The Enlightenment of Gao Fenghan's Artistic Style and Ideas of Literati Painting to Contemporary Art Education

KeXiao[1]

A R T I C L E I N F O	A B S T R A C T

Purpose: Gao Fenghan's artistic style and ideas about literati painting are an important part of Chinese cultural heritage. His artistic legacy has inspired contemporary artists to combine traditional Chinese aesthetics with contemporary art practices. The purpose of this study was to investigate the impact of Gao Fenghan's artistic style and ideas of literati painting on students' learning outcomes and attitudes toward art, with the role of teaching methods as mediating and students' cultural background as moderating. **Research Methodology:** A survey was conducted with 250 students enrolled in an introductory course on Chinese painting at a Chinese university from different cultural backgrounds. A self-administered questionnaire was used to collect data on students' perceptions of Gao Fenghan's artistic style and ideas, their learning outcomes, attitude toward art, teaching methods, and cultural background.

Findings: According to the findings of the study, Gao Fenghan's artistic style and ideas had a significant positive impact on students' learning outcomes and attitudes toward art. Students exposed to Gao Fenghan's style and ideas, in particular, reported higher levels of learning achievement, appreciation for the artistic tradition, and interest in furthering their studies in Chinese painting. Furthermore, the study discovered that teaching methods acted as a bridge between Gao Fenghan's style, ideas, students' learning outcomes and attitudes toward art. **Implications:** The use of interactive teaching methods such as group discussions and field trips, in particular, was discovered to enhance the positive effects of Gao Fenghan's style and ideas on students' learning and attitudes. Finally, the study found that students' cultural backgrounds mediated the relationship between Gao Fenghan's style, ideas and their learning outcomes and attitudes toward art. Students with a stronger cultural background in Chinese art and literature were found to be more receptive to Gao Fenghan's style and ideas, and their learning outcomes and attitudes toward art improved significantly.

[1] Doctor of Fine Arts, International College, Krirk University,Thailand.
Email: 1905816811@qq.com

Introduction

The term "literati painting" is an artistic term extracted from traditional Chinese painting.The qualities of literati painting are literati nature and literati interest. Gao Fenghan was a famous literati painter of the Chinese Qing Dynasty. He is known for his emphasis on divine rhythm and the character of literati nature. His figures, landscapes, flowers and birds all have a unique vitality and literati spirit. The poetic inscriptions in his works give Gao Fenghan's literati paintings a complete expression of "poetry, calligraphy, painting, and printing", revealing the author's personality, style, and charm, and forming a unique aesthetic style. The students' comprehension of art as well as their appreciation of art is significantly influenced by the art education they receive. In recent years, there has been a growing interest in the investigation of the impact that various artistic styles and ideas have on the learning outcomes and attitude towards art that students have (Szalma & Bitó, 2021). One such style is the artistic style and ideas of literati painting developed by Gao Fenghan, both of which have had a significant impact on the history of Chinese art (Jiang, 2019; Lu, 2022). According to Wang et al. (2019), Gao Fenghan's artistic style and the ideas of literati painting place an emphasis on the significance of using artistic expression to communicate one's personal feelings and insights. This style places an emphasis not only on the use of traditional Chinese brushwork techniques but also on the incorporation of literary themes into the painting. These concepts have been the subject of extensive research in the field of art history due to their significant influence on Chinese art.

In spite of the fact that Gao Fenghan's artistic style and the concepts of literati painting had a significant impact on the development of Chinese art history, there is a noticeable knowledge gap in the literature concerning the effect that this style has on students' learning outcomes and their attitude toward art (Eyal-Cohen et al., 2020; O'Rourke et al., 2021). While some studies have investigated the influence of other artistic styles on art education, such as impressionism and realism, the influence of Gao Fenghan's artistic style and the concepts of literati painting have not yet been investigated to their full potential. In addition, there is a lack of research on the moderating role of cultural background and the mediating role of teaching methods in the relationship between Gao Fenghan's artistic style and ideas of literati painting and students' learning outcomes and attitude towards art (Garvey et al., 2022). This is a significant gap in the knowledge base.

The development of successful art education programs that take into account the students' cultural backgrounds and incorporate a variety of artistic styles and ideas can be aided by an understanding of these factors, which can also help inform their creation. As a result, the purpose of this research was to fill in the gaps that have been found in the existing literature and make a contribution to a better understanding of how Gao Fenghan's artistic style and the concepts behind literati painting can be successfully implemented into art instruction. It is also important to take into account the mediating effects of instructional strategies and the moderating effects of cultural background.

This study therefore aimed to achieve the following objectives: 1) To investigate the impact of Gao Fenghan's artistic style and ideas of literati painting on students' learning

outcomes in art education; 2) To examine the impact of Gao Fenghan's artistic style and ideas of literati painting on students' attitude towards art; 3) To explore the mediating role of teaching methods in the relationship between Gao Fenghan's artistic style and ideas of literati painting and students' learning outcomes and attitude towards art; 4) To investigate the moderating role of cultural background in the relationship between teaching methods and students' learning outcomes.

The field of art education is advanced in multiple ways as a result of the findings of this study. It broadens our understanding of the influence that Gao Fenghan's artistic style and the ideas of literati painting have on the learning outcomes and attitude that students have toward art. The study provides a more complete picture of how students from a variety of cultural backgrounds can best engage with this artistic style by investigating the moderating role of cultural background and the mediating role of teaching methods. Furthermore, it sheds light on the ways in which art education can successfully incorporate a wide variety of artistic styles and ideas, as well as the ways in which cultural background can be taken into consideration when developing and delivering art instruction. This is of the utmost importance in today's diverse and multicultural society, where an appreciation of art derived from a variety of cultural traditions can foster greater intercultural understanding and dialogue.

Literature Review and Hypotheses Development

- *Gao Fenghan's Artistic Style on Students Learning Outcomes*

During the Qing Dynasty, Gao Fenghan (1683–1748) was a well-known scholar and artist who is remembered for his innovative creative vision and theories of literati painting. His work stressed the incorporation of poetry and calligraphy into paintings, as well as the use of thin lines and dots (Lu, 2022). Confucian philosophy served as the foundation for his notions of literati painting, emphasizing the value of moral values and self-cultivation (Yijia, 2022). There is a lacuna in the literature on Gao Fenghan's artistic approach and ideas of literati painting, despite the fact that they have garnered considerable attention in Chinese art history. Other artistic genres' effects on art education have, however, been the subject of certain studies.

Past studies have demonstrated. For instance, the impact of impressionism on Chinese students' art learning outcomes was examined by Han and Zhang (2019), who discovered that exposure to this style enhanced students' capacity to detect and understand visual components as well as their inventiveness and aesthetic judgment. Similar results were discovered by Hwang et al. (2023) who found that teaching realism enhanced Chinese students' drawing abilities and their capacity to depict three-dimensional objects on a two-dimensional surface. The distinctive characteristics of Gao Fenghan's creative style and notions of literati painting is not covered by these research, despite the fact that they shed light on the effects of other artistic styles on students' learning results. A student's cultural background affects how they view art and how well they learn (Hayden & Prince, 2020). Consequently, more study is required to determine how Gao Fenghan's artistic approach affects students' learning outcomes.

H1*: Gao Fenghan's Artistic Style has a significant and positive impact on Students Learning Outcomes*

- *Gao Fenghan's Artistic Style on Students Attitude Towards Art*

Gao Fenghan's artistic style and ideas of literati painting has been widely praised in Chinese art history for their aesthetic value and philosophical significance. However, little is known about their impact on students' attitude towards art. Understanding the influence of Gao Fenghan's artistic style on students' attitude towards art is important because it can help educators to design effective art education programs that cater to students' interests and motivations. Although research on Gao Fenghan's artistic style is limited, there are studies on the influence of other artistic styles on students' attitudes towards art. A study by Murck (2019) found that exposure to Western art styles, such as expressionism and surrealism, increased students' interest in art and their appreciation of art. While these studies provided some insight into the influence of artistic styles on students' attitudes towards art, they did not specifically address the impact of Gao Fenghan's artistic style on students' attitude towards art (Lu, 2022). Therefore, more research is needed to investigate the relationship between Gao Fenghan's artistic style and students' attitude towards art.

H2*: Gao Fenghan's Artistic Style has a significant and positive impact on Students Attitude Towards Art*

- *Ideas of Literati Painting on Students Learning Outcomes*

Chinese art history has always focused on the concepts of literati painting, which emphasize the blending of creative expression and intellectual reflection. There is, however, little research conducted on how these concepts affect students' learning outcomes. In one study Yijia (2022), looked into how literati art affected the critical thinking abilities of pupils. According to the study, students' capacity to come up with original ideas and think outside the box was enhanced by exposure to literati paintings. Another study (Wei, 2019) investigated the effect of literati painting on students' comprehension of history and culture. According to the study, pupils' familiarity with Chinese art history and culture was enhanced by exposure to literati paintings. These studies shed some light on the effect of literati art on students' learning results, but additional study is required to fully understand this connection. It is also important to take into account the mediating effects of instructional strategies and the moderating effects of cultural background. Past studies have demonstrated that teaching strategies including project-based learning and inquiry-based learning can enhance students' learning results in the subject of art (Zhang et al., 2020). Moreover, cultural background can affect how well students absorb art.

H3*: Ideas of Literati Painting has a significant and positive impact on Students Learning Outcomes*

- *Ideas of Literati Painting Style on Students Attitude Towards Art*

For centuries, a major issue in Chinese art history has been the principles of literati painting, which emphasize the fusion of creative expression and philosophical inquiry. The term "literati painting" is an artistic term extracted from traditional Chinese painting.There is, however, little data available on how these concepts affect pupils' attitudes regarding art. The impact of literati painting on Korean students' aesthetic enjoyment of art was the subject of one study by Zhang, Duan, and Gu (2021). The results of the study showed that students' aesthetic awareness and appreciation of art were enhanced by exposure to literati paintings. Similar to this Jiang (2019), looked into how literati painting affected Chinese

students' perceptions of traditional Chinese culture. According to the study, students' interest in traditional Chinese culture and understanding of its aesthetic worth rose after being exposed to literati paintings. A study by Chien (2022) investigated how literati painting affected students' perceptions of art. According to the study, students' comprehension and appreciation of traditional Chinese art and culture were enhanced by exposure to literati paintings. Although these studies shed some light on the influence of literati painting style on students' attitudes on art, more research is still required to fully understand this connection. It is also important to take into account the mediating effects of instructional strategies and the moderating effects of cultural background. Past studies have demonstrated the positive effects of teaching strategies like project-based learning and arts integration on students' attitudes about the arts. Additionally, pupils' attitudes regarding art might be influenced by their cultural background (Tosun, 2021).

H4*: Ideas of Literati Painting Style has a significant and positive impact on Students Attitude Towards Art*

- *Teaching Methods on Students Learning Outcomes*

In molding students' learning outcomes in art education, teaching strategies are vital. The literature has looked into a wide range of teaching techniques, including traditional lecture-based instruction, practical art making, project-based learning, and arts integration. O'Rourke et al. (2021) looked at the effects of project-based learning on the art learning outcomes of Chinese high school students in one study. According to the study, project-based learning helped students comprehend art theory better while also fostering their creativity and ability to express themselves. A similar study (Burton, Horowitz, & Abeles, 1999) investigated how arts integration affected the art learning outcomes of elementary school pupils. According to the study, students' passion and involvement in art classes increased thanks to arts integration, which also helped them develop their artistic knowledge and talents. In contrast, a study by Goodman et al. (2022) investigated how traditional lecture-based instruction affected the learning outcomes for art among Swiss high school students. The study discovered that students' artistic abilities and knowledge were not significantly affected by lecture-based instruction.

H5*: Teaching Methods has a significant and positive impact on Students Learning Outcomes*

- *Teaching Methods on Students Attitude towards Art*

The project-based learning as a teaching method making an impact on middle school pupils' attitudes about art was investigated in a study by Awuor, Weng, and Militar (2022). The study discovered that project-based learning enhanced students' attitudes about the subject of art and boosted their interest in and involvement with it. Gomes and Fleer (2020) conducted another study to examine the effects of this teaching method, problem-based learning, on students' attitudes toward art in higher education. According to the study, problem-based learning boosted students' perceptions of art as a worthwhile topic and raised their motivation and interest in it. Moreover, a study by Broemmel, Rearden, and Buckner (2021) looked into how primary school kids' attitudes regarding art were affected by integrating arts into teaching methodology. According to the study, arts integration increased students' interest in and desire for creating art as well as their perspective of it as a means of self-expression.

H6*: Teaching method has a significant and positive impact on student attitude towards art.*

- *Teaching Methods as a Mediator*

Prior studies looked into the connection between students' learning outcomes and the artistic approach of Gao Fenghan. Teaching methods can influence how students interpret and engage with the artwork, which can buffer the relationship between Gao Fenghan's artistic style and students' learning outcomes. In a study, Melzi, Schick, and Wuest (2023) examined the effects of teaching methods like project-based learning on the learning outcomes for high school students studying art by focusing on the influence of Gao Fenghan's artistic style. According to the study, project-based learning significantly improved students' learning outcomes in terms of their capacity to learn new information and think critically, as well as their understanding of and respect for Gao Fenghan's aesthetic style. Similar to this research, Maureen, van der Meij, and de Jong (2022) examined how inquiry-based learning teaching method affects middle school students' learning outcomes in art teaching and examined the influence of Gao Fenghan's artistic style. The study found that students' learning outcomes in terms of creativity and critical thinking skills, as well as their grasp and enjoyment of Gao Fenghan's artistic style, were significantly enhanced via inquiry-based learning.

H7*: Teaching methods mediates the relationship between Gao Fenghan's.*

There has not been much research on how teaching strategies affect students' attitudes regarding art and Gao Fenghan's artistic style. Yet, several researches have looked into how teaching methods affect students' perception or attitude about art in general. The effect of project-based learning on primary school pupils' attitudes about art was investigated in a study by Liu (2020). According to the study, project-based learning greatly enhanced students' attitudes toward art and raised their levels of enthusiasm and participation in artistic endeavors. The effect of inquiry-based learning on high school students' attitudes about art was also examined in a study by Belda-Medina (2022). According to the study, inquiry-based learning greatly enhanced students' attitudes toward art and raised their motivation and self-efficacy in engaging in artistic endeavors. González-López, Machin-Mastromatteo, and Tarango (2020) conducted a second study to examine the effects of problem-based instruction on middle school students' attitudes about science. Although this study did not specifically address art education, it is nevertheless pertinent because it looked at how problem-based learning affects students' attitudes toward a particular subject. According to the study, problem-based learning greatly raised students' enthusiasm and participation in science-related activities as well as their attitude toward the subject.

H8*: Teaching methods mediates the relationship between Gao Fenghan's artistic style and students attitude toward art.*

There is little research on how instructional strategies affect students' learning outcomes and ideas of Literati painting style. Nonetheless, several researches have looked into how teaching strategies in the field of art education affect students' learning outcomes. Lai, Law, and Chiu's (2011) study looked at how constructivist teaching affected students' learning results in Literati painting style. According to the study, students' learning outcomes in art education, including their creativity, problem-solving abilities, and critical thinking abilities, were greatly improved by constructivist teaching. Similar to this, Marzano, Pickering, and

Pollock's (2001) study looked into how cooperative learning affected students' academic performance. Despite not concentrating on art education, this study was pertinent since it looked at how cooperative learning methods affected students' learning outcomes in general. The study discovered that students' academic performance in a range of topics was greatly improved by cooperative learning methods. Wang et al. (2019) looked at the effects of blended learning on students' learning outcomes for art in another study. The study indicated that students' learning outcomes in art education, particularly their creativity, digital literacy, and self-efficacy, were considerably improved by blended learning.

H9: *Teaching methods mediates the relationship between ideas of literati painting style and student learning outcomes.*

There is a paucity of studies looking at how instructional strategies affect students' attitudes about art and ideas of Literati Painting Style. Yet, a number of researches have looked into how teaching strategies affect students' views toward art education. The effect of project-based learning on students' attitudes about art was examined in a study by Stewart (2015). According to the study, project-based learning greatly enhanced students' attitudes toward art, including their interest in, participation with, and enjoyment of the topic. Parsons and Taylor (2011) also looked at the effect of teacher-led art demonstrations on students' perceptions toward the medium. According to the study, teacher-led demonstrations had a favorable impact on the attitudes of students toward art, including their interest in, engagement with, and comprehension of the subject. In a similar vein, O'Connor and Michaels (2014) investigated how inquiry-based learning affected students' attitudes toward art. According to the study, inquiry-based instruction greatly enhanced students' attitudes toward art, including their interest in, engagement with, and admiration for the discipline.

H10: *Teaching methods mediate the relationship between Ideas of Literati Painting Style and students attitude towards art*

- *Cultural Background as a Moderator*

There is little research on the relationship between cultural background and students' learning results and Gao Fenghan's artistic style. The impact of cultural background on students' learning outcomes in art education has, nevertheless, been the subject of numerous researches. Neha et al. (2020) looked at how culture affected the learning outcomes for art among Chinese and British students. According to the study, the cultural disparities between the two groups had a big impact on how they approached art education and what they learned. While British students prioritized originality and individual expression, Chinese students tended to place more emphasis on technical proficiency and the imitation of traditional art forms. Hence, it can be stated that cultural traits can moderate the relationship between art and students learning outcomes, and the hypothesis runs thus:

H11: *Cultural background moderates the relationship between Gao Fenghan's Artistic Style and students learning outcomes*

There is a dearth of research on how cultural background influences students' perceptions regarding art and Gao Fenghan's artistic style. Yet, earlier studies looked into how cultural background affected students' perceptions towards art in general. Alhosani (2022) study, for instance, looked at how cultural background affected Singaporean and American students' perceptions of art. The study discovered that the two groups' perceptions regarding art were

considerably influenced by cultural differences. While American students perceived art as a way of autonomous expression and aesthetic appreciation, Singaporean students tended to prioritize it as a medium of communication and self-expression.

H12*: Cultural background moderates the relationship between Gao Fenghan's Artistic Style and student attitude towards art.*

Several studies have looked at how cultural background affects pupils' academic performance or their learning outcomes generally. Research looked at how cultural background affected Chinese and Malay students' academic outcome in Singapore. The study discovered that the academic success of the two groups was considerably impacted by cultural differences. Malay students typically performed better in arts and music, whereas Chinese students typically performed better in intellectual disciplines like math and science. Similar to this, a 2003 study by Castles and Miller (2003) looked at how cultural background affected students' learning outcomes in Australia. The study discovered that cultural distinctions had a major impact on both Indigenous and non-Indigenous kids' academic success. Indigenous kids typically performed better in topics like music and art that focused on cultural knowledge and abilities, whereas non-Indigenous student typically performed better in intellectual disciplines like math and science.

H13*: Cultural background moderates the relationship between Ideas of Literati Painting Style and students learning outcomes*

The different cultural backgrounds of the artists have their own characteristics in dealing with the subject matter and expression of their works. The painting style of the nation is formed due to the painting style of the individual, culture and era. We can clearly distinguish Chinese painting, Japanese painting and African painting by the judgment of style. The artist's personal style is formed on the premise of the time, nation and culture. The term "literati painting" is an artistic term extracted from traditional Chinese painting, and is a combination of poetry, calligraphy, painting and printing. The qualities of literati painting are literati nature and literati interest. The style of literati painting is "scholarly" and "scholarly" in nature. Throughout the long history of Chinese culture, the literati painting style has emphasized "elegance", "gentlemanly style", the harmonious relationship between man and nature, and the expression of the "god" of the subject. The style of literati painting emphasizes "elegance", "gentlemanly style", the harmonious relationship between man and nature, and the expression of the "god" of the subject.Limited research has looked at how cultural background affects students' attitudes on art and the Ideas of Literati Painting Style. Nonetheless, numerous researches have looked into the connection between cultural upbringing and general opinions about art. In their study, Mak et al. (2022) looked at the impact of cultural background on high school students' opinions regarding the arts. According to the survey, pupils from various ethnic and cultural backgrounds had diverse perspectives on the arts. African American students, for instance, tended to have more positive attitudes toward dance and visual arts, while students from Asian backgrounds showed more positive attitudes toward music. Similar to this, a study by Wang et al. (2022) looked into how cultural background affected students' opinions toward the arts. According to the survey, there were differences in the participation and interest in the arts among pupils from various ethnic backgrounds. For instance, compared to students from English-speaking homes, students from non-English speaking backgrounds frequently showed less involvement and interest in arts.

H14: *Cultural background moderates the relationship between Ideas of Literati Painting Style and students attitude towards art*

Based on the above literature discussed and hypotheses development, a study framework was developed as shown in Figure 1.
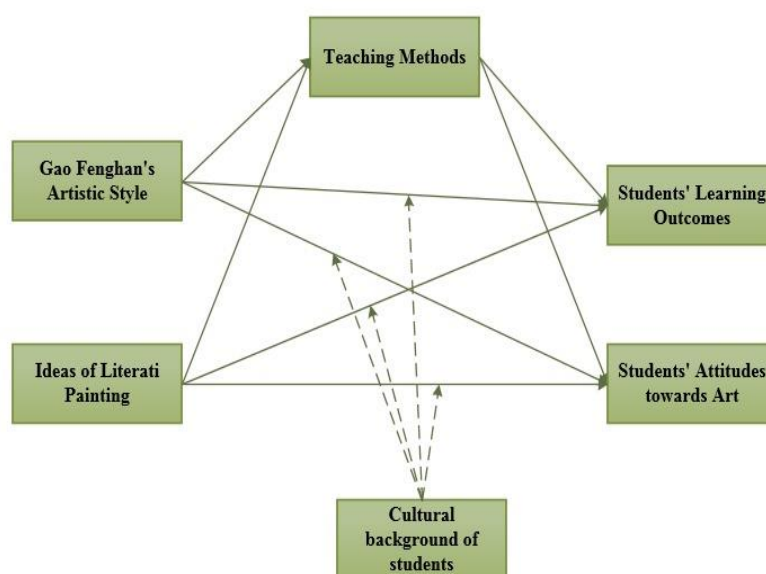

Figure 1. *Conceptual Framework*

H1*: Gao Fenghan's Artistic Style has a significant and positive impact on Students Learning Outcomes*
H2*: Gao Fenghan's Artistic Style has a significant and positive impact on Students Attitude Towards Art*
H3*: Ideas of Literati Painting has a significant and positive impact on Students Learning Outcomes*
H4*: Ideas of Literati Painting Style has a significant and positive impact on Students Attitude Towards Art*
H5*: Teaching Methods has a significant and positive impact on Students Learning Outcomes*
H6*: Teaching method has a significant and positive impact on student attitude towards art.*
H7*: Teaching methods mediates the relationship between Gao Fenghan's artistic style and students learning outcomes.*
H8*: Teaching methods mediates the relationship between Gao Fenghan's artistic style and students attitude toward art.*
H9*: Teaching methods mediates the relationship between ideas of literati painting style and student learning outcomes.*
H10*: Teaching methods mediate the relationship between Ideas of Literati Painting Style and students attitude towards art*
H11*: Cultural background moderates the relationship between Gao Fenghan's Artistic Style and students learning outcomes.*
H12*: Cultural background moderates the relationship between Gao Fenghan's Artistic Style and student attitude towards art.*

H13*: Cultural background moderates the relationship between Ideas of Literati Painting Style and students learning outcomes.*
H14*: Cultural background moderates the relationship between Ideas of Literati Painting Style and students attitude towards art*

Methodology

- *Research Design*

The study employed a cross-sectional design that aimed to investigate the attitude of undergraduate students towards Chinese painting, particularly Gao Fenghan's artistic style and ideas. A questionnaire was utilized to collect data from the participants, which included their demographic information, learning outcomes, attitude towards art, teaching methods, and cultural backgrounds.

- *Sampling and Population*

The study involved 250 undergraduate students from a Chinese university who were taking an introductory level course in Chinese painting. The students were from diverse cultural backgrounds. Convenience sampling was used for the data collection process, with participants being selected based on their availability and ease of access.

- *Instrument and Procedure*

The data was collected using a self-administered questionnaire that was distributed to participants during regular class hours. The questionnaire was designed to measure the variables of interest using the Likert scale, with questions scored on a scale of 1 (strongly disagree) to 5 (strongly agree). The questionnaire items covered the participant's thoughts on Gao Fenghan's artistic style and ideas, their learning outcomes, attitudes towards art, teaching methods, and cultural backgrounds.

- *Data Analysis*

The data collected was analyzed using SPSS and SmartPLS 4. Descriptive statistics were used to summarize the data, while inferential statistics were used to test the study's hypotheses. The data was also subjected to structural equation modeling (SEM) to examine the relationships between the variables of interest.

Results

- *Measurement Model*

In order to carry out the statistical analysis, SmartPLS4 was utilized. As can be seen in Table 1, reliability was evaluated using the composite reliability (CR) and Cronbach's statistics. Only the factor loadings that were greater than 0.7 were kept and the others were removed. When determining whether or not the scale is valid for use on our data sample, it is helpful to look at the values of the average variance extracted (AVE) and the composite reliability (CR). According to the available research, an acceptable value for AVE is any value of 0.5 or higher, and our results satisfied this requirement (Table 1). The requirement states that the value of CR for each variable must be greater than 0.7, and the value of CR for our variables, as indicated by the results, satisfies this requirement as well (Yingfei et

al., 2022). The threshold for Cronbach's is set at 0.7, and the values obtained for all of the variables were significantly higher than the threshold value.

Table 1

Construct reliability and validity

	Items	Outer Loading	VIF	Cronbach's Alpha	CR	AVE
Cultural Background of Students	CBS1	0.858	3.676	0.846	0.890	0.622
	CBS2	0.883	3.934			
	CBS3	0.717	2.000			
	CBS4	0.785	1.752			
	CBS5	0.679	1.458			
Gao Fenghan's Artistic Style	GFAS1	0.892	4.904	0.927	0.945	0.774
	GFAS2	0.884	4.908			
	GFAS3	0.910	4.922			
	GFAS4	0.848	3.619			
	GFAS5	0.862	4.299			
Ideas of Literati Painting	ILP1	0.861	2.429	0.858	0.897	0.637
	ILP2	0.793	1.728			
	ILP3	0.790	1.978			
	ILP4	0.719	1.642			
	ILP5	0.821	1.975			
Students' Attitude Towards Art	SATA1	0.735	1.734	0.843	0.887	0.612
	SATA2	0.767	1.806			
	SATA3	0.804	1.847			
	SATA4	0.793	1.762			
	SATA5	0.810	1.799			
Students' Learning Outcomes	SLO1	0.810	3.213	0.849	0.892	0.623
	SLO2	0.796	3.213			
	SLO3	0.859	2.176			
	SLO4	0.772	1.753			
	SLO5	0.701	1.874	0.874	0.910	0.672
Teaching Method	TM1	0.869	3.971			
	TM2	0.694	1.517			
	TM3	0.712	1.652			
	TM4	0.884	3.630			
	TM5	0.914	3.111			

The *Heterotrait Monotrait* ratio, also known as the HTMT ratio, was the indicator that was utilized to measure the discriminant validity as shown in Figure 2. The recommended range for this ratio was below 0.9 (Xiaolong et al., 2021) because the values for the HTMT ratio across all variables were significantly lower than 0.9, as shown in Table 2. This

provided evidence that the correlation of items across constructs was lower than the correlation of items within the same constructs. As a result, the discriminant validity was maintained. In addition, the Fornell–Larcker criterion was utilized in order to evaluate the discriminant validity that is displayed in Table 3. The correlations between one construct and another were lower than the square root of the AVE of each construct (diagonal in italics).
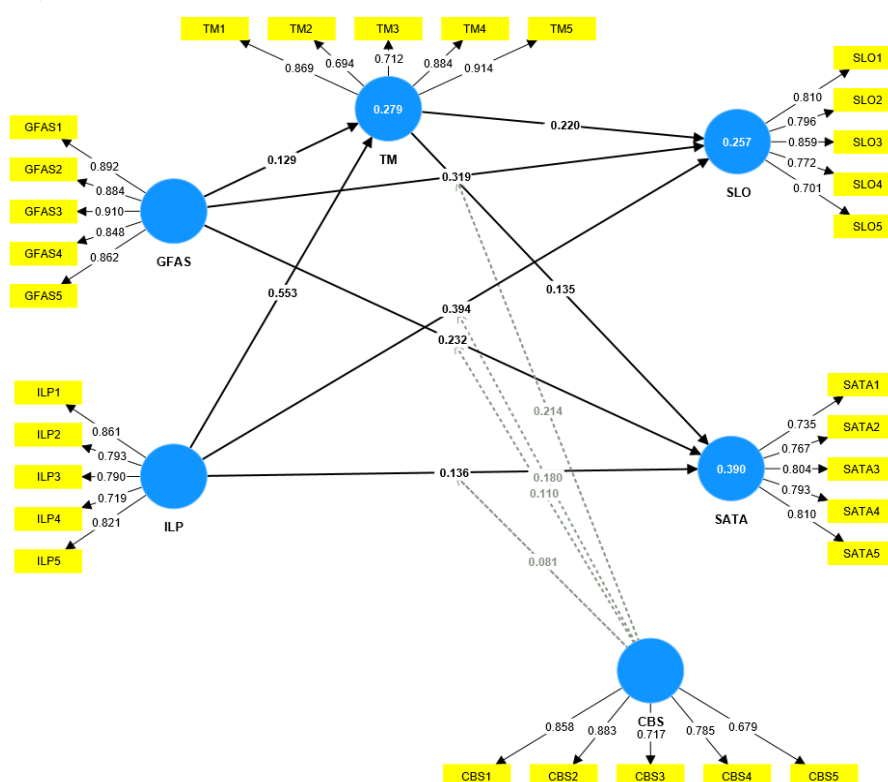

Figure 2. *Measurement Model*

Note: CBS: Cultural Background of Students; GFAS: Gao Fenghan's Artistic Style; ILP: Ideas of Literati Painting; SATA: Students' Attitude Towards Art; SLO: Students' Learning Outcomes; TM: Teaching Method

Table 2

Discriminant Validity (HTMT)

	CBS	GFAS	ILP	SATA	SLO	TM
Cultural Background of Students						
Gao Fenghan's Artistic Style	0.331					
Ideas of Literati Painting	0.664	0.360				
Students' Attitude Towards Art	0.648	0.208	0.458			
Students' Learning Outcomes	0.195	0.410	0.268	0.225		
Teaching Method	0.803	0.063	0.572	0.544	0.138	

Table 3

Discriminant Validity (Fornell-Larcker)

	CBS	**GFAS**	**ILP**	**SATA**	**SLO**	**TM**
Cultural Background of Students	*0.788*					
Gao Fenghan's Artistic Style	0.192	*0.880*				
Ideas of Literati Painting	0.569	0.299	*0.798*			
Students' Attitude Towards Art	0.568	0.179	0.416	*0.782*		
Students' Learning Outcomes	0.077	0.380	0.219	0.170	*0.789*	
Teaching Method	0.690	0.036	0.514	0.476	0.093	*0.820*

- *Structural Model*

An indication of the presence of multicollinearity is provided by the values of the variance inflation factor (VIF). Since none of the values were anywhere near 5, as demonstrated by the findings presented in Table 1, which indicated the absence of multicollinearity, it was possible to proceed with the testing of the mediation model.

- *Direct Relationships of Latent Variables*

The testing of hypotheses was carried out with the assistance of SmartPLS4, as can be seen in Tables 4, 5, and 6. The findings of the direct relationships between the latent variables, also known as the path analysis, are presented in Table 5. Because Hypothesis 1 was validated, we can deduce that the artistic style of Gao Fenghan does, in fact, have a significant and favorable influence on the learning outcomes of students. The acceptance of Hypothesis 2 demonstrates that Gao Fenghan's artistic style does have a significant impact, and that this influence is a favorable one, on the students' attitudes toward the visual arts. Furthermore, Hypothesis 3 was validated, demonstrating that Ideas of Literati Painting does, in fact, have a sizeable and favorable influence on the academic accomplishments of students. Hypothesis 4 was validated as well, demonstrating that the Ideas of Literati Painting Style does, in fact, have a significant influence on the students' perspectives regarding the visual arts. Both Hypothesis 5 and Hypothesis 6 were also found to be true, confirming that the method of instruction used in a classroom has a significant and favorable influence on the academic performance of students as well as the learning outcomes of those students.

Table 4

Direct effects

Constructs	Path coefficient	t-statistics	p-values
GFAS -> SLO	0.319	4.402	0.000
GFAS -> SATA	0.232	2.949	0.002
ILP -> SLO	0.394	4.212	0.000
ILP -> SATA	0.136	1.650	0.050
TM -> SLO	0.220	2.485	0.006
TM -> SATA	0.135	2.290	0.011

- *Mediating Relationships of Latent Variables*

The findings regarding the mediation of teaching method between Gao Fenghan's artistic style, ideas of literati painting, students' learning outcomes, and students' attitude towards art are presented in Table 5. With regard to Hypothesis 7, the specific indirect effects showed that the teaching method was the mediator of the relationship between Gao Fenghan's artistic style and the learning outcomes of the students. Concerning Hypothesis 8, the specific indirect effects found that a mediated relationship exists between Gao Fenghan's artistic style and the academic performance of students. With regard to Hypothesis 9, the specific indirect effects demonstrated that teaching method was the mediator of the connection between ideas of Literati Painting and the learning outcomes of the students. With regard to Hypothesis 8, the specific indirect effects showed that the relationship between ideas of Literati Painting and the academic performance of students was mediated by the teaching method.

Table 5

Mediation Analysis

Constructs	Path coefficient	t-statistics	p-values
GFAS -> TM -> SLO	0.028	1.834	0.033
GFAS -> TM -> SATA	0.017	1.799	0.036
ILP -> TM -> SLO	0.121	2.290	0.011
ILP -> TM -> SATA	0.075	2.201	0.014

- *Moderation Analysis*

The findings regarding the moderation of cultural background of students between Gao Fenghan's Artistic Style, Ideas of Literati Painting, students' learning outcomes, and students' attitude towards art are presented in Table 6 and Figure 3. With regard to Hypothesis 11, the results showed that the cultural background of students moderates the relationship between Gao Fenghan's artistic style and the learning outcomes of the students. Concerning Hypothesis 12, the results showed that the cultural background of students moderates the relationship between Gao Fenghan's artistic style and the academic performance of students. With regard to Hypothesis 13, the results showed that the cultural background of students moderates the relationship between ideas of Literati Painting and the learning outcomes of the students. With regard to Hypothesis 14, the results showed that the cultural background of students moderates the relationship between Ideas of Literati Painting and the academic performance of students.

Table 6

Moderation Analysis

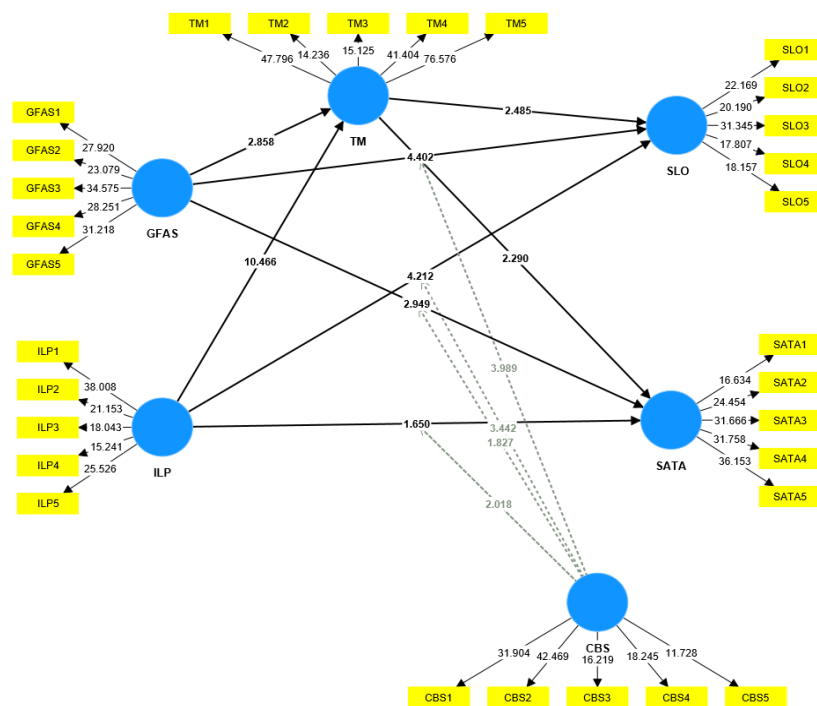| Constructs	Path coefficient	t-statistics	p-values
CBS x GFAS -> SLO	0.214	3.989	0.000
CBS x GFAS -> SATA	0.110	1.827	0.034
CBS x ILP -> SLO	0.180	3.442	0.000
CBS x ILP -> SATA	0.081	2.018	0.022

Figure 3. *Structural Model*

Note: CBS: Cultural Background of Students; GFAS: Gao Fenghan's Artistic Style; ILP: Ideas of Literati Painting; SATA: Students' Attitude Towards Art; SLO: Students' Learning Outcomes; TM: Teaching Method

Discussion

The findings of this study demonstrate that the artistic style of Gao Fenghan significantly and favorably affects students' learning outcomes. This finding is in line with earlier studies that showed how exposure to traditional Chinese painting improved student learning outcomes (Guo et al., 2023). The ability of pupils to grasp the cultural and historical relevance of traditional Chinese painting may have improved as a result of the employment of Gao Fenghan's artistic style in the classroom. The results of the current study also showed that students' attitudes towards art were significantly and favorably impacted by exposure to Gao Fenghan's artistic style. This is consistent with earlier research showing that exposure to art can positively affect people's opinions toward art (Wang & Phungamdee, 2022). The study's participants shown a greater interest in learning about other artistic styles and were able to recognize the distinctive features of Gao Fenghan's artistic style. This finding might be explained by the fact that Gao Fenghan's artistic style includes components that students find appealing and aesthetically acceptable. Furthermore, exposure to Gao Fenghan's artistic approach have deepened the participants' appreciation for art and helped them understand it better. The participants' ability to relate to the concepts and messages presented in the artwork may have also contributed to their favorable outlook on art.

The findings of this study demonstrate that the idea of Literati Painting Style significantly and favorably affects students' learning outcomes. According to Velychko and Li (2022), pupils who were exposed to this type of painting showed greater levels of creativity and critical thinking abilities than those who were not. This is due to the concepts of Literati Painting style's emphasis on the value of creative expression, natural observation, and spiritual development, all of which can help pupils develop these abilities. In a similar vein Bovt (2018) study discovered that students who were taught how to paint in the concepts of Literati manner displayed increased levels of motivation and involvement in their painting sessions. According to the study, this could be because this type of painting emphasizes the value of the creative process and enables student to express their individual viewpoints and inventiveness. Students may feel more invested in and confident in their artistic abilities as a result. According to the results of the current study, students' attitudes toward art are significantly and favorably impacted by concepts of Literati Painting Style. The results corroborate earlier research that suggests exposing pupils to traditional Chinese painting techniques can enhance their perception of aesthetics and attitudes toward art (Ayeleru et al., 2023). The principles of literati painting stress emotional realism, natural simplicity, and individual expression, which may be in line with pupils' own creative choices and inclinations.

The results of the current study point to the importance of teaching strategies in mediating the relationship between students' learning outcomes and Gao Fenghan's artistic style/ideas of Literati Painting. This finding is in line with earlier studies showing that teaching strategies significantly impact students' learning outcomes in art education (Zhang et al., 2020). Students may benefit most from practical exercises, group discussions, and visual aids in understanding the subtleties of brushwork, composition, and symbolism in these styles. It is also important to point out that the specific teaching strategies employed in the current study (such as hands-on exercises, peer feedback, and multimedia materials) were selected because they were consistent with constructivism and active learning concepts. These instructional strategies are intended to include students in the learning process, motivate them to evaluate their own comprehension, and promote peer cooperation and communication (Wei, 2019). The advantages of employing constructivist and active learning strategies in art education are supported by the beneficial effects of these techniques on students' learning results.

The findings of this study indicate that instructional strategies are very important in influencing students' views regarding art. Aukerman and Chambers Schuldt (2021) conclusions are in line with those of the current study, since this study discovered that teaching strategies significantly and favorably affect students' attitudes regarding art. In order to increase students' interest and enthusiasm in art, it has been discovered that the use of interactive and engaging teaching techniques like hands-on activities, group discussions, and multimedia materials is highly successful (Closs, Mahat, & Imms, 2021). In the current research, it was discovered that students exposed to these teaching strategies demonstrated a stronger appreciation for Gao Fenghan's artistic style and ideas of Literati Painting, as well as more favorable attitudes about art in general. Additionally, the findings imply that the influence of Gao Fenghan's artistic style and ideas of Literati Painting on students' attitudes toward art may be moderated by teaching methods and instructional strategies. This suggests that how these artistic approaches are taught

can have a big impact on how pupils feel about them. Effective teachers may be able to improve their pupils' comprehension and appreciation of these aesthetic movements, which will ultimately result in more favorable views toward the arts.

The findings of this study indicate that the relationship between Gao Fenghan's artistic style and students' learning outcomes is significantly mediated by teaching methods and instructional strategies. This result is in line with other researches that show the significance of teaching strategies in affecting students' learning results (Chiu, 2021). The adoption of effective teaching techniques can increase students' interest in the subject matter, strengthen their comprehension of the concepts, and aid in memory retention (Yuyin & Yuhang, 2021). In the current study, it was discovered that including interactive teaching techniques into lessons on Gao Fenghan's artistic style—such as group discussions, student presentations, and hands-on activities—had a good effect on the learning results of the students. These techniques enabled students to interact with the subject matter in a more active and interactive fashion, which can result in a greater comprehension of the ideas presented and better memory recall (Ladhari, Gonthier, & Lajante, 2019). According to this research, instructors who teach Gao Fenghan's artistic style may want to think about incorporating interactive teaching techniques to improve their students' learning outcomes.

The results of this study point to the importance of teaching strategies in mediating the relationship between students' attitudes toward art and Gao Fenghan's artistic style. The findings show that students are more likely to have a favorable attitude toward art when teachers reveal and clarify the complexities and subtleties of Gao Fenghan's artistic style using effective teaching techniques. This finding is in line with other researches that stressed the significance of instructional strategies in enhancing students' attitudes about art (Lu, 2022). It might be simpler for students to comprehend and appreciate the beauty and distinctiveness of Gao Fenghan's artistic style when efficient teaching techniques are used, and this can ultimately result in good attitudes about art. For instance, teachers can describe and illustrate many facets of Gao Fenghan's artistic style using various visual aids including paintings, movies, and illustrations. In order to encourage students to actively engage with the material and enhance their understanding of the arts, instructors might also add interactive activities like group discussions, role-playing, and creative writing exercises.

Based on the study's findings, it can be said that the relationship between ideas for Literati painting style and student learning outcomes is significantly mediated by teaching strategies. This result is in line with earlier studies that have demonstrated the significance of efficient instruction in raising students' learning outcomes (Zhang et al., 2021). The implementation of effective teaching strategies can improve students' comprehension of the material and their capacity to apply what they learn. Teaching strategies that place a strong emphasis on the philosophical and cultural facets of the art form may be especially beneficial in fostering students' comprehension and enjoyment of the concepts of Literati Painting Style.

The results of this study indicate that instructional strategies act as a mediator between students' attitudes about art and ideas of Literati painting style. The findings showed that the beneficial effects of concepts of Literati Painting Style on students' attitudes toward art were greatly boosted by the employment of instructional

strategies including active learning and inquiry-based approaches (Wang & Phungamdee, 2022). This result is in line with earlier studies that have shown how crucial it is to use effective teaching strategies in order to improve students' learning experiences (Velychko & Li, 2022). Hence, when introducing students to Concepts of Literati Painting Style, it is advised that teachers incorporate active learning and inquiry-based approaches into their teaching practices since this might result in students having more favorable attitudes toward art.

The current study's findings indicate that the relationship between Gao Fenghan's artistic approach and students' academic success is moderated by cultural background. This result is consistent with earlier studies that indicated cultural background can affect how people perceive and react to certain stimuli (Lu, 2022). In particular, it was discovered that, when exposed to Gao Fenghan's artistic style, students from a Chinese cultural background demonstrated a larger beneficial influence on their learning outcomes than students from a non-Chinese cultural background. The results of this study imply that cultural background moderates the association between students' attitudes toward art and Gao Fenghan's artistic style. The findings show that students from various cultural backgrounds react to Gao Fenghan's artistic style in different ways, indicating that cultural background should be taken into account when analyzing how this style affects students' attitudes about art. Different cultural groups may be more or less familiar with or exposed to traditional Chinese art, including the artistic style of Gao Fenghan. Due to their exposure to Chinese art and cultural background, students from Chinese cultural backgrounds may have a stronger appreciation and knowledge of this style, whereas students from other cultural backgrounds may have less familiarity with this style and hence respond differently (Goodman et al., 2022).

According to the study's findings, cultural context influences how concepts of Literati Painting Style and student learning outcomes are related, particularly when exposed to the concepts of Literati Painting Style, students from an Asian cultural background showed a larger increase in their learning outcomes than students from a western cultural background. This result lends credence to the idea that students' cultural backgrounds can influence how open they are to and how they react to various art genres and styles (Zhang et al., 2020). Due to their familiarity with the cultural and historical backdrop of the art form, students from Asian cultural backgrounds may relate to the concepts of Literati Painting Style, which has its roots in Chinese culture and aesthetics, more strongly. Students from a western cultural background, on the other hand, might have a limited comprehension of the underlying philosophy and cultural context of the concepts of Literati Painting Style, which could account for why their learning outcomes improved less (Hasanuddin & Siregar, 2022).

According to the study's findings, cultural background significantly moderates the relationship between students' views toward art and the concepts of Literati Painting Style. Moreover, when compared to students from other cultural backgrounds, students with a Chinese cultural background demonstrated a stronger understanding and favorable attitude towards the literati painting style. This result is in line with earlier studies that demonstrated a person's perceptions of and attitudes about art can be influenced by their cultural background (Velychko & Li, 2022).

Conclusion

This study has shown that Gao Fenghan's artistic style and ideas of Literati Painting have a significant and favorable impact on students' learning results and attitudes toward art. The results also suggest that cultural background serves as a moderator and that teaching strategies mediate the association between various artistic expressions and student outcomes. These findings have important practical ramifications because they imply that implementing Gao Fenghan's artistic approach and ideas of Literati painting into art instruction can enhance student learning outcomes and attitudes towards visual arts. The study also emphasizes how crucial it is to implement efficient teaching strategies in art education in order to leverage the advantages of these artistic movements. The theoretical ramifications of this study show that it is crucial to take into account creative and cultural influences in art education.

Additionally, the study adds to the body of literature by demonstrating how teaching strategies mediate the relationship between these aesthetic movements and student outcomes and how cultural background acts as a moderator in that relationship. This study does have certain drawbacks, though, such as its concentration on a particular set of pupils and its constrained selection of instructional strategies. Future studies might broaden the study's focus to take into account a wider variety of students and instructional strategies. The study could also be expanded to look at how different artistic movements and cultural backgrounds affect pupils' performance and attitudes toward art.

- *Implications*

The results of this investigation have significant theoretical and practical ramifications. Practically speaking, the study implies that combining Gao Fenghan's aesthetic movements and the concepts of Literati Painting into art education will help students learn more effectively and develop positive attitudes regarding art. Teachers can use these artistic movements to specifically educate pupils about Chinese cultural heritage and how it has influenced art. Teachers can also help students learn and improve their attitudes toward art by utilizing a variety of instructional strategies.

Theoretical ramifications of this study point at the importance of instructional strategies in modulating the connection between artistic expression and academic success. The study emphasizes the value of taking a student-centered approach to teaching art, which includes utilizing various teaching methodologies to accommodate various learning preferences. Theoretical ramifications of this study also imply that cultural background significantly modifies the association between art and academic achievement or learning outcomes. This suggests that in order for teachers to better understand their students' learning needs, they must be aware of their students' cultural backgrounds. The research may also aid in the creation of fresh hypotheses on art education. It can shed light on how a student's learning process and views regarding art are influenced by their cultural background, instructional strategies, and artistic expression. This could result in the creation of brand-new instructional frameworks that use these elements in order to improve student learning results and attitudes toward the arts.

- *Limitations and future directions*

While interpreting the findings, it is important to take into account the limitations of the current study. The study's cross-sectional design precludes the establishment of causal links between the variables. Future studies could make advantage of longitudinal designs to examine the causal links between Gao Fenghan's artistic approach, the concepts of Literati Painting, instructional strategies, cultural context, and the learning outcomes and attitudes toward art of the students. Second, the study was carried out with a particular student sample and in a particular cultural setting. In order to determine whether the results are applicable to individuals from different cultural backgrounds, future research could broaden the study to include a more diverse sample of pupils. Lastly, in order to evaluate students' learning results and attitudes toward art, the study used self-report measures.

A more accurate assessment of students' learning outcomes and attitudes toward art could be made in the future through the use of objective measurements, such as the observation of students' artwork or evaluations by impartial judges. Finally, the study concentrated solely on the ideas of Literati Painting and Gao Fenghan's Artistic Style. Future studies should examine the effects of various creative genres on students' academic performance and attitudes toward the visual arts, as well as any relevant mediating or moderating factors.

References

Alhosani, N. (2022). The influence of culture on early childhood education curriculum in the UAE. *ECNU Review of Education, 5*(2), 284-298. https://doi.org/10.1177/20965311221085984

Aukerman, M., & Chambers Schuldt, L. (2021). What matters most? Toward a robust and socially just science of reading. *Reading Research Quarterly, 56*, S85-S103. https://doi.org/10.1002/rrq.406

Awuor, N. O., Weng, C., & Militar, R. (2022). Teamwork competency and satisfaction in online group project-based engineering course: The cross-level moderating effect of collective efficacy and flipped instruction. *Computers & Education, 176*, 104357. https://doi.org/10.1016/j.compedu.2021.104357

Ayeleru, O. O., Fewster-Young, N., Gbashi, S., Akintola, A. T., Ramatsa, I. M., & Olubambi, P. A. (2023). A statistical analysis of recycling attitudes and behaviours towards municipal solid waste management: A case study of the University of Johannesburg, South Africa. *Cleaner Waste Systems*, 100077. https://doi.org/10.1016/j.clwas.2023.100077

Belda-Medina, J. (2022). Promoting inclusiveness, creativity and critical thinking through digital storytelling among EFL teacher candidates. *International Journal of Inclusive Education, 26*(2), 109-123. https://doi.org/10.1080/13603116.2021.2011440

Bovt, A. (2018). The Influence of Artistic and Aesthetic Education of Schoolchildren on Development of Multiple Intelligences. *The Pedagogical Process: Theory and Practice,* (1-2), 82-87. https://doi.org/10.28925/2078-1687.2018.1-2.8287

Broemmel, A. D., Rearden, K. T., & Buckner, C. (2021). Teachers' choices: Are they the right books for science instruction? *The Reading Teacher, 75*(1), 7-16. https://doi.org/10.1002/trtr.1998

Burton, J., Horowitz, R., & Abeles, H. (1999). Learning In and Through the Arts: Curriculum Implications. In *Champions of Change: The Impact of the Arts on Learning* (pp. 35-46). Arts Education Partnership. http://artsconnection.org/wp-content/uploads/2014/04/champions-of-change.pdf

Castles, S., & Miller, M. J. (2003). *The Age of Migration: International Population Movements in the Modern World*. Basingstoke, Hampshire and New York. https://doi.org/10.1007/978-1-349-26846-7

Chien, T. F. C. (2022). Appreciating Chinese Literati Paintings (Wenrenhua) Through a Holistic and Experiential Approach. In *Teaching Chinese Arts & Culture: Content, Context, and Pedagogy* (pp. 127-146). InSEA Publications.

Chiu, L.-T. (2021). A new page of literati painting from Singapore and Malaysia: a study of chen wen hsi and chung chen sun. *Translocal Chinese: East Asian Perspectives, 15*(1), 93-130. https://doi.org/10.1163/24522015-15010006

Closs, L., Mahat, M., & Imms, W. (2021). Learning environments' influence on students' learning experience in an Australian Faculty of Business and Economics. *Learning Environments Research*, 1-15. https://doi.org/10.1007/s10984-021-09361-2

Eyal-Cohen, D., Regev, D., Snir, S., & Bat-Or, M. (2020). Developing the professional identity of art therapy students as reflected in art therapy simulation sessions. *The Arts in Psychotherapy, 71*, 101706. https://doi.org/10.1016/j.aip.2020.101706

Garvey, L., Mackelprang, J. L., Bhowmik, J., Cassar, N., Delbridge, R., El-Ansary, D., Willetts, G., & Williams, A. (2022). Enhancing cultural capabilities amongst health professions students: a pilot study of Interprofessional tag team simulation. *Clinical Simulation in Nursing, 62*, 83-91. https://doi.org/10.1016/j.ecns.2021.08.021

Gomes, J., & Fleer, M. (2020). Is science really everywhere? Teachers' perspectives on science learning possibilities in the preschool environment. *Research in Science Education, 50*, 1961-1989. https://doi.org/10.1007/s11165-018-9760-5

González-López, M., Machin-Mastromatteo, J., & Tarango, J. (2020). Diagnostic Evaluation of Thinking and Information Skills Through the Design and Application of Three Instruments for Children at First Grade of Elementary School. *Revista Electrónica Educare, 24*(3), 429-453. http://dx.doi.org/10.15359/ree.24-3.21

Goodman, G., Dent, V. F., Tuman, D., & Lee, S. (2022). Drawings from a play-based intervention: Windows to the soul of rural Ugandan preschool children's artistic development. *The Arts in Psychotherapy, 77*, 101876. https://doi.org/10.1016/j.aip.2021.101876

Guo, J.-P., Lv, S., Wang, S.-C., Wei, S.-M., Guo, Y.-R., & Yang, L.-Y. (2023). Reciprocal modeling of university students' perceptions of the learning environment, engagement, and learning outcome: A longitudinal study. *Learning and Instruction, 83*, 101692. https://doi.org/10.1016/j.learninstruc.2022.101692

Han, T., & Zhang, W. (2019). *A History of Artistic Innovations of Chinese Seal Engraving Schools*. World Scientific. https://doi.org/10.1142/z013

Hasanuddin, S. S. D., & Siregar, E. S. (2022). Predictor Of Multiple Intelligence In Educational Practice. *Educational Administration: Theory and Practice, 28*(02), 49-56. https://doi.org/10.17762/kuey.v28i02.405

Hayden, H. E., & Prince, A. M. (2020). Disrupting ableism: Strengths-based representations of disability in children's picture books. *Journal of Early Childhood Literacy*. https://doi.org/10.1177/1468798420981751

Hwang, G.-J., Chiu, M.-C., Hsia, L.-H., & Chu, H.-C. (2023). Promoting art appreciation performances and behaviors in effective and joyful contexts: A two-tier test-based digital gaming approach. *Computers & Education, 194*, 104706. https://doi.org/10.1016/j.compedu.2022.104706

Jiang, L. (2019). Introspecting to the Modernity of Zen and the Characters of Literati Paintings in Yuan Dynasty. In *3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019)* (pp. 66-71). Atlantis Press. https://doi.org/10.2991/iccese-19.2019.14

Ladhari, R., Gonthier, J., & Lajante, M. (2019). Generation Y and online fashion shopping: Orientations and profiles. *Journal of retailing and Consumer Services, 48*, 113-121. https://doi.org/10.1016/j.jretconser.2019.02.003

Liu, C. (2020). Practical Situation and Application Suggestions of Orff Music Education in Enlightenment Music Education in China. In *2020 5th International Conference on Modern Management and Education Technology (MMET 2020)* (pp. 96-98). Atlantis Press. https://doi.org/10.2991/assehr.k.201023.017

Lu, Y.-c. (2022). *A Left-Turn to Artistic Eccentricity: Gao Fenghan (1683–1749) and Disability Art in Eighteenth-century Yangzhou.* (Doctoral Dissertation). UC Santa Barbara. https://escholarship.org/uc/item/535904dc

Mak, V., Brown, L. L., Anksorus, H. N., Savage, A., & Ng, T. W. T. (2022). Designing an online cultural communication module for pharmacy students across three countries. *Currents in Pharmacy Teaching and Learning, 14*(9), 1185-1192. https://doi.org/10.1016/j.cptl.2022.07.029

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Acievement. *Centers for Teaching Excellence - Book Library*, 144. https://digitalcommons.georgiasouthern.edu/ct2-library/144

Maureen, I. Y., van der Meij, H., & de Jong, T. (2022). Evaluating storytelling activities for early literacy development. *International Journal of Early Years Education, 30*(4), 679-696. https://doi.org/10.1080/09669760.2021.1933917

Melzi, G., Schick, A. R., & Wuest, C. (2023). Stories beyond Books: Teacher Storytelling Supports Children's Literacy Skills. *Early Education and Development, 34*(2), 485-505. https://doi.org/10.1080/10409289.2021.2024749

Murck, A. (2019). *The Social Life of Inkstones: Artisans and Scholars in Early Qing China, by Dorothy Ko: Seattle: University of Washington Press, 2017. 325 pp.; 78 color ills., 30 b/w. $45.00.* Taylor & Francis. https://doi.org/10.1080/00043079.2019.1569942

Neha, T., Reese, E., Schaughency, E., & Taumoepeau, M. (2020). The role of whānau (New Zealand Māori families) for Māori children's early learning. *Developmental Psychology, 56*(8), 1518–1531. https://doi.org/10.1037/dev0000835

O'Rourke, J., Main, S., Gray, C., & Lovering, C. (2021). Observations of children with disability during arts-based multisensory story and rhyme activities: Is it all just chimes and perfumes? *Australasian Journal of Special and Inclusive Education, 45*(2), 237-251. https://doi.org/10.1017/jsi.2021.8

Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1). http://cmslive.curriculum.edu.au/leader/improving_student_engagement,35689.html

Szalma, I., & Bitó, T. (2021). Knowledge and attitudes about assisted reproductive technology: Findings from a Hungarian online survey. *Reproductive Biomedicine & Society Online, 13*, 75-84. https://doi.org/10.1016/j.rbms.2021.06.005

Tosun, B. (2021). Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review. *Nurse Educ Pract, 55*, 103171. https://doi.org/10.1016/j.nepr.2021.103171

Velychko, V., & Li, J. (2022). Yangzhou school of painting: synergy of arts and economy. *UKRAINIAN ACADEMY OF ARTS,* (31), 50–57. https://doi.org/10.33838/naoma.31.2022.50-57

Wang, S., & Phungamdee, S. (2022). Aesthetic Embodiment of Stones in Literati Paintings with Garden Themes in Song, Yuan, Ming and Qing Dynasties. *International Journal of Multidisciplinary in Management and Tourism, 6*(2), 113-128. https://doi.org/10.14456/ijmmt.2022.10

Wang, Y.-C., Miao, N.-F., Wang, F. T., & Chang, S.-R. (2022). Factors associated with providers' culturally competent care for sexual and gender minority older adults in Taiwan: A qualitative study applying the social ecological model. *International Journal of Nursing Studies, 135*, 104331. https://doi.org/10.1016/j.ijnurstu.2022.104331

Wang, Z., Wang, J., Zhao, H., Qiu, S., Li, J., Gao, F., & Shi, X. (2019). Using wearable sensors to capture posture of the human lumbar spine in competitive swimming. *IEEE Transactions on Human-Machine Systems, 49*(2), 194-205. https://doi.org/10.1109/THMS.2019.2892318

Wei, H. (2019). Aesthetic Consciousness of Literati Painting and its Application in Urban Planning. *Open House International, 44*(3), 92-95. https://doi.org/10.1108/OHI-03-2019-B0024

Xiaolong, T., Gull, N., Iqbal, S., Asghar, M., Nawaz, A., Albasher, G., Hameed, J., & Maqsoom, A. (2021). Exploring and validating the effects of mega projects on infrastructure development influencing sustainable environment and project management. *Frontiers in Psychology, 12*, 663199. https://doi.org/10.3389/fpsyg.2021.663199

Yijia, C. (2022). Research on the uniqueness and vanguard of Qian Xuan's painting art. *Art and Performance Letters, 3*(3), 9-12. https://dx.doi.org/10.23977/artpl.2022.030302

Yingfei, Y., Mengze, Z., Zeyu, L., Ki-Hyung, B., Avotra, A. A. R. N., & Nawaz, A. (2022). Green logistics performance and infrastructure on service trade and environment-measuring firm's performance and service quality. *Journal of King Saud University-Science, 34*(1), 101683. https://doi.org/10.1016/j.jksus.2021.101683

Yuyin, W., & Yuhang, C. (2021). Influence of virtual imaging technology based on Html5 technology on digital painting. *Microprocessors and Microsystems, 82*, 103855. https://doi.org/10.1016/j.micpro.2021.103855

Zhang, J., Duan, Y., & Gu, X. (2021). Research on emotion analysis of Chinese literati painting images based on deep learning. *Frontiers in Psychology, 12*, 723325. https://doi.org/10.3389/fpsyg.2021.723325

Zhang, J., Zhou, Y., Xia, K., Jiang, Y., & Liu, Y. (2020). A novel automatic image segmentation method for Chinese literati paintings using multi-view fuzzy clustering technology. *Multimedia Systems, 26*, 37-51. https://doi.org/10.1007/s00530-019-00627-7