

Qualities and Dimensions of Holistic Core Literacy in General and Continuing Education through Calligraphy in Renmin University of China

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Abstract: The research assessed the current status of calligraphy education at Renmin University of China and explored external factors impacting its integration into general education. Utilizing qualitative methods within a post-positivist paradigm, the study investigated subjective constructions within a Structural Functional Theory framework. Data from documents and human participants were gathered through purposive sampling and analyzed via document analysis and focus group discussions, revealing emergent themes. The findings indicated that calligraphy education aligns with policy directives emphasizing traditional culture's integration into compulsory education, offering courses covering theory, history, and skills. However, implementation challenges persist, necessitating further integration of domains like responsibility and social participation. External factors such as high demand for calligraphy graduates due to teacher shortages, competition in cultural sectors, and calligraphy's educational value for holistic development contribute to its significance. Graduates enjoy diverse career paths in art, research, media, and teaching, facilitated by calligraphy's role in teacher development, fostering curriculum innovation and bridging traditional and contemporary aesthetics in general education. Overall, calligraphy education at Renmin University benefits from these factors, highlighting its importance in promoting cultural heritage and fostering holistic development among students.

Keywords: Holistic Core Literacy, General Education, Continuing Education, Calligraphy, Holistic Calligraphy Education

I. Introduction

Chinese calligraphy, a quintessential aspect of Chinese history and culture, has found its place within modern university education as education has evolved. Embracing multiculturalism, it stands as a symbol of China's rich heritage amidst global integration. Esteemed scholars like Lin Yutang extolled its significance, equating it to the West's use of music in education. Yet, contemporary challenges loom, with technology's rise sidelining calligraphy's practicality, leading to a decline in Chinese students' writing proficiency. To counteract this, China's Education Modernization 2035 initiative emphasizes innovative reform, recognizing the pivotal role of education in societal advancement (Li, 2018). However, while advocating for innovative education, traditional calligraphy teaching methods often lag behind, hindering its integration. Xu & Xu (2013) argued for a holistic approach to education, advocating for the development of the individual over societal needs, echoing the belief in whole-person education, which fosters complete human development encompassing body, knowledge, morality, and creativity. Recognizing calligraphy's intrinsic value in shaping well-rounded individuals, its integration into university curricula, exemplified by Renmin University of China, becomes crucial. Nonetheless, the utilitarian motivations of students, as evidenced by Si's (2019) research, highlighted the

need for a balanced approach that preserves the essence of calligraphy while addressing contemporary educational needs.

The head of Renmin University of China's Student Affairs Department and member of its Continuing Education Department learned about the shortcomings in current college calligraphy teaching, noting the absence of unified content and specific requirements. Despite the practical and historical value of calligraphy education at Renmin University, there's a need for improvement, reflected in plans to integrate calligraphy into assessments and make it a compulsory course. Unlike high school students, college students have lighter course loads, affording them ample time for calligraphy learning, making the college years optimal for such training (Zhong, 2000). To enhance calligraphy education's effectiveness, ideological awareness must improve, and practical measures must be adopted to bolster student learning. The deficiency in calligraphy proficiency underscores the urgency for reforms, necessitating adjustments in teaching methods and resources allocation to align with societal needs (Song, 2019). However, challenges persist, including a shortage of qualified teachers and inadequacies in curriculum design and implementation. Thus, adjustments in college calligraphy education are imperative, requiring not only changes in faculty but also student engagement. Establishing a comprehensive model for calligraphy culture quality training is key to fostering the desired educational outcomes and promoting the overall quality of Chinese college education.

Continuing Calligraphy Education

Continuing calligraphy education encompasses two main categories: students outside of art disciplines pursuing calligraphy as a hobby, and students majoring in calligraphy delving deeper into its theory and techniques. The China Academy of Art plays a pivotal role in providing various avenues for continuing education in calligraphy, including adult education, advanced studies, teacher training, and distance learning (China Academy of Art, 2017). This aligns with the government's emphasis on calligraphy education to ensure the proficiency of primary and middle school teachers. However, the scarcity of universities offering professional calligraphy programs and the inadequacy of teacher qualifications underscore the importance of continuing education, particularly in teacher training. Renmin University of China stands out with its School of Continuing Education, offering a comprehensive structure for calligraphy education spanning undergraduate and postgraduate levels, supplemented by adult education and online courses. Recognizing the gaps, some calligraphy teachers opt to provide interest classes outside the university setting to address the demand for continuing education programs (Shigong, 2013).

Calligraphy Education

Contemporary calligraphy education faces a significant challenge highlighted in a survey by Renmin University, revealing a scarcity of opportunities for students to engage with calligraphy during their earlier schooling years (Song, 2019). This dearth has prompted many students to seek out calligraphy interest classes outside of formal education channels. The historical trajectory of calligraphy education in China reflects efforts to institutionalize its teaching, starting with Pan Tianshou's proposal in 1957 for calligraphy courses in higher art colleges, culminating in the establishment of China's first calligraphy course in 1963 at Zhejiang Academy of Fine Arts, followed by the nation's inaugural calligraphy master's program in 1979. Additionally, the creation of the China National Calligraphy Education Research Association in 1985 and the Calligraphy Education Committee of the Chinese Calligraphers Association in 1986 marked milestones in formalizing calligraphy education on a national scale. However, despite the proliferation of calligraphy courses in over 300 Chinese colleges and universities, there remains an issue of accessibility, with calligraphy often limited to majors and not integrated as a compulsory course, posing challenges for its broader popularization within higher education institutions, as Renmin University exemplifies. Moreover, the intertwined relationship between calligraphy and subjects like history, geography, and English complicates efforts to mandate its inclusion in university curricula, despite its intrinsic connection to Chinese traditional culture as a means of communication.

Outcomes of Lifelong Calligraphy Education

The goals of Chinese "Education for All" aim to ensure that basic education is compulsory, universal, developmental, and inclusive for all, focusing on meeting diversified but fundamental learning needs without excessively difficult content or unreachable standards (Nanzhao&Muju, 2007). The curriculum emphasizes patriotism, socialism, democratic values, and personal development, striving for a balanced education encompassing moral, intellectual, physical, and aesthetic dimensions. Curriculum reform emphasizes qualities-oriented education, shifting from rote learning to holistic development, with an emphasis on values, attitudes, and active learning. To align with these goals, calligraphy education must integrate with broader curriculum reforms, offering not only technical skills but also fostering values, creativity, and cultural appreciation. Additionally, teacher training in calligraphy is essential, ensuring educators can effectively teach and promote calligraphy within the curriculum. This research underscores the importance of incorporating calligraphy across subjects like history and geography, engaging students through exhibitions, competitions, and hands-on activities to enrich their learning experience and promote the art form.

Study Framework

Functionalism, or Structural Functional Theory, posits that any structure comprising interrelated parts serves to fulfill the needs of its constituent elements, and reciprocally (Lumen Learning, n.d.). Originating from the ideas of English philosopher Hebert Spencer, it was further developed by Emile Durkheim, emphasizing the necessity of interrelationships within a structure to achieve stability or dynamic equilibrium (Parsons, 1961 as cited by Lumen Learning, n.d.). In societal contexts, social facts such as laws and values constitute these interrelated structures. Within education, policies support educational systems, which are then institutionally implemented and integrated into subordinate systems. For Renmin University's calligraphy education to be effective, structural adjustments must align with China's Qualities Education Standards, ensuring relevance and functionality. Curriculum mapping, organizing the calligraphy curriculum to align with China's educational goals, offers an approach to achieve this alignment.

Drawing from the Structural Functional Theory, this study operates from the notion that the calligraphy education in Renmin University supports its unique educational system. Together with a discipline-based curriculum, calligraphy helps the university accomplish its educational goals and, as such, constitute the continuum of learning from elementary education to adult education. Renmin University's Continuing Education Department functions to accomplish the goals of the Qualities Education System of China.

Statement of the Problem

This research focused on accomplishing two main tasks: (1) assessing the current status of calligraphy education at Renmin University in terms of policy support, implementation challenges, and satisfaction of Chinese holistic education domains; and (2) examining external factors, including students teaching calligraphy after two years of learning, graduates' workplace experiences, and teachers' teaching experiences, to understand their impact on integrating calligraphy education into general education.

II. Methodology

The study, adopting a post-positivist paradigm emphasizing subjectivity over objectivity, acknowledges the Chinese education system's reflection of subjective structures of support, consistent with the framework of the Structural Functional Theory (Ryan, 2006). Utilizing the case study approach, this research investigated calligraphy education within Renmin University's Continuing Education Department, employing both qualitative and quantitative methods to comprehensively grasp this unique context, as it aimed to provide insights specific to this setting (Crowe et al., 2011). Employing a qualitative research design focusing on narratives, this study aimed to grasp the subjective construction of calligraphy education at Renmin University of China, prioritizing the objective reality of the case within a post-positivist framework, utilizing

methodological and sampling triangulation with two qualitative methods and three data sources to address the research questions at hand. The research took place at Renmin University of China, a research-oriented comprehensive university with a focus on humanities and social sciences, established in 1950 as the first modern university founded by the People's Republic of China (Renmin University of China, 2022).

The study utilized two main data sources: documents related to calligraphy education at Renmin University of China and human participants consisting of calligraphy teachers, sophomore and junior students, and graduates of calligraphy courses. Purposive sampling was employed for both document and human data sources, allowing for representation of the sample based on the researcher's judgment and specific research questions, with documents obtained from university and government sources and human participants selected based on criteria such as teaching experience and student status. For discussions, focus groups of six participants were formed following recommendations in the literature, with quota sampling ensuring equal representation of clusters, and participants selected based on their current involvement in or completion of calligraphy courses at the university (Muijeen et al., 2020).

The research employed document analysis and focus group discussions to gather data. Documents were analyzed by first determining their suitability, then identifying relevant information to address specific research questions, with related narratives categorized and synthesized. Focus group discussions involved sophomore and junior calligraphy majors, teachers who completed a two-year calligraphy program, calligraphy graduates, and non-calligraphy major graduates of calligraphy courses. Participants were selected based on criteria such as grade level and professional background to ensure insight into Calligraphy Education at Renmin University of China, with research instruments including a document analysis matrix and validated discussion guides for each group. The data collection process involved obtaining permission from Renmin University of China's School of Arts, followed by background research to design interview and focus group discussion questions, with subsequent testing for validity. Once reviewed and revised by experts, the guides were utilized in the research, with collected data analyzed to produce results. Qualitative data underwent thematic analysis post-transcription, with irrelevant narratives removed and relevant ones broken down and clustered into emergent categories, constituting themes under predetermined research questions.

III. Results

Current Status of calligraphy education in Renmin University of China

Policy Support. Policy directives from the Communist Party of China (CPC) Central Committee and The State Council emphasize the importance of integrating calligraphy and fine arts courses into compulsory education to uphold China's influential traditional culture. This mandate is underscored by a student's perspective, highlighting the benefits of calligraphy education in fostering historical knowledge, improving writing habits, and facilitating the integration of traditional culture into modern life. Moreover, the third Plenary Session of the 18th CPC Central Committee advocates for comprehensive educational reforms to enhance the nation's cultural creativity, with calligraphy education recognized as an integral component of cultural construction in colleges and universities. Emphasizing the role of calligraphy in talent training and cultural development, the CPC directed attention to the implementation of quality-oriented education reforms, including the promotion of aesthetic education and the establishment of art characteristic courses. Recognizing the need to address students' lack of enthusiasm for writing standards and aesthetics, the CPC underscored the importance of effectively integrating calligraphy courses in higher education institutions to cultivate traditional calligraphy culture among students, reaffirming calligraphy education as a priority in advancing Chinese traditional culture.

The Calligraphy Major in Renmin University of China. Professional calligraphy education is situated within the literature art class, comprising 27 majors, with calligraphy ranking 17th in the art major and 44th in the entire literature category. Students enrolled in calligraphy majors primarily engage in courses

covering calligraphy theory, character development history, ancient China, and calligraphy history, aiming to acquire fundamental theory, knowledge, and skills. Career prospects for calligraphy majors include engaging in calligraphy creation and theoretical research or pursuing roles in art editing, design, publication, and related activities within publishing houses, media outlets, and design firms. At Renmin University of China, which is a comprehensive institution, students, especially those from the College of Arts, have dedicated calligraphy courses integrated into their curriculum from junior college through postdoctoral levels, fostering active personal learning among students passionate about calligraphy art.

Description of Calligraphy Course in the General Education Program. To engage students from various disciplines in calligraphy learning, Renmin University of China employs strategies such as organizing calligraphy competitions, featuring expert lectures, and providing participants with essential calligraphy tools. Additionally, the establishment of the "College Students Calligraphy Association" encourages students to host calligraphy exchange and salon activities, incentivizing participation with awards recorded in their learning files for future employment prospects. Diversification of curriculum design is pursued through General Studies courses, aiming to cultivate a pluralistic understanding of traditional Chinese calligraphy and foster correct innovation. The calligraphy course structure within the College of Continuing Education aligns closely with students' academic performance, serving as a vital teaching and learning platform to enhance talent development and guide future career choices, thereby increasing students' interest and improving learning outcomes.

Calligraphy Course Learning Outcomes. The curriculum for calligraphy education is designed to achieve several objectives: firstly, to provide students with a clear direction for their college studies; secondly, to impart knowledge of calligraphy theory, skills, and traditional Chinese calligraphy art; thirdly, to cultivate systematic writing abilities and enhance students' comprehensiveness; fourthly, to improve mastery of calligraphy and related cultural knowledge; fifthly, to enable proficiency in the application of the five styles of calligraphy creation; and finally, to develop expertise in calligraphy theory and teaching methods for future professional endeavors. Graduates of calligraphy programs are prepared for roles not only in teaching and research but also in Chinese language and literature, calligraphy creation, editing, and commentary across various cultural and media institutions. The curriculum structure aims to guide students in planning their educational journey, offering insights into potential career paths and opportunities upon graduation, thereby facilitating informed decision-making and career planning.

Chinese Holistic Education. This paper attempted to align the delivery of calligraphy education with the Chinese models of Chinese holistic education according to the presentation of Miseliūnaitė et al. (2022) in the online 2021 International Forum on Holistic Education jointly hosted by the Center on Chinese Education at Columbia University's Teachers College, Columbia Global Centers | Beijing, and Peking University Education Foundation (North America).

Confucian Roots of Chinese Holistic Education. Miseliūnaitė et al. (2022) highlighted the Confucian roots of Chinese holistic education, emphasizing its historical development and philosophical underpinnings. Holistic education in China is grounded in the idea of nurturing individuals physically, intellectually, skill-wise, morally, and spiritually, prioritizing the development of the whole person rather than solely focusing on economic or political objectives. This perspective, deeply ingrained in Chinese tradition, traces back to Confucian principles, particularly the pursuit of "virtuous personhood" as articulated in the Analects. According to Confucius, a full or benevolent person embodies wisdom, moral integrity, courage, and cultural refinement. Miseliūnaitė et al. (2022) stressed that holistic education in China, influenced by Confucian ideals, promotes freedom of thought and independence of spirit as essential components of personal growth and development.

Holistic Education since the Early Period of the Republic of China. Holistic education in China has evolved over time, reflecting changes in educational philosophy and practice. Initially, during the early Republic

of China period (1911-1949), holistic education focused on cultivating well-developed characters and supporting pragmatic, national, and ethical education. Mao Tse Tung later aligned holistic education with ethics, intellect, and physical education in 1957. However, the mid-19th century saw the rise of positivism, which prioritized specialization and specific subject-related skills over humanities and inner knowledge, influencing China's education system. Despite Mao's endorsement of ancient holistic education, China's education system expanded with an emphasis on specialization, hindering learners' well-rounded development. It was not until 1995 that a balance between general and specialized skills was recognized as essential for learners to adapt to modern challenges and become full persons. Despite persistent positivism, holistic education resurged in the 2000s, emphasizing the development of individuals physically, intellectually, skill-wise, ethically, spiritually, and creatively. This approach promotes interdisciplinary courses and organic, personalized teaching methods, with teachers acting as facilitators, partners, and mentors. Miseliūnaitė et al. (2022) emphasized the importance of aligning education with holistic principles, reflecting participants' experiences in calligraphy education as indicative of broader trends in Chinese education.

Implementation Challenges. Diverse perspectives on student interest in calligraphy are evident, with teachers highlighting students' enthusiasm despite the education department's perception of dwindling interest over time. This discrepancy is attributed to insufficient attention from teachers, parents, and school leaders, leading to a decline in student performance and inadequate support for calligraphy education. Moreover, calligraphy education is marginalized within the curriculum, lacking sufficient resources, recognition, and standardized teaching materials, hindering its development. Superficial interventions, administrative weaknesses, and a shortage of competent calligraphy teachers further exacerbate the challenges faced. To address these issues, efforts are needed to cultivate outstanding calligraphy teachers, align calligraphy education with graduate outcomes, provide upskilling opportunities for current teachers, and promote collaboration among stakeholders to ensure the effective delivery and integration of calligraphy education.

Satisfaction of the Domains of Chinese Holistic Education. Based on the questionnaire, it was concluded that there are specific problems in the field of whole person education. Table 1 below shows the distribution of narratives related to the qualities and domains of HCE which will guide the following discussions.

Whole-person education encompasses a holistic approach to education, aiming to nurture well-rounded individuals by focusing on the development of body, mind, and spirit. This educational paradigm emphasizes core qualities such as humanistic heritage, scientific spirit, learning to learn, healthy living, responsibility, and practical innovation. Implemented in compulsory education, the whole-person curriculum utilizes diverse resources to cater to students' growth needs, breaking away from traditional structures to accommodate individual learning levels and personalities. Embracing social practice, community service, and research-based learning, schools develop comprehensive curriculum systems tailored to meet students' learning situations and societal demands. Additionally, whole-person education encourages innovative homework approaches and fosters a deeper understanding of human existence within the larger universe, promoting interconnectedness and holistic perspectives across various sectors in China.

Dimensions of Holistic Core Literacy (HCL) Addressed. Plotting the narratives against the dimensions of core literacy and qualities of core literacy (Chinese Students' Development of Core Literacy), where the former is aligned with the domains of inclusive education (Yan et al., 2018), the researcher surfaced the facets of calligraphy education, as perceived by the teachers and students, that seem to satisfy domains of Chinese holistic education.

Cultural Foundation (CF). The CF of holistic calligraphy education (HCE), as described by teachers and students, is characterized by five of the six qualities outlined by Miseliūnaitė et al. (2022).

The humanistic background (HB) of CF enables customizable and personalized curriculum schemes, integrating national, local, and school-based curricula to accommodate individual contexts and interests. This flexibility allows students to choose curriculum schemes aligning with their personalities and preferences, reflecting holistic education's emphasis on customization and personalization over discipline-specific outcomes favored by positivist education.

Additionally, the scientific spirit (SS) of HCE is evident in its analytical approach, breaking traditional administrative-level curricula into personalized levels based on students' personality and learning level. Moreover, institutional affiliations with scientific organizations further underscore the scientific spirit of HCE, promoting varied teaching methods such as conductive, exchange, and transformational learning to enhance students' scientific literacy and technological education. Overall, HCE's CF reflects a harmonious blend of humanistic values and scientific rigor, fostering a holistic approach to calligraphy education tailored to students' needs and interests (Miseliūnaitė et al., 2022; S3-1; S2-1; T2-1; T5-1).

Table 1

Inputs to the dimensions and qualities of HCE (Refer to Appendix 8 for the actual direct quotations corresponding to the codes in columns 2 to 4)

| Dimensions of Holistic Core Literacy (HCL) | | | |
|---|--|--|--|
| Qualities of Holistic Core Literacy | Supporting narratives related to Cultural Foundation (CF) (Academic Performance, School Adaptive Skills) | Supporting narratives related to Independent Development (ID) (Behavior Management, Motor Ability) | Supporting narratives related to Social Participation (SP) (Interpersonal Relationships, Social Rules) |
| Humanistic Background (HB) | S3-1 | S6 | S5, T6 |
| Scientific Spirit (SS) | S2-1, T2-1, T5-1 | S5, T1 | T4-3 |
| Learning to Learn (LL) | S4-1, T2-1, S3-1 | S6-5 | |
| Healthy Life (HL) | S1-1, S4-2 | | T3 |
| Responsibility (R) | | | S5, T4 |
| Practice and Innovation (PI) | T2-1, S6-2, S4-2, T5-1 | | T6 |

Note: Narratives related to qualities and domains of HCL are coded as follows: T (teacher), S (student), T1 (Teacher 1), T1-1 (Teacher 1 Quotation1), etc.

LL in calligraphy education is manifested, according to Student 4 by the 'Innovative homework' which is an important part of the teaching series, with "returning to the nature of the subject", "changing the way of learning" and "cultivating students' ability" at the foothold of homework (S4-1). LL is also facilitated by the scientific spirit, as elaborated by T2-1, as schools learn about learning from other learning institutions, and HB as they learn to customize their courses according to their personal preferences, situations, and needs (S3-1).

The HL echoes in the cultural foundation dimension in so far as the concept of holistic education is to “develop and use all curricular resources conducive to the growth of students” (S1-1). The growth of students, in the context of holistic education, relates to different aspects of a student’s life, which includes the physical and others that impact it. Miseliūnaitė et al. (2022) pointed out that holistic education covers persons in their totality (physically, intellectually, skills-wise, ethically, spiritually, and creatively).

PI, within the CF of HCE, are facilitated through interaction with external institutions, allowing for the emergence of new ideas and practices that would not arise solely within the school's confines (T2-1). Innovative homework assignments (S4-1) associated with LL encourage innovative calligraphy practices, such as oral history projects transmitted through digital platforms, enhancing access to diverse ideas and fostering innovation (S4-2). However, the narratives constructing the CF dimension lack emphasis on the quality of "responsibility," potentially indicating a gap in educational focus within HCE (S4-2). While academic performance is emphasized within CF, particularly in developing students' scientific literacy and adaptive skills, greater attention to fostering responsibility may be needed to address this gap (S4-2).

Independent development (ID). The CF of HCE is defined by statements regarding humanistic HB, SS, and LL as observed by students and teachers. HB is exemplified by an association federation managing sports and arts associations independently (S6). SS is fostered through research learning group activities and structural planning of school-based curriculum (S5, T1). LL is emphasized through innovative homework practices focused on returning to the subject's essence and cultivating students' abilities (S5). However, the ID dimension of HCE lacks mention of domains such as healthy life, responsibility, and practice and innovation, indicating a need for further integration of these aspects into the curriculum through teacher-led activities and encouragement to improve student behavior and motor abilities (S5).

Social participation (SP). The qualities of HCE are largely implicated by the responses of teachers and students, with SP strongly aligned with the HB and SS, but not as strongly with LL or R. SP is seen as integral to HB, fostering intersectoral collaborations and promoting a holistic understanding of education (S5, T6). SS emphasizes empathy and interconnectedness, supporting SP as a means to develop wisdom and empathy in students (T3, T4). R is tied to SP through community service, reflecting a sense of interconnectedness and universality (S5, T4). PI are also aligned with SP, supported by strong HB and intersectoral collaborations, suggesting the need for a SP mindset (SPM) to be incorporated into the learning process (T6). However, LL is not strongly associated with SP, indicating a gap in the understanding of SP as part of the learning journey (S5). Efforts should be made to incorporate SPM into the learning process to better enable learners to engage with SP effectively.

External factors that help or contribute to the integration of calligraphy education in general education based on the experiential learnings of the following in the Renmin University of China

External Factor 1: High Demand for Calligraphy Graduates. According to the survey certificate of the Employment Placement Office of College Students of the Ministry of Education and the certificate of recruitment in various provinces and cities, the employment prospects of calligraphy students are very good. Enterprises and institutions at all levels are in urgent need of calligraphy teachers. One calligraphy graduate realized that because there is a serious shortage of calligraphy teachers, the future employment prospects of calligraphy graduates are optimistic. The university, in order to meet the demand for primary and secondary school teachers, must increase the enrollment number of calligraphy major student enrollment and increase the number of calligraphy majors.

External Factor 2: High Employment Competition after Calligraphy Education. According to statistics and the existing university training of primary and secondary school calligraphy teachers, given the

required 10 years to complete (a professional calligraphy training), calligraphy graduates will face a very tight industry (T2) adapted to the cultural sector (including cultural centers, literary associations, museums, art galleries, auction companies, etc.), news media and other units engaged in calligraphy appraisal, identification, creation, editing and commentary, advertising planning, management and other work, as well as comprehensive application work related to the art of calligraphy, etc. (T4).

External Factor 3: Educational Value for Holistic (Individual and Cultural) Formation. As for teaching about calligraphy in-depth, Chinese calligraphy has evolved over thousands of years and is closely linked to China's Confucian, Buddhist, and Taoist cultures. The contemporary calligraphy art system combines all aspects of ancient calligraphy, and has made great achievements in history, aesthetics, criticism, sociology, morphology, education, and other aspects. As for teaching integral development, teachers realized that they can play a decisive role in improving students' comprehension, promoting physical and mental health, tempering will, and cultivating sentiments (T1 and T2). One student, in this regard, realized that students must be required to correct their attitudes (S2). Likewise, teachers enable students to understand the charm of Chinese character's culture, and carry forward national culture (S2).

External Factor 4: Multiple Job Entry Points after Calligraphy Education. Teachers recognize that calligraphy graduates have diverse career options, including joining professional calligraphy art groups, research institutions, publishing houses, television stations, and design units for roles in art editing, design, and publication (T1). Additionally, cultural departments and news media offer opportunities in calligraphy appraisal, identification, editing, commentary, and advertising planning (T1). Youth may find employment in group art museums, private training institutions, and enterprises supporting enterprise culture (T1). Many graduates also opt to teach abroad or establish their own studios, book galleries, or training courses (T1).

External Factor 5: Importance of Calligraphy in Teacher Development. As for teaching to innovate curriculum for general education, it helps to expand teachers' teaching ideas, teaching models, teaching content, etc. to encourage them to explore calligraphy modeling, and innovate ideas in language to build bridges between traditional and contemporary aesthetics with others, and cultivate students' innovative ability (T3). T3 added that as educators building the vision of aesthetic education in the new era, teachers have the responsibility and obligation to explore and innovate the curriculum according to the characteristics of general education, and build a bridge between traditional and contemporary aesthetics.

IV. Discussion

Implications to Calligraphy Education and Continuing Education

In examining the process of becoming a proficient calligraphy teacher, Structural Functional Theory can offer insights into the various functions and roles involved. According to this perspective, society is viewed as a complex system composed of interrelated parts that work together to maintain stability and harmony. In the context of calligraphy education, the theory and techniques taught to aspiring teachers serve a functional purpose in ensuring the transmission of knowledge and skills necessary for effective instruction (S3). This aligns with the functionalist view that education plays a vital role in socializing individuals and preparing them for their future roles in society.

Additionally, the emphasis on understanding the cultural significance of calligraphy underscores its role in fostering cultural cohesion and identity, thereby contributing to social stability (T1). The cultural level of calligraphy not only enhances aesthetic appreciation but also serves as a means of cultural preservation and innovation, reflecting the functionalist perspective on the role of culture in maintaining social order (T1). Moreover, the emphasis on respecting individuality and teaching according to aptitude highlights the importance of catering to diverse student needs and abilities, promoting social integration and cohesion within the

educational setting (T1, S5). This aligns with the functionalist notion of education as a mechanism for promoting social solidarity by accommodating the diverse talents and interests of individuals. Furthermore, the focus on motivating students and cultivating their self-confidence aligns with the functionalist perspective on education as a means of promoting social mobility and upward mobility by equipping individuals with the skills and attributes necessary for success in society (T4, T6).

The potential influence of the various factors on achieving the outcomes of HCE through calligraphy in the Chinese general education curriculum can be significant and multifaceted. Several key factors may impact the attainment of these outcomes:

Curriculum Design. The design of the general education curriculum plays a crucial role in shaping the learning experiences of students. Integrating calligraphy into the curriculum as a means to foster holistic learning can provide students with opportunities to develop various aspects of their being, including physical, intellectual, emotional, and cultural dimensions. A well-structured curriculum that incorporates calligraphy across different subjects and grade levels can contribute to the holistic development of students.

Teacher Competency. The competence and expertise of teachers in delivering calligraphy education are essential for achieving the desired outcomes of HCE. Teachers who possess strong calligraphy skills, as well as a deep understanding of its cultural and historical significance, can effectively transmit knowledge and instill appreciation for the art form in students. Additionally, teachers who embrace holistic teaching approaches and pedagogies that promote student-centered learning and creativity are better positioned to facilitate holistic learning experiences through calligraphy.

Resource Allocation. Adequate allocation of resources, including instructional materials, facilities, and training opportunities, is vital for the effective implementation of calligraphy education within the general education curriculum. Schools and educational institutions need to invest in resources that support calligraphy instruction and practice, such as quality writing tools, instructional books, and dedicated spaces for artistic expression. Moreover, providing professional development opportunities for teachers to enhance their calligraphy skills and pedagogical techniques can further support the achievement of HCE outcomes.

Cultural Context and Values. The cultural context and values inherent in Chinese society play a significant role in shaping the outcomes of calligraphy education within the general education curriculum. Calligraphy is deeply rooted in Chinese culture, tradition, and philosophy, reflecting values such as discipline, harmony, and aesthetic appreciation. By integrating calligraphy into the curriculum, educators can reinforce these cultural values and instill a sense of pride and identity in students. Moreover, calligraphy serves as a medium for promoting cultural exchange and understanding, fostering holistic learning experiences that transcend academic boundaries.

Assessment and Evaluation. The methods used to assess student learning and progress in calligraphy can influence the outcomes of HCE. Assessment practices should align with the holistic nature of calligraphy education and encompass not only technical proficiency but also creativity, critical thinking, and personal expression. By adopting authentic assessment methods, such as portfolio assessments, peer evaluations, and reflective journals, educators can provide a more comprehensive and meaningful evaluation of students' holistic development through calligraphy.

V. Conclusion

The successful integration of calligraphy into the Chinese general education curriculum requires careful attention to these factors to ensure that students achieve the desired outcomes of HCE. By addressing curriculum design, teacher competency, resource allocation, cultural context, and assessment practices,

educators can create enriching learning experiences that promote holistic development and cultural appreciation through calligraphy.

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