



ART EDUCATION MANAGEMENT IN HIGHER VOCATIONAL COLLEGES
OF HUBEI PROVINCE



A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy EDUCATIONAL ADMINISTRATION
Department of Educational Administration

Silpakorn University

Academic Year 2022

Copyright of Silpakorn University

การบริหารการจัดการระบบไอเดอร้สำหรับการปฏิบัติงานของครูระดับประถมศึกษา
ในเมืองคุณหมิง



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปรัชญาดุษฎีบัณฑิต
สาขาวิชาการบริหารการศึกษา แบบ 2.1 ปรัชญาดุษฎีบัณฑิต
ภาควิชาการบริหารการศึกษา
มหาวิทยาลัยศิลปากร
ปีการศึกษา 2565
ลิขสิทธิ์ของมหาวิทยาลัยศิลปากร

ART EDUCATION MANAGEMENT IN HIGHER VOCATIONAL COLLEGES
OF HUBEI PROVINCE



By
Mrs. Zhou WEN

A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy EDUCATIONAL ADMINISTRATION

Department of Educational Administration

Silpakorn University

Academic Year 2022

Copyright of Silpakorn University

Title ART EDUCATION MANAGEMENT IN HIGHER VOCATIONAL COLLEGES
OF HUBEI PROVINCE
By Mrs. Zhou WEN
Field of Study EDUCATIONAL ADMINISTRATION
Advisor Associate Professor Mattana Wangthanomsak, Ph.D.
Co advisor Assistant Professor Saisuda Tiacharoen, Ph.D.

Faculty of Education, Silpakorn University in Partial Fulfillment of the
Requirements for the Doctor of Philosophy

.....Dean of Faculty of
(Assistant Professor Maream Nillapun, Ph.D.) Education

Approved by

.....Chair person
(Nuttarin Jareankieatbovon, Ph.D.)

.....Advisor
(Associate Professor Mattana Wangthanomsak, Ph.D.)

.....Co advisor
(Assistant Professor Saisuda Tiacharoen, Ph.D.)

.....Committee
(Assistant Professor Nuchnara Rattanasiraprapha, Ph.D.)

.....External Examiner
(Assistant Professor Major. Nopadol Chenaksara, RTAR, Ph.D.)

620630029 : Major EDUCATIONAL ADMINISTRATION

Keyword : Ethnographic Future Research/ Art education management/ Higher vocational colleges of Hubei Province

Mrs. Zhou WEN : ART EDUCATION MANAGEMENT IN HIGHER VOCATIONAL COLLEGES OF HUBEI PROVINCE Thesis advisor : Associate Professor Mattana Wangthanomsak, Ph.D.

This study aimed at finding the art education management in higher vocational colleges of Hubei Province by applying the Ethnographic Future Research technique. Purposive sampling was used to select a jury of 17 experts from 3 groups with insight into art education management. The research instrument for collecting data was the unstructured interview. Based on the results of the expert interviews, the study summarized the dimensions on the art education management in higher vocational colleges of Hubei Province.

The findings of this study were as follows: There were 10 dimensions and 86 items 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) International integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincerest gratitude to my doctoral dissertation advisor, Associate Professor Mattana Wangthanomsak, Ph.D., for her invaluable support and guidance throughout my doctoral studies. Her expertise and mentorship were instrumental in the successful completion of this dissertation.

I would also like to extend my heartfelt appreciation to the Co-advisors, Assistant Professor Saisuda Tiacharoen, Ph.D. and Assistant Professor Major Nopadol Chenaksara, RTAR, Ph.D., for their valuable contributions to my independent study. Their insights and revisions were invaluable in refining my research.

Furthermore, I would like to acknowledge internal expert, Associate Professor Nuchanara Rattanasiraprapha, Ph.D., for his tireless efforts in helping me through the final stages of writing. Her guidance and encouragement were crucial in bringing this project to fruition.

Moreover, I would like to show my appreciation to chairman, Nuttarin Jareankiatbovon, Ph.D., for her help during my doctoral program.

I am also grateful to the members of the Educational Administration department for imparting their knowledge of the field and to my family, especially my husband, for his unwavering support and encouragement throughout my academic journey.

Lastly, I would like to express my sincere appreciation to the experts who participated in the Ethnographic Future Research, whose participation and cooperation were essential to the success of this study. Thank you all for your invaluable contributions.

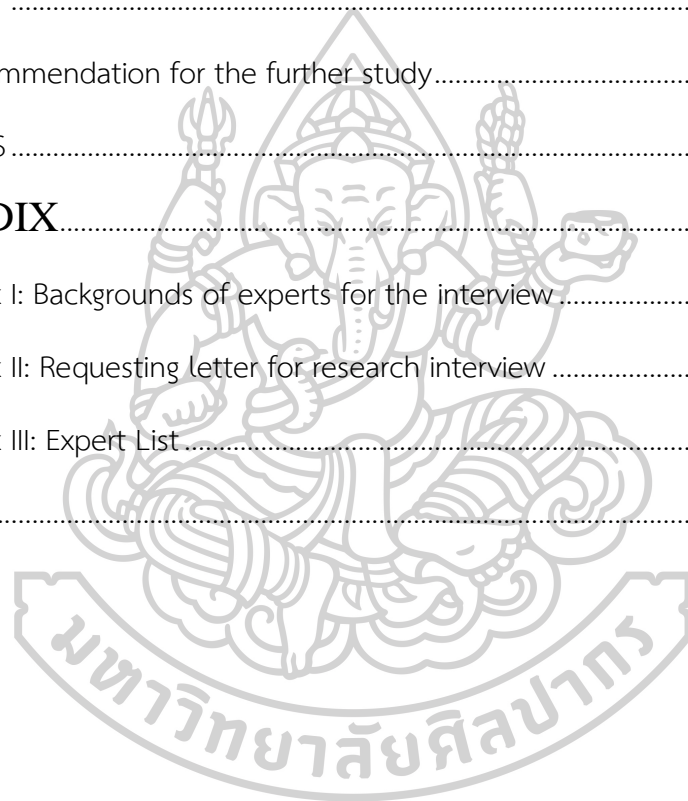
Mrs. Zhou WEN

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS	F
List of tables	I
List of figures	J
CHAPTER 1 INTRODUCTION	1
Significance of the Study	2
Statement of the Problem	3
Research Objective	4
Research Question	5
Research Hypothesis	5
Research Framework	5
Definition of Terms	11
CHAPTER 2 LITERATURE REVIEW	12
Art education management	12
Definition of education management	12
Related literature of education management	14
Definition of art education management	24
Related literature of art education management	26
Ethnographic Future Research	36
Introduction of Ethnographic Future Research	36

Related literature of EFR	41
Related studies of EFR	42
Higher vocational colleges of Hubei Province	43
Introduction of Higher vocational colleges of Hubei Province	43
What specific problem Higher vocational college of Hubei Province faced in art education management	47
Related studies of Art education management	52
Chinese studies	52
Foreign studies	56
Summary	58
CHAPTER 3 RESEACH METHODOLOGY	59
Research Procedure	59
Research Methodology	60
Jury of experts	61
Research instrument	61
Data collection	62
Data analysis	62
Summary	62
CHAPTER 4 DATA ANALYSIS	64
The analysis of research findings	64
The results of the expert interview	64
The summary of the art education management in higher vocational colleges of Hubei Province	76
CHAPTER 5 CONCLUSION, DISCUSSION AND RECOMMENDATION	86

Conclusion of research findings.....	86
Discussion	87
Recommendation	108
General recommendations	108
12. Higher vocational colleges should ensure safety and risk management in arts education programs in higher vocational colleges of Hubei Province.	110
Recommendation for the further study.....	110
REFERENCES	111
APPENDIX	122
Appendix I: Backgrounds of experts for the interview	122
Appendix II: Requesting letter for research interview	129
Appendix III: Expert List	130
VITA.....	131



List of tables

	Page
Table 1 Backgrounds of the experts	122



List of figures

	Page
Figure 1: Research Framework.....	9
Figure 2 Sequence of EFR scenario elicitation.....	37
Figure 3 Research Procedure	60
Figure 4 The art education management in higher vocational college of Hubei Province	85



CHAPTER 1

INTRODUCTION

Art education is bound to play a more and more important role in colleges and universities as they take the comprehensive development of people as their guiding ideology, constantly deepen reform and comprehensively promote quality-oriented education. Since the 18th CPC National Congress, General Secretary Xi Jinping has attached great importance to the development of China's higher education and art education in colleges and universities, and published a series of important statements, pointing out the need to comprehensively strengthen and improve art education in colleges and universities, which has pointed out the direction for the reform and development of art education in colleges and universities in the new era.¹

At present, the development of vocational education has provided a strong talent support for the development of China's social and economic development. Meanwhile, the continuous improvement of the framework of China's vocational education system has laid a solid foundation for the modernization of vocational education. With the comprehensive promotion of quality education, the important role of art education in quality education has gradually emerged. More and more higher vocational colleges have realized that art education is an important part of quality education, and have actively opened relevant courses.

Art education is an important part of the comprehensive implementation of quality-oriented education and plays a vital role in the realization of quality-oriented education. Compared with other subject education, art education is the most dynamic form of education. No matter its teaching content or its teaching form, it has incomparable advantages and flexibility of other subject education. In today's

¹Zhang, H. (2020). The sustainable development path of public art education in colleges and universities (in Chinese). *Theory and Practice of Education*, 12, 9-11.

increasingly fierce competition for talents, vocational college students should not only possess superb professional and technical skills, but also constantly pursue the quality of "art" and cultivate elegant aesthetic taste and feelings. Therefore, to comprehensively promote and strengthen public art education in higher vocational colleges is an important task and development trend of higher vocational education. Only by rationally understanding and practicing this trend can we correctly and comprehensively implement the strategy of rejuvenating the country through science and education, and make China's modern education better face the world and the future.²

Significance of the Study

Academic circles and educational administrators have made continuous explorations in the management of art education in higher vocational colleges, and have achieved notable success. Some higher vocational colleges have gradually established an educational management system with art teaching as the primary channel, and art activities and practice as the secondary channels. In terms of art education, some higher vocational colleges have implemented diversified management approaches based on the characteristics of each major, the characteristics of students, and the differences in talent training objectives. These efforts have led to successful advancements in the management of art education in higher vocational colleges.³

In the present day, with the information industry emerging as the primary industry, the networking and globalization of information have led to the

²Meng, J. F. (2010). The practice and thinking of art education in higher vocational colleges (in Chinese). *Mechanical vocational education*, 8, 32-33.

³Li, Z. H. (2016). Management optimization and Countermeasures of public art education in Higher Vocational Colleges (in Chinese). *Music time and space*, 74-75.

modernization of art teaching methods and means, which in turn requires continuous updating of course content. This development has also affected the teaching process of art and the mode of talent cultivation, thus placing higher demands on the management of art education. As for the management of art education in higher vocational colleges of Hubei Province, it is evident that Hubei Province still needs to strengthen its efforts in this aspect, and improve the management level further.⁴

Therefore, the acceleration of the promotion of art teaching management innovation has become an urgent task for art education and teaching reform in Hubei Province. It is necessary to construct an open, efficient, harmonious, and free education mode, and further improve the art education management system. However, there are still some higher vocational colleges that have yet to realize the importance of this task. Many misconceptions and difficulties exist with regards to promoting the development of management of art education. In this context, further exploration of art education in higher vocational education teaching management, the significance of contemporary college student's quality education, and identifying related problems have crucial practical significance.



Statement of the Problem

As the cradle of cultivating social skilled talents, higher vocational public art education is also in a booming period of rise. However, due to the limitation of objective conditions and the lack of subjective ideas, higher vocational art education is still faced with many practical difficulties, including backward hardware facilities, vague training objectives, and "formal engineering" of teaching.⁵

⁴Zhang, S. H. (2006). [Explore the innovative ideas in Chinese dance education and management (in Chinese)]. *Journal of Beijing Dance Academy*, 4, 37-40.

⁵Sun, Y., & Huang, H. (2015). Art quality education in higher vocational colleges (in Chinese). *Science and technology information*, 15.

The leaders of higher vocational colleges in Hubei Province do not pay enough attention to art education, and the schools lack unified planning and leadership in the management of art education, which leads to the omissions in the management of art education in higher vocational colleges.

At present, many higher vocational colleges of Hubei province art education presents a kind of multiple management and management state of disorder, resulting in higher vocational art education management efficiency and inefficiency, art education management, incentive and evaluation mechanism and use of financial investment in aspects and so on are still unable to obtain sufficient security and leadership and teachers in higher vocational colleges and didn't pay attention to art education of the correct guidance, and is still teaching in traditional education concept, not a reasonable grasp of student management scale, the phenomenon such as disconnected students education and management.⁶

The management of art education is a crucial aspect for the development of art education in colleges and universities. It serves as an important means to implement the status of art education and realize the purpose of education. Higher vocational colleges should make further efforts to streamline the art education management system. Building an effective art education management mechanism in higher vocational colleges in Hubei Province is a long-term task that requires sustained efforts.

Research Objective

To find the art education management in higher vocational colleges of Hubei Province.

⁶Wang, T. (2012). Analysis and countermeasures on the development of higher vocational art education (in Chinese). *Education exploration*, 12, 92-93.

Research Question

What was the art education management in higher vocational colleges of Hubei Province

Research Hypothesis

The art education management in higher vocational colleges of Hubei Province consisted of multiple dimensions.

Research Framework

The objective of this study was to investigate the art education management in higher vocational colleges of Hubei Province and determine the nature of art education management in these institutions. To achieve this objective, the researcher studied relevant literature and research and formulated an interview outline. Subsequently, 17 art education management experts were interviewed using the EFR method. After conducting the interviews, the researcher analyzed the data and created a summary. Based on this analysis, the researcher identified and defined various dimensions related to the art education management in higher vocational colleges of Hubei Province. These dimensions were compiled based on the contents of each dimension, and a corresponding list of items was created to provide a comprehensive understanding of the art education management in higher vocational colleges of Hubei Province.

There were literatures regarding art education management such as the research finding of Xu, which revealed that that the sustainable development of art education cannot be achieved without a national legal system and cultural policy⁷ or the research of Hong, which revealed that art education management should increase innovation efforts, focus on cultivating innovative talents, establish an open

⁷Xu, W. (2013). Research on management transformation of Public Art education in Colleges and Universities (in Chinese). [Master thesis, Ningbo university].

educational management concept, strengthen our faculty and strict management system.⁸ According to Nger's findings, art education management should focus on teacher professional development.⁹ Zheng's research identified problems with the management of arts education in terms of a lack of leadership attention to it, inadequate incentives and evaluation mechanisms in schools, insufficient investment in arts education, and a disconnect between education and management.¹⁰ Moreover, Tao summarized various literature on arts education management in China and abroad, providing a comprehensive summary of the problems and specific solutions faced by arts education management in the last thirty years.¹¹

There were also some literatures that provides a comprehensive overview of EFR or uses EFR to conduct research including Textor's study, which conducted a comprehensive introduction to Ethnographic Futures Research as a research methodology¹² and the study of Mitchell aimed to investigate the perspectives of those who were spearheading efforts to address the digital divide in Washington State by using EFR, specifically in terms of how they perceived the optimistic,

⁸Hong, X. (2015). Innovative strategies of art education and management in colleges and universities in the we-media era (in Chinese). *In the west of the new*, 24, 147.

⁹Ngern, W. P. (2016). Conceptual framework in Art Education. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 16(3), 53-76.

¹⁰Zheng, X. L. (2016). [Analysis on the reform strategy of artistic dance education management (in Chinese). *Teacher*, 2, 97.

¹¹Tao, T. T. (2019). A Review on Literature Studies of Art Education Management (in Chinese). *Explorations in Music*, (03), 56-62.

¹²Wu, X. M., & Wang, M. (2016). Study on Digital Inequality of Rural Youths Based on Ethnographic Futures Research (in Chinese). *Library Development*, 3, 35-42.

pessimistic, and most likely futures.¹³ The study of Funk described EFR as a method to help researchers understand specific populations and recognize warning signs that may lead to adverse outcomes in the future.¹⁴ Lowdon utilized EFR to conduct interviews with ten leaders from various Jesuit institutions across different regions and institutional sizes. The interviews aimed to gather information on the leaders' professional knowledge in the field of higher education, their perceptions of Jesuit education, and their viewpoints on the future direction of Jesuit advanced education, and other relevant details.¹⁵

There were researches regarding art education management such as the research of Xu, which conducted a survey of 332 art educators with the aim of exploring the current state of arts education research, ultimately finding that arts education research at the time was incomplete and uneven,¹⁶ or the research of Hong, which revealed that art education management should increase innovation efforts, focus on cultivating innovative talents, establish an open educational management concept, strengthen our faculty and strict management system¹⁷ or the research of Zhang et al., which introduced a survey on the status quo of art

¹³Mitchell, M. (2002). Exploring the future of the digital divide through ethnographic futures research. *First Monday*, 7(11). Retrieved April 1, 2023, from http://www.firstmonday.org/issues/issue7_11/mitchell/

¹⁴Funk, D. (2008). "The future of servant leadership and foresight in evangelical theological higher education." *Dissertation Abstracts International*, 69 (2), 312. UMI. No. 3303370.

¹⁵Lowdon, M. (2010). Ethnographic Futures Research. *World Futures Review*, 2(4), 19–25. doi:10.1177/194675671000200404.

¹⁶Xu, W. (2013). Research on management transformation of Public Art education in Colleges and Universities (in Chinese). [Master thesis, Ningbo university].

¹⁷Burton, D. (1998). Survey of Current Research in Art Education. *Studies in Art Education*, 39(2), 183. doi:10.2307/1320468.

education, which revealed that students have limited knowledge of what they have learned, think that art education has not achieved the expected results, lack art-related textbooks, and find the teaching form to be too single and not combined with local characteristics.¹⁸ Bauer and Strauss analyzed 159 syllabi from 81 art education institutions in German-speaking countries and found that most lacked management learning content, leading to a focus on traditional art education methods, and suggested incorporating management education to better prepare students for success in their art careers.¹⁹ Additionally, the research of Ren proposed a framework for managing art education in higher education, which consisted of art curriculum construction, systematic management, and artistic and cultural atmosphere creation, including establishing a general, professional and practical curriculum, managing the curriculum system, art practice, resources and flexibility, and creating a cultural atmosphere on campus.²⁰

In summary, there were a significant body of literatures and researches on art education management. In addition, the extant literature and research on EFR provided a comprehensive overview of EFR. This study will utilize these resources, as well as EFR as a research methodology, to construct the research framework depicted in Figure 1.

¹⁸Zhang, X. Z., Zhang, J. Q., & Ci, N. W. (2012). How to Avoid "Being neglected" in Public Art Education (in Chinese). *China Education News*, 3.

¹⁹Bauer, C., & Strauss, C. (2015). Educating artists in management—An analysis of art education programmes in DACH region. *Cogent Education*, 2(1). doi:10.1080/2331186x.2015.1045217.

²⁰Ren. Y. B. (2018). Research and discussion on management strategies for arts education in higher education (in Chinese). *Academic development*, (20), 154.

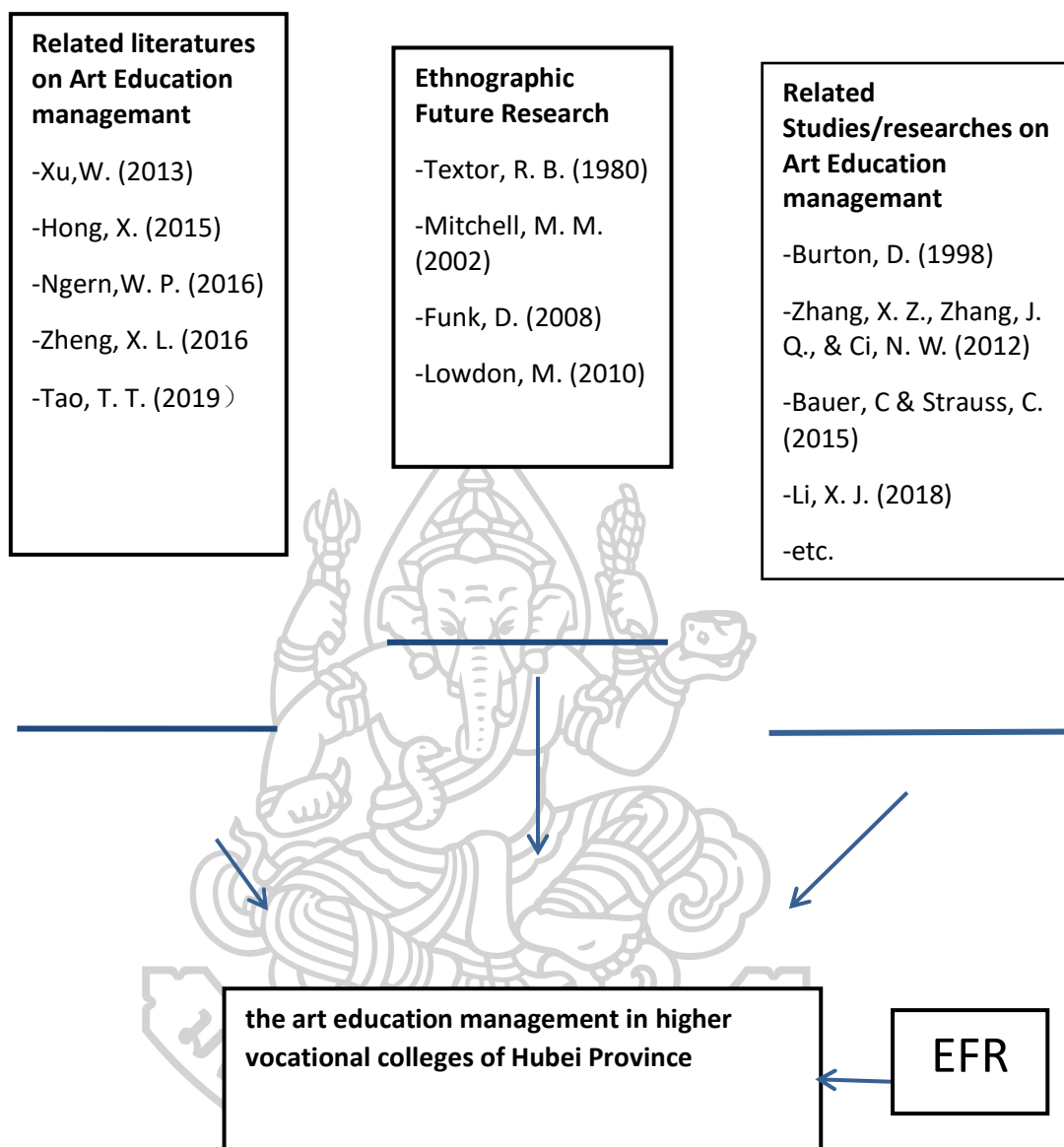


Figure 1: Research Framework

Sources:

Bauer, C., & Strauss, C. (2015). Educating artists in management—An analysis of art education programmes in DACH region. *Cogent Education*, 2(1). doi:10.1080/2331186x.2015.1045217.

Burton, D. (1998). Survey of Current Research in Art Education. *Studies in Art Education*, 39(2), 183. doi:10.2307/1320468.

- Funk, D. (2008). The future of servant leadership and foresight in evangelical theological higher education. *Dissertation Abstracts International*, 69(2), 312.
- Hong, X. (2015). Innovative strategies of art education and management in colleges and universities in the we-media era (in Chinese). *In the west of the new*, 24, 147.
- Lowdon, M. (2010). Ethnographic Futures Research. *World Futures Review*, 2(4), 19–25. doi:10.1177/194675671000200404.
- Mitchell, M. (2002). Exploring the future of the digital divide through ethnographic futures research. *First Monday*, 7(11). Retrieved April 1, 2023, from http://www.firstmonday.org/issues/issue7_11/mitchell/
- Ngern, W. P. (2016). Conceptual framework in Art Education. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 16(3), 53-76.
- Ren, Y. B. (2018). Research and discussion on management strategies for arts education in higher education (in Chinese). *Academic development*, (20), 154.
- Tao, T. T. (2019). Yishu jiaoyu guanli wenxian yanjiu shuping. A review of literature research on art education management (in Chinese). *Music discovery*, 3, 56-62.
- Textor, R. B. 1980. *A Handbook on Ethnographic Futures Research*. Stanford, CA: Stanford University Press.
- Xu, W. (2013). Research on management transformation of Public Art education in Colleges and Universities (in Chinese). [Master thesis, Ningbo University].
- Zhang, X. Z., Zhang, J. Q., & Ci, N. W. (2012). How to Avoid "Being neglected" in Public Art Education (in Chinese). *China Education News*, 3.
- Zheng, X. L. (2016). [Analysis on the reform strategy of artistic dance education management (in Chinese). *Teacher*, 2, 97.

Definition of Terms

Art education management is a field that integrates management and administrative principles with the unique environment of art education. It entails the management, planning, and administration of resources and activities in art education institutions such as schools, museums, and community centers. The goal of art education management is to build effective and efficient art education systems that give high-quality education and training to people interested in professions in the arts. Curriculum creation, student evaluation, faculty management, financial management, and marketing and promotion are examples of issues covered by this field.

Higher vocational colleges in Hubei Province are educational institutions that provide higher vocational education programs to students who have completed their secondary education. These colleges offer a variety of programs that are designed to prepare students for a range of technical and professional careers. The programs offered by higher vocational colleges in Hubei Province typically provide students with a combination of theoretical knowledge and practical skills, with a focus on meeting the needs of the local job market. Graduates of higher vocational colleges in Hubei Province are well-prepared to enter the workforce or pursue further education.

Ethnographic Future Research is a method of inquiry that blends ethnographic techniques with forward-looking analysis to investigate how individuals and societies anticipate, envision, and influence the future.

CHAPTER 2

LITERATURE REVIEW

The research entitled “Art Education Management in higher vocational colleges of Hubei Province” had gradually collected and integrated on the basis of various concepts, theories and related research. Based on the concepts of Art Education Management and Ethnographic Future Research, this chapter introduces the research situation of Art education management.

Art education management

Definition of education management

Since the development of educational management relies heavily on disciplines such as management, economics, sociology and political science, there is no accepted definition. But some experts in this field have put forward their opinions, they define educational management as follows.

Paul Monroe, an American educator, believes that education management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics.²¹

Education management is a kind of social control, which follows the general law of social control and supports the purpose and organization of teaching process, innovation process and support process in the education system. It sets and

²¹Kashyap, D. (n.d.). *Educational Management: Meaning, Definition and Types*. Yourarticlelibrary. <https://www.yourarticlelibrary.com/educational-management/educational-management-meaning-definition-and-types/63721>.

realizes socially significant goals conditionally under the specific conditions of organized disciplinary process.²²

Ali and Mohamed consider education management as a discipline. In essence, educational management is the practical application of management principles in the field of education. To set and achieve educational goals through forecasting, organizing, coordinating, training and monitoring and evaluation.²³

In Wikipedia, education management is understood as the management of an education system, which means that an organization combines human, financial and material resources to organize, implement, review, evaluate and integrate to run an education system. Education is about learning experiences, knowledge, skills, values, beliefs, habits and attitudes. The education system is enriched and enhanced by the joint efforts of political leaders, principals, teaching staff, non-teaching staff, administrators and other education professionals.²⁴

In his book Educational Management, Pal understood educational management as a field of research and practice related to the operation of educational organizations. Educational management provides an important sense of



²²MEANING AND TYPES OF EDUCATIONAL MANAGEMENT. (n.d.). Retrieved from <https://jgdb.com/business/management/types-of-management/definition-meaning-and-types-of-educational-management>.

²³Ali, A. I., & Mohamed, M, S, A. (2017). Educational Management, Educational Administration and Educational Leadership: Definitions and General concepts. *SAS Journal of Medicine*, 12, 326-329. DOI: 10.21276/sasjm.2017.3.12.2

²⁴*Educational Management*. (n.d.). Retrieved from https://en.wikipedia.org/wiki/Educational_management.

direction for the management of educational institutions by setting educational goals or objectives.²⁵

Related literature of education management

Some academics have expressed their views on how education should be managed to better equip students with the necessary skills for their future careers. Wang believed that education management should be strictly controlled in terms of curriculum development and improvement, with appropriate consultation and, where necessary, collaboration with industry leaders related to the major.²⁶ Meanwhile, Hargreaves and Fullan believed that students should not only learn about the classroom, but also be provided with practical opportunities outside the classroom to equip them with skills relevant to their future careers.²⁷ Stelter and Melton raised the need for counseling and mentorship in the student's career choice process to help students better establish a career plan.²⁸ In addition, Gu believed that it is necessary to provide students with interdisciplinary learning, which can help students integrate knowledge from other disciplines into the arts and achieve all-

²⁵Pal, K. (n.d.). *Educational Management*. Ebooks.

https://ebooks.lpude.in/arts/ma_education/year_2/DEDU503_EDUCATIONAL_MANAGEMENT_ENGLISH.pdf.

²⁶Wang, Y. (2020). Problems and Countermeasures in Teaching reform of higher vocational colleges (in Chinese). *Journal of Yanbian Institute of Education*, 34(3), 179-184.

²⁷Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York, NY: Teachers College Press.

²⁸Stelter, R., & Melton T. (2017). Mentoring to Enhance Career Interests. Retrieved March 7, 2023, from <https://ojjdp.ojp.gov/nmrc-mentoring-enhancing-career-interests.pdf>

round development of students.²⁹ UIC ADMISSIONS also emphasized the value of interdisciplinary education in the art education, which provides students with the opportunity to combine their artistic interests with the latest technology and subjects, enabling them to develop the creative, comprehensive, and collaborative problem-solving skills needed in all aspects of life.³⁰ Freeman et al. stressed that personalizing education should be put into education management process in order to satisfy individual students' needs and interests, allowing for student input and choice in their learning, and promoting autonomy and self-regulation. According to the research, these behaviors can boost students' academic achievement, engagement, and motivation.³¹

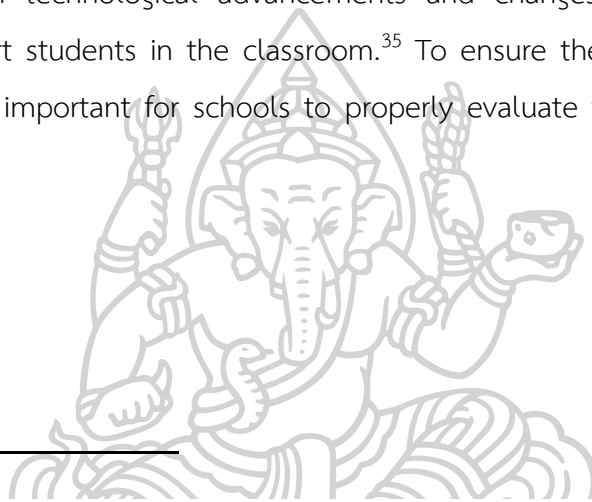
The integration of technology in education management has been a topic of great importance among scholars and researchers, who believed that it was essential to equip students with the necessary technological skills for success in the digital age. Edwards-Vandenhoeck highlighted the importance that education management should place on how to incorporate the latest technologies and tools throughout the classroom, so that can ensure that their graduates are equipped with

²⁹Gu, X. F. (2021). Promoting holistic development of students - Enhancing cultural connotations in public art education in higher education (in Chinese). *Culture Industry*, (10), 83-84.

³⁰UIC ADMISSIONS. INTERDISCIPLINARY EDUCATION IN THE ARTS . (n.d.) Retrieved March 10, 2023, From <https://admissions.uic.edu/program/interdisciplinary-education-arts>

³¹Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415.

the skills and knowledge to succeed in the digital age.³² Okoye et al. argued that in the process of education, colleges should acquire the appropriate technological equipment to support teachers' daily teaching and students' learning, depending on the needs of the profession.³³ Rao believed in his research that mastering science and technology is a necessary means for students to cope with future employment pressure.³⁴ Given that today's students face a rapidly evolving technology-rich society, Akour and Alenezi argued that teachers must take responsibility for staying up-to-date with technological advancements and changes to better guide and support their art students in the classroom.³⁵ To ensure the quality of technology education, it is important for schools to properly evaluate the level of integration



³²Edwards-Vandenhoeck, S. (2018). "Over There, in the Future": The Transformative Agency of Place-Based Design Education in Remote Aboriginal Communities. *International Journal of Art & Design Education*, 37(4), 622-637. doi:10.1111/jade.12209

³³Okoye, K., Hussein, H., Arrona-Palacios, A. . (2023). Impact of digital technologies upon teaching and learning in higher education in Latin America: an outlook on the reach, barriers, and bottlenecks. *Education Information Technology*, 28, 2291-2360.

³⁴Rao, M. S. (2014). Enhancing employability in engineering and management students through soft skills. *Industrial and Commercial Training*, 46(1), 42-48.

³⁵Akour, M., & Alenezi, M. (2013). Higher Education Future in the Era of Digital Transformation. *Education sciences*, 12, 784.

and effectiveness of technology in each specialty during the educational management process.³⁶

Various scholars and researchers have emphasized the importance of vocational and higher education management that is closely aligned with industry demands and societal needs. Billett, in his research, stated that effective vocational education management requires close collaboration between educators and industry professionals to ensure that the instruction provided to students is directly relevant and applicable to the demands of the labor market.³⁷ Darling-Hammond et al.'s research highlights the importance of aligning educational practices with scientific knowledge of learning and development in higher educational management. This includes understanding the demands of the labor and business sectors to ensure that education prepare students with the necessary skills and knowledge for success in the workforce.³⁸ Wu believed that the education management of higher education institutions should pay attention to the future employment of students and needs to strengthen the construction of employment service mechanisms in order to provide

³⁶UNESCO. (2012, April 15). *ICT in Education in Latin America and the Caribbean: A regional analysis of ICT integration and e-readiness*. Montreal: UNESCO Institute for Statistics. http://uis.unesco.org/sites/default/files/documents/ict-in-education-in-latin-america-and-the-caribbean-a-regional-analysis-of-ict-integration-and-e-readiness-en_0.pdf.

³⁷Billett, S. (2019). *Vocational education: Purposes, traditions and prospects*. Springer.

³⁸Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97-140.

high-quality employment resources for students.³⁹ Moreover, according to Zhao's perspective, the curriculum design of higher vocational colleges should comply with China's education system policy requirements and norms, as well as meeting the actual societal needs.⁴⁰

In art education management, the leading role of teachers cannot be ignored. According to Zhang et al., higher education in the new era requires teachers to possess more than just teaching and scientific research abilities. The authors suggest that improving teachers' leadership skills can play a vital role in promoting education management and enhancing teaching quality to a significant extent.⁴¹ Handler suggested that teacher leadership can improve the quality of teaching and learning in schools. They emphasize the necessity of teachers participating in the development and implementation of educational policies and practices, which can lead to more effective and long-term advances in education.⁴² Bryman also put forward the importance of developing leadership in educational management. Administrators should timely explore faculty members with potential to become

³⁹Wu, J. S. (2021). Analysis of how to improve the quality of employment services in higher vocational institutions (in Chinese). *Business Intelligence*, (21), 185-187.

⁴⁰Zhao, R. (2022). Design and Optimization of Project-based Curriculum for Higher Vocational Art and Design Majors under the Orientation of Modern (in Chinese). Apprenticeship. *Industrial & Science Tribune*, 21(19), 264-265.

⁴¹Zhang, M., Tian, J., Ni, H., & Fang, G. (2021). Exploring Teacher Leadership and the Factors Contributing to It: An Empirical Study on Chinese Private Higher Education Institutions. *SAGE Open*, 11(1), 1-12. doi:10.1177/21582440211002175

⁴²Handler, B. (2010). Teacher as Curriculum Leader: A Consideration of the Appropriateness of that Role Assignment to Classroom-Based Practitioners. *International Journal of Teacher Leadership*, 3(3), 1-10.

leaders and give them enough opportunities to develop their leadership so that they can solve educational problems in the face of complex situations.⁴³

In addition to the development of existing staff, the development of new teachers is also the education management should pay attention to. Wang emphasized the significance of professional development for new teachers in colleges in improving the quality of teaching and learning and fostering higher education's high-quality development.⁴⁴ Darling-Hammond et al.'s study indicated that mentor-ship and peer learning are good methods for new teacher help them improve their teaching ability and develop a sense of belonging. This is conducive to the rapid promotion and retention of new teachers. In addition, education management should improve recruitment and promotion procedures to provide good employment channels for new teachers. The University of Bristol emphasized the necessity of having a fair and diverse recruiting and promotion procedure in order to choose the right people and provide them with the relevant opportunities and positions. Higher vocational colleges can promote the professional growth of their teachers and staff by implementing these actions, resulting in an inclusive and varied workplace where everyone has an equal opportunity of success.⁴⁵

Education management should also pay more attention to the salary and welfare of teachers. Offering attractive salary and perks, according to Yao, is a

⁴³Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32(6), 693-710.

⁴⁴Wang, N. (2019). Research on the Development Strategy of Young Teachers in Vocational Colleges under the Background of Professional Development. *2019 9th International Conference on Education and Management (ICEM 2019)*, 399-407. doi:10.1177/21582440211002175

⁴⁵University of Bristol. (n.d.). *Equality and diversity in recruitment and selection*. Retrieved March 6, 2023, from <https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>

significant technique for attracting and maintaining competent professors. Inadequate salary and benefits can be a significant barrier to attracting and maintaining top-tier educators, thus schools should prioritize competitive compensation packages to improve work satisfaction and retention. In addition to remuneration, Yao underlined the importance of encouraging and rewarding teaching excellence as a means of improving overall teaching quality in higher vocational colleges.⁴⁶

Regular evaluations are crucial in educational management to ensure the quality of higher education. The European Association for Quality Assurance in Higher Education (ENQA) has emphasized the importance of regular evaluations in educational management to ensure the quality of higher education. ENQA notes that evaluations provide feedback on the effectiveness of programs and can help identify areas for improvement, which is particularly important in curriculum and instructional management, teacher professional management, and student support system management.⁴⁷ Tang mentioned that the colleges' approaches to assessing the quality of management should be continuous, accountable and transparent, otherwise it will lead to questions and dissatisfaction from other stakeholders.⁴⁸ Jongbloed et al. point out that accountability is essential for building trust in higher

⁴⁶Yao, W. J. (2020). Research on salary incentive measures for teachers in Higher vocational Colleges based on two-factor theory (in Chinese). *Journal of Hubei Open University*, 6, 33-37.

⁴⁷The European Association for Quality Assurance in Higher Education (ENQA) (n.d.). QUALITY ASSURANCE. Retrieved March 8, 2023, from <http://www.ehea.info/page-quality-assurance>

⁴⁸Tang, K. L. (2022). Sustainability, Choice, Transparency and Accountability Australia launches "Higher Education Reform Package" (in Chinese). *Shanghai education*, (32), 47-51.

education between students, institutions, and the wider community.⁴⁹ In order to ensure the success of a higher education institution, it is crucial to engage with key stakeholders, including students, alumni, staff, community organizations, businesses, professions, and government. This engagement can take many forms, including sharing information about the institution's accomplishments and future goals, as well as soliciting feedback and incorporating it into planning and decision-making processes. By engaging with stakeholders in an open and transparent manner, institutions can build trust and foster a sense of shared ownership in their mission and vision.⁵⁰

Lu emphasized that good or bad financial management in higher education institutions has an important impact on the overall management of the colleges and the effectiveness of the work of all departments. Financial management plays a vital role in resource allocation, financial planning and usage.⁵¹

Ruzic-Dimitrijevic and Dakic made it clear in their research that education management should not ignore safety issues, and strict safety management should be carried out on equipment and materials used on campus to ensure the safety of

⁴⁹Jongbloed, B., Vossensteyn, H., van Vught, F., & Westerheijden, D. F. (2018). Transparency in Higher Education: The Emergence of a New Perspective on Higher Education Governance. *European Higher Education Area: The Impact of Past and Future Policies*, 441–454.

⁵⁰Temmerman, N. (2018, April 13). *The importance of listening to university stakeholders*. University World News.
<https://www.universityworldnews.com/post.php?story=20180410151237739>

⁵¹Lu, Y. (2022). Analysis of financial management in higher vocational colleges (in Chinese). *JOURNAL OF ANHUI ELECTRICAL ENGINEERING PROFESSIONAL TECHNIQUE COLLEGE*, 27(4), 17-20.

teachers and students.⁵² Wang and Chang emphasized that having a well-designed risk management plan and conducting regular safety inspections are necessary measures for ensuring safety and managing risks in higher education institutions.⁵³ From the perspective of risk management, Zhao also mentioned that colleges and universities should attach importance to the security mechanism on campus to strictly ensure the safety of facilities and equipment.⁵⁴

In his paper "The New Managerialism in Educational Management: Corporatization or Organizational Learning?", Meyer argued that the changes occurring in educational management can be viewed as a form of organizational learning to address the challenges faced by bureaucratic organizations in an increasingly dynamic environment. This highlighted the importance of educational managers in not only adapting to changing circumstances but also in fostering a culture of continuous learning and improvement within their organizations.⁵⁵ Amanchukwu et al. believed that the development of any country cannot be separated from the quality of its educational leaders. If leadership style, principles and methods are properly and fully applied in school management, school management will be

⁵²Ruzic-Dimitrijevic, L., & Dakic, J. (2021). The risk management in higher education institutions. *Online Journal of Applied Knowledge Management*, 2(1), 137-152.

⁵³Wang, J. K., & Chang, W. (2016). Analysis on Risk management in higher vocational colleges (in Chinese). *Journal of Insurance Professional College*, 30(06), 79-81.

⁵⁴Zhao, M. (2021). On Security Guarantee Mechanism of University Campus (in Chinese). *JOURNAL OF LIAONING HIGHER VOCATIONAL*, 23(03), 109-112.

⁵⁵Meyer, H. (2002). The new managerialism in education management: corporatization or organizational learning? *Journal of Educational Administration*, 40(6), 534–551. doi:10.1108/09578230210446027.

successful. Because of the high quality education leadership by accepting and using the basic principles of education leadership and style, in order to further improve the education leadership and management policies and practices provides a great opportunity, the result of the application of effective education leadership styles in improve the administrative performance, team building, enhance personal and school in teaching and learning in many aspects such as the innovation is feasible.⁵⁶ Connolly et al. analyzed and compared the two concepts of educational management and educational leadership, and put forward the concept of educational responsibility. He believes that educational management needs to take responsibility for making the system of an educational institution work properly. Taking this responsibility is a state of mind, not a necessity for action. Instead, educational leadership is the act of influencing others in an educational setting to achieve goals and necessitate certain actions. While the ideal educational leader is accountable, it does not necessarily have to be accountable in practice. The organization of educational institutions has underestimated the concept of educational responsibility, so it should play a more important role in the analysis of educational institutions.⁵⁷

In conclusion, education management is a complex and multi-faceted task that requires attention to a range of different factors. Scholars and researchers have highlighted the importance of collaboration with industry professionals, the integration of technology, and aligning educational practices with scientific knowledge of learning and development to better equip students with the necessary

⁵⁶Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. *Management*, 5(1), 6-14. DOI: 10.5923/j.mm.20150501.02.

⁵⁷Connolly, M., James, C., & Fertig, M. (2017). The difference between educational management and educational leadership and the importance of educational responsibility. *Educational Management Administration & Leadership*, 1-16.

skills for success in their future careers. Additionally, the importance of vocational and higher education management that is closely aligned with industry demands and societal needs has been emphasized. Effective management of educational institutions also requires attention to the professional development of staff, the provision of attractive salaries and benefits, regular evaluations, and safety management. Finally, educational leadership and responsibility are important concepts that can help guide educational management practices towards achieving successful outcomes. By addressing these various factors, educational managers can create effective and dynamic educational institutions that prepare students for success in the rapidly changing and complex world of the future.

Definition of art education management

As an objective existence, art education management based on art education activities is an old and often new topic. University art education management is not only an important part of higher education culture management, but also a very important aspect of university education management. The basic function of art education management is to organize and coordinate all kinds of educational resources to realize the scientific, sustainable and efficient operation of art education institutions. As an independent subject, the basic task of art education management is to understand and explore the unique value of art education and reveal the inherent laws in the process of art education management.⁵⁸

In his book *Management of Art Education*, Li defines art education management as the specific application of management discipline in the specific field of art education, which is an emerging discipline to study the phenomenon of art education management and reveal the inherent laws of art education management.⁵⁹ In his opinion, art education management is the result of the

⁵⁸Li, A. Z. (2006). Analysis on management mode of music education in Colleges and universities in China (in Chinese). [Master thesis, Capital Normal University].

⁵⁹Li, J. F. (2004). *Management of Art Education*. Yunnan University Press.

integration of art, education and management in terms of morphology, and the product of the integration of education management and art in terms of the course of discipline development. Art education management is a relatively independent branch of education management system, and also follows the general law of education management.

To understand the management of art education from the perspective of the relationship between art education and people and society, it should not only fully show its role in the development of people and society, but also pay attention to the applicable scope of the management of school, family and social art education. Therefore, we can further elaborate the management of art education, which is to emphasize and implement the goal of the management of art education, and make full use of the media channel of art to carry out diverse and creative educational management activities. Therefore, the management of art education in the practice of art education is to continuously carry out conscious and planned coordination activities for the whole system, organization and group of art education activities in order to achieve the predetermined goal.⁶⁰

In conclusion, Art education management is a field that integrates management and administrative principles with the unique environment of art education. It entails the management, planning, and administration of resources and activities in art education institutions such as schools, museums, and community centers. The goal of art education management is to build effective and efficient art education systems that give high-quality education and training to people interested in professions in the arts. Curriculum creation, student evaluation, faculty

⁶⁰Shang, Y. L. (2006). *The Construction of Becoming Dimensions in College Art Education* (in Chinese). [Doctor Thesis, Northeast Normal University].

management, financial management, and marketing and promotion are examples of issues covered by this field.⁶¹

Related literature of art education management

The thought of art education management at home and abroad has a long history, extensive and profound. In China, there was a complete system of rites and music in the Western Zhou Dynasty, which was widely used in sacrificial rites, exorcism, banquets, education and other fields. Yue Fu of Han Dynasty, Liyuan of Tang Dynasty, Jiao Fang and so on all manifest the management thought of ancient Chinese art education. In the west, art education also experienced the transition from classical to medieval to Renaissance. At the beginning of the 20th century, art education management, as an independent theoretical discipline, began to be constructed in western academic circles and had a wide impact on the world art education field. Since the late Qing Dynasty and the early Republic of China, influenced by western art education and art education management, China's art education management has gradually realized the transformation from traditional to modern form. The new art education breaks through the traditional art education mode passed from teacher to student, and gradually moves towards the path of specialization and standardized development. On October 1, 1927, the University of The Republic of China was founded, which is the highest administrative organization for art education in China since the 20th century. With CAI Yuanpei as the president, the University consists of the School of Music and the School of Art, which marks the beginning of higher art education management in the disciplinary sense in China. Since the founding of the People's Republic of China, art education has received great attention from the state, and the promulgation and implementation of various

⁶¹Pan, X. (2014). Research on the Management of Public Art education in Colleges and universities (in Chinese). [Master thesis, Huaibei Normal University].

policies has made a fundamental contribution to promoting the development of art education management.⁶²

Chang believed that the implementation of art education management needs to be based on the cultural characteristics of the country at a particular time, the national system, and the results of comprehensive and all-round thinking in the macro social environment, which is supported by the concept of traditional culture and education and western science and technology, thus forming a unique art education management system.⁶³

China has a long history of art education and art education management. The ancient people also made great contributions to the development of Chinese art, leaving a lot of heritage and traditional culture. Therefore, the management of art education cannot ignore the inheritance and protection of culture. However, Hu concluded that Chinese higher education still does not pay enough attention to the preservation of cultural heritage, so in the future he hopes that education management will develop targeted measures to help preserve and pass on culture.⁶⁴ Dong believed that art education management should incorporate the protection of traditional cultural heritage into its regulations to enable students to learn relevant

⁶²Tao, T. T. (2019). A review of literature research on art education management (in Chinese). *Music discovery*, 3, 56-62.

⁶³Chang, P. P. (2013). Liu Haisu's thoughts on art education management and the transformation of art education in modern China (in Chinese). *Art evaluation*, (01), 30-34.

⁶⁴Hu, J. (2020). New construction and exploration of credit-based talent training model for cultural relic restoration and conservation majors - an example from Zhejiang Art Vocational College (in Chinese). *The Science Education Article Collects*, (06), 65-67.

knowledge and excel in cultural inheritance in the future.⁶⁵ Wu and Geng mentioned that art education in China should seek to establish partnerships with socially relevant organizations so that students can have the opportunity to experience China's cultural heritage in practice, in addition to their daily theoretical studies, and to understand how to preserve and protect it.⁶⁶

Art education management also has gained increasing attention from foreign countries, with many implementing specific measures and regulations to enhance the quality of art education. Many foreign countries pay more attention to the management of art education, and the corresponding rules and regulations. In 1955, UNESCO adopted the "Recommendations on Art Education in Primary and Secondary Schools", which took the lead in putting forward specific measures and requirements for art education. In 1977, the United States issued a national Situation report entitled "Returning to Our Senses: The Significance of Art to American Education", which also fully affirmed art education and unified it with the basic goal of realizing American education. In 1987, the Law on Art Education passed by the National Assembly of France stipulated that in the next ten years, the state would not only invest 1.9 billion francs in art education, but also set up the High Committee of French Art Education, and set May 18 to 23 as the Art Week of French primary and secondary schools every year. In 1988 and 1994, the United States successively issued "Toward Civilization: A Report on Art Education" and "National Art Education Standards of the United States" and other documents, these important moves will mark the comprehensive development of art education in the world. At

⁶⁵Dong, B. B. (2021). Interactive development of higher art education and intangible cultural heritage preservation (in Chinese). *Writers and Artists of China*, (04), 116-117.

⁶⁶Wu, M. D., & Geng, H. F. (2021). Strategies and Practices for Safeguarding Intangible Cultural Heritage in Response to Urbanisation - Focusing on Art Education (in Chinese). *Journal of Nanjing Arts Institute(Fine Arts & Design)*, (04), 123-127.

present, the world art education is also undergoing continuous reform, and its general trend is to comprehensive development, close to the ecological.⁶⁷

Zheng pointed out some problems existing in the management of art education in China in her research. She stated that aiming at the current situation of insufficient attention to art education by school leaders, imperfect incentive mechanism and evaluation mechanism, insufficient investment in art education, disconnection between art education and management, etc., Should actively innovative art education in the cultivation of the talent management concept, building perfect art education management system, strengthening the construction of art education management institutionalized, strengthening the construction of art teachers education management, attaches great importance to the innovation strategy of the application of effective strategies, thus achieve the innovation development of the art education management work.

Liu believed that the management of art education is an important carrier and guarantee to realize the status of art education, so the importance of art education promotes the necessity of studying the management of art education in colleges and universities. At present, there are contradictions between the general education management and the educational management concept of art professionals, between theoretical classroom teaching management and extra-curricular research, practice and practice teaching management, and between the school teaching as the center and the pursuit of employment rate as the center of management. It suggests improving the quality and management level of teaching administrators by establishing a learning-oriented teaching management organization, to improve the management and autonomy of secondary schools and departments

⁶⁷Li, C. C. (2013). Analysis on the present situation and countermeasures of art education in rural schools in Hubei Province -- Taking Suizhou city as an example (in Chinese). [Master thesis, Central China Normal University].

by reforming the teaching management system and to build a scientific teaching management information system to reduce the workload of teachers.⁶⁸

There is no doubt that we live in a rapidly changing world. Technology, commerce, social mobility, worldwide industrialization and increased consumption have changed the basic nature of visual culture, and culture is no longer a single form of expression. Instead, visual cultures intersect and overlap to form complex patterns of social groups and their visual representations in the classroom. The challenge for art educators is to create a learning environment that is suitable for students' life experiences and enables them to actively participate in this complex cultural environment.⁶⁹

Some scholars have also put forward some concrete solutions for the management of art education in China.

Zheng proposed that art education management should focus on deepening the reform of art classroom teaching to improve the quality of education and teaching.⁷⁰ Duan stressed the growing importance of vocational education in China and that art education programs should regularly evaluate their curriculum to cope with the changing needs of talent development. If the art education program

⁶⁸Liu, Y. (2010). Problems and countermeasures in teaching management of art education (in Chinese). *The art sea*, 8, 117.

⁶⁹Doug, B. (2005). From fine art to visual culture: assessment and the changing role of art education. *International Journal of Education through Art*, 1(3), 211–223. doi:10.1386/etar.1.3.211/1.

⁷⁰Zheng, G. C. (2013). Strengthening arts education in schools and Improving the quality of students in all aspects (in Chinese). *Research Achievements of the National Teachers' Research Special Fund (Shenzhou Education)*, 3, 136.

cannot guarantee to provide students with appropriate courses, students will have a difficult time in the future employment process.⁷¹

Zhang and Zhang explored the approach of arts majors in higher education institutions to talent development, and they argue that arts education management should be tailored to provide resources for students' specific learning needs.⁷²

According to Getty, art education management in higher education institutions should provide students with appropriate internship opportunities based on specific majors. Internships allow students to actively participate in the production and project management of content for online arts projects and live events, ultimately creating projects based on their own interests, while also increasing their discovery and enjoyment of the subject.⁷³ Boamah and Asante believed that art major students need to improve their understanding of their major and necessary skills through practical opportunities.⁷⁴ The Kennedy Center pointed out that Arts education administrators need to recognize the significance of fostering students' creative thinking, communication abilities, and problem-solving skills while

⁷¹Duan, X. F. (2017). Problems and Countermeasures in the Implementation of the Assessment System of Public Art Education in Higher Education Institutions--Nanjing Institute of Science and Technology as an Example (in Chinese). *Contemporary Education Research and Teaching Practice*, (2), 256-257.

⁷²Zhang, H., & Zhang, F. (2018). Practical Exploration of Cultivating Innovative and Entrepreneurial Talents in Art Majors in Higher Education Institutions (in Chinese). *Journal of Harbin Vocational & Technical College*, (1), 84-86.

⁷³Getty. (n.d.). *Graduate Internship Opportunities 2023-24*. Retrieved March 7, 2023, from <https://www.getty.edu/projects/graduate-internships/opportunities/>

⁷⁴Boamah, R. I., & Asante, E. A. (2021). *The Role of Exhibitions in ART Education in some Selected Senior High Schools in the Bono Ahafo Region of Ghana*. *All Nations University Journal of Applied Thought*, 175-197.

designing student development programs.⁷⁵ Moore considered that 21st century graduates require creativity, critical thinking, and collaboration with peers to tackle complex and interconnected problems. He emphasized the importance for arts education administrators to prioritize the development of these skills in their student development programs.⁷⁶ Jing also emphasized the importance of partnerships between higher vocational colleges and external entities such as enterprises and communities to provide students with more learning opportunities and to cultivate innovative and technical talents in the arts.⁷⁷ Ulger advocated that the cultivation of critical thinking and creative thinking skills was essential for students majoring in art, as these skills enable students to enhance their problem-solving abilities.⁷⁸

The integration of international resources and programs is a crucial aspect of art education management at higher education institutions, with scholars emphasizing the benefits it brings to students in preparing them for success in a globalized world. Ma emphasized the importance of internationalization in arts

⁷⁵The Kennedy Center. Arts Integration and 21st Century Skills. (n.d.) Retrieved March 10, 2023, From <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-21st-century-skills/>

⁷⁶Moore, T. J. (2011) *Critical thinking and language: The challenge of generic skills and disciplinary discourse*. Bloomsbury Academic: London.

⁷⁷Jing, X. Y. (2021). A way to cultivate talents for higher vocational art majors based on cultural and creative industries (in Chinese). *Journal of Fujian Institute of Education*, 22 (07), 86-89.

⁷⁸Ulger, K. (2019). The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education. *Interdisciplinary Journal of Problem-Based Learning*, 12(1), 3-6.

education management at higher education institutions. Specifically, this involves actively promoting overseas study programs for students, as well as recruiting foreign students, teachers, and other learning resources to enrich the arts programs.⁷⁹ Reynolds et al. contend that internationalization is a critical trend in the future of education, and as such, higher vocational institutions must equip their teachers with the necessary resources and training to effectively integrate internationalization into their programs. By doing so, institutions can enhance the quality of teaching and learning and prepare their students for success in an increasingly globalized world.⁸⁰ Xin argued that colleges must prioritize the integration of international resources to help students develop a better understanding of the global environment and current events. By doing so, students can enhance their skills and knowledge, preparing them for success in an increasingly interconnected world.⁸¹

In the process of the implementation of art education management, the quality and development of teachers is one of the aspects that managers focus on. According to Ngern, the focus of art education management is on managing the art teaching career, mentoring art teachers, art teacher leadership, and the ability to organize the art learning process, which accords with and relates to the local society and other social, economic and cultural contexts, as well as optimizing the efficiency and effectiveness of the objectives of the curriculum and learner context. Darling-Hammond et al. stressed the significance of ongoing professional development for

⁷⁹Ma, R. N. (2018). Study on the International Exchange of Film and Television Majors in Beijing Universities on "One Belt, One Road" (in Chinese). *Art Education*, (22), 149-150.

⁸⁰Reynolds, T., Chitiqa, M., & Mungoshi, D. (2013). A consortium model for internationalizing teacher education. *International Journal of Business and Social Science*, 4(3), 62-72.

⁸¹Xin, G. (2015). On Internationalization of Higher Education. *International Conference on Arts, Design and Contemporary Education (ICADCE 2015)*, 757-760.

instructors in order to improve art education quality. To provide excellent art education, teachers must have a deep understanding of the subject matter and be skilled at integrating modern technologies and instructional approaches. As a result, art education programs must emphasize giving such chances to their teachers.⁸²

In order to effectively regulate social, cultural, and artistic activities, Xu contended in their master's thesis that the state should further develop and improve the socialist legal system and cultural policies that reflect the state's will. This would ensure the sustainable development of art education. These rules can be put into practice to administer art education successfully and provide a solid institutional foundation for it.

Shan et al. proposed a new approach to the management of art education in China, emphasizing the need for flexible management that takes into account the unique characteristics of the art discipline. The current administrative management approach, they argue, restricts the free development of art and violates the law of art. By considering the characteristics of art in management practices and adopting a more flexible approach, the authors believe that the promotion of art education can be more effectively realized.⁸³

In the article "Innovative strategies of art education and management in colleges and universities in the we-media era", Hong proposed that colleges and universities need to keep up with the pace of government departments in the we-media era. To address current issues, institutions should focus on cultivating innovative talents, improving teacher training, implementing strict management

⁸²Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto: Learning Policy Institute.

⁸³Shan, B., Wan, L. J., & Dong, Y. T. (2015). Research on characteristics and Optimization countermeasures of art education management in Colleges and universities (in Chinese). *Art education*, 9, 123.

systems, and exploring multiple innovative approaches to strengthen the management of art education.

To ensure the quality and success of art education programs, leadership with a clear vision is crucial. Leadership in art education management is most important to have a clear vision for the future. This vision should be relevant to the frontiers of the field, reflect best practice and be incorporated into relevant curriculum concepts. A competent leadership vision for contemporary art education management generally has the following basic characteristics: it must describe the knowledge of visual arts as a necessity of human life; It must take into account the cultural and personal reach of popular art and fine art; It must link the visual arts to social and educational goals; Faced with increasing standardization, it must reemphasize creative thinking and behavior; And it must continue to learn, using appropriate student assessments as proof of achievement.⁸⁴ Leaders' commitment and vision are critical to the success of programs, ensuring that they meet objectives and improve to meet ever-changing stakeholder needs and expectations; higher education leaders have a responsibility to ensure quality and must seek voluntary participation of subordinates while effectively leading arts education programs for the future development of higher education arts management.⁸⁵ Through effective leadership, higher education institutions can ensure the future development of art education management.

It is worth noting that evaluation is an important part of the process of arts education management in its implementation. Glatthorn et al. noted that art education related teaching needs to be evaluated and improved regularly, which is

⁸⁴Freedman, K. (2011). Leadership in Art Education: Taking Action in Schools and Communities. *Art Education*, 64(2), 40-45. doi:10.1080/00043125.2011.11519119.

⁸⁵Setiawati, P. M. (2016). Effective Leadership in Quality Assurance for Higher Education: A Literature Review. *Advances in Economics, Business and Management Research*, 14, 150-152.

an important link of art education management and determines the quality of art education projects in the future.⁸⁶

In conclusion, both China and the West have a long and rich history of arts education management. As a result of globalization and rapid changes in technology, business and social mobility, the management of arts education has developed into a complex and interdisciplinary field. The management of arts education requires the integration of cultural heritage, creative teaching strategies, the development of professional talent and the use of global resources. In order to allow the arts to develop freely, the management of arts education should also promote flexible management and take into account the specificities of the arts field. Teacher development is essential, and the continuous professional growth of teachers is important for the improvement of arts education. Last but not least, reliable leadership and effective evaluation mechanisms are important factors in ensuring that the management of arts education can be successful.

Ethnographic Future Research

Introduction of Ethnographic Future Research

Ethnographic Futures Research (EFR) was created by Textor, a professor at Stanford University, in 1976, and developed by some anthropological researchers including the professor.⁸⁷ Ethnographic Future Research is a method of inquiry that blends ethnographic techniques with forward-looking analysis to investigate how individuals and societies anticipate, envision, and influence the future. EFR uses sociocultural approaches to extract interviewees' feelings and preferences about the

⁸⁶Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2018). *Curriculum leadership: Strategies for development and implementation*. SAGE Publications.

⁸⁷Bell, W. (1997). Foundations of Futures Studies: Human Science for a New Era. New Brunswick: *Transaction Publishers*, 312-315.

possible future of their society and culture.⁸⁸ It extracts their future culture scenario, preference, cognition and value from existing social groups. These include optimistic scenario, pessimistic scenario, and the most probable scenario (As shown in Figure 1). In addition, EFR is not only concerned with the views of the respondents and their groups on the vision, but more concerned with how the gap between the vision and reality can be narrowed or even eliminated, as well as the respondents' understanding of the concrete implementation steps. In this sense, EFR is not a traditional future prediction method, but a scientific method aimed at discovering the cultural future vision that exists in the minds of community members, and the empowerment process that motivates community members to actively participate in the whole society's efforts to realize the vision.



Figure 2 Sequence of EFR scenario elicitation

Source: Olla, P., & Choudrie, J. (2009). *Exploring the Futures of Mobiles for Social Development Using Ethnographic Futures Research*. ICIS 2009 Proceedings, 158.

EFR research process mainly includes: The researcher proposed an open and broad field, in which the interviewees described the most expected optimistic

⁸⁸Textor, R. B. (1995). The Ethnographic Futures Research Method: An Application to Thailand . *Futures*, 27(4). 461-471.

vision and least expected pessimistic vision according to their own values and creativity, and identified the most probable vision and the change model based on the reality. The process and path from the present to the most probable future; After that, the researchers conducted some relatively structured in-depth interviews with the respondents, such as their enlightenment on policies and the government, as well as their enlightenment on how to participate in them. This method adopts one-to-one interview, the sample size is determined according to the size of the project theme, and the research results are "highly structured, rich and detailed, context-based, creative vision, and even some specific action plans".

Although EFR is formally distinct, it can be thought of as a hybrid method of research. Responding to the necessary condition of an unknowable future, EFR is a modified research method specifically capable of producing possible and meaningful anticipatory propositions of the future that are grounded in a specific sociocultural context.

Textor does not perceive EFR as being a discipline or a subdiscipline, nor does he see it as being a substitute for such, or for a good theory or model. Rather, EFR and FR constitute, in his view, simply a perspective which can be valuable, especially when undergirded by one or more disciplines, subdisciplines, theories, or models.

Ethnographic Futures Research is a sub-type of Futures Research (FR), which is any general study of alternative futures or scenarios considered likely for a given population. Both EFR and FR (Futures Research) start with a broad question and gradually refine questions based on ethnographers' interaction with respondents. As for the difference between traditional ethnography and EFR, he argues that the former deals with cultural patterns of the past or present, while EFR deals with possible, probable or projected cultural patterns of the future. In other words, the profound difference between traditional ethnography and EFR is that the former is based on history and combines interviews with observation, whereas EFR must be based on interviews.

With roots in sociology and anthropology, ethnography is one of the early qualitative approaches and is concerned with learning about people, in contrast to studying people, through immersion in native populations. Ethnography can help investigate very complicated or critical design challenges.⁸⁹ Ethnographic research is a qualitative method where researchers observe and/or interact with a study's participants in their real-life environment. Ethnography was popularized by anthropology, but is used across a wide range of social sciences.⁹⁰

Through the collection of observations, interviews and documentary data, which are triangulated (i.e. compared and contrasted with one another) ethnographic research offers a qualitative approach with the potential to yield detailed and comprehensive accounts of different social phenomenon (actions, behavior, interactions, beliefs). Through its use of *in situ* observations ethnographers can 'immerse' themselves in a social setting, thereby generating a rich understanding of social action. Participant observation also provides ethnographers an opportunity to gather empirical insights into social practices which are normally 'hidden' from the public gaze. Additionally, since it aims to generate holistic social accounts, ethnographic research can identify, explore and link social phenomena which, on the surface, have little connection with each other. As such, ethnographic research differs from other forms of research such as phenomenology (the analysis of interviews to understand individual's lived experiences) or discourse analysis (the analysis of talk and/or documents to understand the influence of embedded discourses).⁹¹

⁸⁹Jones, J., & Smith, J. (2017). Ethnography: challenges and opportunities. *Evidence Based Nursing*, 20(4), 98–100. doi:10.1136/eb-2017-102786.

⁹⁰*When and How to Use Ethnographic Research*. (n.d.). Retrieved from <http://www.spotless.co.uk/insights/ethnography-when-and-how/>.

⁹¹Reeves, S., Peller, J., Goldman, J., & Kitto, S. (2013). Ethnography in qualitative educational research: AMEE Guide No. 80. *Medical Teacher*, 35(8), e1365–e1379. doi:10.3109/0142159x.2013.804977.

As mentioned, Futures Research and the EFR approaches are notably similar. They both rely on an interviewee constructing scenarios that concentrate on the following:

1. Alternative futures that are possible or probable for a particular population.
2. The state of our knowledge (or uncertainty) about this or that possible future.
3. Implications and possible consequences of this or that possible future.
4. Early warning signs of undesirable possible futures.
5. Our understanding of the underlying processes of change.

Ethnographic Futures Research (EFR) derives theoretical meaning from, and is firmly grounded in, data. Essentially, the EFR approach "is a form of ethnography adapted to the needs and constraints of Futures Research", which "bears a similarity to the 'grounded theory' approach".⁹²

EFR has roots in conventional ethnography and anthropology in that the method provides a description of human social life. The difference between conventional ethnography and EFR is that "the former deals with cultural patterns in the past or present, while EFR deals with possible, probable, or projected cultural patterns in the future."⁹³

Textor believes that Ethnographic Futures Research (EFR) is a research method that obtains theoretical meaning from data and is firmly rooted in data. Essentially, the EFR approach is an ethnographic adaptation to the needs and constraints of futures research, similar to the grounded theory approach. Although

⁹²Textor, R. B. (1985). Anticipatory Anthropology and the Telemicroelectronic Revolution: A Preliminary Report From Silicon Valley. *Anthropology & Education Quarterly*, 16(1), 3–30. doi:10.1525/aeq.1985.16.1.05x0848p.

⁹³Textor, R. B. 1980. *A Handbook on Ethnographic Futures Research*. Stanford, CA: Stanford University Press.

EFR is different in form, it can be thought of as a hybrid research method. EFR is an improved research method for the necessary conditions of the unknowable future, which can generate possible and meaningful future anticipation propositions in a specific socio-cultural context.

In the article “An Ethnographic Future Research study of Knoxville, Tennessee's empowerment zone”, Saunders believes that Ethnographic Futures Research (EFR) is a social science innovation tool originating from Futures Research. It can be considered a participatory research tool because its goals are very similar to participatory research methods.⁹⁴

Gordon mentioned in his paper that EFR was designed by Robert Textor in 1976 and is a participatory research method that includes cultural anthropology and ethnography. The method is non-directive and involves some research, instructing participants to review the past, talk about the future, and understand different aspects of the interview.⁹⁵

Related literature of EFR

EFR consists of explicit methodological data used to generate new set strategies for the possible or probable future of a particular culture or population. Researchers hope to be able to insight and detect warning signs for specific populations that could lead to adverse future situations, to identify current and future knowledge of possible states, and to discover possible consequences referring to specific events or situations in specific populations or cultures.

Wendell Bell, professor of futures at Yale University, believes that futuristic approaches include EFR and situational writing. When people consciously think about

⁹⁴Saunders, K. L. (2002). *An Ethnographic Future Research study of Knoxville, Tennessee's empowerment zone*. [Master thesis, University of Tennessee].

⁹⁵Gordon, H. S. J. (2021). Ethnographic futures research as a method for working with Indigenous communities to develop sustainability indicators. *Polar Geography*, 1–22. doi:10.1080/1088937x.2021.1881647.

the future, they become more responsible for their actions. Because of this, futurists help people become more capable, effective and responsible in their personal lives.⁹⁶

Related studies of EFR

In order to explore the possible scenarios of Jesuit higher education in the United States in the future, Lowdon adopted the EFR research method and interviewed 10 leaders (8 men and 2 women) randomly selected from Jesuit institutions in different regions, different institutional sizes and different genders. Through collecting the interviewer professional knowledge in the field of higher education, their understanding of jesuit education, and their view of the jesuit advanced education in the future direction and other relevant information for the leaders of the jesuit institutions to provide a window, in order to understand the possible alternative in the future, outline, and then as a strategy for the change of the planning stage.

As new technologies such as mobile phones affect People's Daily lives, there is growing interest in their potential. Olla and Choudrie used the ethnographic Future Study (EFR) to predict the future of mobile phones in social development activities in developing countries. By applying EFR, the researchers concluded that we do need to think differently about how mobile phone services should be created and deployed to marginalized communities to avoid the unsustainable model used when remote centers were first deployed a decade ago.

In the article "Ethnographic futures research as a method for working with Indigenous communities to develop sustainability indicators", Gordon conducted EFR scenario simulation on 30 community members over the age of 18 for the construction of tribal resources. Demonstrate the utility of EFR by exploring how the three scenarios lead to more insight into community sustainability by using the three

⁹⁶Bell, W. (1998). Making People Responsible: The Possible, the Probable, and the Preferable. *The American Behavioral Scientist*, 42(3). 323-339.

scenarios approach of EFR using optimistic, pessimistic and most probable futures. Help participants clarify their values and goals in order to become an active participant in the future. The alliance of EFR and indigenous methods, in turn, provides benefits to participants and allows communities to explore how to live sustainably, creating sustainability indicators and thus providing strategic planning.

In order to understand those in Washington who led efforts to improve the digital divide how optimistic, pessimistic, and most probable in the future, EFR method is used to interview the 13 from Washington to work for social change in the information society leader, finally found that Washington will in the future to establish and maintain a more just and fair system of social culture, This is an important element of optimism.

Higher vocational colleges of Hubei Province

Introduction of Higher vocational colleges of Hubei Province

Hubei province is a large province of science and education with abundant higher education resources. According to the list of Colleges and universities in 2021 released by the official website of the Ministry of Education, PRC, Hubei province ranks sixth in the country with a total of 130 colleges and universities (167 in Jiangsu; 154 colleges and universities in Guangdong; The number of universities in Shandong is 152; 151 colleges and universities in Henan; The number of universities in Sichuan is 132. Among the 130 colleges and universities in Hubei province, 62 higher vocational colleges rank ninth in the number of national higher vocational colleges. To some extent, the scale of higher vocational education in Hubei province also reflects the ability of higher vocational education in hubei province to supply high-skilled talents needed for social development.⁹⁷

⁹⁷List of national institutions of higher learning. (2021). Moe.gov.cn, http://www.moe.gov.cn/jyb_xgk/s5743/s5744/A03/202110/t20211025_574874.html.

The Department of Vocational and Adult Education of the Ministry of Education put forward in its key points of work in 2018 that it will launch the plan for the construction of high-level vocational schools and majors with Chinese characteristics, adhere to the combination of supporting the excellent and the strong with improving the overall security level, and build a number of vocational schools that are inseparable from local areas, recognized by the industry, and can be exchanged internationally.⁹⁸

On the implementation of the Ministry of Finance released in 2019 by Ministry of Education with Chinese characteristics in planning the development of the high level of higher vocational schools and professional opinions "(hereinafter referred to as the "twin plan"), the overall goals clear "around the handle the new requirements in the new era of vocational education, focus on the construction of 50 or so high level of higher vocational schools and 150 or so high level professional group, Leading vocational Education in the New Era to achieve high-quality development"⁹⁹, this is the first time to clarify specific requirements for higher vocational colleges to enhance their internationalization level in the form of a document. It is an important strategic deployment of China's higher vocational education in the context of the new round of industrial revolution dominated by"

⁹⁸*A letter on the issuance of the Main Points of work in Vocational and Continuing Education in 2018.* (2018). Retrieved from http://www.moe.gov.cn/jyb_xgk/s5743/s5744/A03/202110/t20211025_574874.html.

⁹⁹*Opinions of the Ministry of Education and Finance on the Implementation of the Plan for the Construction of High-level Vocational Schools and specialties with Chinese characteristics.* (2019). Retrieved from http://www.moe.gov.cn/srcsite/A07/moe_737/s3876_qt/201904/t20190402_376471.html.

Internet + ", artificial intelligence and big data.¹⁰⁰ "Twin plan" is a country based on the reality of higher vocational education of China, from the global economic and social development, higher vocational education modernization, lead to project put forward the direction of higher vocational education in our country modernization, for higher vocational colleges based on the connotation of school-running orientation, focus on development, highlight the characteristics set up the benchmarking.¹⁰¹

Higher vocational colleges in Hubei Province are educational institutions that provide higher vocational education programs to students who have completed their secondary education. These colleges offer a variety of programs that are designed to prepare students for a range of technical and professional careers. The programs offered by higher vocational colleges in Hubei Province typically provide students with a combination of theoretical knowledge and practical skills, with a focus on meeting the needs of the local job market. Graduates of higher vocational colleges in Hubei Province are well-prepared to enter the workforce or pursue further education.¹⁰² In the list of 56 high-level school construction units and 141 high-level professional group construction units announced in December 2019, a total of 8 schools in Hubei province were successfully shortlisted. Among them, 1 college has been selected as a high-level vocational college with Chinese

¹⁰⁰Yu, S. S, & He, S. Q. (2020). Guidance, problems and countermeasures of international development of higher vocational colleges under the background of "Double High Plan" (in Chinese). *Education and Career*, 10, 33-39.

¹⁰¹Chen, L. (2021). The current situation and thinking of internationalization development of higher vocational colleges in Hubei province under the background of "Double High Plan (in Chinese). *Journal of Hubei Radio & Television University*, 41(1), 50-54.

¹⁰²*List of national institutions of higher learning*. (2021). Moe.gov.cn, http://www.moe.gov.cn/jyb_xgk/s5743/s5744/A03/202110/t20211025_574874.html.

characteristics, 7 colleges are high-level professional construction colleges, and 5 of the 8 dual high schools are all from Wuhan city.

In January 2022, Hubei province approved the construction of 29 high-level higher vocational schools (including 8 national double-high schools) and 84 high-level professional groups. 84 provincial-level high-level professional groups, Covers agriculture, forestry and fishing, resources, environment and safety, energy and materials, civil construction, water conservancy, equipment manufacturing, biological and chemical industry, light industry, textile, food, medicine and food, transportation, electronic information, medicine and health care, finance, trade, tourism, culture and art, journalism, education and sports, public security and judicial, public management and service of higher vocational professional categories.¹⁰³

Vocational colleges, as the most closely related to the economic development of this province, play an important role in training highly skilled personnel and developing the service industry. Each higher vocational college has its own orientation and school-running characteristics, and has its own long board in many aspects, such as capital investment, faculty strength and superior disciplines.¹⁰⁴

With the deepening of vocational education reform, higher vocational education of Hubei province has developed rapidly. However, compared with the development of higher vocational education in other provinces in The country, the gap in Hubei is more obvious, and is not commensurate with the status of Hubei as a major province of science and education. There are differences in the development of higher vocational colleges in Hubei in terms of school-running orientation, integration of industry and education, social services, campus culture construction

¹⁰³*Hubei province has approved the construction of 29 high-level vocational colleges.* (2022). Retrieved from <https://baijiahao.baidu.com/s?id=1722195631566468304&wfr=spider&for=pc>.

¹⁰⁴*Hubei higher Vocational comprehensive strength ranking.* (2020). Sohu, https://www.sohu.com/a/414383270_214420.

and logistics support. It is manifested in the lack of scientifically oriented evaluation system, the lack of close professional connection with industry, the lack of deep integration of industry and education, the weak social service ability, and the lack of internal governance and guarantee ability. Hubei province development and construction in higher vocational colleges is still a long way to go, need to borrow dongfeng "twin plan", adhere to the "people's satisfaction" school direction, optimize the quality evaluation system, to implement hubei education, enhance the capacity of service development, improve the internal governance system, activate the school education, comprehensively deepen the integration production and education, strengthen social service ability.¹⁰⁵ We should also strengthen the effect of connotation construction, enhance the characteristics of schools, highlight the regional characteristics of higher vocational education, promote the development of characteristics, improve the level of construction, and build a strong province of higher vocational education.¹⁰⁶

What specific problem Higher vocational college of Hubei Province faced in art education management

Although art education in colleges and universities of Hubei province has made great progress, there are still many problems. The status quo of art education in many colleges and universities is still a long way from the requirements in policy documents such as "School Art Education Work Regulations" issued by the Ministry of

¹⁰⁵Li, S., & Cai, X. Z. (2020). Highlight regional characteristics and promote the characteristic development of Higher vocational colleges in Hubei province (in Chinese). *Journal of Hanggang Polytechnic*, 22(6), 123.

¹⁰⁶Qi, Q. B. (2020). Research on the development difference of Higher Vocational Colleges in Hubei Province from the perspective of people's satisfaction (in Chinese). *Journal of Hubei Adult Education Institute*, 26(1), 12-17.

Education.¹⁰⁷ The art education management of Hubei vocational colleges mainly has the following problems:

First, the art education system and mechanism are not perfect, and the policy is not detailed.

The policy of art education system is the leading policy factor in the level of art education organization, and the art education system in colleges and universities is the organizational guarantee for the development of art education. The system is the prerequisite to carry out the work of art education. If the system is not perfect, the art education in colleges and universities will be hindered. The key to solve the problem of art education in Hubei higher vocational colleges is to establish an efficient art education management organization. Pang in investigating more than ten colleges and universities after the interview, think "did not establish a perfect art education in colleges and universities management system, the name of art education in colleges and universities is more, running in a different way, because of the lack of corresponding system of art education and policy guarantee, poor operation system, the university art education is in a state of may be less than."¹⁰⁸

Some colleges and universities set up art education institutions passively due to the requirements of the government, and lack of corresponding systems for the development orientation and responsibility division of art education institutions, resulting in unclear institutional responsibilities of these schools. Some art education institutions in colleges and universities do not have the autonomy of personnel, property and teaching management, which is restricted from all aspects, resulting in

¹⁰⁷*Working regulations of art education in schools.* (2002). Moe.gov.cn, http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/200207/t20020725_81854.html.

¹⁰⁸Pang, H. S. (2005). The dilemma and outlet of university public art education (in Chinese). *Higher Education research in China*, 12, 77.

inadequate daily management and teaching management, and art education management institutions in name only.¹⁰⁹

In terms of art education teachers, there is a lack of clear framework system for teacher policy, and a lack of clear measurement standards for the age, professional direction and qualification requirements of art teachers in colleges and universities. In terms of art education funds, China's policies do not make clear requirements on the investment, distribution and management of art education funds, which leads to the shortage of art education funds in some colleges and universities.

In general, the status of art education in Higher vocational colleges of Hubei province is generally low, and it is difficult to integrate into the orderly reform and development of school education system. The main reason that hinders the development of art education of Hubei higher vocational colleges is that the art education system is not smooth, the organization is not complete and the policy is not detailed.

Second, the organization and management of art teaching are not in place.

Due to the unsound administrative organization of art education, art education curriculum lacks top-level design, teaching quality is not high and creative art teaching reform is lacking. Many managers do not attend lectures or conduct regular oral and evaluation to students to understand the teaching work of art teachers, nor can they give feedback to the teachers. When there are problems and contradictions in art teaching, they cannot be solved in time.

At present, the number of art education courses offered by higher vocational colleges of Hubei is different, and there is a big gap between different schools. The contents of art education courses are varied and disorderly, without

¹⁰⁹Li, A. Z. (2006). Analysis on management mode of music education in Colleges and universities in China (in Chinese). [Master thesis, Capital Normal University].

forming a complete curriculum system, and without diversified vision and cultural vision. Most art education courses are optional, general education elective or restricted. Due to the lack of classroom teaching management and guidance, some teachers pay too much attention to technical education in the teaching process, and train students' art education with professional art skills, making art education skill-based, which is not in line with the goal of art education in colleges and universities. However, some art teachers' teaching is not standardized, the content of the lecture lacks cultural connotation, and the teaching method is outdated, inflexible and mechanical, which cannot drive the enthusiasm of students. In addition, there is no scientific evaluation system of art teaching quality, so there is no basis for teachers' teaching in accordance with art education in colleges and universities, and the teaching quality is generally low.

Third, the shortage of teachers for art education.

The Ministry of Education requires that the number of teachers in art courses should account for 0.15% to 0.2% of the total number of students in schools, and the number of full-time teachers accounts for 50% of the total number of art teachers.¹¹⁰In higher vocational colleges of Hubei province actual situation, disappointing many arts teachers in colleges and universities, the number of full-time art teacher is much lower than the national ordinary higher school public art curriculum guidelines of the requirements, the art teachers in colleges and universities are often from youth corps committee, student worker place and other administrative departments of part-time teachers, not a relatively stable art teacher team. Because the management of art teachers in colleges and universities is chaotic, teachers are restricted in workload assessment, application of scientific research

¹¹⁰*Circular of the General Office of the Ministry of Education on printing and distributing the National Public Art Curriculum Guidance Plan for Regular Institutions of Higher Learning.* (2006). Retrieved from http://www.moe.gov.cn/srcsite/A17/moe_794/moe_624/200603/t20060308_80347.html.

projects, application of professional titles and other aspects. In addition, people's lack of understanding of the characteristics of art education leads to the difference in the calculation of teachers' workload in guiding art practice from other disciplines, which has not been recognized, greatly discouraging the enthusiasm of art teachers.

Fourthly, the management concept of art education managers is backward.

Because art education is a soft skill, it basically does not produce explicit effects and is influenced by utilitarian teaching content and employment orientation, many higher vocational schools in Hubei despise art education. Leaders in many colleges and universities do not fully understand the role and status of art education in colleges and universities, do not pay enough attention to and research on art education, lack unified planning and leadership of art education, and pay little attention to, construction and investment in art education in colleges and universities. Liu once conducted a survey of four universities, and the results showed that up to 75% of the teachers think that the leaders do not pay enough attention to art education in colleges and universities, and 13% of the teachers think that the leaders of our school do not pay enough attention to art education.¹¹¹ Due to the lack of attention to art education in colleges and universities, the management concept of college administrators lags behind, lack of learning of new management concepts, low understanding of management culture, weak management skills, and lack of overall ability to analyze and solve problems in art education management activities in colleges and universities. In the final analysis, these problems are caused by inadequate ideological understanding of art education management in colleges and universities.

In addition to the above reasons, the art education management in higher vocational colleges of Hubei Province is not perfect, the management is not perfect,

¹¹¹Liu, J. (2007). Investigation and research on the present situation of public music education in four colleges and universities in Hunan Province (in Chinese). [Master thesis, Capital Normal University].

the teaching form is single, the teaching theory, the teaching method is obsolete and so on are the factors that affect the development of the art education in higher vocational colleges of Hubei Province. These factors are closely related to local economic development in Hubei province.

Related studies of Art education management

Chinese studies

The researcher of Liu took the management transformation of art education in colleges and universities as the research object, investigated and analyzed the actual status quo of art education in colleges and universities through empirical research and assisted comparative analysis, and put forward countermeasures and suggestions for the management of art education on the basis of analyzing the status quo and its formation. In the questionnaire set up, for the question: "Does your school attach importance to the cultivation of artistic quality?" 43% of them said that it was average, 31% attached great importance, and 26% answered not attached great importance. This shows that schools have not put art education in an important position according to the development needs of The Times. 61% of the candidates want to open more courses with the development of The Times, reflecting the majority of students' demands for new art forms.

Tao summarized the literature on arts education administration in China and other countries over the past 30 years. By sorting out past literature, she found that art education management should be comprehensive and systematic. Art education management not only needs to pay attention to students' learning results, but also needs to improve teachers' teaching level. In addition, the management of art education should also pay attention to the improvement of curriculum quality and the provision of art resources. In her research, some literature also emphasizes the combination of advanced technology and art education to improve students' mastery of technology.

Guo analyzed the characteristics and optimization strategies of art education management in higher education institutions in modern society. The research aimed to improve the level of art education by developing effective optimization strategies for art education management in higher education institutions. The study provided important theoretical and practical implications for educators, administrators, and policymakers. Ultimately, the research contributes to the improvement of the level of art education management in higher education institutions and the promotion of the comprehensive development of students.¹¹²

Ren, in his study "Research and discussion on management strategies for arts education in higher education", put forward a map of the main components of arts education management. He divided college art education management into three elements, namely, art curriculum construction, systematic management, and art culture atmosphere creation. Art curriculum construction needs to establish art general curriculum, professional curriculum and practical curriculum. Systematic management includes curriculum system management, art practice management, art resource management and flexible management. Artistic and cultural atmosphere construction includes the establishment of "elegant art into the campus" brand and theme of campus cultural activities.

In order to understand the current music education in higher vocational colleges in the implementation, and student perceptions of art education management and the suggestion, promote the national art education to manage the implementation of the file, the researchers used multistage sampling and stratified sampling method to select J province 9 categories of different areas, different schools of higher vocational colleges and universities as the research object, A questionnaire survey was conducted among 900 students and 9 teachers of educational administration/Youth League committee, and additional questions were

¹¹²Guo, N. F. (2021). Study on the Characteristics and Optimization Strategies of Art Education Management in Higher Education Institutions in Modern Society (in Chinese). *Mass culture*, (09), 192-193.

interviewed. It is found that the status quo of music education is not optimistic in higher vocational colleges with rapid development. The curriculum seems to be dispensable, only formal and superficial, with strong arbitrariness and insufficient understanding and attention to it. The current level of art education does not conform to the concept of general education.¹¹³

A survey of music preferences of college students in 6 colleges in Hunan province, from the 4,790 valid questionnaires showed that 89.8% like simplified music, 10.2% like staff, 80.2% like Chinese music, 19.8% like foreign music, 68.4% like vocal music, Those who like instrumental music account for 31.6%. According to the survey, although only 0.5 percent of the students can master a musical instrument, they generally love music.

Another survey showed that 82 percent of students believe that art education in colleges and universities is essential to college education, and nearly 70 percent of students have good expectations for art education classes.

Zhang et al. introduced a phased survey on the status quo of art education, and the results showed that 53% of the students have only a little knowledge of what they have learned, 21% of the students think that art education has not achieved the expected results, 57% of the students said that there is no art related textbooks, and more than 30% of the students think that the teaching form is single and not combined with local characteristics.

In his research, Zhang developed a model for quality assurance in higher education institutions specializing in the arts. The model comprises three dimensions. The first dimension entails standardization of teaching, examinations, teaching materials, and administrative management. The second dimension is the

¹¹³Li, X. J. (2018). *The Research on the Present Situation and Strategy of Public Music Education in the Higher Vocational Colleges from the Perspective of General Education—the Case of J Province (in Chinese)*. [Master thesis, Northeast Normal University].

implementation of a quality responsibility system, which emphasizes the division of work responsibilities for teachers and teaching management personnel in art education. The third dimension involves whole-process quality management, which oversees the entire process of teachers, parents, and teaching management personnel to enhance the learning quality of students through the concerted efforts of all stakeholders.¹¹⁴

According to the research of Mao, colleges and universities should continually experiment with novel teaching approach. Higher education institutions should pay special attention to the quality of teachers' education and work hard to provide a quality learning environment for students as they innovate the management model for art education. In addition, students should receive training in innovation and the development of off-campus as well as on-campus entrepreneurial practice bases in order to fully prepare them to contribute their talents to the nation by putting their theoretical knowledge into practice before they enter the workforce.¹¹⁵

Researchers have had five universities of Shanxi Province in college students quality of music and music education in the condition of the construction of teachers team, focus on the music education and teaching staff construction and course system from three aspects, the questionnaire design, every school in random, 200, a total of 1000, recovery of 983. The recovery rate was 98.3%. Through investigation and analysis, it is found that the situation of music education is still not very optimistic. There are some situations such as the teaching level of music

¹¹⁴Zhang, J. L. (2012). Research on the Application Strategies of Total Quality Management in Higher Arts Education Academic Affairs Management (in Chinese). *Education and Teaching Forum*, 15, 102-103.

¹¹⁵Mao. P. (2013). New thoughts on the reform of university art education (in Chinese). *Art Panorama*, 12, 154.

teachers is relatively low, the scientific research foundation is relatively low, and the teacher turnover is relatively frequent.¹¹⁶

The investigation results of many schools show that the gap between the ideal and reality of public art education is closely related to the inadequacy of institutions in the construction of art education mechanism and system.

Foreign studies

According to Kobayashi, art management education was comprised of various courses and had been expanded to include practical instruction and exercises, along with short-term internships. At that time, there was criticism of lecture-based courses for being mere education for cultural enrichment. Communities had begun to demand universities to operate more openly and to contribute to the welfare of the region through arts management. However, public cultural institutions were not fully aware of this specialized occupation, and the trained personnel had limited opportunities to utilize their skills, resulting in an imbalance between supply and demand for arts management professionals.¹¹⁷

Bauer and Strauss determined their management learning content by studying the curriculum of art education institutions and focused on German-speaking countries. Based on the 81 university of the arts, schools and colleges, 159 syllabus is analyzed, concluded that lack of management of the vast majority of learning content, follow a traditional art education methods, focus on art ability, the

¹¹⁶Cao, X. L. (2006). Analysis and reflection on the present situation of music education in five universities in Shanxi Province (in Chinese). [Master thesis, Capital Normal University].

¹¹⁷Kobayashi, M. (2010, June 9). *Arts Management Education in Universities*. Performing arts. Retrieved from https://performingarts.jp/overview_art/1005_05/1.html

researchers suggest that management learning content, to the success of students in art career to lay a solid foundation.

Wang analyzed the state of domestic middle school art education and education management. At the time, there were great efforts to improve the quality of education, resulting in domestic art education being included in the compulsory education system. However, there were still some shortcomings in middle school art education. Through investigation and analysis of the current conditions of middle school art education in China, the study identified key issues that affected the quality of art education. The study then implemented reasonable improvements to address the universality of middle school art education.¹¹⁸

The research of Ngern aimed to develop a conceptual framework in Art Education by analyzing academic documents and graduate student research in Art Education at two universities in Thailand. Findings were analyzed using descriptive statistics, resulting in six major components in the conceptual framework: the context of art instruction, Art Education management/development of art teachers, research in Art Education, cores of Art Education, education management of art, and art learning outcomes. The research also found that Art Education is defined as providing learners with opportunities to express themselves through various artistic activities, and that the majority of research topics in Art Education focused on art instruction, analysis of artworks, and teaching media, materials, and equipment.

In order for research to be conducted purposefully, art educators need to take a holistic view of the ongoing research in the field. The wide range of practical and theoretical issues in art education leads to the question, "What is the current state of art education research?" To answer this question, the researchers surveyed 332 art educators, including 137 members of the Seminar for Research in Art Education (SRAE) and 195 other higher education teachers with doctoral and/or

¹¹⁸Wang, M. J. (2022). A Management Analysis of Art Education Situation for Middle School Students in China. *Journal of Education and Learning*, 11(4), 138-143.

master's degrees in art education from U.S. institutions. According to the key words in the title, the hot subjects of research research in higher education colleges include 16 studies on the history of art education, 11 studies on aesthetics and 11 studies on cross-cultural/multiculturalism. Overall, current research on arts education does not seem to cover the field comprehensively and evenly. Faculty and doctoral research in higher education tends to focus on theoretical areas (" concepts "and" context "), while master's research focuses more on practical issues (" curriculum "and" teaching ").

Summary

To summarize, the above research provided significant inspiration and reference for strengthening the construction of art education management in colleges and universities in China. However, at the time of the research, there were not many empirical studies on the management of art education, and they lacked interactions with other disciplines and were not closely related to real-life situations, becoming mere formalities. Research on the management of art education needed to conduct an in-depth investigation of the current situation, use theories to guide practice, and achieve theoretical improvement through practical testing and summarization. Theory and practice should have constructed and perfected each other in the process of dynamic development. Combining the actual situation of the art education management in higher vocational colleges of Hubei Province was an important aspect of this thesis.

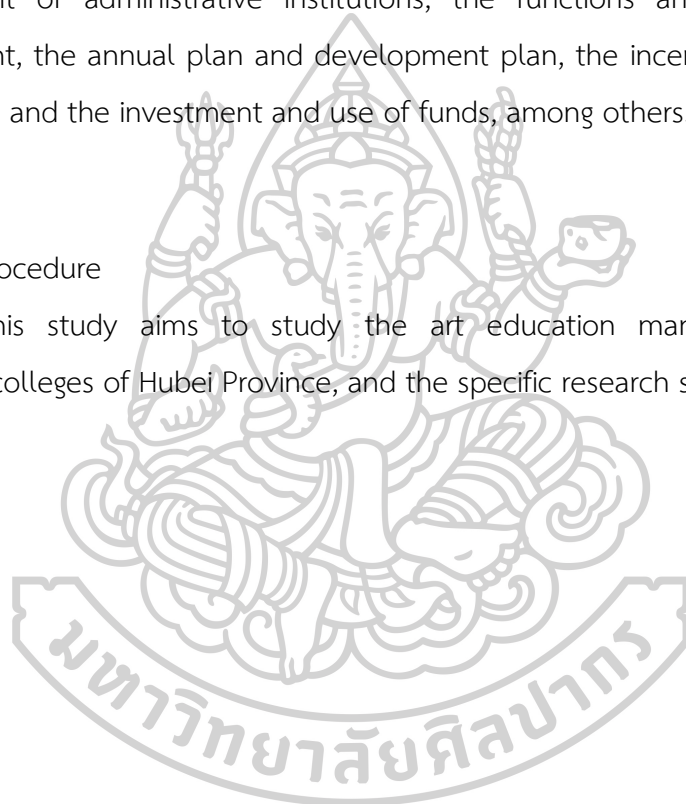
CHAPTER 3

RESEACH METHODOLOGY

The management of art education was an important guarantee for the development of art education in colleges and universities and a crucial way to realize the status of art education and the purpose of education. At the time of the research, there were many problems in the art education in higher vocational colleges of Hubei Province, such as the importance of leaders, the setting and management of administrative institutions, the functions and characteristics of management, the annual plan and development plan, the incentive and evaluation mechanism, and the investment and use of funds, among others.

Research Procedure

This study aims to study the art education management in higher vocational colleges of Hubei Province, and the specific research stages are as follows.



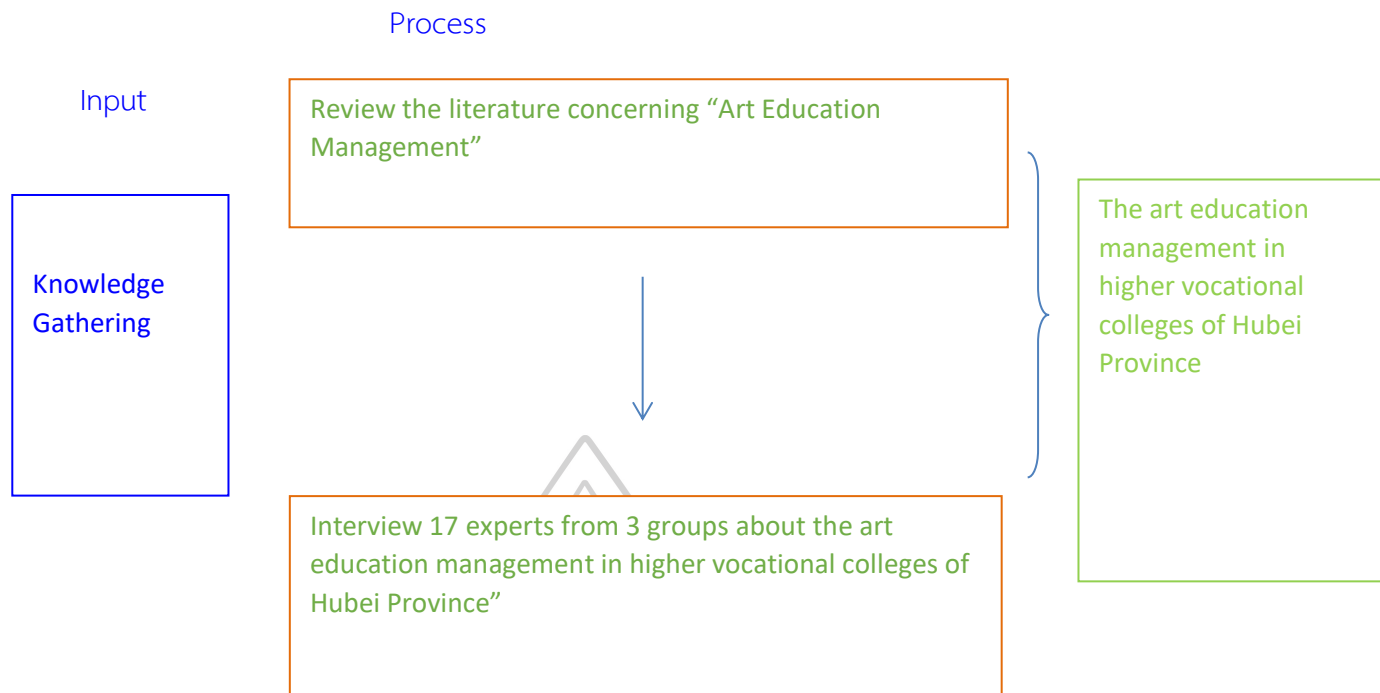


Figure 3 Research Procedure

Step 1: Input - Knowledge Gathering

Reviewing the literature concerning "Art Education Management".

Step 2: Process - Data Collection

Interviewing 17 experts from 3 groups one-to-one to explore their perceptions of the art education management in higher vocational colleges of Hubei Province.

Step 3: Output - Results and Conclusion

Analyzing and synthesizing the gathered data to draw conclusions about the art education management in higher vocational colleges of Hubei Province.

Research Methodology

Based on the art education management in higher vocational colleges of Hubei Province as the research objective, in earnest summary based on existing

theoretical results. EFR method, according to Textor, 17 arts education management experts were selected and divided into 3 groups. The researcher interviewed one-to-one to explore their expectations of the art education management in higher vocational colleges of Hubei Province.

Jury of experts

Participants in this study selected 17 art education management experts from 3 groups, and conducted one-on-one interviews with them with the following qualifications using EFR:

1. Engaged in art education related work, have a deep understanding of art education management in colleges and universities of Hubei province;
2. Familiar with advanced management concepts and development trends at home and abroad;
3. At least 5 years relevant working experience, lecturer or above.

One of the somewhat unusual aspects of EFR was that it was often used with samples that included interviewees who were intellectuals and/or experts in various relevant subject matter areas. During the interview, some of these interviewees might have volunteered their own notions as to what a given trend or projection meant, or could mean, or would mean, in cultural or theoretical terms.

Research instrument

The instrument used in this study was expert interview.

The expert interview, as a method of qualitative empirical research designed to explore expert knowledge, has undergone considerable development since the early 1990s. A number of publications have been released to fill a gap in the methods literature, which has greatly benefited many disciplines and fields of research in the social sciences. It can be assumed that, through increased reflection

on methodical issues, research into experts' knowledge has become more professional and of higher quality.¹¹⁹

Data collection

A total of 17 EFR interviews were conducted in this study, and they all started with a certain structure. Once the interview begins, it offers a fair amount of flexibility and openness. The purpose of each interview is to draw perspectives from experts on the art education management in higher vocational colleges of Hubei Province. Each interview was recorded, transcribed, analyzed and summarized..

Data analysis

The data obtained from interviews with 17 experts from 3 groups was summarized by the researcher. Then, the researcher constructed various dimensions related to the art education management in higher vocational colleges of Hubei Province according to the data obtained from the expert interview and listed the corresponding items according to the contents of each dimension.

Summary

The objective of this research was to find the art education management in higher vocational colleges of Hubei Province. The research process followed a four-stage approach. In the first stage, the concepts, theories, and research regarding art education management in China and abroad were summarized and integrated, and the management situation of art education in higher vocational colleges of Hubei Province was analyzed and explained. In the second stage, 17 experts from 3 groups were interviewed using the EFR method, and their opinions on the art education management in higher vocational colleges of Hubei Province were explored by the researcher. In the third stage, the researcher summarized the information collected

¹¹⁹Meuser, M., & Nagel, U. (2009). The Expert Interview and Changes in Knowledge Production. *Interviewing Experts*, 17–42. doi:10.1057/9780230244276_2.

through the interviews with the 17 experts from 3 groups. Finally, using the data obtained from these interviews, the researcher developed different categories associated with the art education management in higher vocational colleges of Hubei Province. Additionally, the researcher compiled a list of specific items for each category based on its corresponding content.



CHAPTER 4

DATA ANALYSIS

The objective of this research was to find the art education management in higher vocational colleges of Hubei Province. This chapter was divided into two rounds, the first of which was an analysis based on data derived from interviews with 17 experts from 3 groups. Following the data collected from 17 experts from 3 groups in the field of art education management, the researcher consolidated the acquired information into a concise and coherent summary. Second, upon completion of this preliminary stage, the researcher embarked upon the development of numerous dimensions pertaining to the art education management in higher vocational colleges of Hubei Province, utilizing the data procured from the aforementioned interviews. Corresponding to each dimension, a list of corresponding items would be developed, accounting for the diverse range of content entailed within the dimensions. By meticulously cataloging such a diverse range of data and information, the researcher presented a comprehensive and thorough analysis of the art education management in higher vocational colleges of Hubei Province.

The analysis of research findings

The researcher used EFR to investigate the art education management in higher vocational colleges of Hubei Province. 17 experts from 3 groups were interviewed using unstructured interviews and the results are as follows:

The results of the expert interview

The results of the expert 1st:

Expert 1st emphasized the importance of continuous evaluation and improvement of the curriculum and teaching methods to ensure the quality of art education management in higher vocational colleges of Hubei Province. He highlighted the need for practical experiences, such as internships, exhibitions, and hands-on learning, along with a well-rounded education that includes training in the liberal arts and other foundational skills. These aspects are crucial for students to

become versatile and adaptable in a rapidly changing job market. Furthermore, expert 1st stressed the significance of internationalization in the field of art education. He explained that globalizing art education provides students with exposure to diverse cultural and artistic traditions, broadening their understanding of the art industry on a global scale. To achieve this, expert 1st recommended establishing international exchange programs and collaborations with foreign colleges. Additionally, they proposed providing opportunities for students to participate in international art competitions and exhibitions. Expert 1st also addressed the importance of effective budget management for higher vocational colleges that receive external funding. They emphasized the need to ensure the sustainability of programs by managing budgets efficiently. Additionally, expert 1st highlighted the need to prioritize cultural heritage and preservation in art education. He emphasized the significance of teaching students to appreciate the cultural value of different art forms and promoting traditional cultural values. Lastly, expert 1st underscored the importance of providing students with access to resources such as art supplies, studio space, and technology. He emphasized the need for institutions to develop strong partnerships with industry and the community to offer students real-world experience and help them develop the necessary skills and knowledge to succeed in the job market.

The results of the expert 2nd:

Expert 2nd identified several key areas for improvement in art education programs in higher vocational colleges of Hubei Province. She emphasized the need for higher vocational colleges to align their curriculum with industry standards and the requirements of the national education sector. This ensures that students receive education that is relevant and prepares them for the demands of the art industry. Quality assurance and continuous improvement were highlighted by both expert 2nd as crucial aspects of art education programs. She stressed the importance of regular evaluations and assessments to identify areas for improvement and promote a

culture of ongoing growth and development. By prioritizing these evaluations, higher vocational colleges can enhance the quality of their art education programs.

In terms of safety, expert 2nd emphasized the need for colleges to develop comprehensive safety protocols and procedures. This includes the establishment of emergency response plans and regular safety inspections. She emphasized the importance of educating faculty and staff on these protocols and procedures, ensuring that they are consistently followed. Moreover, the experts recommended that institutions prioritize the use of safe and environmentally friendly materials and equipment in their art education programs, further enhancing the safety measures in place.

The results of the expert 3rd:

Firstly, expert 3rd believed that colleges should provide leadership training for faculty and staff. This would offer them opportunities to develop essential skills in areas such as communication, conflict resolution, and decision-making. By enhancing the leadership abilities of faculty and staff, higher vocational colleges can foster a supportive and effective learning environment.

Additionally, expert 3rd highlighted the importance of safety and risk management in the management of art education. They noted that students often work with various materials and equipment that could pose potential risks, such as sharp tools and chemicals. It is crucial to ensure that students are properly trained and supervised to minimize the risk of accidents or injuries. By prioritizing safety measures and providing comprehensive training, higher vocational colleges can create a safe and secure learning environment for their students.

The results of the expert 4th:

Expert 4th highlighted the importance of ensuring that facilities and equipment in higher vocational colleges are well-maintained and regularly serviced

to ensure their safety for use. He emphasized the need for colleges to prioritize the maintenance and servicing of facilities and equipment to create a safe and secure learning environment. Additionally, expert 4th, along with the other experts, emphasized that safety and risk management should be a top priority in the management of art education in higher vocational colleges. He stressed the importance of implementing comprehensive safety protocols, providing proper training to students, and ensuring that faculty and staff are equipped to handle any potential risks or emergencies. By prioritizing safety measures, colleges can create an environment that promotes the well-being and security of both students and faculty.

The results of the expert 5th:

Expert 5th emphasized the importance of ongoing professional development opportunities for art education teachers. They highlighted the need for teacher training programs to offer diverse opportunities for teachers to enhance their understanding of art theory and practice. Incorporating new technologies and teaching methods into the classroom was also suggested to improve the quality of art education management. Additionally, He emphasized the importance of monitoring staff compliance with laws and regulations in art education. They stressed the need for faculty and staff to be aware of and adhere to relevant laws and regulations governing art education. Furthermore, being responsive to feedback from stakeholders, including students, faculty, employers, and the wider art community, was highlighted as crucial. By continuously improving and adapting programs based on feedback, higher vocational colleges can effectively meet changing needs and expectations. Finally, He argued that the primary goal of art education in higher vocational colleges is to cultivate students' capacity for innovation and critical thinking. They emphasized the significance of equipping students with the skills and knowledge required to excel in a rapidly evolving job market. By fostering innovation and critical thinking, art education empowers students to succeed in their future careers.

The results of the expert 6th:

Firstly, she stressed the need for teachers to provide personalized and student-centered instruction in a supportive and inclusive learning environment. She recommended integrating group projects and other activities into the curriculum to foster collaboration and communication skills. Moreover, she encouraged teachers to take a leadership role in designing and implementing new curricula and teaching methods aligned with the project's objectives. Internationalization in the field of art education was also highlighted by expert 6th as of great importance. She stated that globalizing art education provides students with exposure to diverse cultural and artistic traditions, broadening their understanding of the art industry on a global scale. To achieve this, she recommended that colleges establish international exchange programs and collaborations with foreign colleges. Additionally, she proposed providing opportunities for students to participate in international art competitions and exhibitions. Furthermore, She stressed the significance of fostering students' creative and critical thinking abilities in art education programs. She emphasized that these proficiencies are crucial for succeeding in the workplace and adapting to the ever-changing requirements of the modern economy. Additionally, She recommended incorporating hands-on learning experiences, such as restoration and preservation projects, into art education programs. This approach gives students practical skills and a deeper understanding of the importance of cultural preservation. Lastly, she highlighted the need for institutions to develop comprehensive safety protocols and procedures. This includes emergency response plans and regular safety inspections. She emphasized the importance of educating faculty and staff on these protocols and procedures, ensuring consistent adherence to them.

The results of the expert 7th:

First, the expert 7th emphasized the significance of teachers staying up-to-date with international trends and best practices in art education. This enables teachers to equip students with the knowledge and skills necessary for the modern art industry, ensuring their preparedness for the ever-evolving field. In terms of arts education management, she highlighted the importance of rational allocation of financial resources to support the goals and objectives of arts education programs. Implementing sound financial management practices was emphasized to optimize resource allocation. Additionally, she emphasized the establishment of mechanisms for ongoing evaluation and monitoring of financial performance to ensure effective and efficient use of resources. Furthermore, she underscored the need for institutions to develop comprehensive safety protocols and procedures. This includes the establishment of emergency response plans and conducting regular safety inspections. She emphasized the importance of educating faculty and staff on these protocols and procedures, ensuring consistent adherence to them.

The results of the expert 8th:

The expert 8th also highlighted the significance of teachers adopting a student-centered and personalized approach to instruction, creating a supportive and inclusive learning environment. Integrating group projects and activities into the curriculum was emphasized to foster collaboration and communication skills. Moreover, she encouraged teachers to take the lead in designing and implementing new curricula and teaching methods that align with project objectives. Enhancing students' future employability was underscored by expert 8th. Regular evaluation of curricula and teaching methods to meet job market demands was deemed crucial. Establishing partnerships with industry leaders, offering internships, and integrating real-world projects into the curriculum were identified as essential strategies. Additionally, providing students with a diverse and comprehensive education that prepares them for various careers in the art industry was emphasized. Career

guidance and support services were highlighted to facilitate successful transitions from college to the workforce. Staying updated on international trends and best practices in art education was emphasized for teachers. This ensures students are equipped with the necessary knowledge and skills for success in the modern art industry. Lastly, expert 8th recommended incorporating hands-on learning experiences, such as restoration and preservation projects, into art education programs. This practical approach equips students with valuable skills and deepens their understanding of the importance of cultural preservation.

The results of the expert 9th:

Firstly, the expert 9th emphasized the importance of ongoing professional development opportunities for art education teachers. He noted that teacher training programs should provide various opportunities for teachers to enhance their understanding of art theory and practice. Additionally, they recommended learning about new technologies and teaching methods that can be incorporated into the classroom to improve the quality of art education management. Moreover, He recommended the incorporation of digital technology and new media in art education programs. He emphasized that it can enhance the learning experience for students. It is essential for art education teachers to receive training in the use of digital tools and technologies to effectively teach and engage students in the classroom. Higher vocational colleges should invest in the necessary infrastructure and equipment to support the integration of technology in art education programs. Similar to expert 5th, the expert 9th also suggested monitoring staff compliance with laws and regulations. They also recommended that colleges be responsive to feedback from stakeholders, including students, faculty, employers, and other members of the wider art community. This continuous improvement and adaptation of programs based on feedback will help meet changing needs and expectations. He suggested moving beyond traditional memorization-based learning approaches and offering opportunities for students to explore their own creative processes. He

emphasized the importance of self-evaluation and peer critique. Additionally, He highlighted the importance of interdisciplinary education, incorporating elements of design, technology, and business into art curricula. This promotes a comprehensive understanding of the field and better prepares students for careers. Moreover, He emphasized the importance of creating a positive and inclusive learning environment for students. He also highlighted the significance of providing students with support and opportunities for engagement in art education programs. This includes fostering creativity and artistic skills development.

The results of the expert 10th :

Firstly, the expert 10th emphasized the importance of aligning the curriculum with the needs of the industry and job market. He recommended offering a solid foundation in the basics of art and design while allowing students the freedom to develop their individual artistic styles. Additionally, he emphasized the value of project-based and experiential learning to enable students to apply their skills and knowledge in practical situations. Moreover, He also recommended the incorporation of digital technology and new media in art education programs. Higher vocational colleges ought to allocate resources towards establishing the essential infrastructure and acquiring necessary equipment to facilitate the seamless integration of technology within art education programs. Furthermore, He mentioned the need to develop and implement policies to ensure that arts education programs meet industry and government standards. He stressed the importance of regularly reviewing and updating policies to reflect changes in the field. By aligning programs with industry standards and government regulations, higher vocational colleges can ensure that students are equipped with the relevant skills and knowledge for their careers. Finally, He suggested that colleges should work to establish partnerships with museums and other cultural institutions. This would provide students with opportunities to learn about and engage with Chinese cultural heritage. By collaborating with museums, colleges can offer students valuable insights into the

rich cultural heritage of China and enable them to explore and appreciate its artistic traditions.

The results of the expert 11th :

Firstly, the expert 11th also emphasized the significance of aligning the curriculum with industry demands and job market requirements. The recommendation was to provide a strong groundwork in fundamental art and design principles while allowing students the flexibility to nurture their unique artistic styles. This approach ensures that students acquire practical skills that are relevant to their prospective careers. Moreover, He highlighted the necessity of managing the support system of higher vocational colleges to enhance students' future employability. He stressed the importance of aligning art education programs with the needs of the job market. This requires regular evaluations of curricula and teaching methods. Additionally, He emphasized the significance of partnerships with industry leaders, internships, and integrating real-world projects into the curriculum. He also highlighted the need for a diverse and comprehensive education that prepares students for various careers in the art industry. They emphasized the importance of providing career guidance and support services to help students transition from college to the workforce successfully. Furthermore, He suggested moving beyond traditional memorization-based learning approaches. They recommended offering opportunities for students to explore their own creative processes and engage in self-evaluation and peer critique. He also emphasized the importance of interdisciplinary education, incorporating elements of design, technology, and business into art curricula. This promotes a comprehensive understanding of the field and better prepares students for careers.

The results of the expert 12th :

The expert 12th highlighted the significance of mentor-ship and peer learning, advocating for the establishment of support systems to assist new art teachers in adapting to the unique challenges of teaching in a vocational college setting. This support would enable teachers to deliver a high-quality education to their students. Additionally, it was emphasized by the expert the significance of ensuring staff's adherence to laws and regulations through diligent monitoring. He also stressed the need for the college to actively seek feedback from stakeholders, including students, faculty, employers, and the broader art community, in order to continuously enhance their programs and meet evolving needs and expectations. Regarding safety, the expert 12th emphasized the development of comprehensive safety protocols and procedures, such as emergency response plans and regular safety inspections. They underscored the importance of educating faculty and staff on these protocols and ensuring their consistent implementation. Additionally, He recommended prioritizing the use of safe and environmentally friendly materials and equipment in art education programs.

The results of the expert 13th :

The expert 13th emphasized the importance of teaching students the necessary technical skills for success in the modern art industry and related fields within art education programs. She highlighted the need for regular assessments and evaluations of technology integration to ensure its effective use and identify areas for improvement. This approach would better equip students to excel in their chosen fields, while also fostering innovation and creativity in the classroom through the integration of technology. Additionally, she emphasized that the primary objective of art education in higher vocational colleges is to nurture students' capacity for innovation and critical thinking, providing them with the skills and knowledge required to thrive in a rapidly evolving job market. Furthermore, she stressed the significance of providing students with support and engagement opportunities within

art education programs in Hubei Province's higher vocational colleges. This includes the establishment of a positive and inclusive learning environment, as well as offering ample opportunities for students to develop their creativity and artistic skills.

The results of the expert 14th :

The expert 14th emphasized the crucial role of practical experience and the cultivation of professional networks through internships, exhibitions, and hands-on learning. These experiences, combined with a comprehensive education that encompasses training in liberal arts and foundational skills, are essential for students to develop versatility and adaptability in an ever-changing job market. In terms of arts education management, the expert underscored the importance of effective practices. This includes the rational allocation of financial resources to support the goals and objectives of arts education programs. The expert also emphasized the need for implementing sound financial management strategies to optimize resource allocation. Additionally, establishing mechanisms for ongoing evaluation and monitoring of financial performance was highlighted as crucial for ensuring the effectiveness and success of arts education initiatives.

The results of the expert 15th :

The expert 15th highlighted the importance of internationalization in art education within higher vocational colleges in Hubei province, emphasizing its ability to provide students with exposure to diverse cultural and artistic traditions, thus expanding their global understanding of the art industry. He recommended the establishment of international exchange programs and collaborations with foreign colleges, along with opportunities for students to engage in international art competitions and exhibitions. In terms of management, the expert stressed the need for accountability and transparency, advocating for clear metrics and standards to measure student achievement and program quality. He also emphasized the

significance of effective leadership committed to maintaining high standards and continuous improvement. Furthermore, he emphasized the value of nurturing students' creative and critical thinking abilities, recognizing their importance in succeeding in the workplace and adapting to the dynamic demands of the modern economy. Lastly, the expert underscored the importance of safety and risk management in art education, emphasizing the need for proper training and supervision to minimize potential accidents or injuries associated with the use of various materials and equipment.

The results of the expert 16th :

The expert 16th emphasized the need for incentivizing and rewarding excellence in teaching to attract and retain talented educators and foster a culture of continuous improvement in art education. He also highlighted the importance of teaching students the technical skills needed to succeed in the modern art industry, conducting regular assessments of technology integration to promote effective use and identify areas for improvement. Access to resources such as art supplies, studio space, and technology was deemed crucial, with strong partnerships with industry and the community providing real-world experiences for students. The expert further stressed the significance of providing opportunities for personal and professional growth through mentor-ship, internships, and experiential learning. Overall, these recommendations aim to prepare students for successful careers in the art industry and promote innovation and creativity in the classroom.

The results of the expert 17th :

The expert 17th highlighted several important considerations in art education in the interview. Firstly, the possibility of offering competitive salaries and benefits, along with the implementation of policies to ensure fairness and diversity in recruitment and promotion, were identified as key factors in attracting and retaining

talented individuals in the field. Furthermore, internationalizing art education was emphasized as a way to better prepare students for participation in the global art community and to succeed in a competitive, worldwide job market. Finally, the expert 17th underscored the importance of accountability and transparency in art education management. This includes the establishment of clear metrics and standards for measuring student achievement and program quality, ensuring that educational objectives are met effectively.

The summary of the art education management in higher vocational colleges of Hubei Province

The researcher employed the method of Education Futures Research (EFR) to gain insights into the future scenario of the art education management in higher vocational colleges of Hubei Province. Through expert panel consultations, the researcher identified 10 key dimensions that require consideration in the management of art education in higher vocational colleges in Hubei Province. These dimensions are as follows: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) Internationalization integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management.

1) Curriculum and instructional management

Regarding the art education management in higher vocational colleges of Hubei Province, experts have recommended a focus on curriculum and instructional management. Specifically, attention should be given to the following items: 1) The curriculum should be aligned with the needs of the industry and the job market to prepare graduates for their careers. 2) The curriculum should provide a solid foundation in the basics of art and design, while also fostering creativity and

flexibility in developing students' individual artistic styles. 3) Project-based learning and experiential learning should be utilized as effective teaching methods for art education. 4) Teachers should be trained to provide personalized and student-centered instruction, and to create a supportive and inclusive learning environment. 5) Collaboration and communication skills should be developed in students through group projects and other activities. 6) Higher vocational colleges should encourage teachers to take a leadership role in the design and implementation of new curricula and teaching methods. 7) Higher vocational colleges need to develop policies to ensure that the curriculum is aligned with industry standards and the requirements of the national education sector. 8) Continuous evaluation and improvement of the curriculum and teaching methods are necessary for ensuring the quality of art education in higher vocational colleges.

2) Teacher professional management

With regards to art education management in higher vocational colleges across Hubei Province, it has been advised by experts that the primary focus going forward should center on faculty development and talent management. This will primarily involve addressing the following items: 1) Ongoing professional development opportunities should be provided for art education teachers in higher vocational colleges in Hubei province. 2) Teacher training programs should provide opportunities for teachers to improve their knowledge of art theory and practice. 3) Higher vocational colleges should provide leadership training for faculty and staff, offering them opportunities to develop their skills in areas such as communication, conflict resolution and decision-making. 4) Teachers should learn about new technologies and teaching methods that can be incorporated into the classroom. 5) Mentoring and peer learning can help new teachers adapt to the unique demands of teaching art in a vocational college setting. 6) Higher vocational colleges should establish support systems to help new teachers adapt to the unique demands of teaching art in a vocational college setting. 7) Higher vocational colleges should offer

competitive salaries and benefits for the talents. 8) Higher vocational colleges should implement policies to ensure fairness and diversity in recruitment and promotion. 9) Incentivizing and rewarding excellence in teaching can attract and retain talented educators and promote a culture of continuous improvement in the field of art education.

3) Student support system management

For the art education management in higher vocational colleges of Hubei Province, experts have indicated that a key focus going forward should be on student support system management. Specifically, the following items should be given priority: 1) Higher vocational colleges should regularly evaluate their art education curricula and teaching methods to align them make them suitable for students' future employment direction. 2) Higher vocational colleges should partner with industry leaders to provide internships and real-world projects for art education students. 3) Art education programs should offer a diverse and comprehensive education to prepare students for various careers in the art industry. 4) Career guidance and support services should be provided to art education students to help them transition from college to the workforce. 5) Practical experience, such as internships, exhibitions, and hands-on learning, should be offered to students to help them build professional networks and become versatile and adaptable in a rapidly changing job market. 6) Art education programs should include training in the liberal arts and other foundational skills to provide a well-rounded education to students. 7) Career development support, such as counseling and mentorship, should be provided to students to help them establish successful long-term careers in the art industry.

4) International integration management

Experts in the field of art education management have identified the need for increased attention to international integration management in the future. Specifically, they recommend focusing on the following key areas: 1) Art education programs should establish partnerships with foreign institutions and offer exchange programs for students to gain international experience. 2) Exposure to diverse cultural and artistic traditions should be incorporated into the curriculum to foster global understanding and appreciation of art. 3) Faculty training should prioritize effective teaching and integration of international perspectives into the curriculum. 4) Partnerships with international art industry leaders should be established to provide students with access to global trends and practices. 5) International student recruitment programs should be developed to attract a diverse student body. 6) The classroom environment should be designed to enhance global perspectives, such as incorporating diverse perspectives into discussions and critiques. 7) Art education programs should encourage students to explore global issues and consider the impact of art on a global scale. 8) Study abroad programs should be promoted to provide students with opportunities to gain firsthand experience in different cultural and artistic contexts.

5) Technology integration management

Experts familiar with the art education management in higher vocational colleges of Hubei Province have highlighted the need to prioritize technology integration management moving forward. Specifically, they suggest focusing on the following areas: 1) Higher vocational colleges should incorporate digital technology and new media in their art education programs to enhance students' learning experience. 2) Art education teachers should receive training in the use of digital tools and technologies to effectively teach and engage students in the classroom. 3) Higher vocational colleges should invest in the necessary infrastructure and equipment to support the integration of technology in art education programs. 4) Art

education programs should teach students the technical skills required to succeed in the modern art industry and related fields. 5) Regular assessments and evaluations of technology integration should be conducted in art education programs to ensure effective use and identify areas for improvement. 6) Integrating technology in art education promotes innovation and creativity in the classroom, better preparing students for their chosen field. 7) Art education programs should provide opportunities for students to explore and experiment with different forms of artistic expression through the use of digital technology and new media. 8) Art education programs should incorporate online resources and virtual learning tools to provide students with access to a broader range of art and cultural experiences.

6) Quality assurance

With regards to art education management in higher vocational colleges across Hubei Province, it has been advised by experts that the primary focus going forward should center on **quality assurance**. Specifically, they suggest focusing on the following areas: 1) Regular program evaluation should be conducted to ensure that the curriculum meets industry standards and that graduates are well-prepared for the job market. 2) Higher vocational colleges need to rationalize the allocation of financial resources to support the goals and objectives of arts education programs. 3) Higher vocational colleges should implement sound financial management practices to optimize resource allocation and establish mechanisms for ongoing evaluation and monitoring of financial performance. 4) External funding should be effectively managed for budgetary purposes to ensure the sustainability of its programs. 5) Student performance should be assessed through both formative and summative evaluations, with clear learning objectives and assessment criteria provided to students. 6) Feedback from students, alumni, and industry partners should be collected and used to inform program improvements. 7) Faculty members should be evaluated regularly on their teaching performance, research productivity, and service to the institution. 8) Quality assurance systems should be established to ensure that

courses are delivered effectively and efficiently, and that resources are used appropriately. 9) Higher vocational colleges should ensure that all courses are properly accredited by relevant authorities, and that all necessary licenses and certifications are obtained. 10) Regular professional development opportunities should be provided to faculty members to enhance their knowledge and skills in teaching and research. 11) Higher vocational colleges monitor staff compliance with laws and regulations. 12) Higher vocational colleges should have a clear policy and procedure for handling complaints and grievances from students, faculty, employers, and other members of the wider art community. 13) Higher vocational colleges should develop and implement policies in line with government and industry standards, and review and update policies in real time as circumstances change. 14) The programs need to be led by effective leaders who are committed to maintaining high standards of quality and continuous improvement.

7) Philosophy of art education management

For the art education management in higher vocational colleges of Hubei Province, the experts have indicated that future efforts should center on creative and critical thinking development. Key areas of focus should include: 1) The curriculum for art education should include activities and assignments that encourage creative and critical thinking, such as problem-solving exercises, brainstorming sessions, and case studies. 2) Teachers in higher vocational colleges should create a classroom environment that fosters creativity and encourages self-reflection and peer critique. 3) Assessment methods should be designed to measure various aspects of creative and critical thinking, such as fluency, originality, flexibility, and elaboration, using rubrics or other evaluation tools. 4) Art education programs should integrate design thinking, technology, and business concepts into their curricula to better prepare students for careers in the art industry and related fields. 5) Faculty training should include workshops and professional development opportunities that focus on teaching creative and critical thinking skills and

incorporating new teaching strategies into the classroom. 6) Art education programs should provide opportunities for students to collaborate with professionals from different fields, such as designers, engineers, and marketers, to gain practical experience and develop a broader perspective on the art industry. 7) Teachers should encourage students to develop their own artistic voice and style, while also providing guidance and feedback to help them refine their skills 8) Art education programs should provide resources and support for students to pursue independent projects and research, allowing them to explore their interests and develop their creative and critical thinking skills in a self-directed manner.

8) Promotion of cultural heritage preservation

Regarding the art education management in higher vocational colleges of Hubei Province, experts have recommended a focus on promotion of cultural heritage preservation. Specifically, attention should be given to the following items: 1) The art curriculum should integrate traditional techniques and materials to promote the preservation of Chinese cultural heritage, as well as contemporary techniques to evolve it. 2) Art educators should teach and raise awareness of Chinese cultural heritage, promoting appreciation and understanding of its significance. 3) Art educators should encourage students to develop a sense of responsibility for preserving Chinese cultural heritage, emphasizing its importance and relevance. 4) Institutions should establish partnerships with museums, cultural centers, and other organizations to provide opportunities for students to engage with Chinese cultural heritage and develop related skills, such as through collaborative projects and exhibitions. 5) Students should have opportunities to participate in cultural heritage preservation projects and apply their skills in real-world contexts, such as through community service or internships. 6) Institutions should provide resources and support for faculty to conduct research on Chinese cultural heritage preservation and develop innovative strategies for incorporating it into art education. 7) Institutions should encourage interdisciplinary collaboration between art and other

fields, such as history and anthropology, to promote a deeper understanding of Chinese cultural heritage and its preservation. 8) Institutions should also foster international exchange and cooperation in the preservation and promotion of cultural heritage, promoting cross-cultural dialogue and understanding.

9) Artistic resource management

Experts familiar with the art education management in higher vocational colleges of Hubei Province have highlighted the need to put artistic resource management in an important position in the future. Specifically, they suggest focusing on the following areas: 1) Higher vocational colleges should establish a comprehensive system of academic and career counseling services to support students throughout their educational journey. 2) Higher vocational colleges should offer internships that provide practical experience and allow students to apply the skills they have learned in the classroom to real-world situations. 3) Higher vocational colleges should provide apprenticeship opportunities that enable students to work alongside professionals in their field, gain valuable knowledge and skills, and build their networks. 4) Higher vocational colleges should encourage students to engage in community service projects that are relevant to their field of study, such as volunteering at local art galleries or museums, to develop a sense of social responsibility and civic engagement. 5) Higher vocational colleges should provide opportunities for students to participate in extracurricular activities that are relevant to their field of study, such as internships, apprenticeships, and community service projects. 6) Higher vocational colleges should create a supportive and inclusive learning environment that values diversity and encourages students to share their perspectives and ideas. 7) Higher vocational colleges should use technology to facilitate student engagement and enhance the learning experience, such as through online discussion forums and virtual learning communities. 8) Higher vocational colleges should encourage student participation in research and creative

projects, providing opportunities for students to showcase their work and receive recognition for their achievements.

10) Safety and risk management

Experts with exceptional aptitude in art education management have explicitly and unambiguously intimated that forthcoming efforts must pivot around the subject of safety and risk management. In order to advance their cause, these experts have singled out several key areas of focus that must be given considerable attention, including but not limited to: 1) Higher vocational colleges should prioritize safety and risk management in the management of art education. 2) Students in art education programs should receive proper training and supervision to minimize the risk of accidents or injuries when working with various materials and equipment. 3) Higher vocational colleges should develop comprehensive safety protocols and procedures, including emergency response plans and regular safety inspections, to ensure a safe learning environment. 4) Faculty and staff should be educated on safety protocols and procedures and ensure their consistent implementation. 5) Higher vocational colleges should prioritize the use of safe and environmentally friendly materials and equipment in their art education programs. 6) Facilities and equipment used in art education programs should be well-maintained and regularly serviced to ensure they are safe for use. 7) Higher vocational colleges should prioritize the safety and security of both students and faculty in the management of art education programs. 8) Safety and risk management should be integrated into all aspects of the management of art education in higher vocational colleges to ensure a safe and secure learning environment.

For the conclusion, the art education management in higher vocational college of Hubei Province should consider a comprehensive framework consisting of 10 dimensions and 86 items, as illustrated in Figure 3.

The art education management in higher vocational college of Hubei Province

10 dimensions and 86 items

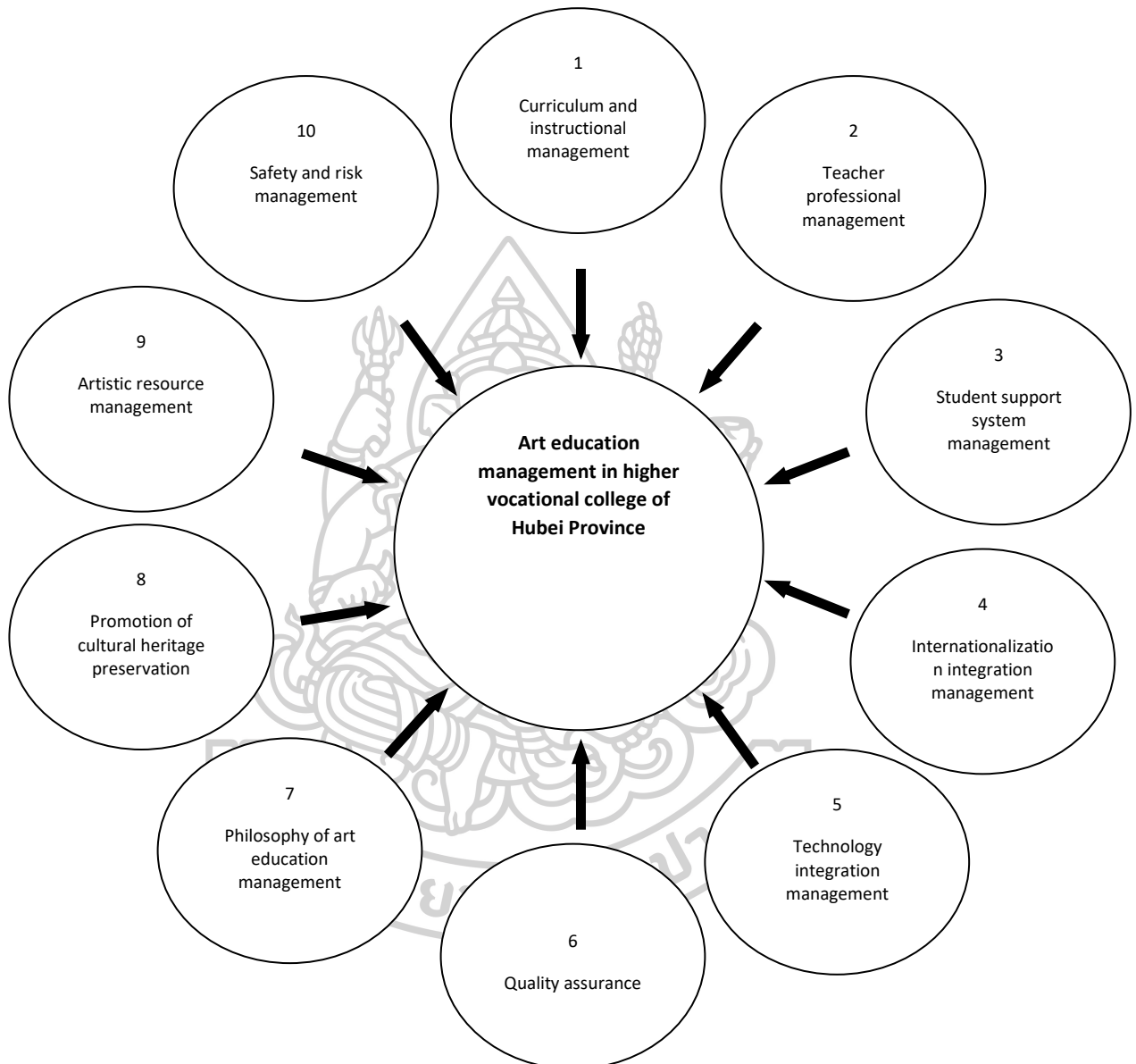


Figure 4 The art education management in higher vocational college of Hubei Province

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This study aims to find the art education management in higher vocational colleges of Hubei Province. The study conducted in-depth interviews with 17 highly esteemed and renowned experts with extensive experience and expertise in the field of arts education management, in order to glean their perspicacious and sagacious insights into the art education management in higher vocational colleges of Hubei Province. Through careful and meticulous analysis and synthesis of the extensive data and copious notes derived from the interviews with the experts, the researcher identified and distilled 10 dimensions, encompassing 86 items, all of which were intricately and profoundly connected to the art education management in higher vocational colleges of Hubei Province. This chapter includes three parts; the first is to draw a comprehensive conclusion based on the extensive research conducted on the 10 dimensions and 86 items. Second part is about initiating a detailed discussion on the salient points, providing an in-depth analysis of the findings. Finally, the chapter will conclude with a set of well-informed recommendations for future studies, ensuring that further research can build upon the knowledge gained through this investigation.

Conclusion of research findings

According to the opinions of experts, the 10 dimensions that need to be considered for the art education management in higher vocational colleges of Hubei Province were as follows: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) International integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management.

Discussion

For the art education management in higher vocational colleges of Hubei Province, based on the results of the interviews with experts, the researcher summarized into 10 dimensions as well as 86 items. These findings from the expert interview revealed that the art education management in higher vocational colleges of Hubei Province consisted of multiple dimensions which was consistent with the hypothesis which was stated that the art education management in higher vocational colleges of Hubei Province consisted of multiple dimensions. All ten dimensions are essential for the art education management because they each play a critical role in the success of art education program in higher vocational colleges of Hubei Province and supported with the study of existing literature or the research of previous studies in art education management.

To improve art education management in higher vocational colleges, curriculum and instructional management and teacher professional management were considered important aspects, which is consistent with the study of Zheng. According to Zheng, for the college to succeed in managing art education, it must put a great emphasis on developing a curriculum that is in line with its own educational objectives and offers students a comprehensive education in the arts. Also, the college must give students access to art teachers with the necessary training, experience, and credentials to deliver effective instruction and support.

The importance of student support system management was supported by the research of Mao. In her research, she argued that the management model of arts education should be constantly innovative and student-centred, and that the way talents are trained largely determines the success of arts education management. Higher education institutions need to provide support for students, both on and off campus, to improve their professional standards while seeking out the practical opportunities that may be available to them outside of school. In addition to the importance of student support systems, the role of artistic resource management cannot be ignored. The research of Ren supported that art education management in higher vocational colleges should ensure the input of various arts resources and

maximize the coordination of various resources to meet the basic needs of arts education development.

Due to the need to prepare students for the globalized art world and to cultivate the concept of students on cultural heritage preservation, internationalization integration management and promotion of cultural heritage preservation are also critical for art education management in higher vocational colleges. These findings were supported by the research of Chang and the research of Wu and Geng. Chang believed that art education management in higher education institutions needs to integrate international elements and methods of arts education, which can enrich and deepen art education thinking and promote the exchange and dissemination of art activities at home and abroad. Wu and Geng highlighted the need to promote the preservation and transmission of culture in the process of arts management, as arts education has the most dimensions related to cultural heritage preservation in higher education.

Furthermore, with the development of science and technology, more and more technological elements have been widely used in art education. Technology integration management is both an opportunity and a challenge for art education managers. Tao combined literature on art education management from China and abroad and suggested that arts education managers should integrate digital as well as multimedia and other technologies into the process of art education to help students master the application of advanced technologies and promote reform and innovation in arts education. The finding of Tao's supported that Technology integration management is an important dimension of art education management in higher vocational colleges.

A study by Ulger supported the importance of philosophy of art education management. Ulger believed that art education management of higher education needs to integrate creative thinking and critical thinking into teaching to form a philosophy. Art is an interdisciplinary major that requires students to develop

creativity and critical thinking in the process of learning art, thereby enhancing their ability to innovate and solve problems during the learning and practicing process.

In addition, the study of Zhang found that effective art education management requires a focus on quality assurance. He proposed that higher vocational colleges should develop a comprehensive quality assurance system to monitor the whole process of art education. And Ruzic-Dimitrijevic and Dakic considered that higher vocational colleges should pay more attention to safety and risk management to ensure that students are staying in a safe and supportive environment. These literatures supported the finding that quality assurance and safety and risk management are very important to art education management in higher vocational colleges.

In conclusion, the ten dimensions of art education management identified in this study are all essential for the success of art education programs in higher vocational colleges in Hubei Province, and they are supported by existing research in the field of art education management. Art education managers and administrators should carefully consider each of these dimensions and work to implement strategies that promote excellence in art education and prepare students for successful careers in the art. The following contents will discuss the specific details of each dimension in further.

Curriculum and instructional management

When considered each dimension individually, "curriculum and instruction management" is one of the ten dimensions of the art education management in higher vocational colleges of Hubei Province because higher vocational colleges of Hubei Province need to be focused on curriculum and instructional management, which requires higher vocational colleges of Hubei Province to ensure that the curriculum is aligned with the needs of industry and the job market. This finding is in line with the research of Billett, which emphasized the significance of making sure that instruction is pertinent to the demands of the labor market. This idea of

Darling-Hammond et al. also support this finding that it was crucial to match educational practices with scientific knowledge of learning and development, which included knowing what the labor and business sectors need.

The importance of personalized and student-centered instruction in a supportive and inclusive learning environment should be taken into account. By providing personalized and student-centered instruction in a supportive and inclusive learning environment, higher vocational colleges of Hubei Province can ensure that their students feel engaged and supported, and are more likely to succeed in their studies. This recommendation is consistent with the opinions from Freeman, which proposed that personalized and student-centered instruction can lead to improve students' outcome.

With regard to curriculum and instructional management, it also requires teachers to take a leadership role in designing and implementing new curricula and teaching methods that are aligned with the objectives of the programs. In Handler's concept, it is emphasized how crucial teacher leadership is in creating interesting curriculum that give pupils a solid academic foundation. This is in line with the study's conclusions, which contend that efficient management of the field of art education should place a high value on the ongoing professional growth of teachers and encourage their leadership potential. In order to ensure that curricula match the evolving requirements of students and society, teacher leaders can play a crucial role in curriculum development and decision-making. Higher education institutions can support the effectiveness and quality of art education programs by making investments in the professional development of teacher leaders. The research result also noted the need for higher vocational colleges of Hubei Province to develop policies to ensure that curriculums are aligned with industry standards and national education sector requirements. This is consistent with the view of Zhao, who argued that the curriculum design of higher vocational colleges should be aligned with the needs of society and the requirements of China's education system.

Art education management can be effectively improved by ongoing curriculum and instructional technique evaluation and improvement. Regarding the significance of ongoing reflection and development in curriculum review and educational practice, this idea is consistent with the study of Glatthorn et al.. Higher vocational colleges of Hubei Province can make sure that their instruction related to art education is still useful and effective by routinely evaluating and improving their curriculum and methods of instruction.

In conclusion, the art education in higher vocational colleges of Hubei Province needs to be focused on curriculum and instructional management. It is essential for these colleges to ensure that the curriculum is aligned with the needs of the industry and the job market. Integration of new media and digital technology into the curriculum is also recommended to prepare students for the 21st-century workforce. Providing personalized and student-centered instruction in a supportive and inclusive learning environment is crucial to engage and support students and to improve their outcome. Teachers need to take a leadership role in designing and implementing new curricula and teaching methods that align with program objectives. Policies must be developed to ensure that curriculums are aligned with industry standards and national education sector requirements. Ongoing evaluation and improvement of the curriculum and instructional techniques are necessary to ensure the quality of the art education management in higher vocational colleges of Hubei Province.

Teacher professional management

The results of the expert interview highlighted the importance of ongoing professional management for art education teachers in higher vocational colleges of Hubei Province. This aspect will be discussed in the following contents.

In the future, higher education colleges of Hubei Province should provide opportunities for teachers to enhance their understanding of art theory and practice, as well as to learn new technologies and teaching methods. The results of this study

align with the findings of Darling-Hammond et al. who also emphasized the importance of ongoing professional development for teachers to improve the quality of art education. Teachers must possess a thorough knowledge of the subject and be skilled at integrating new technologies and pedagogical approaches into their lessons in order to deliver high-quality art education. As a result, programs related to art education should make it a priority to provide these chances to their staff.

In the future, higher vocational colleges should train faculty and staff in leadership skills. Colleges may give their employees the knowledge they need to successfully manage their classrooms and work with colleagues by offering leadership training in subjects like communication, conflict resolution, and decision-making. This finding is in line with Bryman's opinion on the value of leadership development in higher education. Zhang et al. also proposed that higher education in the new era requires teachers to be equipped with more than teaching and scientific research abilities. Improving teachers' leadership also plays a role in promoting education management and teaching quality to a certain extent.

To assist new teachers in adjusting to the particular requirements of teaching art in a vocational college setting, colleges should put up support system in the future. The results of the research are consistent with the findings of Wang, who emphasized the importance of professional development for new teachers in higher education institutions. Wang argued that such development is essential in improving the quality of teaching and learning and promoting high-quality development in higher education. Higher vocational colleges can assist new teachers in art education programs in adjusting to their new environment and enhancing their teaching techniques by offering mentorship and peer learning opportunities. A study by Darling-Hammond et al. found that peer learning and mentorship can be useful tactics for enhancing teacher performance and retention. The study discovered that mentorship programs can assist new teachers in navigating the difficulties of their line of work, enhance their instructional abilities, and foster a sense of belonging and support within the school setting. Similar to this, peer learning occasions can give teachers the chance to share their experiences and top techniques with peers,

improving teaching methods and improving student outcomes. In general, these strategies can help create a more productive learning environment for teachers and students.

To attract and retain talented educators and promote a culture of continuous improvement in the field of art education, higher vocational colleges of Hubei province should offer competitive salaries and benefits, implement policies to ensure fairness and diversity in recruitment and promotion, and incentivize and reward excellence in teaching. This finding corroborated the view of Yao, who emphasized that offering competitive salaries and benefits was an important way to attract and retain talented faculty, and recommended that higher vocational colleges pay close attention to faculty compensation as a way to improve job satisfaction and retention. He also believed that low salaries and benefits were a major barrier to recruiting and retaining talented faculty, and recommended that institutions offer competitive salaries and benefits to attract and retain the best educators. This study finding was consistent with the recommendations of University of Bristol, which highlighted the importance of fair and diverse recruitment and promotion systems. By ensuring that qualified individuals from diverse backgrounds are given equal consideration for opportunities and positions, higher vocational colleges can attract and retain talented faculty, enhance organizational performance, and promote a more inclusive and equitable learning environment. Yao also highlighted the need to encourage and reward excellence in teaching in his research for the promotion of the overall teaching quality in higher vocational colleges. By taking the aforementioned steps, universities can in the future support professional development and give teachers opportunity to enhance their careers while also assuring a diverse and inclusive workplace where everyone has an equal chance of success. As competent and motivated instructors are better able to give their students with high-quality instruction and mentoring, this may ultimately result in greater job satisfaction and improved student outcomes.

In conclusion, the expert interview conducted highlights the importance of ongoing professional development for art education teachers in higher vocational

colleges of Hubei Province. The colleges should provide opportunities for teachers to enhance their understanding of art theory, practice, and new technologies, and teaching methods. Leadership skills training and mentorship programs should also be implemented to assist new teachers in adjusting to their new environment and enhancing their teaching techniques. Competitive salaries and benefits, fair and diverse recruitment and promotion policies, incentives and rewards for excellent teaching should all be implemented to attract and retain talented educators and to promote a culture of continuous improvement in the field of art education. Ultimately, these strategies can help create a more productive learning environment for teachers and students, resulting in greater job satisfaction and improved student outcomes.

Student support system management

"Student support system management" is one of the ten dimensions of the art education management in higher vocational colleges of Hubei Province because higher vocational colleges of Hubei Province need to be focused on building student support system for their future career path. the art education management in higher vocational colleges of Hubei Province should evaluate their art education curricula and teaching strategies on a regular basis to ensure that they are suitable for students' future career paths. This outcome was in line with Duan's opinions, who also emphasized the significance of vocational education in China and the necessity for programs in art education to routinely examine their curricula in order to fulfill the shifting requirements of talent development. Duan underlined that students would have trouble finding employment in the future if art education programs are unable to offer them the right curriculum. This stresses how crucial it is to adjust to shifting needs in talent development through routine program reviews in order to maintain the caliber of art education programs. In addition, partnerships with industry leaders need to be maintained in the future, through which the college can help provide valuable insight into current industry trends in arts education-related

programs, which can help shape and improve the curriculum. The results of this study support Wang's assertion that, in order to give students greater practical training, higher vocational institutions' curricula should be more closely correlated with business practices. The survey discovered that numerous academics stressed the significance of giving students practical opportunity to hone their skills and knowledge and integrating real-world experience into art instruction. This is consistent with Wang's emphasis on increasing the practical training and curriculum advice given to students and will help colleges better prepare students for their future jobs and boost their competitiveness in the job market.

Higher vocational colleges of Hubei Province should incorporate real-world projects into the curriculum and provide practical experience through internships, exhibitions and hands-on learning, which is essential for students to become versatile and adaptable in a rapidly changing job market. This approach allows students to develop industry-relevant skills and build professional networks, both of which are essential for success in the arts industry. This approach to learning has proven to be effective in developing practical skills and a deeper understanding of the concepts learned in the classroom. This idea was consistent with Getty's proposal that internships provide students with hands-on experience, allowing them to actively participate in content development and project management, ultimately creating projects based on their interests, while also increasing their sense of discovery and enjoyment. The research finding was consistent with the results of Boamah and Asante's study, which emphasized the benefits of art exhibitions for students' appreciation of cultural diversity and the development of their writing and self-reflection skills. According to Hargreaves and Fullan, learning by doing helps students develop critical thinking, problem-solving and collaborative skills, all of which are key to success in the workplace. In conclusion, incorporating real-world projects, hands-on learning, and practical experience is crucial to preparing students for the arts sector. Using these techniques, students obtain practical experience, build networks of professionals, and acquire abilities that will help them succeed in a labor market that is undergoing rapid change.

Art education programs should try to provide a more holistic education in the future and could try to add training in liberal arts and other foundation skills to enable students to become versatile and adaptable in a rapidly changing job market. Gu's perspective on the importance of holistic development for art students is echoed by the findings of this study. He considered that in order for art students to develop holistically, it is important to support their liberal arts studies in addition to ensuring that they have the fundamental skills and knowledge.

Finally, higher vocational colleges should provide students major in art programs with career development support through counseling and mentoring to help them address the challenges and opportunities of the arts industry, thereby building successful long-term careers for students. This was in line with Stelter and Melton's belief that young people's future career planning and decision would be influenced by counseling and mentorship.

In conclusion, the research results suggests that art education programs in higher vocational colleges in Hubei Province should be evaluated regularly to ensure that they are appropriate for students' future career goals. In the future teaching, it should be further combined with practical experience, practical learning, and real-world projects to prepare students for entering the art industry. Additionally, art major students should receive comprehensive education, not just limited to basic art knowledge and skills required by their major. Finally, higher vocational colleges should provide career development support for students, such as counseling and mentoring, to help them establish successful long-term careers in the art industry.

Internationalization integration management

Arts education programs should involve partnerships with foreign institutions and industry leaders in the future. On the one hand, it helps students gain experience in international exchange in the arts, and at the same time provides them with the opportunity to practice at an international level. This is consistent with Ma's study that colleges and universities should actively promote internationalization

and enable students to obtain excellent international learning resources and overseas practical experience through international practice activities, visits and exchanges. In addition, Art majors in higher vocational colleges should recruit international students to create a diverse and multicultural student body, which brings an international perspective and experience to the classroom and enriches the overall learning atmosphere and environment. Ma also believes that the introduction of outstanding overseas talent can promote the international development of the arts profession, and that the clash of ideas and cultures of Chinese and foreign students is bound to bring about unexpected innovations.

Arts programs should actively internationalize curricula and teaching methods. To foster a global understanding and appreciation of art, it is essential to incorporate exposure to diverse cultural and artistic traditions into the curriculum. This can be achieved by incorporating international perspectives into the classroom through effective faculty training, prioritizing effective teaching methods, and integrating global perspectives into discussions and critiques. This was consistent with Reynolds et al.'s assertion that teachers play a crucial role in the internationalization of higher education. They found that training teachers in areas such as cultural diversity and pedagogical differentiation is important in creating quality programs and supporting teachers in the process of internationalizing their teaching. Xin noted that it is possible for colleges to create courses that focus on foreign cultures and global challenges. They can also incorporate some global topics into their already established courses. Specific actions that might be made include hiring well-known academics and adopting cutting-edge resources for international instruction. By doing this, art education programs can let students explore global issues and consider the impact of art on a global scale. Additionally, higher vocational colleges should create a classroom environment that enhances global perspectives, so that students can develop a more comprehensive understanding of art and its significance in different cultural contexts. This can also be done by bringing in foreign scholars, training teachers and recruiting more foreign students.

In the case of the internationalization integration management, the aim should be to establish international partnerships with international institutions and industry leaders and to actively pursue international exchange programs. In addition, the curriculum and teaching methods of specific arts programs need to be internationalized, through faculty training, bringing in international talent, and creating a positive classroom environment.

Technology integration management

Higher education colleges of Hubei Province need to integrate digital technology and new media into their art education programs to enhance the learning experience of their students. New media and digital technology should be effectively integrated into the curriculum. This recommendation aligns with the idea of Edwards-Vandenhoeck on technology integration in education, which emphasizes the importance of preparing students for the 21st-century workforce. By incorporating digital technology and new media into the curriculum, higher vocational colleges of Hubei Province can ensure that their graduates are prepared to use the latest tools and technologies in their careers. To complement the varied teaching and learning methods and curricula, numerous higher educational institutions (HEIs) work to invest in digital technologies. Didactically, studies to date claim that "digital technologies" are one of the enabling instruments that educators, or even HEIs, can use to facilitate the teaching-learning processes and enhance/transform both the learning experiences and involvement of faculty and students. To effectively teach and engage students in the classroom, art education teachers should be trained in the use of digital tools and technologies. Higher vocational institutions should make the necessary investments in the facilities and machinery to support the incorporation of technology into art education programs. Rao's argument that cutting-edge tools and approaches are necessary for recent graduates to improve their digital skills and employability aligns with the result of this study. It is important for art education programs to teach students the technical skills needed to succeed in the modern art

industry and related fields. The finding is consistent with Akour and Alenezi's belief that digital technology and new media are integral parts of today's society. This is particularly important given that many students today have grown up with digital technology as a part of their daily lives, as noted by Akour and Alenezi. There are still many different types of digital divides in our society that affect the younger generation and their digital future. Today's students are not prepared for the upcoming technology-rich society to the same extent, so it is up to them as teachers to make their own efforts to understand and keep abreast of technological advances and changes so that they themselves are equipped to equip their art students with the necessary technological methods and skills to face the future.

In addition to doing the above work well, regular assessments and evaluations of technology integration should be conducted to ensure that it is being used effectively and to identify areas for improvement. Between 2010 and 2011, UNESCO carried out a survey to assess the integration of digital technologies in education systems in Latin America and the Caribbean. Such assessments and evaluations can give a good insight into the tendencies and initiatives of digital transformation in higher education institutions and can enable digital technology skills literacy skills to be well integrated into the arts education curriculum. By doing so, students of art education programs will be better prepared to excel in their chosen field, and the integration of technology will promote innovation and creativity in the classroom.

In summary, higher vocational colleges in Hubei Province should integrate digital technology and new media into their art education curricula to enhance the learning experience of their students. Art education teachers should be trained in the use of digital tools and technology, and higher vocational colleges should invest in facilities and machines to support the integration of technology into the art education curriculum. Technology integration should be regularly assessed and evaluated to ensure it is being used effectively and to identify areas for improvement.

Quality assurance

The art education management in higher education colleges of Hubei Province should be a state of continuous improvement in the future, which will require a focus on quality assurance.

Experts stressed the necessity for regular evaluations and assessments of programs and initiatives to identify areas for improvement and build a culture of continual growth and development in order to facilitate the seamless operation of the quality assurance activity. The result of the study is consistent with the views of the European Association for Quality Assurance in Higher Education (ENQA) regarding the importance of regular evaluations to ensure the quality of higher education. ENQA believed that evaluations provide valuable feedback on the effectiveness of programs and can help identify areas for improvement.

According to experts, managing art education in higher vocational colleges of Hubei Province requires the effective allocation of financial resources to support their objectives, implementing good financial management practices to optimize resource allocation, and establishing mechanisms to continuously monitor and evaluate financial performance. Additionally, higher vocational colleges that receive funding from external sources should manage their budgets effectively to ensure the sustainability of their programs. This outcome is in line with Lu's research, which holds that all management activity is directly tied to financial management and that managing finances plays a significant role in managing higher vocational colleges. She underlined that the management of higher vocational colleges and the effectiveness of the operation of each department are both impacted by the quality of financial management. Resource allocation can be improved with the help of financial management. Effective financial management is required for the management, planning, and use of finances at higher vocational colleges. Financial management is a practical way to improve corporate governance. With routine financial oversight, it can raise the caliber of money management, prevent corruption, and contribute to upholding the ethical standards of the organization.

Accountability and transparency should be achieved in the management of art education, with clear metrics and standards for measuring student achievement and program quality. This finding aligns with the content proposed by Tang. He referred to a policy released by the Australian Government in 2018 called the Higher Education Reform Package, which aims to improve the sustainability, transparency and accountability of universities. The package highlights the need for schools to develop transparent standards and assessment methods to measure the quality of education and to make this information available to students and other stakeholders. Moreover, Jongbloed et al. also mentions that accountability is expected to lead to "protected trust" in higher education between social stakeholders such as students and schools and communities. However, information disclosure must be transparent, otherwise it can lead to information overload. These evidences confirm the importance of accountability and transparency in the development of arts education management in higher vocational colleges, consistent with the findings of the study.

the art education management in higher vocational colleges of Hubei Province should respond positively to feedback from stakeholders, including students, teachers, employers and other members of the wider arts community. This feedback can help colleges identify changing needs and expectations and adapt their programs to meet these needs. Colleges should develop and implement policies that meet industry and government standards, and regularly review and update policies to accommodate and meet these changing needs and expectations. This finding was consistent with the Temmerman. He has stated that an open conversation with important stakeholders may be a difficult, illuminating, thrilling, and undoubtedly required component of any university's regular planning and improvement agenda. Participants in higher education include students, alumni, staff, community organizations, businesses, professions, and the government. Additionally, he argued that effective stakeholder engagement typically entails informing stakeholders about the organization's accomplishments thus far and its future objectives, as well as soliciting their feedback, particularly on the latter. Feedback

from stakeholders can then be appropriately included into the change management process.

Finally, the experts emphasized that effective leaders who are committed to maintaining high standards of quality and continuous improvement should lead the programs. This point is critical because leaders' commitment and vision can significantly impact the programs' success, ensuring that they meet the set objectives and improve continuously to meet the ever-changing needs and expectations of stakeholders. This aligns with Setiawati's belief that leaders of higher education institutions have a crucial role in ensuring the quality of education provided. Leaders of higher education colleges and universities have a responsibility to ensure the quality of the higher education organizations in which they operate. Quality assurance in higher education can only be achieved if all sectors of arts education management work together. This is why the role of leaders in higher education institutions is essential, as they need to seek the voluntary participation of their subordinates to achieve organizational goals. In addition, leaders need to have the ability to effectively lead arts education programs because the future development of arts education management in higher education institutions of Hubei depends on the effective leadership of them.

In conclusion, the art education management in higher vocational colleges of Hubei Province should focus on quality assurance, including regular evaluations and assessments, effective financial management, accountability and transparency, stakeholder engagement, and effective leadership. These efforts will facilitate the continuous improvement of programs and the meeting of stakeholders' ever-changing needs and expectations. Effective leadership is critical for ensuring the success of these efforts, and all sectors of arts education management must work together towards quality assurance in art education programs.

Philosophy of art education management

When considered each dimension individually, “philosophy of art education management ” is one of the ten dimensions of the art education management in higher vocational colleges of Hubei Province because higher vocational colleges of Hubei Province need to be focused on shaping educational philosophy for art education, which requires higher vocational colleges of Hubei Province to develop students’ creative and critical thinking. As the modern economy evolves, the need for innovative and adaptable individuals in the workforce has become increasingly essential. In this regard, art education can play a crucial role in developing students' capacity to think critically, innovate and adapt to changing requirements. In the future, art education programs should shift from traditional memory-based learning methods to encouraging students to explore their own creative processes and engage in self-evaluation and peer critique. This finding is consistent with Moore's view that 21st century graduates increasingly need creativity, critical thinking and peer collaboration to tackle complex, interconnected problems.¹²⁰

In addition, elements of design, technology and business can be incorporated into the arts curriculum, which also helps to promote a holistic understanding of the field and prepares students for their careers. This interdisciplinary approach to education helps students develop a range of skills and knowledge that will enable them to become well-rounded and competitive in the job market. This finding is consistent with the views expressed by UIC ADMISSIONS regarding the importance of interdisciplinary education in the arts. By doing this, students will have the opportunity to connect their interests in the arts with cutting-edge technology and subjects through interdisciplinary education in the arts. Through this curriculum, students can learn how to creatively, comprehensively, and collaboratively solve challenges in all facets of life.

¹²⁰Moore, T. J. (2011) *Critical thinking and language: The challenge of generic skills and disciplinary discourse*. Bloomsbury Academic: London.

In conclusion, developing students' creative and critical thinking skills in art education programs is the philosophy for the art education in higher education colleges of Hubei Province and is essential to prepare them for the modern job market. The integration of interdisciplinary education and the use of innovative teaching methods can help students develop a deeper understanding of the creative process, build their confidence and equip them with the skills and knowledge they need to stand out in a fast-moving job market.

Promotion of cultural heritage preservation

Art education should not only be about learning techniques and producing works of art, but also about developing an appreciation of cultural heritage and traditional values. The curriculum of art education in higher education institutions of Hubei Province should focus on the preservation of cultural heritage as a positive step towards protecting the country's rich cultural heritage. The result obtained from expert interviews was consistent with Dong's research conclusion. By incorporating these elements into the curriculum, art students will not only learn to create art, but will also develop a deeper understanding of and respect for their cultural heritage. The existence of higher art education is not only effective in protecting the cultural heritage, but also plays a role in comprehensive learning on this basis and in improving the scientific construction and literacy of art education, which is necessary for the development of the times and which brings new scientific developments to cultural heritage and traditional values.

The partnership with museums and other cultural institutions is an excellent way to provide students with a first-hand experience of the value of cultural heritage. Such partnerships can expose students to different forms of art and culture, and help them appreciate the beauty and significance of traditional art. This exposure will not only enrich their learning but will also give them a better understanding of the cultural significance of art, thereby enabling them to become better ambassadors of their cultural heritage. This finding was exemplified earlier in

Wu and Geng's study. As early as 2007, the Academy of Fine Arts of Tsinghua University established the Intangible Cultural Heritage Traditional Printing and Dyeing Studio in collaboration with the Nantong Blue Print Museum. In 2014, the Central Academy of Fine Arts organised an exhibition of Gao Fenglian's paper-cutting works at the National Art Museum of China, which generated a large response. As the leading art school in China, the exploration and practice of the Academy of Fine Arts of Tsinghua University and the Central Academy of Fine Arts in the protection of intangible cultural heritage has played a significant role in the related 'Intangible Cultural Heritage in Schools' activities. The Academy of Fine Arts of Tsinghua University and the Central Academy of Fine Arts, as the leading art colleges in China, have long explored art education and traditional culture protection.

Arts education programs should incorporate hands-on learning experiences, such as restoration and conservation projects, as innovative ways to teach students practical skills and a deeper understanding of the importance of cultural preservation. Such projects will enable students to learn about the restoration and conservation of art and heritage, which is essential for the preservation of the country's cultural heritage. In addition, students will learn how to apply these skills in the real world, which will be useful in their future careers. This idea is in line with Hu's, who also believed that there is currently no complete teaching program for the restoration and conservation of cultural heritage in higher education institutions, and that a new model of talent development should be set up for this gap.

In conclusion, incorporating cultural heritage and preservation elements in art education programs in higher vocational colleges of Hubei Province is crucial for preserving the country's rich cultural heritage. The partnerships with museums and other cultural institutions and the incorporation of hands-on learning experiences are essential in providing students with a deeper understanding of the cultural significance of art and developing the practical skills needed to preserve cultural heritage.

Artistic resource management

Experts highlighted the support of resources and engagement opportunities for arts education students in Hubei's higher education colleges as an important step in developing a creative and skilled workforce.

Colleges need to provide students with resources such as art supplies, studio space and technology that are essential to their development of artistic skills and knowledge. This is in line with the strategy proposed by Zhang and Zhang regarding the cultivation of innovative and entrepreneurial talents for higher vocational education arts majors. They emphasized that higher vocational colleges should provide sufficient resources to meet students' learning needs, as well as create studios and provide the appropriate technological environment to help students improve their practical skills and promote their employment level.

Experts also suggested that higher vocational colleges should build strong partnerships with industry and the community, as this provides students with real-world experience and exposure to different perspectives and challenges. This exposure will help them develop the skills and knowledge of arts they need to succeed in the job market. This finding is consistent with Jing's belief that higher vocational colleges should actively cooperate with off-campus enterprises and communities to provide students with more learning opportunities and cultivate innovative and technical talents in the arts. In addition, providing opportunities for personal and professional growth, such as mentorships and internships, can further enhance students' development and increase their chances of success in their chosen careers. The findings of this research are consistent with Wu's views on the importance of mentorship and internships for students in higher vocational colleges. Wu argued that such opportunities can help students gain practical experience and develop skills that are essential for their future careers. He also put forward the need to improve the employment service mechanism for students, to provide students with more high-quality employment resources.

In summary, higher vocational colleges of Hubei Province should provide artistic resources to meet the learning needs of students pursuing higher vocational education in arts majors. They should also build partnerships with industry and the community to provide students with real-world experience and exposure to different perspectives and challenges. Furthermore, providing opportunities for personal and professional growth, such as mentorships and internships, can further enhance students' development and increase their chances of success in their chosen careers.

Safety and risk management

Art education in higher vocational colleges involves working with various materials and equipment that can pose potential risks, such as sharp tools and chemicals. Therefore, safety and risk management are crucial in managing art education in higher vocational colleges to minimize the risk of accidents or injuries among students and faculty. This finding is consistent with Ruzic-Dimitrijevic and Dakic's previous research that risk management in higher education should involve the management of hazardous materials and the safe use of facilities and equipment, which is crucial for the safety of students and teachers. Higher vocational colleges of Hubei Province in the future should develop comprehensive safety protocols and procedures, including emergency response plans and regular safety inspections. The findings of the research are consistent with Wang and Chang's views, who emphasized the importance of developing a sound risk management plan and conducting regular safety inspections in higher education institutions. This approach is crucial to ensure the safety of students and staff, and to effectively manage risks in higher education environments.

According to the experts, the use of safe and environmentally friendly materials and equipment should be a priority in future arts education programs. This will not only help to reduce the risk of accidents and injuries, but will also contribute to the sustainable development of arts education. It is also important to ensure that facilities and equipment are well maintained and regularly serviced to ensure their

safe use. Ruzic-Dimitrijevic and Dakic believed that environmental protection should be included in the scope of risk management in higher education institutions. Zhao's research also proved that ensuring the safety of campus equipment is one of the premises for establishing campus security mechanism in higher vocational colleges.

Higher vocational colleges of Hubei Province should educate faculty and staff of art programs on safety protocols and procedures and ensure that they are followed consistently. This would help to create a culture of safety and risk management in the colleges, thereby ensuring a safe and secure learning environment for all. Additionally, the experts recommended the need for regular evaluation and assessment of safety protocols and procedures to identify areas for improvement and promote a culture of continual growth and development. This result of the expert is similar to that of Zhao's study, which emphasized that higher education colleges should conduct safety education for all members of the campus to further enhance the level of awareness of various risks, the ability to identify potential risks and cope with them in the new era and situation.

Overall, the safety and risk management of the art education management in higher vocational colleges of Hubei Province highlights the importance of ensuring the safety of students and faculty in the art education programs. By implementing comprehensive safety protocols and procedures, prioritizing the use of safe and environmentally friendly materials and equipment, and regularly educating faculty and staff on safety protocols and procedures, institutions can create a safe and secure learning environment that promotes sustainable practices and continuous growth and development.

Recommendation

General recommendations

According to the findings of the art education management in higher vocational colleges of Hubei Province, 10 dimensions that need to be considered for the art education management in higher vocational colleges of Hubei Province were

as follows: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) International integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management. Based on the research findings, the researcher made some recommendations to enhance the management of art education in higher vocational colleges of Hubei Province:

1. Hubei higher vocational colleges of Hubei Province should establish industry advisory committees, encourage teachers to take the lead in curriculum design.
2. In the future, inclusive learning environments should be created for students, providing personalized and student-centered teaching and learning.
3. Higher vocational colleges of Hubei Province should create a professional development plan for their art education teachers.
4. The colleges should also integrate practical experience and real-world projects into the art education programs and provide comprehensive education beyond basic art knowledge and skills to art major students.
5. Higher education institutions in Hubei Province should promote the internationalization of art education.
6. Higher vocational colleges of Hubei Province should promote the technical integration of art education.
7. Higher vocational colleges of Hubei Province should provide training for teachers in arts education programs in the use of digital tools and technology, as well as investing in facilities and machines.
8. Higher vocational colleges of Hubei Province need to establish a sound quality assurance system for art education management in the future.

9. In the future, creative and critical thinking should be developed in students' art learning and integrated into the educational philosophy of art programs.

10. Higher vocational colleges of Hubei Province in the future should effectively incorporate cultural heritage and preservation elements in art education programs.

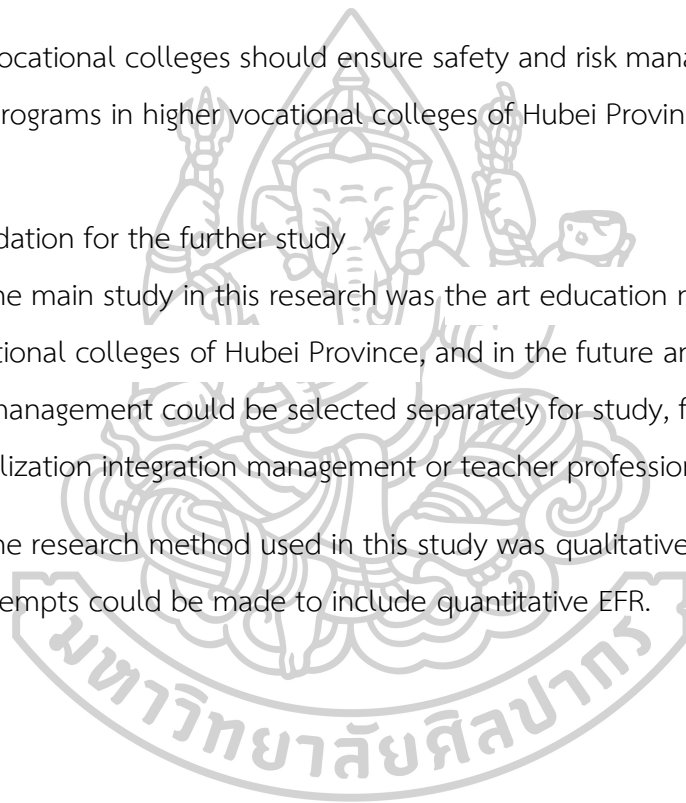
11. Higher vocational colleges should provide more arts resources to support the art program in the future.

12. Higher vocational colleges should ensure safety and risk management in arts education programs in higher vocational colleges of Hubei Province.

Recommendation for the further study

1. The main study in this research was the art education management in higher vocational colleges of Hubei Province, and in the future an aspect of art education management could be selected separately for study, for example internationalization integration management or teacher professional management.

2. The research method used in this study was qualitative EFR, and in future research attempts could be made to include quantitative EFR.



REFERENCES

- A letter on the issuance of the Main Points of work in Vocational and Continuing Education in 2018.* (2018). Retrieved from http://www.moe.gov.cn/jyb_xxgk/s5743/s5744/A03/202110/t20211025_574874.html.
- Akour, M., & Alenezi, M. (2013). Higher Education Future in the Era of Digital Transformation. *Education sciences, 12*, 784.
- Ali, A. I., & Mohamed, M, S, A. (2017). Educational Management, Educational Administration and Educational Leadership: Definitions and General concepts. *SAS Journal of Medicine, 12*, 326-329. DOI: 10.21276/sasjm.2017.3.12.2
- Amanchukwu¹, R. N., Stanley, G. J., & Olofube¹, N. P. (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. *Management, 5*(1), 6-14. DOI: 10.5923/j.mm.20150501.02.
- Babbie, E. (1990). *Survey Research Methods, Second Edition*. California: Wadsworth Publishing Company.
- Bauer, C., & Strauss, C. (2015). Educating artists in management—an analysis of art education programmes in DACH region. *Cogent Education, 2*(1). doi:10.1080/2331186x.2015.1045217.
- Bell, W. (1998). Making People Responsible: The Possible, the Probable, and the Preferable. *The American Behavioral Scientist, 42*(3). 323-339.
- Bell, W. (1997). Foundations of Futures Studies: Human Science for a New Era. *New Brunswick: Transaction Publishers, 312-315*.
- Billett, S. (2019). *Vocational education: Purposes, traditions and prospects*. Springer.
- Boamah, R. I., & Asante, E. A. (2021). *The Role of Exhibitions in ART Education in some Selected Senior High Schools in the Bono Ahafo Region of Ghana*. All Nations University Journal of Applied Thought, 175-197.
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education, 32*(6), 693-710.
- Burton, D. (1998). Survey of Current Research in Art Education. *Studies in Art Education, 39*(2), 183. doi:10.2307/1320468.

- Cao, X. L. (2006). Analysis and reflection on the present situation of music education in five universities in Shanxi Province (in Chinese). [Master thesis, Capital Normal University].
- Chang, P. P. (2013). Liu Haisu's thoughts on art education management and the transformation of art education in modern China (in Chinese). *Art evaluation*, (01), 30-34.
- Chang, P. P. (2013). Liu Haisu's thoughts on art education management and the transformation of art education in modern China (in Chinese). *Art evaluation*, (01), 30-34.
- Chen, L. (2021). The current situation and thinking of internationalization development of higher vocational colleges in Hubei province under the background of "Double High Plan (in Chinese). *Journal of Hubei Radio & Television University*, 41(1), 50-54.
- Circular of the General Office of the Ministry of Education on printing and distributing the National Public Art Curriculum Guidance Plan for Regular Institutions of Higher Learning. (2006). Moe.gov.cn, http://www.moe.gov.cn/srcsite/A17/moe_794/moe_624/200603/t20060308_80347.html.
- Connolly, M., James, C., & Fertig, M. (2017). The difference between educational management and educational leadership and the importance of educational responsibility. *Educational Management Administration & Leadership*, 1-16. 3
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto: Learning Policy Institute.
- Dong, B. B. (2021). Interactive development of higher art education and intangible cultural heritage preservation (in Chinese). *Writers and Artists of China*, (04), 116-117.
- Doug, B. (2005). From fine art to visual culture: assessment and the changing role of art education. *International Journal of Education through Art*, 1(3), 211-223. doi:10.1386/etar.1.3.211/1.

- Duan, X. F. (2017). Problems and Countermeasures in the Implementation of the Assessment System of Public Art Education in Higher Education Institutions--Nanjing Institute of Science and Technology as an Example (in Chinese). *Contemporary Education Research and Teaching Practice*, (2), 256-257.
- Educational Management*. (n.d.). Wikipedia. https://en.wikipedia.org/wiki/Educational_management.
- Edwards-Vandenhoeck, S. (2018). "Over There, in the Future": The Transformative Agency of Place-Based Design Education in Remote Aboriginal Communities. *International Journal of Art & Design Education*, 37(4), 622-637. doi: 10.1111/jade.12209
- Freedman, K. (2011). Leadership in Art Education: Taking Action in Schools and Communities. *Art Education*, 64(2), 40-45. doi:10.1080/00043125.2011.11519119.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415.
- Funk, D. (2008). The future of servant leadership and foresight in evangelical theological higher education. *Dissertation Abstracts International*, 69 (2), 312.
- Getty. (n.d.). *Graduate Internship Opportunities 2023-24*. Retrieved March 7, 2023, from <https://www.getty.edu/projects/graduate-internships/opportunities/>
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2018). *Curriculum leadership: Strategies for development and implementation*. SAGE Publications.
- Gordon, H. S. J. (2021). Ethnographic futures research as a method for working with Indigenous communities to develop sustainability indicators. *Polar Geography*, 1-22.
- Gu, X. F. (2021). Promoting holistic development of students - Enhancing cultural connotations in public art education in higher education (in Chinese). *Culture Industry*, (10), 83-84.
- Guo, N. F. (2021). Study on the Characteristics and Optimization Strategies of Art Education Management in Higher Education Institutions in Modern Society (in Chinese). *Mass culture*, (09), 192-193.

- Handler, B. (2010). Teacher as Curriculum Leader: A Consideration of the Appropriateness of that Role Assignment to Classroom-Based Practitioners. *International Journal of Teacher Leadership*, 3(3), 1-10.
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York, NY: Teachers College Press.
- Hong, X. (2015). Innovative strategies of art education and management in colleges and universities in the we-media era (in Chinese). *In the west of the new*, 24, 147.
- Hu, J. (2020). New construction and exploration of credit-based talent training model for cultural relic restoration and conservation majors - an example from Zhejiang Art Vocational College (in Chinese). *The Science Education Article Collects*, (06), 65-67.
- Hubei higher Vocational comprehensive strength ranking*. (2020). Sohu, https://www.sohu.com/a/414383270_214420.
- Hubei province has approved the construction of 29 high-level vocational colleges*. (2022). Retrieved from <https://baijiahao.baidu.com/s?id=1722195631566468304&wfr=spider&for=pc>.
- Jing, X. Y. (2021). A way to cultivate talents for higher vocational art majors based on cultural and creative industries (in Chinese). *Journal of Fujian Institute of Education*, 22 (07), 86-89.
- Jones, J., & Smith, J. (2017). Ethnography: challenges and opportunities. *Evidence Based Nursing*, 20(4), 98–100. doi:10.1136/eb-2017-102786.
- Jongbloed, B., Vossensteyn, H., van Vught, F., & Westerheijden, D. F. (2018). Transparency in Higher Education: The Emergence of a New Perspective on Higher Education Governance. *European Higher Education Area: The Impact of Past and Future Policies*, 441–454.
- Kalra, S., Pathak, V., & Jena, B. (2013). Qualitative research. *Perspectives in Clinical Research*, 4(3), 192. doi:10.4103/2229-3485.115389.
- Kashyap, D.(n.d.). *Educational Management: Meaning, Definition and Types*. Yourarticlelibrary. <https://www.yourarticlelibrary.com/educational-management/educational-management-meaning-definition-and-types/63721>.
- Kobayashi, M. (2010, June 9). *Arts Management Education in Universities*. Performing

arts. Retrieved from

https://performingarts.jpif.go.jp/E/overview_art/1005_05/1.html

- Li, A. Z. (2006). Analysis on management mode of music education in Colleges and universities in China (in Chinese). [Master thesis, Capital Normal University].
- Li, A. Z. (2006).. Analysis on management mode of music education in Colleges and universities in China (in Chinese). [Master thesis, Capital Normal University].
- Li, C. C. (2013). Analysis on the present situation and countermeasures of art education in rural schools in Hubei Province -- Taking Suizhou city as an example (in Chinese). [Master thesis, Central China Normal University].
- Li, J. F. (2004). *Management of Art Education*. Yunnan University Press.
- Li, S., & Cai, X. Z. (2020). Highlight regional characteristics and promote the characteristic development of Higher vocational colleges in Hubei province (in Chinese). *Journal of Hanggang Polytechnic*, 22(6), 123.
- Li, X. J. (2018). The Research on the Present Situation and Strategy of Public Music Education in the Higher Vocational Colleges from the Perspective of General Education——the Case of J Province (in Chinese). [Master thesis, Northeast Normal University].
- Li, Z. H. (2016). Management optimization and Countermeasures of public art education in Higher Vocational Colleges (in Chinese). *Music time and space*, 74-75.
- Liamputtong, P. (Ed.). (2019). *Handbook of Research Methods in Health Social Sciences*. Springer. doi:10.1007/978-981-10-5251-4.
- List of national institutions of higher learning*. (2021). Retrieved from http://www.moe.gov.cn/jyb_xxgk/s5743/s5744/A03/202110/t20211025_574874.html.
- Liu, J. (2007). Investigation and research on the present situation of public music education in four colleges and universities in Hunan Province (in Chinese). [Master thesis, Capital Normal University].
- Liu, Y. (2010). Problems and countermeasures in teaching management of art education (in Chinese). *The art sea*, 8, 117.
- Lowdon, M. (2010). Ethnographic Futures Research. *World Futures Review*, 2(4), 19–25. doi:10.1177/194675671000200404.

- Lu, Y. (2022). Analysis of financial management in higher vocational colleges (in Chinese). *JOURNAL OF ANHUI ELECTRICAL ENGINEERING PROFESSIONAL TECHNIQUE COLLEGE*, 27(4), 17-20.
- Ma, R. N. (2018). Study on the International Exchange of Film and Television Majors in Beijing Universities on "One Belt, One Road" (in Chinese). *Art Education*, (22), 149-150.
- Mao, P. (2013). New thoughts on the reform of university art education (in Chinese). *Art Panorama*, 12, 154.
- MEANING AND TYPES OF EDUCATIONAL MANAGEMENT. (n.d.). Bing, <https://jgdb.com/business/management/types-of-management/definition-meaning-and-types-of-educational-management>.
- Meng, J. F. (2010). The practice and thinking of art education in higher vocational colleges (in Chinese). *Mechanical vocational education*, 8, 32-33.
- Merriam, S. B. (2002). *Introduction to Qualitative Research*. Retrieved from https://stu.westga.edu/~bthibau1/MEDT%208484-%20Baylen/introduction_to_qualitative_research/introduction_to_qualitative_research.pdf.
- Meuser, M., & Nagel, U. (2009). The Expert Interview and Changes in Knowledge Production. *Interviewing Experts*, 17–42. doi:10.1057/9780230244276_2.
- Meyer, H. (2002). The new managerialism in education management: corporatization or organizational learning? *Journal of Educational Administration*, 40(6), 534–551. doi:10.1108/09578230210446027.
- Mitchell, M. (2002). Exploring the future of the digital divide through ethnographic futures research. *First Monday*, 7(11). Retrieved April 1, 2023, from http://www.firstmonday.org/issues/issue7_11/mitchell/
- Moore, T. J. (2011) *Critical thinking and language: The challenge of generic skills and disciplinary discourse*. Bloomsbury Academic: London.
- Ngern, W. P. (2016). Conceptual framework in Art Education. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 16(3), 53-76.
- Okoye, K., Hussein, H., Arrona-Palacios, A. . (2023). Impact of digital technologies upon teaching and learning in higher education in Latin America: an outlook on the reach, barriers, and bottlenecks. *Education Information Technology*, 28, 2291-

2360.

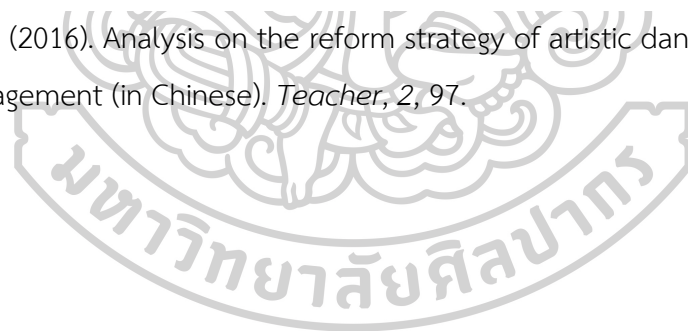
- Opinions of the Ministry of Education and Finance on the Implementation of the Plan for the Construction of High-level Vocational Schools and specialties with Chinese characteristics.* (2019). Retrieved from http://www.moe.gov.cn/srcsite/A07/moe_737/s3876_qt/201904/t20190402_376471.html.
- Pal, K. (n.d.). *Educational Management*. Ebooks. https://ebooks.lpude.in/arts/ma_education/year_2/DEDU503_EDUCATIONAL_MANAGEMENT_ENGLISH.pdf.
- Pan, X. (2014). Research on the Management of Public Art education in Colleges and universities (in Chinese). [Master thesis, Huaibei Normal University].
- Pang, H. S. (2005). The dilemma and outlet of university public art education (in Chinese). *Higher Education research in China*, 12, 77.
- Qi, Q. B. (2020). Research on the development difference of Higher Vocational Colleges in Hubei Province from the perspective of people's satisfaction (in Chinese). *Journal of Hubei Adult Education Institute*, 26(1), 12-17.
- Rao, M. S. (2014). Enhancing employability in engineering and management students through soft skills. *Industrial and Commercial Training*, 46(1), 42-48.
- Reeves, S., Peller, J., Goldman, J., & Kitto, S. (2013). Ethnography in qualitative educational research: AMEE Guide No. 80. *Medical Teacher*, 35(8), e1365-e1379. doi:10.3109/0142159x.2013.804977.
- Ren, Y. B. (2018). Research and discussion on management strategies for arts education in higher education (in Chinese). *Academic development*, (20), 154.
- Reynolds, T., Chitiga, M., & Mungoshi, D. (2013). A consortium model for internationalizing teacher education. *International Journal of Business and Social Science*, 4(3), 62-72.
- Ruzic-Dimitrijevic, L., & Dakic, J. (2021). The risk management in higher education institutions. *Online Journal of Applied Knowledge Management*, 2(1), 137-152.
- Saunders, K. L. (2002). An Ethnographic Future Research study of Knoxville, Tennessee's empowerment zone. [Master thesis, University of Tennessee].
- Setiawati, P. M. (2016). Effective Leadership in Quality Assurance for Higher Education: A Literature Review. *Advances in Economics, Business and Management Research*,

- 14, 150-152.
- Shan, B., Wan, L. J., & Dong, Y. T. (2015). Research on characteristics and Optimization countermeasures of art education management in Colleges and universities (in Chinese). *Art education*, 9, 123.
- Shang, Y. L. (2006). The Construction of Becoming Dimensions in College Art Education (in Chinese). [Doctor Thesis, Northeast Normal University].
- Stelter, R., & Melton T. (2017). Mentoring to Enhance Career Interests. Retrieved March 7, 2023, from <https://ojjdp.ojp.gov/nmrc-mentoring-enhancing-career-interests.pdf>
- Sun, Y., & Huang, H. (2015). Art quality education in higher vocational colleges (in Chinese). *Science and technology information*, 15.
- Tang, K. L. (2022). Sustainability, Choice, Transparency and Accountability Australia launches "Higher Education Reform Package" (in Chinese). *Shanghai education*, (32), 47-51.
- Tao, T. T. (2019). A Review on Literature Studies of Art Education Management (in Chinese). *Explorations in Music*, (03), 56-62.
- Temmerman, N. (2018, April 13). *The importance of listening to university stakeholders*. University World News. <https://www.universityworldnews.com/post.php?story=20180410151237739>
- Textor, R. B. (1995). The Ethnographic Futures Research Method: An Application to Thailand. *Futures*. 27(4). 461-471.
- Textor, R. B. (1985). Anticipatory Anthropology and the Telemicroelectronic Revolution: A Preliminary Report From Silicon Valley. *Anthropology & Education Quarterly*, 16(1), 3-30. doi:10.1525/aeq.1985.16.1.05x0848p.
- Textor, R. B. 1980. *A Handbook on Ethnographic Futures Research*. Stanford, CA: Stanford University Press.
- The European Association for Quality Assurance in Higher Education (ENQA) (n.d.). QUALITY ASSURANCE. Retrieved March 8, 2023, from <http://www.ehea.info/page-quality-assurance>
- The Kennedy Center. Arts Integration and 21st Century Skills. (n.d.) Retrieved March 10, 2023, From <https://www.kennedy-center.org/education/resources-for->

- educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-21st-century-skills/
- UIC ADMISSIONS. INTERDISCIPLINARY EDUCATION IN THE ARTS
 . (n.d.) Retrieved March 10, 2023, From <https://admissions.uic.edu/program/interdisciplinary-education-arts>
- Ulger, K. (2019). The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education. *Interdisciplinary Journal of Problem-Based Learning*, 12(1), 3-6.
- UNESCO. (2012, April 15). *ICT in Education in Latin America and the Caribbean: A regional analysis of ICT integration and e-readiness*. Montreal: UNESCO Institute for Statistics. http://uis.unesco.org/sites/default/files/documents/ict-in-education-in-latin-america-and-the-caribbean-a-regional-analysis-of-ict-integration-and-e-readiness-en_0.pdf.
- University of Bristol. (n.d.). *Equality and diversity in recruitment and selection*. Retrieved March 6, 2023, from <https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>
- Wang, J. K., & Chang, W. (2016). Analysis on Risk management in higher vocational colleges (in Chinese). *Journal of Insurance Professional College*, 30(06), 79-81.
- Wang, M. J. (2022). A Management Analysis of Art Education Situation for Middle School Students in China. *Journal of Education and Learning*, 11(4), 138-143.
- Wang, N. (2019). Research on the Development Strategy of Young Teachers in Vocational Colleges under the Background of Professional Development. *2019 9th International Conference on Education and Management (ICEM 2019)*, 399-407. doi:10.1177/21582440211002175
- Wang, T. (2012). Analysis and countermeasures on the development of higher vocational art education (in Chinese). *Education exploration*, 12, 92-93.
- Wang, Y. (2020). Problems and Countermeasures in Teaching reform of higher vocational colleges (in Chinese). *Journal of Yanbian Institute of Education*, 34(3), 179-184.
- What is Qualitative research*. (n.d.). Retrieved from <https://www.igi-global.com/dictionary/qualitative-research/68073>.

- When and How to Use Ethnographic Research*. (n.d.). Retrieved from <https://www.spotless.co.uk/insights/ethnography-when-and-how/>.
- Working regulations of art education in schools*. (2002). Retrieved from http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/200207/t20020725_81854.html.
- Wu, J. S. (2021). Analysis of how to improve the quality of employment services in higher vocational institutions (in Chinese). *Business Intelligence*, (21), 185-187.
- Wu, M. D., & Geng, H. F. (2021). Strategies and Practices for Safeguarding Intangible Cultural Heritage in Response to Urbanisation - Focusing on Art Education (in Chinese). *Journal of Nanjing Arts Institute(Fine Arts & Design)*, (04), 123-127.
- Wu, X. M., & Wang, M. (2016). Study on Digital Inequality of Rural Youths Based on Ethnographic Futures Research (in Chinese). *Library Development*, 3, 35-42.
- Xin, G. (2015). On Internationalization of Higher Education. *International Conference on Arts, Design and Contemporary Education (ICADCE 2015)*, 757-760.
- Xu, W. (2013). Research on management transformation of Public Art education in Colleges and Universities (in Chinese). [Master thesis, Ningbo University].
- Yao, W. J. (2020). Research on salary incentive measures for teachers in Higher vocational Colleges based on two-factor theory (in Chinese). *Journal of Hubei Open University*, 6, 33-37.
- Yu, S. S., & He, S. Q. (2020). Guidance, problems and countermeasures of international development of higher vocational colleges under the background of “Double High Plan” (in Chinese). *Education and Career*, 10, 33-39.
- Zhang, H. (2020). The sustainable development path of public art education in colleges and universities (in Chinese). *Theory and Practice of Education*, 12, 9-11.
- Zhang, H., & Zhang, F. (2018). Practical Exploration of Cultivating Innovative and Entrepreneurial Talents in Art Majors in Higher Education Institutions (in Chinese). *Journal of Harbin Vocational & Technical College*, (1), 84-86.
- Zhang, J. L. (2012). Research on the Application Strategies of Total Quality Management in Higher Arts Education Academic Affairs Management (in Chinese). *Education and Teaching Forum*, 15, 102-103.

- Zhang, M., Tian, J., Ni, H., & Fang, G. (2021). Exploring Teacher Leadership and the Factors Contributing to It: An Empirical Study on Chinese Private Higher Education Institutions. *SAGE Open*, 11(1), 1-12. doi:10.1177/ 21582440211002175
- Zhang, S. H. (2006). [Explore the innovative ideas in Chinese dance education and management (in Chinese)]. *Journal of Beijing Dance Academy*, 4, 37-40.
- Zhang, X. Z., Zhang, J. Q., & Ci, N. W. (2012). How to Avoid "Being neglected" in Public Art Education (in Chinese). *China Education News*, 3.
- Zhao, M. (2021). On Security Guarantee Mechanism of University Campus (in Chinese). *JOURNAL OF LIAONING HIGHER VOCATIONAL*, 23(03), 109-112.
- Zhao, R. (2022). Design and Optimization of Project-based Curriculum for Higher Vocational Art and Design Majors under the Orientation of Modern (in Chinese). Apprenticeship. *Industrial & Science Tribune*, 21(19), 264-265.
- Zheng, G. C. (2013). Strengthening arts education in schools and Improving the quality of students in all aspects (in Chinese). *Research Achievements of the National Teachers' Research Special Fund (Shenzhou Education)*, 3, 136.
- Zheng, X. L. (2016). Analysis on the reform strategy of artistic dance education management (in Chinese). *Teacher*, 2, 97.



APPENDIX

Appendix I: Backgrounds of experts for the interview

The researcher has classified the 17 experts from 3 groups according to their areas of expertise, and for privacy reasons the names of the experts will be replaced by letters, Table 1 shows their degrees, research focus and experience.

Table 1 Backgrounds of the experts

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
Dance experts	Expert A	Professor	Dance sport	Graduated from Beijing Sport University, he is now the deputy director of the Social Dance Committee of China Dance sport Federation, the secretary general of Hubei University Dance sport Association, the national judge of dance sport, the senior teacher of dance sport of CSARA Association and the judge of honor level. He has been engaged in the teaching, training, scientific research and management of performance major (dance sport) for nearly 20 years, and has done a lot of exploratory work for the construction and development of the college's new major, and for the expansion of the scale of the new major and the construction of the discipline. In recent years, he has created a Chinese campus youth collective dance, and taught and promoted it in national training courses. His work has been widely concerned and recognized by the society.
Art education experts	Expert B	Professor	Arts education and Management	Deputy Secretary General of National Association of Sports Colleges and Universities for the Construction of Art Majors, member of China Sports Science Association. He graduated from Wuhan Conservatory of Music, majoring in Music education, and graduated from Chengdu Institute of Physical Education, majoring in artistic Gymnastics. He has been engaged in teaching, training, management and scientific research of sports and art majors for a long time. As the editorial committee of the series of unified textbooks for art majors in National Sports

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
				<p>institutes, he is mainly responsible for the teaching and management of courses such as "Introduction to Art", "Chinese and Foreign Art History", "Solfeggio and Rhythm Training", "Physical Training" and "Dance Repertoire".</p>
	Expert C	Associate professor	Music Education	<p>He graduated from the Department of Music of Central China Normal University and the Department of Music of Wuhan Conservatory of Music. He is a member of Hubei Association of Literary and Art Theorists and Hubei Association of Music Theorists. He mainly teaches solfeggio and ear training, harmony acoustics and music aesthetics. Compiled the textbook Solfeggio Training Course. Presided over and completed a number of provincial and municipal research projects. Many papers have been published in professional journals such as Yellow Bell and Sound of Nature. His lyrics and songs "Meet You" won the sixth Hubei Music Golden Chime Bell Award vocal music works Award.</p>
	Expert D	Associate professor	Arts Management	<p>Ph.D. in Communication from the Chinese University of Hong Kong, MBA in Music Industries from the University of Liverpool, and MA in Journalism from Wuhan University. His research interests include popular Music, popular culture, urban culture, art management, etc. Academic and art criticism articles can be found in Art Review, Music Communication, Performing Arts Review (Taiwan), 21st Century (Hong Kong), Southern Capital Weekly, Southern Metropolis Daily, Ming Pao (Hong Kong), etc. He served as the evaluation expert of Song Collection works of the 7th World Military Games (2018) and the final evaluation of the National Cherry Blossom Poetry Invitational Competition for College Students (2018). In 2015, he won the prize of Asian Cultural Council founded by Rockefeller III Foundation in the United States, and was the only winner of art management category in mainland China that year.</p>
	Expert E	Associate professor	The history of western music	<p>Member of Chinese Musicians Association, Western Music Society, Music Analysis Society, Hubei Art Critics Association. He received his Bachelor's degree, Master's degree and Doctor's degree in art successively from Conservatory of Music of Henan Normal University, Shanghai Conservatory of Music and Central Conservatory of Music. His courses include History of Western Music, Masterpieces of Western Music, Modern Western Music, Music Review, Film</p>

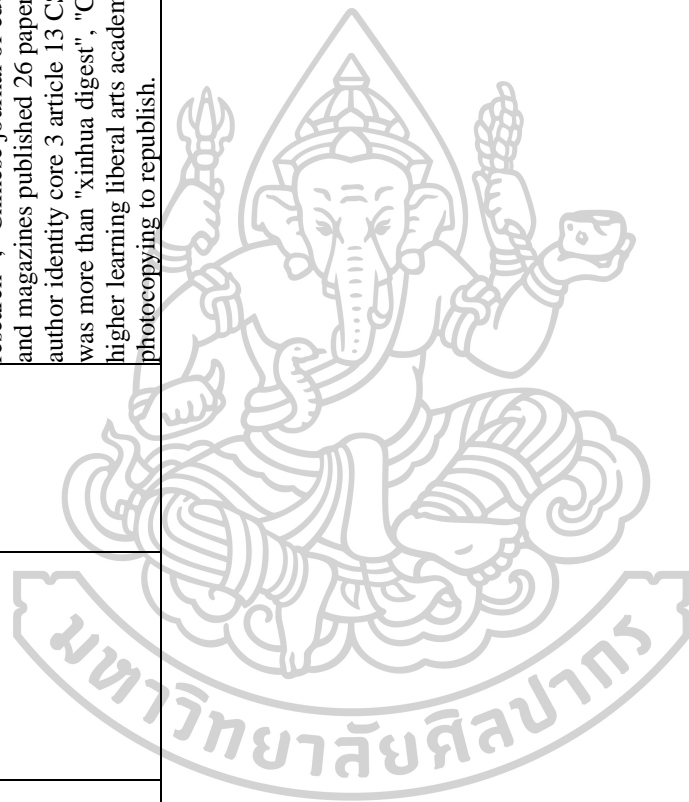
Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
				<p>Music, Music Appreciation, and Basic Training of Musicology.</p>
	Expert F	Associate professor	Arts education and Management	<p>She received a bachelor's degree in education from Beijing Normal University and a Master's degree in Law from Central China Normal University. She was a visiting scholar at Beijing Normal University from 2003 to 2004. She was a member of the doctoral Program in Higher Education at Huazhong University of Science and Technology from 2009 to 2011 and a visiting scholar at Indiana-Purdue University Fort Wayne from 2016 to 2017. She has closely combined art management with professional education and teaching, has published several articles on the running system of higher vocational education, curriculum construction, entrance examination, quality monitoring, college students' psychology, employment and entrepreneurship, and guided students to win university-level and provincial-level college students' innovation and entrepreneurship project awards.</p>
	Expert G	Associate professor	Vocational education, Arts education and Management	<p>Member of Hubei Musicians Association, she has been engaged in teaching, training, management and scientific research of art majors for a long time. Presided over the preparation of Hubei Art Vocational College preschool education professional talent training program, art education professional talent training program, song and dance performance professional talent training program. She has won the second prize in the Information-based Teaching Competition of China Art Vocational Education Association and the first prize in the Quality Course Competition for Teachers of Art Colleges and Universities in Hubei Province. Her research papers have won many national and provincial awards in the field of art education.</p>
Education management experts	Expert H	Associate professor	Teacher education, Curriculum and teaching theory, education management	<p>From 1999 to 2003, she studied public utility management at Central China Normal University and minored in the second degree in economics. She obtained the Bachelor's degree in management and the Bachelor's degree in Economics respectively. Master of Education and Doctor of Education from 2003 to 2009; From 2009 to 2016, she worked in Wuhan Hongshan Education Science Research Institute and served as the vice president. During this period, she also served as the vice principal of Wuhan Hongshan High School. Since 2016, She has been teaching at School of Education, Hubei University. 2019-2020 Visiting Scholar at Illinois State University. Main courses: Teaching Skills Training, School-based</p>

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
	Expert I	Professor	Educational administration, teacher education	<p>Curriculum Development and Implementation, Teacher Professional Ethics and Professional Development, etc.</p> <p>Director of Master of Education (Education Management), Hubei University, Director of Experimental Teaching Demonstration Center (Teacher Education Training Center), Director of University Student Development Research Center, School of Education, Hubei University. The MAIN social part-time jobs include: Vice president of Education Management Professional Committee of Hubei Education Association, member of Hubei Education Technology Expert Advisory Committee, evaluation expert of Wuhan Education science planning subject. He mainly teaches "Educational Management", "Case Analysis of Educational Management", "Introduction to Teacher Education", "Teaching skills Training", "Principles of Management", "Basis of Pedagogy" and other courses. Research results: the teachers' teaching skills training course, the project practice of education technology, teaching research and reform practice and local comprehensive university (such as books and materials, in China education newspaper, the people's congress photocopying "pedagogy", "higher education", "education of primary and secondary schools", "middle school foreign language teaching and learning" and so on important academic journals published more than 50 papers.</p>
	Expert J	Professor	Higher education research, vocational education research	<p>Director of Vocational Education Research Institute of Hubei University, Director of Hubei Education Development Research Center of Hubei University. She has been engaged in higher education research, vocational education research and talent training for a long time. She has published more than 130 academic papers, presided over and participated in more than 20 national education science planning projects, Ministry of Education humanities and social science research projects, Ministry of Education commissioned projects, provincial education science planning projects, etc. Member of Expert Steering Committee of Vocational Education Teacher Training Resources Development Project of Ministry of Education and Ministry of Finance, evaluation expert of National Key Construction Vocational Education Teacher Training Base of Ministry of Education Evaluation expert of Vocational College Teacher Quality Improvement Program of Ministry of Education. She presided over the project of education science planning in Hubei Province: Research on the construction of degree system of higher vocational education problems and</p>

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
				countermeasures of the development of vocational education in Hubei Province.
	Expert K	Associate professor	Information measurement and educational evaluation, higher education, vocational education	In 2016, he received the Doctor's degree in management. From 2016 to July 2018, worked in Hubei University of Technology as a lecturer and master tutor of Vocational and Technical Teachers College. From July 2018 to now, he has been teaching in the Department of Education, School of Education, Hubei University. Main courses: "Statistical Analysis of Educational Data", "Basis of Pedagogy", "Education Evaluation", "Infometrics", etc. He has supported and participated in the research of "Research on the Evaluation Index System of Higher Vocational Colleges in China under the environment of Big Data", and "Research on the Modern Vocational Education System in Hubei Based on the Integration of production and Education", which is a youth project of the Ministry of Education of China.
	Expert L	Associate professor	Curriculum and teaching theory, teaching evaluation	Member of the National Curriculum and Teaching Theory Professional Committee and member of Hubei University Famous Teachers' Studio, he has always been thinking about classroom teaching behavior, trying to make a deeper exploration of theories, methods and tools of classroom teaching behavior observation and evaluation, so as to help teachers improve classroom teaching behavior and promote the development of students. At the same time, more attention has been paid to educational research methods, and has always been committed to the exploration and application of empirical methods.
	Expert M	Associate professor	Educational management science, Educational administration science, educational policy and law	Standing Vice President of Hubei Education Law and Policy Research Association, as a core member, he has participated in the research of national and ministerial projects such as "Research on Teachers' Career Orientation, Status Promotion and Revision of Teachers' Law in the New Era". His monographs or chief editors include Research on Basic Education Policy and Equity Issues, Theory and Practice of Education Law and Policy; His works and teaching materials include Education Administration, Education Policy, etc.
	Expert N	Professor	Education management, education policy, school	She received her Master's degree in education in 2000 and her doctorate in education in 2003. Since 2003, she has been teaching at the Research Institute of Education Science of Wuhan University and the School of Education of Central China Normal University. From 2005 to 2007, she worked at the postdoctoral

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
			governance	Research Center of Public Administration of Sun Yat-sen University. In 2006, she did a short-term academic exchange in Technical University of Dresden, Germany. From 2007 to 2008, she worked as a visiting scholar in Teachers College, Columbia University, USA. In 2011, she was selected into the New Century Outstanding Talents Support Program of the Ministry of Education. She is also the vice chairman of the Committee of Young and Middle-aged Educational Theoretical Workers of the Chinese Society of Education, the standing director of the Hubei Education Society, and the member of the academic committee.
	Expert O	Associate professor	Higher education, education policy, Sociology of education	Bachelor of Education, School of Education, Central China Normal University; Master of Higher Education, School of Education Management, Beijing Normal University; PhD, Higher Education Research, School of Learning and Philosophy, Aalborg University, Denmark In 2018, he presided over the national Education science planning project "Research on organizational Change in Universities under the background of Double first-class Construction"; In 2017, he participated in The international cooperation project "The Global History of The OECD in Education" and presided over The sub-project "OECD and Education in China". One English monograph was published: Quality of Higher Education Organizational and Educational Perspectives; He has published several papers in Educational Research and Experiment, Quality in Higher Education, Educational Policy Analysis Archive and other domestic and foreign academic journals. His main courses include: higher education management, Sociology of education, Methods of Educational research.
	Expert P	Professor	Educational Economics and Finance, Educational policy Research, Vocational Education research	Bachelor of Education, Master of Economics of Education, Central China Normal University, Doctor of Philosophy (Economics of Education), Chinese University of Hong Kong, postdoctoral. Vice president of Modern Education Management Committee of China Education Strategy Society, director of Hubei Basic Education Research Center, a key research base of humanities and Social sciences in Hubei Province. Standing Director of China Education Economics Society, Standing director of China Education Finance Society, Chairman of Hubei Education Society Young and Middle-aged Theoretical Workers Committee. In 2011, he was selected into the New Century Outstanding Talents Support Program of the Ministry of Education.
	Expert Q	Associate professor	Basic theory of education,	He graduated from Shaanxi Normal University with a bachelor's degree in management. In the same year, he was transferred to Northeast Normal University

Category of Experts Group	Code of Expert	Degree	Research Focus	Experience
			education administration	to study for a master's degree in Principles of Education. In 2018, he obtained the qualification of connecting master's degree and doctoral degree. In the education research ", "Chinese journal of education," journal of education, such as newspapers and magazines published 26 papers, of which the first author or the individual author identity core 3 article 13 CSSCI papers published articles, Peking University, was more than "xinhua digest", "Chinese social science digest, the institutions of higher learning liberal arts academic digest, such as the National People's Congress photocopying to republish.



Appendix II: Requesting letter for research interview

No. 8612.2/-



Department of Educational Administration
Faculty of Education, Silpakorn University
Nakhon Pathom, Thailand 73000

25th January 2023

Subject: Requesting letter for research interview

Dear

Mrs. Zhou Wen, I.D. No. 620630029, who is a Ph.D. Candidate, majoring in Educational Administration at the Faculty of Education, Silpakorn University, Thailand. She has been approved to conduct the doctoral dissertation on the topic of **"The Art Education Management in Higher Vocational Colleges of Hubei Province"**.

I would like to ask for your kind cooperation to allow Mrs. Zhou Wen to have an interview session with you for your expertise and views on the art education management in Higher Vocational Colleges of Hubei Province. The study findings will be based on the entire group of participants and not on individual participants. There are no known risks to participate in this study. If you have any questions about this process, please contact our department.

Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Sincerely Yours,

A handwritten signature in blue ink, appearing to read "Mattana Wangthanomsak".

(Assoc. Prof. Mattana Wangthanomsak, Ph.D.)
Head of the Educational Administration Department
Silpakorn University

Appendix III: Expert List

Group	Name	Title
Dance experts	Wu, D. F.	Professor, Vice Director of Social Dance Committee of China Sports Dance Federation, Secretary-General of Hubei College Sports Dance Association, National Level Judge of Sports Dance, Senior Teacher and Honorary Judge of CSARA Association
Art education experts	Li, F.	Professor, Dean of School of Arts, Wuhan Sports University, Deputy Secretary-General of National Sports Colleges Art Specialty Construction Cooperation Committee, Member of China Sports Science Society
	Long, H.	Associate Professor, Director of Music Theory Department, Jiangnan University
	Zhang, W. Y.	Associate Professor, School of Music, Jiangnan University
	Yuan, L. J.	Associate Professor, PhD, Master Supervisor in Western Music History, School of Music, Wuhan Conservatory of Music
	Zhou, L.	Associate Professor, Deputy Secretary of Party General Branch of School of Music Education, Wuhan Conservatory of Music
	Chen, W. J.	Associate Professor, PhD, Master Supervisor
Art education management experts	Li, J. T.	Professor, Master Supervisor, Hubei University
	Li, M. Q.	Professor, PhD in Education, Dean of School of Education, Hubei University
	Ma, L.	Associate Professor, PhD
	Gao, W.	Associate Professor, PhD in Education, Master Supervisor, Institute of Curriculum and Teaching Studies, School of Education, Central China Normal University
	Liu, X.	Associate Professor, PhD in Education, Master Supervisor, Executive Deputy Director of Hubei Education Law and Policy Research Association
	Pu, R.	Professor, PhD Supervisor, School of Education, Central China Normal University
	Zou, Y. H.	Associate Professor, Master Supervisor, School of Education, Central China Normal University
	Lei, W. P.	Professor, PhD in Education Economics, Post-doctoral Researcher, Dean of School of Education, Central China Normal University
	Zou, H. J.	Associate Professor, Master Supervisor, School of Education, Central China Normal University
	Luo, H.	Associate Professor, Dean of School of Art Education, Wuhan Conservatory of Music, Member of Hubei Musicians Association

VITA

NAME Zhou Wen

DATE OF BIRTH 23 June 1986

PLACE OF BIRTH Xian Ning, China

INSTITUTIONS ATTENDED

1992-1998	Xianning Jiayu County Experimental primary school
1998-2001	Xianning City Jiayu County Chengbei Middle school
2001-2015	Hubei Nanan Senior Middle School
2015-2019	Graduated from Wuhan Physical Education Institute of physical education major, Bachelor's degree
2019-2012	Graduated from Wuhan Institute of Physical Education majoring in music and Dance, Master's degree

Full-Time Working Experience

2012- Present	Teacher, School of Tourism and Aviation Service, Wuhan Polytechnic College
---------------	--

HOME ADDRESS No. 463 Guanshan Dadao, Hongshan District, Wuhan City, Hubei Province, China