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ACTIVE LEARNING AND ETHICS IN AI-RELATED CURRICULUM: INSIGHTS FROM THE 'XUEJI' AND IMPLICATIONS FOR ENGLISH-MEDIUM INSTRUCTION IN HIGHER EDUCATION

Hsin Chi Ko
Department of Mass Communication, Chang Jung Christian University, Taiwan

ABSTRACT
Xueji is a classic document from ancient China. It contains very deep philosophical ideas, which are quite inspiring for the cultivation of active interactive learning and ethical issues today. Therefore, the aim of this study is to investigate the inspirational meanings of Xueji in the context of artificial intelligence, specifically in relation to the use of English as a medium of instruction in higher education. This qualitative study employed content analysis as its research method. This paper uses Xueji's text to explain relevant concepts, the inspiration it provides, and their applications. This study aims to provide a reference for contemporary artificial intelligence curriculum teaching, demonstrating how ancient cultures' wisdom can stimulate active, interactive learning for English-medium instruction in higher education teaching.
KEYWORDS: *Xueji, creativity, learning, ethics.*

1. INTRODUCTION

The development of artificial intelligence (AI) technology has sparked a global wave of interest in AI applications. As AI trends spread around the world, societal norms and business operations are gradually evolving. With ongoing social and cultural shifts, education is at the forefront of change. Educational systems worldwide have entered an exploratory phase of AI integration. Furthermore, countries and regions that focus on applied technology in learning have begun incorporating AI into relevant curricula, paving the way for new teaching and learning methodologies.

The primary goal of incorporating AI applications into learning is to improve educational effectiveness and outcomes. This is particularly evident in data collection, integration, and inductive learning, where the effects are immediate and significant. Higher education aims to cultivate talent across various fields to meet societal development and workplace demands. With the advent of the AI era, higher education's talent cultivation objectives must align with AI domains, leading to increased emphasis on AI-related courses.

Traditional teaching methods are inadequate for AI-related courses in higher education. AI requires innovative and flexible approaches to build a solid foundation. Key learning objectives include developing ways to inspire, guide, and stimulate student thinking. Central to these teaching techniques is the interaction between educators and students, which is crucial for achieving learning efficiency and fostering innovation.

Alongside AI, internationalization is another significant trend in modern higher education. English-medium instruction (EMI) is a key approach to achieving internationalization goals. For non-English-speaking countries or regions, EMI has sparked global discussions on teaching methodologies, primarily aimed at improving learning efficiency and effectiveness. A crucial commonality in EMI is the emphasis on interactive and thought-provoking learning experiences.

Pursuing efficiency and creativity is often the goal across various industries, including education. This is especially true for AI-related courses in higher education, which demand creativity, innovation, and efficiency. Interdisciplinary teaching and learning, promoting the integration of various subjects, reflects an important mindset in modern education. The challenge lies in designing AI-related courses in higher education that employ internationalized EMI methods while maintaining interactive and inspiring teaching approaches to achieve talent cultivation goals. Educational theories, through philosophical reflection, often serve as a crucial process for achieving educational objectives by deeply exploring teaching methods.

"Xueji"'s content has profound implications for teaching interactivity and inspiration. It not only elaborates on the concept of educational interaction, but also offers insights into educational and ethical philosophy. Therefore, this study, motivated by the aforementioned factors, explores the application and inspiration of "Xueji" in higher education and EMI, focusing on interactive teaching approaches. This research adopts an interdisciplinary perspective, examining literature on modern corporate leadership interaction models that pursue creativity, contemporary higher education using English as a medium of instruction, interactive teaching methods in AI, and educational philosophies striving for teaching imagination and innovation. Thus, the core of this study lies in exploring the applications and reflective insights of "Xueji" in interactive teaching.

One of the articles in "How to Become a Linchpin" (2010) mentions that the poet Bruce Ario believes that "creativity is an instinct to produce." Google's emphasis on the spirit of creative human resource management confirms the value of this quotation. Creativity is the hand that rocks the cradle in developing competitiveness. The concept of creativity concerns the ability to think beyond the present situation, to change and

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upgrade existing forms; it is a kind of energy that can lead to new opportunities. In today's fiercely competitive modern society and civilization, a company's development hinges on leveraging its talents to fully utilize the potential of its employees. Increasing the company's value-added is possible. Once a unique idea is born, the company can grasp the opportunity to take the lead, developing a trend and moving further toward its sustainable management ideal.

Li (2012) uses Jack Welch, the former CEO of General Electric (GE), as an example. He transformed GE's physical constitution through creative human resource management, earning him the title of master of management and serving as a role model for businesses worldwide in their pursuit of excellence. To be more specific, he summarized eight principles based on his management experience, as follows: Top leaders are always hustling to upgrade their crew, using every chat as a chance to evaluate, coach, and boost morale. They ensure that their vision is not merely rhetoric; it is the foundation of the team's success. These head honchos have a knack for getting under your skin in the best way, radiating good vibes, and keeping spirits high. They earn trust by shooting straight, being transparent, and giving props where due. When the situation demands it, they don't hesitate to make controversial decisions or rely on their instincts. They dig deep with questions that border on skeptical, making sure talk turns into action. By walking the walk, they show it's cool to take risks and learn from slip-ups. And when do things click? You bet they crank up the celebration.

It is illustrative that, except for the fifth principle of making unpleasant decisions for the company, all of the principles are consistent with Xueji's content. This demonstrates Xueji's value in the human resources field. Therefore, the goal of this study is to carry out initial research on how Xueji's content can inspire innovative human resource management.

2. LITERATURE REVIEW

Although Xueji is a classic document from ancient China, its inspirational values are timeless and gain salience as time goes by. Xueji can be considered a gem in human culture. Most of the previous studies related to Xueji focused on the field of education. Modern thought allows for the integration of Xueji's educational viewpoints into primary, secondary, and higher education, and a general survey can uncover valuable inspirational values within its content. Xiang (2010) suggests that many of the thoughts in Xueji are rare and precious in terms of their contribution to modern education. According to the researcher in this study, the primary reason is that Xueji's core viewpoint is based on human values. In other words, the practical philosophical aspects of Xueji begin with human nature. This characteristic makes the content of Xueji timeless, serving as active inspiration and guidance for issues in various fields such as humanistic educational philosophy (Su, 2008), life education (Shieh, 2013), multiple intelligence theory (Liu, 2006), moral education (Hsu & Tsui, 2006), and innovative education (Yuan, 2007). Yet, there is no existing study exploring Xueji from the perspective of business or specifically creative human resource management. This is a gap the current study aims to address. The study thus employs content analysis to identify key concepts related to creative human resource management and to provide indicators related to each concept. The study addresses six concepts: (1) motivation activation; (2) improved attitude; (3) good psychological health; (4) good communication; (5) complete guidance; and (6) encouragement to learn.

3. RESEARCH METHODS

This study constitutes qualitative research. Guo Wen Xuan (Selected Works from Chinese Literature) provided the original text of Xueji for analysis in this study (Wang et al., 2000). We derive fundamental concepts applicable in creative human resource management, as represented by Xueji, using content analysis (Wang, 2001). The six core concepts in this study are listed above. We analyze the associations between these concepts and specific human resource management indicators through content analysis. The research process is as follows: (1) Read ancient books and their notes to understand the words and ideas in the original text of Xueji; (2) Look at other research and writings about Xueji; (3) Look into what Xueji says about human resource management indicators; (4) Make a list of all the words and ideas from the original text of Xueji that are related to the indicators and put them into groups based on the indicators and quotes from the original text; (5) Look into the ideas and terms that can inspire creative human resource management; and finally, talk about what they mean and how they can be used in creative human resource management.

4. Results

According to Xueji's content analysis, six overarching concepts related to creative human resource management are revealed: (1) motivational activation; (2) improved attitude; (3) excellent psychological health; (4) excellent communication; (5) complete guidance; and (6) encouragement to learn. We present these as indicators, support them with quotations from the text, and summarize them in tables.

4.1. Activation Motivation

As shown in Table 1, there are four aspects to the application of activation motivation: (1) psychological cognition (items 1 and 2); (2) encouragement of ambition (item 3); (3) encouragement of self-realization (items 4 and 5); (4) encouragement of reputation enhancement (items 6 and 7).

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Table 1
Indicators of Activation Motivation

Item	Quotation From Xueji	Key Indicators
1	Without learning, people cannot understand why.	Instructors' mission is to inspire creative ideas and promote understanding through learning.
2	Without interest, it is difficult to actively pursue progress.	Cultivate curiosity, then progress to the next level of dedication and commitment.
3	The honor of being an official can inspire the determination to learn by having the honor of being an official.	Honor serves as both an incentive and a driving force.
4	Learn the first three chapters of Xiao Ya's Shi Jing (the Book of Songs).	Identifying inclinations and achieving self-realization.
5	To become a person of noble aspirations, one should first establish a goal.	Setting up goals.
6	Form a custom.	Creating a new culture.
7	Get a smaller name.	Receiving honors for outstanding performance.

Source: The author's research and elaboration

"Motivation" is the driving force behind focus and full commitment. Encouraging and inspiring employees to work through incentives and inducements, instilling a sense of honor at work, increasing their willingness to contribute to their organization, and encouraging them to pursue self-realization is the key to successful creative human resource management.

4.2. Improved Attitude

As shown in Table 2, there are six aspects to the conceptual application of improved attitude: (1) finding happiness at work (item 1); (2) encouragement to achieve the goal of perfection (item 2); (3) the capability to face problems and resolve them (items 3 and 4); (4) developing mature basic capabilities and using them flexibly (item 4); (5) the spirit of being modest and diligent (items 6–10); (6) friendly interpersonal relationships (items 11 and 12).

Table 2
Indicators of a Better Attitude

Item	Quotations From Xueji	Key Indicators
1	It is impossible to know how delicious a dish is without tasting it first.	Practice helps with comprehension and learning.
2	To transform jade into a useful vessel, one must cut and chisel it.	Development is necessary and possible. To realize potential, work is required. Always endeavor to do better.
3	One must know one's own insufficiencies to then discipline oneself strictly.	Finding insufficiencies and actively looking for solutions.
4	One will feel confused at first and then start to study intensively and tirelessly.	Striving for self-improvement in a difficult situation.
5	It is impossible to play a stringed instrument if one does not practice how to operate the strings first.	Practicing basic capabilities in order to apply them flexibly and effectively.
6	Be respectful, modest, and focused at all times.	Being diligent, self-disciplined, and clever.
7	Restrain arrogant attitudes.	Learning a lesson from pride.
8	Learn humbly.	Support individuals who consistently exhibit modesty and diligence.
9	Learn anytime, anywhere.	Learning with full commitment.
10	If small ants continue to move dirt, one day they can build a large formicary.	Gradually accumulating the strength of creativity.
11	There is value in loving groups.	Being team players and complimenting each other.
12	Get close to teachers.	Ask questions modestly, and be happy to benefit from advice.

Source: The author's research and elaboration

Attitude is the key to maintaining enthusiasm and making continuous progress. The foundation of unique creativity is an attitude of continuous pursuit of new knowledge and learning. The only way to keep ideas coming is to have an improved attitude.

4.3. Good Psychological Health

Table 3 shows five ways that good psychological health can be used: (1) an environment with a culture of respect and a pleasant vibe (items 1–3); (2) friendly interactions with empathy (items 4 and 5); (3) a force that brings people together and builds

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support (item 6); (4) getting rid of things that could be psychological barriers (items 7 and 8); and (5) spotting potential problems early on and taking steps to avoid them (items 9 and 10).

Table 3
Indicators of Good Psychological Health

Item	Quotations From Xueji	Key Indicators
1	If a problem is still unsolved, it is necessary to think deeper.	Not criticizing or blaming those of poorer capability.
2	Take sufficient time.	A comfortable learning environment.
3	Positive attitudes can resolve doubts.	Resolving problems in a pleasant and genial manner.
4	Respect for the wise can touch the general public.	Creating influences that can move people.
5	There is a sense of coherence among people, whether they are far away or nearby.	Building a sense of belonging.
6	There are deep influences between teachers and students.	Developing a system to assist peers.
7	One must guard against going through difficulties and failing to recognize the benefits.	A person can become full of hatred when in a difficult situation.
8	One should not bear a grudge against a teacher for having secret worries about what has been learned.	Instructors should refrain from blaming others for their inability to learn from instruction.
9	Forbid things that should not happen before they actually happen.	Focusing on prevention, creating a clear list of prohibitions, and taking precautions.
10	Forbidding something that should not have happened after it has happened is too late.	Resolving a problem after the event can be challenging.

Source: The author's research and elaboration

Feelings and ideas are the internal forces that can influence a person's performance. To become successful, an enterprise must work hard to improve its employees' psychological health and to create a sense of identification and sense of belonging, which are fundamental to preventing malpractice in the enterprise.

4.4. Effective Communication

The exemplars in Table 4 illustrate the five aspects related to the conceptual application of effective communication: (1) communication principles (item 1); (2) expression of meaning (items 2 and 3); (3) listening (item 4); (4) skills in answering questions (items 5 and 6).

Table 4
Indicators of Good Communication

	Quotations From Xueji	Key Indicators
1	Use profound and appropriate language.	Expression is based on respect for subtlety and goodness.
2	Use simple and precise expressions.	The words used for guidance are simple and to-the-point.
3	Instead of using metaphors in your communication, use words that are simple to understand.	Pointing out problems precisely and revealing blind spots.
4	Listen to students' questions first, and in the event that they do not raise any, explain it to them.	Listening patiently to help break through bottlenecks.
5	Those who are good at answering questions are similar to those who toll a bell.	Applying skills to answer questions.
6	Give a person enough time to think before telling him.	We should give people time to reflect before offering them guidance.

Source: The author's research and elaboration

For an enterprise to be successful and high performing, it is important for it to value its employees' self-esteem. The absence of respect in the underlying meanings of words used in conversations, communications, guidance, and other interactions between administrators and employees can harm employees' self-esteem and cause them to lose their sense of belonging. As a result, employee professional skills training must be based on humanism, with friendly conversations and positive communications. Every linguistic interaction becomes a delightful experience, forming the motivation that propels progress.

4.5. Comprehensive Guidance

As shown in Table 5, there are four aspects to the conceptual

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application of complete guidance: (1) things the instructor must know (items 1–3); (2) guiding principles (items 4 and 10); (3) guiding methods (items 11–17); (4) guiding purpose (items 18 and 19).

Table 5
Indicators of Complete Guidance

Item	Quotations From Xueji	Key Indicators
1	Thought should always be above education.	We are creating a learning environment to achieve excellence.
2	One cannot guide students unless they know the factors behind the success and failure of education.	Clear guiding strategies can lead to success in learning.
3	Having only fragmentary knowledge is not enough to be a teacher.	Activating knowledge and using it flexibly.
4	Teaching students in accordance with their aptitude is called making steady progress incrementally.	Guidance in accordance with individual aptitude.
5	Instruct students based on their actual level.	Training in accordance with individual differences.
6	Understand students' talents and capabilities before applying diversified teaching methods.	It is crucial to understand each person's capabilities to provide suitable advice.
7	Teaching in a disorderly manner without a system is no way to help students gain complete knowledge.	We are highlighting the integration of technology, comprehension, and the utilization of intelligence.
8	The son of a good blacksmith must first learn how to stitch and mend leather clothing.	Laying a good foundation for basic strengths allows you to apply them in a masterful fashion.
9	Grasp appropriate opportunities for education.	Making good use of opportunities for education.
10	Teachers must know their students' deficiencies.	Offering effective guidance based on weaknesses or drawbacks.
11	Remedy students' shortcomings according to their psychological profile.	It's crucial to understand the dispositions of subordinates to accurately identify and rectify their mistakes.
12	Encourage and do not suppress.	Replacing standardized answers with inspiration.
13	Give guidance and advice without pushing.	Replacing giving standardized answers with inspiration.
14	Enhance students' strong points and improve their weak ones.	Making up individuals' deficiencies.
15	Instead of giving answers directly, try to be enlightening and edifying.	Thinking outside the box, without limitations.
16	Always observe to understand students' motives and intentions.	We are initiating the spirit of activeness and ambition.
17	Allow students to use their full potential and all their talents.	Inspiring potential.
18	Give clear instructions.	Clear and simple instructions.

Source: The author's research and elaboration

One of the main methods for improving an enterprise's achievements is to guide its employees to develop their potential. The starting point is to identify the employees' capabilities. The enterprise then offers diversified guidance to the employees, aligning with its goal. The enterprise selects the most appropriate guiding method based on the employees' job content and personal qualities, with the aim of maintaining their self-esteem and encouraging them to fully utilize their skills. This increases the likelihood of achieving the overall goal.

4.6. Encouragement to learn

Table 6 contains indicators for the three aspects of the conceptual application of complete guidance: (1) power to inspire the team (items 1 and 2); (2) the learning type of not adhering to rules (item 3); and (3) encouraging a learning attitude and flexibility (items 4 and 5).

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Table 6
Indicators of Encouragement to learn

Item	Quotations from Xueji	Key indicators
1	Inspect and learn from each other's strong points.	Inspecting and learning from each other's strong points to inspire innovation.
2	Discuss and learn.	Discussions and learning through brainstorming.
3	Learning during leisure time and while playing.	Learning occurs through static and dynamic games.
4	Learn broadly.	The goal is to achieve mastery of diversified learning and applications.
5	Comprehend through analogy.	Learning by analogy to create new knowledge.

Source: The author's research and elaboration

If team members can inspect and learn from each other's work, brainstorm, use a diversified learning model, apply what they have learned flexibly, and work together as a team to come up with creative work, they can generate the energy to help a team grow and inspire their creativity.

5. DISCUSSION

Xueji's creative thinking is the core enlightenment. Creativity is about revealing undiscovered ideas made even more wonderful through deep thinking. Creativity is the soul of active learning in AI-related curricula, which has implications for English-medium instruction, enabling it to transform into brilliance. Its essence is not to persist in inverted actions, but to bring about a radical change in the existing state of affairs in order to become competitive. Thus, creative thinking must be a criterion in training AI-related curricula.

One of Xueji's core values is training creative thinking. Teachers create a supportive learning environment where learners can achieve self-transcendence and overcome obstacles, provided they are fully committed. Xueji posits that the linguistic expressions used in creative AI-related curricula aim to stimulate introspection and foster the gradual development of new ideas, grounded in the principles of respect, without criticism, and without blame. The reason for this is that critical words often act as barriers to thinking. They can make people afraid of thinking and limit the space for them to freely use their creativity. This prevents the transformation of their thoughts into innovative ideas. People's acceptance inside their hearts is the foundation of the touchstones in Xueji and the practice of encouraging creativity. The power of touching people is the main factor underpinning acceptance. Therefore, it is fair to say that the value of creativity is to create a heartfelt feeling that can pull at people's heartstrings. Improving life and aesthetics are the fundamental elements of producing creativity. Therefore, a cultural orientation is crucial for enhancing the value of creativity: "We must sculpt and shape jade to transform it into a valuable tool." The basis for inspiring creativity is the pursuit of quality and aesthetics. The renewable cycle of continuous discovery can help us achieve the goal of closeness to perfection. This is the path to achieving the vision of sustainable development. Among the concepts stressed in Xueji are those of being both practical and devoted.

When it comes to fostering creativity, we shouldn't base creativity training solely on imagination. To understand the concept, practice in the field is necessary. This principle is similar to the old saying, "The person who drinks it knows best whether the water is hot or cold," and the notion of "learning by doing" proposed by Dewey.

Introspection and self-improvement are the essence of Xueji's work, which can inject a strong force into AI-related curricula and have implications for English-medium creativity instruction. This illustrates the worth of creative AI-related curriculum management, which is the spirit of not giving up, gaining release from the cocoon of a framework, and maintaining positive faith and muscular endurance to reverse the trend and turn the tide when in difficulty. In terms of applications, an AI-related curriculum's advantage lies in value creation, and deep thinking generates creativity. Changes in the environment and cultural exchanges between East and West, along with their effects, place AI-related curricula in a competitive scenario, where stagnation signals regression. AI-related curriculum development is linked to competitiveness's output value curve. In other words, the key to developing an AI-related curriculum in an active, interactive environment is to inspire and implement the creative potential. AI-related curriculum development aims to pursue excellence, and creativity is the driving force behind continuous improvement and sustainable, outstanding growth. Xueji is a timeless cultural treasure that inspires creative implications.

6. CONCLUSION

The insights from "Xueji" in AI-related courses offer not only valuable philosophical implications for learning, but they also align well with the growing trend of English-medium instruction (EMI) in countries pursuing internationalized education worldwide. This ancient text provides excellent concepts for interactive learning methodologies.

Moreover, "Xueji" emphasizes the importance of preventive education in deterring inappropriate, harmful, and illegal behaviors. This principle offers crucial ethical insights for preventing the misuse of AI. In today's global society, advanced nations are focusing on how to avoid improper applications of AI and their potential adverse effects and impacts, gradually establishing preventive guidelines. The philosophical wisdom of "Xueji" inspires us to adopt a proactive approach, starting with education, to address this critical aspect of AI talent cultivation. This preventive spirit is an indispensable element in nurturing AI professionals.

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"Xueji"'s ethical value in AI education lies in its emphasis on foresight and preemptive measures. It underscores the significance of inculcating ethical considerations from the onset of AI education, thereby equipping future AI developers and users with a robust moral compass. This approach aligns with the current global efforts to develop AI responsibly and ethically, making "Xueji" remarkably relevant in modern AI educational contexts.

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