

The Teaching Reform and Exploration of the Calligraphy Major Investigation Courses in Colleges and Universities under the Background of the New Liberal Arts

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Abstract: In the new era of cultural prosperity, with the convening of the New Liberal Arts Conference, the reform of liberal arts teaching in colleges and universities has once again obtained an opportunity for development. For the teaching of inspection courses for calligraphy majors, new thinking and reforms are bound to be carried out under the new situation. Through the continuous advancement of existing teaching practices, there has been a certain exploration of inspection courses. The author believes that the comprehensive reform of such courses is a sublimation of the training of calligraphy professionals, from campus to society, from classroom to extracurricular, from theory to practical, a comprehensive improvement from knowledge to learning, so colleges and universities must pay attention to the reform of inspection courses in terms of talent training.

Keywords: New liberal arts; Calligraphy investigation; Curriculum reform; Exploration

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1. Introduction

In November 2020, the Department of Higher Education of the Ministry of Education of the People's Republic of China held the "New Liberal Arts Construction" conference. This has pointed out the direction for the construction of humanities and social sciences in various local universities.

As a major of art calligraphy, new reforms in education and teaching of this major should be strengthened in discipline construction. With the continuous development of the discipline, the calligraphy professional investigation course is a compulsory course in the practical teaching of calligraphy, and its teaching reform and innovative practice are imperative. Regarding the teaching practice and research exploration of such courses, the author has the following thoughts and reforms.

2. The new reform of the investigation content

In Dong Qichang's "Soul of Painting," there is "Reading thousands of books, traveling thousands of miles^[1]." It has long been pointed out that the calligraphy major requires not only reading, but also practical investigation. The main body of the calligraphy professional investigation course is a comprehensive investigation of professionalism and culture, as well as other cultural connotations. The content and theme setting of the investigation are the first questions to be considered, but also the answer to where to go, what

to learn, what is the value of the question.

First, examine the content. The route arrangement of the calligraphy professional inspection course includes: one is the east route “inquiry.” The main purpose of this route is to visit the sages and sages of the inscriptions. It spans the three provinces of Shandong, Jiangsu, and Zhejiang, and contains more than 60 inspection points. The other is the “Visit historical sites” on the Western Route, which spans the three provinces of Hebei, Henan, and Shaanxi, and includes more than 50 inspection sites.

Secondly, theme setting. The Eastern Front “inquiry” carries five major themes “inscriptions, saints, culture, cultural affairs, family and country” throughout ^[3]. The Western Route “Visit to Ancient China” contains 8 aspects including professional learning, revolutionary culture, excellent Chinese traditional culture, modern culture, patriotism, collectivism, organizational discipline, perseverance and morality.

The following is a brief description of the specific content and themes of the investigation: “Visit the stele inscriptions,” mainly visiting cultural resorts in Jinan, Tai’an, Qufu, Zoucheng in Shandong, in Jiangsu and Zhejiang. Teachers and students not only experienced the original stele, but also felt the impact of the stele. In the “Han and Wei Stone Carvings Museum” in Qufu, observing the classic inscriptions such as “Ritual Vessel Stele,” “Shichen Stele” and “Yiying Stele” in the “1 meter line,” entering the Dai Temple, read “Taishan Carved Stone” and “the stele of Zhang Qian” and other famous stele; Taishan “Jingshiyu Diamond Sutra,” Tang Dynasty cliffs, Zoucheng “Gangshan Carved Rocks” and other giant cliffs.

“Visiting sages” is mainly divided into two aspects: sages and saints. “Sages” include: Confucius, Mencius, and Wang Xizhi; “saints” in the order of investigation include Li Qingzhao, Wang Xuetao, Li Keran, Lin Sanzhi, Gao Ershi, Hu Xiaoshi, Xiao Xian, Zhao Mengfu, Wu Changshuo, Lu You, Li Shutong, Ma Yifu, Yu Yue, Huang Binhong and many other representative figures in ancient and modern poetry, calligraphy, and traditional Chinese painting.

“Visit the historical sites,” that is, ancient relics, ancient inscriptions, ancient buildings, ancient sages, etc. It includes Hebei Museum, Xiangtangshan Grottoes, Yin Ruins, Chinese Characters Museum, Luoyang Museum, Wang Duo’s Former Residence, Qiantang Zhizhai, Shaanxi Museum, Shaanxi Art Museum, Datang Xishi Museum, Qin Brick and Han Tile Museum, Yu Youren Art Memorial Museum, Chinese Bronze Museums, National Museum of China, etc. Rich and distinctive collections, and numerous “calligraphy and history” materials have expanded the content of classroom teaching.

Huang Tingjian ^[2] said: “Learning books requires morality in the mind, and the knowledge of sages and philosophy. Books are precious.” Only when they are immersed in the cultural treasures left by their predecessors, the meaning of the book can be truly sublimated. The above investigation routes and topics have gone through two rounds of practice, and initial results have been achieved in the exploration of calligraphy professional investigation courses. The curriculum is characterized by rich contents and diverse and distinctive themes. The exploration of new paths for professional investigation is constantly thought and summarized in the process of teaching.

3. New exploration of process teaching of investigation

The process of investigating teaching does not only focus on the process but not the result. It is to allow teachers and students to participate together in the entire teaching curriculum to avoid the separation of teaching and learning. The specific inspection process is divided into three stages: the preliminary preparation, the process design, and the course assessment.

First of all, preliminary preparations. Including: survey methods, survey tools, survey materials preparation and survey content education. In order to avoid the blindness of teaching and learning, students must be made clear about how to investigate. The plan is determined for each student. Let students choose 1 to 2 specific investigation points based on personal interests in the set content, and make preliminary preparations for the selected investigation points, including tools and materials preparation. Tools include:

camera, rubbing bag, tape measure, magnifying glass, lighting lamp, brush, ink, rice paper, etc. Different tools are prepared according to the object under investigation; preliminary preparation of data is also collected according to the object under investigation, including picture materials and text materials, to understand and familiarize with the object under investigation in the early stage. The leading teacher should teach students how to plan the investigation, how to collect data, how to organize, analyze, and summarize the collected data, and the requirements for reporting the results of the investigation. Let students conduct professional inspections with purpose, goals, efficiency and self-discipline, and prepare for the smooth progress of the inspection process.

Second, the design of the investigation process. The biggest difference between the investigation course and the ordinary course is that it has a very large randomness, and the design of the inspection process is established for this characteristic. Although each student has a personally responsible investigation site, each student must participate in the entire investigation content to form a connection of knowledge.

The design of the investigation process is divided into three parts: key group lectures, group investigation and observations, and segmented reports and discussions. For most students, each investigation site is an unfamiliar environment. Professional teachers should make good use of the opportunities of on-site teaching, so that students can get in touch with classroom teaching as soon as possible, and arouse students' thinking and interest in problems. For example, when going to the China Bronze Museum, students should want to know the relationship between "He Zun" and "China," the enlightenment of the large-length inscriptions on the creation of seal script, the difference between casting, rubbings and ink marks. and the casting process of bronzes, as well as the rights and hierarchy symbols embodied in the bronzes. The investigation sites for key collective lectures need to be designed according to the teaching requirements before the investigation. The main purpose is to allow students to carry out specific questions and imagination, so that they will have a deeper understanding of calligraphy.

When mass teaching cannot be realized during the investigation process, the most effective way is to study in groups. At each site, students should take questions to observe and study in groups, which is conducive to mutual exchanges between students, efficiently collect and share learning materials, and complete the study at each site. After completing the daily investigation content, the team leader will promptly feedback the difficulties and problems encountered in the inspection process of the group to the leading teachers, and the team will lead the teachers to conduct on-site investigation on the problems of each group during the group lecture on the second day. Answers can quickly solve the students' professional and other confusions during the process.

The phased report seminar is a kind of supervision of the student investigation process. For example, a two-week study tour should be divided into three stages. In the form of small groups, each group sends a representative to report on the study in the past few days. The three reports are different students, and each group's report should not exceed fifteen minutes, the seminar and communication time is controlled between one and a half hours to two hours. After the seminar, the leading teacher will make a summary, commend outstanding students, and educate and encourage those who perform in general.

Finally, the course assessment. The investigation course assessment is an important link for the conclusion of the investigation task. In most colleges and universities, the final results are displayed in the form of investigation report, and there are also "investigation reports, organizational discussions and other forms," but none of them can completely display of the survey results. Through two rounds of investigation and practice teaching, the following new thinking and new practices are available for the assessment of such courses.

Each student has a personally responsible investigation site during the process. During the process, students are required to write an investigation diary, process group report and discussion every day. After the investigation, the report exhibition and report explanation will be carried out, from the process to the

report. New mode of investigation and evaluation are formed. The report exhibition is the completion of the design of the report exhibition, the layout of the exhibition and the production of the portfolio within one week after the students return to school, and the comprehensive and efficient evaluation of the inspection effect. The report exhibition specifically includes three parts: personal exhibition board, personal investigation diary, and group investigation and discussion highlights. After the report exhibition, each student in the exhibition hall will report. This new mode of investigation and evaluation reflects the diversity of investigation and exploration. It is also rare in calligraphy colleges. It is about the collection of students' data, analysis of problems, and summary reports. Comprehensive assessment is a comprehensive exercise in academic, professional, and will quality.

4. New practice of process management under investigation

The most important feature of an outing visit is the change from campus to society. The most important thing about studying outside of school is the out-of-school management problem. Therefore, the management regulations or the exploration of process management for the entire inspection process is the institutional guarantee for the successful completion of the investigation. Through the investigation of the practice of the course, the author has the following new practices for the whole process management.

Out-of-school investigation is the management of the entire I process, including safety management, property management, traffic management, and cultural relic protection management.

Security management. Safety is the first priority. The most effective way to manage safety is group management. The teacher is responsible for the group, and the group leader reports to the leading teacher. The report includes the situation of bedtime every night, arrival and departure investigation. The gathering situation at the location, the gathering situation leaving the place of residence. It must ensure that there is a safety awareness that the assembly must be reported. Teachers should have comprehensive guidance on students' personal discipline education, property safety education, personal safety education, traffic safety education, boarding and lodging safety education, etc. Each teacher and student should have a group awareness, personal protection awareness and timely reporting awareness. It is necessary to prepare for emergency plans when going out for investigation. Teachers and students are required to prepare necessary emergency medicines, such as motion sickness medicine, cold medicine, anti-inflammatory medicine, band-aids for emergency. Then there are teachers who lead the team to have a comprehensive understanding of the physical condition of the students.

Property management. The property management of outings is divided into teacher property and student property. Teacher property management is in charge of teacher representative, and student property management is in charge of student cadre representative. The expenses of teachers who go out for investigation include: meals, accommodation, car rental, insurance, tickets, etc. The expenses incurred are paid according to the school's financial system and uniformly using official cards. The expenditure items for students going out are the same as the expenditure items for teachers. It is directly connected by the representatives of students and student leaders. Teachers do not participate in the management of students' property and must be clear about the necessary collective expenses. For example, when collectively renting a tourist bus, the expenses incurred are shared equally by teachers and students, so that financial expenditures are open and transparent, and teachers and students' financial materials should be disclosed in a timely manner.

Traffic management. The transportation for outings includes planes, trains and tourist buses. The choice of departure and return transportation must be under the guidance of the teacher, and the travel method must be confirmed after negotiation with the student. The student personally purchases the ticket, and the teacher's ticket arrangement is purchased by the teacher representative's unified official card. After the investigation route is determined, the transportation used between the walking and the inspection site is

mainly a tourist bus. When renting a tourist bus, teachers' representatives and student representatives must be involved to be open and transparent.

Improve the comprehensiveness and effectiveness of teaching and learning management. The whole investigation process is completed under the guidance of teachers and the participation of teachers and students. It is a management exercise for teachers and students in the whole process. In a certain sense, it is a "militarized" investigation, teaching and learning activity. Enhance the ability of teachers and students to manage affairs in comprehensive management, and enhance the ability of comprehensive reflection of teachers and students in process management. This is also an important purpose of outbound investigation courses.

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