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Pedagogical Shift in Art Education in the Digital Era

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ABSTRACT

The emergence of Virtual spaces, interactive teaching-learning practices, and inventions of advanced digital tools for the production of art have led to a paradigm shift in arts education. This shift is significantly influenced by the deepening digitalization within society, where individuals are developing an inevitable compatibility and convenience with digital tools. While exploring the multifaceted phenomenon of arts education in the digital era, this study will look into contemporary digital trends in the realm of arts education. This study adopts an interpretive paradigm in exploring the characteristics of interactivity, impressiveness, and performativity in digital adaptation in the realm of arts education. The study found that the integration of digital interactive and immersive technologies in arts education pedagogy facilitates the cohesion of artistic aspiration and technological capacity. Moreover, it found that technological integration in arts education has fostered the extension of multimodal pedagogy, which has pushed for constructivist learning within art learning.

Keywords: Arts Education, Digital Tools, Arts Pedagogy, Immersive Technologies, Social Media.

1. INTRODUCTION

1.1 Art Education

Art education encompasses teaching and learning in the visual arts, including drawing, painting, sculpture, photography, and other creative media. It aims to develop students' artistic skills, creativity, critical thinking, and appreciation for art. Art education can occur in various settings, such as schools, museums, community centres, and through private instruction. It plays a crucial role in fostering cultural awareness, emotional expression, and problem-solving abilities. There are some aspects of art education:

1.Curriculum development

2.Teaching methods

3.Benefits of art education

4.Integrating technology

5.Assessment in art education

6.Art education for different age groups

1.2 Art Education in Digital Era

The advent of digital technology has revolutionized the practices and pedagogy in arts education. The parameters of creativity and expression in arts education have been reconfigured by advancing digital innovation and the emergence of advanced digital technology. The integration of digital technology as a multifaceted phenomenon in art education pedagogy has enabled educators and students to foster environments of innovation and experimentation in art, thereby expanding prospects in the art world. The integration of digital tools in the teaching-learning processes of arts education enables learners to create, reproduce, and manipulate digital artworks meticulously. During the COVID-19 crisis, worldwide lockdown measures and social distance protocols severely disrupted educational processes. The pandemic witnessed the effective use of digital technology in the sustenance of teaching and learning through remote yet innovative measures.

The digital platforms with advanced technical features enabled institutes to continue with their virtual classes. Particularly in arts education, digital communication enabled instructors to guide their students to online resources like tutorials, virtual

museums, and art galleries, allowing them to continue with personalized learning. Digital platforms became rich environments for students to enter into creative collaborations and interactions with teachers and students, thereby offering them diverse and dynamic opportunities to carry on with their professional development and networking in the art world. The pandemic and extensive digital adaptations in the context of education manifested a substantiality of digital technology as an essential means and mode in the teaching-learning processes globally. In the domain of arts education, advancement in the teaching-learning process involves the integration of technological innovation and adaptability in restructuring pedagogical practices. This involves the way institutions and teachers digitalize the learner's experience and enable them to use digital techniques to express their creativity and solve practical problems. Digitalization as an inevitable process in arts education largely reflects innovation and experimentation within teaching and learning, where instructors equip students with tools and techniques in a synchronous manner. This necessarily involves the use of interactive features and centralized data to help students develop tendencies to explore the limits of their imagination and creativity. The shift from traditional arts education to 'digitalized' arts education is understood by the practice and procedures of the pedagogy characterized by learning through customization and personalization.

Contemporary digitally enabled participatory teaching practices involve instructions and training that is customized by individual student learning. Digital techniques and tools allow instructors to deal with each student as a separate case of learning, experimentation, and creative expression. For example, the digital software used in sculpting allows each student to undertake personalized exploration and try customized themes and styles in their artwork. This personalized way of learning the arts allows for more democratic practices in the arts education pedagogy. The integration of digital technology in arts education pedagogy has had a profound impact on the parameters of values and expectancies within the field.

Marner & Örtegren (2013) have identified four distinctive approaches in the process of digital integration in arts education: resistance, add-on, embeddedness, and digital media dominance. They argue that the lack of motivation due to economic and socio-cultural obstacles might come up as a resistance to the integration of digital tools in arts education. In this direction, inculcating a sense of digital creativity and experimentation with art serves as a fundamental motivation for enhancing cultures of teaching and learning in the context of intensive digitalization. In the realm of fine arts education, digital practices involve the use of virtual visualization facilities like AR (augmented reality) and VR (virtual reality), which allow students to have unprecedented levels of immersive and interactive experiences with the creation of art. Most importantly, such digital technologies, while enhancing accessibility to art and art-making, have offered substantial provision of personalized learning among fine arts students. Similarly, in the context of painting education, digital technology has ushered in enhanced facilities for creativity, expression, and experimentation. Emerging digital tools and software are offering unprecedented levels of imagination and experimentation for aspiring painters to create digital artworks that enrich expression and creativity.

Through the creation of high-definition artworks, sophisticated colour compositions, and advanced drawing tools, painting students are enabled to use hybrid approaches in art making through experimental learning. This study is posited at the intersection of digital technology and arts education to explore how advanced digital technology has influenced the pedagogy and learning practices within the realm of arts education. The integration of digital technology in arts education involves immersive learning environments, enhanced visualization, and innovation. In this direction, the research aims to explore the impact of modern digital tools, including software, on facilitating and influencing the expression of art and creativity among students. Moreover, the emergence of online learning platforms has emerged as a significant phenomenon, enhancing the accessibility and diversity of teaching and learning within art education.

This study will investigate the role of these online platforms in facilitating diverse learning resources and fostering collaborations, professional growth, and interactive learning experiences for art students. Drawing from the emerging trends in technological integration within arts education, this study adopts a reflective approach to examine the multifaceted phenomenon of arts education in the digital era. This study integrates two significant theoretical perspectives in exploring post-internet art education. Using the concept of 'Participatory Culture' by Henry Jenkins (2009), it will explore how the integration of digital technology in arts education promotes learner's participation and co-creation through interactivity and experimentation. Moreover, the study adopts the concept of 'Media Ecology' by Marshal McLuhan, which will be significant in examining how digital environments shape the relationship between students and artistic expression. Moreover, it will examine how digital tools and virtual spaces determine the dynamic relationship between art, creativity, and education in the digital age. This study will focus on the four domains in the process of digital integration in arts pedagogy: democratized accessibility, interactive learning, creativity through collaboration, and personalized teaching and learning.

2.LITERATURE REVIEW

The impact of digital technology on education is characterized by interactivity, participatory, and collaborative teaching and learning. Digital integration in the realm of education has enabled educators to engage students through the use of advanced digital tools and interactive multimedia resources.

One of the major prerequisites of teaching and learning in digital environments is the development of digital literacy and skills among students to explore the possibilities of showcasing their creativity and expression in their respective fields (Black & Browning, 2011). The technical features of interactivity in art and culture platforms help students participate in cultural reinterpretation and use their creativity in the creation of artworks that resonate with the cultural past by imitating the elements from ancient artworks (MeeCham & Stylianou, 2012).

The technological integration in art education has significantly influenced the means and modes of social interactions, expression, and aesthetic experience in both students and teachers involved in art-learning (Grenfell, 2013). Students of art engage in synchronous communication and interaction offered by digital technology, which involves exploring online tutorials,

social networking, and digital skill development (Grenfell, 2013).

Moreover, digital platforms enable art students to collaborate with students and artists from across the world, and these collaborations significantly contribute to cultural exchange and cross-cultural dialogue (Garcia & Ouis, 2016). In such practices, the emerging pedagogy facilitates instructors and teachers with infrastructural and logistical facilities to cultivate the elements of critical thinking and innovative creativity while learning the art (Maneen, 2016).

The online instructional sessions in art education involved recorded sessions, allowing increased flexibility for students to access these training sessions. In pursuit of cultural sensitization and heritage preservation, the integration of digital technology in the context of art education has been increasingly adopted in Europe (Conrads et al., 2017). Digital technology has had a profound impact on how people perceive and practice creativity, and it has contributed to making creative ideas accessible. In the realm of the arts, technology and creativity enable individuals to express their ideas and imagination more coherently and effectively (Schmoelz, 2018). Interdisciplinary within arts education has been amplified due to digitalization, as the universality of technology and platforms is enabling students to enrich their creativity by drawing from allied art subjects (Sclater & Lally, 2018).

The technological innovations like virtual galleries and VR museums offer are increasingly becoming rich resources for cultural exploration and art research, and access to them enables students to undertake virtual tours of the past, navigating through art forms, heritage sites, and diverse cultural themes (Guazzaroni & Pillai, 2019). In art education involving culture and heritage, online spaces provide unprecedented space for aspiring artists to explore the rich cultural resources, including digital art archives, artefacts, and heritage sites (Turkcan, 2019). These facilities are substantially helping art students transcend beyond the confines of their classrooms and learn from the rich cultural elements through interactive digital interfaces (Turkcan, 2019). The integration of digital tools in arts education pedagogy has enabled teachers and instructors to practice student-centric and experiment-based teaching (Aithal & Aithal, 2020). Particularly in the domain of visual arts education, digital software applications are helping students explore new ways of artistic expression and allow them to experiment with innovative styles and themes while learning art creation (Aithal & Aithal, 2020).

Scholars have discussed the democratizing effect of digital technology in arts education. Besides being cost-effective, the learning practices within digital art education are inclusive, as they offer opportunities and compatibility to the marginalized and students with disabilities (Fernandez, 2021). Such practices have decolonized the pedagogical framework and teaching-learning from the conventional socio-economic and cultural barriers, allowing students across demographics to engage in effective and resourceful learning environments (Hallberg Adu, 2021). One of the major implications of technology-based arts pedagogy has been that it increasingly allows for interdisciplinary teaching and learning, allowing students to learn effectively by getting exposed to diverse art fields (Salti, 2021).

The AI in the context of art education enhances the space for exploring creativity and expression among the students. The AI interface helps educators develop mechanisms for a personalized learning landscape characterized by individual attention and fostering customized and adaptative learning environments (Chiu et al., 2022). These practices significantly involve the use of sophisticated technologies like VR to enhance student interest, engagement, and participation by exposing them to unprecedented levels of immersive experience (Sharma, 2022). The integration of AI-enabled digital infrastructure significantly improves teaching in art education as smart technologies help educators utilize 'Artificial Intelligence-assisted Effective Art Teaching Framework (AIEATF)' in engaging students (Zhang et al., 2022).

Digital technology and advanced tools are being creatively used to tap the potential of cultural arts education and cultivate high-quality creative skills among students (Karoso, 2024). The interaction between the distinctive features of digital technologies and the characteristics of creativity opens up new perspectives on the development of creativity in art education (Shiri & Baygutov, 2024).

During the unprecedented lockdown and social distancing protocols, art educators across the world responded to the disruption by shifting to online spaces and utilizing online resources and interactive features of planforms like Zoom and Skype to fulfil the instructional needs of students (Spînu, 2024).

These emerging art forms are pushing the boundaries of creative expression in real art and culture. The use of interactive multimedia through digital interfaces offers an effective representation process and structured learning experience. The literature review on digital integration in education, specifically arts education, concluded that it emerges as a multifaceted phenomenon involving diverse issues that need to be studied. The discussion of the literature provided rich insights that will significantly help in shaping the research inquiry and theoretical framework identified for this study.

3.RESEARCH OBJECTIVES

·To explore the integration of digital tools in art education pedagogy.

·To investigate how immersive technologies are redefining teaching and learning in art education.

4.METHODOLOGY

In this study, qualitative study was done. In this direction, this study theoretically draws from the concept of "constructivist learning" by Swiss psychologist Jean Piaget (Waite-Stupiansky, 2022). Here, it can be argued that the digital tools and immersive technology adopted in arts education teaching and learning involve essential elements of social interaction, active learning, and

contextualized learning in virtual environments.

5.THEORETICAL FRAMEWORK

5.1 Digital Integration

The framework involves scholarly debates on the phenomenon of digitalization and digital integration in human learning. Teaching and learning in digital environments significantly involve the functionality of interactivity. The integration of digital infrastructure and facilities in modern art education has opened up the space for learner's participation in innovation, imagination, and experimentation. In this direction, this study draws from the concept of participatory "culture" by Henry Jenkins and explores how immersive and interactive digital tools in arts education are fostering creativity and knowledge through participatory learning (Jenkins & Ito, 2015). Teaching-learning in arts education is shaped by the mode of teaching and communication adopted by teachers. In this direction, this study draws from the concept of 'Media Ecology' proposed by Marshal McLuhan (Islas & Bernal, 2016). This perspective will be significant in examining how digital environments, as channels of communication, shape the relationship between students and artistic expression. This theoretical framework discussed above will guide the interpretative analytical approach adopted for this study.

Digital tools and innovation in art learning: The digitalization of arts education is characterized by the integration of digital tools to enhance the efficacy and productivity of teaching and learning. Digital practices by art educators ushered in unprecedented spaces for improved creativity, unbridled exploration, and artistic collaboration. The digital adaptation in the realm of arts education is transforming arts pedagogy and making practical and instructional teaching in the arts more student-centric, experiential, and experimental.

5.2 Digital Innovation in Art Education

This section will cover the incorporation of digital tools and innovation in several domains of arts education and how digital adaptation of arts teaching and learning has fostered immersive and engaging art learning and empowered students to enhance their creative expression. In the context of painting education, digital drawing as an innovation is significantly facilitating new avenues for art students to unleash their creativity and imagination. Digital applications like Procreate, MediBang Paint, and Adobe Photoshop allow students to use computer programming. In fine art education, the integration of digital tools offers the use of new materials and modes through which art is created and artistry is practiced within the field. While students draw from conventional art designs for thematic and symbolic impressions, they are increasingly being exposed to specialized digital tools and software applications to explore creative ways of expressing their talent. In this direction, art learning in the digital realm involves traditional art transformation through the use of technology. In the field of painting education, students are exposed to interactive digital tools to express their creativity in more dynamic and vibrant ways.

6.DISCUSSION

6.1 Integration of Digital Tools in Art Education Pedagogy.

Digital painting tools offered by platforms like Medibang Paint and Procreate enable teachers to train students in using a variety of interactive brush techniques on digital interfaces to experience simulated painting within several genres like acrylic, oil, ink, and water colour. Through the advanced programming of this digital application, students can customize the use of layers, which offers them the liberty to experiment with a variety of effects and tones in digital art creation. Most importantly, these digital tools have helped art students overcome the challenges of physicality, as they can now paint on portable and compatible digital screens. The development of digital skills among art students enhances their learning efficiency, allowing teachers to innovate new methods of art teaching through digital technology. This optimization of learning efficiency among art students allows instructors to use alternative resources in digital spaces, like video tutorials, to enhance training mechanisms with art pedagogy. The freedom of reversibility in digital creativity proves to be a significant functionality for students to experiment at ease. The undo functions offered by digital interfaces allow them to overcome the limitations of irreversible mistakes, and such features encourage them to explore the limits of their creativity.

Traditionally, arts education involves the expression of creativity through innovation and experimentation; however, the integration of digital tools has offered novel ways through which students experiment with art. This necessarily involves repeated experimentation without the use of physical materials and over a shorter period of time. In the domain of sculpting education, digital innovations in pedagogy involve the use of digital sculpting tools like Tinker Card and ZBrush to help students create 3D art for modelling, texture, and painting. These interactive tools are highly immersive and offer simulated three-dimensional art creation experiences for students. The programming within these digital sculpting tools helps students test their limits of creativity and problem-solving skills. Moreover, these areas are highly in demand within the artworks; therefore, digital skills in 3D modelling and sculpting that match industry standards enhance their career prospects. One of the important implications of digital integration in art pedagogy is that it allows for effective and objective evaluation systems for teachers and instructors. The digital ways of assessment are compatible with personalized practices in teaching and learning, allowing teachers to evaluate each student through their customized digital engagement with art creation.

Digital tools have revolutionized teaching practices in performing arts like music. In the realm of music education, the integration of digital tools has had a profound impact on the pedagogy, redefining the way student's access music resources and the whole methodology of learning. The use of advanced digital technology and applications in music pedagogy has ushered in flexible learning environments where students explore diverse possibilities in the creation and production of music through

digital interfaces. Such digital practices in music learning enable students to use digital synthesizers, built-in instruments, and non-linear editing tools to develop creativity and innovation while creating music. Audio software like Audacity and GarageBand enable students to learn music skills in versatile and interactive production environments, utilizing an array of virtual instruments and audio effects ordered by digital applications and software. From composition to performance in music learning, digital applications offer vast digital libraries and online music archives for demonstration and practice during classes.

Online digital music applications and digital audio workstations like Sound Trap and Ableton offer interactive and immersive digital environments for trainee musicians to experiment with loops and collaborate with other people on project-based compositions. Such practices cultivate experiential learning through collaboration, the development of musical skills for modern music productions, and innovation in music creation. Similarly, in the domain of fashion design education, the integration of digital technology has revolutionized how designs are visualized, patterns are conceptualized, and fabrics are prepared through simulation.

Advanced digital technology is helping fashion design students avail immersive learning environments to develop their creative potential in innovating designs, patterns, and customizing fabric. 3D fashion design software programs like 3D CLO and Browzwear are being integrated into design pedagogy, and instructors train students to use their interactive features to streamline the design process and undertake sustainable practices in fashion design. TukaCAD is interest software that enables fashion design learners to create, modify, and grade patterns using a digital interface. From the visual arts to the performing arts, digital tools are being increasingly integrated to foster innovation and creativity among students. This digital turn in arts pedagogy is enabling both instructors and students to practice art in immersive and engaging environments.

These digital techniques, being interactive, are offering greater flexibility and encouraging experimentation for effective teaching and learning in the realm of arts education. Immersive technologies in art education: The advancements in the digital realm, like the emergence of artificial intelligence, virtual reality, and augmented reality, have revolutionized the way digital tools shape our interactions and experiences in everyday life. In the context of arts education pedagogy, the integration of these technological innovations offers immersive learning environments for students and substantially improves their creativity and concentration. While simulating their learning potential, these tech innovations are equipping students to manifest their creative potential at the intersection of real-world and virtual elements and experience personalized art creation in three-dimensional environments, enhancing their cognitive and creative abilities. In simulated environments, students experience visualization of art creation in Digital tools that utilize immersive technologies like VR enabling teachers to provide simulations of artmaking processes for students to explore the creative possibilities in art creation. Visualization is a necessary skill in the realm of art and within art education especially visual arts like graphic designing, painting, and drawing, the pedagogy emphasizes inculcating the levels of creativity and innovation through the power of visualization.

6.2 Immersive Technologies are Redefining Teaching and Learning in Art Education

These digital techniques, being interactive, are offering greater flexibility and encouraging experimentation for effective teaching and learning in the realm of arts education. Immersive technologies in art education: The advancements in the digital realm, like the emergence of artificial intelligence, virtual reality, and augmented reality, have revolutionized the way digital tools shape our interactions and experiences in everyday life. In the context of arts education pedagogy, the integration of these technological innovations offers immersive learning environments for students and substantially improves their creativity and concentration. While simulating their learning potential, these tech innovations are equipping students to manifest their creative potential at the intersection of real-world and virtual elements and experience personalized art creation in three-dimensional environments, enhancing their cognitive and creative abilities. In simulated environments, students experience visualization of art creation in Digital tools that utilize immersive technologies like VR enabling teachers to provide simulations of artmaking processes for students to explore the creative possibilities in art creation. Visualization is a necessary skill in the realm of art and within art education especially visual arts like graphic designing, painting, and drawing, the pedagogy emphasizes inculcating the levels of creativity and innovation through the power of visualization.

Through digital technology art students use the elements of interactivity and speed in conceptualizing ideas, build their vision, and plan their experiments in pursuit of art creation. The technological innovations in artificial intelligence allow teachers and students in the arts to integrate the power of machine learning, algorithmic prediction, and big data to generate novel ideas for design and experimentation. Similarly, the simulated experiences through virtual reality (VR) allow aspiring artists to interact with immersive surroundings and create art through visualization in a virtual realm. Augmented reality (AR) offers immersive experiences through the combination of virtual elements and the physical world. In art education, AR technology is increasingly being adopted in a teaching-learning process where students integrate traditional art forms and styles with digital elements and produce high-quality art creatives. In art education pedagogy, digital applications involving augmented reality (AR) have been effectively integrated into design education for interactive visualization, enhancing creativity among students. AR environments like Unity3D offer interactive simulations for three-dimensional and two-dimensional automotive design concepts.

Students in design education use these AR environments to conceptualize virtual prototype design in areas like architecture and sculpting by using advanced inbuilt tools for experimentation and manipulation in the virtual realm. In concept design and modelling through VR technologies, art students benefit from transdisciplinary and co-design allowing them to work at the fusion of real-world concepts and programmed design elements in a simulated environment. Moreover, AR enhances narratively in art communication allowing students to add emotional and aesthetic depth in their creative expression. The AR application in arts education teaching-learning reflects on the power of technology in cultivating multi-sensory student experience. Such features foster deeper students' sensory power for creative conceptualization with art forms through the fusion of visual and auditory stimuli in simulated immersive spaces. The exciting possibilities offered by immersive technologies in art classrooms allow students to make a foray into previously unimaginable terrain as the simulated landscapes facilitate visualizations and

experiences that are impossible in reality. In fine arts such immersive environments facilitate enhanced learning and memory and encourage students to engage deeply in the creation of artworks that are creative and innovative in the physical world.

In the realm of creative art, WebAR is an augmented reality platform that offers interactive features like 3D modelling and an immersive environment for art students to explore possibilities within traditional handicraft education. Moreover, this AR tool enables teachers to guide their students to virtual gallery tours and participate in interdisciplinary collaborative art projects. The advanced programming WebAR offers seamless interactivity for artists to integrate traditional artistic aesthetics into modern innovative art design. In Chinese art education pedagogy, augmented reality tools like WebAR are utilized in training art students in Cantonese porcelain arts (). Students experiment with detailed 3D models of porcelain pieces and use the advanced features of the platform to create intricate artworks through the fusion of Chinese traditional elements and modern design aesthetics. The AR-enhanced immersive visualizations not only cultivate creative artistic skills among students, the experiential learning fosters a deeper appreciation of art and culture. The art and cultural spaces including museums, galleries, and art installations have significantly shaped the themes and aesthetics within the arts pedagogy. In arts education, the historical and cultural sites and artifacts are integral to traditional art teaching allowing students to engage in art-making through innovation, and creativity in learning.

With the advent of digital technology, the emergence of immersive art environments like VR museums and digital art galleries have emerged as influential spaces for art students for immersive and interactive interaction with traditional and cultural artefacts. Digital platforms like Google Arts & Culture possess significant pedagogical functions for art students in areas like traditional painting, sculpting, photography, and graphics design. Google Arts & Culture is a VR museum that hosts high-definition pictures of historical artworks, videos, and most importantly 360 VR tours to heritage sites.

Students working at the intersection of traditional art and fine arts avail of interactive services offered by the platform to foster their creativity by imitating styles and themes from heritage art. Art student's access to these rich cultural spaces through VR technology has democratized creative arts education pedagogy by enabling students to experience personalized, interdisciplinary, and inquiry-based art learning. Moreover, access to these cultural spaces through advanced immersive technology fosters cultural knowledge and appreciation among art students who work at the harmonious intersection of art and technology. The immersive technologies in art education manifest the fusion of artistic aspiration and technological capacity. It provides for the extension of multimodal pedagogy which draws from constructivist learning. The participatory cultures of art learning offered by immersive digital interfaces allow students to explore their creativity and imagination through imagination and experimentation. These immersive technologies push for a student-centric approach replacing the conventional pedagogies that used to focus on one-way instructional learning. The simulated environments offered by AI-enabled systems are significantly enhancing the cognitive and imaginative abilities of art students who are transcending beyond the physical limitations of materiality in art. The imaginative ability enhancement through virtual spaces is being materialized through the expression of creativity in physical art objects.

The domineering social media cultures characterized by intensive visual expression and performativity have led to a profound impact on the pedagogical practices within art education. Especially in an art form where creativity and innovation require visual expression, art students and teachers are increasingly leveraging virtual spaces, social media networking sites, and streaming platforms to perform in interactive networked environments. Social media platforms besides facilitating immersive ways of interactivity and engagement in the artworks are allowing art students to share their work, interact with artists, and learn from art content posted on these sites. The dynamism within the social interaction in virtual spaces has enabled the inspiring artist to effectively utilize the platform affordances, interactive features, and networked public within the social media landscape to showcase their talent through performativity and visual expression. On the one hand social media cultures have facilitated enhanced learning environments through interactivity and social expression. On the other hand, the platform networking allows aspiring artist to reach out to a wider online community diversify their artist's expression and learning, and engage in cultural exchange. The dominant social media sites like YouTube, Facebook, and TikTok have led to a transformative shift in visual arts pedagogy where teaching-learning is substantially being reshaped by the cultures of visualise influenced by social media interactions. Such practices involve art students learning through online art communities, exploring social media content as resources for training, and using platforms as spaces for their artwork presentation.

The tenets of visualise and performativity in art learning are strongly influenced by the platform's cultures as images serve as central to visual culture pedagogy and are essential for the development of critical thinking among students. Social media as an everyday phenomenon are influential spaces for visual culture pedagogy where art students critically develop creativity and thinking skills in the context of everyday imaging. This has led to the emerging phenomenon of networked visual construction, especially within visual arts education practices. Knochel (2013) stated that “visuality and social media indicate the ways that the field of art education, through a visual culture pedagogy, may contribute to critical thinking in a participatory culture.” (p.13). During Covid-19 when education was disrupted due to closure of physical facilities due to lockdown and social distancing measures. In the realm of arts education, digital platforms especially interactive social media spaces emerged as alternative media for art practitioners to present their art and reach out to the larger audience. The disruption in the physical teaching-learning process necessitated the need to shift to blended pedagogy and social media platforms proved very vital in allowing students to explore art resources and materials from across the cyber-sphere. One of the major implications of increased social media interaction among art students was that students explored through diverse range of art styles, modern art, and advanced art practices which helped them develop their creative skills and ideation power.

Moreover, social media environments helped art students to participate in virtual interaction with artists and join virtual exhibitions which significantly contributed towards gaining art knowledge and exposure. The streaming platforms in particular are effective in allowing students to have access to a wide variety of ephemeral creative content. Both social and performative

steaming by artists and creators on platforms like YouTube, Instagram, and TikTok allow art students to have experiential learning, interactive Q&A, and the flexibility of self-paced learning. Among social media platforms, YouTube has been an influential space for teaching-learning in performing and visual arts. From YouTube educational channels to streaming reels, the platform serves as a rich source for art students to mimic, learn, and share their artic expression. The emergence of art and culture educators has helped art instructors translate virtual art performances into classroom spaces through the use of projectors and other digital tools. On YouTube, edutuber artists like Stan Prokopenko regularly share tutorials and insights on drawing, art anatomy, and processes of portraiture. Stan Prokopenko produces high-quality tutorials engaging aspiring art students in learning delicate artworks in the domain of drawing and portraiture. In the realm of music education, music educators Adam Neely and Nahre Sol create tutorials in the form of high-quality detailed videos instructing viewers on the art of music production including knowledge of instruments, vocal techniques, and music theory. In contemporary social media culture, these tutorials circulate across art networks in the digital realm and serve as rich resources for aspiring music students. Moreover, this YouTube content serves as supplementary materials and assists art teachers during their instructional sessions.

The video streaming platform TikTok has emerged as a powerful space for visual expression in the contemporary social media landscape. In the realm of dance education, platforms like TikTok are significantly influencing the pedagogical trends of teaching-learning. On the one hand, the platform enables choreographers and artists to showcase their talent and creativity in advanced high-quality short video environments. On the other hand dance performances and demonstrations work as rich resources for dance students who are exposed to the latest dance art, complex moves and choreography. Dance challenges are a popular worldwide trend in the TikTok landscape with users challenging each other for specific dance styles. These dance challenges often go viral inviting and encouraging users across the platform to actively participate in learning and showcasing their dance talent. These practices besides fostering community within the TikTok environment, facilitate interactive learning for aspiring dances. Social media platforms are gaining traction among art learners and the technical platform affordances are being used for interactive experiences with art. The functionalities of visual expression and performativity are central to most of the areas with arts education and social media platforms are offering significant spaces in this direction. It can be concluded that for art learners the pedagogical value of social media platforms lies in their capabilities of networked access to contemporary practices in art.

However, the platform features etching expressions that serve as a source of motivation for learners. Lastly, it is also about shared meaning and practices within art world which foster art communities within social media environments and they serve as rich sources for interaction, mutual learning, and real-time feedback for art learners.

7.CONCLUSION

The digital revolution has determinant in influencing the practices and role of social, cultural, and economic institutions with a society. This significantly involves the realm of education where digital technologies have revolutionized the pedagogical framework across disciplines and substantially influenced the dynamics within the means and modes of teaching-learning. This study intervened at the intersection of technology and arts education.

This study aimed to explore the integration of digital tools into art education pedagogy. In additions the research enquiries established for this study aimed to investigate the relevance of immersive technologies in redefining teaching-learning in art education. The exploration into the integration of advanced smart technology in the art education pedagogy established three major conclusions. Firstly, it concluded that the integration of digital tools in teaching-learning practices within art education has offered interactive and innovative ways to enhance the technical and intellectual abilities of students. The integration of digital tools has enabled instructors to include the proficiency of using technology in promoting the effective use of online resources and adapting inclusive approach. The interactivity through digital technology is offering greater flexibility and encouraging experimentation for effective teaching-learning in the realm of arts education. Secondly, the study concluded that the increased uses of immersive technologies like the integration of augmented reality and virtual reality reflect on cohesion of artistic aspiration and technological capacity.

The accelerated shift to AI-enabled teaching and instructional practices has led to the extension of multimodal pedagogy which has pushed for constructivist learning within arts education. The simulated environments offered to art students by immersive digital interfaces are enhancing the opportunities for creative imagination through experimentation in the realm of arts education. The discussion concluded that the imaginative ability enhancement through immersive virtual spaces is being materialized through the expression of creativity in physical art objects. Lastly, the study concluded that the domineering social media environments have significantly influenced the digital practices within art education. Most importantly, the platform affordances of visual expression and performativity over social media platforms facilitate effective art learning among students through interactivity and social expression. The instrumentality of social media platforms among art students also reflect from their capacities to allow them to reach out to a wider online community diversify their artist's expression and learning, and engage in cultural exchange. The findings from this study provided some important insights about the multifaceted phenomenon of digitalization within arts education.

The conclusions from this research besides offering rich insights about the phenomenon will help to establish direction for further research on the subject. Future research in this direction can look into specific areas with art education like digital art and sculpting to understand how innovative technologies are redefining pedagogies within these subjects. Moreover, the researcher can also explore the perception among students and teachers within art education and look into technical compatibility, pedagogical utility, and any other implications of digitalization within art education. .

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