



THE IMPACT OF NEW MEDIA ON THE MANAGEMENT OF ARTS  
EDUCATION IN MODERN GUIZHOU SCHOOLS

BY  
TONG WU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION  
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)  
SOUTHEAST ASIA UNIVERSITY  
ACADEMIC YEAR 2022  
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**Independent Study Title** The impact of new media on the management of arts education in modern Guizhou schools

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**Program** Master of Education in Educational Administration  
(International Program)

**Advisor(s)** Laibing Liu, Ph.D.

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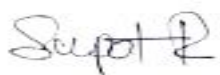


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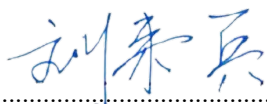
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### Abstract

The main part of the text analyses the current situation of the education and management of art students in the new media environment, including the current situation of the use of new media by university students and the current situation of the use of new media for student management, pointing out that the new media has brought a series of positive and negative impacts on the management of university students; in-depth analysis of the problems of the education and management of art students in the new media environment and their problems. From the results, the influence of positive factors slightly outweighs the influence of negative factors, especially under the influence of the new crown epidemic, online teaching through new media has an irreplaceable role; finally, the current situation of art education management in the new media era is analysed, and art educators are encouraged to use new media software to assist in teaching. In the new media environment, we should take a positive attitude towards the new media information platform and carry out good education and management of art students in universities in the new media environment. The innovative work path of art education management in the new media era proposed in this paper is conducive to colleges and universities taking corresponding measures in accordance with their actual situation, so as to improve the efficiency and effectiveness of management, promote the sustainable development of colleges and universities, and promote social harmony and progress.

**Keywords:** New Media   Arts Education   Management

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## Table of Contents

|                                              |     |
|----------------------------------------------|-----|
| Abstract.....                                | IV  |
| Acknowledgement.....                         | VI  |
| Table of Contents.....                       | VII |
| Chapter 1 Introduction .....                 | 1   |
| Chapter 2 Theory and Literature Reviews..... | 20  |
| Chapter 3 Research Methodology.....          | 26  |
| Chapter 4 Results.....                       | 31  |
| Chapter 5 Conclusion and Discussion.....     | 39  |
| References.....                              | 41  |
| Biography .....                              | 43  |

## Chapter 1

### Introduction

#### 1.1 Statement of the research problem

Arts education plays an important role in the development and growth of students, shaping their creativity and imagination. With the rapid development of technology and the increasing influence of new media, traditional methods of arts education have become outdated and ineffective. Innovative research into the management of arts education in the new media age is therefore needed to understand the impact of technology on arts education and to determine the best ways to integrate new media into the arts education curriculum. Arts education plays an important role in the development and growth of students, shaping their creativity and imagination. With the rapid development of technology and the increasing influence of new media, traditional methods of art education have become outdated and ineffective. Innovative research into the management of arts education in the age of new media is therefore needed to understand the impact of technology on arts education and to determine the best ways to integrate new media into the arts education curriculum.

##### 1.1.1 Research Background

The management of arts education and the improvement of school curricula is an important issue for education managers. In the context of quality education, the state is placing increasing emphasis on arts education. The government also aims to provide quality education for its citizens. In this context, therefore, this study will help school administrators to provide relatively high quality educational content. The government has a role in setting policies in education, but it is teachers, headmasters and school administrators, among others, who implement these policies. Recognising the importance of educational management and school improvement is crucial to ensuring that school personnel are effective in improving schools as well as improving student outcomes. In this study, we analyse how schools can significantly improve the performance and achievement of arts

education students in emerging forms of economy in the context of curriculum reform and educational management. When a country's education is of high quality and well managed, it can attract students from all over. Parents and society as a whole also have a role to play in improving schools, so this study will be useful in improving the performance of arts college students in school through the operation of appropriate management practices by educational administrators.

### **1.1.2 Research significance**

This study will contribute to the understanding of the impact of technology and new media on arts education and the management of arts education in the new media era. The findings of this study will provide valuable insights for arts education administrators and teachers to help them make informed decisions when incorporating new media into the arts education curriculum. The study will also lay the foundation for further research in the area of art education management in the new media era.

#### **(I) Theoretical significance**

Nowadays, almost every aspect of our lives is influenced by new media factors. Powerful new media tools such as WeChat, Weibo and Jitterbug have emerged to organise our activities, to satisfy our material needs and even to satisfy our thirst for the spiritual world. Art, with its ability to constantly reflect and influence its culture, is therefore naturally intertwined in the growing network of new media. But the relationship between these two worlds is like anything interesting, rich but sometimes troubled. While new media has the ability to enhance and promote the arts to a certain extent, it also raises questions about its effectiveness in improving the management of the arts curriculum, and students in art schools now enjoy learning new content through new media platforms such as WeChat, Weibo and Jitterbug, which have greatly enriched students' lives and inner worlds, allowing them to communicate and share ideas with people from all over the world and in all fields, anytime, anywhere. They can also upload their own recorded and edited videos to the Internet for others to share and learn from, which is a very interesting way to learn; however, while new media brings these

advantages, the accessibility of new media content also brings many problems, such as the overwhelming amount of information on the platforms, which makes it impossible for students to choose the right and effective content for learning. It is easy to get distracted by the amount of novelty on the new media software and waste a lot of time not concentrating on the learning of professional knowledge. However, with the sudden onset of the new epidemic, it is often necessary to choose new media courses to complete our school work efficiently and effectively, so that we are not affected by the spread of the epidemic and can successfully complete the required school programme. It also allows us to study courses of interest to us outside of class time through online resources, broadening our knowledge and laying a solid foundation for future study and work at a higher level. So, in this context, it is worth exploring whether new media for course learning is the way forward for the future development of the education sector, and whether it can bring students a more interesting, efficient and comprehensible way of learning.

## (2) Practical implications

This study is not only a theoretical discussion, but on the basis of the theoretical analysis provides a reasonable implementation mechanism and strategic options for the change and innovation of the school art curriculum, which will provide a policy basis for the construction and change of the school art curriculum in practice, and will be of some practical significance in redesigning the art curriculum and fundamentally ensuring the choice of pathways, goals and modes of art education under the new media in schools and the operation and implementation of specific art programmes. All have certain practical significance. The overall aim of educational management is to promote, support and maintain an environment for effective teaching and learning within educational institutions, but how these key objectives are defined and the means of achieving them may vary greatly depending on the educational system or level and different educational cultures. While striving to achieve these goals, arts education managers also need to secure and organise the resources available to - a community through the considered and practical application of management principles - in order to achieve

the educational goals set by the social government. Arts education managers at all levels of the education system must therefore respond to the different educational goals set by society. Arts education management must also respond to global and regional changes and, because developments in information technology may also indirectly affect teaching and learning, we can make management more meaningful by changing the way in which the curriculum is taught and assessed. The challenges posed by the technological, social, cultural and economic changes that are sweeping the globe will determine how effective management practices are. Managing effectively and innovatively is conducive to providing an innovative way of thinking about future issues facing the management of education locally, regionally and globally.

### **1.1.3 Research questions**

The aim of this paper is to explore the mechanisms of art education and innovation in the new media in modern schools, and to provide theoretical support and practical reference for the scientific construction of modern school art programmes. The study is also a practical, applied study. The overall approach is therefore one of theory and practice, using the theoretical tools of the discipline for theoretical reflection and analysis. Theoretical thinking is the basis for the understanding and study of reality, and it is the research method necessary for the construction of various theoretical systems and the development of various views and ideas. In this study, theoretical analysis is a prerequisite. Through the use of the art curriculum analysis method, we will not only analyse the concepts and theoretical perspectives of the art curriculum, art education in the new media and the school art curriculum, but also combine them with the actual changes in the school art curriculum in China and try to make an in-depth analysis of the existing problems. The analysis will not only analyse the concepts and theoretical perspectives of the art curriculum, art education in the new media and the art curriculum in schools, but also seek to analyse the existing problems in the context of the actual transformation of the art curriculum in schools in China.

## **1.2 Research objectives**

The main objective of this study is to examine the impact of new media on the management of arts education and to identify effective ways of incorporating new media into the arts education curriculum.

### **1.2.1 Purpose of the study**

This study presents empirical findings on the use of new media by art school students and aims to examine the impact of new media programmes on the learning behaviour of art school students. Findings were obtained on the impact of new media on art students' learning. The results indicate that new media play an integral role in the learning process of art students in China and clearly demonstrate the importance of new media on the learning behaviour of some students in art schools in China. The research in this paper analyses previous literature that has explored the positive and negative factors in new media that affect the learning behaviour of students in art schools. Therefore, in order to develop a comprehensive understanding of the topic, an exhaustive examination of the previous literature found in high quality journals and books was conducted. This study also examined monographs and academic journals to identify additional information relevant to the topic of this study. As a result, our study identified the 18 most critical factors that influence new media for today's students. In addition, we conducted a survey to understand our art students' perceptions of new media. Prior to conducting the survey, we adapted the research design based on their literature input to ensure that the survey was adequate and appropriate. Appropriate variables in the study were adjusted and some traditional or irrelevant factors were excluded prior to conducting the survey. A mixed sampling method was used for this study and probability whole group sampling was used for data collection. Whole-group sampling or single-stage whole-group sampling is a method of using groups of respondents to represent a broader target sample population. The primary purpose of block sampling is to represent the entire group of respondents in a given study.

Data were collected from a representative sample of art colleges across the country. Respondents were asked to complete the questionnaire using a Likert scale. The survey included two categories of selected factors, including positive and negative factors of new media use. Responses from respondents who took into account the selected variables and the information accumulated through the poll were recorded and the data collected was broken down using the statistical software SPSS. The statistical software SPSS was used to check the reliability of the data collected. At this point standard deviations and mean scores were calculated for each characteristic, identifying the most influential factors. Next, analysis of variance and t-tests were applied to assess and verify the consistency of the respondents' opinions. Combining the data, the survey's uncovered important information that can be used to assess the underlying factors that influence students' learning behaviour. The main purpose of this study was to discover the positive and negative aspects of new media and how these factors influence the behaviour of our art students in a particular region, and to further refine the design of our art curriculum through these influences. The purpose of this study is to examine the impact of new media on the management of arts education in a comprehensive manner and to provide practical suggestions for incorporating new media into the arts education curriculum.

### **1.3 Research Hypothesis**

#### **1.3.1 Independent variable**

The independent variable in this study was the inclusion of new media in the arts education curriculum.

##### **1.3.1.1 The openness of new media enhances the renewal of our art education philosophy**

Art teachers can use the new media to contact other art teachers in the same subject and use the hashtag to communicate with art teachers around the world, posting real-time tweets. Receiving information in this way is also very efficient as

many art teachers can communicate with a wider range of experts and academics in the same field around the world. Very often, there are several

Many times it is not possible to have several art teachers from different regions collaborating and discussing offline at the same time. However, new media tools make this possible; this facilitates student learning as they can also participate in online discussions on topics and teachers can allow students to set tags to find and access information. While the need to find information can be achieved in many ways using information technology (virtual museums, live online videos, apps, etc.), new media, with their own ease of access, can provide information in many more different ways. Many students also use new media in their arts studies, participating in online discussions within our classes and with people around the world (blogs, webinars), creating online student portfolios, classroom artwork and presentations of art performances.

The extent of arts education for college students is associated with improved reading, cognitive skills, critical thinking and language skills. Arts education for university students can also improve motivation, focus, confidence and teamwork. The joys inherent in arts experiences do not just enrich the lives of individuals; they can connect people more deeply to the world and open their eyes to innovative expressions, laying the foundation for building social bonds and community cohesion. A strong arts programme in schools helps to fill the gap left by after-school life. Often the children of middle-class or affluent parents are generally enrolled in arts programmes whether or not they are offered in public schools.

Against this background, a new situation is also emerging. Comprehensive, innovative arts education is taking root in more and more schools. Many of these models are based on new findings from the Thousand Brain Study and cognitive development, and they include a variety of approaches: the use of the arts as a learning tool, for example using musical notes to teach fractions; the integration of the arts into other core curricula; and the creation of a school environment imbued with art and culture and art teaching that requires a hands-on approach. While most of these initiatives are in the early stages, some are beginning to yield impressive

results. This trend may send a message to other schools that the frantic focus on raising scores may be counterproductive. Education policy almost universally recognises the value of learning the arts in a big way.

### **1.3.1.2 The breadth of new media has led to a diversity of forms of art education in China**

Most of the new media art genres are based on digital multimedia and internet technologies, and these new technologies will be actively used in the creation, dissemination, reception and critical behaviour of new media art. These new art genres will bring about profound changes in the aesthetics, experience and thinking of art, bringing new vitality to art, and, moreover, new media art creates features such as interactivity and playfulness that are lacking in traditional art forms. Since the 1970s, video art has been a growing space for new media art techniques, with subsequent art, such as network art and installation art, stepping into the ranks of the various forms of new media art. Since the 1980s, new media art has been absorbed by major international exhibitions and has gradually become the mainstream of art exhibitions. For example, the MIT Media Lab's Web Art Prize, the San Francisco Museum of Modern Art's Center for Internet Art and the Whitney Biennial's Web Art Prize in New York are all important spaces and venues for new media art exhibitions. After the 1990s, new media art began to flourish globally and was successfully introduced to China, where it has since risen rapidly. To date, Chinese new media art has had a global impact. The incorporation of new media technologies into education is becoming increasingly common. From a purely technological to a socio-culturalist perspective, there are too many reasons why this should be done and how it should be done. A large body of education literature published in the past suggests that it is important to integrate new technological capabilities in the 21st century classroom, which will make the curriculum more relevant for today's lighter entrants. This claim is underpinned by assumptions and ideological pedagogies, so the main purpose of this chapter is to provide an opportunity to consider how the opportunities and possibilities created by new media can help different

The results of a study on "massive open online courses" show that students' performance improves when they engage in the learning process through new media platforms. The study also shows that the involvement of new media and technology in learning programmes helps to reduce student dropout rates. Online courses are increasingly available and students are choosing to take them more and more. Almost 70% of Chinese students use smartphones, creating a large target group for MOOC research. The impact of new media on students and teachers in a hybrid MOOC format is discussed in the preliminary results on learning outcomes through new media and technology effectiveness.

#### **1.3.1.3 The instant sharing nature of new media enriches the content of our art education resources**

The greatest advantage of the Internet is the speed of transmission and the wide range of transmission. The instant sharing nature of the new media has enriched the content of our art education resources. Information can be transmitted to all sides of the world via the internet and all necessary information is available via the internet. Students can study a wide range of courses around the world via the internet, which has huge advantages over the traditional offline classroom format. Experts and scholars of all kinds can also communicate and create through the Internet, which also greatly enhances the horizons and creativity of students.

The internet is the most widespread technological technology affecting our lives and creating interaction. It has changed the way art students interact, from linear in the past to online today, from one-way communication to multi-way communication, from real to virtual, all of which are advantages that come with the interactive capabilities of the internet. Interactive design maximises the attention and interest of art students and enhances their sense of engagement. Art students are no longer just recipients of information, but have more freedom of choice and opportunities to participate. For example, they can react to information on the internet and feed it back into online media for others to view, bringing with it the opportunity for interaction. Printing and distribution are no longer barriers to visual communication design. As a result, anyone can use the new media to publish their

work in the form of text, sound, images and video for global communication and enjoyment. In the new media era, good designers do not have to worry about not having the opportunity and conditions to showcase their designs. At the same time, information on the Internet can be revised and improved from time to time in a way that is not available in other paper-based media. Knowledge can be shared more freely on the internet than in other printed books and newspapers. Traditional information dissemination media have different ways of evaluating their reach, impact and effectiveness, such as circulation, viewership and purchase. The effect of visual communication design under the influence of new media is, however, more scientific, accurate and timely due to its various unique characteristics.

#### **1.3.1.4 New media enhance the development of individual differences in education**

New media art is an art based on ideas that enhance the individual differences in our art education. Only media creations with creativity as a key foundation can be called artistic creations, while works realised only through technology can hardly be works of art appreciated by the public. Expressing ideas and concepts through new technology and new media is the core meaning of new media art. In the case of visual communication design in art, for example, art students use new media and artistic symbols to express their ideas and creations, and use new forms to make ideas concrete. This new approach has had an unprecedented impact on art and design, creating a greater variety of expressions, and the use of simple web and electronic applications by art students has dramatically changed the previous visual communication design. New media art has become a bridge between artworks and people, and visual communication design has reached new artistic heights than ever before. The new media era, with the internet as the core development, has provided a broader creative space for visual communication designers. The combination of visual communication design and new media has produced profound changes in visual communication art, and digital design will be one of the important means of expression for visual communication designers in the future. Many entrants have not yet truly understood the huge

impact of the combination of new media art and visual communication design, with the internet at its core. In fact, if we look closely, the impact of the combination of visual communication design and the Internet is enormous and our lives have changed profoundly as a result. In the field of visual communication design, the more important form of interaction design is web design, which has the advantage of allowing two-way communication. As people browse through information, they can learn more details about what interests them with the click of a mouse and gain a more comprehensive understanding of the information through further action. Throughout the session, the designer is the integrator of information, connecting people from different backgrounds by creating a new interpersonal relationship. The designer provides a part of the work, not the finished product, and it is difficult to express a complete and accurate concept without interaction. This is why interaction in visual communication design conceptually requires the integration of people with the work, which is the way people access the work, or the way designers expect people to engage with it, and is an important element of design. The rapid development of computers, the internet and new media has outstripped our cognitive abilities. The creation and use of computers has changed the way many designers create, relying on them for more and more work than could have been imagined a decade or so ago. Whether we accept it or not, the computer has become an indispensable tool for contemporary designers. Likewise, as a new medium for the dissemination of public information, the Internet is set to grow into the number one mass media in the near future.

There is no denying that everything has been different since social networks and new media entered our lives. From all aspects of life, it has even become an important platform for artistic quality cultivation. While some students use social networking for entertainment and other purposes, many of them actually use it to promote many positive and useful activities. From finding general knowledge about art and culture, to getting involved in creating art and creating more possibilities.

### **1.3.1.5 New media is conducive to the development of the creative abilities of students in our art schools**

With the development of digital technology, new media art is gradually entering people's lives through the internet, which is conducive to the development of the creative abilities of our art students. New media are works of art created on the basis of digital and network technology, including the common webcasts, digital video art, network animation films, mobile phone TV, etc. Some people believe that the key to deciding whether a work of art is new media art lies primarily in the way it is communicated, rather than in its creativity and ideas. However, this view is inaccurate because we can only consider works with digital network technology but without creativity and core concepts as expressions of new media, not new media art. If we disseminate an oil painting through a disc via scanning technology, then it cannot be called new media art. Likewise, uploading a photograph to the internet for people to enjoy is not new media art. Works of art use the internet and digital media to express their creativity and ideas, rather than simply reproduce them. Every development in science has a huge impact on the field of art and design. At the same time, new forms of art in the context of a new era are constantly arising. Throughout the history of art development, developments and advances in medicine and human anatomy provided the theoretical basis for the development and maturation of art forms such as painting and sculpture; advances in the study of geometry led to the development of a new theory of perspective in painting, which influenced the painting styles of many art students at the time and later; advances in chemical research provided oil painters with more paints for painting; further developments in optical principles and manufacturing techniques facilitated the birth of photography and art. The development of science and technology has had a profound impact on the creation of art, and science and technology have an important role in promoting art. Visual communication design refers to design with visual communication functions, i.e. art design that conveys information through traditional media such as magazines and newspapers, and new media such as film and the Internet, and thus carries out modelling and expression. Based on the

internet, new media art connects people from all over the world and is characterised by connection and interaction. Users of new media often play different roles, such as disseminators of information and receivers of information, and have a higher communication efficiency compared to traditional media. At the same time, art students are gradually connecting and interacting with each other through the internet, facilitating the development of visual communication design. The development of new media art has changed the process of creating works and even their ultimate definition. More people are more easily involved in the process of creating art. With more environmental factors and people involved, art students are no longer creating works alone. The most distinctive feature of new media art is connection and interaction. New media maximises the interaction between people and the work, allowing for a better transformation between the work and human consciousness, ultimately resulting in entirely new relationships, experiences and feelings. Therefore, maximum communication and interaction is a key focus for art students in art schools to create art.

### **1.3.2 Dependent variable**

The dependent variable in this study is the impact of new media on the management of arts education.

### **.3.2.1 The virtual variability of new media can easily trigger psychological problems in students**

A number of studies have found that the virtual variability of the media can lead to depression, anxiety, loneliness, self-harm and even suicidal thoughts. The virtual variability of the new media can lead to psychological problems for our students, who are dissatisfied with their lives or the inadequacy of their external material conditions. Even if our art students know that the pictures our art students see in the new media may not be entirely real, they can still make our art students feel insecure about what is happening in their own lives. Similarly, we all know that other people tend to share only the highlights of their lives and rarely the low points of the sadness that everyone experiences. However, this does not reduce

those feelings of jealousy and resentment when our art students flip through their friends' tropical beach holiday photos or read about their exciting new activities. The idea that our art students are missing out on something can affect our art students' self-esteem, trigger anxiety, and encourage more new media use. New media can induce students to pick up their phones every few minutes to check for updates or force a response to every reminder, even if it means taking risks while driving, missing sleep at night, or prioritising new media interactions over real-world relationships. A study by the University of Pennsylvania found that high usage of new media applications increased loneliness instead. Conversely, the study found that reduced use of new media could actually make students feel less lonely and isolated, and improve the psychological environment for organising. Humans need face-to-face contact to remain mentally healthy. Nothing reduces stress and elevates mood faster or more effectively than making eye-contact with a caring person. The more our students prioritise new media interactions over interpersonal relationships, the more likely they are to develop or exacerbate mood disorders, such as anxiety and depression. Sharing endless selfies and innermost thoughts on new media can create an unhealthy self further distancing people from the connections in their lives.

### **1.3.2.2 The diversity of new media creates uncertainty for art education work**

The diversity of new media challenges the abilities of art educators in higher education. In the past, continued advances in technology have continued to drive the development of art forms, from painting, sculpture, music and dance to photography. In the future, it is still difficult to imagine what art forms will look like as the future of technology evolves. As the renowned American contemporary art critic John Russell says in his *The Meaning of Modern Art*: "No one can predict in which direction art forms will evolve. "There is currently a rising force in various art forms that we call New Media Art. However, what is new media art? There is no internationally recognised authoritative definition, and although people are aware of its existence, no one can deny that the progress of new media art is closely linked

to media technologies These new technologies will be actively used in the creation, dissemination, reception and critical behaviour of new media art, and these new types of art will bring about profound changes in the aesthetics, experience and thinking of art, bringing a new vitality to art, and that new media art creates the traditional art characteristics such as interactivity and playfulness that traditional forms of art lack.

### **1.3.2.3 The rapid development of new media has impacted on the traditional art education model**

The rapid development of new media has transformed art-making at all levels, whether in the professional world or in schools, often with the help of computer programs that allow artists to create and manipulate images electronically. This new ability raises aesthetic questions about the nature of art. In the commercial world, an illustrator's work may exist only as a computer file until it eventually appears in a book or magazine. As an electronic file, the image may also be changed repeatedly by the artist or the publisher's art director until the moment it is printed. Computer technology also provides a resource for art history and art critics. Images for classroom learning are often available in electronic formats, such as MP4, enabling schools to easily keep a large number of visual references. Electronic encyclopaedias and other texts provide isolated texts not found in print, and this additional content enlivens resources that allow students not only to read information but to experience it, and electronic connections between classroom or laboratory computers and the Internet make virtual software increasingly available as a teaching tool. If teachers cannot take students to museums, they may be able to take them there electronically. Virtual tours of many of the world's art galleries and museums are expanding the pedagogical vision of being able to take him there electronically. Virtual tours of many of the world's art galleries and museums are broadening the pedagogical horizon.

### **1.3.3 Is the hypothesis valid**

This hypothesis will be tested by systematically examining the impact of new media on the management of arts education and by identifying effective ways of incorporating new media into the arts education curriculum.

## **1.4 Limitations and Scope of the study**

### **1.4.1 Study Subjects**

The population of the study will consist of 1017 bachelor's degree students aged 18 years and above, who are art students from the city's university colleges. The study uses a mixed method sampling technique for all art students. Respondents from art students in schools largely participated in the survey. We distributed 1156 questionnaires among the target sample of university students and collected 1017 complete and valid responses. Respondents were provided with sufficient time to complete the questionnaires and return completed forms during the survey administration. Data was obtained from a diverse range of faculties, including art, music, dance, and other art students, to create a representative sample.

### **1.4.2 Range of study sites**

The study site was located within xx College in Guizhou Province and survey sampling was conducted.

### **1.4.3 Time frame**

The study will be completed within 6 months, from the start of data collection to the completion of data analysis.

## **1.5 Research Terminology**

### **1.5.1 New Media**

The term 'new media' refers to digital technologies and the Internet, which have revolutionised the way we communicate, access and share information. This includes digital platforms, websites, social media and other forms of digital communication.

### **1.5.2 Art Students**

The term "art students" refers to students who participate in arts-related educational programmes, such as art, music, drama and dance. This study will focus on the management of arts education programmes in the new media age.

### **1.5.3 Education Management**

"Educational management" refers to the systematic planning, organisation, direction and control of educational activities in order to achieve specific aims and objectives. In the context of this study, educational management will refer to the management of arts education programmes in the new media age.

## **1.6 Research Benefit and Significant**

### **1.6.1 Theoretical implications**

Almost every aspect of our lives is influenced by the new media factor. Powerful new media tools such as WeChat, Weibo and Jitterbug appear on our horizon, organising our activities, fulfilling our material needs and even satisfying our thirst for the spiritual world. Art, with its ability to constantly reflect and influence its culture, is therefore quite naturally intertwined in the growing network of new media. But the relationship between these two worlds is like anything

interesting thing, rich but sometimes troubled. While new media has the ability to enhance and promote the arts to a certain extent, it also raises questions about its effectiveness in improving the management of arts programmes, and students in art schools now enjoy learning new content through new media platforms such as WeChat, Weibo and Jitterbug, which have greatly enriched students' lives and inner worlds, allowing them to communicate and share ideas with people from all areas of the world, anytime and anywhere. They can also upload their own recorded and edited videos to the Internet for others to share and learn from, which is a very interesting way to learn; however, while new media brings these advantages, the accessibility of new media content also brings many problems, such as the overwhelming amount of

information on the platforms, which makes it impossible for students to choose the right and effective content for learning. Or they are easily distracted by the vast amount of novelty on the new media software, wasting a lot of time and not focusing on the learning of thousands of professional knowledge. However, with the sudden onset of the new epidemic, it is often efficient and necessary to complete the school curriculum by choosing new media courses so that we are not affected by the spread of the epidemic and can successfully complete the required school curriculum. It also allows us to study courses of interest to us outside of class time through online resources, broadening our knowledge and laying a solid foundation for future study and work at a higher level. So, in this context, it is worth exploring whether new media learning is the way forward for the future of education and whether it will provide students with a more interesting, efficient and accessible way of learning..

#### **1.6.2 Relevance**

This study is not only a theoretical discussion, but on the basis of the theoretical analysis provides a reasonable implementation mechanism and strategic options for the change and innovation of the school arts curriculum, which will provide a policy basis for the construction and change of the school arts curriculum in practice, and will have some practical implications for the redesign of the arts curriculum in the thousands, and fundamentally ensure the choice of pathways, objectives and models of arts education in schools under the new media and the operation and implementation of specific arts programmes. It has practical implications. The overall aim of educational management is to promote, support and maintain an environment for effective teaching and learning within educational institutions, but how these key objectives are defined and the means of achieving them may vary greatly depending on the educational system or level and different educational cultures. While striving to achieve these goals, arts education managers also need to secure and organise the resources available to - a community through thoughtful and practical application of management principles in order to achieve the

educational goals set. Arts education managers at all levels of the education system must therefore respond to the different educational goals set by society. Arts education management must also respond to global and regional changes and, because developments in information technology may also indirectly affect teaching and learning, by changing the way in which the curriculum is taught and assessed we can make more sense of management. How arts education management as a discipline develops and how it can meet the needs of education systems in an effective way is a question we need to think about, while education is swept up in The challenges posed by the technological, social, cultural and economic changes that are sweeping the globe will determine how effective management practices are. Effective and innovative management can provide an innovative way of thinking about future issues facing education management locally, regionally and globally.

#### **1.6.3 Research benefits**

The study provides a comprehensive analysis of the use of new media in arts education management and contributes insight into the challenges and opportunities of integrating new media in educational settings. The research design and methodology used in this study could serve as a model for future research in the field, and the findings could provide valuable insights for educators, administrators and policy makers. The study is also expected to inform the development of innovative approaches to arts education management and help advance the field of arts education in the new media era.

## Chapter 2

### Theory and Literature Reviews

#### 2.1 Concept and Theory

##### 2.1.1 The concept of new media

New media refers to current digital and technological advances that have revolutionised the way we live, communicate and interact with each other. The new media era is characterised by the rise of digital technology, the internet and social media, which have changed the way we consume and create content. This new media environment is characterised by a high degree of interactivity, user-generated content, and the blurring of traditional media boundaries.

##### 2.1.1.1 What's Inside New Media

New media is often associated with a number of positive connotations, including increased access to information, democratisation of the media, and greater opportunities for collaboration and creative expression. However, it also raises concerns about privacy, security and the quality of information available.

##### 2.1.1.2 Characteristics of the new media

There are several key features of the new media, including the rise of digital technology, the Internet and social media. It is characterised by a high degree of interactivity, user-generated content, and the blurring of traditional media boundaries. In addition, new media is characterised by an increasing reliance on mobile devices and the growing importance of data and analytics.

#### 2.1.2 The concept of educational management

##### 2.1.2.1 The concept of educational management

Educational management refers to the administration and management of educational institutions and programmes. It involves the implementation of policies and procedures designed to ensure the effective and efficient delivery of educational services. This includes the management of resources, personnel and

curricula, as well as the development and implementation of strategies for continuous improvement.

#### **2.1.2.2 Relevant theories of educational management**

A number of theories have been developed to explain the nature and importance of educational management. These theories include systems theory, power change theory and transformational leadership theory, to name but a few. These theories provide a framework for understanding the complex processes involved in educational management and help to guide decision making and problem solving.

#### **2.1.3 Overview of art students**

Arts students are individuals pursuing an arts education, usually in the fields of visual arts, music, dance or drama. Art students are often highly creative and innovative, bringing a unique perspective to their education and future careers. However, the education and training of art students can be challenging as it requires specialised skills and knowledge, as well as access to resources and equipment.

### **2.2 Literature Reviews**

#### **2.2.1 Current status of domestic research**

In recent years, there has been a growing body of research on the impact of the new media age on the management of arts education. These studies have focused on a range of topics including the use of digital technology in the classroom, the impact of social media on arts education, and the challenges faced by arts students in the new media environment. However, despite this growing body of research, much is still unknown about the impact of the new media age on the management of arts education. In general, there is a lack of systematic research on new media in modern schools. Current research on new media in modern schools focuses on one aspect (e.g. conceptual connotations of modern schools, essential features, types of new media) and the content and other aspects are mostly basic research; this research can be described as a preliminary study of new media in modern schools. Some of the comments are

even seriously opposed to the idea that the construction of new media in modern schools is not only about restructuring the internal structure of the school and improving school management but also about the interaction between the school and society, between people and the environment. The school itself needs to continue to improve. Society and the environment should also contribute to the improvement of the school, especially as the new media environment provides the necessary and corresponding support and guarantees. Therefore, from the perspective of new media change, we should identify the intrinsic motivations, extrinsic motivations, approaches and path options that influence new media change, and conduct a comprehensive and systematic analysis and exploration. Secondly, the research lacks in-depth theoretical analysis, research methods and tools, and relatively simple research on the why, which is the reason for the formation and transformation of new media in modern schools, lacking theoretical thinking and analysis behind the facts. In particular, there is a lack of research into micro-schools using new new media theories and methods.

### **2.2.2 Status of research abroad**

Foreign research on the impact of the new media age on the management of arts education largely mirrors the findings of national studies. In particular, foreign research has focused on the use of digital technology in the classroom, the impact of social media on arts education, and the challenges faced by arts students in the new media environment. However, foreign studies have also explored additional topics such as the impact of the new media era on art education policies and the role of art educators in the new media era. Fatma Koybasi Semin (2018) argues There has always been a large number of new media users who distribute their articles, photos, videos and recordings with the help of new media platforms, and they share this information with others. With the introduction of Web 2.0, the phenomenon of user-generated data or content is currently reaching new heights. Much of the literature notes the growing pattern of information sharing among users of new media that has led to the

formation of this site. As a result, Web 2.0 has become more focused on the sharing of valuable information between users. Ultimately, the best observation of the current social climate refers to the emerging new media that was relevant at the time. Several scholars have attempted to define new media, and they have also critically distinguished the literature related to new media. OpreaValentin (2017) raw describes new media as a collection of Internet tools and applications that are often based on the idea of the Thousand Web, as well as empowering new media users to create, share and trade customer-produced content or web-generated data mechanics. New media provide platforms that allow our students and others to exchange their ideas, information and conclusions; to talk to each other about the substance of information; and to connect through social networks. Thus, through new media, individuals can plan content on the basis of a joint effort, have a sound idea involving information sharing, videos, pictures, communication or coordination, and make social connections with others. New media includes websites, video or photo sharing on websites as well as other different platforms. Currently, participation in digital media sharing and social networking not only has a positive effect, but also facilitates personal social interaction as well as communication by allowing users to build brands and create professional opportunities. The emerging concepts of new media tools, use, application and gratification have encouraged us to examine the relationship between new media users and these technologies. Use and gratification theory (UGT) refers to an approach that helps to understand the logic behind why and how individuals actively seek out particular social networks and media channels to meet their specific personal goals.

Over the last decade, the popularity of new media applications and new media has increased dramatically. Often, this rapid growth is due to the fact that teenagers and our students are using new media applications to gain global access. These new media sites are becoming a craze for everyone in today's society and today, students are increasingly relying on the information and data

that is easily accessible on new media and the internet. This is why students' study skills and research abilities have in some cases declined, as their engagement with these sites has reduced their attention span, which has led to them spending less time on their studies, resulting in lower academic performance. Often, as students spend more time on new media, they spend less time socialising with others face-to-face, and these habits can reduce their communication skills. Students' excessive consumption of time on new media may also result in them sometimes missing deadlines for submitting assignments. As a result, students may not be able to communicate and socialise effectively in person, and good communication skills are known to be key to success. In addition, excessive use of new media can affect students' physical and mental health. Students miss meals and take inappropriate breaks; instead, they consume excessive amounts of tea or coffee to stay alert and active. This lifestyle has a negative impact on students' physical and mental health. Furthermore, the excessive use of new media in everyday learning is unhealthy, as it deprives students of the need to make emotional connections with people. Parents have a responsibility to monitor their children's use of new media and to be vigilant that their children are using the internet for the right amount of time. Ultimately, it is also the responsibility of educators and peers to help students understand the negative health effects of new media and to make them aware that when they spend too much time on new media sites, they lose the ability to interact with people face-to-face in the real world.

### **2.3 Conceptual Framework**

The conceptual framework of this study is based on the interaction between new media, arts students and educational management. The framework aims to understand the impact of new media on the management of arts education and its effect on students. The interrelationship between the three elements is depicted graphically to show the causal relationship between the variables.

In this study, new media refers to the use of digital technologies, such as the internet, smartphones and social media, in the teaching and learning process.

Arts students refer to students who attend arts courses and are the intended beneficiaries of arts education. Educational management, in this context, refers to the planning, organisation and supervision of arts education programmes.

This conceptual framework highlights the following interrelationships.

- New media influence the management of arts education by providing new and innovative approaches to teaching and learning, access to a wider range of resources, and increased opportunities for collaboration and interaction.
- The management of arts education impacts on arts students by providing them with more engaging and interactive learning experiences, access to a wider range of resources, and opportunities for collaboration and interaction.
- The impact of new media on the management of arts education and on students will be measured in terms of their attitudes, engagement, motivation and achievement.

In summary, this conceptual framework highlights the key interrelationships between new media, arts students and educational management and provides a framework for understanding the impact of new media on arts education management in the new media age.

## Chapter 3

### Research Methodology

#### 3.1 Methods of study

The aim of this paper is to explore the mechanisms of art education and innovation in the new media in modern schools, and to provide theoretical support and practical reference for the scientific construction of modern school art programmes. The study is also a practical, applied study. The overall approach is therefore one of theory and practice, using the theoretical tools of the discipline for theoretical reflection and analysis. Theoretical thinking is the basis for the understanding and study of reality, and it is the research method necessary for the construction of various theoretical systems and the development of various views and ideas. In this study, theoretical analysis is a prerequisite. Through the use of the art curriculum analysis method, we will not only analyse the concepts and theoretical perspectives of the art curriculum, art education in the new media and the school art curriculum, but also combine them with the actual changes in the school art curriculum in China and try to make an in-depth analysis of the existing problems. In addition to analysing concepts and theoretical perspectives on the art curriculum, art education in the new media and the school art curriculum, we also aim to analyse the existing problems in the context of the actual transformation of the school art curriculum in China, and to build a framework for the transformation of the school art curriculum.

#### 3.2 The population of Sampling methods

The population of the study will be arts students and educational administrators on campus. The sample for this study will be selected through purposive sampling. Purposive sampling is a sampling method in which participants are selected based on specific criteria, such as those students who have had exposure to new media arts education as respondents.

### **3.3 Data Collection**

Data will be collected through questionnaires and documentary analysis. The questionnaire survey will mainly focus on the students of art colleges in different regions of China to understand their views and acceptance of the new media curriculum, and to understand the specific situation in education practice, so as to overcome the drawback of theoretical research being detached from education practice and to make the research more reliable and valid. The literature analysis will collect and collate literature on the art curriculum, theoretical research on art education under new media and research on the change and innovation of the art curriculum in schools from domestic and international literature and scholars, and search a large number of academic books, monographs, theses, reports and other materials related to this topic through libraries, full-text databases of Chinese periodicals and foreign language databases to accumulate background information on the literature related to this research topic. The research is carried out in the following way We will also synthesize, summarize and analyze the literature to find the appropriate entry point for the research of this topic and provide reference and reference for the research.

### **3.4 Data preparation and data analysis**

This study analyses previous literature that explores the positive and negative factors in new media that influence students' learning behaviour. Therefore, an exhaustive examination of previous literature found in high quality journals and books was conducted in order to develop a comprehensive understanding of the topic. This study also examined the literature to identify additional information relevant to the topic of this study. As a result, our study identified the 18 most critical factors that influence students in the new media curriculum. In addition, a survey was conducted to understand our art students' perceptions of new media. Prior to conducting the survey, we surveyed the literature to ensure that the survey was adequate and correct. Before conducting the survey, we adapted the research design to the literature, including

appropriate variables in the study and excluding some traditional or irrelevant factors. This study used a mixed sampling method, with data collected using probability whole group sampling. Whole-group sampling is a method of using groups of respondents to represent a broader target sample population. The primary purpose of block sampling is to represent the entire group of respondents in a given study. For this study, data were collected from an art school in a university in Guizhou province. Respondents were asked to complete the questionnaire using a Likert scale. The survey included two categories of selected factors, including positive and negative factors of new media use. Respondents' responses were recorded taking into account the selected variables and the information accumulated through the poll, and the data collected was broken down using the statistical software SPSS. The statistical software SPSS was used to check the reliability of the data collected. At this point, standard deviations and mean scores were calculated for each characteristic to identify the most influential factors. Next, an analysis of variance (ANOVA) was applied to assess and verify the consistency of respondents' opinions. In summary, the findings identified important information that can be used to assess the underlying factors that influence students' learning behaviour. The main objective of this study was to discover the positive and negative factors of learning in new media courses, and how these factors influence the behaviour of our art students. After careful examination and screening, 18 factors that influence student behaviour were included in this study.

#### **3.4.1 Influence film and television selection**

The key challenge of this study was to explore the factors identified in the previous literature on the impact of new media programmes on students in our art colleges, which have had a significant impact on students and other social groups. These key new media factors are divided into two groups, namely positive and negative factors. Tables 1 and 2 below show these factors.

| Influence factor                                                             |
|------------------------------------------------------------------------------|
| Positive factors                                                             |
| 1 Immediacy, regardless of time and place                                    |
| 2 Portable access to information through web-based tools                     |
| 3 Multi-platform presentation is more vivid and easy to understand           |
| 4 Can be watched and studied again and again                                 |
| 5 Reduce the cost of buying books and enrolling in classes offline           |
| 6 Access to quality courses worldwide                                        |
| 7 Interact with world experts and academics in the same field during classes |
| 8 You can still complete your studies in spite of the epidemic               |
| 9 Relaxed learning in a one-person environment                               |

Table 1 Positive influences

| Influence factor                                                                      |
|---------------------------------------------------------------------------------------|
| Positive factors                                                                      |
| 1 There are so many courses available on the new media that it is difficult to choose |
| 2 No immersive effect to see the effects of the teacher's presentation                |
| 3 Lack of teacher supervision makes it easy to get distracted                         |
| 4 Inability to make more friends in real life                                         |
| 5 Easily distracted by new and exciting content on the internet                       |
| 6 It is easy to feel lonely when studying alone                                       |
| 7 Prolonged viewing of screens and sitting can be harmful to your eyesight and body   |
| 8 Lack of opportunities for face-to-face interaction with people                      |
| 9 Can't study where there's no internet                                               |

Table 2 Negative influences

The questionnaire for the proposed study was designed in two parts to check the opinions of the respondents. The initial part of the survey collected demographic information about the respondents, such as age and gender. The second part of the survey consisted of 18 factors selected from the literature on the impact of new media. The survey asked university students to answer questions based on both positive and negative factors indicating how these factors affect their daily lives, and this survey was based on a five-point Likert scale to assess the degree of agreement.

## Chapter 4

### Results of Data Analysis

This chapter presents the results of the data analysis. At the end of the survey, questionnaires were collected from the respondents and the data received were verified, validated and analysed using SPSS software. Next, descriptive statistics, descriptive statistical analysis, ANOVA, and reliability of the data and findings were conducted on the 1017 respondents. The greater the random error, the lower the reliability of the test. The Cronbach a coefficient and the split-half coefficient are generally used to examine the reliability of a scale. Most scholars believe that any test or scale with a reliability of 0.8 or above is acceptable, but below 0.7, the scale needs to be revised. In this paper, SPSS was used to calculate the Cronbach a coefficient and the results were as follows:

| Reliability statistics |                 |
|------------------------|-----------------|
| Kronbach Alpha         | Number of items |
| 0.958                  | 18              |

Table III Cronbach coefficients

The results show that the respondents fully grasped and understood the information included in the survey and were familiar with the impact of both positive and negative factors.

Once the reliability analysis has been completed, it is necessary to examine the extent to which the measurement method can accurately measure what is being measured, i.e. validity analysis. The most important task is to check the consistency between the actual measurement and the theory, i.e. the construct validity. The results of the test through SPSS software show the results of KMO and Bartlett as shown in the table.

| KMO and Bachliot test            |                         |           |
|----------------------------------|-------------------------|-----------|
| KMO Number of sampling tangibles |                         | 0.982     |
| Bartlett Sphericity Test         | Approximate cardinality | 12791.270 |
|                                  | Freedom                 | 153       |
|                                  | Significance            | .000      |

Table 4 KOM and Bartlett's test

The results of the test in the table above show that the KMO value is 0.982. large thousand 0.7 considers the questionnaire to have relatively good construct validity.

#### Ranking of influencing factors

With regard to the data analysis, the main challenge of this specific study was to explore and identify the most influential new media factors and their ultimate impact on our art students. These factors were identified from previous literature after in-depth research, and each factor was analysed independently. Table 5 shows the mean score CM) and standard deviation (SD) of the selected positive new media factors. (Descriptive statistics mean)

Table 5 Descriptive statistics of KMO positive factors

|                                     | Number of cases | Descriptive statistics |         |         |                    |
|-------------------------------------|-----------------|------------------------|---------|---------|--------------------|
|                                     |                 | Minimum                | Maximum | Average | Standard deviation |
| Immediacy                           | 1017            | 1                      | 5       | 3.84    | 1.223              |
| Easy query                          | 1017            | 1                      | 5       | 3.72    | 1.270              |
| Display Vividness                   | 1017            | 1                      | 5       | 3.75    | 1.245              |
| Repeat viewing                      | 1017            | 1                      | 5       | 3.75    | 1.281              |
| Reduce the cost of buying books     | 1017            | 1                      | 5       | 3.78    | 1.258              |
| Access to quality courses worldwide | 1017            | 1                      | 5       | 3.78    | 1.242              |
| Talk to experts in your field       | 1017            | 1                      | 5       | 3.78    | 1.263              |
| Ensure education under COVID-19     | 1018            | 1                      | 5       | 4.08    | 1.134              |
| Be at ease with yourself            | 1017            | 1                      | 5       | 3.29    | 1.222              |
| Positive impact                     | 1017            | 1.22                   | 5.00    | 3.7534  | 99978.             |
| Number of valid cases (in columns)  | 1017            |                        |         |         |                    |

Table 6 Negative factors describe statistics

|                                                           | Describe the number of statistical cases | Minimum | Maximum | Average | Standard deviation |
|-----------------------------------------------------------|------------------------------------------|---------|---------|---------|--------------------|
|                                                           |                                          |         |         |         |                    |
| Difficulty choosing                                       | 1017                                     | 1       | 5       | 3.33    | 1.240              |
| Poor presentation                                         | 1017                                     | 1       | 5       | 3.80    | 1.212              |
| Lack of teacher supervision                               | 1017                                     | 1       | 5       | 3.74    | 1.242              |
| Unable to make more friends                               | 1017                                     | 1       | 5       | 3.53    | 1.143              |
| Easily distracted by other content                        | 1017                                     | 1       | 5       | 3.59    | 1.202              |
| A person is prone to feeling lonely                       | 1017                                     | 1       | 5       | 3.60    | 1.167              |
| Prolonged screen time can be harmful to the body and mind | 1017                                     | 1       | 5       | 3.75    | 1.192              |
| Lack of face-to-face communication skills                 | 1017                                     | 1       | 5       | 3.69    | 1.176              |
| Negative effects cannot be learned without the Internet   | 1017                                     | 1       | 5       | 4.33    | 995.               |
| Internet                                                  | 1017                                     | 1.22    | 5.00    | 3.7068  | 88396.             |
| Number of valid cases (in columns)                        | 1017                                     |         |         |         |                    |

## Anova one-way variance

(1) Analysis of gender differences in positive and negative factors: Table 7  
Group statistics of gender in positive and negative factors

|                    | Gender | Number of cases | Group statistical mean | Standard deviation | Standard error mean |
|--------------------|--------|-----------------|------------------------|--------------------|---------------------|
| Positive influence | male   | 552             | 3.7337                 | 1.01044            | 04301.              |
|                    | female | 465             | 3.7768                 | 98755.             | 04580.              |
| Negative impact    | male   | 552             | 3.6987                 | 403.               | 03763.              |
|                    | female | 465             | 3.7164                 | 88473.             | 04103.              |

Table 8 Independent sample test

|                                                                       | Levin's test for equality of variance |              | Independent sample test |                                                                   |                            |                                   | Difference lower 95% confidence interval |
|-----------------------------------------------------------------------|---------------------------------------|--------------|-------------------------|-------------------------------------------------------------------|----------------------------|-----------------------------------|------------------------------------------|
|                                                                       | F                                     | significance | t                       | Mean equality T-test significant mean standard error (Two-tailed) | Degree of Freedom          | Difference value difference value |                                          |
| Assume positive isoscedasticity effects do not assume isoscedasticity | 1.693                                 | 194.         | -685.                   |                                                                   | 9                          | -.04313.06295-.16665.08040        | Upper bound                              |
|                                                                       |                                       |              |                         | 1015-.86 992.950.493                                              |                            | -.04313.06282-.16641.08016        |                                          |
| .055 Negative isoscedasticity effects do not assume isoscedasticity   |                                       | 814.         | -318.                   | .751                                                              | -.01770. 05567-12693.09154 |                                   |                                          |
|                                                                       |                                       |              |                         | 1015-.318 985.608.751                                             |                            | -.01770.05567 -.12694.09155       |                                          |

## Analysis of results:

This study presents empirical results on the use of new media by students in art colleges and aims to examine the impact of new media courses on the learning behaviour of art college students. Various references were consulted before starting this study and the following analysis was made based on the data collected:

Overall, the mean value of the positive influence is  $M=3.7534$  and the mean value of the negative influence is  $M=3.7068$ , we can see that the mean value of the positive influence of new media is slightly larger than the mean value of the negative influence. This indicates that positive factors have a greater impact on students' learning behaviour.

## Chapter 5

### Summary, Discussion of Results and Recommendations

In this final chapter, the main findings of the study are summarised and discussed. The implications of these findings for the management of arts education in the new media age are discussed in detail. The limitations and implications of this study are also presented. Finally, recommendations are made for future research in this area.

#### 5.1 Summary of research results

In today's society, traditional teaching models and learning environments have been challenged in a number of ways because they do not offer students the space and choice to change. The incredible and growing popularity of new media has made flexible teaching and learning models possible. A review of the relevant literature and a survey of students' use of new media types in the curriculum, together with demographic analysis data, has led to a new direction for this research.

From an educational perspective, students and teachers are considered to be the most important components of the educational process, and new media applications facilitate the co-creation and sharing of learning environments and knowledge content. New media tools are aids to the learning process for students and can be of great help to educators. At the same time, teachers and parents are advised that a healthy balance needs to be maintained in allowing the use of new media software, as overuse may have a negative impact on students' minds and bodies but with the popularity of the internet, which is in almost every household, for the few cases where economically underdeveloped areas may not have access to the internet or in extreme conditions cannot connect to it, then new media is almost This is because all new media programmes need to be implemented via the internet, so it may not be possible to start a new media-based teaching model in this area at all.

The new media model allows students to communicate with each other around the world without contact and to plan their work without leaving home, which is unique in the context of the epidemic. The fun, innovative and interactive platform of the new media programme makes it even more interesting than offline teaching.

In conclusion, the positive impact of new media on art students' learning is slightly greater than the negative impact, especially in the context of the epidemic, where contact-free, independent learning is essential.

## 5.2 Discussion

In response to the psychological situation of art students, who may have poor concentration, are easily tempted by new things, are more open-minded, have higher self-esteem, have weaker psychological tolerance and are easily depressed, schools can establish a systematic psychological guidance mechanism and create personalised psychological intervention files for students. We should also continuously follow up on the physical and mental development of students and should pay particular attention to art students. In order to prevent psychological problems among students in the arts, we need to pay particular attention to strengthening communication with students. At the same time, we need to improve the psychological counselling system, regularly assess the psychological well-being of art students and, based on the information collected, provide targeted psychological counselling services and offer psychological health courses to address the root causes of psychological problems encountered by students. With the advent of the new media era, the traditional management mode can no longer fully meet the needs of art college education and management. Therefore, based on the current social development, schools should have a deeper understanding of the psychological characteristics and needs of art students, and art college education managers should also adapt to the new educational development needs, innovate the management mode, and essentially solve the problems of art college education management. The school should also adapt to the new educational

development needs, innovate the management mode, and essentially solve the problems in the education and management of art universities, improve the education and management ability through innovation, improve the comprehensive quality of art students, and promote the overall improvement and development of students' practical operation ability and ideological and political ability.

### 5.3 Recommendations

Educators combine traditional education management and modern education management models, so that the two complement each other in the new media environment, so that the form of new media can also play an important role in education management, the emergence of new media So that we can not be restricted by time place space, with the help of the Internet-based platform to solve new difficulties and new problems in education management, the problem will be analysed and studied, to establish a good communication platform to make students actually feel cared for and helped by education and management workers in the management of supportive education services, and to guide and promote the all-round development of art students. Firstly, we can establish a platform for sharing and communication, where students can fully express their views, and where communication between students and teachers and educational administrators can take place on an equal footing, relatively weakening the sense of solidified identity between teachers and students, and allowing school administrators to fully listen to what the students' truest aspirations are. The psychological pressure on students in today's society comes from all aspects of life, school and family, and can sometimes lead to serious psychological problems if not addressed in a timely manner, so we need to actively engage in psychological intervention and guidance. At the same time, when establishing information exchange platforms, we must follow the basic principles of politics and network security, because the openness and virtual nature of new media platforms can increase the risk of

network security, so it is indispensable to strengthen the network self-education of students, and to further strengthen the external guidance of educators on the basis of strengthening internal guidance. The students themselves or the education administrators can elect or nominate competent class cadres or student party members to carry out daily management and maintenance, and the content will be reviewed before the information is released.

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