_____

The Cultivation of Self-Learning Ability in Art History Teaching in the Digital Era

¹Wang Xi, ²Du HaiTao*

¹ Collegel of Creative Art in Universiti Teknologi MARA, Selangor, Malaysia.
² Academy of Fine Arts of Qufu Normal University, Shandong, China.

Abstract: — This study focuses on the cultivation of self-learning ability in art history education in the digital era. Using the method of constructing teaching models, it analyzes the current situation of art history education in universities in the digital era, explains its connotation and structural characteristics, attempts to point out the development direction of art history education in universities in the digital era, and proposes several effective strategies and paths. This study aims to construct a self-learning ability cultivation system for art history teaching that adapts to the digital era, ultimately achieving the effect of improving students' self-learning ability, critical thinking ability, and self-management ability, and providing a basis for adjusting and improving art history teaching. This study provides new ideas and reference value for the teaching of art history in universities in the digital era and the cultivation of students' self-learning abilities.

Keywords: Art History; Digital Technology Core Literacy; Autonomous Learning Ability

1. Introduction

In the digital age, modern digital technologies represented by cloud computing, big data, and virtual teaching environments have been fully integrated into the field of art education, promoting profound changes in educational ideas, concepts, and methods. Art history education in universities has also undergone significant changes in this wave. The traditional teaching method of art history is no longer suitable for the needs of the digital era, while digital technology provides students with rich learning resources, powerful search and analysis tools, opportunities for interactive and collaborative learning, and multimedia learning experiences, providing strong support for autonomous learning of art history. Therefore, cultivating the autonomous learning ability of art history among college students has become an important task of art history education in the digital era.

In response to the reform of art history education in universities in the digital era, the education sector has conducted extensive and in-depth research, mainly focusing on the following aspects: first, facing the needs of the digital era, the current situation of art history education in universities, and the reasons for teaching reform; Secondly, explain the connotation and structural characteristics of art history teaching in the digital era; Thirdly, analyze the necessity and challenges of digital art history teaching, teaching effectiveness and evaluation; Finally, propose the development direction, strategy, and path of art history education in universities in the digital era. Through literature review, it was found that although art history education in universities has made some progress in addressing the challenges of the digital age, there are still shortcomings. The construction of the teaching system for art history in universities has not fully adapted to the development needs of the digital era, and students still need to improve their ability to use digital technology for independent learning of art history. Based on the aforementioned research, this article further analyzes the new changes in the connotation and value of self-directed learning of art history among college students in the digital era and proposes specific strategies to cultivate the ability of self-directed learning of art history among college students in the digital era.

2. The reasons and applications of digital education in the reform of art history teaching in universities

Art history is a discipline that specializes in the study of the development process of art and is one of the core courses of art studies. It aims to deeply explore and study the historical development and evolution of art. This course is usually designed for students majoring in art or related fields, emphasizing the cultivation of professional knowledge and skills. Its disciplinary nature is rich and diverse, involving multiple aspects such as humanities

_____

and social sciences, interdisciplinary comprehensiveness, and historical and current significance. The teaching of art history usually includes the study of artworks and styles from different periods, regions, and cultures. The course usually systematically introduces the various stages, schools, styles, and representative artists and works of art development. Through the study of art history, students can deeply analyze outstanding artists and their iconic works in various fields of art, to help them deeply understand and experience the aesthetic values and preferences of various historical periods, and comprehensively grasp the rich and diverse national art heritage and visual cultural history. Based on this, establish a close connection between regional art and world art. The discipline of art history combines profound humanistic heritage with systematic and rigorous academic characteristics, providing students with the opportunity to comprehensively and deeply understand the evolution of art history. At the same time, the discipline of art history has a significant interdisciplinary nature, and it has close academic connections with multiple disciplines such as history, philosophy, literature, sociology, etc. In the teaching process, cultivating students' self-learning ability is crucial. This not only effectively enhances their ability to interpret artistic works, aesthetic judgment, and in-depth understanding of culture, but also helps to enhance their theoretical literacy and provide strong guidance for their artistic practice.

3. The connotation and structure of self-directed learning of art history in the digital age

A. The Connotation of Autonomous Learning in Art History

In today's globalized world, cultivating the ability to learn art history independently is crucial. Its connotation is to put students at the core of learning, highlighting their autonomy, including reading, listening, research, observation, practice, and other methods, to achieve continuous changes in individual behavior. In this mode, students need to set their own learning goals, plan their learning plans, select learning methods and resources, and ensure learning effectiveness through self-monitoring, evaluation, and reflection. Autonomous learning is not isolated or closed but encourages learners to demonstrate initiative and achieve self-management and development in the learning process. Autonomous learning focuses on cultivating learners' self-learning and self-regulation abilities while maintaining moderate receptive learning, to better cope with the constantly changing learning environment and needs. Autonomous learning of art history requires students to master basic knowledge, as well as possess diverse abilities such as cross-cultural comparison, art criticism, scientific research, creative thinking, interdisciplinary integration, and practical experience. Learners must actively utilize and utilize various external conditions, through various learning methods such as cooperation and exploration, to learn with a conscious, positive, proactive, and creative attitude, thereby continuously improving their abilities and qualities. This learning method is in line with the characteristics of lifelong learning, providing individuals with opportunities for continuous learning and development.

B. Structure of self-directed learning ability in digital art history

Blended learning: digitalization and traditional media

Digital means to provide more possibilities and convenience for autonomous learning of art history. Students can utilize the digital learning environment, combined with traditional self-directed learning models, to achieve self-learning and self-evaluation through human-computer interaction, thereby promoting comprehensive progress in personal artistic quality and cognition. However, this does not mean a comprehensive rejection of traditional learning methods. But it is about integrating digital technology into every aspect of learning, from setting learning goals, selecting content and methods, and advancing the learning process, to evaluating learning outcomes, all of which show the presence of digital technology. This blended learning approach not only improves learning efficiency but also helps students better understand and master art history knowledge. The cultivation of the ability to learn art history is a comprehensive process that requires students to make efforts in multiple aspects. For example, mastering basic knowledge, understanding art genres and techniques, conducting cross-cultural comparisons, cultivating artistic criticism and appreciation abilities, mastering research methods, cultivating creative thinking, achieving interdisciplinary integration, and accumulating practical experience.

In short, the cultivation of the ability to learn art history is a continuous process that requires students to make efforts in multiple aspects. Art history education and learning should fully utilize the convenience and possibilities

_____

brought by digital technology for learning, combine the advantages and values of traditional learning methods and form a more comprehensive and efficient learning approach. Only in this way can we truly cultivate students with comprehensive artistic history learning abilities and cultivate more outstanding talents for the future art field.

Use of Digital Technology and Tools

The self-learning ability of art history in the digital era refers to the ability of individuals to independently and proactively acquire, process, and evaluate knowledge of art history in the digital environment. This covers the basic concepts, schools, artists, and works of art history, as well as research methods and critical cognition. Firstly, this ability is reflected in the ability of learners to utilize digital tools and resources, such as online databases, e-books, digital museums, etc., to independently acquire and organize knowledge of art history, without being limited by time and space, and to customize personalized learning plans. Secondly, the ability to learn art history independently also involves the use and creation of digital media, such as digital painting, virtual reality art, etc., to express understanding and insights into art history, and to share and communicate through social media. Finally, this ability is also reflected in the cultivation of information evaluation and critical thinking. In short, the self-learning ability of art history in the digital era refers to the individual's ability to independently and proactively acquire, process, and evaluate art history knowledge in the digital environment, covering aspects such as knowledge acquisition, digital media application, and information evaluation.

The abilities that self-directed learning should possess

In the digital age, art history education faces unprecedented learning convenience and possibilities. The traditional experiential learning approach is no longer sufficient to meet the needs of contemporary students. Students should be able to independently choose effective learning content, methods, and means for self-learning and self-testing. With the expansion of learning carriers from books to the Internet, students can now obtain new knowledge and skills in art history to meet their own needs through various information platforms. Information acquisition is convenient, but there are problems of proliferation and falsehood. Learners need to evaluate the authenticity and value of information and use critical thinking to independently think and judge art history knowledge. Therefore, students should also have the ability to independently monitor and correct learning content, methods, and processes (Li Zhaoyuan, 2023). The development of students' artistic quality and ability is closely related to their ability to set independent goals and achieve results. The objective standards for achieving teaching objectives, learning objectives, and evaluating self-directed learning objectives should be unified. The goals and learning outcomes set independently by individuals must be positive and promote human freedom and comprehensive development. If the goal setting and learning outcomes do not conform to objective standards, or contradict the comprehensive development goals of individuals, then this type of learning is blind and non-autonomous.

4. The function of self-learning ability in digital art history

A. Understanding and Enhancing Social Aesthetic Awareness

Studying art history can enhance people's aesthetic judgment and appreciation ability. As more and more people possess this ability, the overall aesthetic awareness of society will be enhanced, which helps to create a better living environment. Art history, as an important carrier of culture, reflects the social, cultural, and spiritual outlook of different historical periods. Cultivating the ability to learn art history independently means that individuals can actively acquire and deepen their understanding and recognition of artworks in a multicultural context, thereby enhancing their appreciation and respect for different cultures. This not only helps to promote the development of cultural diversity but also plays an indispensable role in promoting social harmony and enhancing international exchange and understanding. College students are in an important period of transition from school to society, and cultivating their ability to independently apply digital technology in the study of art history not only has a profound impact on establishing correct artistic concepts, shaping their sense of responsibility and mission but also promotes their active and efficient participation in artistic practice, thereby forming a healthy and upward lifestyle and lifelong learning art habits. In addition, the cultivation of this ability is also of significant importance in enhancing the intelligence level of public participation in artistic activities.

_____

B. Developing Digital Core Literacy

In the digital wave, cultivating students' digital core literacy has become an urgent task. The core competencies of the discipline of art history cover multiple aspects, including art appreciation, knowledge accumulation, cross-cultural communication awareness, creative thinking, critical skills, and practice. Under this guidance, art history education in universities should transform the traditional knowledge and technology orientation, and focus on the development path centered on ability cultivation. Autonomous learning ability, as the cornerstone of artistic core literacy, plays a crucial role in promoting the development of other abilities and is a core element for adapting to lifelong development and social progress.

In the digital wave, cultivating students' digital core literacy has become an urgent task. The core competencies of the discipline of art history cover multiple aspects, including art appreciation, knowledge accumulation, cross-cultural communication awareness, creative thinking, critical skills, and practice. Under this guidance, art history education in universities should transform the traditional knowledge and technology orientation, and focus on the development path centered on ability cultivation. Autonomous learning ability, as the cornerstone of artistic core literacy, plays a crucial role in promoting the development of other abilities and is a core digital tool that adapts to lifelong development and social progress. It plays a positive role in cultivating students' autonomous learning ability and core literacy. Firstly, digital information processing skills enable them to have a deeper understanding of the inherent logic and aesthetic value of artistic works. Secondly, through digital tools such as virtual exhibitions and museums, students can appreciate artworks across regions and view art from diverse perspectives. Thirdly, a rich art history database and online resources are helpful for students to conduct background research and use critical thinking to evaluate the authenticity and value of information. Learning digital art history helps cultivate qualities such as historical awareness, innovative thinking, emotional expression, observational ability, humanistic care, and artistic cultivation. The application of digital tools is diverse and interdisciplinary, which helps students access information more conveniently, promote communication and cooperation, and achieve knowledge sharing and innovation. In addition, digital tools also provide students with the possibility of personalized learning. Students can choose their learning content and progress based on their interests and needs, achieving self-driven learning. Of course, while enjoying the convenience brought by digital tools, students also need to learn how to use these tools reasonably and avoid excessive reliance and addiction to the elements.

C. Relieve the Dilemma of Digital Development in Teaching Art History Courses in Universities

In the digital age, the teaching of art history in universities is undergoing profound changes. Digital technology is widely used, and new digital forms such as multimedia teaching, platform teaching, remote teaching, and integrated teaching are emerging one after another. The teaching of art history in universities in the digital era is developing towards diversification, personalization, and intelligence, improving teaching quality and efficiency, and providing a broad platform and opportunity for the comprehensive development of students.

To improve learning effectiveness, it is recommended that students strengthen the cultivation of learning motivation and enthusiasm, and take course assignments seriously. Design, implement, and monitor the learning process according to one's situation, ensuring a reasonable allocation of information, and emphasizing key learning activities and interactive links. At the same time, strengthens the learning of background knowledge and professional knowledge in the field of art history, and improves academic literacy and research abilities. The online teaching environment brings unique challenges to teachers. There are numerous difficulties in monitoring student activities, immediate error correction, and assisting. Students lack awareness of adapting to changes in the information environment, and the changes in the spatiotemporal and interpersonal environment of art history learning lead to a weakened sense of presence, experience, and interaction. In addition, the insufficient reserve of students' information literacy, basic knowledge of art history, and ability to continuously learn and update also affect the learning effectiveness. To improve the effectiveness of online teaching, teachers can leverage the advantages of online teaching platforms, increase interactive activities, and enhance student participation and enthusiasm. Regularly communicate with students, understand the learning situation and difficulties, and provide timely guidance and assistance. Provide abundant learning resources and digital tools to help students improve their information literacy and basic knowledge of art history, and better adapt to the online learning environment.

_____

5. Path selection for cultivating autonomous learning ability in art history among college students in the digital era

In the teaching of art history in the digital age, the cultivation of learning and innovation abilities is particularly important. Here are several effective ways to cultivate:

A. Cultivating Students' Subjective Consciousness

The subjectivity of students is reflected in their clear learning goals and proactive learning attitude, which reflects their independence and autonomy. In the process of learning art history, students need to critically analyze works of art and the social, cultural, and historical background behind them. Autonomous learning of art history has immeasurable value in shaping students' independent and critical thinking. It encourages students to actively participate in classroom discussions, engage in in-depth and meaningful communication with teachers, and promote the comprehensive development of their thinking abilities. This helps students to independently perceive, understand, and apply textbook knowledge, transform subject knowledge into their own intellectual wealth, and be able to flexibly apply it in practice. In addition, students exhibit strong initiative and enthusiasm in the learning process, such as a positive desire to learn, a firm learning motivation, a high enthusiasm for learning, and a rigorous learning attitude. Especially in the study of art history, the subjectivity of students is particularly prominent. This stems from their respective strengths in artistic foundations and skills, aesthetic concepts, emotional expression, and communication abilities, as well as their diverse interests, strengths, motivations, and needs. In addition, any learning activity requires students to actively participate and complete it, which further emphasizes the subjectivity of students in the study of art history.

B. Reconstructing Equal teacher-student relationships

In the context of the digital age, the widespread application of communication media has enabled communication and interaction between teachers and students to break through the temporal and spatial boundaries of traditional classroom teaching. Faced with this change, art education in universities should maintain a profound understanding and actively utilize it. This requires universities to re-examine and accurately position the relationship and forms of communication between teachers and students, with the goal of cultivating students' self-learning ability and promoting the innovative development of art education. In this process, it is particularly important to strengthen students' subject awareness and build a teacher-student relationship between subjects

Autonomous learning of art history plays a crucial role in building a subjective relationship between teachers and students. In the digital age, information exchange between teachers and students is more convenient, but at the same time, it is also easy to create a sense of distance. Therefore, establishing an equal teacher-student relationship is particularly important. Teachers must fully respect the individual characteristics and subject status of each student, and allow and encourage them to put forward their own artistic insights. Through online interactive platforms and in-depth discussions in the classroom, strengthen the interaction and cooperation between teachers and students, and jointly promote the quality and depth of education and teaching. Firstly, teachers can organize students to engage in group discussions, online collaborations, and other activities, allowing them to experience the power of teamwork and the joy of collaboration in their learning. Teachers need to provide timely feedback and evaluation to students, allowing them to understand their learning progress and existing problems. Secondly, self-directed learning of art history encourages students to actively explore and discover, and this positive learning attitude will further influence their learning behavior. More importantly, self-directed learning of art history helps to build an equal and respectful teacher-student relationship. In the study of art history, students' subjectivity and autonomy are fully respected, and they have more autonomy and choice in the learning process. When students feel the respect and support of teachers in the study of art history, they are more willing to establish equal and respectful relationships with teachers, further promoting interaction and cooperation between teachers and students, and laying a solid foundation for a good atmosphere of mutual learning.

_____

C. Reform of Art Courses in Universities

In order to promote the sustainable development of art curriculum teaching in universities, teachers need to further reform the teaching content system of art courses, and ensure that online and offline learning resources can complement each other so that students can promote and transfer their abilities obtained through different channels. This can be done from the following six points:

Firstly, we should attach importance to the use of digital tool platforms in art history teaching courses, adopt integrated online and offline teaching, strengthen students' artistic history literacy and theoretical level, and teach art history research methods. For example, art history teachers should actively use advanced digital tools and platforms, adopt diverse teaching forms such as live streaming and recording, provide online learning resources, and assign tasks. Answering doubts and providing guidance through online channels to enrich teaching methods and improve teaching effectiveness. Secondly, set teaching objectives that require students to master at least two artistic skills, combined with classroom teaching and information technology, to systematically enhance their artistic quality. Thirdly, master the basic knowledge of art history, and understand various periods, regions, and categories, in order to understand the historical, cultural, and social background behind the works. Fourthly, conduct cross-cultural comparisons, reveal artistic diversity, and cultivate international perspectives and cultural inclusiveness. Fifthly, emphasis should be placed on the integration of art courses with other disciplines, such as the methodology of art history research, such as literature research, and image analysis, to broaden research perspectives, and enhance research and thinking abilities. Finally, the evaluation and feedback mechanisms of art courses cannot be ignored. In order to ensure the effectiveness of art curriculum reform, it is necessary to establish a scientific and comprehensive evaluation system, such as using diversified evaluation methods, including questionnaire surveys, written summaries, submission of exercise photos or videos, submission of app learning data, etc., to accurately assess students' knowledge mastery and practical abilities, learning outcomes, as well as the teaching quality of teachers, curriculum design and implementation, and other aspects for quantitative and qualitative evaluation. And timely collect and process feedback from all aspects, including opinions and suggestions from students, teachers, school management, and various sectors of society, in order to continuously optimize and improve the art curriculum. These principles aim to comprehensively enhance students' artistic literacy and research abilities, and cultivate artistic talents with a global perspective and innovative spirit.

Overall, reforming the art curriculum in universities is a complex and systematic project that requires comprehensive consideration, scientific planning, and careful implementation. Only by following the above six principles can the teaching quality of art courses in universities be effectively improved, and more artistic talents with innovative spirit and practical ability be cultivated.

D. Building a Good Training Mechanism

Schools should establish an excellent training mechanism to ensure high-quality and efficient teaching of art history and strengthen the application of information technology by teachers. Teachers should enhance their information literacy, guide students to change their learning methods, adapt to the integration and innovation of the educational environment, and cultivate students' digital self-learning ability. During nonteaching hours, teachers actively carry out educational guidance work to help students understand the trend of digital society and the importance of digitization for individual development. Utilize social media to enhance communication between teachers and students, and recommend students to use art history learning software to expand their learning. Guide students to utilize online platforms and resources to enhance their knowledge acquisition and self-study abilities. Cultivate students' habits of self-directed and lifelong learning, utilize digital teaching resources for independent learning, and tailor personalized learning plans. Combining art history teaching with practical activities, such as art creation, curation, and art appreciation, to enhance students' comprehensive abilities and artistic cultivation. Encourage students to participate in scientific research projects and competitions, and cultivate practical skills and innovative thinking. By utilizing the advantages of information technology and breaking the limitations of time and space, some teaching activities can be advanced or postponed, allowing students to independently complete them under the guidance of teachers. This improves the efficiency of classroom time utilization and meets the personalized needs of students. Deepen cooperation with art institutions and provide

_____

opportunities for on-site visits, internships, and more. Cultivate students' critical thinking and innovation abilities, and organize seminars and lectures. Implement small class teaching and pay attention to the learning progress and needs of each student. Establish an evaluation mechanism, comprehensively evaluate student learning outcomes, and adjust teaching strategies.

E. *Building an integrated art history curriculum system both inside and outside of class*

After in-depth research and extensive practice, it has been found that teaching art history courses for only 2 years and 4 semesters is clearly not enough for college students. In order to improve teaching effectiveness and promote the comprehensive development of students, universities must promote the close integration of classroom teaching and artistic activities, and build a curriculum structure that is closely connected both inside and outside of class and on campus. Extending the effectiveness of art history teaching from classroom to extracurricular, and from on-campus to off-campus, can effectively promote the comprehensive development of students. In order to build an integrated curriculum structure, the first step is to deeply integrate art history with other related disciplines, in order to create interdisciplinary art history courses. In addition, practical activities should be cleverly integrated into the curriculum, such as through artistic creation, work analysis, and other practical activities, so that students can combine their theoretical knowledge with practice, in order to further enhance their practical ability and innovative thinking. This course design not only reflects a rigorous and stable academic attitude but also highlights a rational educational philosophy and official educational orientation

In the teaching of art history courses in universities, the curriculum design needs to fully integrate the concept of blended learning. On the basis of maintaining traditional classroom teaching, when designing art history courses, teaching objectives should be clearly defined, and online teaching platforms should be used to provide rich teaching resources, such as electronic textbooks, video lectures, online exhibitions, etc. Offline classrooms focus on discussion, practice, and innovative activities to enhance students' sense of participation and experience. Strengthen practical teaching, and design innovative and practical project tasks based on course content, such as research on art history themes, creation and exhibition of works, etc. These projects should stimulate students' creativity and practical desire, allowing them to consolidate and expand their knowledge through practical operations. And discuss and answer any questions that arise in the offline classroom together with teachers and students. This teaching model helps to improve student's learning effectiveness, cultivate their ability to think independently and solve problems.

6. Result and Discussion

Through in-depth investigation and data analysis, this study confirms that implementing innovative teaching strategies in the digital age can effectively stimulate students' enthusiasm for learning art history, and has a significant promoting effect on cultivating students' self-learning ability, critical thinking, and innovation ability. Meanwhile, students generally hold a positive attitude towards the use of digital tools, believing that these tools have a positive effect on enhancing their understanding and appreciation of art history. However, it also faces some challenges and problems in practical applications. The introduction of digital technology may challenge some traditional teaching methods and values, and the digital divide problem may also prevent some students from fully enjoying the advantages of digital teaching. Teachers must constantly improve their personal qualities, comprehensively grasp knowledge in education, psychology, and educational information technology, constantly update their professional knowledge, and understand the latest cutting-edge and hot topics in their field of study. Educators should always maintain a keen insight into the development of new technologies and actively integrate these technologies into teaching practice to meet the growing learning needs of students. In addition, we should also pay close attention to the ethical and copyright issues that may arise from digital teaching, in order to ensure the legality and fairness of teaching activities and create a healthy and orderly learning environment for students. This study will keep up with the times, continuously explore these issues in depth, and propose more solutions.

7. Conclusion

In the context of the digital age, the cultivation of autonomous learning ability in art history among college students is facing a series of new challenges and requirements. College students should actively adapt to the digital

_____

environment, enhance their subjectivity and initiative, enhance their information literacy, and fully utilize digital technology to optimize the self-directed learning of art history. University teachers bear the heavy responsibility of improving their digital literacy and digital teaching environment construction ability, in order to promote the continuous innovation and development of digital art history teaching. In art history education, universities should strive to reform the teaching methods of art history, continuously explore and adopt innovative and effective teaching methods, adhere to the core guiding principles of autonomy, interactivity, digitization, diversification, modernization, and life oriented, actively cultivate students' subjective consciousness, build a harmonious and progressive teacher-student relationship, strengthen the cultivation of students' interest and habits in self-directed learning, and enhance their core artistic literacy. At the same time, the reform of art history teaching content and the construction of an autonomous learning ecosystem are also crucial. This will help cultivate the ability of college students to learn art history independently, extend the function and benefits of art history teaching, and lay a solid foundation for students' lifelong development.

In short, in the teaching of world art history in the digital age, cultivating students' learning and innovative abilities requires educators to constantly explore and innovate teaching methods and means. By integrating technology teaching environment, interdisciplinary learning methods, independent research and project-driven learning, reflection and evaluation mechanisms, and collaborative learning and sharing strategies, art history education in universities is committed to building a learning environment for students that is both challenging and full of opportunities. This environment aims to cultivate future learners with innovative and critical thinking skills, providing strong support for their comprehensive development (Miao Xuechao, 2022).

Refrences

[1]   Kathryn Brown (2020). *The Routledge Companion to Digital Humanities and Art History*.London. Routledge. P.2.

[2]   Zhou Xian (2021). *The Current Call of Digital Art History. Art Perspectives* (12), 107-109

[3]   Xu Shuqi (2021). From "Face" to "Interface" - Writing Art History in the Digital Technology Era. *Art Market* (10), 72-75

[4]   Liu Yi (2022). Transparent Images: Cross Media Narrative of Digital Humanities and Art History. *Nanjing Social Sciences* (02), 122-129+147. doi: 10.15937/j.cnki. issn1001-8263.2022.02-013

[5]   Claire Bishop&Feng Baifan (2018). Methods and Approaches - Criticism of "Digital Art History". *Fine Arts* (07), 128-131+127. doi: 10.13864/j.cnki.cn11-1311/j.004574.7

[6]   Tang Lixia (2023). Analysis of blended online and offline teaching practice in Chinese art history. *China Packaging* (04), 108-112

[7]   Miao Xuechao&Yi Hongjun (2022). How to Build a Cohesive Graduate Curriculum System: A Study Based on the Education Research Discipline of the University of Bristol. *Modern University Education* (03), 57-66+112-113

[8]   Yu Wanying (2023). The Aesthetic Education Value and Its Implementation of Art General Education Courses in Universities. *Teaching in Chinese Universities* (Z1), 51-57