

The key hypothesis one：

The key hypothesis one of ML will have coorelations with Tujia ethnic ICH

dissemination level of Tujia ethnic group on digital platforms have been tested.The research findings from quantative and qualitative showed that ML had important coorelations with Tujia ethnic ICH dissemination levels of Tujia ethnic group on digital platforms.

The sub-hypotheses 1.1-1.9：

All the sub-hypotheses 1.1-1.9 have been tested in the quantatitive phase,the findings indicated that media use skill, critical understanding skills,and communication skills have correlations with ethnic ICH digital platforms accessing,critical understanding of ethnic ICH on digital platforms and ethnic ICH participation on pigital platforms.

The interview findings indicated that ML is the important factor in Tujia ethnic ICH dissemination on digital platforms. Interviewees have realized the importance of ML in Tujia ethnic ICH dissemination on digital platforms, almost all of them believe that ML will promote the dissemination of Tujia ethnic ICH on digital platforms, they have various kinds of reasons for explaining why ML will affect their abilities to disseminate Tujia ethnic ICH on digital platforms. Whereas, only one interviewee who holds negative view believes that culture inheritance skill is more important than ML,and side-effects from excess propaganda.What's more,the results indicate that gender,age and education level have no significant effect on views that ML affect the ability to disseminate ethnic ICH on digital platforms among Tujia ethnic group. This research finding is consistent with key hypothesis one.

Studies argued that ML had impacted on the ethinc ICH dissemination on internet or social meida(Tan,2010;Meng,2016),however,studies did not reveal what correlations are.In this study，correlations between ML and levels of ethnic ICH dissemination on digital platforms among Tujia ethnic group have been found, the key hypothesis one and all sub-hypotheses are supported.In fact,internet and social

are a double sword,which have advantages and disadvantages when we use it. It is precisely because of the dual characteristics of internet and social media that trigger the uncertainty of ICH dissemination on digital platforms,so that we could seek for an advance communincation in ethnic ICH in the digital era.

8.2.4 The Key Hypothesis Two Supported and Sub-Hypotheses Partly Refused

The key hyothesis two：

The key hyothesis two of if Tujia ethnic group's ML are high，then their ICH dissemination levels are high on digital platforms have been tested .The research findings from quantative and qualitative showed that Tujia ethnic group's ML are high，then their ICH dissemination levels are high on digital platforms,the key hyothesis two has been supported.

The sub-hypotheses：

All the sub-hypotheses 2.1-2.9 have been tested in the quantatitive phase, the findings indicated that:

Tujia ethnic group's media use skills have no impact on their ethnic ICH digital platforms accessing levels, sub-hypothesis 2.1 was refused.Tujia ethnic group's critical understanding skills and communication skills are high，then their levels of ethnic ICH digital platforms accessing are high. sub-hypotheses,2.2 and 2.3 are supported.

Tujia ethnic group with higher media use skills tended to have lower levels of critical understanding of ethnic ICH on digital platforms on the contrary,the sub-hypothesis 2.4 is refused.Whereas,Tujia ethnic group with high critical understanding and communication skills，then their levels of critical understanding of ethnic ICH on Digital Platforms are high accordingly,the sub-hypotheses 2.5-2.6

are supported.

Tujia ethnic group who have high media use skills are more likely to be more low levels in ethnic ICH participation on digital platforms, the sub-hypothesis 2.7 are not supported.However, Tujia ethnic group with high critical understanding and communication skills,then their levels of ethnic ICH participation on digital platforms are high accordingly,the sub-hypothesis 2.8-2.9 are supported.

It's worth mentioning that although ML has important impact on ethnic ICH dissemination on digital platforms among Tujia ethnic group in holistic, media use skills shows different in the perspective of each dimension in the quantatitive study,it does not act positive in it,which has no impact on ethnic ICH digital platforms accessing among Tujia ethnic group,and more worthy of attention is that the higher media use skills tended the lower levels of critical understanding of ethnic ICH on digital platforms, the lower levels of ethnic ICH participation on digital platforms among Tujia ethnic group.

In addition,from interview findings we can conclude that ML impacts Tujia ethnic ICH dissemination on digital platforms, most interviewees mainly hold opinions that the higher the ability they know media using skills, then the better they disseminate Tujia ethnic ICH on digital platforms.Interviewees have high understanding of media use skills, critical understanding skills and communication skills affecting to disseminate Tujia ethnic ICH on digital platforms,the findings have supported the key hypothesis two.However, from the results,gender,age and education level have no significant effect on their views. Tujia ethnic group who often use digital platforms are frequently disseminating Tujia ethnic ICH on digital platforms. However,Tujia people who are occasionally using the latest digital platforms are still disseminating Tujia ethnic ICH on digital platforms that thum up Tujia ethnic ICH on Wechat.

The main objectives of designing an assessment criterion for assessing levels of

Tujia ethnic ICH dissemination on digital platforms and designing an assessment criterion for assessing of ML competence among Tujia ethnic groupare achivevd.

In this study, correlations between ML and levels of ethinc ICH dissemination on digital platforms among Tujia ethnic group had been tested,different from studies in the past,this study tries to find what correlations between ML and levels of ethnic ICH dissemination on digital platforms are,from the findings,positive and negative correlations co-existed between them,this is the new findings that are different with the past studies argued that ML always acted as positive role in ICH disseminati in digital era.

8.3 Implications

With the accelerating process of informationization and urbanization in tujia areas, the Internet has developed rapidly in the Tujia area. The era of the closed operation of the Tujia community in the mother-tongue survivorship area has ended, and community development has increasingly depended on the connection with the outside world. In recent years, new media technologies have developed rapidly and the use of new media has gradually become popularized and younger. In the Tujia settlements, new media such as mobile phones, digital television, and the Internet have entered the ordinary family. The digital survival of the Tujia nationality is not uncommon. The digital entertainment and learning of the Tujia nationality are increasingly emerging, and new media provide them with multiple approaches. The digital resources, its new media consumption are increasingly diversified.

The use of the network by Tujia is different from the normal situation. Because of the short time of network access, Tujia was not infiltrated in the Internet world at a young age and grew along with the development of the Internet. It also experienced such a development process as “internet illiteracy” and “digital immigrants”. This "intrusive" web application environment has changed the cultural environment for the survival of the Tujia generation and also led to cultural conflicts between

generations. However, as a popular tool of information dissemination and interpersonal communication in this era, the large-scale, low-cost interpersonal interaction brought about by the Internet has subversively changed the relationship between individuals and social organizations. We need to analyze the complex effects of this pattern change. Although the development and application of the Internet has caused certain challenges and challenges to the Tujia culture, it has negatively affected the development of Tujia native language culture, but it also provides an unprecedented opportunity for cultural integration and development. Such problems are also seen in other ethnic minorities. Based on the findings of this study, they can also be interpreted and applied to similar situations.

Comparing with the studies that existed before, different from the previous speculative research, this study adopts a mixed method approach to measure whether ML will spread the ICH on the digital platform from an empirical perspective, so as to measure the influence of the Tujia ML and how it can be influenced. They spread ICH on digital platforms. In the existing researches, most of them put forward from the perspective of speculation. In the digital age, the ability of the ethnic minority media influences the spread and inheritance of the national culture to some extent.

8.4 Limitations and Suggestions for Future Research

In this study,the theory framework of ML assessment criteriafrom European union and UNESCO,however ,the indicators proposed form others are not included,questionnaire pilot for media environment factor are excluded as well.

The sample size is unbanlanced. I mainly adopt a random sampling method. From the final demographic data, the number of males participating(n=229) in the survey is smaller than that of females（n=406）; the number of people under the age of 16 (n=75) and over 56(n=12) and 25 -30(58) is less than 16-24(n=118) and 31-40(n=196); the number of people with primary education level(n=25), master

and PhD educational level(n=46) are relatively less than Junior educational level(n=107),Senior educational level(221) and University educational level(n=236); there are fewer retired and unemployed people; The number of participants whom are retirees(n=14),unemployed(n=36) are largely less than in service(n=301) and students(n=227).

I have to admit, there are a special number of Tujia people whom are poorly educated or even illiterate in short of computer and network knowledge, and minors or too old are the main factors in not using the internet (China Statistical Report on Internet Development, 2019). Therefore，this group of Tujia people are not able to participate in the survey online.

It is important to point out that in the selection of STATUS OF JOB in demographics, some teachers, migrant workers, and self-employed individuals(N=57) have mis-chosen other options. In fact, they should choose IN SERVICE selection, which is one of the limitations of this study.

In the future, further research should be focus on media litracy training and improving among Tujia ethnic group. In digital era，how is the communication of Tujia ethnic ICH more innovative and more disseminative?As the mainpart of the inheritance and dissemination of Tujia ICH,Tujia ethnic group's ML will directly affect their competence to disseminate ethnic ICH on the digital platforms.At the same time, as a vulnerable group in the media accessing.Thus, how to improve the media competence of Tujia ethnic group, and make the network behavior of Tujia ethnic group proceed in an orderly manner. From the perspective of ML, the value of digital platforms that is integration function of the multi-dimensional cultural identity system should be reasonably evaluated to convey cultural information, values, and promote the identity of ethnic groups, regional identity and the country.It is a new growth point for future research.It is necessary to carry out a new study in-depth training and promotion in ML for Tujia ethnic group, and launch an appropriate evaluation research under the new media environment.

In adition, in the next step, we try to construct the digital education resources of the Tujia ethnic ICH.Among the enriched ethnicICH digital resources, there are few Tujia native culture education resources. Under the circumstance of Tujia traditional native culture is difficult to sustain in the life of Tujia people. The advantages that Tujia ethnic group carries the native culture are gradually lost, and the foreign culture carried by the new media has a strong impact on the audio-visual sensory system of Tujia ethnic group.Tujia ethnic ICH resources carried and disseminated by digital platforms provide convenient conditions for the cultural selection and learning of Tujia people; the network integrates digital records, big data storage, multi-dimensional interaction and other means, cultural recording methods, communication technologies, and expanding the audience. The speed is much higher than the cultural inheritance model of traditional society.

Of course, ultimately it is up to the communities themselves to preserve their own heritage and that does not depend on digital materials of any kind: “Collective memory belongs in people and place, not solely on electronic or digital tools” (Earl,Victoria,Peter,2013) .

How to transform Tujia ethnic ICH into digital educational resources, realize reasonable dissemination and inheritance at a more systematic and scientific level, and live at the height of cultural integration and common prosperity, and design and promote the development of ICH of Tujia,this is the next research point.

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Annex one: Questionnaire and Semi-Structure Interview Structure

Table 1. Questionnaire and Semi-Structure Interview for Tujia People's ML

Research Questions	Research Objectives	Criteria	Components	Indicators and Questions	Research Instruments
What is Tujia people's ML?	Assessment on Tujia ethnic group's ML in media use,evaluating and taking account of meida and media content	Use skills	Computer and internet skills	(1) I can set the screen saver and background wall of my computer or mobile phone. (2) I can download and install APPS or software on my mobile or PC. (3) Do you know the essential part of the personal computer?	Questionnaire Questionnaire Interview
			Active use of media	(1) I surf online everyday. (2) In my everyday life, the most use of media is Internet. (3) On average,how many hours per day do you spend on social media sites(Wechat,QQ,etc.)?	Questionnaire Questionnaire Interview
			Advanced internet use	(1)I am usually buying online. (2) I usually pay by internet banking. (3) What others activities do you do on internet?	Questionnaire Questionnaire Interview
		Critical understanding	Understanding media content and its function	(1) I am skilled to classify various kinds of websites. (2) I often explore and search information actively to satisfy set objectives. (3)What is your attitude towards the opinion expressed by the media (mobile newspaper, online news, TV news, newspapers,etc.)?	Questionnaire Questionnaire Interview
			Knowledge about media and media regulation	(1)I can clearly understand the relevant regulations of network management. (2)I have knowledge of the rights and obligations of netizens. (3)What do you do when faced with illegal information or content on the Internet?	Questionnaire Questionnaire Interview
			User behavior	(1)Before visiting a new website or page, I carefully check whether there is a risk. (3) When I was asked to enter personal information by a website, I often enter it after querying. (3)How do you explore and search of information on internet?	Questionnaire Questionnaire Interview

Research Questions	Research Objectives	Criteria	Components	Indicators and Questions	Research Instruments
What is Tujia people's ML?	Assessment on Tujia ethnic group's ML in media use,evaluating and taking account of meida and media content	Communicative abilitives	Social relations	(1)I often understand the latest social trends via internet （such as buzzwords，emojis）. (2)Please list the latest web trends. (3)I often keep in touch with others through social media(such as wechat, qq).	Questionnaire Interview Questionnaire
			Citizen participation	(1) I often participated in activities on digital platforms (such as e-government,e-library,online voting,online registration，etc.). (2)How do you participate in？ (3)In order to achieve a certain goal, I use the social media to establish networking with others.	Questionnaire Interview Questionnaire
			Content creation	(1)I have strong sense of online sharing and cooperation. (2)I havecreated some original media texts or messages online. (3) How do you evaluation your media production skills？	Questionnaire Questionnaire Interview

Table 2. Questionnaire and Semi-Structure Interview for Tujia ICH Dissemination levels on Digital Platforms among Tujia people

Research Questions	Research Objectives	Criteria	Components	Indicators and Questions	Research Instruments
What is ICH dissemination level on digital platform of Tujia people?	Assessment on Tujia ethnic group's ICH dissemination levels	ICH digital platforms access	Attitude towards ICH digital platforms	(1) I think Tujia ICH is necessary to disseminate on digital platforms. (2) I view Tujia ICH on digital platforms intentionally. (3) Why do you view Tujia ICH on digital paltforms?	Questionnaire Questionnaire Interview
			ICH digital platforms use tendency	(1) I prefer to view Tuaji ICH on digital platforms than traditional ways. (2) Among Tujia ICH,I prefer to view audiovisul resources than texts on digital platforms. (3) On what digital platforms do you use for viewing Tujia ICH?	Questionnaire Questionnaire Interview
			ICH digital platforms Advanced use	(1) I often view Tujia ICH on digital platforms. (2) I am able to download and edite Tujia ICH resources on digital platforms. (3) How can you download and edit Tujia ICH resources on digital platforms?	Questionnaire Questionnaire Interview
		ICH critical understanding on digital platforms	Understanding ICH on digital platforms	(1) After viewing Tujia ICH on digital platforms, I was skeptical about it. (2) What do you think about the Tujia ICH that you viewed on digital platforms? (3) If I have any questions about Tujia ICH on digital platforms,in any case,I want to find out the truth.	Questionnaire Interview Questionnaire
			Knowledge about digital ICH	(1) I know digital heritage related policies and standards. (2) Please list the digital heritage related policies and standards. (3) I can clearly understand or interpret Tujia digital ICH.	Questionnaire Interview Questionnaire
			User behavior	(1) I am able to proficiently identify Tujia ICH on various digital platforms. (2) In order to identify and retrieve Tujia ICH resources on the digital platform, how did you do it? (3) I am able to retrieve Tujia ICH resources that what I want on digital platforms.	Questionnaire Interview Questionnaire

Research Questions	Research Objectives	Criteria	Components	Indicators and Questions	Research Instruments
What is ICH dissemination level on digital platform of Tujia people?	Assessment on Tujia ethnic group's ICH dissemination levels	ICH participation on digital platforms	ICH production and management on digital platforms	(1) I often forwarded Tujia ICH on digital platforms. (2) I often photographed the pictures and videos of Tujia ICH , and disseminate it on digital platforms. (3) What do you usually do for publishing Tujia ICH on digital platforms?	Questionnaire Questionnaire Interview
			ICH interaction and experience on digital platforms	(1) I participate in some Tujia culture digital communities per social media. (2) I often engaged in interactive or experience Tujia ICH on digital platforms. (3) Please list some digital culture communities.	Questionnaire Questionnaire Interview
			Cultural psychology reconstruction on digital platforms	(1) I think the value of heritage is enhanced by using digital technologies. (2) After browsing the Tujia ICH online, I have a deeper understanding of its connotations. (3) After browsing Tujia ICH on digital platforms, what impact does it have on you?	Questionnaire Questionnaire Interview

Annex Two:Questionnaire in Chinese

亲爱的朋友：

我们正在进行一项调查研究，本以了解土家族媒介使用与非物质文化传播情况。恳请您协助完成这份问卷。我们向您承诺，本次问卷调查采取匿名的方式，您的个人信息和回答的内容都不泄露给任何无关人员，请根据您的实际情况如实放心填写。这份问卷大概会占用您 10 分钟时间，您的参与将直接影响到我们的研究结果。衷心感谢您的合作！

您的性别是：□男□女
您的民族是□土家族□其他民族
您的身份是：□在职（务农或务工）□学生（实习或见习）□待业□已退休□其他，请注明
您受教育程度：□从未上学□小学□初中□高中（中专或职高）□大专□本科□硕士及以上
您的年龄：□16 岁及以下□17 岁-24 岁□25 岁-30 岁□31 岁-50 岁□51 岁以上

1. 我能熟练设置电脑或手机的屏保及背景墙。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
2. 我每天都在上网。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
3. 在我所使用的媒介中，使用最多的媒介是互联网。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
4. 我会在网上购物。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
5. 我会使用网银支付或转账。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
6. 我能熟练地区分各种类型的网站。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
7. 当我遇到问题或者寻求知识，我经常通过网络搜索解决办法或相关知识。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
8. 我十分了解网络管理的相关法规。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
9. 我比较清楚网民的责任与义务。
   □完全不赞同□不赞同□不确定□赞同□完全赞同
10. 在访问新网站前，我会仔细地确认检查，以确认是否有风险。
    □完全不赞同□不赞同□不确定□赞同□完全赞同
11. 当我遇到网站提示要求输入个人信息时候，一般情况下我会查询，然后再输入。

□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**

12. 当我在网络媒体中发现最新的网络表情符号、网络流行语等，我会经常在社交媒体（如微信、QQ）中与他人分享。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
13. 我经常通过社交媒体与他人联系（如微信、QQ 等）。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
14. 我经常在网上参与一些活动（如网上申请、网上预约（挂号）、网络举报、网上交费（支付）、网络报名、数字图书馆、网络投票等）。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
15. 我经常使用社交媒体（如微信、QQ 等）与他人建立关系网，以完成某一任务或实现某一目标。。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
16. 我具有较强的网络分享与合作意识。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
17. 我经常在网络中发布一些原创性的内容。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
18. 我有意识地在网上观看土家族非物质文化遗产。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
19. 我认为土家族非物质文化遗产有必要在网上传播。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
20. 与传统的土家族非物质文化遗产传承或展演方式比较，我更喜欢在数字平台上观看土家族非物质文化遗产。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
21. 在网络数字平台的土家族非物质文化遗产中，我最喜欢视频、音频和图片等数字资源。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
22. 我经常在网络数字平台上观看土家族非物质文化遗产。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
23. 我能在网络数字平台上下载、编辑土家族非物质文化遗产。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
24. 在网上观看过的土家族非物质文化遗产，我对其真实性持怀疑态度。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
25. 如果我对网络上观看到的土家族非物质遗产内容有质疑时，无论如何要弄清真相。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
26. 我能十分清晰地理解与解读网络数字平台中土家族数字化非物质文化遗产的内容。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
27. 我了解数字遗产相关的政策与标准。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
28. 我能熟练地区分土家族非物质文化遗产各种数字平台。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
29. 我能在网上搜索到任何需要的土家族非物质文化遗产数字资源。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
30. 我经常在网络数字平台中转发土家族非物质文化遗产。

□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**

31. 我经常拍摄并在网上传播过土家族非物质文化遗产相关的图片、视频等。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
32. 我认为土家族非物质文化遗产的价值通过网络数字平台的传播，可以让更多的人了解。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
33. 我在网络社交媒体中加入过土家非物质文化遗产交流群（如土家文化微信群，土家文化 QQ 群等）。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
34. 我经常在网络数字平台中亲身参与体验土家族非物质文化遗产（如土家数字博物馆、土家网络游戏等）。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**
35. 通过在网上观看或阅读土家族非物质文化遗产数字资源后，在日常生活中我能清楚地识别土家族非物质文化遗产的类型和内容。
□完全不赞同□不赞同□不确定□赞同□**完全**赞**同**

Annex Three: Questionnaire in English

Dear friends,

We are conducting a research study to understand the use of the Tujia ethnic ML and ICH dissemination,please kindly help complete this questionnaire. We promise you that the questionnaire survey will be conducted in an anonymous manner. Your personal information and the contents of your answers will not be disclosed to any unrelated personnel. Please fill in with confidence based on your actual situation.

This questionnaire will probably take up to 10 minutes. Your participation will directly affect our research results. Please circle the most answer that reflects your opinion into the ☐. Thank you for your cooperation.

Demographic data

My gender:

☐Male ☐Female

My age：

☐16 and below ☐17-24 ☐25-30 ☐31-50 ☐51 and over

Status of my job：

☐In-service ☐Student ☐Unemployed☐Retirees ☐Other(please specify)

My educational level:

☐Primary junior school ☐Senior school ☐Collage（3 years）☐University（4 years）☐Master/PhD

1. I can set the screen saver and background wall of my computer or mobile phone.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
2. I surf online everyday.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
3. In my everyday life, the most use of media is Internet.
   ☐strongly disagree ☐disagree ☐neutral ☐agree ☐strongly agree
4. I am able to buy online
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
5. I am able to pay by internet banking.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
6. I am skilled to classify various kinds of websites.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

7. I often explore and search information actively to satisfy set objectives.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
8. I can clearly understand the relevant regulations of network management.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
9. I have knowledge of the rights and obligations of netizens.
   ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
10. Before visiting a new website or page, I carefully check whether there is a risk.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
11. When I was asked to enter personal information by a website, I often enter it after querying.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
12. I often understand the latest social trends via intenrnet（such as buzzwords，emojis）.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
13. I often keep in touch with others through social media (wechat, qq,etc.).
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
14. I often participated in activities on digital platforms (such as e-government,e-library,online voting,online registration,etc.).
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
15. In order to achieve a certain goal, I often use the social media to establish networking with others.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
16. I have strong sense of online sharing and cooperation.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
17. I have created some original media texts or messages online.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
18. I think Tujia ICH is necessary to disseminate on digital platforms.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
19. I view Tujia ICH on digital platforms intentionally.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

20. I prefer to view Tuaji ICH on digital platforms than traditional ways.
    ☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree
21. Among Tujia ICH,I prefer to view audiovisual resources than texts on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

22. I often view Tujia ICH on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

23. I am able to download and edite Tujia ICH resources on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

24. After viewing Tujia ICH on digital platforms, I was skeptical about it.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

25. If I have any questions about Tujia ICH on digital platforms,in any case,I want to find out the truth.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

26. I can understand the content of Tujia ICH on digital platforms very clearly.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

27. I know digital heritage related policies and standards.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

28. I am able to proficiently identify various Tujia ICH digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

29. I am able to retrieve Tujia ICH resources that what I want on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

30. I often forwarded Tujia ICH on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

31. I often photographed the pictures and videos of Tujia ICH, and disseminate it on digital platforms.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

32. I participate in some Tujia culture digital communities per social media.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

33. I often personally participate in the l digital platform to experience Tujia ICH.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

34. I believe that the value of the Tujia ICH can be communicated through the digital platforms, and it can help more people understand.

☐strongly disagree ☐disagree ☐I don't know ☐agree ☐strongly agree

35. After viewing or reading the digital resources of the Tujia ICH on digital platforms, I can clearly identify the types and contents of the Tujia ICH in my daily life.

☐strongly disagree ☐disagree ☐I don't know☐agree ☐strongly agree

Annex Four:Interview Outline in Chinese

姓名：

职业：

年龄：

性别：

受教育程度：

1.请您谈谈对媒介素养的理解？

2.如果将媒介素养分为媒介使用技能，对媒介内容的批判性理解，交际能力三个维度，请你从各个维度谈谈，你认为良好的媒介素养应该是怎样的？

3.根据以下媒介素养能力标准等级，你觉得自己处于哪个等级？为什么?

等级	个人能力
初级	个人具备一系列使用媒介的基本能力，了解媒介的基本功能；能识别基本的媒介代码并用于特定目的；使用者批判性分析接收信息的能力及通过媒介交际能力有限。
中级	个人具备中等媒介素养水平，深度了解媒介功能，能从事一些复杂的操作；知道如何获取和评估所需的信息，评估信息检索策略；是积极的媒介内容生产者与社交活动参与者。
高级	个体是媒介使用专家，了解并关注影响媒介使用的法律法规；具备深度的媒介技术与语言知识；可以分析及转换影响其交际关系和产生、传播信息的条件；能在数字公共领域积极参与可以解决问题的合作小组。

4.您如何看待土家族非物质文化遗产在数字平台的传播？您是否在网络数字平台传播过土家族非物质文化遗产?为什么？

5.你能否在数字平台中识别土家族非物质文化遗产？为什么？

6.根据以下非物质文化遗产传播能力等级，你觉得自己处于哪个等级？为什么?

等级	个人能力
初级	传播者在数字平台传播土家族非物质文化遗产基本无意识地行为，传播者能在数字平台的观看、转发与分享、评论等普通行为方式。从数字平台的土家族非物质文化遗产中尚未形成民族认同感。
中级	传播者有意识地在数字平台传播土家族非物质文化遗产，传播者对数字平台的土家族非物质文化遗产的批判性理解与认知。从数字平台的土家族非物质文化遗产中有了基本的民族认同感。
高级	传播者能在数字平台从事专业的土家族非物质文化遗产传播，能在数字平台从事一些复杂的行为，对土家族非物质文化遗产进行数字化管理，数字化制作。从数字平台的非物质文化遗产中有十分强烈的民族认同感，民族文化心理的重构。

7.你认为媒介素养在土家族非物质文化遗产数字化传播中重要吗？为什么？

8.你认为媒介素养在土家族非物质文化遗产数字化传播中扮演什么角色？为什么？

10.您认为媒介素养与非物质文化遗产数字化传播能力之间存在一种怎样的关系？为什么？

11.你是否认为媒介使用能力越好，在数字平台传播土家族非物质文化遗产的能力越强吗？为什么？

12.随着互联网与数字媒体技术在非物质文化遗产保护与传播中的有效应用，你是否经常利用最新的网络数字平台传播土家族非物质文化遗产？请具体谈谈（抖音、网络直播等数字平台，并通过打赏、点赞等方式观看过土家族非物质文化遗产）。

Annex Five:Interview Outline in English

Name：

Job：

Age：

Gender：

Educational level：

Interview duration：

Part one: How does Tujia ethnic group understand ML and ethnic ICH dissemination on digital platforms?

1.Can you talk about how do you understand ML?

2.How is your media use skills,critical understanding skills and communication skills?

3According to the following ML standards, which level do you think you are in? why?

Level	Individual competence
Basic	The individual has a set of abilities that allow a basic use of media. The user knows its function, deciphers its basic codes and uses it for specific ends. The user's capacity to critically analyse the information received is limited. His commun- icative capacity through media is also limited
Medium	The individual has a medium level of media use, knowing in depth its function and is able to carry out complex operations. The user knows how to obtain and evaluate the information required, he evaluates the information search strategies. The user is an active producer and participates socially
Advanced	The individual is an expert in media use, being aware of and interested in the legal conditions that affect its use. The user has an in-depth knowledge of the techniques and languages and can analyse and convert the conditions affecting his/her communicative relations and the production and communication of messages. In the public sphere, the user is capable of activating cooperation groups that allow him/her to solve problems.

4.How do you think Tujia ethnic ICH dissemination on digital platforms?

5Have you been disseminated Tujia ethnic ICHon digital platforms? Why?

6.Are you able to identify Tujia ethnic ICH on digital platforms?Why?

7.Can you give some examples of Tujia ethnic ICH that you viewed on digital

platforms?

8. According to the following ethnic ICH dissemination on digital platform standards, which level do you think you are in? why?

Level	Individual skills
Basic	The individual behavior of Tujia ethnic ICH dissemination on the digital platform is basically unconscious. The common behaviors of viewing, forwarding, sharing, and commenting on the digital platforms. However, he can not critically understand and recognize Tujia ethnic ICH on digital platforms. A sense of ethnic identity has not yet been formed from Tujia ethnic ICH on digital platforms.
Medium	The individual disseminates Tujia ethnic ICH on digital platforms consciously, occasionally he publishes photos,videos of Tujie ethnic ICH on digital platforms and has basic critical understanding and cognition on Tujia ethnic ICH on digital platforms.He has the basic sense of ethnic identity from Tujia ethnic ICH on digital platforms.
Advanced	The individual is able to conduct complex behavior on Tujia ethnic ICH disseminatin on digital platforms.He can professional digital mange and produce on Tujia ethnic ICH on digital platforms.He has deep critical understanding and cognition on Tujia ethnic ICH on digital platforms. And from Tujia ethnic ICH on digital platforms,he has the strong sense of ethnic identity.

Part two: Why does ML impact on Tujia ethnic ICH dissemination on digital platforms among Tujia ethnic group?

9. Do you think is ML important in Tujia ethnic ICH dissemination on digital platforms? Why?

10. Compared with the traditional oral transmission method, what capabilities do you think need to better disseminate Tujia ethnic ICH on digital platforms in the digital age?

11. Will ML affect your ability to disseminate Tujia ethnic ICH on digital platforms? Why?

Part three: How dose ML impact on the levels of ICH dissemination on digital platforms among Tujia ethnic group?

12. How do media use skills, critical understanding skills and communication skills affect you to disseminate Tujia ethnic ICH on digital platforms?

13. Do you often use the latest network digital platforms(such as Wechat,live streaming platforms,etc.),and disseminate Tujia ethnic ICH on it?

Annex Six:Interview Code Process in NVivo 12

1 Understanding of ML

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	1	0.19%
Document	J-HOPE	Files\\interview	1	0.82%
Document	MJ	Files\\interview	1	0.22%
Document	MY	Files\\interview	1	0.19%
Document	Oldman	Files\\interview	1	2.76%
Document	PKH	Files\\interview	1	0.20%
Document	Pomelo	Files\\interview	1	1.74%
Document	Speak	Files\\interview	1	0.21%
Document	SXY	Files\\interview	1	1.58%
Document	XXT	Files\\interview	1	0.19%

2 Assessment of ML

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	3	1.87%
Document	J-HOPE	Files\\interview	3	0.52%
Document	MJ	Files\\interview	3	1.13%
Document	MY	Files\\interview	1	1.67%
Document	Oldman	Files\\interview	1	1.66%
Document	PKH	Files\\interview	2	1.97%
Document	Pomelo	Files\\interview	1	1.63%
Document	Speak	Files\\interview	1	2.92%
Document	SXY	Files\\interview	1	1.42%
Document	XXT	Files\\interview	1	1.90%

3 Understanding of Tujia ethnic ICH dissemination on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	2	0.70%
Document	J-HOPE	Files\\interview	3	1.57%
Document	MJ	Files\\interview	2	0.33%
Document	MY	Files\\interview	3	0.61%
Document	Oldman	Files\\interview	4	0.71%
Document	PKH	Files\\interview	1	0.28%
Document	Pomelo	Files\\interview	3	0.77%
Document	Speak	Files\\interview	3	0.49%
Document	SXY	Files\\interview	3	0.43%
Document	XXT	Files\\interview	2	0.21%

4 have you been disseminated Tujia ethnic ICH on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	4	0.70%
Document	J-HOPE	Files\\interview	3	0.37%
Document	MJ	Files\\interview	3	0.59%
Document	MY	Files\\interview	3	0.44%
Document	Oldman	Files\\interview	4	0.45%
Document	PKH	Files\\interview	3	0.47%
Document	Pomelo	Files\\interview	3	0.46%
Document	Speak	Files\\interview	5	1.69%
Document	SXY	Files\\interview	5	1.01%
Document	XXT	Files\\interview	7	1.05%

5 are you able to identify Tujia ethnic ICH on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	5	0.89%
Document	J-HOPE	Files\\interview	4	0.45%
Document	MJ	Files\\interview	3	0.33%
Document	MY	Files\\interview	4	0.30%
Document	Oldman	Files\\interview	5	0.53%
Document	PKH	Files\\interview	3	0.35%
Document	Pomelo	Files\\interview	8	2.42%
Document	Speak	Files\\interview	5	1.50%
Document	SXY	Files\\interview	7	1.18%
Document	XXT	Files\\interview	6	0.90%

7 According to the following standards of ethnic ICH dissemination on digital platforms,which level do you think you are in?

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	4	0.45%
Document	J-HOPE	Files\\interview	4	0.65%
Document	MJ	Files\\interview	3	0.57%
Document	MY	Files\\interview	3	0.38%
Document	Oldman	Files\\interview	6	0.96%
Document	PKH	Files\\interview	2	0.75%
Document	Pomelo	Files\\interview	4	0.67%
Document	Speak	Files\\interview	4	0.81%
Document	SXY	Files\\interview	5	1.13%
Document	XXT	Files\\interview	2	0.26%

8 Do you think is ML important in Tujia ethnic ICH dissemination on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	3	2.27%
Document	J-HOPE	Files\\interview	3	1.67%
Document	MJ	Files\\interview	2	1.31%
Document	MY	Files\\interview	1	0.25%
Document	Oldman	Files\\interview	4	3.24%
Document	PKH	Files\\interview	3	3.40%
Document	Pomelo	Files\\interview	2	1.28%
Document	Speak	Files\\interview	2	0.88%
Document	SXY	Files\\interview	5	5.39%
Document	XXT	Files\\interview	1	0.17%

9 Compared with the traditional oral transmission method, what capabilities do you think need to better disseminate Tujia ethnic ICH on digital platforms in the digital age

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	7	1.73%
Document	J-HOPE	Files\\interview	7	1.52%
Document	MJ	Files\\interview	2	0.67%
Document	MY	Files\\interview	3	1.20%
Document	Oldman	Files\\interview	4	1.11%
Document	PKH	Files\\interview	2	0.53%
Document	Pomelo	Files\\interview	2	0.70%
Document	Speak	Files\\interview	1	0.19%
Document	SXY	Files\\interview	1	0.21%
Document	XXT	Files\\interview	3	1.19%

10 Will ML affect your ability to disseminate Tujia ethnic ICH on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	5	1.26%
Document	J-HOPE	Files\\interview	3	1.02%
Document	MJ	Files\\interview	2	0.33%
Document	MY	Files\\interview	4	0.46%
Document	Oldman	Files\\interview	4	0.86%
Document	PKH	Files\\interview	4	1.06%
Document	Pomelo	Files\\interview	4	0.60%
Document	Speak	Files\\interview	3	0.64%
Document	SXY	Files\\interview	3	0.62%
Document	XXT	Files\\interview	7	1.83%

11 How do media use skills, critical understanding skills and communication skills affect you to disseminate Tujia ethnic ICH on digital platforms

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	2	0.76%
Document	J-HOPE	Files\\interview	5	1.15%
Document	MJ	Files\\interview	1	0.20%
Document	MY	Files\\interview	4	0.67%
Document	Oldman	Files\\interview	6	2.59%
Document	PKH	Files\\interview	6	1.55%
Document	Pomelo	Files\\interview	1	0.23%
Document	Speak	Files\\interview	11	4.05%
Document	SXY	Files\\interview	8	1.61%
Document	XXT	Files\\interview	4	1.24%

12 Do you often use the latest network digital platforms(such as Wechat,live streaming platforms,etc.),and disseminate Tujia ethnic ICH on it.

Type	Name	In Folder	References	Coverage
Document	Acuteboy	Files\\interview	6	1.34%
Document	J-HOPE	Files\\interview	4	2.79%
Document	MJ	Files\\interview	3	0.59%
Document	MY	Files\\interview	5	1.20%
Document	Oldman	Files\\interview	11	4.17%
Document	PKH	Files\\interview	7	1.46%
Document	Pomelo	Files\\interview	5	1.23%
Document	Speak	Files\\interview	2	0.43%
Document	SXY	Files\\interview	6	2.33%
Document	XXT	Files\\interview	4	0.94%

Annex Seven:Interview Content Coding in NVivo 12

Name	Files	References
How ML impacts on Tujia ethnic ICH dissemination on digital platforms	0	0
Comment	2	2
Forward on Wechat	5	6
Media use skills, critical understanding skills,communication skills impact on Tujia ethnic ICH dissemination on digital platforms	0	0
Don't know with communication skills	1	1
Higher in critical understand and communication skills,better in identifying and participating in Tujia ethnic ICH on digital platforms	1	1
Higher in media use skills and critical understand skills,better in understanding audience and content choosing	1	1
Its affect on how to use the digital platforms and understand of Tujia ethnic ICH	2	2
ML is a push factor	1	1
Positive effect,Tujia ethnic ICH passively absorbed from media	1	1
The higher competence in ML,the better in disseminating Tujia ethnic ICH on digital platforms	6	8
Never disseminated it on digital platforms	1	1
Occasionally disseminating on digital platforms	1	1
Occasionally using the latest digital platforms	1	1

Name	Files	References
Often using Wechat	9	9
Publish Tujia folksongs in Wechat friend circle	2	2
Publish Tujia traditional sports videos on Wechat	1	2
Publish vibrato video	1	1
Rarely forward	1	1
Thumb up on Wechat	8	8
Viewed Tujia ethnic ICH show live broadcast on Longshan Online Wechat	1	1
ML	0	0
ML levels	0	0
Basic	6	6
Reason(Basic)	0	0
Lack of ML knowledge	2	2
Low educational level	1	1
Not the media content creator	2	2
Using media only for social interaction	1	1
Between medium and advanced	1	1
Reason(Between medium and advanced)	0	0
Learned ML knowledge	1	1
Medium	3	3
Reason(Medium)	0	0

Name	Files	References
Learned related knowledge in the past	1	2
Often use media	1	1
Trainging on media education in the past	1	2
Understanding of ML	0	0
Competence of media use	1	1
Don't know	6	6
Never had contacted with ML knowledge	3	3
Knowledge that people have,laws and rules people comply with	1	1
Skills of media use,critical understand media content,create media content,participation through media	1	1
The role of quality tool	1	1
ML as an impact factor in Tujia ethnic ICH dissemination on digital platforms	0	0
ML is important in Tujia ethnic ICH dissemination on digital platforms	0	0
Type of view	0	0
Negative view	1	1
Skills in culture inheritance are important,excessive propaganda cause side effects	1	1
Positive view	9	9
Better in operating digital platforms	2	2

Name	Files	References
with high level Ml		
Let more people know Tujia ethnic ICH	4	4
Life is inseparable from internet	1	1
ML decide levels of Tujia ethnic ICH dissemination on digital platforms	2	2
Public are able to understand Tujie ethnic ICH through media	3	3
Tujia ethnic ICH diseemination better and faster with high level ML	3	4
ML will affect abilities in disseminating Tujia ethnic ICH on digital platforms	0	0
Type of view	0	0
Negative view	1	1
Not suer what effects it will be with ML	1	2
Positive view	9	9
Close realationship between Ml and Tujia ethnic ICH dissemination on digital platforms	3	4
Difference in media perception	1	1
Don't know why	1	1
Media will prompt Tujia ethnic ICH dissemination	1	1
ML is the basic precodition and key factor	2	2
Understand and learn much more from	1	1

Name	Files	References
ML		
Tujia ethnic ICH dissemination on digital platforms	0	0
Attitude	0	0
Positive	0	0
Effectively	1	1
Faster dissemination	1	1
Helpful	2	2
Let more people know Tujia ethnic ICH	3	3
Meanful	1	1
Necessary	1	1
View Tujia ethnic ICH more exactly	1	1
Experience in disseminating Tujia ethnic ICH on digital platforms	0	0
Being able to identify Tujia ethnic ICH on digital platfroms	0	0
No	1	1
Not learned Tuajia ethnic ICH	1	1
Something yes,something no	3	3
Don't know much about Tujia ethnic ICH	1	1
Tujia ethnic ICH assimilated by Han	1	1
Tujia ethnic is different in each areas	1	1

Name	Files	References
Yes	6	6
Engaged in real life	1	1
I am a Tujia people and influenced by Tujia culture	2	2
Knowledgeable in Tujia culture	1	1
Tujia ethnic ICH is different	1	1
Viewed on line	2	2
Examples	0	0
Can not give any example	1	1
Crying for marriage	1	1
Tujia brocade technique	4	4
Tujia clothing	1	1
Tujia daliuzi(instrumental ensenmble)	4	4
Tujia folk songs	3	3
Tujia hand swaying dance	6	6
Tujia lantern festival	1	1
Tujia maogusi(original play dance)	2	2
Tujia new year	1	1
Tujia tima song(long epic)	1	1
Tujia traditional sports	1	1
If disseminated Tujia ethnic ICH on digital platforms in the past	0	0

Name	Files	References
No	1	1
Strange with myslef ethnic group	1	1
Yes	9	9
Hope more people knowing Tujia ethnic ICH	5	5
Inherit Tujia ethnic ICH	1	1
Intentionally or unintentionally	1	1
Love Tujia ethnic ICH	1	1
Share knowledge with each other	2	2
Want to learn more	1	1
Levels of Tujie ethnic ICH dissemination on digital platforms	0	0
Advanced	1	1
Reason	0	0
Worked in Tujia ethnic ICH digitalization	1	1
Basic	4	4
Reason	0	0
Love Tujia ethnic ICH and let more people know it	1	1
Low sense of ethnic identity	1	1
Never disseminated on line	1	1
Never published any original content	1	1

Name	Files	References
Medium	5	5
Reason	0	0
Disseminated it on Wecht,it's honor to disseminate	1	1
In line with the criteria	3	3
Want Tujia ethnic ICH to be able to inherit and prosper	1	1