

Quality Teaching Constructs in Digital Media Art Education: Student Perspective

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Abstract: The study aims to analyze the current understanding of Digital Media Art among Chinese university students and the current status of professional courses and teaching from the perspective of student satisfaction. A total of 1,200 students majoring in Digital Media Art, Visual Communication Design, and Animation from 5 colleges of Art and Design in 3 Chinese provinces (Guangdong, Shanxi, and Hubei) were surveyed to investigate and study the cognition degree of Digital Media Art, the learning situation of professional courses and the satisfaction degree of professional courses, some 300 questionnaires were collected from the Visual Communication Department of the Zhongshan College of Electronic Technology. This study aims to conduct research from the perspectives of Quality Theory, Teaching Theory, Digital Art Theory, Multiple Intelligence Theory, Ecological Theory, etc., to demonstrate the theoretical basis for constructing a quality education system for Digital Media Art majors. Based on these theories, an undergraduate teaching and training plan for Digital Media Art majors in universities will be designed. The study's findings can be practically applied to enhance the current teaching methodologies in Digital Media Art. Addressing these aspects could make the study more comprehensive, insightful, and applicable to improving Digital Media Art education in Chinese universities.

Keywords: Digital Media Art Education, Student Perspective, Quality Teaching Constructs,

1. Introduction

1.1 Research Background

Information technology has become an essential driving force for social development in the digital age. Digital media art is the fusion product of information technology and artistic creation, which integrates science and technology, art and humanities into a whole and forms a new interdisciplinary field. Digital media art has been involved in all fields of society, creating significant value, and the demand for digital media art talents in society is constantly increasing. The professional field of media arts encompasses all forms of creative practice involving or referring to art that uses electronic equipment, computation, and new communication technologies. As an essential place for talent cultivation, how to carry out digital media art teaching and provide high-quality professionals for society has become an essential key point. By revealing the current situation of digital media art teaching combining theory, this study explores the quality teaching construction in digital media art education, explores the reform and innovation of the college curriculum system, teaching strategy and evaluation system based on the perspective of students, and realizes the high-quality development of digital media art teaching.

1.2 Literature Survey

Through preliminary research on various art education monographs, core journals, master's and doctoral dissertations, academic conference papers, and other related literature at home and abroad, this paper summarizes the research achievements of digital media art courses and teaching in domestic and foreign universities from the 1990s to the present, comprehensively grasps the current research status and shortcomings of digital media art courses and teaching in universities, and provides an academic foundation for the development of this study.

1.2.1 Domestic Studies Literature

A search was conducted on the China National Knowledge Infrastructure (CNKI) using the keyword "Digital Media Art." The search was limited to December 31, 2020, and 1833 articles were retrieved. The earliest publication was in 2003, and as of December 31, 2020, 56 articles were retrieved, including 27 academic journals and 15 thesis papers, using the keyword "Digital Media Art" and the theme "Research Status." From a thematic perspective, a total of 19 articles have conducted research on the current application status of digital media art, such as the application research of digital media art in exhibition design such as museums and urban design, the application research in cultural heritage protection, education industry, and the development status of digital media art interaction technology and industry. A total of 35 articles have studied the development status of digital media art, 15 articles have analyzed the current situation of digital media art education and talent cultivation in universities, and 20 articles have related to digital media's development status, problems, and strategy research. The publication time of its literature was concentrated between 2010 and 2020, with a maximum of 5 articles published in 2018 on the development status of digital media art itself and 21 articles analyzing the application status of digital media art.

1.2.2 Foreign Studies Literature

The research on digital media art started earlier abroad. Digital media art was initially referred to as internet art, multimedia art, new media art, network art, digital art, etc. Early publications that used the internet as a keyword were not all strictly related to internet art. Kio's "Zen and the Art of the Internet" (1992) provides a general introduction to Internet services, while Robbins' "Internet Activities for Language Art" (1999) is just an introductory book to help students master online information. By the beginning of the 21st century, works on new media art were constantly emerging, including Mannovich's "Language of New Media" (2001) and Liszt's "New Media" (2003). Among them, there are also numerous influential works: Storabras's "Internet Art: The Online Conflict between Culture and Business" (2003) elaborates on the interactive characteristics of Internet art; Green's "Internet Art" (2004) discusses the interactive relationship between modern technology and art since the 1990s; Grant et al.'s forward-looking work "Digital Art for the 21st Century: Renderosity" (2004) pointed out that digital art will inevitably become the mainstream art of the 21st century. Oliver Law's monograph "Virtual Art" (published by Tsinghua University Press in 2007) elucidates virtual art's origin, characteristics, and other aspects.

1.3 Research Objective

1. To identify practice patterns (1a.before teaching, 1b.duringteaching, 1c.after teaching) of quality teaching constructs in Digita Media Art Education from a Student Perspective.
2. To identify the construct of teaching quality (2a.planning, 2b.preparation, 2c.implementation, 2d.teaching development, 2e.assessment) in Digital Media Art Education from Student Perspective.
3. To identify the construct of pedagogical quality (3a.approach, 3b.method, 3c.technique, 3d.strategy, 3e.activity) in Digital Media Art Education from Student Perspective.
4. To produce parameters (guidelines) for quality teaching constructs in Digital Media Art Education.

2. Method

This research will primarily adopt quantitative research methods to comprehensively explore the construction of a Digital Media Art quality teaching system from the student satisfaction perspective.

2.1 Research Design

From the perspective of student satisfaction, the current understanding of Digital Media Art among Chinese college students, as well as the current status of professional courses and teaching, were analyzed to identify the existing problems and analyze the reasons for these problems: the feasibility, necessity, and effectiveness of constructing a Digital Media Art professional quality teaching system from the perspective of student satisfaction are demonstrated. This research is intended for quality theory, teaching theory, digital art theory, multiple intelligences theory, and ecology theory. It demonstrates the theoretical basis for constructing a quality education system for Digital Media Art majors. It combines these theories to design a teaching and training plan for undergraduate Digital Media Art majors in Chinese universities To lay a theoretical and practical foundation for the development and teaching practice of Digital Media Art school-based courses in Chinese universities.

2.2 Population and Sample

A survey was conducted on 1200 students majoring in Digital Media Art/Visual Communication Design/Animation from 5 colleges of Art and Design in 3 provinces of China (Guangdong, Shanxi, and Hubei, **Figure 1**) through a questionnaire. The survey investigated their understanding of Digital Media Art, their learning of professional courses, and their satisfaction with professional course learning. Data statistics and analysis were conducted on approximately 300 questionnaires from the Visual Communication Design major of the University of Electronic Science and Technology of China, Zhongshan Institute.

3. Results and Discussion

This study aims to conduct research from the perspectives of Quality Theory, Teaching Theory, Digital Art Theory, Multiple Intelligence Theory, Ecological Theory, etc., to

demonstrate the theoretical basis for constructing a quality education system for Digital Media Art majors.

4. Conclusion

Based on these theories, an undergraduate teaching and training plan for Digital Media Art majors in universities will be designed. The study's findings can be practically applied to enhance the current teaching methodologies in Digital Media Art. Addressing these aspects could make the study more comprehensive, insightful, and applicable to improving Digital Media Art education in Chinese universities.



Figure 1 The geographical locations of the five universities in the three provinces are indicated

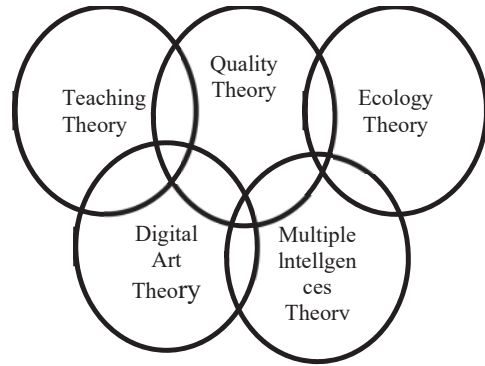


Figure 2. Theoretical Framework

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