ANALYSIS OF THE IMPORTANCE OF PRESENTING CREATIVE ARTS AND DESIGN THE EDUCATION TO STUDENTS IN CHINESE UNIVERSITIES.

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ABSTRACT

As China's cultural and economic landscapes undergo rapid transformation, the value of design and creative arts programs at the country's universities is becoming increasingly recognised. Examining how creative arts and design courses at Chinese universities foster students' capacity for critical thinking, innovation, cultural awareness, and multi-perspective problem-solving, this research highlights the significance of these programs. Findings from interviews with faculty and students as well as qualitative analyses of policy documents and university programs provide insight on the game-changing impact of creative education on individual development and career readiness. According to studies, teaching students about art and design not only aids the nation's transition to a knowledge-and innovation-based economy, but also helps them hone their expressive and aesthetic abilities. Despite present challenges such as insufficient funding, traditional academic biases, and curricular constraints, the research stresses the necessity of a more inclusive and holistic approach to education that places a premium on creative disciplines. This article provides educators and lawmakers in China with proposals for improving the integration and institutionalisation of creative arts in institution of higher learning in China. Chinese educational institutions did not begin offering entrepreneurial studies programs until the new millennium. It took over 20 years for it to evolve, but now it's at an unprecedented level. While many studies have focused on entrepreneurial programs at the undergraduate level, very few have examined entrepreneurship education at China's higher vocational schools. In particular, research on youth entrepreneurship education and its present status and future directions has received surprisingly little attention.

Keywords: Design Education, Chinese University, Educational Reform, Teaching Method, Curriculum Development.

INTRODUCTION

College and university art and design programs in the digital era have unprecedented opportunities and challenges. The internet has not only revolutionised the ways in which art and design are created and expressed, but it has also introduced new

standards for the development of students' creative thinking abilities. College and university visual design programs have begun to include more digital components in response to the exponential growth of the Internet (Boubker et al., 2022). Modern art resources and a plethora of educational materials are available to students via internet platforms. But this does show that art design schools should put an emphasis on helping students improve their professional skills and creative thinking. Students of art and design have their imaginations nourished by the Internet's wealth of information and communication outlets. Students may easily engage with individuals from diverse cultural and aesthetic backgrounds, which can help to cultivate creativity. In addition to exposing students to new ideas and viewpoints, online learning encourages cooperation and cross-cultural and interdisciplinary interactions. Colleges and universities can do a better job of fostering students' creative thinking in the Internet age by: creating interdisciplinary courses that encourage students to integrate knowledge and creative thinking across multiple fields; encouraging students to use online resources for independent study and research; broadening students' horizons and creative inspiration; and providing practical opportunities, such as project collaboration and competition participation. There are many obstacles to fostering creative thinking in university art and design curricula, including balancing the need to develop both professional skills and creative ability, making effective use of online resources, and stimulating students' interest in ongoing innovation. The cultivation of students' creative skills is set to take centre stage in art and design programs at colleges and universities in the coming years. The development of artificial intelligence, virtual reality, and other new technologies will allow art and design schools to provide their students a more dynamic and creative education in the years to come. The need for efficient cross-cultural communication and international collaboration will only grow, according to educational pathways that stress these topics. The Internet has brought both new possibilities and new difficulties to the field of art and design education. This highlights the critical need of encouraging students to think creatively. Schools should look at the educational model that uses internet resources so that students have more opportunities to express themselves creatively and get a more diverse education (Bui Hoai et al., 2021).

BACKGROUND OF THE STUDY

Because of its recent fast economic development and technical improvement, China has established itself as a world leader in innovation and cultural impact. Notwithstanding the country's STEM (science, technology, engineering, and mathematics) curricula, the significance of design and creative arts education in developing individuals who are diverse, innovative, and culturally conscious is becoming more and more recognised. The importance of arts and design education in university curriculum is growing as China emerges as a major player in the global creative industry (Do Nguyen & Nguyen, 2023). In doing so, we want to encourage original thought, safeguard cultural artefacts, and increase international

competitiveness. Subjects having direct economic and technical implications are often given precedence in China's curriculum, which has a long history of placing a heavy focus on academic rigour and standardised testing. For this reason, traditionally more traditional occupations have often been seen as supplementary to those in the creative industries, such as the visual arts, cinema, architecture, and digital media. Fashion design, urban planning, digital entertainment, and animation are just a few examples of China's booming creative sectors that demonstrate the enormous cultural and economic significance of arts and design. There is a high need for creative people in China's emerging creative and cultural economy, as shown by the success of sectors such as advertising, gaming, and cinema. More importantly for today's job market, creative arts and design education cultivates multidisciplinary teamwork, critical thinking, and problem solving. Since China is moving towards an innovation-driven economy, it is looking for graduates who can make a social effect while also being technically proficient and artistically creative. Showing how the arts and design can encourage creativity in many other domains, this multidisciplinary approach has already been embraced by many universities across the world. Chinese universities are rapidly enhancing their creative arts programs by establishing international partnerships, design academies, and creative hubs (Huang et al., 2020).

PURPOSE OF THE RESEARCH

Taking a look at the function and importance of creative arts and design courses at Chinese universities is the main goal of this study. In doing so, it tries to get an understanding of the method in which such training contributes to the overall development of students, including the students' creative capacities, cultural literacy, and uniqueness. The primary purpose of the research is to foster the development of individuals who are capable of thriving in a society that is knowledge-based and networked. The study attempts to demonstrate that creative disciplines in higher education might be of assistance to China's economic and educational changes. The purpose of this study is to give solutions that can be put into practice in order to increase the visibility of creative arts and design programs offered by universities in China and to make such programs more effective. In order to do this, we will investigate the opportunities and dangers that are now present in this sector of the economy.

LITERATURE REVIEW

Teachers of art and design should be held in high esteem for their indispensability in providing today's youth with the analytical, problem-solving, and innovative skills necessary to thrive in the information economy. Teachers and scholars all throughout the globe have known for a long time that the arts may foster holistic development and spark novel ideas. Contrarily, innovative fields have traditionally taken a back seat to more traditional forms of academic rigour and standardised

testing in China's school system (Li, 2019). The need to encourage innovation via education has been more widely acknowledged as of late, which is in line with the nation's broader cultural and economic goals. University courses that include creative arts and design are associated with an increase in students' ability to think creatively, cultural awareness, and intellectual flexibility. Despite these benefits, problems including a shortage of art educators, underfunded arts programs, and unsupportive institutions persist. Further, traditional educational methods and rigid institutional structures continue to restrict the full implementation of creative education (Liang et al., 2020).

RESEARCH QUESTION

What is the impact of Interdisciplinary Learning on students at Chinese universities?

RESEARCH METHODOLOGY

RESEARCH DESIGN

Quantitative data analysis were conducted using SPSS version 25. The researchers used the odds ratio and the 95% confidence interval to evaluate the strength and direction of the statistical association. The researchers established a statistically significant criterion at $p < 0.05$. An analytical description elucidated the main attributes of the data. Data collected via surveys, polls, and questionnaires, together with data processed using computing tools for statistical assessment, are often evaluated using quantitative methods.

SAMPLING

A straightforward sampling method was used for the investigation. The study used questionnaires to collect its data. The Rao-soft software calculated a sample size of 340. A total of 585 questionnaires were disseminated; 560 were retrieved, and 75 were discarded owing to incompleteness. A total of 485 questionnaires were used for the investigation.

DATA AND MEASUREMENT

Research mostly made use of questionnaire surveys to gather data. Part B used a 5-point Likert scale to evaluate the importance of various channels, both online and off, while Part A requested basic demographic information. The necessary information was culled from a wide range of secondary sources, including internet databases.

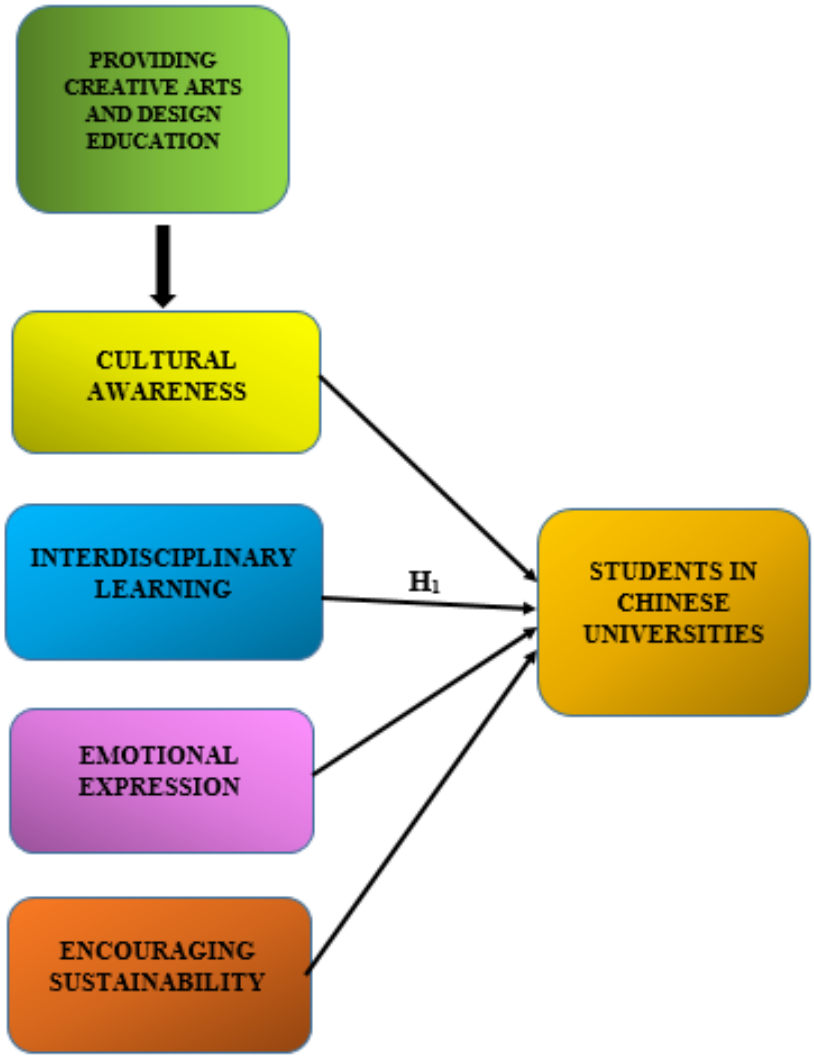
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULTS

Factor Analysis: A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the

sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser: A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's Sampling Adequacy Measured by Kaiser-Meyer-Olkin .960

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.960 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Bartlett's Test of Sphericity further substantiated the overall significance of the correlation matrices. The Kaiser-Meyer-Olkin metric of sample adequacy is 0.960. The researchers calculated a p-value of 0.00 using Bartlett's sphericity test. The correlation matrix was rendered invalid by a significant outcome from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Providing Creative Arts and Design Education: Courses in the creative arts and design often focus on the three stages of conception, creation, and presentation. The course covers the basics of several artistic disciplines, such as drawing, painting, music, dance, and theatre. Courses in art management often include strategies for getting creative works out into the world (Liao et al., 2022). They need inspiration, originality, and skill. The creative arts have always been a source of pleasure for society. The human mind and the creative process are often associated with them. Many different kinds of expression fall under the umbrella of the creative arts, including as literature, photography, visual art, music, dance, theatre, and cinema. Creativity in art defies classification and accepted knowledge by using a variety of mediums and techniques. Art often blurs the lines between genres because it values originality, thought, and personal interpretation. Although there are several other fields that may be regarded as art forms, the ones most associated with the term are the visual arts, which include painting and sculpture. However, this does not rule out many others, including music and film. In order to "design" anything, one must first "plan," "come up with ideas," and "put in measures" to bring those ideas to fruition. Among the many facets of design are engineering, manufacturing, and architecture. In order to foster children's creative thinking and imaginative play, the art and design industry introduces more complex activities. This broadens their perspectives in terms of what they can make and how things operate (Liu & Wang, 2021).

FACTOR

Interdisciplinary Learning: It is advised that students who participate in interdisciplinary learning include ideas from a variety of classes and programs into the final output that they create. Learning by doing, recognising challenges, and coming up with and putting inventive answers into action are often at the centre of it. In order to investigate the impact that mobile phones have on the human body and mind, researchers from a variety of disciplines are collaborating at the university. The term "interdisciplinary educational studies" refers to academic programs or research endeavours that examine educational difficulties, concepts, and practices through the lens of a wide range of disciplines or fields of scholarship (Motta & Galina SV, 2023). Interdisciplinary studies have the purpose of bringing together a variety of academic disciplines in order to find synergy, creative solutions, and new points of view. When students choose to major in interdisciplinary studies, they are afforded more flexibility to tailor their degree program to their own interests and activities. If you attend specific institutions, you have the opportunity to design your own degree program, while other universities offer multidisciplinary majors. Interdisciplinary learning requires students to draw from a wide range of sources in order to get a more comprehensive understanding of a subject or problem that extends beyond the scope of any one academic department (Zhao et al., 2022).

DEPENDENT VARIABLE

Students in Chinese Universities: Foreign students throng the People's Republic of China to enrol in what are formally known as "Chinese universities" for higher education. Typical degree programs for these students include bachelor's, master's, and doctorate levels in fields as varied as engineering, business, the arts and design, engineering, social science, and both the hard and soft sciences. All Chinese students, even those enrolled in higher education, are subject to the strict regulations imposed by the country's Ministry of Education. All national education legislation, curriculum standards, and quality assurance processes must be followed. In addition to students from all over the globe, the student body consists of people from many other countries (Boubker et al., 2022). Despite increasing exposure to worldwide educational ideas and views, cultural traits like as collectivism, respect for authority, discipline, and academic achievement impact their social and academic experiences. A new initiative is underway at Chinese universities to encourage students to develop their analytical, creative, and entrepreneurial skills as part of the government's broader agenda to encourage innovation and reform the traditional model of education. One area where this transformation is quite relevant is the inclusion of design and creative arts in university curriculam (Bui Hoai et al., 2021).

Relationship Between Interdisciplinary Learning and Students in Chinese Universities: When it comes to the educational system of today, particularly in the setting of Chinese institutions, it is hard to overstate the relevance of practical learning that draws from a variety of fields of study. As China's economy shifts from being dependent on manufacturing to being more knowledge- and innovation-driven, there is an urgent need for graduates who are able to think beyond the traditional academic limits that have been created. This is because China's economy is transitioning from production-based to knowledge- and innovation-driven. A kind of education known as interdisciplinary learning is one that incorporates information, techniques, and points of view from a wide range of academic fields in order to get a more thorough and in-depth knowledge of difficult topics (Huang et al., 2020). Students at universities in China are able to learn the skills essential to think in a way that is more creative, flexible, and in-depth when they use this strategy. This is in contrast to the situation in which they would be able to obtain these skills if they were to specialise in only one area. In recent years, there has been a rise in the number of multidisciplinary programs that are being made available to students attending colleges and universities in China. The realms of science, engineering, business, the arts, and the humanities are all brought together in these programs, which include a variety of academic disciplines. It is becoming more apparent that innovation often takes place at the junction of many areas of study or disciplines, and this shift is a reflection of that growing realisation. Students have the chance to produce solutions that are both human-centered and realistic when they are given the opportunity to integrate design thinking, technology, and business, for example.

To continue along this line of thought, the partnership of artists, engineers, and environmental scientists may result in the development of innovative strategies for ecologically responsible urban development. To be successful in developing areas of study such as biotechnology, digital media, smart cities, and artificial intelligence, it is essential to have the capacity to integrate several domains of knowledge. This is because these disciplines provide new challenges and opportunities. As a result, learning that spans several disciplines is very necessary in various fields of study (Li, 2019).

Consequent to the above discussion, the researcher proposed the following hypothesis to evaluate the link between Interdisciplinary Learning and Students in Chinese Universities.

H_{01}: There is no significant relationship between Interdisciplinary Learning and Students in Chinese Universities.

H_1: There is a significant relationship between Interdisciplinary Learning and Students in Chinese Universities.

Table 2: H1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	159	5634.526	1072.426	.000
Within Groups	492.770	325	5.254		
Total	40081.390	484			

This study produces significant findings. The F value is 1072.426, achieving significance with a p-value of .000, which is below the .05 alpha level. This denotes the **"H_1: There is a significant relationship between Interdisciplinary Learning and Students in Chinese Universities"** The alternative hypothesis is accepted, whereas the null hypothesis is rejected.

DISCUSSION

Students, educational institutions, and the general growth of the country are all the subjects of this study, which has ramifications that are far-reaching and extend well beyond students. It would seem from this that an increasing number of educational institutions in China are including degrees in design and creative arts into their course offerings. During the process of China's shift away from an economy that is driven by manufacturing and towards one that is driven by information and innovation, the significance of creative education is rapidly growing across the country. As a response to rising trends on a national and worldwide scale, universities are increasingly offering courses in creative disciplines. This is seen as

a response to the fact that universities are becoming more prominent. Graduates will emerge with the knowledge and skills essential to make an impact in a broad range of disciplines, ranging from the creative to the technical to the commercial. This will be the end outcome of the program. As part of this study project, one of the many topics that will be taken into account is the revolutionary influence that creative education has on the development of pupils. Others will also be taken into consideration. There has been a very low level of focus placed on the development of students' analytical, creative, and expressive thinking talents within the framework of traditional Chinese education. Students that take part in art and design programs have the opportunity to develop these traits, which is a potential. As a result of the visual, intellectual, and interactive aspects of the programs, students are motivated to participate in critical thinking about social and global issues, to challenge conventional knowledge, and to analyse their own identities as they are engaging in the programs. It is necessary for any profession that sets a high value on originality, diversity of thinking, and cultural sensitivity to have a leader who has these attributes. This is in fact the case for every career.

CONCLUSION

A foundation in the creative arts and design that goes beyond what is often taught in classrooms is beneficial to the Chinese university students in a number of ways, including the social and economic repercussions that are enormous. With a particular focus on the moderating effects of creativity and self-efficacy, the current study attempted to examine the impact of Creative Arts and Design Education on the total knowledge level of Chinese university students. The research was conducted in China. Moreover, it sought to comprehend the reasons for the need of studying, as well as the ways in which this education influences the degree of knowledge that they possess. There is sufficient evidence to back up the assertion that Art and Design Education has a positive impact on the total knowledge level of pupils, as shown by the findings of the study report. Furthermore, the results provide further evidence that creativity and self-efficacy play a key part in pupils' growth as individuals and as learners. This is shown by the fact that these traits significantly strengthen the relationship between the two. Through the study of creative arts and design, students have the opportunity to acquire the critical thinking skills crucial in today's global business environment. The ability to be creative and the confidence that one has in one's own creative abilities are two examples of these attributes. The tremendous influence that arts education has on the development of emotional resilience, cognitive flexibility, and problem-solving ability has been the subject of much previously conducted research in this area, which has continually highlighted the significance of this impact. These findings are very pertinent to the inquiry that is now being conducted. Based on the findings, it seems that education in the creative arts and design has the potential to significantly improve the mental health and overall quality of life of students. The evidence presented here demonstrates that this field is more than just a topic of academic study.

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