

# Research on Teaching Strategies for Art Education in Universities amid the Wave of Digital Transformation

Yongkang Guan

Xi'an Innovation College of Yan'an University, Xi'an 710100, Shaanxi, China

**Copyright:** © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the continuous advancement of the new curriculum reform, educational digitalization has become an important direction of higher education reform. Against this background, art education in universities is in urgent need of transformation from tradition to digitalization. It is essential to scientifically apply digital technologies to empower teaching reform and comprehensively improve the quality of education, teaching and talent training. This paper explores the value and significance of digitalization empowering university art teaching, and discusses innovative teaching strategies for university art education under the wave of digital transformation. It aims to provide a reference for teachers and jointly contribute to the modernization reform and development of art teaching.

**Keywords:** University art education; Digital transformation; Value and significance; Innovative strategies

**Online publication:** July 14, 2026

## 1. Introduction

We have stepped into the digital era. Digital technologies such as big data, the Internet, and artificial intelligence bring convenience to all fields of people's lives, and also create new opportunities for higher education reform. Traditional university art teaching is confronted with problems such as single teaching resources and conventional teaching modes, which not only affect students' learning enthusiasm and initiative, but also hinder their all-round growth and development<sup>[1]</sup>. The application of digital technologies can drive all-round innovation in art teaching and provide digital impetus for students' better learning and growth. Therefore, teachers should follow the idea of keeping pace with the times, actively explore innovative strategies for university art teaching under digital transformation, enable digital technologies to truly empower art teaching reform, and promote the quality of talent training to a new level.

## **2. The value and significance of digitalization empowering university art teaching**

### **2.1. Breaking resource barriers and enriching teaching content**

Resource construction is an important part of higher education reform. In view of the actual situation of university art teaching, teaching resources under the traditional teaching mode are mainly limited to conventional textbooks, lacking the integration of diverse elements. This directly affects students' learning interests and restricts the improvement of teaching quality. The integration of digital technologies can effectively solve this problem and supplement rich and diverse resources for art teaching. For example, teachers can introduce various digital resources and design personalized teaching resources relying on the Internet and other digital technologies. These resources can supplement the content of traditional textbooks, make art teaching more in line with the development trend of related fields, and further enhance the substantiality, connotation, and practicality of teaching content <sup>[2]</sup>. At the same time, with the support of digital technologies, university students can access various works of art anytime and anywhere, which can effectively improve teaching quality and effectiveness. For instance, with the help of virtual simulation technology, students can appreciate classic art masterpieces across time and space and interact closely with the works, which effectively stimulates their learning interest and helps them acquire more knowledge and skills.

### **2.2. Innovating teaching scenarios and deepening aesthetic perception**

The traditional teaching mode of university art education is relatively single, which often puts students in a passive state in the learning process and leads to a poor cultivation effect of aesthetic perception. With the application of digital technologies, art teaching modes and methods have been greatly updated, bringing new opportunities for the cultivation of students' aesthetic perception <sup>[3]</sup>. For example, universities can apply digital micro-lessons, AI technology, virtual reality technology, and other means into teaching, innovate teaching modes and scenarios, and create an immersive learning atmosphere. In this way, students can deeply understand the connotation of beauty and promote the effective integration of aesthetic education. Meanwhile, the integration of digital technologies can bring more personalized changes to students' art practical operation. For example, teachers can adopt AI technology to design practical projects in line with students' actual learning situation, so as to effectively improve their aesthetic appreciation ability, cultivate their creative and innovative thinking, enable them to deepen their understanding of artworks in interactive experience, stimulate their artistic inspiration, and lay a foundation for the development of their aesthetic literacy and comprehensive quality <sup>[4]</sup>.

### **2.3. Promoting disciplinary integration and cultivating interdisciplinary talents**

With the continuous development of society, the integration of science and technology with art has become an inevitable trend of the times. Under this background, single-discipline art teaching can no longer meet the demand for interdisciplinary talents. University art education should actively promote disciplinary integration, realize the transformation from professional segmentation to cross-border integration, and comprehensively improve the quality of talent training. Under the background of educational digital transformation, art teaching is no longer confined to traditional art knowledge such as painting and sculpture. Instead, it actively integrates multidisciplinary knowledge including new media, digital technology, and design to cultivate more interdisciplinary talents <sup>[5]</sup>. For example, the integration of digital resources and technical tools can cultivate students' traditional art skills, improve their ability to apply digital tools, promote the cultivation of their comprehensive innovative awareness, further reshape the competency structure of art talents, enable students

to better adapt to the industrial development needs in the digital era, and comprehensively enhance their core competitiveness.

### **3. Innovative strategies for university art teaching under the wave of digital transformation**

#### **3.1. Updating teaching concepts and establishing the integrated education concept of “Digital + Art”**

Concept is the forerunner of action. Amid the wave of digital transformation, university art teaching should break the traditional educational concepts and establish a modern integrated education concept of “Digital + Art,” so as to better guarantee the quality of talent training and promote the high-quality development of art teaching <sup>[6]</sup>. Specifically, firstly, universities should incorporate digital teaching into the talent training plan system of art majors. Based on the background of digital transformation, clarify the teaching objectives, content, and paths of integrated “Digital + Art” teaching. While focusing on the cultivation of students’ art skills and professional literacy, integrate core educational indicators such as digital literacy and innovative ability to better adapt to new changes in the digital era and ensure the adaptability of talent training. Secondly, art teachers should change their traditional identity as educators, take on new roles as digital guides and creativity inspirers, actively explore the integration points between art teaching and digital technologies, scientifically apply digital technologies to innovate art teaching content and modes, guide students to correctly understand the application value of digital technologies, cultivate their awareness of rational use of technologies, and improve their ability to apply digital technologies <sup>[7]</sup>. In addition, attention should be paid to cultivating students’ artistic innovation ability and humanistic literacy, avoiding the convergence of aesthetic standards and the weakening of originality caused by technological alienation, and adhering to the fundamental mission of aesthetic education.

#### **3.2. Reconstructing curriculum system and building a digital curriculum matrix of “General Education + Major + Practice”**

The curriculum system is the core carrier for the implementation of teaching strategies. Under the wave of digital transformation, university art teaching should break the barriers of the single traditional art curriculum system and build a digital curriculum matrix of “General Education + Major + Practice,” so as to better adapt to the changes of the new era and enable students to acquire more knowledge and skills <sup>[8]</sup>. Firstly, at the level of general education courses, based on the trend of disciplinary integration under digitalization, on the basis of traditional art courses, add integrated courses such as art programming, digital ethics, introduction to artificial intelligence and fundamentals of digital art, so as to strengthen students’ digital cognition, improve their digital technical ability, and cultivate their digital innovative awareness and digital literacy <sup>[9]</sup>. Secondly, at the level of professional courses, innovate the content of traditional art courses, and focus on integrating digital technologies into traditional courses such as art design, art history, and art painting. For example, integrate 3D modeling and AI creation into art design courses to enhance students’ digital art design ability; in art history courses, introduce digital resources such as digital museums with the support of digital technologies, so as to enhance the connotation and affinity of courses and stimulate students’ enthusiasm and initiative; in art painting teaching, add teaching content of digital painting software to cultivate students’ practical ability of art creation with digital tools, allowing students to inspire artistic creation with digital

technology <sup>[10]</sup>. Thirdly, at the level of practical courses, based on the core concept of “Digital + Art,” add personalized practical courses such as digital art creation and virtual exhibition curation, build a practical creation platform of “Digital + Art” for students, promote the cultivation of their digital technology application ability and art creation ability, and comprehensively improve the quality of talent training.

### **3.3. Innovating teaching modes and implementing online-offline blended teaching and project-based teaching**

There is no fixed method for teaching, and the most appropriate method is valuable. Teaching modes and methods directly affect the quality and effect of art teaching. Therefore, under the wave of digital transformation, university art teaching should innovate teaching modes and methods, especially use digital technologies to create a new form of online-offline blended teaching, and empower the high-quality development of art teaching with modern technologies <sup>[11]</sup>. Specifically, teachers can build a digital resource library by using online platforms. On the one hand, record high-quality digital teaching resources with digital technologies and promote their shared application to further enrich the content of art teaching and promote students’ in-depth learning; on the other hand, introduce high-quality online courses, virtual exhibitions, creation cases, and other online resources to provide students with diverse learning content and support their online preview, learning, and review. At the same time, offline teaching can focus on practical operation guidance, creative communication, work comments, and other links, provide targeted explanation and guidance for the difficulties encountered by students in online learning, realize effective complementarity between online and offline teaching, and give full play to the promoting role of digital teaching <sup>[12]</sup>. Secondly, carry out “Digital + Art” project-based teaching against the background of educational digitalization, provide students with more opportunities for art practice by using digital technologies, and improve their comprehensive abilities. Specifically, introduce real digital art projects from society, and guide students to carry out art creation and practice led by these project tasks. For example, introduce a series of digital art design projects to promote students’ art practice. During the process, set up multiple art groups to promote mutual learning and progress among students and create a good learning atmosphere. On this basis, each group carries out team practice according to project task requirements, attempts digital product design, visual design, and other work, enabling them to temper their art skills in personalized art project practice and improve their comprehensive practical ability, innovative ability, team cooperation ability, and problem-solving ability.

### **3.4. Improving evaluation system and establishing a three-dimensional evaluation mechanism of “Process + Result + Multiple Subjects”**

Teaching evaluation is the baton of art teaching and directly affects the quality of art teaching. In traditional university art teaching, teaching evaluation is obviously one-sided and conventional, which cannot adapt to the new teaching demands in the digital era. Therefore, it is necessary to systematically improve and innovate the teaching evaluation system, and build a three-dimensional evaluation mechanism of “Process + Result + Multiple Subjects,” so as to exert the educational value of evaluation and promote students’ better learning and growth <sup>[13]</sup>. Firstly, change the traditional result-oriented evaluation mode. While paying attention to students’ art learning performance and practical achievements, comment and guide their comprehensive performance in the learning process, and focus on the evaluation of their digital literacy, aesthetic literacy, artistic creativity, and other aspects. At the same time, use digital technologies to conduct all-round and

whole-process analysis of students' learning process, accurately portray student profiles, so as to carry out evaluation work in a more scientific and accurate manner <sup>[14]</sup>. Secondly, reform and innovate the evaluation mode, introduce multiple evaluation subjects on the basis of the traditional teacher evaluation mode, and organize diversified evaluation activities. For example, organize students to analyze and comment on their own learning process and achievements to stimulate their awareness of self-improvement and self-reflection; organize mutual evaluation and group evaluation among students to promote experience exchange and mutual learning. Furthermore, attach importance to the effective application of digital technologies in evaluation. For example, introduce artificial intelligence and big data technology to analyze students' learning situation, effectively grasp teaching effects, and accurately understand students' learning difficulties and deficiencies. On this basis, on the one hand, implement targeted teaching guidance and tutoring to promote students' standardized development and improvement; on the other hand, push personalized learning materials for students with the help of AI recommendation function, design targeted learning plans and schemes, so as to promote their efficient learning and all-round growth.

### **3.5. Strengthening teacher team building and forging an interdisciplinary teaching team of “Art + Digital Technology”**

Teachers are the foundation of education. The teacher team is the key support for the high-quality development of university art teaching. Therefore, in the digital era, universities should strive to build an interdisciplinary teaching team with both artistic literacy and digital skills, so as to promote the digital transformation and high-quality development of art teaching <sup>[15]</sup>. Firstly, establish a normalized digital training mechanism, regularly organize art teachers to participate in training on digital tool application, 3D modeling, AI practical application, and other aspects, and continuously improve teachers' digital application ability and professional literacy. Secondly, broaden the channels of teacher recruitment, extensively introduce interdisciplinary teachers with both digital skills and artistic background, so as to optimize the teacher structure and enrich the teaching team. In addition, expand the vision of teacher team building to society, strengthen cooperation with enterprises and scientific research institutions, employ industry digital art experts and technical talents as part-time teachers to provide students with cutting-edge industry experience and technical guidance. Finally, actively organize teachers to regularly carry out project research and teaching seminars on digital teaching and digital transformation, guide teachers to exchange experiences and share insights with each other, improve teachers' digital teaching ability, and lay a foundation for the full application of digital technologies.

## **4. Conclusion**

In conclusion, the wave of digital transformation brings unprecedented opportunities as well as new challenges to the reform of university art teaching. Digitalization empowering university art teaching can not only break resource barriers, innovate teaching scenarios, and promote disciplinary integration, but also optimize the talent training mode, cultivate interdisciplinary art talents adapting to the development of the digital era, and help realize the educational goal of educating people with aesthetics and cultivating people with culture. In this regard, universities and art teachers should correctly view the background of digital transformation, base themselves on the practice of education, actively explore effective paths for the integration of digitalization and art teaching, enable digital technologies to better empower the innovation

and development of art teaching, and cultivate more high-quality interdisciplinary art talents for society.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Sun Q, Zhang S, Jiang X, 2025, Research on University Art Teaching Strategies Under Digital Reform. *Art Education Research*, (24): 155–157.
- [2] Wu H, 2025, Research on the Reform and Practice of University Art Teaching in the Internet Plus Era. *Grand View Forum*, (05): 159–161.
- [3] Yang Y, 2025, Research on University Art Teaching Reform Under the Network Background. *Journal of Harbin Vocational and Technical College*, (03): 37–39.
- [4] Ouyang M, 2025, Practical Strategies of Information Technology Empowering University Art Education. *Portrait Photography*, (05): 237–238.
- [5] Zhao X, 2025, Research on the Education Mode of University Art Major From the Perspective of Converged Media. *China National Expo*, (02): 199–201.
- [6] Sun C, 2024, Research on the Reform and Practice of University Art Teaching in the Internet Plus Era. *Beauty & Times*, (12): 112–114.
- [7] Tang Y, 2024, Exploration on the Application of Digital Cloud Platform in University Art Teaching. *New Art Field*, (10): 161–163.
- [8] Liu D, 2024, Research on the Teaching Reform and Practice of University Art Major in the Internet Plus Era. *New Art Field*, (07): 122–124.
- [9] Song T, 2024, University Art Teaching Reform Under the Background of Information Technology. *Shanghai Apparel*, (02): 89–91.
- [10] Yin N, Yang X, 2023, Research on Optimization Strategies of Blended Teaching in University Art Under the Information Environment. *Art Literature*, (08): 109–111.
- [11] Tian H, Wu Y, 2023, In-depth Integration of New Media and University Art Education. *Art Education Research*, (12): 162–164.
- [12] Ning Z, 2023, Analysis on the Innovative Path of University Art Education Under the Background of Internet Plus. *Chinese Literati and Artists*, (02): 178–180.
- [13] Zhao W, 2023, Research on the Integration of Modern Information Technology and University Art Teaching. *Grand View Forum*, (01): 141–143.
- [14] Wu H, Chen Y, Xu W, 2022, Research on the Development of University Art Education in the Digital Context. *Art Education Research*, (19): 143–145.
- [15] Mu Y, Ma J, 2021, A Preliminary Study on Coping Strategies of University Art Theory Teachers in the Reform of Blended Teaching Mode. *Popular Literature and Art*, (01): 184–185.

### Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.