



## The Survey of Student's Learning Interest in Multiple Teaching Methods in Art Theory Course in College, China

Meifang Pu<sup>1</sup> and Apiradee Jansaeng<sup>2</sup>

<sup>1</sup>Department of Curriculum and Instruction, Faculty of Education, Mahasarakham University, Thailand

<sup>2</sup>Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand

<sup>1\*</sup> E-mail: 332583981@qq.com, ORCID ID: <https://orcid.org/0000-0002-8619-2626>

<sup>2</sup> E-mail: apiradee.j@msu.ac.th, ORCID ID: <https://orcid.org/0000-0002-8831-2409>

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### Abstract

**Background and Aim:** Art theory courses in China are essential for art students, but current teaching methods often lead to low engagement and difficulty in understanding abstract concepts. This study investigates the problems in existing teaching methods, analyzes students' learning interest in multiple teaching approaches across gender and majors, and provides suggestions for enhancing Art Theory courses.

**Materials and Methods:** The study surveyed 200 third-grade students majoring in art at Guangxi Normal University for Nationalities. Data was collected through a structured questionnaire and analyzed using descriptive statistics via SPSS to identify preferences for various teaching methods.

**Results:** Findings indicate that experiential teaching, case-based teaching, and multimedia methods were the most favored across gender and major distinctions. Current teaching methods were considered too traditional and abstract, failing to engage students. The survey revealed key areas for improvement, such as incorporating more interactive and practical learning experiences.

**Conclusion:** The study concludes that blending multiple teaching methods, particularly those focusing on experiential learning and multimedia, would better stimulate student interest and engagement in Art Theory courses. Recommendations for future research include investigating the long-term impacts of diverse teaching methods on student outcomes.

**Keywords:** Survey; Art theory Course; Multiple Teaching Methods; Learning Interest

### Introduction

Art theory is an important part of art. It is not only the summary, experience, and improvement of artistic creation, but also has a guiding role in artistic creation. In China, art theory courses are an important part of the curriculum system of the art majors. They are the basic theoretical courses and are indispensable for all art majors.

Although the importance of art theory courses has been unanimously recognized, there are still some problems in actual teaching, such as the common phenomenon of emphasizing skill training and despising theoretical learning (Guo, 2020). There is a problem of attaching more importance to knowledge infusion but despising the construction process, attaching more importance to intellectual development and despising personality shaping (Zhong & Cui, 2022). Art theory courses are too theoretical and abstract in content, which makes them difficult for students to understand. In terms of teaching methods, the traditional lecture method is currently the main method, resulting in students' low learning interest. Guo (2020) pointed out that the traditional teaching model of art theory courses ignores student individualization, has rigid teaching methods, and single assessment methods. These phenomena have led to students' low learning interest in art theory courses, which has affected the teaching effectiveness of art theory courses.

To improve students' learning interest, the most important way is to improve teaching methods, because "the only criterion to measure the appropriateness of a course's teaching methods is whether it can stimulate students' learning interest, because only teaching that can stimulate students' learning interest is effective teaching." (Wang, 2015). Therefore, this thesis investigates multiple teaching methods to understand which teaching methods can stimulate students' learning interest and to find the teaching methods suitable for art theory courses.



## Objectives

1. To investigate the existing problems in current Art Theory teaching methods and how they impact student engagement and learning.
2. To analyze students' learning interest in multiple teaching methods, focusing on differences by gender and major.
3. To propose suggestions for improving Art Theory course teaching methods based on student feedback and preferences.

## Literature Review

Aiming at the problems existing in the current teaching methods of art theory courses, many scholars have explored how to improve the teaching of art theory courses and achieved a series of results, laying a solid research foundation for my research.

Long (2022) proposed using discussion-based teaching, questioning techniques, and emphasizing aesthetic experience to increase students' engagement in art theory courses. By asking questions in the first class, he successfully sparked students' interest in the course and encouraged them to actively seek answers from the book, leading to self-directed learning. He also emphasized incorporating art appreciation, thus enhancing students' aesthetic experience and combining theory with practice.

Zhong and Cui (2022) approached art theory teaching reform from three aspects: changing teaching methods, breaking disciplinary barriers, and non-theoretical teaching of theoretical courses. They advocated leveraging modern technologies to integrate images, sounds, and texts to foster students' interest. They also emphasized the importance of exposing students to various artworks for an enhanced aesthetic experience. Their non-theoretical approach promoted the use of online resources to facilitate teaching, moving away from traditional methods.

Jiang (2021) introduced connectivist learning theory in art theory teaching, emphasizing that knowledge is gained through connection and interaction. Based on this theory, Jiang suggested a new teaching model comprising four stages: product design, sample production, product testing, and feedback. This model views curriculum resources as dynamic, promotes a collaborative relationship between teachers and students, and fosters creative expression and continuous assessment throughout the process.

Zhang (2019) discussed implementing a "flipped classroom" approach to address the shortcomings of traditional art theory teaching. In the new educational era, where intuitive educational technologies and online courses like MOOCs have emerged, Zhang argued that "flipped classrooms" are essential for engaging students. This teaching mode cultivates students' imagination, innovation, artistic personality, and aesthetic abilities, offering an authentic art education experience. Zhang explored practical applications of the flipped classroom to encourage active learning.

Tan (2019) focused on integrating museum resources into art theory teaching in vocational colleges, addressing issues like excessive focus on practical skills, inadequate teacher training, and outdated teaching methods. He believed that by fostering collaboration with museums and encouraging students to appreciate original works of art, teaching effectiveness would be greatly improved.

## Methodology

### 1. Population and Sample

The population of this study consists of third-grade (2020 grade) students majoring in art at the Art College of Guangxi Normal University for Nationalities. A total of 598 full-time undergraduate students were identified as the target population. To ensure an accurate representation, random sampling was used, and a sample of 200 students was selected based on a 5% significance level.

### 2. Research Tools

The primary research tool for this study is a structured questionnaire designed to explore three key aspects: identifying problems in the current teaching methods of Art Theory courses, measuring students' learning interest in multiple teaching methods, and gathering suggestions for improvements. The

questionnaire includes both Likert-scale questions to collect quantitative data and open-ended questions to gather qualitative insights.

### 3. Data Collection

Data collection was conducted through the online platform, Questionnaire Star. The questionnaire was distributed to the 200 randomly selected students. It covered demographic data, students' preferences regarding various teaching methods, and their feedback on the existing teaching approach, with open-ended responses offering additional suggestions for course improvement.

### 4. Data Analysis

The quantitative data from the Likert-scale questions were analyzed using SPSS software. The analysis involved descriptive statistics, such as percentages (frequency distribution) and mean scores, to determine the ranking of teaching methods based on student preferences. Qualitative data from the open-ended responses were categorized thematically to identify recurring suggestions and concerns.

## Conceptual Framework

The conceptual framework for this study centers on examining the relationship between existing teaching methods, student learning interest, and engagement in Art Theory courses. It investigates how different teaching approaches, such as experiential learning, case-based teaching, and multimedia methods, impact students' interest, considering demographic variables like gender and major. This framework aims to provide insights into how these factors influence student engagement and how teaching strategies can be adapted based on student feedback to improve learning outcomes in Art Theory courses.

## Results

Through the analysis of these data from the questionnaires, it can determine the teaching methods currently used by teachers in the teaching of art theory courses, determine the teaching methods that students like, and investigate the problems existing in the teaching of art theory courses as well as the opinions and suggestions of students, and finally find a suitable art theory course.

### 1. Problems in the current teaching methods of art theory courses

**Table 1** Problems in the teaching methods of the current art theory courses

No.	Problems Existing in the Present Art Theory Course Teaching	Problem group	Freq uency
1	Lack of cases	Lack of cases	2
2	There are not enough cases to see		
3	Not enough to attract students 'attention	Students can't be interested in learning	1
4	The enthusiasm of the classroom is not very high, and people's attention to the art theory courses needs to be improved		
5	In my opinion, the main thing is that the importance of the classroom is not recognized enough. In contrast, compared with other similar practical courses such as solfeggio, ear training, vocal music, and piano, students are not very interested in theoretical courses, so we suggest diversified teaching of theoretical courses.	Insufficient awareness of the importance of the curriculum	2
6	The lecture style is a little boring.		
7	Only to the book knowledge, very boring, not a good mention of students' interest.	The lecture is boring, and the students cannot develop an interest in learning.	10
8	Classroom teaching is mainly based on the teaching method, relatively boring, fails to fully mobilize students' interest in learning, and learning efficiency is low.		
9	Boring, the teacher did not motivate the students.		



No.	Problems Existing in the Present Art Theory Course Teaching	Problem group	Frequency
10	Teaching is boring	The teacher's ability is insufficient	6
11	The courseware is old, step-by-step, with no novelty, boring, and no interest.		
12	The theory is more boring.		
13	Some parts are far too abstract.		
14	A little bit boring		
15	It's a little boring.		
16	Need to be more fun.	The teaching content is old	1
17	Professional teachers are not familiar with art theory, and their professional ability is not strong		
18	Teachers lack theoretical experience and a single method.		
19	The teaching methods can be enriched somewhat.		
20	Fewer questions, most of the time, is the teaching method.		
21	Single form		
22	Always follow the textbook.	The curriculum arrangement is unreasonable, and the class hours are too few	1
23	Multimedia teaching method, most teachers do not update PPT and other materials, and hope that teachers follow up with The Times.		
24	I think the course arrangement is unreasonable; many courses have too little time to learn the full material, and in the end, the students can do nothing.		
25	Either do not let students buy textbooks to see only PPT, or PPT and the textbook synchronization, or just a pure waste of hundreds of dollars on books.		
26	The class is not active enough		
27	The classroom is not active, and the teaching method is not divergent thinking.	The content is difficult to understand, which can prevent the students from having an interest in learning	4
28	Most teachers do not cultivate the students' independent thinking, fail to make students understand the knowledge points, the classroom is boring, and it makes it difficult for students to invest		
29	Teachers can use some understandable words to explain, and some difficult places need to be understood for a long time.		
30	The content is not explained enough, difficult to understand		
31	The knowledge is not easy to understand		
32	Lack of experiential teaching	Lack of experience	13
33	Lack of experiential teaching		
34	No personal experience		
35	Art students should be taught more experientially.		
36	Lack of practice		
37	Practical operation needs to be strengthened.		
38	Relatively many theories, the lack of practical experience		
39	The lack of a combination of practice, theory, and practice, easier to understand, and direct and clear, more profound memory.		
40	Lack of practical activities		
41	There are a few practical activities.		
42	Practice less		



No.	Problems Existing in the Present Art Theory Course Teaching	Problem group	Freq uency
43	Too little practice, the software teaching is too little, too much software is not fine.		
44	Emphasis on theory over practical operation		
45	The feeling is not very memorable. Personal feelings may not combine life into knowledge, right? I have talked about some things in class, and I do not often encounter them in the later study and life, and people around them will not mention them (unless the students themselves have a high sense of art theory and will independently find the theoretical knowledge contained in the art works and understand them). After a year or two, they will almost forget them. As a result, in the final analysis, learning as if I did not learn, he is still an empty shell, with no artistic inner self-restraint.	Not closely related to life	5
46	Not particularly close to the actual, the practical ability is relatively weak.		
47	The knowledge of art theory is very weak, and it is out of touch with society		
48	More practical theoretical knowledge should be added.		
49	The dance major has not formed a systematic and perfect The teaching system is not particularly effective		
50	Less homework after class	Less homework	1

Through sorting out the above problems, it is found that there are a total of 50 problems in the teaching methods of art theory courses, which can be summarized into the following three aspects: The problems about the course, the problems about the teachers, and the problems about the students.

From the questionnaire, the students listed 50 questions in total, and these questions are reflected in three aspects: First, the problems existing in the course itself, such as the content Abstract, boring, difficult to understand, unreasonable arrangements, etc. the second is the problems existing in the students, such as insufficient understanding of the importance of the course, poor comprehension ability, and non-positive learning attitude; the third is the problems existing in the teachers, such as teaching methods Tradition, lack of interaction, single form, reading PPT or textbooks in teaching, boring, too few cases, insufficient ability, lack of practice, lack of experience, and not closely related to the major. These survey results are consistent with the situation reflected in the literature, that is, the teaching of art theory courses is indeed generally dominated by traditional teaching methods, and students are not interested in learning.

2. Students' Learning Interest in Multiple Teaching Methods in Art Theory Course from a gender perspective and Major

To answer this question, this thesis conducted a questionnaire, which used the Likert five-point scale. In the research, this thesis first designed the questionnaire of a Likert five-point scale according to the research need, then investigated the students through the network software Questionnaire Star, and finally imported the data obtained by the Questionnaire Star into the SPSS system for statistical analysis.







**Table 2** Student's Learning Interest in Multiple Teaching Methods in Art Theory Course from a gender perspective and Major

item	Teaching Method rank										
	Experiential teaching method	Case Teaching Method	Multimedia Teaching Method	Lecture method	The thematic Teaching Method	Guided reading method	Discussion method	Flip classroom teaching method	Task-driven method	homework method	Questioning method
male	1	3	2	4	7	3	4	5	3	8	6
female	1	2	3	5	4	6	7	8	10	9	11
Musicology	2	1	3	4	3	5	3	5	3	5	6
Dance major	2	1	2	4	3	4	5	5	6	7	8
Fine Arts	1	2	3	6	5	5	7	5	4	5	5
Dance Performance Major	1	2	3	2	4	6	5	4	7	8	8
Environmental Design Major	2	1	3	4	5	6	7	8	10	9	11
Product Design	1	3	1	5	6	3	2	4	7	8	6
Visual Communication Design Major	1	3	2	5	4	7	9	10	8	6	11
Total (total ranking score)	12	18	22	39	41	45	49	54	58	65	72
overall rank	1	2	3	4	5	6	7	8	9	10	11
standard deviation	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488	0.80488

From the above data, we can see that from the overall analysis, among all teaching methods, the Experiential teaching method ranks first, the Case Teaching Method ranks second, the Multimedia Teaching Method ranks third, the Thematic Teaching Method ranks fourth, and the Lecture method ranks first five. The ranking of the above teaching method preferences reflects the students' preference for the teaching method of the art theory course as a whole, and it is an important reference for us to carry out the teaching of the art theory course.

The results of the survey show that from the perspective of men, the Experiential teaching method ranks first, the Multimedia Teaching Method ranks second, the Guided reading method, Task-driven method, and Case Teaching Method rank third, and the Lecture method and Questioning method rank fourth, Flip classroom teaching method ranked fifth; from the perspective of women, Experiential teaching method ranked first, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Thematic Teaching Method ranked fourth, Lecture method ranked fifth; From the perspective of music major students, Case Teaching Method ranked first, Experimental teaching method ranked second, Questioning method, Task-driven method, Multimedia Teaching Method, Thematic Teaching Method tied for third place, Lecture method ranked fourth, Flip classroom teaching method, Guided reading method, and homework method ranked fifth in a row; from the perspective of students majoring in dance, Case Teaching Method ranked first, Experiential teaching method, Multimedia Teaching Method ranked second, and Thematic Teaching Method ranked third, Lecture method and Guided reading method ranked fourth,



Questioning method ranked fifth; from the perspective of fine arts students, Experiential teaching method ranked first, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Task - driven method ranked fourth, Questioning method, Flip classroom teaching method, Guided reading method, homework method, Thematic Teaching Method ranked fifth; from the perspective of dance performance students, Experiential teaching method ranked first, Lecture method, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Thematic Teaching Method ranked fourth, and Questioning method ranked fifth; from the perspective of environmental design students, Case Teaching Method ranked first, and Experience teaching method ranked first second. Multimedia Teaching Method ranked third, Lecture method ranked fourth, and Thematic Teaching Method ranked fifth; from the perspective of product design students, Experiential teaching method and Multimedia Teaching Method ranked first, and Questioning method ranked second, Case Teaching Method and Guided reading method ranked third, Flip classroom teaching method ranked fourth, Lecture method ranked fifth; from the perspective of students majoring in visual communication design, Experiential teaching method ranked first, and multimedia teaching ranked first Second, Case Teaching Method ranked third, Thematic Teaching Method ranked fourth, and Lecture method ranked fifth.

After sorting out, we can find that all students are generally interested in the Experiential teaching method, Case Teaching Method, and Multimedia Teaching Method, regardless of gender analysis or professional analysis. These three teaching methods are basically in the top three. We present it in the form of a table, which will be clearer.

To obtain more references, the article also made statistics on all the data as a whole. The statistical results show that among all teaching methods, the Experiential teaching method ranks first, the Case Teaching Method ranks second, and the Multimedia Teaching Method ranks third. Thematic Teaching Method ranked fourth, and the Lecture method ranked fifth. The ranking of the above teaching method preferences reflects the students' preference for the teaching method of the art theory course as a whole, which is consistent with the statistics in Table 27 above, and is an important reference for us to carry out the teaching reform of the art theory course.

### 3. The suggestion for Multiple Teaching Methods

In order to better analyze the teaching methods suitable for art theory courses, the article designed an open question "What suggestions do you have for improving the teaching methods of art theory courses? The statistical results are shown in Table 3.

**Table 3** Students' Suggestions for Improving the Teaching Method of Art Theory Course

No.	Advice content
1	Adore Multimedia Teaching Method
2	Enrich the way of the class.
3	Multiple methods can be used to attend the class, not limited to one way.
4	Adopt the three-combination method of teaching, observation, and discussion.
5	Combined with the line
6	Practice modeling more
7	Can increase the teaching method of linking theory with practice
8	linking theory with practice
9	linking theory with practice
10	The combination of theory and practice will be better.
11	Combine theory and practice.
12	Combine theory with practice.
13	It is suggested that teachers teach students to teach people to fish rather than to fish, let the students understand the point of strength, and teach the knowledge of dance style, so that students can better grasp the dance style.



No.	Advice content
14	It is suggested that teachers with strong theories prepare their lessons well, explain the key points before class, and give the knowledge framework of this lesson.
15	Improve the enthusiasm of the class to promote the importance of their courses.
16	Use a Task-driven method to let students actively learn and experience the pleasure of completing tasks, cultivate the learning ability and cooperation ability, and the ability to solve problems independently, and incorporate the usual task performance into the usual points to stimulate learning motivation and interest.
17	After each class can be assigned a little small task
18	I hope the teacher will design more discussion links to mobilize the atmosphere.
19	The students can ask more questions and interact with the teachers and other students.
20	Can be combined with questions.
21	It is suggested that the teacher can also let the students prepare for the PPT class, teacher finally summarize the end of the class, let the students draw the key points.
22	Art theory course is boring and thinking logic is strong, need students preview after class, after class do each chapter of mind mapping as homework, this is a necessary process to learn art theory course, the course should join the teacher's understanding and practice, such as times and art policy "dance" and relative to the dance works, such as the green and so on keep pace with The Times dance art works conform to the trend of the development of contemporary art and aesthetic value.
23	update ppt
24	Strengthen social exchanges and practice.
25	Close to life, what you learn can be used in reality.
26	Be more professional and improve the course quality. In the classroom is not just about mastering the book knowledge, there are other derivative things.
27	Carry out teaching activities combined with majors.
28	Multi-point case
29	Talk more about cases.
30	More columns, illustrated and easier to understand
31	Add more examples to enhance students' understanding.
32	Find more cases and interact more.
33	The knowledge points of the teacher need to be expanded and made wider, update the courseware, you can use the existing examples to explain.
34	More interaction
35	I hope there can be a teaching interaction in the classroom.
36	I like our teacher very much, but I hope the teacher lesson preparation is more rich, don't read ppt. I think theoretical learning is very important for art students. If they learn theory well, they will also improve the ability of our art students. Only by combining theory with practice will they be fundamentally different from painting in high school.
37	Participate in more practical activities.
38	More practical lessons
39	More practice
40	Learn more about software and practice more of it.
41	Strengthen practical operation
42	Suggest more practice, go out of the classroom.
43	Students can be organized to conduct art practice activities for teaching.
44	Hope to develop the indoor classroom into the outdoor classroom







No.	Advice content
45	Adjust the curriculum, can be divided into courses for teaching, hope the teacher to teach more practical things in class, rather than speak too much theory, teaching practical practice will be more useful.
46	Art pays attention to the classics, and many art theories are also born from the classic masterpieces. However, The Times are advancing, living in the modern era, have not experienced the complex life of students; sometimes, for some art theory understanding is very one-sided and superficial, and there is a high probability of learning to forget. Students think, want to carry out the purpose of art theory course, really let the students understand the theory of art, improve their artistic level and self-restraint, can organize some field works appreciation, go out exhibition practice, to the teacher's guidance and explanation, let the students truly immersive feeling of art and art disorder, can better deepen students' understanding of art and impression. Second, combining classic and rising star, give students some of a classic art theory applied in modern examples, joint actual let students can in the study in the future life, through the media, works, objects feel the ubiquitous life of art theory, based on solid art theory rich students' art connotation, can let students produce independent knowledge consciousness and learning art theory of habit. Let the students deeply study the art theory, understand the diversity of expression of art theory, and the practicality of art theory in life. Perhaps this theory can ignite the fire of inspiration for students and let them find the direction in which art can be implemented in modern society. It is not that some students learn in four years, to the end, even what they want to do, what they can do, and don't know. The above immature suggestions, I hope that the leaders and teachers can adopt as appropriate.
47	Art comes from practice, and gives us more practice and experience.
48	More video examples to help you understand
49	More experiential teaching
50	The class can be more vivid, and add more pictures to explain.

Suggestions on the teaching methods of art theory courses have been sorted out, and there are a total of 50 suggestions. These suggestions reflect students' thinking on the teaching methods of art theory courses and students' demands on the teaching of art theory courses. They deserve our attention.

Through sorting out the questionnaire, the students provided a total of 50 suggestions, which are of great reference value for our teaching reform of the art theory course. These suggestions from students include three aspects: one is to directly make suggestions, hoping that teachers will use some teaching methods, such as homework method, Case Teaching Method, task-driven teaching method, Multimedia Teaching Method, Discussion method, questioning method, etc.; These requirements are an important reference for us to choose teaching methods.

These requirements include enriching teaching forms, combining multiple teaching methods, combining online and offline teaching, combining professional teaching, and integrating theory with practice, Emphasize the importance of courses, students should take the initiative to learn, combine with reality, increase cases, increase interaction, enhance teachers' professionalism and teaching ability, increase the combination of practice and art reality, increase perceptual experience, etc. From these specific requirements, we can see students' preferences and needs for experiential teaching methods, Multimedia Teaching Method, Case Teaching Method, and Thematic Teaching Method, because these teaching methods attach importance to students' perceptual experience, integration with majors, and case analysis. It can effectively overcome the abstraction and boring nature of art theory, fully stimulate students' interest in learning, and improve teaching effects.



## Discussion

### 1. Research Objectives

The primary objective of this study was to investigate the existing problems in the teaching methods used in Art Theory courses, assess student interest in multiple teaching methods across gender and major perspectives, and gather suggestions to improve these methods. By focusing on third-grade students majoring in art at Guangxi Normal University for Nationalities, the study aimed to provide insights into how teaching strategies can be enhanced to improve student engagement and learning outcomes.

### 2. Research Results

The findings highlight several important points. Firstly, the current teaching methods in Art Theory courses are inadequate, with students reporting low engagement and dissatisfaction with traditional lecture-based methods. The results reveal that experiential teaching, case-based teaching, and multimedia methods are the most effective in capturing students' interest. Furthermore, preferences varied slightly by gender and major, but the overall consensus favored interactive and practical approaches over traditional methods.

### 3. Meaning of the Results

The results suggest that Art Theory courses should undergo significant pedagogical reform. The clear preference for experiential, case-based, and multimedia teaching approaches underscores the need for methods that facilitate hands-on learning, real-world applications, and multimedia engagement. These approaches cater to students' need for more tangible connections between abstract theory and practical understanding. Traditional lecture-based methods, while structured and useful for presenting theoretical content, appear insufficient in fostering deep comprehension and maintaining interest.

The emphasis on experiential learning supports existing research that promotes interactive teaching methods in art education. For instance, Guo (2020) identified that art theory courses often rely too heavily on passive, lecture-based instruction, which leads to a disengaged student body. Similarly, Deng & Lv (2020) advocated for a more dynamic learning environment that emphasizes practical application and interactive learning. This study adds to that body of research, showing that blending diverse teaching methods tailored to students' needs can significantly enhance engagement.

This study also sheds new light on gender-based preferences in teaching methods. Female students, for example, demonstrated slightly more interest in thematic and case-based methods, while male students favored experiential and multimedia approaches. These differences suggest that educators should consider gender and individual learning styles when designing curriculum, as no single teaching method will engage all students equally.

### 4. Connections to Existing Research

The findings are consistent with much of the existing literature on art theory education, particularly regarding the limitations of traditional teaching methods. For example, Chen & Li (2018) emphasized the need for a more practical, student-centered approach in multicultural art education. The results of this study similarly suggest that integrating theory with practice can help students bridge the gap between abstract concepts and real-world application, reinforcing Chen & Li's recommendation.

Moreover, this study confirms Deng & Lv's (2020) call for reforms that prioritize engagement through interactive methods. The preference for multimedia teaching, particularly among male students, aligns with research that promotes the use of technology to enhance visual learning and interactive experiences. However, it also highlights the need to move beyond multimedia and into more immersive, hands-on experiences to fully engage students.

### 5. Inconsistencies and Limitations

While the study largely supports existing literature, some inconsistencies arise. For instance, lecture-based methods, which are typically valued for their ability to convey structured theoretical knowledge (Li et al., 2015), were ranked lower by students in this study. This suggests that while lectures have their place, they are insufficient as a primary method of instruction in Art Theory courses. Moreover, students placed a relatively low emphasis on discussion methods, which contrasts with previous studies that have emphasized the importance of dialogue and peer interaction in art education.

This discrepancy may indicate that while discussion is valuable, it is not effective when applied in isolation or overly abstract contexts. Students may prefer discussions that are grounded in practical, case-based, or experiential learning, rather than theoretical debates.

#### 6. Implications for Teaching

The findings suggest that Art Theory courses should adopt a more blended approach to teaching, incorporating a mix of experiential, multimedia, and case-based methods. Such an approach would not only engage students more effectively but also make abstract art theory concepts more accessible and applicable. Additionally, educators should tailor their methods to accommodate gender-based preferences, ensuring a more personalized learning experience for students of different backgrounds and majors.

### Conclusion

This study highlights several important issues within the current teaching methods of Art Theory courses, most notably the reliance on outdated, abstract content and traditional lecture-based instruction, which fail to sufficiently engage students. The findings underscore that traditional methods, such as lectures and discussions, are ineffective in stimulating student interest due to their passive nature and the lack of interactivity.

A significant takeaway from the research is that students overwhelmingly prefer teaching methods that incorporate more practical, experiential, and interactive elements. The most favored approaches—experiential teaching, case-based teaching, and multimedia integration—demonstrate a clear demand for methods that bring abstract concepts to life and relate more directly to real-world applications. This aligns with the broader pedagogical shift towards more student-centered, hands-on learning strategies that prioritize engagement and deeper comprehension.

Gender and major differences slightly influence teaching method preferences, but overall, students across the board express a desire for a shift away from purely theoretical instruction. Instead, they advocate for a blended approach that combines experiential learning, the use of multimedia, and case studies. These methods not only help students better grasp complex theoretical ideas but also allow them to apply their knowledge in practical, meaningful ways.

### Recommendation

1. Theoretical Recommendations: The findings suggest that art theory teaching should move beyond traditional lecture-based methods and embrace more dynamic approaches that cater to different learning styles. The integration of experiential learning and case-based approaches can help bridge the gap between theoretical knowledge and practical application. Teachers should focus on creating a balance between theoretical and perceptual learning to make the subject more engaging.

2. Policy Recommendations: Institutions should support the implementation of blended or mixed teaching methods in art theory courses. Educational policies should encourage the professional development of teachers, equipping them with the necessary tools and skills to implement multimedia and experiential teaching methods effectively. This could involve updating course materials, incorporating interactive technologies, and providing ongoing training for educators.

3. Further Research Recommendations: Future studies could explore the long-term effects of multiple teaching methods on student learning outcomes in art theory courses. Additionally, investigating the impact of demographic variables, such as cultural background or academic performance, on students' preferences for teaching methods could offer deeper insights into how to tailor instruction for diverse groups of learners.

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