

Development and Innovation of College Aesthetic Education from the Perspective of New Media

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Abstract: The proliferation and development of new media have brought about significant changes in people's aesthetic perceptions and experiences. Currently, aesthetic education in higher education is characterized by diversity and innovation, interdisciplinary and cultural integration, as well as openness and sharing. However, the current offering of aesthetic education courses in college might not completely align with the demands of students. Diversity seems to be lacking in the teaching approaches employed in art education, and the utilization of new media in art education seems to be underexplored. From the perspective of new media, the augmentation of the art education curriculum system within higher education establishments is a goal to be pursued, with an emphasis on its integration across various disciplines. This endeavor involves enhancing the array of teaching methodologies applied in aesthetic education, fostering the personalized implementation of aesthetic education, and placing a notable focus on the nurturing of educators' qualities, all aimed at adeptly harnessing the potential offered by new media tools. Furthermore, strengthening online resource support and optimizing the assessment mechanism for aesthetic education is essential. The current landscape of aesthetic education in higher education institutions reflects the transformation of aesthetic perspectives and experiences due to the widespread adoption and evolution of new media. Addressing the current gaps and leveraging the opportunities presented by new media, aesthetic education can evolve into a more dynamic, relevant, and impactful discipline.

1. Introduction

The widespread adoption and advancement of new media have brought about profound changes in people's aesthetic perceptions and experiences. Aesthetics has become more diverse, personalized, and globalized. People now have easier access to artistic works from various fields and cultures. Additionally, the application of digital technology has introduced new possibilities for aesthetic experiences, which also subtly influence the thoughts, behaviors, and values of university students [1]. Furthermore, new media technologies offer innovative avenues for artistic expression and exploration, challenging the traditional paradigms of higher education art education. Technologies such as Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI), and interactive

multimedia platforms have emerged as potent tools in aesthetic education, artistic creation, exhibitions, and audience engagement. These immersive experiences enable students to step into the realm of art and even participate in collaborative creative processes, transcending the limitations of conventional classrooms. In the backdrop of new media, the intellectual and cultural lives of university students and faculty are enriched. However, the negative cultural aspects brought by new media unavoidably influence the aesthetic and moral development of university students, leading to phenomena like vulgar aesthetics and diminished discernment abilities. Aesthetic education constitutes a crucial component of quality education and plays a pivotal role in nurturing students' comprehensive abilities. In light of this, building upon the explication of the characteristics of aesthetic education within the context of new media, this paper identifies the challenges faced by higher education aesthetic education in the era of new media and proposes avenues for optimization. These strategies aim to align higher education aesthetic education practices with the demands of the new media era, elevate the effectiveness of aesthetic education in universities, and provide valuable insights and references.

2. The Characteristics of College Aesthetic Education in the Perspective of New Media

Viewed through the lens of new media, higher education aesthetic education embodies traits of diversity and innovation, integration spanning interdisciplinary and cross-cultural domains, and an ethos of openness and collaboration. By leveraging the capabilities of new media technologies, universities can become agents of change, fostering innovation in aesthetic education paradigms. Through this approach, a more extensive and varied aesthetic education learning experience can be furnished to students, thereby catalyzing their holistic development.

2.1. Diversity and innovation

Higher education institutions' aesthetic education diversity within new media manifests in many ways. Firstly, the learning modes have experienced diversification to transcend beyond traditional classroom teaching, as students are allowed to engage in aesthetic education through online courses, video lectures, and interactive demonstrations, among others. Learners can freely choose the time and location for study to realize self-directed learning and self-management. Secondly, learning content has experienced diversification, as aesthetic education is no longer restricted to theory, drawing, and music but includes broader forms of art, such as digital art, animation design, and film and television production, with richer experience and contexts. What is more, students are able to select the content of aesthetic education in line with their preferences and strengths. Thirdly, learning resources enjoy greater diversity. Aesthetic education at higher education levels can access abundant learning resources through new media platforms like the Internet. Online libraries, art exhibitions, and lectures by renowned artists broaden students' aesthetic knowledge and perspectives[2].

From the new media's standpoint, innovative teaching methods emerged. Firstly, in terms of teaching modes, teachers can connect abstract aesthetic theories with concrete artistic practices using technologies like VR and AI to facilitate an understanding and use of aesthetic knowledge among students. Secondly, student creations demonstrate greater innovation. New media technology offers diverse innovation possibilities for art creation. For instance, digital painting and virtual sculpture add possibilities to digitized and interactive artistic creations, as well as artistic expression. Lastly, apparent innovation appears in forms of artistic expression. In the context of new media, forms of artistic expression in aesthetic education at higher education levels show greater diversity and cutting-edge strength. Innovative presentation of artistic expression helps students to convey their ideas and emotions through multiple mediums such as video, audio, and animation. New media has significantly enriched and changed aesthetic education in higher education institutions and marks the

advent of a new era of creativity and interactivity.

2.2. Interdisciplinary and Cultural Integration

There is closer interconnection between aesthetic education with other disciplines. New media technology boasts a combination of art and technology to form new points for cross-disciplinary interaction. Digital art and interactive design can integrate technological elements into artistic creation and realize interactions and innovations between art and technology. New opportunities produced by new media technology interwove aesthetic education with engineering-related subjects and enable students to merge art and technology, such as virtual reality and artificial intelligence, so as to explore the potential application of art with artificial intelligence[3]. In new media, the combination of aesthetic education with humanities and social sciences serves as a catalyst for an investigation into the relationship between art and social issues, as well as cultural heritage, by means of digital art and social media.

A closer connection is established between aesthetic education and traditional, social, and transnational cultures. Thanks to new media technology, greater opportunities have emerged for cross-cultural exchanges in aesthetic education at higher education levels, as seen in the ever-increasing artistic interactions and collaborations with students and artists from other countries. The promising landscape has broadened cross-cultural perspectives and understanding, along with an emphasis on the inheritance and innovation of traditional and revolutionary cultures. Blending traditional and revolutionary cultural elements with contemporary art boosts the effective transmission and rejuvenation of these cultural aspects. The integration of new media technology creates more possibilities for the fusion of higher education aesthetic education with societal culture. Through virtual exhibitions and social media, and other methods, artworks can see harmonious interconnection with social cultures and link art and society in an organic manner.

2.3. Openness and Sharing

New media grants aesthetic education at higher education levels access to open learning resources. Students enjoy access to art pieces, cultural exhibitions, and academic research worldwide through online platforms to broaden their study fields and perspectives. New media technology, with its more flexible and diverse learning methods, like online courses and remote learning, enhances learning efficiency and autonomy, as it enables students to learn at their own pace and schedule[4]. Moreover, with a more open platform for artistic creation, students can showcase their individuality and creativity by means of digital art, virtual reality, and other technologies for innovative artistic practices. From the new media perspective, aesthetic education at higher education levels displays such interdisciplinary intersections that students can learn and create at various disciplines' crossroads, expand boundaries between discipline, and achieve cross-disciplinary innovation.

New media platforms such as social media and video-sharing websites facilitate the dissemination and sharing of artworks created by university students and educators for the appreciation and understanding of art creation among more individuals, expanding the audience base and the influence of these artworks. The convenience offered by new media platforms promotes the sharing of higher education aesthetic resources. Institutions can leverage the internet to share art gallery exhibitions, art events, and teaching resources and foster exchanges and collaborations in aesthetic education. This sharing even shakes off geographical factors to benefit students and educators with high-quality resources shared by other institutions. In light of the outcomes, it can be said that interactivity simplifies artistic exchanges and cooperation between universities and societal art institutions [5]. Schools can organize art competitions, exhibitions, seminars, and other events online and send invitations to other institutions and artists. These efforts combined together will encourage artistic

interactions among institutions and backgrounds and sparkle new creativity and ideas.

3. Challenges of College Aesthetic Education in the New Media Age

3.1. Insufficient Fulfillment of Students' Needs in Aesthetic Education Curriculum

The rise of new media has led to a disruption of traditional artistic forms, with students increasingly gravitating towards modern art forms such as digital media and virtual reality. Traditional aesthetic education curricula fail to fully meet students' needs. Firstly, some higher education institutions lack an adequate number of aesthetic education courses, resulting in a dearth of diverse course options. This deficiency is evident in certain institutions that either do not offer relevant aesthetic education courses or those that have a limited number of practical college art courses. Moreover, these courses often neglect to integrate new media educational resources or refine their curriculum structures to cater to the diverse aesthetic education needs of students.[6].Secondly, existing aesthetic education curricula in some tend to focus on imparting basic knowledge and skills, often resembling art-related general education courses. However, these courses lack the incorporation of new media educational resources for innovative and optimized aesthetic education, making it challenging for students to experience authentic artistic immersion and cultivate creativity within classroom settings. Moreover, some existing aesthetic education courses in certain institutions predominantly emphasize the dissemination of foundational knowledge and skills, while neglecting the practical and innovative aspects. For instance, students might only learn fundamental skills in design, singing, dancing, and the like, without opportunities for active participation in art creation and performance. Lastly, a deficiency exists in the integration of aesthetic education with other disciplines in some institutions. In specific instructional contexts, aesthetic education courses are often treated as independent subjects, failing to integrate and intersect with other academic disciplines. Consequently, students tend to develop a one-sided understanding of aesthetic education knowledge, preventing them from fully harnessing aesthetic education's capacity to cultivate holistic competence. For example, aesthetic education curricula rarely incorporate appreciation-based aesthetic education course structures related to professions, such as the beauty of technology, architecture, design, ecology, intangible cultural heritage, tea culture, or landscaping.

3.2. Insufficient Diversity in Aesthetic Education Teaching Methods

In the era of new media, higher education aesthetic education often finds itself entrenched in a monotonous teaching model, which may impose certain limitations on the comprehensive development of aesthetic education. Despite the abundant opportunities brought by the widespread application of new media technology, many higher education institutions have yet to fully exploit a diverse range of teaching methods. Firstly, traditional classroom teaching models still dominate, potentially leading to rigid and monolithic trends within aesthetic education. Teachers predominantly deliver knowledge, and students passively absorb information, with insufficient interactive and practical opportunities. Such a teaching approach may struggle to stimulate students' creativity and imagination, restricting their capacity for deep artistic understanding and expressive abilities [7].Secondly, practical components in aesthetic education are relatively underdeveloped, with many colleges failing to provide students ample artistic practice opportunities. Despite the increased possibilities afforded by new media technology, numerous college still adhere to conventional artistic creation and production methods. The lack of diversified practical components might hinder students from effectively mastering artistic skills through hands-on experience, constraining their artistic growth. Furthermore, higher education aesthetic education often places an emphasis on knowledge dissemination and skill cultivation, while disregarding the humanistic care and emotional

development inherent to aesthetic education. This oversight results in a lack of focus on emotional experiences, aesthetic sensibilities, and cultural comprehension within the teaching process. Lastly, in comparison to the rapid advancements in new media technology, explorations into innovative teaching methods within aesthetic education appear relatively sluggish. While new media opens up a realm of possibilities, such as virtual reality artistic experiences and online art exchange platforms, these innovative teaching models remain underutilized and less adopted in practice. Within the evaluation process, teachers often rely on standardized teaching methods and assessment criteria, neglecting student individuality. Consequently, some students lose their interest and motivation in aesthetic education, as their potential remains underutilized.

3.3. Underutilization of New Media Tools

In today's era of new media, the rapid development of information technology has profoundly transformed people's lifestyles and thought processes, presenting unprecedented challenges and opportunities in the field of education. However, within higher education aesthetic education, despite the significant potential of new media tools, their application remains insufficient. Firstly, there is a lack of integration of new media. Many higher education institutions have yet to fully recognize the significance of new media tools in aesthetic education. This has led to inadequate incorporation of new media elements in teaching content, methods, and learning resources. College still heavily rely on traditional classroom teaching, while underestimating the interactivity and innovation offered by new media platforms. This restriction hampers the diversity and vitality of aesthetic education. Secondly, students of the new media era have developed diverse learning habits, favoring information acquisition, communication, and learning through digital platforms. However, in higher education aesthetic education, these student characteristics have not been fully capitalized on, failing to align with their preferred learning methods. New media tools, such as social media, virtual exhibitions, and online interactive platforms, can provide more appealing learning experiences for students. Despite their potential, these tools are not widely used in practice [8]. Furthermore, the lack of new media application in higher education aesthetic education is also evident in the quality and training of the teaching staff. Many aesthetic educators possess relatively weak knowledge and skills in new media technology, lacking a profound understanding of and innovative ability in utilizing new media tools. This hampers educators' ability to fully leverage the advantages of new media in teaching and guide students in effectively engaging with aesthetic education in a digital environment.

4. Innovative Development Mechanism of College Aesthetic Education in the New Media Era

4.1. Enhancing the Aesthetic Education Curriculum System and Infusing Aesthetics across Disciplines

In the context of the new media era, enhancing the aesthetic education curriculum system and infusing aesthetic concepts and methods across multiple disciplines hold significant importance and far-reaching impacts. To begin with, comprehensive aesthetic education courses should be designed, incorporating various art forms such as the beauty of science, architecture, design, ecology, intangible cultural heritage, tea culture, and gardens, cultivating students' aesthetic sensibility, creativity, and expressive abilities [9]. In the new media era, visual, auditory, and visual elements are extensively employed in artistic expression. Aesthetic education no longer remains confined to traditional theoretical knowledge and real-world practices; it also encompasses emerging domains like digital media art and virtual reality art. Therefore, a well-rounded aesthetic education curriculum should encompass diverse art forms, nurturing students' multifaceted creativity and aesthetic sensibilities, enabling them to adapt to and participate in cultural exchanges and innovative activities of the new

media era. Moreover, promoting interdisciplinary integration is crucial. Aesthetic education should not be confined to the realm of arts; it should merge with other disciplines. For instance, science courses could introduce aesthetic elements related to natural landscapes and light and shadow, stimulating students' cross-disciplinary thinking on the intersection of science and art. In literature classes, incorporating dramatic performances enables students to comprehend literary works through enactment. In history courses, art pieces could showcase the cultural landscape of different historical periods, deepening students' historical understanding. Through interdisciplinary fusion, aesthetic education can infuse new vitality into other subjects and help students better grasp and apply aesthetic knowledge. Furthermore, educators can extensively leverage new media technology to create diverse learning experiences in aesthetic education courses. For instance, virtual reality technology can immerse students in the appreciation of famous paintings and virtual art exhibitions, enhancing aesthetic experiences. Lastly, strengthening collaboration between universities and enterprises is also crucial. Universities can actively establish close partnerships with art institutions, media companies, and technology enterprises in the new media realm. These collaborations can create a cross-disciplinary communication platform, jointly driving innovative practices in aesthetic education.

4.2. Emphasizing Teacher Development and Harnessing the Power of New Media Tools

Prioritizing teacher development and leveraging the capabilities of new media tools can provide students with diverse forms of aesthetic practice, encourage interdisciplinary collaboration, and stimulate student engagement and creative aptitude. Firstly, universities should focus on cultivating teachers' aesthetic education philosophy and professional skills. Schools can organize specialized aesthetic education training, encompassing theoretical understanding, teaching methods, and skills, to enhance educators' aesthetic education capabilities. Establishing a cohesive team of instructors, including counselors, class teachers, ideological and political education teachers, and art professionals, contributes to comprehensive guidance for students. Encouraging educators to embody theoretical knowledge in practice, consciously refine their language communication skills, and enhance their personal charisma and moral cultivation enhances teaching artistry and personal charm. Similarly, educators can be motivated to undertake innovative aesthetic practices, and support their participation in art creation, project design, and art exhibitions, enhancing their innovation awareness and practical capabilities. Secondly, educators are encouraged to explore innovative teaching models by integrating new media tools with traditional teaching methods. For instance, platforms like online courses, virtual art exhibitions, and digital content sharing can enrich teaching content, stimulating student interest and involvement. Utilizing new media tools empowers educators to implement personalized instruction. By understanding individual students' interests and characteristics, educators can tailor content and methods to their needs, enhancing the relevance and effectiveness of teaching. Through new media tools, educators can better comprehend students' learning progress and feedback, adjust teaching strategies promptly, and enhance the precision and efficacy of teaching. Thirdly, harnessing the capabilities of new media tools is essential. New media technology presents unprecedented opportunities for higher education aesthetic education. Educators should adeptly employ online platforms, educational applications, virtual reality technology, and other tools to create diverse teaching content and experiences, fostering student interest in learning. Educators can design online courses, interactive teaching activities, virtual art exhibitions, and more to transform abstract aesthetic concepts into tangible experiences, enhancing students' learning experiences and involvement.

5. Strengthening Online Resource Support and Optimizing Aesthetic Education Evaluation Mechanisms

In the current era of new media, the development of aesthetic education in higher education institutions not only benefits from online resources but also requires the optimization of assessment mechanisms to ensure comprehensive student development and the enhancement of artistic literacy. Firstly, establish an online platform for aesthetic education. This platform can bring together artworks and resources from different fields of art, allowing students to easily access diverse forms of artistic expression. These resources are available for teachers and students to access and learn from at any time, free from time and space constraints. Through the aesthetic education online platform, teachers can upload their teaching videos and lesson plans, sharing their teaching experiences and methods with students. Students can independently learn and reinforce their knowledge by watching instructional videos and studying lesson plans [10]. Secondly, offer online discussion-based aesthetic education classes. Conducting online discussion-based aesthetic education classes enriches the forms and content of aesthetic education in higher education institutions, enhancing student engagement and learning outcomes. These online classes can include features such as art displays, sharing of aesthetic education resources, online discussions, and artwork assessments. Integrate aesthetic education resources, including artworks, textbooks, video tutorials, and more, to enrich the platform's content. Simultaneously, incorporate interactive features such as online discussion boards and real-time chat tools to facilitate communication and interaction between teachers and students, as well as among students. Thirdly, it is recommended that the aesthetic education evaluation system and implementation mechanism be strengthened. The aesthetic education assessment should never focus solely on final exams or results. Instead, it should reflect learning, imitation, and creation processes. It is suggested to construct a comprehensive evaluation framework comprising aesthetic sensibility, creativity, and artistic expression, to achieve the diverse goals of aesthetic education. Integration of new media tools and methods like data analysis and interactive assessments can serve as a more accurate gauge for student learning progress. Furthermore, the introduction of interdisciplinary assessment is of great importance to promoting integration and collaboration across disciplines. New media tools, such as online platforms, can facilitate real-time interaction between educators and students to ensure sustained feedback and an aesthetic education process full of vibrancy and efficiency.

6. Conclusion

College aesthetic education is the work of cultivating character and enhancing students' aesthetic abilities and humanistic qualities. In the evolving landscape of new media, universities should place even greater emphasis on aesthetic education. In practical terms, it is recommended to adopt an approach grounded in the functional value of aesthetic education, while also considering the context of the times. By leveraging the potential of new media tools and promoting personalized aesthetic education, a synthesis can be achieved that not only sparks proactive student engagement with aesthetic education knowledge but also enhances the comprehensive effectiveness of aesthetic education.

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