

INPLASY

The Power of Brushstrokes: How Chinese Calligraphy Transforms Learning – A Systematic Review

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ADMINISTRATIVE INFORMATION

Support - None.

Review Stage at time of this submission - Completed but not published.

Conflicts of interest - None declared.

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 13 September 2024 and was last updated on 13 September 2024.

INTRODUCTION

Review question / Objective RQ1: What types of learners benefit from Chinese calligraphy? RQ2: How does Chinese calligraphy enhance various aspects of learning?

Rationale This systematic review followed PRISMA (2020) guidelines (Page et al., 2021)..

Condition being studied Scholars do not detail how Chinese calligraphy improves learning. This study discusses the enhancement of Chinese calligraphy on learners' Chinese writing and reading abilities, Chinese character handwriting skills, learning capacities, and personality traits development.

METHODS

Search strategy The search was conducted in May 2024, adopting the databases Scopus, Web

of Science (WOS), ERIC (Educational Resources Information Center), and PsycINFO (EBSCO).

The search terms utilized (see Table 1) were ("Chinese calligraphy" OR "Chinese handwriting" OR "Chinese character writing" AND "learning" OR "students" OR "learners" OR "adolescents" OR "school" OR "education").

Participant or population Students.

Intervention Chinese calligraphic education.

Comparator Non-Chinese calligraphic education.

Study designs to be included Including quantitative, qualitative, and mixed-methods research..

Eligibility criteria They exclusively focused on participants of all ages engaged in Chinese calligraphy, including preschool children, school-age minors, college students, and adult learners;

they involved worldwide Chinese calligraphy learners; they examined the academic impacts of Chinese calligraphy on students; they were published as journal articles in English; and they were published between January 1st, 2014, and May 1st, 2024.

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Information sources The search was conducted in May 2024, adopting the databases Scopus, Web of Science (WOS), ERIC (Educational Resources Information Center), and PsycINFO (EBSCO).

Main outcome(s) The results indicate that Chinese calligraphy benefits many learners, including children, primary school students, college students, learners of Chinese as a foreign language (CFL) or Chinese as a second language (CSL), and adult learners. Chinese calligraphy reinforces the development of Chinese character handwriting skills, creativity, cognitive abilities, learning engagement, cultural heritage awareness, technology application, remote learning, learning-related psycho, and personality.

Data management Endnote 21.

Quality assessment / Risk of bias analysis The study assessed the quality of each study employing Crowe's Critical Appraisal Tool (CCAT).

Strategy of data synthesis Ten articles were imported into ATLAS.ti 24 for a literature review analysis, following the approach outlined by Zairul (2020).

Subgroup analysis We adhered to the six-step framework proposed by Braun and Clarke (2006).

Sensitivity analysis To guarantee the quality and quantity of included and excluded articles, a structured strategy was adopted: In the beginning phase, the initial screening was handled by the first author. The corresponding author then reviewed the inclusion and exclusion criteria and performed a second screening.

Language restriction Only published in English.

Country(ies) involved Malaysia; China.

Keywords Chinese calligraphy; education; learning; systematic review.

Contributions of each author

Author 1 - Ming Wei - Ming Wei conducted the literature review, database searches, data extraction, quality assessment, synthesis of results, and writing of the original manuscript.