RESEARCH ARTICLE

Exploration of "Personalized for Everyone" Teaching Strategies: The Teaching Practice of "Life Wisdom from the Analects" in the "Elegant and Refined" Program

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Abstract: This paper takes the "Life Wisdom from the Analects" in the "Elegant and Refined" course of the Liberal Arts College of Geely University as an example to explore the practical path of the "Personalized for Everyone" educational philosophy. The teaching of "Life Wisdom from the Analects" effectively enhances students' interest in learning, critical thinking, and comprehensive abilities through the application-oriented teaching objectives, targeted teaching content, scenario-based teaching links, high-participation teaching process, dynamic learning assessment, and personalized learning outcomes display.

Keywords: personalized for everyone, teaching design, liberal arts education

1. Introduction

With the development of society, the drawbacks of traditional education have become rapidly apparent, making educational reform imperative. Since 2023, Geely University of China has consistently implemented the "Personalized for Everyone" teaching philosophy, practicing "strength-based education" in every teaching link. However, the exploration of the implementation path of the "Personalized for Everyone" teaching philosophy in liberal arts education still requires in-depth research. This paper aims to explore and verify the effectiveness of the "Personalized for Everyone" educational philosophy in the "Elegant and Refined" course, especially taking the teaching practice of "Life Wisdom from the Analects" as a case. Through the practice of application-oriented teaching objectives, targeted teaching content, scenario-based teaching links, high-participation teaching process, dynamic learning assessment, and personalized learning outcomes, this paper explores the path of the "Personalized for Everyone" educational philosophy in the liberal arts education of Geely University of China and the personalized cultivation model of "strength-based education."

2. The "Personalized for Everyone" Educational Philosophy

2.1 Background of the proposal

Under the development trend of educational personalization and diversification, the drawbacks of traditional education models have become rapidly apparent. The neglect of individual differences among students, the singularity of teaching content, and the rigidity of teaching methods have led to unsatisfied learning needs, unfulfilled individuality, and a series of issues such as the homogenization of teaching content and the fixed teaching methods that suppress students' interest and enthusiasm. Educational outcomes struggle to meet the needs of students at different levels and types, and the teaching quality is not as expected (Lu & Pang, 2023). The proposal of the "Personalized for Everyone" educational philosophy aims to break through the limitations of traditional education models, repair the shortcomings of traditional educational models, and explore a personalized development path that conforms to individual differences and strength-based education, to achieve the goal of personalized student development, "everyone has strengths, everyone can shine."

2.2 Connotation of the "personalized for everyone" educational philosophy

The core of the "Personalized for Everyone" educational philosophy lies in emphasizing

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personalization, dynamism, and effectiveness. Personalization means that educators should fully consider each student's unique background, personal interests, learning interests, talents, and different learning styles in the teaching process, thereby providing them with customized educational programs. Dynamism requires teachers to be flexible in the teaching process, adjusting teaching strategies and content in a timely manner according to students' development and changes, ensuring that educational activities are always in sync with students' growth. Effectiveness focuses on educational outcomes, that is, ensuring that through educational activities, students' comprehensive quality and various abilities can be truly improved. To realize this philosophy, teachers need to deeply understand each student's personality characteristics, apply a variety of teaching methods and means in a targeted manner, stimulate students' interest and enthusiasm for learning, cultivate students' innovative thinking and practical abilities, and enable students to gain a sense of achievement, excitement, and accomplishment in the learning process, thereby continuously progressing and growing.

3. The "Elegant and Refined" Course and the Teaching Practice of "Life Wisdom from the Analects"

3.1 The "elegant and refined" course

The "Elegant and Refined" course, based on the "Personalized for Everyone" educational philosophy and combined with the interdisciplinary background of the Liberal Arts College teaching team, is developed around the liberal arts education system of "patriotic sentiment, Geely imprint, Chinese culture, personalized for everyone." It is a pioneering project actively promoted by the Liberal Arts College to implement the "Personalized for Everyone" educational philosophy. The course selects eight teachers from different disciplinary fields to offer a series of eight lectures with different contents and themes to all students in the school. The lecture content is extensive and in-depth, covering multiple disciplinary fields such as literature, history, philosophy, and art, providing students with a rich and diverse range of learning resources to meet the personalized learning needs of students, thereby exploring the realization path of the "Personalized for Everyone" educational philosophy and cultivating applied talents.

3.2 Teaching design of "life wisdom from the analects"

3.2.1 Emphasizing the application-oriented teaching objectives

The course objectives are the "starting point" of teaching design. As the foremost classic of Confucianism, the Analects contains abundant wisdom and profound thoughts. In teaching design,

the objectives should not merely let students understand the meanings of the phrases in the Analects but should also bring these ancient wisdoms to life in students' real lives, assisting their personalized growth and transforming these wisdoms into practical guidelines for life (Zhang & Li, 2021). Therefore, teachers widely surveyed the choices and challenges students face in daily life, such as what life goals are at different stages, how to maintain harmonious interpersonal relationships, how to remain resilient in the face of difficulties, how to pursue personal dreams while taking social responsibilities into account, why to learn, how to learn, and how to cultivate good behavioral habits, etc (Cao, 2020). Based on this, teachers categorized and organized students' actual challenges into three dimensions: "learning," "interpersonal communication," and "the meaning of life," and selected corresponding chapters from the Analects to help students enhance their social practice abilities, better cope with real-life challenges, and help students establish correct views of life and values.

3.2.2 Strong targeting of teaching content

Teaching content is the "building block" of teaching design. In this lecture, teachers conducted an in-depth analysis of students' backgrounds, interests, and learning styles. Through carefully designed questionnaires, one-on-one interviews, and meticulous classroom observations, teachers not only understood each student's characteristics, learning needs, knowledge background, and thinking foundation but also insighted into students' learning motivation and potential challenges for learning improvement (Lu & Ma, 2022).

In terms of learning background and interest, some students have a strong interest in literature and philosophy. They can deeply think about and interpret classical texts, but they are relatively weak in logical and critical thinking, which may lead to difficulties in analyzing problems and constructing arguments. Another part of the students performs well in practical operations. They can flexibly use the knowledge they have learned to solve practical problems, but they are slightly insufficient in theoretical knowledge and may feel challenged in understanding abstract concepts and theoretical frameworks.

Regarding learning needs and motivation, some students hope to deepen their understanding of traditional culture, some students hope to use traditional culture to guide real life to enhance their interpersonal skills, self-discipline, perseverance, and other practical abilities, and some students hope to understand certain chapters of the Analects to gain insights into the Chinese way of thinking and behavioral connotations.

Therefore, when designing teaching content, teachers fully considered these different learning needs and motivations, closely integrating traditional culture with modern life (Xu, 2022). They paid attention not only to the interpretation and explanation of classical texts but also to their application and practice in real life, so that each student could gain the nutrients and inspiration they need from the course. At the same time, based on these observations and analyses, teachers designed targeted teaching activities and discussion topics for different student groups, linking teaching content through different teaching links to achieve targeted teaching (Lu, 2016).

3.2.3 Scenario-based design of teaching links

Teaching links are the "joints" of teaching design. They naturally connect different teaching sections and content to enhance the overall effectiveness of teaching. In traditional education models, teaching content and application are often disconnected, making it difficult for students to apply what they have learned (Shen, 2021).

The Analects, as a classical philosophical work, contains wisdom essence that, when combined with the social practice experience of modern students and interpreted and refined to inform reality, is the core goal of the "Life Wisdom from the Analects" lecture teaching. In the teaching design, teachers applied scenario-based teaching methods, integrating scenes closely related to students' real life and work into the classroom, enabling students to transform abstract philosophy into guidance for reality. For example, when discussing the idea of "joyful learning," teachers not only linked it to students' daily study life but also guided students to actively think about how to find pleasure in the learning process and how to effectively overcome difficulties and challenges encountered in learning. By encouraging students to share their own learning experiences and insights, their interest and enthusiasm for learning were further stimulated; when explaining the important proposition of "prudence in solitude," teachers specially designed situational simulation activities, allowing students to personally experience and understand the importance of "prudence in solitude" in simulated social situations. Through role-playing, students could   more profoundly understand how to adhere to their moral standards and behavioral norms without external supervision. This teaching method, which closely combines teaching content with social practice, not only greatly enhanced students' interest in learning but also significantly strengthened the pertinence and effectiveness of teaching, helping students to better apply the knowledge they have learned in real life.

The effectiveness of scenario-based teaching is reflected in three aspects. First, it increases students' interest in learning: Teachers can use various vivid teaching methods, such as case analysis and role-playing, to transform abstract theoretical knowledge into specific and vivid content, allowing students to learn through participation and experience. This not only stimulates students' curiosity and desire to explore but also helps them establish a connection between knowledge and the real world, thereby making them more actively involved in the learning process. Second, it enhances the pertinence of teaching: Scenario-based teaching can design personalized teaching programs according to students' different backgrounds and needs, making teaching content more in line with students' real life and improving the pertinence and effectiveness of teaching. When preparing lessons, teachers delve into students' interest points, knowledge levels, and learning habits to design teaching activities that meet students' characteristics. For example, for students who like science and technology, science and technology-related cases and experiments can be introduced; for students who like literature, more reading and writing exercises can be arranged. In this way, teaching content is no longer sparse and uniform and dull but becomes diversified and interesting, thus better meeting the learning needs of different students. Third, it promotes students' thinking development: Scenario-based teaching provides students with rich practical opportunities, allowing them to learn to think independently, cooperate and communicate, and analyze critically in the process of solving problems. For example, students can understand the development of history by simulating Confucius's travels around the states, and they can speculate Confucius's real thoughts by role-playing dialogues between Confucius and his students, thereby more accurately interpreting the meaning of the Analects. Through this learning method, students can not only master knowledge but also exercise their thinking abilities, laying a solid foundation for their future learning and life.

Although the scenario-based teaching method has many significant advantages, it also faces many challenges and difficulties in the specific implementation process. First, ensuring the authenticity of the scenario. When constructing teaching scenarios, teachers need to ensure their authenticity, closely linking them with students' daily life to avoid overly idealized designs. If the scenario is disconnected from students' real experience, students may question the teaching content or even feel confused, which will directly affect the realization of teaching effects and students' enthusiasm for learning. Second, guiding students to think deeply. In the implementation of the scenario-based teaching method, teachers should encourage students to actively participate in classroom activities and express their personal views, forming independent thinking and understanding.

This requires teachers not only to have solid professional knowledge but also to have corresponding teaching skills and guidance abilities, to be able to find problems in the students' learning process in time and provide appropriate and effective guidance. Third, assessing teaching effects. Teachers need to explore more scientific, reasonable, and multi-dimensional assessment methods to comprehensively consider students' knowledge mastery, thinking ability development, and practical ability improvement, ensuring the accurate assessment of the effects of scenario-based teaching.

3.2.4 High participation in the teaching process

The teaching process is the "path" of teaching design. In the teaching practice of "Life Wisdom from the Analects", teachers adopted three innovative teaching strategies to enhance the interactivity and interest of classroom teaching, increasing students' attention and participation (Zhao et al., 2022). First is group discussion. Students were divided into several groups to deeply discuss the lecture content. For example, when explaining the proposition of "the Doctrine of the Mean," the topic of "the application of the Doctrine of the Mean in modern society" was proposed as a discussion issue. Students actively expressed their opinions and shared their personal insights in group discussions. Through this method, students not only deepened their understanding of the teaching content but also cultivated team spirit and communication skills. Second is role simulation. In the teaching process of "good thinking," teachers let students play different roles, such as teachers, students, vendors, colleagues, leaders, parents, medical staff, postal and express delivery personnel, salespersons, etc., to discuss how to practice the wisdom of "good thinking" in different roles. Through role simulation, students could more deeply understand the connotation of "good thinking" and improve their thinking and problem-solving abilities. Third is case analysis. In the teaching of "doing good," teachers selected multiple actual cases related to "doing good" for students to analyze and discuss. For example, the case of Geely Group giving back to society through public welfare activities was selected to guide students to analyze the motives, effects, and social impact of the company's "doing good" behavior. Through the high participation of students in the lecture, students could concretely apply abstract philosophy to the handling of practical problems, enhancing practical ability and comprehensive quality.

3.2.5 Dynamic presentation of learning assessment

Learning assessment is the "window" of teaching design. At the beginning and end of the course, teachers conducted two questionnaires. The purpose of these two surveys was to fully understand students' comprehension of each chapter of the Analects, as well as their interest in reading classical literature, emotional attitude, frequency of contact, etc. In addition, the questionnaire content also focused on students' daily life skills such as interpersonal communication ability, communication ability, team cooperation ability, and critical thinking ability, to assess their ability to handle daily affairs. Moreover, the questionnaire content also involved the examination of patriotic sentiment, so that teachers could understand students' sense of responsibility towards family, society, and country.

By comparing and analyzing the questionnaire results before and after the course, teachers could observe the dynamic growth and progress of students in various aspects during the learning process. Based on these differences and improvements, this study customized personalized final outcomes for each student, ensuring that they could display their best performance and learning outcomes at the end of the course.

3.2.6 Personalized reflection of learning outcomes

Learning outcomes are the "destination" of teaching design. Students submitted different types of works according to different modules in the lecture or chapters that inspired them personally, targeting their interests and strengths, such as videos, growth notes, classroom notes, PPTs, photos, reflections, records of practice processes, etc., to implement the "Personalized for Everyone" teaching philosophy and meet their personalized learning needs.

Conclusion

The exploration of the "Personalized for Everyone" educational philosophy has achieved significant results in the teaching practice of "Life Wisdom from the Analects" in the "Elegant and Refined" course. This strategy not only enhanced students' interest and enthusiasm for learning but also strengthened the pertinence and effectiveness of teaching, effectively improving students' critical thinking and product thinking abilities, providing reference value for the further development of liberal arts education at Geely University and the optimization path of liberal arts education practice in private colleges and universities.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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