

CONSTRUCTING A MODEL OF ART EDUCATION FOR  
SUSTAINABLE DEVELOPMENT OF HIGHER EDUCATION  
INSTITUTIONS IN SICHUAN PROVINCE

LI DONG

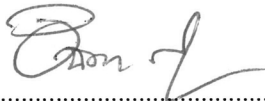
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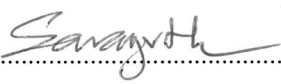
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**Thesis Title**    The Development of Sustainable Art Education Models in Higher Education  
Institutions in Sichuan Province

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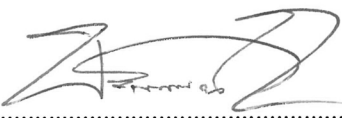
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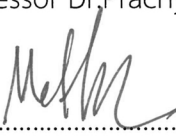
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## ABSTRACT

This study aimed to examine the current state of art education in higher education institutions in Sichuan Province, develop a model for its sustainable development, and evaluate the suitability and feasibility of implementing this model. The research focused on personnel involved in the sustainable development of art education in nine normal colleges in Sichuan Province, with a sample of 384 students, 291 full-time art education teachers, and 274 art education administrators, randomly selected from these institutions. The study employed a mixed-methods approach, utilizing questionnaires, interview forms, focus group discussion records, and evaluation forms as research tools. Additionally, SWOT and TOWS analysis tools were applied to gain a comprehensive understanding of the current challenges and opportunities in art education within these institutions.

The findings revealed that art education in higher education institutions in Sichuan Province faces significant challenges related to system and governance, curriculum design, insufficient teaching staff, practical art education, and evaluation methods, resulting in an overall moderate level ( $\bar{X}$  = 3.43). Based on an in-depth analysis of the current situation and expert interviews, a sustainable development model for art education was constructed, consisting of six key aspects, 15 secondary indicators, and 38 specific measures. The model encompasses art education training goals, art education

practice systems, curriculum frameworks, teaching staff development, system and governance improvements, and quality enhancement in art education.

Expert evaluations indicated that the proposed model has high suitability and feasibility, with average suitability scores ranging from 4.00 to 4.40 and feasibility scores ranging from 4.00 to 4.50, demonstrating its strong applicability in practice. The findings provide both a theoretical foundation and a practical implementation framework for reforming and advancing the sustainable development of art education. By addressing the critical gaps in policy, resource allocation, and pedagogical strategies, this model aims to enhance the overall quality and effectiveness of art education. Ultimately, the study seeks to contribute to the comprehensive and sustainable development of human capital in the higher education sector, ensuring that art education remains a vital and evolving field within Sichuan Province's academic landscape.

**Keywords:** Arts education, Higher Education Institutions, Model, Sustainable development

ชื่อเรื่อง	การสร้างแบบจำลองการศึกษาด้านศิลปะเพื่อการพัฒนาสถาบัน อุดมศึกษาอย่างยั่งยืนในมณฑลเสฉวน
ชื่อผู้วิจัย	หลี่ ตง
สาขาวิชา	การจัดการการศึกษาเพื่อการพัฒนาอย่างยั่งยืน
อาจารย์ที่ปรึกษาหลัก	อาจารย์ ดร.ธนิดา สุจิรธรรม
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ปีการศึกษา	2567

### บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาสภาพปัจจุบันของการศึกษาศิลปะในสถาบันอุดมศึกษาในมณฑลเสฉวน พัฒนารูปแบบการศึกษาศิลปะเพื่อการพัฒนาอย่างยั่งยืน และประเมินความเหมาะสมและความเป็นไปได้ในการนำรูปแบบดังกล่าวไปประยุกต์ใช้ โดยมุ่งเน้นไปที่บุคลากรที่เกี่ยวข้องกับการพัฒนาอย่างยั่งยืนของการศึกษาศิลปะในวิทยาลัยครู 9 แห่งในมณฑลเสฉวน ซึ่งกลุ่มตัวอย่างประกอบด้วย นักศึกษา จำนวน 384 คน อาจารย์สอนศิลปศึกษาแบบเต็มเวลา จำนวน 291 คนเป็นอาจารย์ และ ผู้บริหารด้านการศึกษาศิลปะ จำนวน 274 คน ที่ได้รับการสุ่มเลือกจากสถาบันเหล่านี้ การศึกษานี้ใช้วิธีวิจัยแบบผสมผสาน โดยใช้เครื่องมือวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมิน นอกจากนี้ มีการวิเคราะห์ SWOT และ TOWS เพื่อทำความเข้าใจสถานการณ์ปัจจุบันของการศึกษาศิลปะในสถาบันอุดมศึกษาในมณฑลเสฉวน

ผลการวิจัยพบว่า การศึกษาศิลปะในสถาบันอุดมศึกษาในมณฑลเสฉวนกำลังเผชิญกับความท้าทายที่สำคัญ เช่น ระบบและการบริหารจัดการ การออกแบบหลักสูตร การขาดแคลนอาจารย์ ปฏิบัติการทางศิลปศึกษา และวิธีการประเมินผล ส่งผลให้ภาพรวมของระดับการศึกษาศิลปะอยู่ในระดับ ปานกลาง ( $\bar{X} = 3.43$ ) จากการวิเคราะห์สถานการณ์ปัจจุบันและการสัมภาษณ์ผู้เชี่ยวชาญ ได้มีการพัฒนารูปแบบการศึกษาศิลปะเพื่อการพัฒนาอย่างยั่งยืน ซึ่งประกอบด้วย 6 องค์ประกอบหลัก 15 ตัวชี้วัดรอง และ 38 มาตรการ โดยโครงสร้างของรูปแบบนี้ครอบคลุม เป้าหมายการฝึกอบรมด้านศิลปศึกษา ระบบปฏิบัติการศึกษาศิลปะ กรอบหลักสูตร การพัฒนาอาจารย์ การปรับปรุงระบบและการบริหารจัดการ และการยกระดับคุณภาพการศึกษาศิลปะ

ผลการประเมินจากผู้เชี่ยวชาญระบุว่า รูปแบบที่พัฒนาขึ้นมีความเหมาะสมและความเป็นไปได้ในระดับสูง โดยมี ค่าเฉลี่ยความเหมาะสมอยู่ระหว่าง 4.00 - 4.40 คะแนน และ ค่าเฉลี่ยความเป็นไปได้อยู่

ระหว่าง 4.00 - 4.50 คะแนน แสดงให้เห็นถึงการมีศักยภาพสูงในการนำไปใช้ในทางปฏิบัติ ผลการวิจัยนี้ไม่เพียงแต่ให้รากฐานทางทฤษฎี แต่ยังนำเสนอกรอบแนวทางการดำเนินงานที่เป็นรูปธรรม เพื่อปฏิรูปและพัฒนาแนวทางการศึกษาศิลปะอย่างยั่งยืน ด้วยการแก้ไขปัญหาสำคัญในเชิงนโยบาย การจัดสรรทรัพยากร และกลยุทธ์การเรียนการสอน รูปแบบนี้มุ่งเน้นไปที่การยกระดับคุณภาพและประสิทธิภาพของการศึกษาศิลปะเพื่อส่งเสริมการพัฒนาทรัพยากรมนุษย์อย่างครอบคลุมและยั่งยืนในภาคการศึกษาอุดมศึกษา และทำให้การศึกษาศิลปะคงความสำคัญและสามารถพัฒนาไปตามบริบทของมณฑลเสฉวนในอนาคต

**คำสำคัญ:** ศิลปศึกษา, สถาบันอุดมศึกษา, โมเดล, การพัฒนาที่ยั่งยืน

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# Contents

	Page
Abstract.....	i
Abstract (Thai).....	iii
Acknowledgement.....	v
Contents.....	vi
List of Figures.....	viii
List of Tables.....	x
Chapter	
<b>1 Introduction.....</b>	<b>1</b>
Rationale.....	1
Research Questions.....	3
Objective.....	4
Scope of the Research.....	4
Advantages.....	9
Definition of Terms.....	10
Research Framework.....	12
<b>2 Literature Review.....</b>	<b>14</b>
Art education	14
Concept of sustainable development education of Higher Education	
Institutions.....	22
Sustainable Art Education Models of Higher Education Institutions.....	28
Related Research .....	34
<b>3 Research Methodology.....</b>	<b>42</b>
The Population/The sample group.....	42
Research Instruments.....	46
Data Collection.....	48
Data Analysis.....	49



## Contents (Continued)

	Page
<b>4 Results of Analysis.....</b>	<b>58</b>
Research Objectives 1: To study the existing situation of art education of Higher Education Institutions in Sichuan province.....	59
Research Objectives 2: To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province.....	99
Research Objectives 3: To evaluate the suitability and feasibility of implementing the model of art education for sustainable development c Higher Education Institutions in Sichuan province.....	122
<b>5 Discussion Conclusion and Recommendations.....</b>	<b>127</b>
Conclusion.....	128
Discussion.....	133
Suggestions.....	140
<b>References.....</b>	<b>145</b>
<b>Appendices.....</b>	<b>156</b>
A List of Specialists and Letters of Specialists Invitation for IOC Verification...	157
B Official Letter.....	162
C Research Instrument.....	205
D The Results of the Quality Analysis of Research Instruments.....	227
E Certificate of English.....	239
F The Document for Accept Research.....	241
<b>Researcher Profile.....</b>	<b>243</b>

## List of Figures

Figure	Page
1.1 Research Framework.....	12
2.1 Summary of Key Art Education Keywords in Higher Education.....	18
2.2 Mind Map Overview of Art Education in Chinese Universities.....	21
4.1 Analysis of interview results on the role of art education in improving students' employment competitiveness.....	85
4.2 Analysis of the results of interviews on the current status of art education goals and problems of higher education institutions in Sichuan Province.....	86
4.3 Interview analysis of the current status and problems of the Art education system of higher education institutions in Sichuan Province.....	87
4.4 Analysis of interview results on the current status and problems of the art education practice system of higher education institutions in Sichuan Province.....	88
4.5 Analysis of the results of interviews on the current status and problems of art education teachers of higher education institutions in Sichuan Province...	89
4.6 Analysis of the results from interviews on the current status and issues related to the art practice system of higher education institutions in Sichuan Province...	90
4.7 Analysis of the results of interviews on the current status and problems of art education quality of higher education institutions in Sichuan Province.....	91
4.8 Advantages of sustainable development of art education of Higher Education Institutions in Sichuan Province.....	92
4.9 Disadvantages of sustainable development of art education of Higher Education Institutions in Sichuan Province.....	93
4.10 Opportunities for sustainable development of art education of Higher Education Institutions in Sichuan Province.....	94
4.11 Opportunities for sustainable development of art education of Higher Education Institutions in Sichuan Province.....	95

## List of Figures (Continued)

Figure	Page
4.12 SWOT Analysis on Sustainable Development of Art Education of Higher Education Institutions in Sichuan Province.....	96
4.13 Results of TOWS matrix analysis.....	98
4.14 Draft of the Model of Sustainable Development of Art Education of Higher Education Institutions of Sichuan Province.....	114
4.15 Model of sustainable development of art education of Higher Education Institutions in Sichuan Province.....	121
5.1 A brief diagram of the sustainable development model of art education of Higher Education Institutions in Sichuan Province.....	130

## List of Tables

Table	Page
1.1 Samples for the survey.....	6
1.2 The list of respondents for focus group.....	7
2.1 List of Art Education Definitions.....	15
2.2 List of universities in Sichuan Province.....	32
2.3 Summary of Chinese Government's Documents on Art and Aesthetic Education in China.....	35
3.1 College Student Sampling Table.....	43
3.2 Sampling table of full-time art education teachers.....	44
3.3 Sampling table of art education managers.....	44
3.4 List of university interviewers.....	45
3.5 List of interviewees of employers.....	46
3.6 Expert qualification criteria for focus group discussion of the draft model.....	51
3.7 Expert qualification criteria for model focus group discussions.....	51
3.8 Research steps.....	54
4.1 Student personal information.....	60
4.2 Personal information of full-time teachers in art education.....	61
4.3 Personal information of art education managers.....	62
4.4 Interviewer composition.....	63
4.5 Mean and standard deviation of the current situation of art education of Higher Education Institutions in Sichuan Province (n=384).....	64
4.6 Mean and standard deviation of current situation of art education Art education training goals of Higher Education Institutions in Sichuan Province.....	64
4.7 Mean and standard deviation of current situation of art education practice system of Higher Education Institutions in Sichuan Province.....	65
4.8 Mean and standard deviation of current situation of Art education practice system of Higher Education Institutions in Sichuan Province.....	66

## List of Tables (Continued)

Table	Page
4.9 Mean and standard deviation of current situation of quality of art education of Higher Education Institutions in Sichuan Province.....	67
4.10 Mean and standard deviation of the Current State of Art Education of Higher Education Institutions in Sichuan Province from Full-Time Teachers (n=291).....	68
4.11 Mean and standard deviation of full-time art education teachers on the current situation of Art education training goals of Higher Education Institutions in Sichuan Province.....	69
4.12 Mean and standard deviation of the survey conducted by full-time art education teachers on the current status of Art education system of Higher Education Institutions in Sichuan Province.....	70
4.13 Mean and standard deviation on the Current State of the Art education practice system of Higher Education Institutions in Sichuan Province by Full-Time Art Education Teachers.....	71
4.14 Mean and standard deviation on the Current State of the Art Education Faculty of Higher Education Institutions in Sichuan Province by Full-Time Art Education Teachers.....	72
4.15 Mean and standard deviation of the art practice system in art education of higher education institutions in Sichuan Province.....	73
4.16 Mean and standard deviation on quality of art education of higher education institutions in Sichuan Province.....	74
4.17 Mean and standard deviation from art education administrators on the current state of art education of higher education institutions in Sichuan Province (n=274).....	75
4.18 Mean and standard deviation of the survey by art education managers on the current situation of Art education Art education training goals of Higher Education Institutions in Sichuan Province.....	76

## List of Tables (Continued)

Table	Page
4.19 Mean and standard deviation of the survey by art education managers on the current status of Art education system of Higher Education Institutions in Sichuan Province.....	77
4.20 Mean and standard deviation of the survey by art education managers on the current situation of art education Art education practice system of Higher Education Institutions in Sichuan Province.....	78
4.21 Mean and standard deviation of the survey by art education managers on the current situation of art education teachers of Higher Education Institutions in Sichuan Province.....	79
4.22 Mean and standard deviation of the survey by art education managers on the current situation of Art education practice system of Higher Education Institutions in Sichuan Province.....	80
4.23 Mean and standard deviation from art education administrators regarding the current state of Art education quality of higher education institutions in Sichuan Province.....	81
4.24 Mean and standard deviation from the first round of the questionnaire survey on the current state of sustainable development in art education of higher education institutions in Sichuan Province.....	82
4.25 Personal information of senior respondents in Sichuan Province.....	83
4.26 Interviews on the draft design of a sustainable art education model of higher education institutions in Sichuan Province.....	99
4.27 Interview results for the draft model of sustainable arts education.....	101
4.28 Evaluation Feedback Form.....	120
4.29 Evaluation and analysis of the suitability and feasibility of the sustainable art education development model of higher education institutions in Sichuan Province.....	123

# Chapter 1

## Introduction

In 2006 UNESCO organized an art education conference and introduced the inaugural art education guidance document the Art Education Roadmap. In 2010 the second World Art Education Conference incorporated the Art Education Roadmap and distilled its essence formulating a specific action plan called Seoul Formation: Art Education Development Goals . Integrating the content of the first two documents the 2021 Global Culture and Art Framework provided comprehensive guidance for art education in the 21st century. (Wan 2009)

China has consistently emphasized the significance of art education and has issued several directives such as Several Opinions on Promoting the Development of Art Education in Schools and Opinions on Comprehensively Strengthening and Improving School Aesthetic Education. These documents span from reinforcing the construction of the art education Art education Art education practice system to enhancing the teaching staff. By focusing on areas like curriculum development art practice activities and elevating the ability to serve society these directives charted a new course for the development of art education of Higher Education Institutions. They also provided a crucial research foundation for the sustainable advancement of art education.

Art education plays a crucial role in talent development with of Higher Education Institutions. Theoretically it encompasses a broad learning experience across multiple disciplines fostering a more comprehensive vision in students. This approach effectively encourages collaboration between art and other fields contributing to the cultivation of students overall literacy. According to Yang (2019) art education serves as a vital vehicle for universities to nurture applied talents and plays a significant role in preserving traditional and local cultures. As noted by Wu (2016) art education is not only a means of developing intelligence and fostering

innovation but also an avenue for liberating the mind and enhancing freedom. It proves beneficial for improving students' mental health and overall quality.

In practical terms, art education contributes to enhancing the overall quality of education, instilling a sense of social responsibility in students, and boosting their competitiveness in the job market. Importantly, it directly aligns with the achievement of two sustainable development goals: Ensure inclusive and equitable high-quality education and promote lifelong learning opportunities for all (Goal 4) and Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all (Goal 8).

However, various issues persist in art education at the college and university level due to factors such as educational concepts, institutional mechanisms, and investment intensity. Guo (2020) identifies the lingering challenge of the big thunder but little rain phenomenon in art education. Jia (2019) notes that there are outdated educational concepts and insufficient investment in art education in China's colleges and universities. Zhang and Cheng (2019) highlight the need for an improved education system, particularly in terms of the art education system and the innovation of the art talent training model. Wang (2018) points out a serious lack of investment in art education facilities and equipment, a shortage of high-quality teachers, and a significant gap between the supply of art education and the needs of college students. Yang (2019) emphasizes the imperfect systems and mechanisms of art education management institutions of Higher Education Institutions, citing issues in resource allocation, fund use, curriculum setting, and art education activities.

Addressing these challenges is crucial. Questions arise: How can the art education system and mechanisms of Higher Education Institutions be improved? How can Art education quality be enhanced? Constructing a sustainable art education development model that aligns with students' developmental needs is essential. This approach aims to propel art education of Higher Education Institutions to adapt to current trends and social needs, making it a pivotal issue for talent cultivation in higher education.



In summary, art education is a pivotal element in shaping the essence of college education and stands as a crucial component in China's strategy for national rejuvenation through science and education. It is imperative to apply the concept of sustainable development to art education of Higher Education Institutions. This study primarily focuses on public art education in normal colleges and universities in Sichuan Province. Utilizing questionnaires, it investigates aspects such as Art education, Art education practice, system construction, teaching staff, and practical activities. The analysis delves into the factors influencing the development of art education of Higher Education Institutions in Sichuan Province. By drawing extensively from the advanced experiences of domestic universities and incorporating insights from Sichuan's educational practices, this study aims to construct a model of art education for sustainable development tailored to Sichuan colleges and universities. The model is intended to serve as a reference for other institutions, providing a learnable and replicable theoretical foundation and strategic support for art education. The ultimate goal is to establish a comprehensive, diverse, and high-quality system for the sustainable development of modern school art education, characterized by the unique features of Sichuan.

### **Research Questions**

1. What is the existing situation of art education of Higher Education Institutions in Sichuan province?
2. What are the factors contributing to shaping the model of art education for sustainable development of Higher Education Institutions in Sichuan province?
3. What is the feasibility of the proposed model of art education for sustainable development of Higher Education Institutions in Sichuan province?

## Objectives

1. To study the existing situation of art education of Higher Education Institutions in Sichuan province.
2. To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province.
3. To evaluate the suitability and feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province.

## Scope of the Research

### Population and the Sample Group

#### Population

The study population included nine colleges and universities in Sichuan Province. The estimated student population of these institutions was approximately 100 000 with approximately 1 230 arts education teachers and approximately 960 arts administrators. These details were important demographic information for this study and provided insight into the size and composition of the academic environment being studied.

#### Samples

##### A. The samples for collecting questionnaires

This study employs the stratified sampling method involving categorizing the population into specific subgroups or strata based on relevant characteristics. Random samples are then taken from each stratum ensuring proportional representation. This approach helps researchers obtain a more accurate and representative sample reducing bias and improving the reliability of study findings. Therefore in selecting the sample groups including students teachers and administrators we will choose samples from all 9 universities. The universities will be grouped based on their sizes which are determined by the total number of students in each institution. This approach ensures a representative and diverse sample that considers the varying sizes of the institutions under study.

Additionally in determining the sample size for students we have chosen to use the simplified formula for proportions proposed by Krejcie and Morgan (1970). For the selection of teacher and administrator samples we employ a purposive sampling approach targeting individuals with extensive experience in art education and management respectively with a minimum of 5 years of expertise. Further details are outlined in the table below.

Table 1.1 Samples for the survey

University Size	University name	Students		University Lecturers in Art Education		University Administrators	
		population	sample	population	sample	population	sample
Large ( $\geq 15\,000 \pm 2000$ students)	Sichuan Normal University	17000	65	220	52	190	54
	West China Normal University	14000	53	200	47	160	44
Moderate (about $10\,000 \pm 200$ students)	Chengdu Normal University	11000	42	130	31	90	26
	Sichuan University of Arts and Sciences	10000	38	110	26	90	26
	Leshan Normal University	11000	42	130	31	90	26
	Mianyang Normal University	10000	38	120	28	90	26
	Neijiang Normal University	10000	38	120	28	90	26
	Yibin University	10000	38	130	31	90	26
	Aba Normal College	8000	30	70	17	70	20
Total		100000	384	1230	291	960	274

### B. The samples for focus group to construct the model

In developing the model of art education for sustainable development a purposive sampling approach is employed. This involves selecting experienced teachers with more than 5 years of teaching experience in the field of art education and administrators with expertise in curriculum development and policy formulation across the 9 universities (See Table 1.2).

**Table 1.2** The list of respondents for focus group

Respondents for focus group		
Art Education Expert	Administrator	Employers in key labor markets (Key external stakeholders)
9 lecturers from 9 universities	9 administrators from 9 universities	7 experts
25 respondents		

### C. The samples for evaluating the constructed model

For evaluating the feasibility of the developed model 5 experts with experience in education curriculum development and policy formulation will be engaged. These experts will be selected from both public and private universities as well as from the Ministry of Higher Education to ensure a comprehensive assessment.

#### Variables:

##### Independent Variable:

Art education Art education training goals Educational policies Art education Art education Art education practice system Art education practice system Art education teaching staff

##### Dependent Variable:

Art education quality Model of Art Education for Sustainable Development

## Content

This study focuses on public art education of Higher Education Institutions in Sichuan Province as its primary research subject. Employing questionnaires the research investigates various aspects including Art education Art education practice system construction teaching staff and practical activities and so on. The goal is to analyze factors influencing the development of art education in Sichuan's higher education institutions. By incorporating insights from domestic universities' best practices and aligning them with the educational landscape in Sichuan the study aims to formulate a model of art education for sustainable development of Higher Education Institutions. This endeavor seeks to contribute to the enhancement of talent training quality and the overall improvement of students' comprehensive skills in Sichuan's academic institutions.

The model of art education for sustainable development includes the following aspects:

1. Strengthen educational concepts and gain a comprehensive understanding of the Art education training goals of art education;
2. Strengthen the construction of systems and mechanisms and increase investment in the sustainable development of art education;
3. Build a team of high-level art education teachers including specialists part-time instructors and graduate students;
4. Enhance the construction of art education courses and develop comprehensive art education curricula;
5. Implement all-encompassing art practice activities and create high-quality art practice programs;
6. Strengthen school-local cooperation and promote the integration of art education with the local economy and culture;
7. Enhance the construction of evaluation mechanisms to ensure the sustainable and high-level development of art education.

### **Time**

The research is scheduled to be primarily conducted from January to October 2024 with the following key stages:

1. In January 2024 complete the writing and review of the first three chapters aiming for a successful defense in February.
2. From March to April 2024 based on feedback from advisors and experts further enhance the first-three chapters and concurrently undertake the modification improvement review and confirmation of relevant research tools.
3. From May to September 2024 conduct the research phases under the guidance of the supervisor.
4. In the final stage from October to December 2024 carry out a research summary and complete the paper publication.

### **Advantages**

The outcomes of this study will yield advantageous outcomes for various stakeholders delineated as follows:

1. Researching sustainable art education models and implementing diverse art programs enhances students' skills and competitiveness, fostering lifelong values and personal goals.
2. Active involvement in sustainable art education development enriches teachers' academic pursuits, providing strategic support for school management and boosting professional satisfaction.
3. The sustainable art education model guides higher education administrators, promoting the cultivation of well-rounded talents and contributing to the high-quality development of schools.
4. Through school-local cooperation, the sustainable art education model contributes to cultural preservation and innovation, positively impacting Sichuan's economic development and promoting harmony between higher education and society.

## Definition of Terms

Tertiary institutions encompass colleges and universities. Refers to undergraduate colleges, professional colleges, and junior colleges. They play a crucial role in cultivating professional talents, preserving culture, promoting research, and disseminating knowledge. For this study, the term tertiary institution primarily refers to normal undergraduate colleges.

Art education. Refers to integral to aesthetic education, cultivates students' aesthetic, creative, and expressive abilities in visual art, music, dance, drama, and other arts. It aims to foster students' interest, understanding, and skills for comprehensive development in artistic creation and appreciation. Art education is categorized into professional and public strands, with this study focusing on public art education.

Model refers to a recurring form, structure, or arrangement characterized by generality, simplicity, repeatability, stability, and operability.

Sustainable development art education. Refers to emphasizes integrating sustainable development concepts and principles. Its goal is to cultivate students' awareness of social, environmental, and cultural sustainability, fostering creative thinking, social responsibility, and environmental awareness.

Art education training goals are a series of educational outcomes and student development directions that colleges and universities hope to achieve in the process of carrying out art education, usually covering multiple aspects such as aesthetic ability, artistic literacy, innovation ability, cultural inheritance, and exchange, etc.

Art education practice system is an organic whole of a series of interrelated and interactive courses constructed by colleges and universities to achieve the goal of public art education, covering multiple aspects such as course objectives, course content, course implementation, and course evaluation.

Art education practice system is an important part of public art education of higher education institutions. It is an organic whole that combines art theoretical knowledge with practical operation to cultivate students' artistic practice ability, innovation ability, and comprehensive quality.



Art education teaching staff refers to the group of teachers who are engaged in art education teaching research and practical guidance and are the key force in achieving the goals of art education.

Art education quality Quality of art education refers to the achievement of educational goals such as curriculum construction Art education teaching staff building and teaching quality improvement aiming to provide students with high-quality learning experience and cultivate students ability for sustainable development.



The research framework mainly includes higher education art education sustainable development and model content. The two-way arrows indicate that the relationship between the two is mutual and the one-way arrows indicate logical relationships. Through the study of the current status of art education and SWOT/TOWS analysis we finally construct a model of art education for sustainable development of higher education institutions in Sichuan Province.

## Chapter 2

### Literature Review

In this chapter, we delve into a comprehensive review of existing literature to establish the theoretical foundation for our research. We explore key concepts, methodologies, and findings from previous studies related to the development of a model of art education for sustainable development. This literature review sets the stage for our research and highlights gaps in the current understanding that our study aims to address. The chapter is organized into the following subtopics:

1. Art education
2. Concept of sustainable development education of Higher Education Institutions
3. Sustainable art education development model of Higher Education Institutions
4. Related research

#### Art education

Art education refers to the component of aesthetic education and plays a very important role in higher education. The researchers conducted literature research on the significance of art education, the importance of art education, and the cultivation of art education at home and abroad.

##### 1.1 The meaning of art education

For a considerable period, diverse concepts of art education have circulated within academic circles, contributing to the multi-faceted theoretical basis of art education. However, the formal proposal of art education as an educational concept emerged only in modern society. Art education, in essence, is a form of instruction aimed at nurturing an individual's appreciation and comprehension of beauty while fostering artistic expressiveness and creativity. It stands as a subset of quality education. The comprehensive literature analysis reveals various definitions of art education, as outlined below.

**Table 2.1** List of Art Education Definitions.

No.	Author	Book title	Definition
1	Gu Mingyuan	Education Dictionary	Art education pertains to aesthetic educational activities that utilize literature, music, visual arts, and other artistic means and content. It constitutes a crucial component of aesthetic education.
2	Wei Chuanyi	Art Pedagogy	In a broad sense, art education encompasses activities that foster artistic interest, develop artistic abilities, and enhance artistic accomplishment through exposure to artistic works and engagement in daily art activities. In a narrow sense, art education specifically denotes the deliberate, planned, and systematic art education provided by schools to students.
3	He Zhipu, Jiang Min	Art Pedagogy	Art education is a systematic and liberating activity that utilizes art as a moderate to cultivate individuals' artistic abilities and expand their artistic realm.
4	Cheng Chunyun	Introduction to Art Education	In a narrow sense, art education specifically pertains to professional schools, while in a broader sense, also known as public art education, it encompasses art education that is widely conducted for all students.
5	Gu Jianhua	Dictionary of Aesthetics and Aesthetic Education	Public art education, conducted in universities, middle schools, and primary schools, involves art history, appreciation, and practical activities as its core content and methods.

Table 2.1 (Continued)

No.	Author	Book title	Definition
6	Canaro	Art: Making People Human	Art education is transformative, shaping individuals into fully realized human beings.
7	Schiller	Aesthetic Education Book	The aesthetic realm is perceived as the harmonious unity of humanity and nature, encompassing the balanced integration of human perceptual and rational aspects.

Various scholars have different perspectives on art education. Peng (2015) defines art education broadly as public art education, emphasizing theoretical knowledge and practical skills to enhance aesthetic ability and artistic sensitivity. Wang, S.Y. (2017) sees art education as cultivating an individual's sense of beauty, expressiveness, and creativity, emphasizing quality education. Yu (2017) distinguishes between broad (public) and narrow (professional) art education, focusing on improving the artistic and humanistic qualities of students in ordinary universities and cultivating professional art talents, respectively.

Yang (2018) believes art education aims to enhance art appreciation, cultivate aesthetic ability, and build a perfect person through the study of art works, art knowledge, and practice skills. Wu (2018) notes the lack of consensus in the academic community on the concept of art education. He differentiates art education for art colleges from public art education for non-art major students, focusing on basic professional theories, techniques, and practices.

Du (2019) refers to Confucius's perspective on art education and distinguishes between professional art education and public art education. Public art education aims to improve aesthetic and humanistic qualities for all students, while professional art education cultivates talents in artistic creation, production, and performance. Yao (2021) divides art education into public and professional

categories, with public art education focusing on aesthetic education through art history, appreciation, and practice. Professional art education targets art majors, aiming to produce virtuous art workers or teachers.

Zhao (2022) sees art education as systematic activities using art to cultivate artistic abilities and realms, emphasizing all-round development. Liu, H. (2023) notes the difference between public art education and professional art training, emphasizing public participation. Public art education cultivates students' artistic skills and aesthetic viewpoints, enhancing their overall quality.

In conclusion, art education is divided into professional and public categories. This study focuses on public art education, targeting non-art major students in universities. It encompasses various art forms and exhibits characteristics of openness, popularization, diversity, and interdisciplinary aspects. The purpose is to teach art knowledge and skills, fostering good morals, healthy emotions, broadened thinking, improved sensitivity to beauty, appreciation, creativity, and employment competitiveness, ultimately benefiting students' lifelong development and contributing to social, cultural, and personal growth.

## 1.2 Importance of Art Education in Higher Education

A search on CNKI for college art education yielded over 1,100 related studies. Through an examination of abstracts and content, researchers unanimously assert that college art education holds profound and significant implications at both individual and societal levels, primarily centered around enhancing individuals' abilities, comprehensive quality, promoting cultural inheritance, and fostering sustainable development. Key themes and keywords in this context include:



**Figure 2.1** Summary of Key Art Education Keywords in Higher Education

(Source: Yang, 172)

Art education, as viewed by Wang (2013), is an essential facet of aesthetic consciousness, shaping emotions, and refining aesthetic literacy. This sentiment resonates with Wan (2009), who emphasizes the pivotal role of art education in high-quality universal education, particularly for fostering creativity in the 21st century.

Yu (2017) underscores art education's multifaceted importance, serving as a conduit for aesthetic and moral education, cultivating innovative abilities, and contributing to students' physical and mental well-being. This sentiment aligns with



Ma and Feng (2019), who stress that aesthetic education is integral to ideological and political education, shaping sentiments, and purifying souls.

Yang (2019) further elaborates on the multifunctional role of art education, especially in higher education. It is not merely about training artists but about nurturing well-rounded individuals with practical abilities, humanistic qualities, and creative spirits.

Zhang and Cheng (2019) delve into the psychological and sensory aspects of art education. They assert that art education's essence lies in enabling students to experience beauty, fostering aesthetic abilities that cannot be replaced by other forms of education.

Sun (2022) emphasizes the lifelong nature of art education, seeing it as a means for all individuals to discover, appreciate, and create beauty. This aligns with Li (2023), who sees art education as instrumental in resisting negative ideas, fostering multiculturalism, and enhancing cultural self-confidence.

Li (2023) takes a broader societal perspective, positioning art education as a key element in building a modern socialist country. It serves as a fundamental support for cultivating moral character of Higher Education Institutions, contributing to the all-round development of students.

In summary, the collective insights highlight art education's integral role in shaping individuals, fostering creativity, and contributing to broader societal development. The multifaceted nature of art education transcends conventional boundaries, making it a cornerstone in higher education and beyond.

### 1.3 Current Landscape of Foreign Art Education

In the realm of American university education, Liu and Meng (2016) point out that art education is integral to the concept of general education. Despite this, challenges persist, such as uneven distribution of resources, hindering students' practical opportunities due to insufficient facilities and adoption of rigid teaching models.

Moving to the UK, Liu (2016) acknowledges the country's global reputation for creativity in art. However, financial pressures, imbalance of resources, insufficient

cultural diversity, and lower social recognition pose challenges to public art education, limiting accessibility for some students.

Swiss art education, as described by Zhang (2017), focuses on a purely perceptual level of artistic experience at the university stage. However, language barriers, traditional teaching methods, high living costs, and uneven resource distribution pose challenges to art education in Swiss universities.

In Japan, Hang (2018) underscores the goal of open public art education for all. Challenges include traditional curriculum limitations, inadequate practice opportunities, insufficient cultural internationalization, and unclear evaluation mechanisms.

Hu and Fan (2019) highlight the significance of public art education in leading U.S. universities such as MIT and Columbia. Various universities, including those in the UK, prioritize public art courses, enriching students' artistic perspectives through diverse topics.

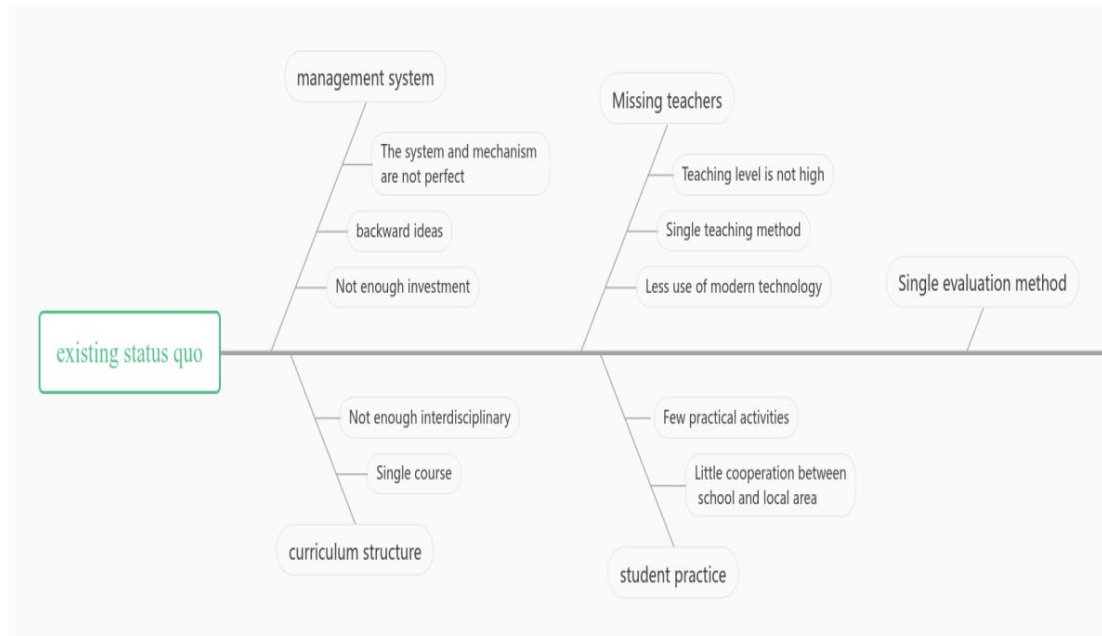
Zhong (2020) provides a broader perspective, highlighting diverse, integrated, and people-oriented art education goals in the United Kingdom, the United States, and Japan. These countries emphasize the interconnectedness of art with other disciplines and advocate for the integration of art and science education.

Conclusively, foreign literature underscores the early popularization of art education globally, with evident research outcomes. However, challenges persist in curriculum design, artistic practice, resource balance, cultural diversity, and evaluation systems, necessitating collaborative efforts for improvement by the country, educational institutions, and society.

#### 1.4 Art Education in China: A Current Overview

Against the backdrop of constructing a global community and rapid scientific advancements, art education in Chinese colleges and universities is flourishing. Years of practice have yielded commendable teaching outcomes and valuable experiences. Yet, challenges persist in the execution of art education, specifically in the areas of management mechanisms, curriculum design, and the execution of artistic practice activities in popular art education. The ongoing development and

adaptation of art education in China reflect a commitment to international progress and innovation.



**Figure 2.2** Mind Map Overview of Art Education in Chinese Universities

(Source: Zhong, H.Y., 182)

The authors collectively underscore a series of challenges in the realm of Chinese university art education. Wang (2018) highlights the non-standardized management of art education courses, including uneven elective course offerings and inadequate curriculum construction. A shortage of high-quality teachers and a lack of investment in essential facilities further contribute to the existing gaps in the system.

Zhang and Cheng (2019) emphasize the imperfections in the education system, revealing conceptual ambiguities, particularly in the positioning of art education. The dearth of qualified teachers exacerbates these issues, affecting both the course quality and the execution of artistic practice activities.

Jia (2019) delves into the foundational problems, pointing out outdated educational concepts and a curriculum that lacks the necessary stimulation for students. A shortfall in investment, along with an inadequate number of art teachers, hinders the development of art education.

Guo (2020) touches on a range of issues, including a lack of appreciation for the educational function of art education, insufficient teachers, and a failure to tap into local artistic resources. These factors collectively limit the effectiveness and relevance of art education of Higher Education Institutions.

Yang (2019) broadens the perspective by highlighting systemic weaknesses in the management structure, curriculum construction, and art education activities. The absence of a cohesive organizational plan and insufficient investment impact the holistic development of public art education.

Qing (2022) brings attention to the narrow scope of course types, an insufficient number of professional teaching staff, a flawed management system, and a singular evaluation mechanism. These issues hamper the comprehensive development of art education.

In summary, a common thread emerges as the authors collectively outline challenges such as non-standardized management, systemic deficiencies, outdated educational concepts, inadequate investment, curriculum shortcomings, and a lack of qualified teachers. Addressing these multifaceted issues necessitates comprehensive reforms and sustained efforts.

## **Concept of sustainable development education of Higher Education Institutions**

The concept of sustainable development of higher education is an educational development concept that focuses on comprehensiveness, coordination and sustainability. It aims to ensure that higher education meets current social and individual needs while not compromising future development needs and capabilities. It covers multiple aspects.

### **2.1 The meaning of sustainable development**

The concept of sustainable development emerged as a response to the increasing recognition of the need for environmental protection within the broader framework of development. The United Nations Stockholm Conference in 1972 marked the formal integration of environmental protection into the development

discourse. Subsequently, the World Commission on Environment and Development's 1987 report, *Our Common Future*, defined sustainable development as meeting present needs without compromising the ability of future generations to meet their own.

The pivotal 1992 United Nations Conference on Environment and Development in Rio de Janeiro solidified sustainable development as a global consensus. This commitment was reaffirmed in the Millennium Declaration of 2000, which established the Millennium Development Goals, including objectives such as universal primary education and gender equality.

Liu (2008) emphasizes the intergenerational equity inherent in sustainable development, highlighting the imperative to consider the long-term interests of future generations alongside contemporary needs. Wang (2015) extends the concept to universities, delineating three aspects: optimizing internal structures, ensuring fair and comprehensive development for all students, and leaving ample room for the development of younger generations.

Wang (2016) extracts the elements of power, quality, and fairness as essential components of sustainable development. This perspective aligns with the United Nations' interpretation of sustainable development as involving three interconnected dimensions: society, economy, and environment.

Mu (2018) notes the evolution of sustainable development from its ecological origins to encompass broader societal elements. This expansion includes considerations of societal, technological, and political factors alongside traditional environmental and economic aspects.

Huang (2000) positions sustainable development as a multifaceted strategy focusing on economic quality, environmental protection, and social progress. The goal is to maintain the balance between economic development, environmental stability, and social justice.

In conclusion, sustainable development is a holistic concept encompassing environmental, economic, and social dimensions. It seeks to meet current needs without compromising the ability of future generations to meet their own. Eight core

principles include environmental sustainability, social justice, economic balance, cultural diversity, and global collaboration. The evolution of sustainable development reflects a growing awareness of the interconnectedness of ecological, economic, and societal elements in the pursuit of long-term well-being.

## 2.2 Importance of sustainable development

Sustainable development is very important in education. Education is identified by Yang (2019) as a pivotal pathway towards achieving Sustainable Development Goals (SDGs), emphasizing the need to embed sustainable development principles in educational systems. This involves fostering changes in knowledge, skills, values, and attitudes to cultivate more sustainable and just societies. The integration of education with sustainable development, as advocated by Liu (2008), signifies a paradigm shift in art education. Moving beyond mere appreciation and skill development, art education becomes a cultural necessity, with sustainable development principles guiding the exploration of global artistic resources and maintaining harmonious development.

In the context of China's rapid social transformation, Xing (2013) underlines the urgent need to strengthen spiritual and artistic literacy. Social art education emerges as a primary means to serve mass cultural activities during this transformative period. The gap in societal spiritual art culture is viewed as an opportunity for the sustainable development of social art education. Liu (2008) emphasizes the impact of the knowledge economy on art education, recognizing the necessity to embrace sustainable development concepts. This involves investment in art education, a shift in educational concepts, and comprehensive student training to cultivate innovative talents.

Guo (2010) sees art education as instrumental in fostering national cohesion, creative personalities, and intellectual wealth, aligning with the concept of sustainable development. The scientific approach to sustainable development in art education is highlighted as a driving force for positive changes, encompassing standardized management, talent training, and enhanced external art exchanges.

Finally, Qiu and Li (2024) stress the integral role of education in promoting sustainable development, envisioning a future where education transforms towards learning to live together sustainably. International efforts, exemplified by the United Nations Education Transformation Summit, seek to redefine values, reconstruct curricula, empower teachers, and implement global initiatives to address crises in education, ecology, and social development.

In summary, the unified perspective across these authors underscores the critical role of sustainable development in education and art. By integrating sustainable principles into these domains, societies can foster positive changes, cultivate innovative talents, and contribute to a more balanced, healthy, and interconnected global future.

### 2.3 Sustainable Development and Art Education of Higher Education Institutions

Sustainable development provides macro-conceptual guidance for art education, while art education injects endless vitality and soul into sustainable development. The two promote each other and coexist synergistically. Li (2004) emphasizes the pivotal role of art and art education in preserving our spiritual home and fostering sustainable development. Art education, as outlined by Li, seeks to enhance students' overall quality by refining their observation, perception, judgment, and creativity. The global embrace of multicultural education, according to Li, is a potent tool to safeguard cultural diversity through art education, thereby ensuring the sustainable development of cultural ecology.

Building on this, Chang and Mi (2007) align sustainable development principles with both individual and societal progress. They stress the significance of cultivating an open-minded mentality through art education, fostering intellectual development, imagination, and emotional intelligence. Art education, in their view, bestows lifelong benefits, contributing to individuals' competitiveness in their future careers.

Wang (2018) delves into the integration of sustainable development theory into art education, spotlighting its potential to broaden horizons and instigate diverse

art education practices. The concept of sustainable education, as per Wang, emerges as a symbol of modern education, steering the innovation and progress of art education of Higher Education Institutions.

In a similar vein, Fan (2018) underscores the imperative of infusing sustainable concepts into art education within the context of continuous societal development. He acknowledges the influence of artistic work on aesthetic ability, values cultivation, and the enhancement of students' global competitiveness. Strengthening the nexus between art education and sustainable development, according to Wu, is pivotal in this context.

Mu (2018) addresses the challenges in sustainable art education stemming from a lack of theories and educational resources. He underscores the critical role of incorporating sustainable development principles into the teaching mechanism, shaping positive impacts on students. The intrinsic connection between art education and sustainable development, according to Mu, is vital for societal sustainability.

Tang (2020) introduces the Internet + concept in art education, representing a novel economic form harnessing the Internet's advantages. This transformative approach shifts traditional teaching methods, accentuating creativity and imagination in art education. Internet + art education, Tang contends, establishes an online learning space, transcending spatial and temporal constraints.

In summation, the profound relationship between sustainable development and art education of Higher Education Institutions is evident. Serving as a catalyst for interdisciplinary cooperation, art education integrates various facets of art and sustainable development. It not only enhances students' understanding of sustainable development but also cultivates sustainable design concepts, fosters social and environmental responsibility, and instills global perspectives. Moreover, art education is positioned not just as a crucial goal of sustainable development but as a pivotal means to advance inclusive and equitable quality education, lifelong learning, and sustained economic growth in alignment with the 2030 Agenda for Sustainable Development.



## 2.4 Factors Influencing Sustainable Art Education of higher education institutions

Public art education at universities faces multifaceted challenges influencing its sustainable development. Pang (2014) emphasizes the need for efficient management institutions to overcome hurdles in public art education. Diverse institutional arrangements hinder its smooth operation, necessitating policy alignment for sustainability.

Xu (2011) identifies issues stemming from enrollment expansion and a lack of clear Art education training goals, hindering art education's sustainability. Shifting teaching paradigms towards cultivating artistic interests becomes crucial for overcoming chaotic educational philosophies.

Ma (2012) explores the impact of historical stages on public art education, pinpointing Art education Art education practice system flaws. Overemphasis on knowledge acquisition and neglect of cross-cultural considerations require attention. Strengthening systems and implementing robust monitoring are vital for sustainability.

Shan, and Li (2015) notes the mismatch between art education and traditional management methods, urging modernized approaches. A flexible and principle-driven model is essential for sustaining art education's free development, emphasizing the need for specialized practitioners.

Zhang (2020) reveals challenges in the marginalization of public art education, signaling misalignment with societal needs. Detailed supervision and increased investment are crucial for uplifting public art education to align with societal needs for sustainable development.

Huo (2017) underlines historical and economic shifts impacting art education's sustainable development. Increased investment in resources and balancing skills with personality development are criteria for quality education and sustainability.

Wang (2020) scrutinizes government oversight gaps, urging increased investment for public art education. Bridging these inadequacies is crucial for sustainable development in universities.

Zhou and Pu (2021) highlight curriculum imperfections, insufficient teaching staff, and weak student qualities affecting sustainable art education. Strengthening the curriculum, recruiting qualified teachers, and fostering collaboration are pivotal for sustainability.

In conclusion, aligning policies, shifting teaching paradigms, strengthening systems, adopting modernized management, increasing investment, and enhancing curriculum and teaching staff are essential for sustainable development in higher art education.

### **Sustainable Art Education Models in Higher Education**

The sustainable development model of art education of higher education institutions is a way to achieve long-term, stable and high-quality development of art education of higher education institutions by integrating the concept of sustainable development into the Art education Art education practice system, building a diversified and professional teaching staff, and other coordinated promotions.

#### **3.1 Foreign Situations of Art Education Model for Sustainable Development**

Exploring sustainable art education models across global higher education institutions reveals diverse and innovative approaches. Each scholar contributes a unique perspective, shedding light on the evolution and adaptability of art education in response to societal needs.

Zhang (2008) The transformation of British university art education from an elitist model to inclusivity reflects the dynamic shifts in higher education paradigms. This underscores the importance of responding to societal demands, emphasizing the need for a more accessible and inclusive art education model.

Yang (2009) The American multidisciplinary art education model stands out for placing art on an equal footing with other essential subjects. Emphasis on integrating art creation, history, criticism, and aesthetics underscores a holistic approach aimed at enhancing students' humanistic literacy.

Zhang (2017) Switzerland's art education model impressively emphasizes multi-dimensional cooperation and a perceptual level of learning. The intertwining of social, public, and administrative aspects is highlighted, emphasizing the importance of a comprehensive art evaluation system for sustainable development.

Liu (2017) The Russian art education system's development, guided by legal provisions, reflects a commitment to enriching models and methods. Insights into the introduction of the teaching assistant-trainee model showcase an effort to cultivate more artistic talents and adapt to changing educational landscapes.

Guan (2019) Exploration of the American service teaching model in higher education demonstrates a keen understanding of art's role in innovation and knowledge improvement. The emphasis on balancing social practice with knowledge learning aligns with the dynamic needs of modern universities.

In summary, these scholars collectively present a rich tapestry of sustainable art education models Zhang (2008) Yang (2009) Zhang (2017) Liu (2017) Guan (2019) Integrating their insights, a holistic approach emerges-one that emphasizes inclusivity, interdisciplinary learning, and a balance between theory and practice. The evolving nature of art education globally underscores its pivotal role in shaping well-rounded, culturally aware, and adaptable individuals prepared for the challenges of the future.

### 3.2 The China situation of Art Education Model for Sustainable Development

Art education is highly valued in China, and many universities have explored sustainable development models suitable for their own schools. Mu (2018) Mu suggests a comprehensive approach to establishing a sustainable art education model in Chinese higher education. This involves integrating courses related to sustainable development, emphasizing ecological concepts, and restructuring educational frameworks. Instructors are urged to adopt innovative teaching methods, fostering critical thinking and seamlessly integrating sustainable development into students' overall development.

Tian (2013) At Xi'an University of Technology, Tian advocates for the success of the 555 public art education model. This model urges students to participate in five key activities, including art courses, club engagement, literary participation, art

practice, and reflective writing. The goal is to elevate students' aesthetic awareness and cultural understanding, resulting in improved artistic literacy.

Shao and Zhang (2018) Art education in Chinese tertiary institutions revolves around students' artistic practice. The student-centered activity model prioritizes four integration principles: emotional experience and work performance, holistic and specialized development, resource integration, and adaptation to local conditions. This model includes diverse components such as curriculum activities, club engagements, competition involvement, art festivals, special training, and lecture activities.

Ge and Zhang (2019) Public art education's strategic fit model and strategic motivation model in Chinese universities aim to synchronize talent development with societal needs. This involves integration and alignment across internal fit levels, dynamic value levels, concept guidance levels, mechanism specification levels, and operation and execution levels.

Cai (2020) Cai's exploration aligns with the Ministry of Education's call to fortify aesthetic education. Proposing a four-classroom linkage model, Cai integrates traditional classroom teaching, art practice activities, off-campus public art education, and online education. This model envisions ushering in a new era of public art education in Chinese universities, emphasizing diversity, distinctiveness, and high-level aesthetic education.

Zhang and Meng (2020) Focused on the online education model, Zhang and Meng underscore the significance of infusing online art education with an aesthetic education concept. This model strives to enhance aesthetic awareness through precise content design, expressive methods, and audience engagement.

Luo and Zhou (2021) Proposing art education reform, Luo and Zhou emphasize concepts such as innovation, coordination, sharing, and openness. They advocate for optimizing the Art education Art education practice system and reinforcing collaboration between academic institutions, businesses, and local communities. The proposed five-in-one art education model integrates guided

teaching, active student behaviors, interdisciplinary teaching, and the development of comprehensive abilities through school-enterprise collaboration.

Xu and Pan (2022) Addressing the inadequate understanding of art education among university administrators, Xu and Pan recommend redefining goals and enhancing the educational system. The sustainable development model centers on refining the Art education Art education practice system, adopting interactive teaching methods, and aligning art education with cultural confidence.

In summary, these scholars collectively highlight the need for a paradigm shift in Chinese university art education, emphasizing interdisciplinary learning, participatory teaching methods, and collaboration with external entities to nurture well-rounded students.

### 3.3 Development Framework for Sustainable Art Education Models of Higher Education Institutions

For the purpose of this study, the focus is primarily on universities in Sichuan Province (See Table 2.4), specifically those dedicated to training teachers in education-related majors. These institutions concentrate on fields such as education, psychology, and educational technology, with the goal of nurturing future educators, educational managers, and other professionals in the field of education.

**Table 2.2** List of universities in Sichuan Province

No	School Name	Student numb	Number of teachers
1	Sichuan Normal University	More than17,000people	More than 220 people
2	West China Normal University	More than14,000people	More than 200 people
3	Chengdu Normal University	More than11,000people	More than 130 people
4	Sichuan University of Arts and Sciences	More than10,000people	More than 110 people
5	Leshan Normal University	More than11,000people	More than 130 people
6	Mianyang NormalUniversity	More than10,000people	More than 120 people
7	Neijiang Normal University	More than10,000people	More than 120 people
8	Yibin University	More than10,000people	More than 130 people
9	Aba Normal College	More than 8,000people	More than 70 people

In developing a model of art education for sustainable development, several key elements are interrelated:

**Pattern:** Referring to a specific form or structure recurring in a certain field, patterns in art education can embody generality, simplicity, repeatability, structure, stability, and operability.

**System and mechanism of art education in higher education:** This involves organizational structure, management systems, curriculum, teaching staff, and quality assurance. The strengthening of these systems and mechanisms is essential for promoting diversified development in art education and improving the overall quality of education and talent training in educational institutions.

**Art education audience:** Encompassing all students, those with artistic hobbies, and individuals with specific artistic expertise, the audience plays a crucial role in shaping the direction and scope of art education for sustainable development.

**Art education Art education practice system:** Designed to meet the basic artistic literacy needs of students, the art Art education Art education practice system

cultivates understanding and appreciation of art. This involves determining Art education training goals, offering general elective courses, reforming teaching methods, and enhancing the overall effectiveness of art education.

Development of teaching staff: Ensuring high-quality art teaching involves constructing a teaching staff with varied levels and professional fields. Considerations include teachers' professional qualities, teaching experience, interdisciplinary abilities, and attention to individual student development. Compliance with national requirements is vital for the normal development of art education.

Art practice system: An organic structure where students cultivate aesthetic abilities and artistic skills through creation, performance, and design. Strengthening on-campus art practice activities and collaboration with external entities provide students with opportunities to enhance their artistic capabilities through various engagements.

Art education effect evaluation system: Comprehensive evaluation of students' results and development includes assessing artistic skills, aesthetic literacy, creativity, critical thinking, and more. The three-dimensional evaluation system, with students as main evaluators, provides timely feedback, aiding in the correction of issues in the sustainable development of art education.

In summary, these interrelated elements form the foundation of a sustainable art education model, emphasizing the importance of patterns, robust systems, diverse audiences, effective curriculum structures, skilled teaching staff, practical engagement, and comprehensive evaluation for holistic development.

## Related Research

In order to better understand the research situation of art education, the researchers also conducted relevant literature research from the aspects of art education policy and art education system.

### 4.1 Art Education Foreign Policy

The World Art Education Conference held in Portugal (2006) focused on analyzing the crucial impact of art education on modern society and cultural economy. The conference aimed to explore effective methods of art education implementation, strengthen international cooperation, and formulate a strategy for creativity in the 21st century. The resulting Art Education Roadmap, a UNESCO document, guides global art education in the 21st century. This roadmap positions art education to build creativity and foster cultural development, offering profound insights into its role in modern society. It emphasizes the importance of improving art education quality, advocating for a society rich in innovative methods and cultural awareness (Wan, 2009).

The United States introduced the National Arts Education Standards in 1994, and in 2014, launched the National Core Art Standards. These standards focus on Artistic Literacy, Philosophical Foundations, and Lifelong Goals. Learning content is organized in categories such as Artistic Processes, Anchor Standards, Enduring Understandings, Essential Questions, and Process Components. Assessment and evaluation, primarily based on Model Cornerstone Assessments, emphasize integrating assessment into the curriculum. The American standards offer valuable insights for China's art education, particularly regarding artistic literacy goals, curriculum design concepts, evaluation methods, and teacher-student perspectives (Feng, 2018).

In the 1970s, UNESCO and UNEP published the Belgrade Charter and Tbilisi Declaration, shaping the global environmental education framework. Transitioning to education for sustainable development, UNESCO advocated incorporating this concept into national education policies. The Ten-Year Plan for Education for Sustainable Development and Education for Sustainable Development Roadmap



furthered this agenda. Singapore, since 1992, has been a pioneer in sustainable development education, with the recent Singapore Green Plan 2030 emphasizing education in sustainable living. The 4Cs (Curriculum, Campus, Culture, and Community) action framework guides education at all levels in Singapore (Zhang,L., Cheng, 2023).

#### 4.2 Domestic Policy on Art Education

China has prioritized the development and reform of art education of Higher Education Institutions. This commitment is reflected in a series of key documents, as illustrated below:

**Table 2.3** Summary of Chinese Government s Documents on Art and Aesthetic Education in China

No	Time	File Name	Focus
1	1988	Opinions on Colleges and Universities Popularizing Art Education in General and Universities	Colleges and universities should carry out compulsory or elective courses in art. The government should carry out extracurricular art activities in a purposeful, planned and organized manner. Governments at all levels and relevant departments should care about and support students extracurricular art activities, comprehensively improve students quality and promote students enthusiasm. harmonious development.

Table 2.3 (Continued)

No	Time	File Name	Focus
2	1989	National School Art Education Master Plan (1989-2000)	Strengthen investment in art education, strengthen the management of art education in schools, establish and improve art education institutions as soon as possible, improve relevant mechanisms, improve the teaching staff, reform outdated learning methods and content, and improve the level of art education.
3	1996	Opinions on Strengthening Education in General Colleges and Universities across the Country	Open elective courses, normal colleges can open compulsory courses, strengthen the construction of teaching staff, public art education teachers can be allocated according to 0.15%-0.2, 5 of the total number of students, and set up certain art education funds to ensure the sustained, healthy and in-depth development of art education.
4	2002	National School Art Education Development Plan (2001-2010)	With deepening the reform of curriculum and teaching materials as the core, updating educational ideas and concepts, we must strengthen the construction of teaching staff, fully apply modern educational technology, improve Art education quality teaching, carry out international exchanges, learn and draw on advanced concepts and experiences in art education in various countries, and expand

Table 2.3 (Continued)

No	Time	File Name	Focus
			The international impact of art education in Chinese schools.
5	2002	School Art Education Work Regulations	Insist on being open to all, and incorporate public art courses into talent training plans. Students must complete 2 credits before they can graduate; colleges and universities must build a team of full-time and part-time teachers, with the number not less than 0.15 of the total number of students on campus. % (not less than 50% of the total number of full-time art teachers); strengthen management, develop a number of high-quality digital education resources, build a number of practice bases, and cultivate a number of famous teacher studios.
6	2006	National General Colleges and Universities Public Art Curriculum Guidance Plan	Incorporate public art courses into the training of talents in various majors, and each student must complete at least 2 credits through restricted elective courses before graduating.
7	2014	Several Opinions on Promoting the Development of Art Education in Schools	Open public art courses for all students and incorporate them into credit management, innovate the content and form of art practice activities, and ensure that each student participates in at least one art activity; improve the art education

Table 2.3 (Continued)

No	Time	File Name	Focus
			guarantee mechanism, establish an evaluation mechanism, and increase funding investment.
8	2015	Opinions on The construction of aesthetic education courses in schools should take art courses Comprehensively as the main body, vigorously improve Strengthening and aesthetic education and teaching, Improving School aesthetic education and teaching, Aesthetic Education integrate various disciplines with each other, and strengthen practical activities; strengthen the construction of teaching staff and improve the overall quality of teachers; strengthen investment and establish evaluation and quality inspection mechanisms.	
9	2019	Opinions on Effectively Aesthetic education of Higher Strengthening Aesthetic Education Institutions should focus on the Education of Higher reform and development of art education, Education Institutions improve the four-in-one popular art education promotion mechanism of in the New Era curriculum teaching, practical activities, campus culture, and art performances, strengthen the construction of teaching staff, teaching reform and cultural inheritance, and enhance service to the society. ability and level.	
10	2020	Opinions on Strengthen the integration of aesthetic Comprehensively education with moral education, Strengthening and intellectual education, physical education,	

Table 2.3 (Continued)

No	Time	File Name	Focus
		Improving School and labor education, and offer elective Aesthetic Education in courses such as music, art, calligraphy, the New Era dance, drama, opera, and film and television; increase funding investment, improve facilities, and equip a good team of teachers, enrich artistic practice activities.	
11	2022	Public Art Instruction Curriculum of Higher Education Institutions	Public art courses include three types of courses: aesthetics and art history, art appreciation and criticism, and art experience and practice. Strengthen the overall design of the courses, standardize the education and teaching of public art courses, strengthen the construction of teaching materials; strengthen the construction of the teaching staff, and improve Infrastructure, and develop an evaluation and supervision indicator system.
12	2023	Notice on the Comprehensive Implementation of School Aesthetic Education Infiltration Action	By deepening the reform of aesthetic education teaching, improving teacher quality, popularizing artistic practice activities, and optimizing evaluation mechanisms, we will comprehensively improve students core competencies such as cultural understanding, aesthetic perception, artistic expression, and creative practice, enrich students spiritual

Table 2.3 (Continued)

No	Time	File Name	Focus
			and cultural lives, and make students physically and mentally stronger. Pleasure, vitality is more evident, and personality is more sound.

Yao (2021) China has witnessed a transformative journey in aesthetic and art education, propelled by key policies and initiatives orchestrated by the Ministry of Education. Beginning with landmark documents such as the National School Art Education Development Plan (2001-2010) in 2002, there has been a notable shift from theoretical promotion to practical reform, as evidenced by subsequent policies like the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era.

Pan (2014) Art education, integral to aesthetic education, has evolved with a focus on standardization and institutional support, as seen in policies such as the Guidance Plan for Public Art Courses in National Colleges and Universities (2006). Prestigious universities, including Tsinghua and Peking, have played a pivotal role in fostering a rich artistic environment through the establishment of art education centers and student art teams.

Guo and Liu (2021) The year 2020 marked a significant turning point with the issuance of the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era. This document triggered a robust response, reflecting an unprecedented national emphasis on enhancing aesthetic education in schools, as underscored by the establishment of three evaluation systems.

Zhang (2022) Furthermore, the trajectory of art education in China took a historic leap, propelled by policies such as the National Art Education Master Plan (1989) and the Guidance Plan for Public Art Courses of Higher Education Institutions Nationwide (2006). The emphasis on law-based governance signals a new era in art

education, reflecting the country's commitment to shaping a well-regulated educational landscape.

Xue and Weng (2017) Beyond aesthetics, China's commitment to sustainable development is evident in its inclusion of Sustainable Development Goals (SDGs) in the 13th Five-Year Plan and active participation in global forums like the G20. Education, particularly Sustainable Development Goal 4, takes precedence, showcasing China's dedication to contributing to global development challenges.

In conclusion, China's educational landscape has undergone a comprehensive transformation, emphasizing the crucial role of aesthetic and art education in shaping a well-rounded, culturally aware, and sustainably oriented citizenry. The commitment to practical reform, institutional support, and the incorporation of global sustainability goals reflect China's proactive stance in addressing evolving educational paradigms and contributing to international development endeavors.

## Chapter 3

### Research Methodology

In order to study the development of sustainable art education model of Higher Education Institutions in Sichuan Province, this paper adopts a variety of research methods and conducts research from the following aspects: 1) Study the existing situation of art education of Higher Education Institutions in Sichuan province; 2) Constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province; 3) Evaluate the feasibility of the sustainable development art education model of Higher Education Institutions in Sichuan Province.

**Step 1: To study the existing situation of art education of Higher Education Institutions in Sichuan province**

#### The population/Sample Group

##### Population

The overall subject of the study covers more than 100,000 students, 1,230 full-time art education teachers, and 960 art education managers from nine normal colleges in Sichuan Province.

##### The Sample Group

1.1 Using Questionnaire to Analyze the Current Status of Art Education of Higher Education Institutions in Sichuan Province

According to Krejcie and Morgan's sampling table, the sample population will be 384 students, 291 full-time art education teachers, and 274 art education managers randomly selected from 9 universities in Sichuan Province.

In the sampling, we followed the scientific sampling principle, fully considered the gender, grade, and major of the sample, and selected the sample group from non-art majors and junior students in normal schools to ensure the randomness and representativeness of the sample. As shown in Table 3.1:



**Table 3.1** College Student Sampling Table

No	University Name	Population	Sample Group
1	Sichuan Normal University	17000	65
2	West China Normal University	14000	53
3	Chengdu Normal University	11000	42
4	Sichuan University of Arts and Sciences	10000	38
5	Leshan Normal University	11000	42
6	Mianyang Normal University	10000	38
7	Neijiang Normal University	10000	38
8	Yibin University	10000	38
9	Aba Normal College	8000	30
<b>Total</b>		<b>100000</b>	<b>384</b>

In order to fully understand the current status and influencing factors of art education of Higher Education Institutions, full consideration is given to gender, major, and professional title. A sample of full-time art education teachers is selected through random sampling. In addition, the rights and privacy of each participant will be respected to ensure the ethics of the research, as shown in Table 3.2:

**Table 3.2** Sampling table of full-time art education teachers

No	University Name	Population	Sample Group
1	Sichuan Normal University	220	52
2	West China Normal University	200	47
3	Chengdu Normal University	130	31
4	Sichuan University of Arts and Sciences	110	26
5	Leshan Normal University	130	31
6	Mianyang Normal University	120	28
7	Neijiang Normal University	120	28
8	Yibin University	130	31
9	Aba Normal College	70	17
<b>Total</b>		<b>1230</b>	<b>291</b>

Gender, profession, and title are fully considered in the sampling, and a sample of art education managers is selected through random sampling. In addition, the rights and privacy of each participant will be respected to ensure the ethics of the research. As shown in Table 3.3:

**Table 3.3** Sampling table of art education managers

No	School Name	Population	Sample Group
1	Sichuan Normal University	190	54
2	West China Normal University	160	44
3	Chengdu Normal University	90	26
4	Sichuan University of Arts and Sciences	90	26
5	Leshan Normal University	90	26
6	Mianyang Normal University	90	26
7	Neijiang Normal University	90	26
8	Yibin University	90	26
9	Aba Normal College	70	20
<b>Total</b>		<b>960</b>	<b>274</b>

1.2 Through interviews, we understand the existing problems and main influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province. The interviewees are randomly selected from 9 normal colleges in Sichuan. One school leader in charge of art education is required to meet the following conditions: 1) Engaged in school art education management for more than 5 years; 2) Have a professor or above title. At the same time, one art education expert is invited to interview in each school. These art education experts must meet the following conditions: 1) Have been engaged in art education teaching and scientific research for a long time; 2) Have a professor title; 3) Have multiple art education research results. See Table 3.4 List of university interviewers:

**Table 3.4** List of university interviewers

No	University Name	Sample Group	
		Administrator	Art Education Expert
1	Sichuan Normal University	1	1
2	West China Normal University	1	1
3	Chengdu Normal University	1	1
4	Sichuan University of Arts and Sciences	1	1
5	Leshan Normal University	1	1
6	Mianyang Normal University	1	1
7	Neijiang Normal University	1	1
8	Yibin University	1	1
9	Aba Normal College	1	1
<b>Total</b>		<b>9</b>	<b>9</b>

In order to fully understand the situation, this study interviewed 7 employers. In the sample interviews, Sichuan's geographical location was fully considered. Employers should meet the following conditions: 1) Economically developed cities in Sichuan; 2) Units that employ a large number of college students; 3) Units that have school-local cooperation with colleges. The list of interviewees is shown in Table 3.5:

**Table 3.5** List of interviewees of employers

No	City	Company name	Type
1	Chengdu City	Chengdu Tianyi School	University
2		Chengdu Renhuai Social Work Service Center	Enterprise
3	Leshan City	Primary School Affiliated to Leshan Normal School	University
4		Leshan Foreign Languages School	University
5		Sichuan Desheng Group Vanadium and Titanium Co., Ltd.	Enterprise
6	Yibin City	Yibin No.3 Middle School Sanjiang New District Campus	University
7	Suining City	Sichuan Wenxuan Vocational College	University

## Research Instruments

The tools used in this research step include questionnaires and interview outlines.

### 1.1 Questionnaire. The researchers constructed it as follows:

1.1.1 Design purpose: To study the current situation of art education of Higher Education Institutions in Sichuan Province.

1.1.2 Design ideas: By referring to relevant literature, research reports and data related to variable measurement, the operational definition of variables and the framework of variable measurement are defined. 1) In June 2024, researchers designed a questionnaire for students to understand the current status of art

education in colleges and universities in Sichuan Province from four aspects: training objectives, Art education Art education practice system, art practice system and art education quality. The questionnaire proposed 4 first-level indicators and 21 second-level indicators. 2) The researchers designed a questionnaire for full-time art education teachers and art education managers to understand the current situation of art education of Higher Education Institutions in Sichuan Province from six aspects: training objectives, institutional mechanisms, Art education Art education practice system, teaching staff, practice system and art education quality. The questionnaire proposed 6 first-level indicators and 34 second-level indicators.

1.1.3 Questionnaire IOC test: The questionnaire was sent to authoritative experts in the industry, who tested it on the scope of the International Olympic Committee. In July 2024, the questionnaire content will be handed over to 5 industry experts for content validity check. The experts were asked to consider the consistency and applicability of each question based on appropriate and inappropriate operations, and the definition and suggestions for improving the questionnaire were solicited. Then the index corresponding to each question (Project Objective Conformity Index: IOC) and the operational definition were calculated, and it was found that the index of each question was 0.80-1.00, indicating that each question was consistent with the operational definition. At the same time, the Delphi technique was used to seek expert consensus, improve the theme and expression of the questionnaire, and finally determine the questionnaire.

1.2 Interview forms. The researchers constructed it as follows:

1.2.1 Design purpose: To understand the existing problems and main influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province.

1.2.2 Design idea: To present the information provided by the interviewees through structured interviews. The content of the interviews revolved around the existing problems and influencing factors of sustainable development of

art education of Higher Education Institutions in Sichuan Province, including the advantages, disadvantages, opportunities and threats that affect development.

1.2.3 Interview form IOC test: Sent to authoritative experts in the industry, and the experts tested the scope of the IOC. In July 2024, The content analysis table and interview outline were submitted to 5 authoritative experts in the industry to check the content validity, and the experts were asked to consider the consistency and applicability of each question based on appropriate and inappropriate operations, and the definition and suggestions for improving the interview outline were solicited. Then the index (project goal consistency index: IOC) and operational definition corresponding to each question were calculated, and it was found that the index of each question was 0.80-1.00, indicating that each question was consistent with the operational definition. At the same time, the Delphi technique was used to seek expert consensus, improve the theme and expression of the questionnaire, and finally determine the interview outline.

## **Data Collection**

When conducting a study on the current status of sustainable development of art education of Higher Education Institutions in Sichuan Province, data collection is a key step. The following are some suggestions on data collection, which can be divided into qualitative and quantitative aspects:

### **1.1 Qualitative data collection:**

Interviews: In August 2024, Use a purposive sampling method to randomly select 25 people, and conduct structured interviews with them to understand the problems and main influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province. Use WeChat, Internet, and E-mail to collect data.

### **1.2 Quantitative data collection:**

Questionnaire survey: In July 2024, Different questionnaires were designed for different survey objects, covering students, full-time art education teachers and art education managers. A questionnaire survey was conducted on 384 students, 291

full-time art education teachers and 274 art education managers randomly selected from 9 universities in Sichuan Province to understand the current status of sustainable development of art education of higher education institutions in Sichuan Province. Online questionnaire survey software was used to collect data.

## Data Analysis

### 1.1 Qualitative data analysis

#### 1.1.1 Statistical analysis

Statistical analysis software was used to conduct statistical analysis on the data collected from the quantitative survey, including:

1) Frequency and percentage: Analyze the information of the sample respondents. Analyze the distribution of respondents by gender, age, education, work experience, etc.

2) Mean and standard deviation method: Analyze the current status of sustainable development of art education of Higher Education Institutions in Sichuan Province. The data interpretation of the mean is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 indicates the highest level

3.50 – 4.49 indicates the high level

2.50 – 3.49 indicates the moderate level

1.50 – 2.49 indicates the low level

1.00 – 1.49 indicates the lowest level

#### 1.1.2 Reliability Analysis

The researchers tested the questionnaire set on 384 students, 291 full-time art education teachers, and 274 art education administrators randomly selected from 9 universities in Sichuan Province, and then used the collected data to check the quality of the tool. The reliability of the questionnaire was analyzed using Cronbach's Alpha coefficient. The reliability of the questionnaire was 0.976, 0.962, and 0.956, respectively, all higher than 0.95, indicating that the reliability and consistency were very high.

### 1.1.3 Validity Analysis

The researchers calculated the KMO values for the questionnaire data of different interviewees, which were 0.864, 0.887 and 0.931, respectively, all higher than 0.80, indicating that the validity of the questionnaire was good, the survey information was fully supported, and consistent with the analysis of the paper. At the same time, the chi-square value of Bartlett's sphericity test can be verified from the data aspect, and the correlation matrix between the variables is positively correlated, so the data can be further analyzed.

### 1.2 Quantitative data analysis

#### **Content analysis:**

Through SWOT and TOWS analysis methods, the internal and external factors of the construction of the sustainable development of art education model of Higher Education Institutions in Sichuan Province are analyzed.

## **Step 2: To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province.**

### 2.1 Construct a draft of Art Education for Sustainable Development model of Higher Education Institutions in Sichuan Province

Through focus group discussions, a draft model for sustainable development of art education in colleges and universities in Sichuan Province was constructed. In September 2024, discussions were held with 7 experts who participated in the focus group discussions. The selection criteria were as follows:



**Table 3.6** Expert qualification criteria for focus group discussion of the draft model

Eligibility Criteria	Number of Experts
Experts with PhDs and experience in model building	1
Art education managers with professorial title and more than 15 years of experience in art education management	3
Full-time art education teacher with professor title and more than 15 years of experience in art education	3

## 2.2 Constructing a sustainable art education model for Sustainable Development of Higher Education Institutions in Sichuan Province

The draft of the sustainable art education model of Higher Education Institutions in Sichuan Province was reviewed through focus group discussions, and a sustainable art education model of Higher Education Institutions in Sichuan Province was constructed. Five experts were randomly selected using a purposive sampling method, and the sampling criteria were as follows:

**Table 3.7** Expert qualification criteria for model focus group discussions

Eligibility criteria for selection (one person will be selected from each school)	Number of interviews
Experts with PhDs and experience in model building	2
Education institution administrator with professor title and more than 15 years of experience	2
Art education teachers with professor title and more than 15 years of experience in art education management	1

### Research Instruments

The tools used in this research step include the focus group discussion outline table and the content synthesis table

2.1 Focus group discussion outline table. The researchers constructed it as follows:

2.1.1 Design purpose: To propose a draft model of sustainable development of art education of Higher Education Institutions in Sichuan Province.

2.1.2 Design ideas: By analyzing the results of the questionnaire survey on the current status of sustainable development of art education of Higher Education Institutions in Sichuan Province and the interviews on existing problems and main influencing factors, a scientific and reasonable draft model is constructed.

2.2 Content synthesis table. The researchers constructed it as follows:

2.1.1 Design purpose: To construct a sustainable development of art education model of higher education institutions in Sichuan Province.

2.1.2 Design ideas: By discussing the suitability and feasibility of the draft model of sustainable development of art education of Higher Education Institutions in Sichuan Province, a sustainable development of art education model of higher education institutions in Sichuan Province is constructed.

**Step 3: To evaluate the suitability and feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province.**

### Data Collection

When evaluating the suitability and feasibility of the art education model for sustainable development in Sichuan colleges and universities, data collection adopts quantitative data collection.

Evaluation scale: Invite 5 experts with knowledge and ability to construct a sustainable development art education model for Sichuan universities to evaluate the sustainable development art education model for Sichuan universities in terms of

suitability and feasibility in December 2024, and use Rensis Likert (1932) to collect data.

### **Data Analysis**

#### **3.1 Statistical analysis:**

3.1.1 Statistical analysis: Statistical analysis software is used to conduct statistical analysis on the data collected from the quantitative survey, including:

Mean and standard deviation method: Analyze the suitability and feasibility of the sustainable development of art education model of Higher Education Institutions in Sichuan Province.

The data interpretation of the mean is based on Rensis Likert (1932). The data interpretation is as follows:

- 4.50 – 5.00 represents the highest level
- 3.50 – 4.49 represents the high level
- 2.50 – 3.49 represents the moderate level
- 1.50 – 2.49 represents the low level
- 1.00 – 1.49 represents the lowest level

The research steps are shown in Table 3.8

Table 3.8 Research steps

Research Steps	Research Method	Resources/Target Group	Instruments	Data Analysis	Results
<b>Objective 1.</b> To study the existing situation of art education of Higher Education Institutions in Sichuan province					
Step 1: Study the existing situation of art education of Higher Education Institutions in Sichuan province	1.1 Analysis of the current status of art education of Higher Education Institutions in Sichuan Province	Respondents: - 384 students - 291 art education teachers - 274 art education managers	Questionnaire	Statistical analysis, reliability analysis, validity analysis	The Current Situation of Art Education of Higher Education Institutions in Sichuan Province
	1.2 Understand the existing problems and main influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province (SWOT, TOWS analysis)	Interview subjects: 9 school leaders in charge of art education 9 art education experts 7 employers	Interview forms	Content Analysis	

Table 3.8 (Continued)

Research Steps	Research Method	Resources/Target Group	Instruments	Data Analysis	Results
<b>Objective 2.</b> To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province					
Step 2: Constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province	2.1 A draft of the art education model for Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province	2.1 Respondents: 7 experts	Interview outline	Statistical analysis	Constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province
	2.2 Constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province	2.2 Respondents: 5 experts	Interview outline	Statistical analysis	

Table 3.8 (Continued)

Research Steps	Research Method	Resources/Target Group	Instruments	Data Analysis	Results
<b>Objective 3.</b> To evaluate the suitability and feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province					
Step 3: Evaluation of the sustainable development model of art education of Higher Education Institutions in Sichuan Province	Evaluation of the suitability and feasibility of the sustainable development of art education model of Higher Education Institutions in Sichuan Province	Respondents: 5 experts	Evaluation form	Statistical analysis	Evaluation of the suitability and feasibility of the sustainable development of art education model of Higher Education Institutions in Sichuan Province

The research steps are drawn up according to the three research purposes. In the first step, questionnaires were distributed to 384 students, 291 art education teachers, and 274 art education managers, and 25 people were interviewed to fully understand the current status of art education. In the second step, a draft of the sustainable development art education model was constructed through interviews with 7 experts, and then 5 experts were asked to evaluate and determine the content of the model. In the third step, the adaptability and feasibility of the sustainable development art education model were evaluated.

## Chapter 4

### Results of Analysis

Regarding Constructing a Model of Art Education for Sustainable Development of higher education institutions in Sichuan Province, the researchers mainly conducted four stages to establish the model. Relevant data were collected through questionnaires and interviews, and the research data were analyzed and displayed in detail, as follows:

**Research Objectives 1: To study the existing situation of art education of Higher Education Institutions in Sichuan province.**

At this stage, the researcher conducted an in-depth investigation and study on the current situation of art education of Higher Education Institutions in Sichuan Province through the method of literature review. The researchers conducted a questionnaire survey on 9 universities in Sichuan, including 384 students, 291 full-time teachers and 274 art education managers. The researchers conducted a comprehensive analysis of the personal information of these respondents.

At this stage, the researcher collected the current status and problems of art education of Higher Education Institutions in Sichuan Province from two aspects: questionnaires and interviews. Through a large amount of data collection from students, full-time art education teachers, and art education managers, the researcher also invited 9 people in charge The vice-principal of the school s art education work and nine art education experts in the province conducted interviews to learn more about the current status and problems of art education of Higher Education Institutions in Sichuan Province. Then, the objective existing status and problems of art education were reversely verified through interviews with 7 employers. The researcher comprehensively analyzed the questionnaire survey and interview data, and the data analysis results provide data and theoretical support for the next step in building a sustainable art education model of higher education institutions in Sichuan Province.



**Research Objectives 2: To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province.**

In this stage, the focus is to design a draft art education model suitable for the sustainable development of colleges and universities in Sichuan Province. Through the analysis of the results of the second stage questionnaire survey and interviews, a preliminary design of the art education model for the sustainable development of colleges and universities in Sichuan Province was made.

**Research Objectives 3: To evaluate the suitability and feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province.**

At this stage, the Delphi method and interviews with five experts are mainly used as research tools to demonstrate the applicability and feasibility of the sustainable development of art education models of Higher Education Institutions in Sichuan Province. Through the modification and optimization of expert opinions, the final Form a sustainable development art education model of higher education institutions in Sichuan Province. This is crucial to the formation of a scientific and effective art education model for the sustainable development of colleges and universities in Sichuan Province.

**Data Analysis Results**

**Research Objectives 1: To study the existing situation of art education of Higher Education Institutions in Sichuan province.**

1.1 The analysis results of the personal information of the respondents are classified by gender, age, years of study, position, etc., and the data are presented in the form of frequencies and percentages

A questionnaire survey was conducted on 384 students from 9 universities in Sichuan. The students' personal information, including student gender, age, subject, grade, etc., is shown in Table 4.1

**Table 4.1** Student personal information (n=384)

Personal Information		Frequency	Percentage
Gender	Male	136	37.23
	Female	248	62.77
	<b>Total</b>	<b>384</b>	<b>100.00</b>
Age	16-21 years old	342	56.23
	22 years old above	42	43.75
	<b>Total</b>	<b>384</b>	<b>100.00</b>
Year of Study	Freshman	98	21.86
	Sophomore	151	36.99
	Junior	93	26.31
	Senior	42	14.84
	<b>Total</b>	<b>384</b>	<b>100.00</b>
Professional disciplines	Liberal Arts	179	44.78
	Science	133	35.94
	Comprehensive	72	19.28
	<b>Total</b>	<b>384</b>	<b>100.00</b>

A questionnaire survey was conducted on 291 full-time art education teachers from 9 universities in Sichuan. The information includes gender, identity, age, education, professional title, working hours, etc., is shown in Table 4.2.

**Table 4.2** Personal information of full-time teachers in art education (n=291)

Personal Information		Frequency	Percentage
Gender	Male	114	42.26
	Female	177	57.74
	<b>Total</b>	<b>291</b>	<b>100.00</b>
Age	30-40 years old	148	48.45
	40-50 years old	94	31.62
	Over 50 years old	49	19.93
	<b>Total</b>	<b>291</b>	<b>100.00</b>
Educational qualifications	Undergraduate	8	2.75
	Master s degree student	236	81.10
	PhD student	47	16.15
	<b>Total</b>	<b>291</b>	<b>100.00</b>
Professional title	Junior/Assistant Teachers	9	3.09
	Intermediate/Lecturer	58	19.94
	Associate	152	52.23
	Senior/Associate		
	Professor		
	Full Senior/Professor	72	24.74
	<b>Total</b>	<b>291</b>	<b>100.00</b>
Working years	Less than 10 years	86	29.55
	10-20 years	89	35.39
	20-25 years	46	14.09
	More than 25 years	70	20.97
	<b>Total</b>	<b>291</b>	<b>100.00</b>

A questionnaire survey was conducted on 274 art education managers from 9 universities in Sichuan. The information includes gender, identity, age, education, professional title, working hours, etc., is shown in Table 4.3

**Table 4.3** Personal information of art education managers (n=274)

Personal Information		Frequency	Percentage
Gender	Male	121	44.16
	Female	153	55.84
	<b>Total</b>	<b>274</b>	<b>100</b>
Age	30-40 years old	138	52.19
	40-50 years old	96	41.24
	Over 50 years old	18	6.57
	<b>Total</b>	<b>274</b>	<b>100.00</b>
Educational qualifications	Undergraduate	45	16.42
	Master s degree student	224	81.75
	PhD student	5	1.83
	<b>Total</b>	<b>274</b>	<b>100.00</b>
Professional title	Junior/Assistant Teachers	31	11.31
	Intermediate/Lecturer	175	63.87
	Associate	68	24.82
	Senior/Associate		
	Professor		
	Full Senior/Professor	0	0
	<b>Total</b>	<b>274</b>	<b>100.00</b>
Working years	Less than 10 years	119	43.43
	10-20 years	96	35.04
	20-25 years	38	13.87
	More than 25 years	21	7.66
	<b>Total</b>	<b>274</b>	<b>100.00</b>

In order to further understand the current situation of art education of Higher Education Institutions in Sichuan Province, we conducted interviews with 9 vice presidents in charge of art education of Higher Education Institutions and 9 art education experts from the front. We also interviewed 7 employers and demonstrated the current situation from the reverse. The current status and problems of art education exist, and suggestions are provided for designing a sustainable art education model.is shown in Table 4.4.

**Table 4.4** Interviewer composition (n=25)

No.	Component categories	Number of people	Percentage
1	Vice-Chancellor	9	36.00
2	Art Education Expert	9	36.00
3	Employer	7	28.00
<b>Total</b>		<b>25</b>	<b>100.00</b>

1.2 The collected status results of art education of Higher Education Institutions in Sichuan Province were analyzed, and the data were expressed in the form of mean and standard deviation.

First Round: Analysis of Questionnaire Survey Data on the Current State of Sustainable Art Education of Higher Education Institutions in Sichuan Province

As discovered in the literature review in Chapter 2, the current state of art education mainly faces issues in areas such as systems and mechanisms, curriculum design, teaching staff, art practice, and evaluation methods. Through a questionnaire survey conducted with 384 students from 9 higher education institutions in Sichuan Province, it was found that there are problems in four areas of art education in these institutions: training objectives, Art education Art education practice system, art practice system, and Art education quality. See Table 4.5.

**Table 4.5** Mean and standard deviation of the current situation of art education of Higher Education Institutions in Sichuan Province (n=384)

No	Current situation of art education	$\bar{X}$	SD.	level	Rank
1	Art education training goals	3.48	0.98	moderate	1
2	Art education Art education practice system	3.30	0.94	moderate	3
3	Art education practice system	3.11	0.93	moderate	4
4	Art education quality	3.46	0.92	moderate	2
<b>Total</b>		<b>3.34</b>	<b>0.94</b>	<b>moderate</b>	

It can be found from Table 4.5 that the mean of the four aspects of the current situation of art education of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.34$ ). The survey results are from high to low: Art education training goals ( $\bar{X}=3.48$ ), art education quality ( $\bar{X}=3.46$ ), Art education practice system ( $\bar{X}=3.30$ ), art practice system ( $\bar{X}=3.11$ ).

**Table 4.6** Mean and standard deviation of current situation of art education training goals of Higher Education Institutions in Sichuan Province.

No	Art education training goals	$\bar{X}$	SD.	level	Rank
1	Clear Art education training goals	2.41	0.99	low	4
2	Closely integrated with students individual development needs	3.69	0.97	moderate	3
3	Pay attention to students practical ability	3.96	0.98	high	1
4	Pay attention to the sustainable development of students comprehensive quality	3.87	0.98	moderate	2
<b>Total</b>		<b>3.48</b>	<b>0.98</b>	<b>moderate</b>	

From Table 4.6, it can be found that the current mean Art education training goals of art education of Higher Education Institutions in Sichuan Province are at the moderate level ( $\bar{X}=3.48$ ). The survey results are from high to low: Pay attention to students practical ability ( $\bar{X}=3.96$ ), Pay attention to the sustainable development of students comprehensive quality ( $\bar{X}=3.87$ ), Closely integrated with students individual development needs ( $\bar{X}=3.69$ ), Clear Art education training goals ( $\bar{X}=2.41$ ). Clear Art education training goals have the lowest average, indicating that the Art education training goals need to be improved and strengthened.

**Table 4.7** Mean and standard deviation of current situation of art education practice system of Higher Education Institutions in Sichuan Province

No	Art education practice system	$\bar{X}$	SD.	level	Rank
1	Rich art courses to meet students needs	3.22	0.98	moderate	3
2	There are many practical courses and students can choose from a wide range of	3.24	0.97	moderate	2
3	The curriculum is innovative and practical	3.16	0.92	moderate	4
4	The course time arrangement is scientific and reasonable	3.13	0.89	moderate	5
5	Teachers have diverse teaching methods and high classroom quality	3.73	0.92	high	1
<b>Total</b>		<b>3.30</b>	<b>0.94</b>	<b>moderate</b>	

From Table 4.7, it is found that the mean of the Art education practice system in Sichuan colleges and universities is at the moderate level ( $\bar{X}=3.30$ ). The survey results are from high to low: Teachers have diverse teaching methods and high classroom quality ( $\bar{X}=3.73$ ) There are many practical courses and students can

choose from a wide range of ( $\bar{X}=3.24$ ), Rich art courses to meet students needs ( $\bar{X}=3.22$ ), The curriculum is innovative and practical ( $\bar{X}=3.16$ ) The course time arrangement is scientific and reasonable ( $\bar{X}=3.13$ ).

**Table 4.8** Mean and standard deviation of current situation of Art education practice system of Higher Education Institutions in Sichuan Province

No	Art education practice system	$\bar{X}$	SD.	level	Rank
1	Resources allocated for artistic practice, including venues and funds, are adequate	3.17	0.89	moderate	3
2	Art practice activities are diverse and there are ample opportunities available	3.18	0.93	moderate	2
3	The guidance abilities of instructors vary	3.08	0.92	moderate	5
4	Opportunities for international art practice are readily available	2.49	0.90	moderate	7
5	Students ability to practice independently is well-developed	3.71	1.02	high	1
6	Art club activities are varied and effectively meet students needs	3.03	0.92	moderate	6
7	Art practice activities can effectively improve students practical abilities	3.13	0.93	moderate	4
<b>Total</b>		<b>3.11</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.8, it can be found that the mean of Art education practice system of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.11$ ). The survey results are from high to low: Students ability to practice independently is well-developed ( $\bar{X}=3.71$ ), Art practice activities are diverse and



there are ample opportunities available ( $\bar{X}=3.18$ ), Resources allocated for artistic practice, including venues and funds, are adequate ( $\bar{X}=3.17$ ), Art practice activities can effectively improve students practical abilities ( $\bar{X}=3.13$ ), The guidance abilities of instructors vary ( $\bar{X}=3.08$ ), Art club activities are varied and effectively meet students needs ( $\bar{X}=3.03$ ), and Opportunities for international art practice are readily available ( $\bar{X}=2.49$ ).

**Table 4.9** Mean and standard deviation of current situation of quality of art education of Higher Education Institutions in Sichuan Province

No	Art education quality	$\bar{X}$	SD.	level	Rank
1	School administrators give adequate attention to this area	4.10	0.92	high	1
2	The quality of teaching is remarkable, and the overall quality of students has improved significantly	3.28	0.91	moderate	4
3	Investment in art education resources, including funds, venues, and personnel, is sufficient	3.40	0.90	moderate	2
4	The objectives of student education evaluation are clear, and the evaluation system is comprehensive	3.36	0.92	moderate	3
5	The quality of the school's art education is satisfactory	3.15	0.93	moderate	5
<b>Total</b>		<b>3.46</b>	<b>0.92</b>	<b>moderate</b>	

From Table 4.9, it is observed that the mean of art education quality of higher education institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.46$ ). The survey results, ranked from highest to lowest, are as follows: School administrators give adequate attention to this area ( $\bar{X}=4.10$ ), Investment in art education resources, including funds, venues, and personnel, is sufficient ( $\bar{X}=3.40$ ), The objectives of student education evaluation are clear, and the evaluation system is comprehensive

( $\bar{x}$ =3.36), The quality of teaching is remarkable, and the overall quality of students has improved significantly ( $\bar{x}$ =3.28), and The quality of the school's art education is satisfactory ( $\bar{x}$ =3.15).

A questionnaire survey was conducted with 291 full-time art education teachers from 9 higher education institutions in Sichuan Province, yielding data in six areas: training objectives, systems and mechanisms, Art education Art education practice system, teaching staff, practice system, and Art education quality. See Table 4.10.

**Table 4.10** Mean and standard deviation of the Current State of Art Education of Higher Education Institutions in Sichuan Province from Full-Time Teachers (n=291).

No	Current situation of art education	$\bar{x}$	SD.	level	Rank
1	Art education training goals	3.43	0.93	moderate	1
2	Art education curriculum system	2.96	0.92	moderate	5
3	Art education practice system	3.01	0.93	moderate	4
4	Art education teaching staff	2.87	0.91	moderate	6
5	Art education system	3.12	0.91	moderate	3
6	Art education quality	3.41	0.92	moderate	2
<b>Total</b>		<b>3.13</b>	<b>0.92</b>	<b>moderate</b>	

From Table 4.10, it can be found that the mean of the six aspects of the current situation of art education of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{x}$ =3.13). The survey results are from high to low: Art education training goals ( $\bar{x}$ =3.43), Art education quality ( $\bar{x}$ =3.41), Art education system ( $\bar{x}$ =3.12), Art education Art education practice system ( $\bar{x}$ =3.01), Art education curriculum system ( $\bar{x}$ =2.96), Art education teaching staff ( $\bar{x}$ =2.87).

**Table 4.11** Mean and standard deviation of full-time art education teachers on the current situation of Art education Art education training goals of Higher Education Institutions in Sichuan Province

No	Art education training goals	$\bar{X}$	SD.	level	Rank
1	The goals of the training are clearly defined and communicated	2.10	0.99	low	4
2	The training is closely integrated with students individual development needs	3.78	0.90	high	3
3	Trainings can help improve students comprehensive quality and creativity	3.91	0.88	high	2
4	Trainings focus on students practical abilities and professional skills	3.94	0.96	high	1
<b>Total</b>		<b>3.43</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.11, it can be found that the mean Art education Art education training goals of Higher Education Institutions in Sichuan Province are at the moderate level ( $\bar{X}=3.43$ ). The survey results from high to low are: Trainings focus on students practical abilities and professional skills ( $\bar{X}=3.94$ ), Trainings can help improve students comprehensive quality and creativity ( $\bar{X}=3.91$ ), The training is closely integrated with students individual development needs ( $\bar{X}=3.78$ ), The goals of the training are clearly defined and communicated ( $\bar{X}=2.10$ ).

**Table 4.12** Mean and standard deviation of the survey conducted by full-time art education teachers on the current status of Art education system of Higher Education Institutions in Sichuan Province

No	Art education system	$\bar{x}$	SD.	level	Rank
1	Institutional mechanisms are well-adapted to sustainable development	3.19	0.89	moderate	1
2	The system is effective, relevant, and innovative	3.17	0.91	moderate	2
3	Resource allocation, including funds, venues, and personnel, is adequately guaranteed	3.01	0.91	moderate	3
4	Information management is up-to-date and effective	2.78	0.93	moderate	5
5	The art education evaluation system is comprehensive and effective	2.67	0.97	moderate	6
6	Communication and coordination within the school are smooth and effective	2.96	0.92	moderate	4
<b>Total</b>		<b>3.19</b>	<b>0.89</b>	<b>moderate</b>	

From Table 4.12, it is observed that the current state of institutional mechanisms for art education of higher education institutions in Sichuan Province are at an average level ( $\bar{x}=3.19$ ). The survey results, ranked from highest to lowest, are as follows: Institutional mechanisms are well-adapted to sustainable development ( $\bar{x}=3.19$ ), The system is effective, relevant, and innovative ( $\bar{x}=3.17$ ), Resource allocation, including funds, venues, and personnel, is adequately guaranteed ( $\bar{x}=3.01$ ), Communication and coordination within the school are smooth and effective ( $\bar{x}=2.96$ ), Information management is up-to-date and effective ( $\bar{x}=2.78$ ), and The art education evaluation system is comprehensive and effective ( $\bar{x}=2.67$ ).

**Table 4.13** Mean and standard deviation on the Current State of Art education practice system of Higher Education Institutions in Sichuan Province by Full-Time Art Education Teachers.

No	Art education practice system	$\bar{X}$	SD.	level	Rank
1	Public art courses are fully available and accessible	3.03	0.91	moderate	3
2	The content of art courses is diverse and effectively meets students' needs	2.88	0.93	moderate	5
3	The art curriculum is well-structured and organized	2.82	0.97	moderate	6
4	There is an adequate number of art practice courses available	2.97	0.93	moderate	4
5	The quality of classroom teaching meets standards	3.21	0.93	moderate	1
6	The course evaluation system is complete and effective	3.16	0.91	moderate	2
<b>Total</b>		<b>3.01</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.13, it is observed that the mean of the Art education practice system of higher education institutions in Sichuan Province is at an average level ( $\bar{X}=3.01$ ). The survey results, ranked from highest to lowest, are as follows: The quality of classroom teaching meets standards ( $\bar{X}=3.01$ ), The course evaluation system is complete and effective ( $\bar{X}=3.16$ ), Public art courses are fully available and accessible ( $\bar{X}=3.03$ ), There is an adequate number of art practice courses available ( $\bar{X}=2.97$ ), The content of art courses is diverse and effectively meets students' needs ( $\bar{X}=2.88$ ), and The art curriculum is well-structured and organized ( $\bar{X}=2.67$ ).

**Table 4.14** Mean and standard deviation on the Current State of the Art Education Faculty of Higher Education Institutions in Sichuan Province by Full-Time Art Education Teachers.

No	Art education teachers	$\bar{x}$	SD.	level	Rank
1	The number of teaching staff is sufficient to meet educational needs	3.13	0.90	moderate	3
2	The professional levels of teachers vary	3.17	0.91	moderate	2
3	The teacher training and promotion mechanism is effective and well-structured	2.44	0.90	low	4
4	The teacher evaluation and incentive mechanism is effective and well-developed	2.41	0.96	low	5
5	The amount of theoretical research on teachers is adequate	3.20	0.92	moderate	1
<b>Total</b>		<b>2.87</b>	<b>0.91</b>	<b>moderate</b>	

From Table 4.14, it is found that the mean of the faculty in art education of higher education institutions in Sichuan Province is at a moderate level ( $\bar{x}=2.87$ ). The research results from high to low are as follows: The amount of theoretical research on teachers is adequate ( $\bar{x}=3.20$ ), The professional levels of teachers vary ( $\bar{x}=3.17$ ), The number of teaching staff is sufficient to meet educational needs ( $\bar{x}=3.13$ ), The teacher training and promotion mechanism is effective and well-structured ( $\bar{x}=2.44$ ), The teacher evaluation and incentive mechanism is effective and well-developed ( $\bar{x}=2.41$ ).

**Table 4.15** Mean and standard deviation of the art practice system in art education of higher education institutions in Sichuan Province.

No	Artistic practice system	$\bar{X}$	SD.	level	Rank
1	Resources allocated for artistic practice, including venues and funds, are sufficient	3.19	0.90	moderate	3
2	Art practice platforms are readily available and accessible	3.11	0.90	moderate	5
3	Instructors have a high level of ability and expertise	3.05	0.94	moderate	6
4	Resources are effectively integrated both inside and outside the school	3.12	0.90	moderate	4
5	Opportunities for international art practice are ample and accessible	2.39	0.91	low	8
6	Art club activities are diverse and effectively meet students needs	3.04	0.91	moderate	7
7	Students have a strong ability to practice independently	3.85	0.90	high	1
8	Practical content is well-aligned with social needs	3.21	0.90	moderate	2
<b>Total</b>		<b>3.12</b>	<b>0.91</b>	<b>moderate</b>	

From Table 4.15, it is found that the mean of the art practice system in art education at higher education institutions in Sichuan Province is at a moderate level ( $\bar{X}=3.12$ ). The survey results from high to low are as follows: Students have a strong ability to practice independently ( $\bar{X}=3.85$ ), Practical content is well-aligned with social needs ( $\bar{X}=3.21$ ), Resources allocated for artistic practice, including venues and funds, are sufficient ( $\bar{X}=3.19$ ), Resources are effectively integrated both inside and outside the school ( $\bar{X}=3.12$ ), Art practice platforms are readily available and accessible ( $\bar{X}=3.11$ ), Instructors have a high level of ability and expertise ( $\bar{X}=3.05$ ), Art club activities are diverse and effectively meet students needs ( $\bar{X}=3.04$ ), and Opportunities for international art practice are ample and accessible ( $\bar{X}=2.39$ ).

**Table 4.16** Mean and standard deviation of Art education quality of higher education institutions in Sichuan Province.

No	Art education quality	$\bar{x}$	SD.	level	Rank
1	School administrators give adequate attention to this area	4.00	0.90	high	1
2	The quality of teaching is remarkable, and the overall quality of students has improved significantly	3.29	0.96	moderate	3
3	Investment in art education resources, including funds, venues, and personnel, is sufficient	3.28	0.92	moderate	4
4	The objectives of student education evaluation are clear, and the evaluation system is comprehensive	3.31	0.90	moderate	2
5	The quality of the school's art education is satisfactory	3.18	0.94	moderate	5
<b>Total</b>		<b>3.41</b>	<b>0.92</b>	<b>moderate</b>	

From Table 4.16, it is found that the mean of art education quality of higher education institutions in Sichuan Province is at a moderate level ( $\bar{x}=3.41$ ). The survey results from high to low are as follows: School administrators give adequate attention to this area ( $\bar{x}=4.0$ ), The objectives of student education evaluation are clear, and the evaluation system is comprehensive ( $\bar{x}=3.31$ ), The quality of teaching is remarkable, and the overall quality of students has improved significantly ( $\bar{x}=3.29$ ), Investment in art education resources, including funds, venues, and personnel, is sufficient ( $\bar{x}=3.28$ ), and The quality of the school's art education is satisfactory ( $\bar{x}=3.18$ ).

To gain a comprehensive understanding of the current state of sustained development in art education at higher education institutions in Sichuan Province, a questionnaire survey was conducted among 274 art education administrators from 9



universities in the province. Data were collected on six aspects: educational objectives, institutional mechanisms, Art education Art education practice system, faculty, practice system, and Art education quality, as shown in Table 4.17.

**Table 4.17** Mean and standard deviation from art education administrators on the current state of art education of higher education institutions in Sichuan Province (n=274).

No	Current situation of art education	$\bar{X}$	SD.	level	Rank
1	Art education training goals	3.45	0.92	moderate	1
2	Art education system aspects	3.00	0.92	moderate	5
3	Art education practice system	3.04	0.93	moderate	4
4	Art education teaching staff	2.88	0.91	moderate	6
5	Art practice system	3.12	0.91	moderate	3
6	Art education quality	3.41	0.93	moderate	2
<b>Total</b>		<b>3.15</b>	<b>0.92</b>	<b>moderate</b>	

From Table 4.17, it can be found that the mean of the six aspects of the current situation survey of art education of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.15$ ). The survey results are from high to low: Art education training goals ( $\bar{X}=3.45$ ), Art education quality ( $\bar{X}=3.41$ ), art practice system ( $\bar{X}=3.12$ ), Art education practice system ( $\bar{X}=3.04$ ), Art education system aspects ( $\bar{X}=3.00$ ), Art education teaching staff ( $\bar{X}=2.88$ ).

**Table 4.18** Mean and standard deviation of the survey by art education managers on the current situation of Art education training goals of Higher Education Institutions in Sichuan Province

No	Art education training goals	$\bar{X}$	SD.	level	Rank
1	The goals of the training are clearly defined and communicated	2.14	0.99	low	4
2	The training is closely integrated with students individual development needs	3.91	0.87	moderate	2
3	Trainings can help improve students comprehensive quality and creativity	3.94	0.88	high	1
4	Trainings focus on students practical abilities and professional skills	3.83	0.95	moderate	3
<b>Total</b>		<b>3.45</b>	<b>0.92</b>	<b>moderate</b>	

From Table 4.18, it can be found that the mean of Art education Art education training goals of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.45$ ). The survey results are from high to low: Trainings can help improve students comprehensive ( $\bar{X}=3.94$ ), The training is closely integrated with students individual development needs ( $\bar{X}=3.91$ ), Trainings focus on students practical abilities and professional skills ( $\bar{X}=3.83$ ), The goals of the training are clearly defined and communicated ( $\bar{X}=2.14$ ).

**Table 4.19** Mean and standard deviation of the survey by art education managers on the current status of Art education system of Higher Education Institutions in Sichuan Province

No	Art education system	$\bar{x}$	SD.	level	Rank
1	Institutional mechanisms are well-adapted to sustainable development	3.24	0.92	moderate	1
2	The system is effective, relevant, and innovative	3.23	0.89	moderate	2
3	Resource allocation, including funds, venues, and personnel, is adequately guaranteed	2.99	0.91	moderate	4
4	Information management is up-to-date and effective	2.82	0.92	moderate	5
5	The art education evaluation system is comprehensive and effective	2.73	0.96	moderate	6
6	Communication and coordination within the school are smooth and effective	3.00	0.92	moderate	3
<b>Total</b>		<b>3.24</b>	<b>0.92</b>	<b>moderate</b>	

From Table 19, it is found that the mean of the institutional mechanisms of art education of Higher Education Institutions in Sichuan Province is at a moderate level ( $\bar{x}=3.24$ ). The survey results are from high to low: Institutional mechanisms are well-adapted to sustainable development ( $\bar{x}=3.24$ ), The system is effective, relevant, and innovative ( $\bar{x}=3.23$ ), Communication and coordination within the school are smooth and effective ( $\bar{x}=3.00$ ), Resource allocation, including funds, venues, and personnel, is adequately guaranteed ( $\bar{x}=2.99$ ), Information management is up-to-date and effective ( $\bar{x}=2.82$ ), The art education evaluation system is comprehensive and effective ( $\bar{x}=2.73$ ).

**Table 4.20** Mean and standard deviation of the survey by art education managers on the current situation of art education Art education practice system of Higher Education Institutions in Sichuan Province

No	Art education practice systemiculum	$\bar{X}$	SD.	level	Rank
1	Public art courses are fully available and accessible	3.05	0.90	moderate	3
2	The content of art courses is diverse and effectively meets students' needs	2.91	0.92	moderate	5
3	The art curriculum is well-structured and organized	2.85	0.97	moderate	6
4	There is an adequate number of art practice courses available	3.01	0.93	moderate	4
5	The quality of classroom teaching meets standards	3.26	0.91	moderate	1
6	The course evaluation system is complete and effective	3.15	0.92	moderate	2
<b>Total</b>		<b>3.04</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.20, it can be found that the mean value of the Art education practice system of art education of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=3.04$ ). The survey results are from high to low: The quality of classroom teaching meets standards ( $\bar{X}=3.26$ ), The course evaluation system is complete and effective ( $\bar{X}=3.15$ ), Public art courses are fully available and accessible ( $\bar{X}=3.05$ ), There is an adequate number of art practice courses available ( $\bar{X}=3.01$ ), The content of art courses is diverse and effectively meets students' needs ( $\bar{X}=2.91$ ), The art curriculum is well-structured and organized ( $\bar{X}=2.85$ ).

**Table 4.21** Mean and standard deviation of the survey by art education managers on the current situation of art education teachers of Higher Education Institutions in Sichuan Province

No	Art education teachers	$\bar{X}$	SD.	level	Rank
1	The number of teaching staff is sufficient to meet educational needs	3.12	0.90	moderate	3
2	The professional levels of teachers vary	3.23	0.89	moderate	1
3	The teacher training and promotion mechanism is effective and well-structured	2.43	0.90	low	4
4	The teacher evaluation and incentive mechanism is effective and well-developed	2.42	0.96	low	5
5	The amount of theoretical research on teachers is adequate	3.18	0.91	moderate	2
<b>Total</b>		<b>2.88</b>	<b>0.91</b>	<b>moderate</b>	

From Table 4.21, it is found that the mean of the teaching staff of art education of Higher Education Institutions in Sichuan Province is at the moderate level ( $\bar{X}=2.88$ ). The survey results are from high to low: The professional levels of teachers vary ( $\bar{X}=3.23$ ), The amount of theoretical research on teachers is adequate ( $\bar{X}=3.18$ ), The number of teaching staff is sufficient to meet educational needs ( $\bar{X}=3.12$ ), The teacher training and promotion mechanism is effective and well-structured ( $\bar{X}=2.43$ ), The teacher evaluation and incentive mechanism is effective and well-developed ( $\bar{X}=2.42$ ).

**Table 4.22** Mean and standard deviation of the survey by art education managers on the current situation of Art education practice system of Higher Education Institutions in Sichuan Province

No	Art education practice system	$\bar{x}$	SD.	level	Rank
1	Resources allocated for artistic practice, including venues and funds, are sufficient	3.15	0.94	moderate	4
2	Art practice platforms are readily available and accessible	3.18	0.88	moderate	3
3	Instructors have a high level of ability and expertise	3.04	0.95	moderate	7
4	Resources are effectively integrated both inside and outside the school	3.06	0.90	moderate	6
5	Opportunities for international art practice are ample and accessible	2.40	0.90	low	8
6	Art club activities are diverse and effectively meet students needs	3.07	0.93	moderate	5
7	Students have a strong ability to practice independently	3.87	0.90	high	1
8	Practical content is well-aligned with social needs	3.21	0.91	moderate	2
<b>Total</b>		<b>3.12</b>	<b>0.91</b>	<b>moderate</b>	

From Table 4.22, it is found that the mean of art education practice system of higher education institutions in Sichuan Province is at a moderate level ( $\bar{x}=3.12$ ). The survey results from high to low are as follows: Students have a strong ability to practice independently ( $\bar{x}=3.87$ ), Practical content is well-aligned with social needs ( $\bar{x}=3.21$ ), Art practice platforms are readily available and accessible ( $\bar{x}=3.18$ ), Resources allocated for artistic practice, including venues and funds, are sufficient ( $\bar{x}=3.15$ ), Art club activities are diverse and effectively meet students needs ( $\bar{x}=3.07$ ), Resources are effectively integrated both inside and outside the school

( $\bar{X}$ =3.06), Instructors have a high level of ability and expertise ( $\bar{X}$ =3.04), and Opportunities for international art practice are ample and accessible ( $\bar{X}$ =2.40).

**Table 4.23** Mean and standard deviation from art education administrators regarding the current state of Art education quality of higher education institutions in Sichuan Province.

No	Art education quality	$\bar{X}$	SD.	level	Rank
1	School administrators give adequate attention to this area	4.01	0.89	high	1
2	The quality of teaching is remarkable, and the overall quality of students has improved significantly	3.28	0.96	moderate	3
3	Investment in art education resources, including funds, venues, and personnel, is sufficient	3.26	0.94	moderate	4
4	The objectives of student education evaluation are clear, and the evaluation system is comprehensive	3.29	0.90	moderate	2
5	The quality of the school's art education is satisfactory	3.21	0.94	moderate	5
<b>Total</b>		<b>3.41</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.23, it is found that the mean of art education quality of higher education institutions in Sichuan Province is at a moderate level ( $\bar{X}$ =3.41). The survey results from high to low are as follows: School administrators give adequate attention to this area ( $\bar{X}$ =4.01), The objectives of student education evaluation are clear, and the evaluation system is comprehensive ( $\bar{X}$ =3.29), The quality of teaching is remarkable, and the overall quality of students has improved significantly ( $\bar{X}$ =3.28), Investment in art education resources, including funds, venues, and personnel, is sufficient ( $\bar{X}$ =3.26), and The quality of the school's art education is satisfactory ( $\bar{X}$ =3.21).

**Table 4.24** Mean and standard deviation from the first round of the questionnaire survey on the current state of sustainable development in art education of higher education institutions in Sichuan Province.

No	Current situation of art education	$\bar{x}$	SD.	level	Rank
1	Art education training goals	3.46	0.95	moderate	1
2	Art education system	2.98	0.92	moderate	5
3	Art education practice system	3.04	0.93	moderate	4
4	Art education teaching staff	2.87	0.91	moderate	6
5	Art practice system	3.12	0.92	moderate	3
6	Art education quality	3.43	0.92	moderate	2
<b>Total</b>		<b>3.15</b>	<b>0.93</b>	<b>moderate</b>	

From Table 4.24 it is found that the mean of the six aspects of sustainable art education of higher education institutions in Sichuan Province is at a moderate level ( $\bar{x}=3.15$ ), as determined through questionnaire surveys conducted among university students, full-time art education teachers, and art education administrators. The survey results from high to low are as follows: Art education training goals ( $\bar{x}=3.46$ ), Art education quality ( $\bar{x}=3.43$ ), Art practice system ( $\bar{x}=3.12$ ), Art education practice system ( $\bar{x}=3.10$ ), Institutional mechanisms ( $\bar{x}=2.98$ ), Art education teaching staff ( $\bar{x}=2.87$ ).

Second round: Analysis of the results of the second round of interviews on the current situation of art education of Higher Education Institutions in Sichuan Province



**Table 4.25** Personal information of senior respondents in Sichuan Province

Interviewee	Age	Gender	Education	Job Title	Position	Working years
Interviewee1	46	M	Master s degree	professor	Minister of Propaganda Department	20
Interviewee2	47	M	Master s degree	professor	Vice-Chancellor	21
Interviewee3	51	M	Master s degree	professor	Vice-Chancellor	29
Interviewee4	53	M	Master s degree	professor	Vice-Chancellor	31
Interviewee5	50	M	Master s degree	professor	Vice-Chancellor	24
Interviewee6	54	M	Master s degree	professor	Vice-Chancellor	32
Interviewee7	59	M	Master s degree	professor	Vice-Chancellor	35
Interviewee8	55	M	Master s degree	professor	Vice-Chancellor	33
Interviewee9	54	M	Master s degree	professor	Vice-Chancellor	32
Interviewee10	45	M	Master s degree	professor	Full-time teachers	19
Interviewee11	45	M	Master s degree	professor	Full-time teachers	19
Interviewee12	47	F	Master s degree	professor	Full-time teachers	21
Interviewee13	50	F	Master s degree	professor	Full-time teachers	24

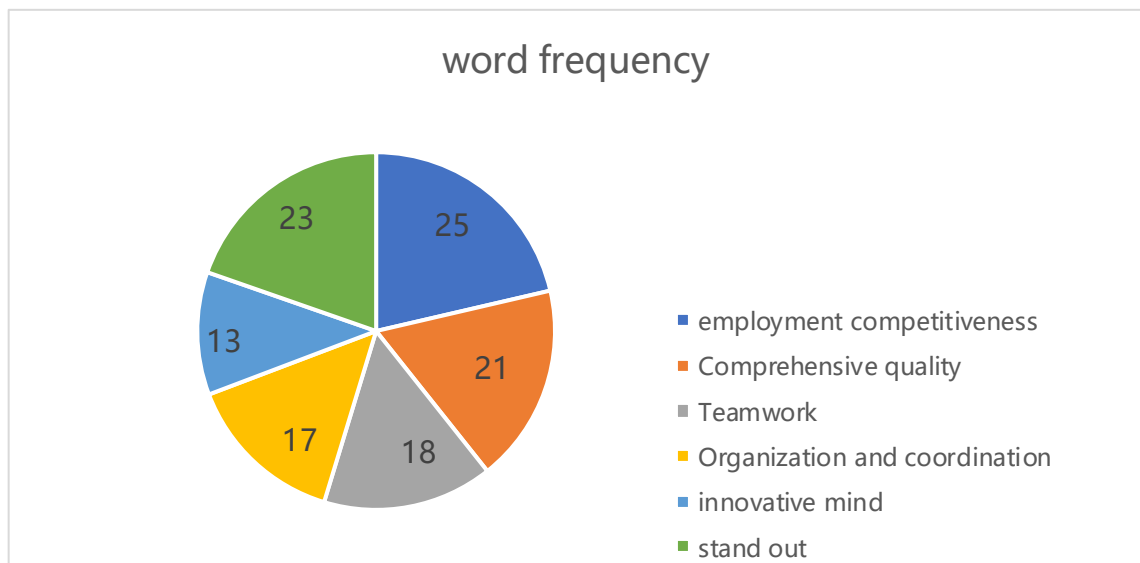
Table 4.25 (Continued)

Interviewee	Age	Gender	Education	Job Title	Position	Working years
Interviewee14	62	M	Master s degree	professor	Full-time teachers	29
Interviewee15	52	M	Master s degree	professor	Full-time teachers	26
Interviewee16	54	M	Master s degree	professor	Full-time teachers	28
Interviewee17	50	F	Master s degree	professor	Full-time teachers	24
Interviewee18	54	F	Master s degree	professor	Full-time teachers	28
Interviewee19	42	M	Undergraduate	Secondary school level	Vice-Chancellor	19
Interviewee20	38	M	Undergraduate		Director of the Centre	15
Interviewee21	53	M	Undergraduate	Senior High School	headmaster	32
Interviewee22	56	M	Undergraduate	Senior High School	headmaster	35
Interviewee23	46	M	Undergraduate	Senior High School	Personnel Minister	22
Interviewee24	53	M	Undergraduate	Senior High School	headmaster	32

Table 4.25 (Continued)

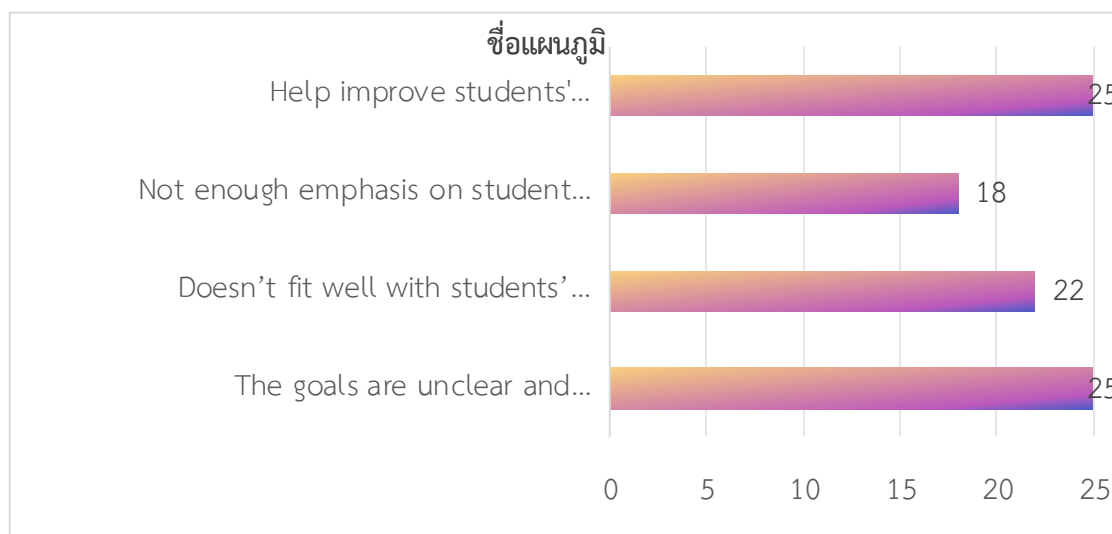
Interviewee	Age	Gender	Education	Job Title	Position	Working years
Interviewee25	39	M	Undergraduate	Secondary school level	Dean of Students	16

The researchers interviewed relevant personnel according to the interview outline. The interview results are as follows:



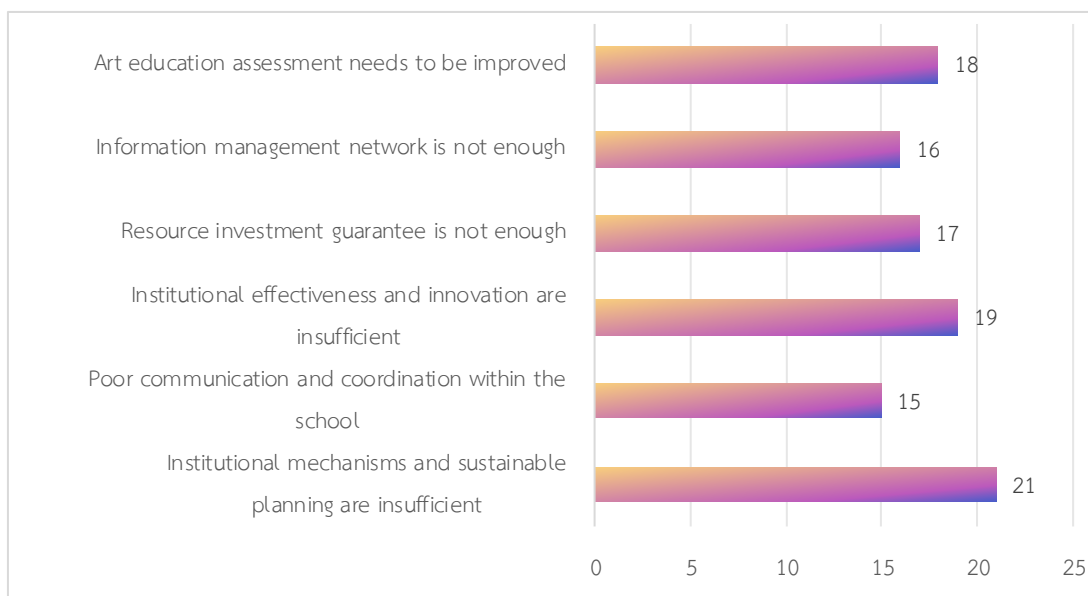
**Figure 4.1** Analysis of interview results on the role of art education in improving students' employment competitiveness

Based on Figure 4.1 that all 25 interviewees affirmed that art education has a great role in improving students' employment competitiveness. The frequency of interview words was ranked from high to low: it can improve students' employment competition. It appeared 25 times, and it can enable students to improve their employment competitiveness. Standing out in employment appeared 23 times, improving students' comprehensive quality 21 times, improving students' team awareness 18 times, improving students' communication skills 17 times, and improving students' innovation awareness 13 times.



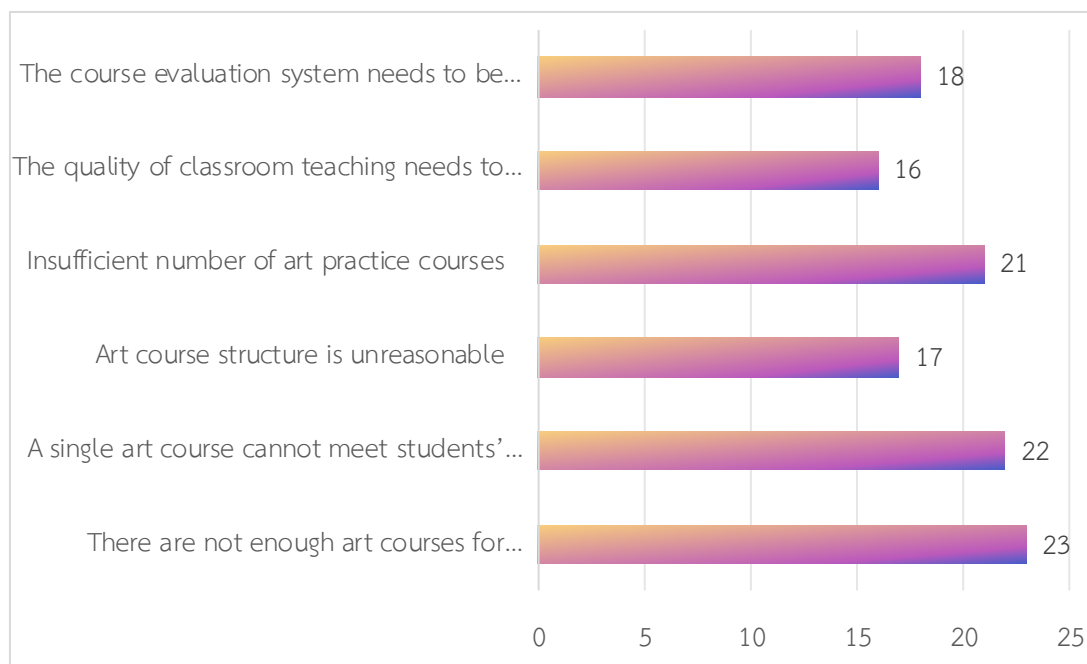
**Figure 4.2** Analysis of the results of interviews on the current status of art education goals and problems of higher education institutions in Sichuan Province

Based on Figure 4.2, it is found that when discussing the current status and issues related to the objectives of art education, all 25 respondents believe that the objectives of art education are unclear and that students are unaware of these objectives. Additionally, 25 respondents think that art education helps improve students' overall quality, while 22 respondents feel that the alignment between art education objectives and students' growth needs is insufficient. Furthermore, 18 respondents believe that the objectives do not place enough emphasis on students' skills training.



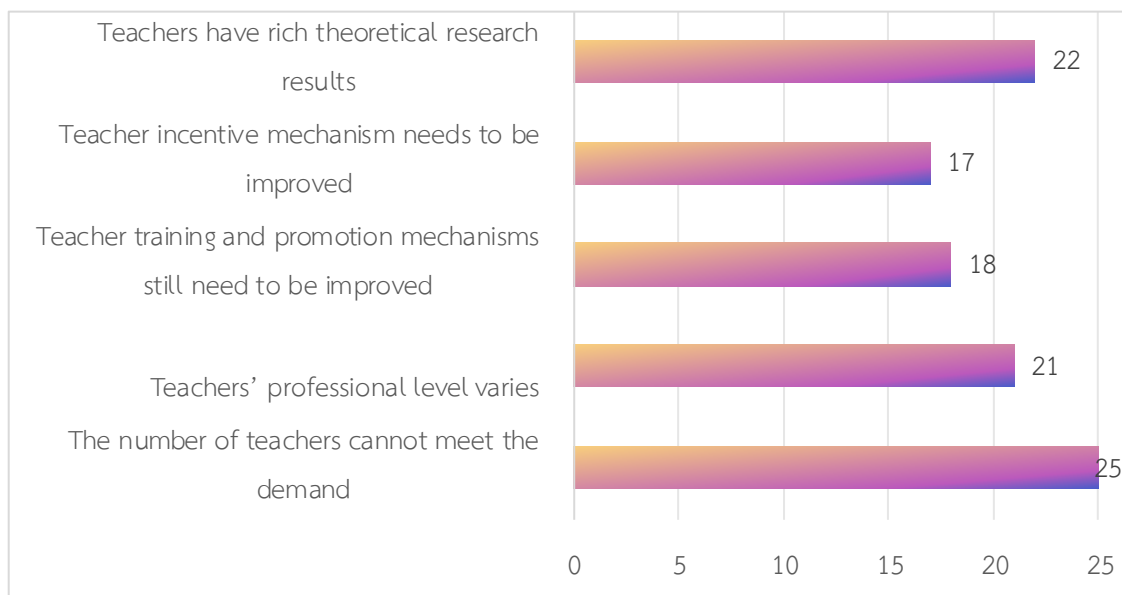
**Figure 4.3** Interview analysis of the current status and problems of the Art education system of higher education institutions in Sichuan Province

Based on Figure 4.3 When 25 respondents talked about the current situation and problems of the Art education system, 21 respondents believed that the system and mechanism of art education lacked sustainable long-term planning, 19 respondents believed that the system and mechanism were not effective and innovative enough, 18 respondents believed that the art education evaluation mechanism needed to be improved, 17 respondents believed that the investment and guarantee of art education resources were insufficient, 16 respondents believed that the information management of art education was not networked enough, and 15 respondents believed that the communication and coordination mechanism within the school was not smooth.



**Figure 4.4** Analysis of interview results on the current status and problems of the art education practice system of higher education institutions in Sichuan Province

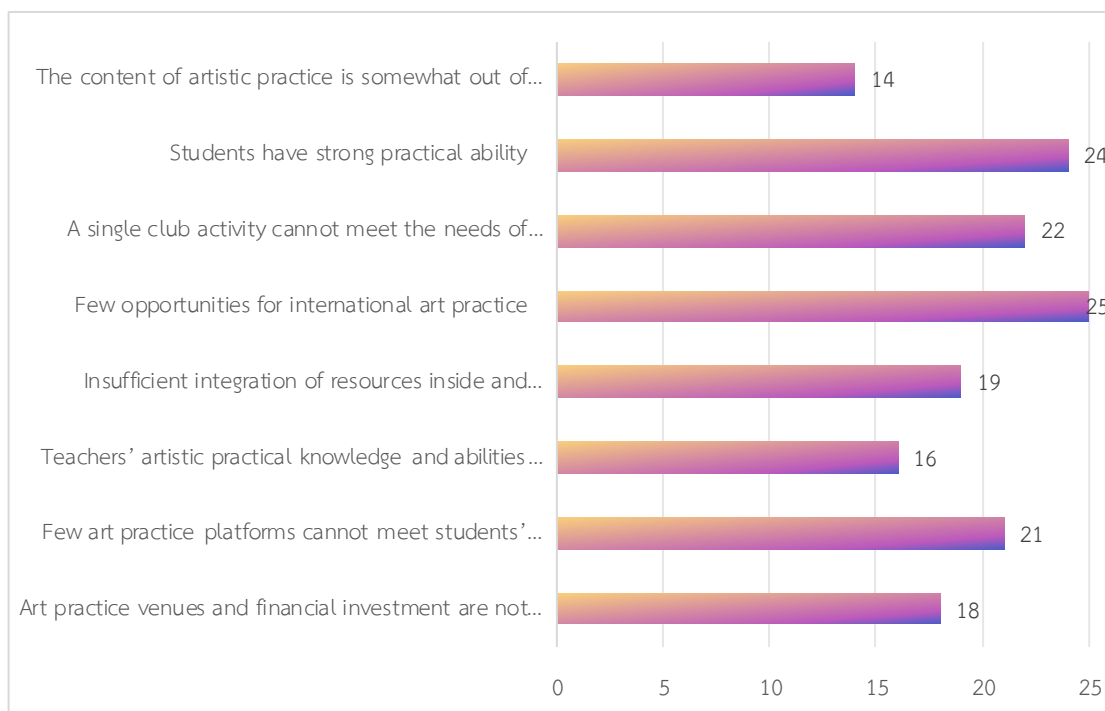
Based on Figure 4.4 it is found that when discussing the current status and issues related to the art education practice system, 23 out of 25 respondents believe that the number of art education courses is insufficient for student selection. Additionally, 22 respondents feel that the art courses are too limited and do not meet students' needs, 21 believe that there are not enough art practice courses, 18 think that the evaluation system for art courses needs improvement, 17 consider the structure of the art courses to be unreasonable, and 16 respondents believe that Art education quality classes still need enhancement.



**Figure 4.5** Analysis of the results of interviews on the current status and problems of art education teachers of higher education institutions in Sichuan Province

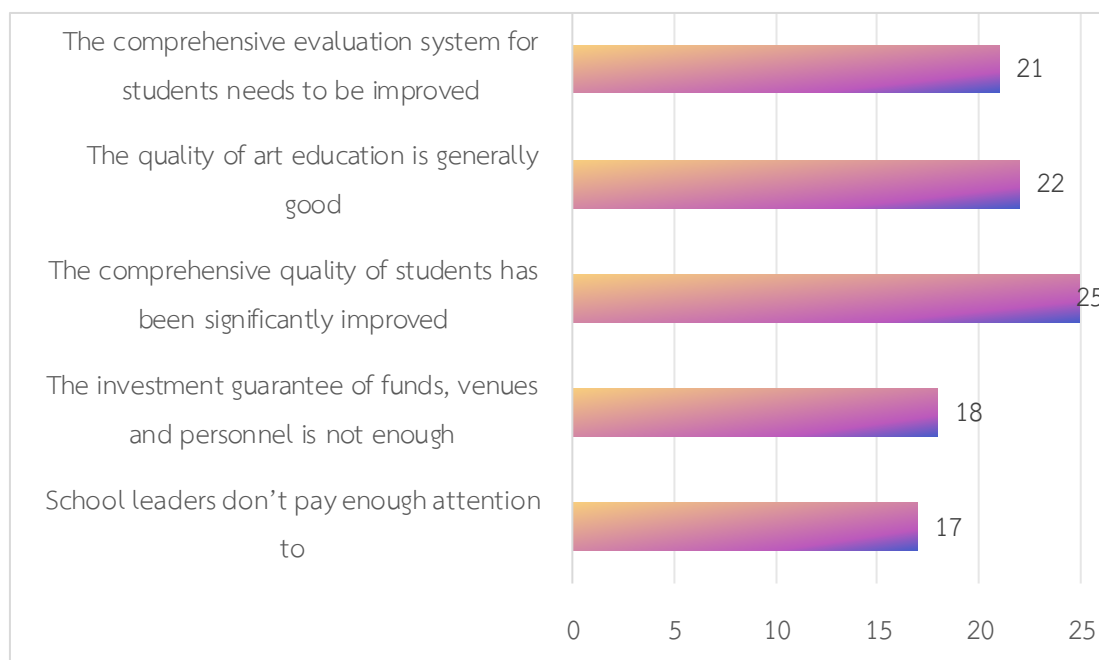
Based on Figure 4.5, it is found that when discussing the current status and issues related to the faculty in art education, all 25 respondents believe that the number of art education teachers is insufficient to meet educational needs. Additionally, 22 respondents think that the theoretical research achievements of art education teachers are substantial, 21 believe that the professional levels of teachers vary, 18 think that the teacher training and promotion mechanisms need improvement, and 17 respondents believe that the teacher incentive mechanisms also require enhancement.





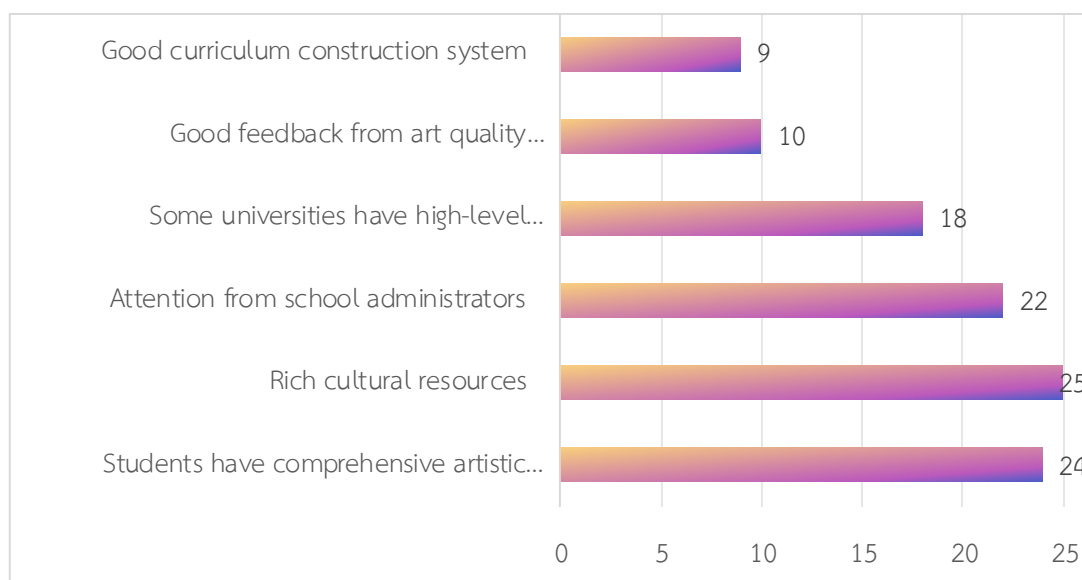
**Figure 4.6** Analysis of the results from interviews on the current status and issues related to the art practice system of higher education institutions in Sichuan Province.

Based on Figure 4.6, it is found that when discussing the current status and issues related to the art practice system in art education, all 25 respondents believe that there are few opportunities for international art practice. Additionally, 24 respondents think that students have strong art practice abilities, 22 believe that the range of student club activities is too limited to meet students' needs, 21 think that the number of art practice platforms is insufficient to meet student demand, 19 feel that the integration of art practice resources both inside and outside the school is inadequate, 18 believe that the provision of venues and funding for art practice is insufficient, 16 think that teachers' knowledge and skills in art practice need improvement, and 14 respondents believe that the content of art practice is somewhat disconnected from societal needs.



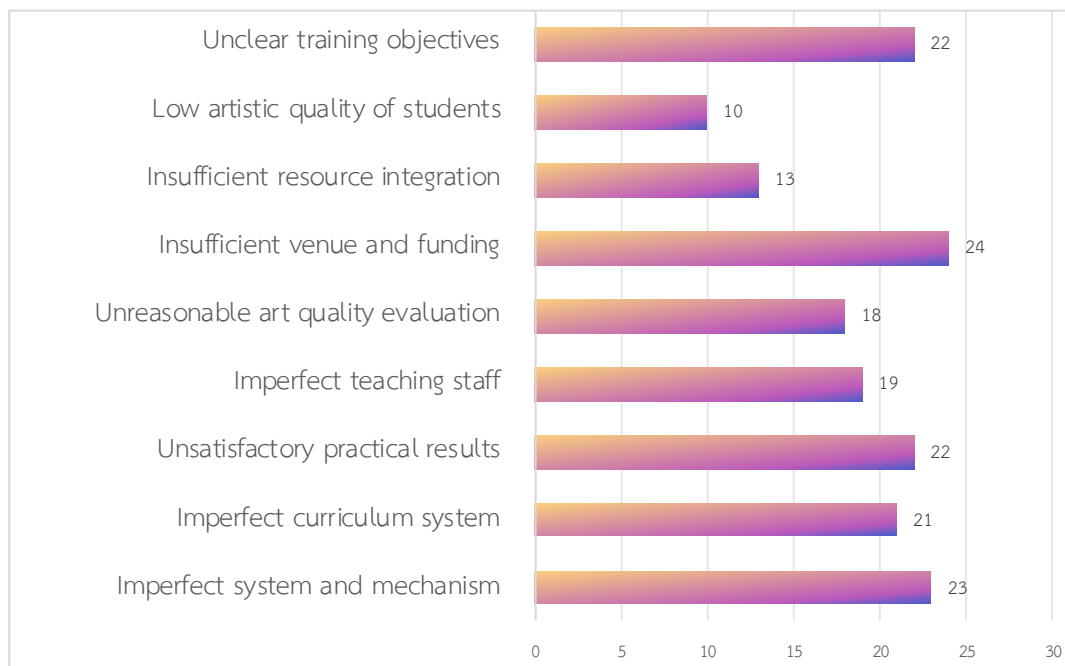
**Figure 4.7** Analysis of the results of interviews on the current status and problems of art education quality of higher education institutions in Sichuan Province

Based on Figure 4.7, that when 25 interviewees talked about the current situation and problems in Art education quality, 25 interviewees believed that the comprehensive quality of students has been significantly improved, and 22 interviewees believed that the current art education The overall quality is good, but 21 respondents believe that the comprehensive student evaluation system needs to be improved. 18 respondents believed that art education venues, funds and personnel investment were not guaranteed enough, and 17 respondents believed that school leaders did not pay enough attention.



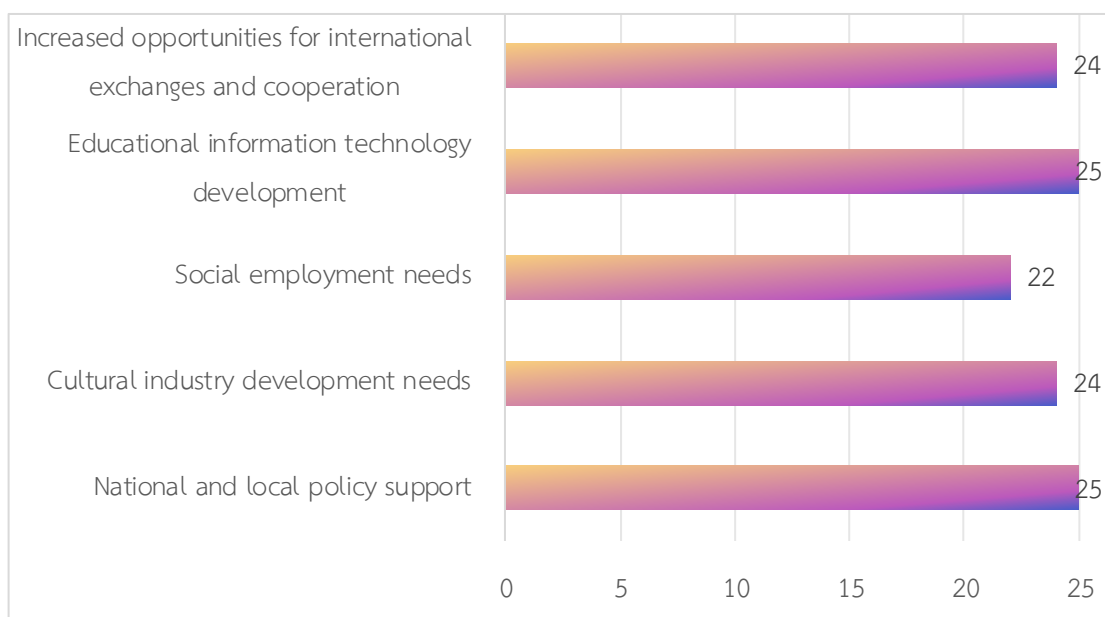
**Figure 4.8** Advantages of sustainable development of art education of Higher Education Institutions in Sichuan Province

Based on Figure 4.8, The advantages of sustainable development of art education of higher education institutions in Sichuan Province mainly include: rich cultural resources, comprehensive artistic qualities of students, attention from school administrators, and high-level teaching staff in some universities.



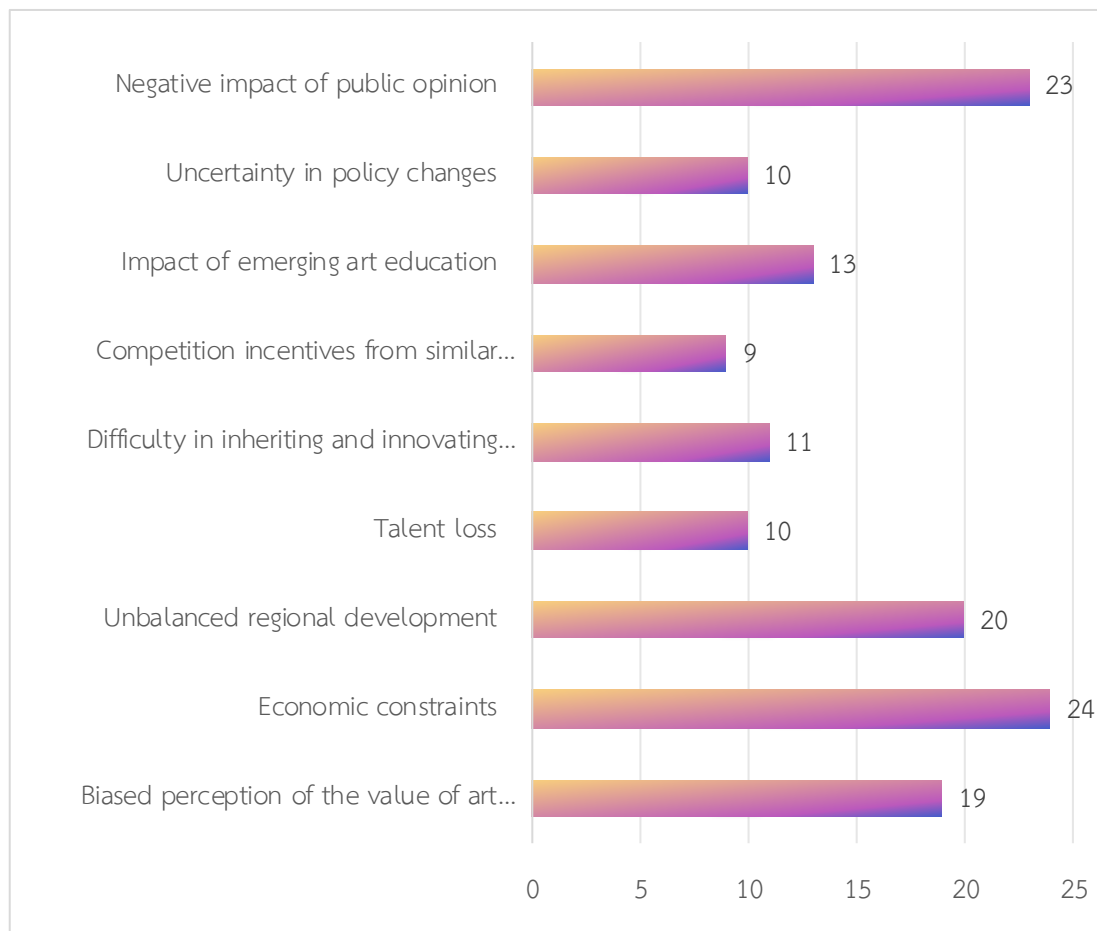
**Figure 4.9** Disadvantages of sustainable development of art education of Higher Education Institutions in Sichuan Province

Based on Figure 4.9, The disadvantages of sustainable development of art education of higher education institutions in Sichuan Province are mainly reflected in several aspects: imperfect institutional mechanisms, imperfect Art education Art education practice system, unsatisfactory practical results, imperfect teaching staff, unreasonable art quality evaluation, insufficient venue funding, and unclear training objectives.



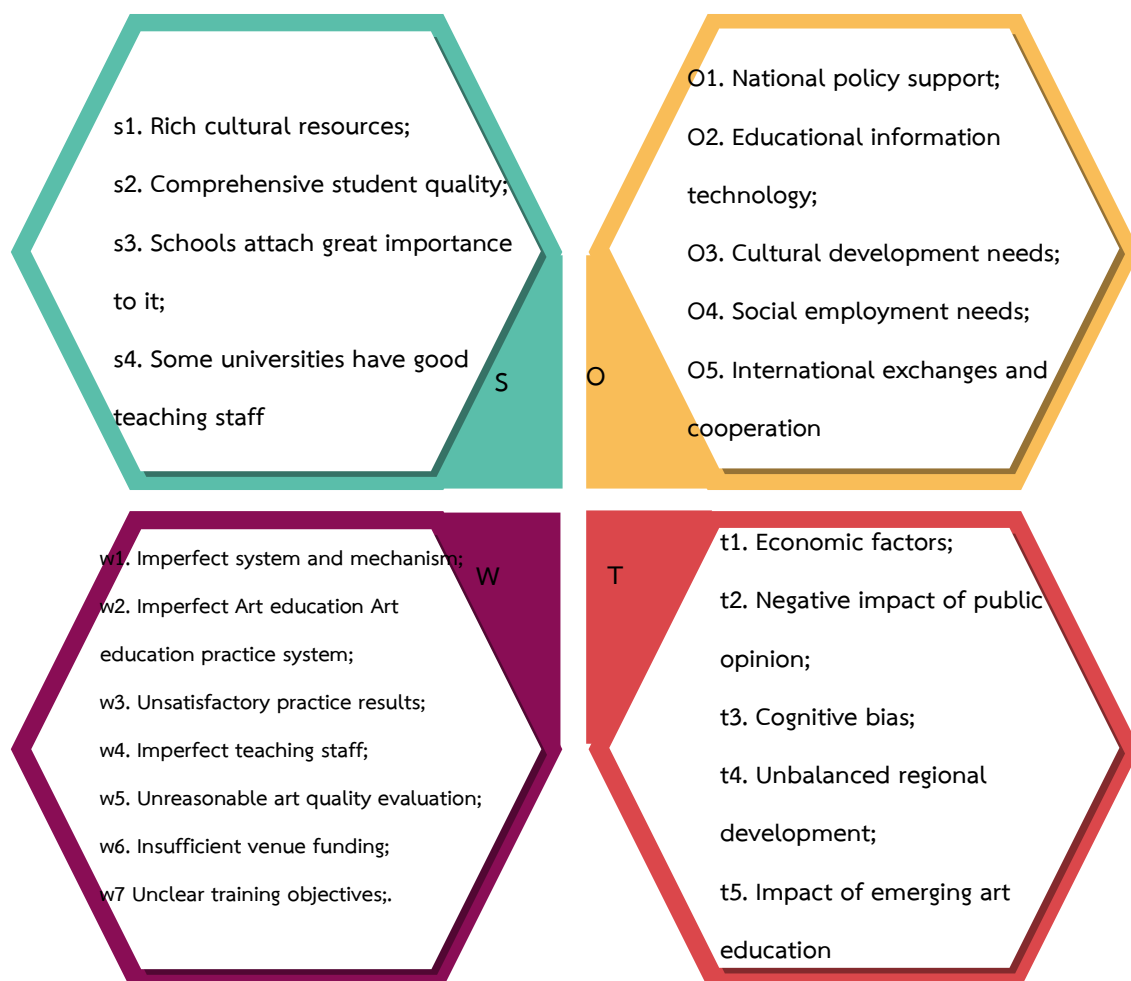
**Figure 4.10** Opportunities for sustainable development of art education of Higher Education Institutions in Sichuan Province

Based on Figure 4.10 There are great opportunities for sustainable development of art education of higher education institutions in Sichuan Province mainly in terms of national and local policy support, educational information technology, cultural industry development needs, social employment needs and increased opportunities for national exchanges and cooperation.



**Figure 4.11** Opportunities for sustainable development of art education of Higher Education Institutions in Sichuan Province

Based on Figure 4.11 The threats to the sustainable development of art education of higher education institutions in Sichuan Province are mainly reflected in several aspects: constraints from economic factors, negative impact of public opinion, deviation in social cognition of the value of art education, unbalanced regional development, and impact of emerging art education.



**Figure 4.12** SWOT Analysis on Sustainable Development of Art Education of Higher Education Institutions in Sichuan Province

Through SWOT analysis, the internal and external factors that affect the implementation of the strategy were classified, and the advantages and disadvantages of the sustainable development of art education of Higher Education Institutions in Sichuan Province were clarified, so that when formulating strategies, we can better utilize advantages and overcome disadvantages. Based on the SWOT analysis, we conducted a TOWS matrix analysis, constructed the SO strategy (strength-opportunity), WO strategy (disadvantage-opportunity), ST strategy (strength-threat), ST strategy (strength-threat), WT strategy (disadvantage-threat)

matrix, and formulated actionable strategies that aim to utilize strengths, address weaknesses, take advantage of opportunities, and mitigate threats

### SO

1.S1+O3: Integrate Sichuan's rich cultural resources into college art courses and practical activities to improve students' artistic accomplishment and practical ability.

2.S3+O1: Make full use of national and local policy support for art education and improve the construction of systems and mechanisms.

3.S4+O2: Build a high-level teaching staff and explore digital teaching models.

4.S2+O5: Promote international exchanges and cooperation and improve the quality of education.

### WO

1.W1+O1: With the support of policies, improve the management system and operation mechanism of art education, establish a special art education management organization, and improve resource allocation.

2.W2+O2: use modern information education technology to optimize the Art education Art education practice system setting;

3.W4+O4: Through policy guidance and school-enterprise cooperation, cultivate a group of "double-qualified" teachers with both theoretical level and practical experience to make up for the shortage of teaching staff.

4.W3+O3: Promote art practice activities to be open to all students and cultivate more students with comprehensive artistic literacy.

5.W5+O4: Introduce diversified evaluation standards and establish a sound education quality evaluation system.

6.W7+O4: Reversely design art education Art education training goals based on social demand for talents.



ST	WT
<p>1.S1+T3: Make use of local cultural resources and art practice activities of colleges and universities to strengthen social publicity and public opinion guidance.</p> <p>2.S3+T1: Improve economic benefits, strive for more financial support, and encourage colleges and universities to increase their investment in art education.</p> <p>3.S4+T4: Make use of the high-level teaching staff and advanced teaching resources of some colleges and universities to promote the coordinated development of colleges and universities in the region.</p> <p>4.S2+T5: Give full play to the advantages of students, integrate local cultural resources, and strengthen the protection and innovation of traditional art.</p>	<p>1.W1+T1: Raise funds through multiple channels such as government support and school-enterprise cooperation to improve art education facilities and teaching environment.</p> <p>2.W1+T4: Through special training and policy guidance, enhance the attention and management level of college managers to art education and ensure the sustainable development of art education.</p> <p>3.W3+T4: Promote the reform of education informatization, use digital technology to make up for the problem of unbalanced regional development, and improve the effect of art practice in educating people.</p> <p>4.W2+T5: Through curriculum reform and teaching innovation, actively introduce emerging art forms, enhance students' artistic innovation ability, and avoid the marginalization of traditional art education.</p> <p>5.W5+T3: Establish a dynamic education quality evaluation system, introduce a third-party evaluation mechanism, and improve the evaluation and feedback mechanism of art education quality through the evaluation of external experts and enterprises.</p> <p>6.W3+T3: Promote the linkage of art practice evaluation inside and outside the school, and guide public opinion positively through performances, competitions, etc.</p>

Figure 4.13 Results of TOWS matrix analysis

Through the above questionnaire survey, interviews and SWOT and TOWS analysis, it is found that the sustainable development of art education in Sichuan colleges and universities should be improved mainly in six aspects: art education training objectives, institutional mechanisms, Art education Art education practice system, teaching staff, practice system and art education quality evaluation.

## Research Objectives 2: To constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province.

### Analysis of interview results

To Design a draft of the sustainable art education model of higher education institutions in Sichuan Province, the researchers conducted interviews with 7 vice presidents and experts in art education. The interviewees hold professorial titles and have over 15 years of experience. The group included 4 vice presidents in charge of art education at universities and 3 art education experts. The interview list is presented in Table 4.26.

**Table 4.26** Interviews on the draft design of a sustainable art education model of higher education institutions in Sichuan Province

Interviewee	Age	Gender	Education	Job Title	Position	Working years
Interviewee1	51	M	Master s degree	professor	Vice-Chancellor	29
Interviewee2	50	M	Master s degree	professor	Vice-Chancellor	24
Interviewee3	54	M	Master s degree	professor	Vice-Chancellor	32
Interviewee4	59	M	Master s degree	professor	Vice-Chancellor	35

Table 4.26 (Continued)

Interviewee	Age	Gender	Education	Job Title	Position	Working years
Interviewee5	50	F	Master s degree	professor	Full-time teachers	24
Interviewee6	62	M	Master s degree	professor	Full-time teachers	29
Interviewee7	52	M	Master s degree	professor	Full-time teachers	26

**Table 4.27** Interview results for the draft model of sustainable arts education

Answer	Interviewers							Frequency	Percentage
	1	2	3	4	5	6	7		
<b>Q1.</b> Please briefly introduce the main practices of your school's sustainable art education model									
1) Included in the overall talent cultivation goals with clear training objectives.	√	√	√	√	√	√	√	7	100.00
2) School leadership attaches great importance, with adequate human, material, and financial resources in place		√	√	√	√	√	√	6	85.71
3) A sustainable art education system has been established		√	√		√	√	√	5	71.43
4) There are dedicated institutions and personnel responsible for various aspects of art education	√	√		√	√	√		5	71.43
5) The art education teaching staff is well-established, with targeted training, promotion, and reward systems	√	√	√	√	√	√		6	85.71
6) A variety of art courses are offered for students to choose from	√	√	√	√	√	√		5	71.43















Table 4.27 (Continued)

Answer	Interviewers							Frequency	Percentage
	1	2	3	4	5	6	7		
2) Strengthen theoretical innovation and education reform to promote the sustainability of art education		√	√	√	√	√	√	6	85.71
3) Promote the integration of online and offline art education to expand its coverage.	√		√	√	√	√	√	6	85.71

Through interviews on the sustainable development of art education of Higher Education Institutions in Sichuan Province, model construction, influencing factors, etc., and through data analysis, it can be found that the interview results are consistent with the issues analyzed in the paper, and the logical connection is close, so it is concluded that the art education model for the sustainable development of colleges and universities in Sichuan Province can be formulated from the following aspects: 1) training objectives, 2) institutional mechanisms, 3) Art education Art education practice system, 4) teaching staff, 5) practice system, 6) education quality. The specific interview results are as follows:

Q1. Please briefly introduce the main practices of your school's sustainable art education model

At present, the content of the sustainable development of art education model in Sichuan universities mainly includes the following aspects: first, art education is included in the overall talent training plan, and training is carried out in a classified and layered manner; second, the construction of systems and mechanisms is improved, and investment is increased. Some universities have set up special institutions; third, the Art education Art education practice system is diversified to meet personalized learning needs; fourth, the professional construction of the teaching staff is strengthened, and a targeted training, promotion, and reward system is established to shape a high-quality teaching staff; fifth, school-local cooperation and community museums are strengthened to enrich art practice activities; sixth, the use of cutting-edge technology to promote teaching reform, improve the evaluation system, and promote the improvement of Art education quality.

Q2. How do you think we can improve the sustainable development of art education in Sichuan colleges and universities?

The interview results show that art education should be included in the overall goal of talent training in schools, and should be highly integrated with students' growth needs, stratified and classified, specific Art education training goals should be formulated, and regular evaluation and dynamic adjustment should be carried out.

Q3. How do you think the art education system and mechanism of higher education institutions in Sichuan Province can be improved?

The interview results show that it is necessary to strengthen the construction of the art education system and mechanism, streamline the management mechanism, establish a professional art education institution, strengthen the top-level design, and coordinate the implementation of art education in the whole school. Formulate and improve relevant policies and regulations to support art education, ensure the effective allocation of resources, and at the same time promote mechanism innovation, improve the level of information management, deepen the school-enterprise cooperation mechanism, and ensure the sustainable development of art education.

Q4. How do you think we can strengthen the construction of the art education Art education Art education practice system of Higher Education Institutions in Sichuan Province?

The interview results show that in terms of the construction of the art education Art education Art education practice system, we must first optimize the curriculum structure, open art appreciation courses, art practice courses, art theory courses, and open a full range of art courses for students to choose from. Secondly, we must establish interdisciplinary courses, integrate Sichuan's traditional culture and emerging art education content, and enrich the breadth and depth of the courses. Finally, we must use modern educational technology, strengthen teaching reforms, and improve classroom quality.

Q5. How do you think we can strengthen the construction of the art education faculty of Higher Education Institutions in Sichuan Province?

The interview results show that we must establish a mechanism that combines full-time, part-time, and employed teachers, introduce outstanding art talents, and fully equip art teachers. We must provide continuous professional training to improve teachers' art education level. We must optimize the teacher incentive mechanism and stimulate teachers' enthusiasm for teaching and scientific

research. We must encourage teachers to develop across disciplines and broaden their knowledge and teaching horizons.

Q6. How do you think we can improve the art practice system in art education of Higher Education Institutions in Sichuan Province?

The interview results show that first of all, we need to enrich the art practice platform, strengthen school-enterprise cooperation, and improve students' art practice ability. Secondly, we need to improve teachers' practical guidance ability, strengthen quality guidance of art clubs, encourage participation in social projects, and improve practical experience. Thirdly, we need to increase international practice opportunities and broaden students' global art vision. Finally, we need to improve the practice evaluation system to ensure the effectiveness and quality of practical education.

Q7 How do you think we can improve the current quality of art education of Higher Education Institutions in Sichuan Province?

The interview results show that first, we need to establish a quality evaluation system to ensure that the education effect meets the standards. Second, we need to strengthen the evaluation of teaching effects and comprehensively use educational information technology to improve teachers' teaching level. Third, we need to improve the construction of student feedback mechanism to ensure the quality of education. Fourth, we need to introduce third-party evaluation, improve the comprehensive quality evaluation system of students, and ensure the achievement of education goals.

Q8. What aspects do you think the sustainable development model of art education in Sichuan's higher education institutions includes?

The interview results show that it is necessary to clarify the training objectives and ensure that they are consistent with social needs and student development. It is necessary to optimize the system and mechanism and promote innovation and sustainable development planning. It is necessary to improve the Art education Art education practice system and build a rich and flexible Art education Art education practice system. It is necessary to strengthen teacher construction and improve the

professional quality of the teaching staff. It is necessary to improve the art practice system and build a diversified practice platform. It is necessary to improve the quality of education and establish a complete scientific evaluation, teaching feedback and student comprehensive quality evaluation system.

Q9: What other suggestions do you have for building a sustainable art education model?

The interview results suggest that, first, we should promote cultural inheritance and innovation, pay attention to the inheritance and innovation of Sichuan's local culture, and cultivate students' cultural confidence and creativity. Second, we should strengthen the promotion of the combination of scientific research and teaching, theoretical innovation and educational reform, and enhance the scientific nature and foresight of education. Third, we should develop the informatization of art education, promote the integration of online and offline art education, and expand the coverage and influence of education.

#### **Draft Model**

Through literature review, questionnaire survey and interview, we can fully understand the current status of art education of Higher Education Institutions in Sichuan Province, and conduct a comprehensive analysis of relevant issues. Based on the focus interviews, we preliminarily propose a draft model for the sustainable development of art education of Higher Education Institutions in Sichuan Province (Figure 4.1, called the hexagonal model)

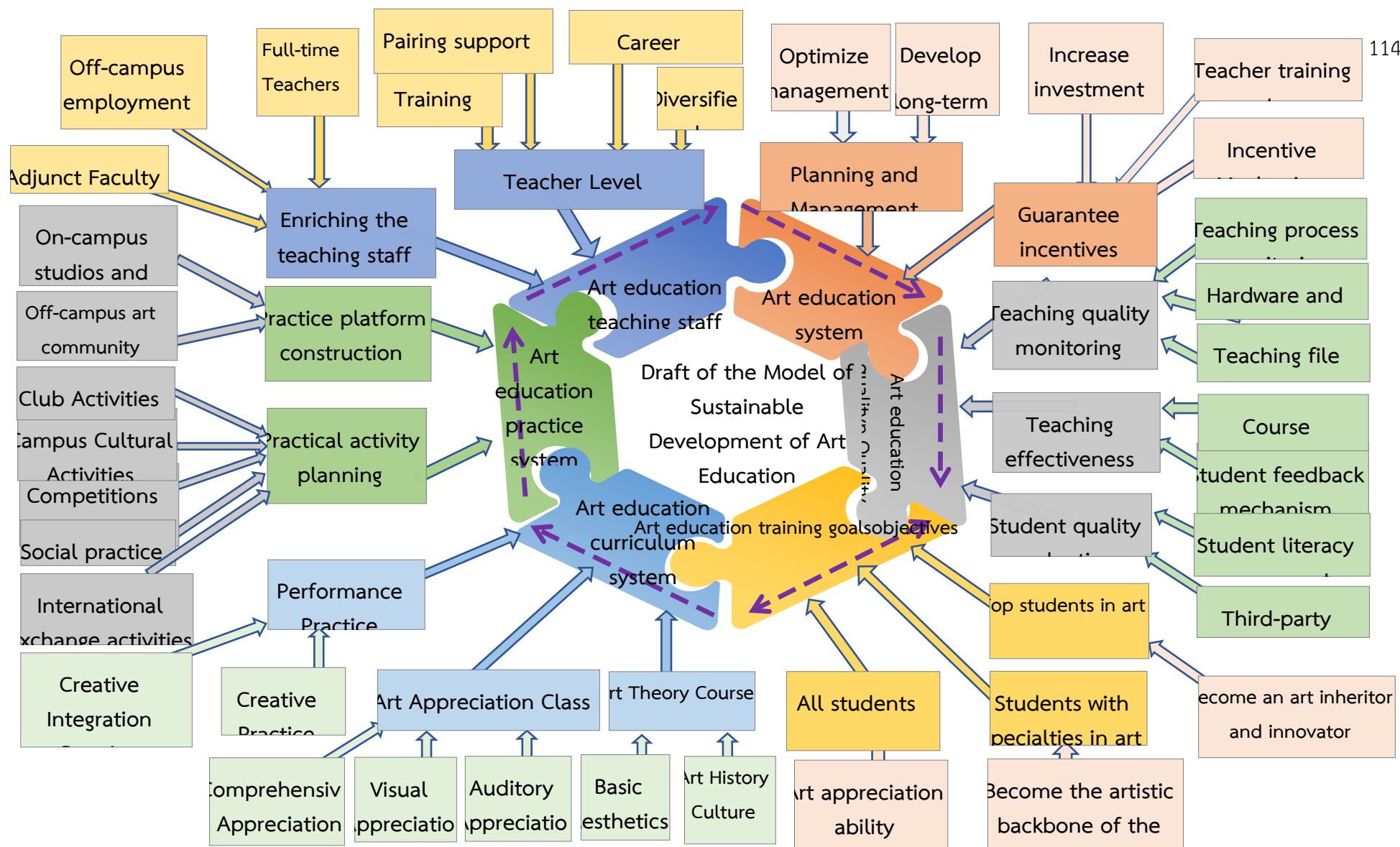


Figure 4.14 Draft of the Model of Sustainable Development of Art Education of Higher Education Institutions of Sichuan Province



### **Model Description**

This model is a hexagonal model, which mainly includes training objectives, Art education Art education practice system, practice system, teaching staff, institutional mechanisms and teaching quality. This model is a relatively fixed and mutually inclusive model, which can provide theoretical and practical support for the sustainable development of art education of Higher Education Institutions in Sichuan Province.

### **Model explanation**

Training objectives: Incorporate the training objectives of art education into the overall talent training plan of the school, and construct three levels of training objectives for art education, namely, facing all students, so that they can become appreciators with certain artistic aesthetic ability and humanistic qualities; facing students with artistic expertise, focusing on artistic skills training, so that students with artistic expertise can become the backbone of artistic activities and the main participants in artistic activities of enterprises and institutions; facing top students of art, carry out special art training to make them the inheritors and innovators of art. The classification and stratification objectives are clear and highly operational.

In terms of Art education Art education practice system: optimize the curriculum structure, and open art appreciation classes, art experience practice classes, and art theory classes according to different training objectives. Art theory classes mainly offer aesthetic theory and art history, and art appreciation classes mainly offer auditory appreciation, visual appreciation, and comprehensive appreciation classes. Art experience practice classes mainly offer art performances and creative practical experiences. By opening a full range of art courses, students can choose from a variety of options. At the same time, interdisciplinary courses are also constructed, integrating Sichuan traditional culture and emerging art education content to enrich the breadth and depth of the courses.

In terms of practice system: we should strengthen the art practice platform, build art studios on campus, and make full use of venues and art bases to carry out practical activities. We should strengthen school-enterprise cooperation, cooperate with off-campus art groups, communities and cultural industrial parks, and build off-campus practice platforms. We should strengthen the planning of practical activities, implement the three-level art activity system of class-college-school, systematically carry out club activities, campus cultural activities, community cultural activities, competition activities, and international exchange activities, so that students at different levels can participate in 1-2 art practice activities.

In terms of teaching staff: full-time art education teachers should be set up to coordinate and guide the art work of the whole school, a group of art teachers should be selected as part-time teachers to undertake the guidance of relevant courses and practical activities, a group of teachers from off-campus art groups should be hired to introduce Sichuan traditional culture into the school's art activities, and a team of art little teachers mainly composed of professional students should be selected to assist teachers in planning, organizing and guiding art activities, and enrich the structure of the teaching staff. At the same time, excellent teachers should be introduced through a diversified selection and recruitment mechanism, and the overall teaching ability and level of teachers should be improved through measures such as building a training system, career development incentives and paired assistance, so as to improve the overall quality of art education activities.

In terms of system and mechanism: the school should establish a three-level management leadership system of school-level art education committee-college art education leadership group-culture and sports committee, set up a special art education center to coordinate the art work of the whole school, formulate a long-term implementation plan for the sustainable development of art education, do a good job in top-level design, increase investment in human, financial and material resources, and formulate mechanisms such as teacher training to ensure the sustainable development of art education.

In terms of art education quality: establish teaching quality monitoring, ensure the investment in teaching hardware and software, and do a good job in monitoring the entire teaching process and teaching archive management. Grasp the evaluation of teaching effectiveness, build a diversified course assessment mechanism, evaluate teaching effectiveness, and establish a student feedback mechanism to adjust teaching content and teaching methods in a timely manner. Establish a comprehensive student evaluation mechanism, evaluate students' artistic literacy, introduce third-party evaluation, and conduct follow-up surveys on graduates to ensure that educational goals are achieved.

### **Model content relationship**

The training goal is the core: The training goal is the core and starting point of the sustainable development of art education model. It clarifies what kind of people art education cultivates? How to cultivate talents. The goal may be set to cultivate all-round talents with high aesthetic appreciation, innovative creativity, cultural heritage awareness and good artistic accomplishment. This goal is like a beacon, pointing out the direction for the construction of curriculum construction, practice system, teaching staff, system mechanism and education quality. Curriculum construction should determine which art courses to open based on the Art education training goals, and the construction of the practice system is also centered on the Art education training goals. The construction of the teaching staff should also be guided by the Art education training goals to meet the teaching needs of achieving the Art education training goals. The establishment of the system mechanism is to ensure the smooth realization of the Art education training goals, and the quality of education is to judge whether the expected Art education training goals have been achieved by evaluating the development of students in art knowledge, skills, aesthetics, innovation and other aspects.

Course construction is the basis for achieving Art education training goals: Courses are the specific carriers for achieving Art education training goals. A complete art education Art education Art education practice system includes compulsory

courses, elective courses, general courses and other types, covering different art categories and levels, which can meet the interests and needs of different students and provide students with a variety of learning paths. Through the systematic curriculum, art knowledge, skills and aesthetic concepts are imparted to students. These courses cooperate with each other and progress step by step, providing knowledge and skills support for achieving the Art education training goals.

The practice system is an important way to achieve the training objectives and an extension of the curriculum construction: the practice system provides students with the opportunity to apply the knowledge and skills learned in the classroom to practice. It is an important way to cultivate students' artistic practice ability, innovation ability and comprehensive quality. It is a reinforcement and expansion of theoretical knowledge and skills teaching in curriculum construction. It is also a key link in achieving the training objectives of improving practical ability and comprehensive quality. At the same time, it can also feed back to the curriculum construction, provide a basis for the updating of curriculum content and the improvement of teaching methods, so as to improve the effectiveness and pertinence of curriculum teaching.

The teaching staff is the key to effective implementation: the teaching staff is the implementer of the sustainable development of art education of Higher Education Institutions. The professional quality, teaching ability and artistic level of teachers directly affect the quality of curriculum construction, the guiding effect of the practice system and the degree of achievement of training objectives. Excellent teaching staff can also play a leading role in the innovation of curriculum construction and practice system. At the same time, teachers can also participate in the construction and improvement of institutional mechanisms, provide professional opinions and suggestions for the management and development of art education in schools, and promote the sustainable development of art education.

The system and mechanism are the guarantee for smooth operation: including teaching management system, resource allocation mechanism, assessment

and evaluation mechanism, incentive mechanism, etc., which provide norms and guarantees for all aspects of sustainable development of art education. At the same time, it can also promote the coordinated development of various aspects within the school. By establishing a cross-departmental collaboration mechanism, integrating resources inside and outside the school, providing students with more practice opportunities and internship platforms, promoting the improvement of the practice system and the construction of the teaching staff, so as to better achieve the Art education training goals.

Art education quality is a comprehensive test standard: it is a concentrated reflection of the construction results of all aspects of sustainable development of art education. It reflects the achievement of Art education training goals, the rationality of curriculum construction, the effectiveness of the practice system, the level of the teaching staff, and the scientific nature of the system and mechanism, etc., which can effectively evaluate whether students' artistic accomplishment has been improved. At the same time, its evaluation results can provide feedback and basis for improvements in other aspects. Through the monitoring and analysis of education quality, problems in curriculum construction can be found, so as to strengthen improvement, adjustment and optimization, continuously improve the quality and level of art education, and form a virtuous circle of sustainable development model.

#### **Experts discuss the draft model**

Five experts were invited to participate in the focus group discussion to review the draft art education model for sustainable development of higher education institutions in Sichuan Province. They consisted of two experts with doctoral degrees and experience in model construction, two art education managers with professorial titles and more than 15 years of experience, and one art education teacher with professorial title and more than 15 years of experience in art education management. The five experts evaluated the model based on their academic expertise and experience. The options were agree, partially agree or disagree. If the expert selected partially agree or disagree, the expert provided explanations or

suggestions, modified, adjusted and optimized the draft model, and finally formed a model diagram of the art education model for sustainable development of higher education students in Sichuan Province. See Table for details. The discussion results are shown in Table 4.28.

**Table 4.28** Evaluation Feedback Form

Evaluation Project	NO	Discussion Results
<b>Draft of the Model of Sustainable Development of Art Education</b>	1	The six aspects in the model should be interrelated, and it is recommended to use double arrows to indicate the interrelationships.
	2	Each indicator in the model is complementary, and each link is a sustainable closed loop. It is recommended to use a circle to connect the entire model.
	3	In terms of institutional mechanisms, special institutions for art education should be added to integrate resources inside and outside the school to ensure sustainable development.
	4	Art students should be selected from the teaching staff as art little teachers to assist teachers in carrying out art activities to enrich the teaching staff results.
	5	More international exchange activities should be included in the practice system to broaden students international perspectives.

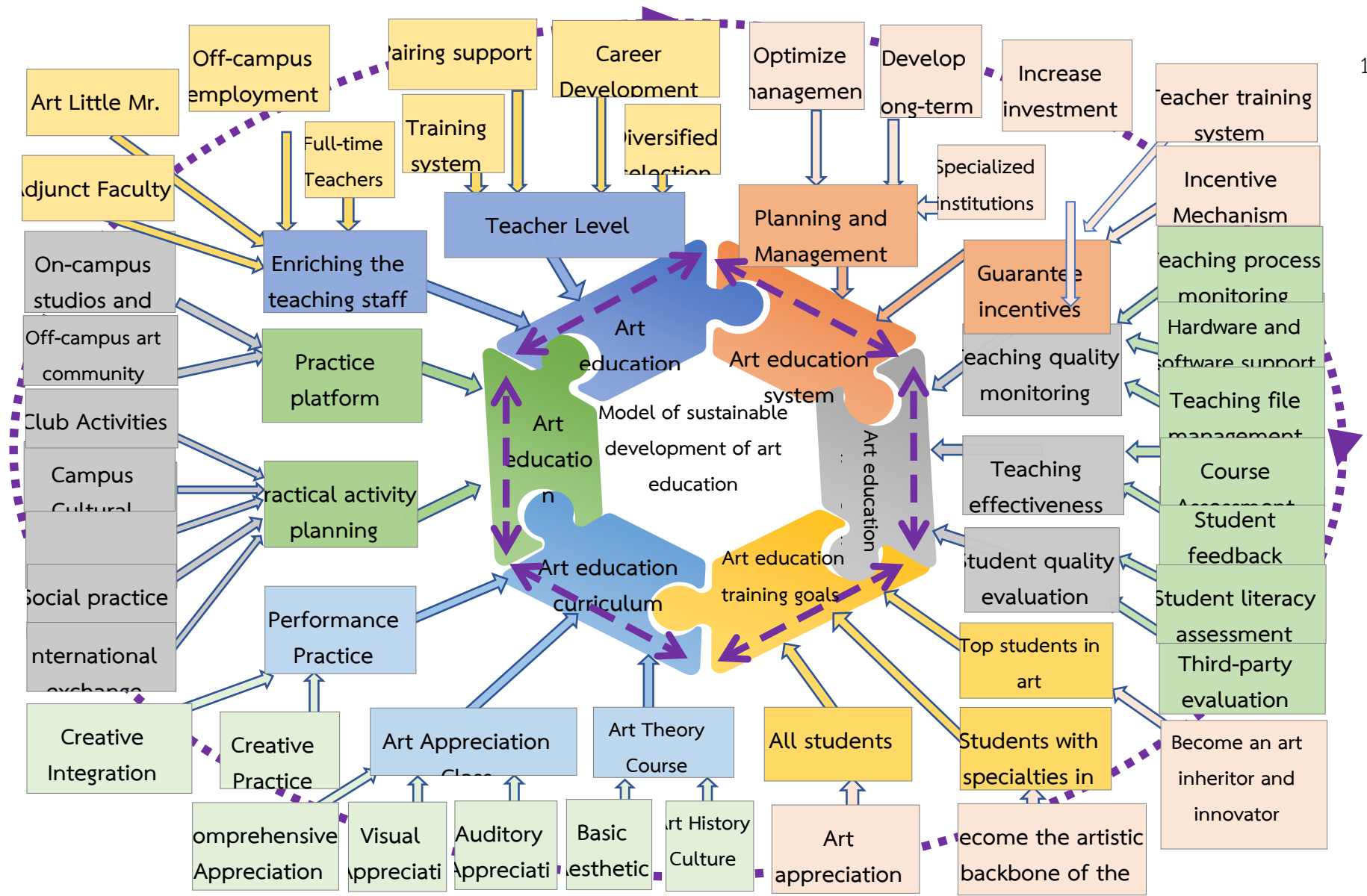


Figure 4.15 Model of sustainable development of art education of Higher Education Institutions in Sichuan Province

### Model Description

The model consists of 6 aspects, 15 secondary indicators and 38 measures. The six aspects of the model were changed from single arrows to double arrows, indicating a relationship of interaction and mutual promotion. At the same time, a large dotted circle was added on the basis of the original draft, indicating that all the contents in the model are a whole, an integrated body that complements and supports each other, and none of them can be missing. International art exchanges were added to the art practice system, art institutions were added to the art education system and mechanism, responsible for the planning and guidance of art education activities throughout the school, and art little masters were added to the art education teaching staff to jointly improve the quality of art education.

### **Research Objectives 3: To evaluate the suitability and feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province.**

The analysis results of this part were evaluated by 5 experts, including 1 university administrator with a doctorate or professorial title, 2 experts and scholars with a professional background in art education, 1 middle school principal with a middle or senior professional title, and 1 corporate representative with rich experience in human resource management. Rensis Likert (1932) was used to collect data, The data analysis is shown in Table 4.29:



**Table 4.29** Evaluation and analysis of the suitability and feasibility of the sustainable art education development model of higher education institutions in Sichuan Province

Model	Suitability			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
<b>Art education training goals</b>						
1. Incorporated into the school's talent training program	4.20	0.75	high	4.20	0.75	high
2. For all students	4.00	0.63	high	4.20	0.75	high
3. For students with artistic expertise	4.00	0.89	high	4.00	0.63	high
4. For top students with artistic expertise	4.20	0.98	high	4.00	0.89	High
<b>Total</b>	<b>4.10</b>	<b>0.81</b>	<b>high</b>	<b>4.10</b>	<b>0.76</b>	<b>high</b>
<b>Art education curriculum system</b>						
1. Optimize course structure	3.80	0.75	high	4.00	0.63	high
2. Offer art appreciation courses such as hearing, vision, and comprehensive appreciation	4.20	0.75	high	4.40	0.80	high
3. Offer art theory courses such as aesthetics foundation and art and cultural history	4.20	0.75	high	4.20	0.75	high
4. Offer practical courses such as art performance, creative practice, and comprehensive practice	4.00	0.63	high	4.40	0.80	High
5. Improve course quality	4.00	0.63	high	4.20	0.75	high
<b>Total</b>	<b>4.04</b>	<b>0.70</b>	<b>high</b>	<b>4.24</b>	<b>0.75</b>	<b>High</b>
<b>Art education practice system</b>						
1. Build a practice platform inside and outside the school	4.00	0.89	high	4.00	0.63	high

Table 4.29 (Continued)

Model	Suitability			Feasibility		
	$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
2. Use art studios and bases to carry out practical activities inside the school	3.80	0.98	high	3.80	0.75	high
3. Carry out school-enterprise cooperation and community cultural unit cooperation outside the school	4.40	0.80	high	4.00	0.89	high
4. Implement the class-college-school three-level art activity system	4.00	0.63	high	4.00	0.89	high
5. Strengthen the management of clubs and enrich campus cultural activities	4.00	0.63	high	4.40	0.80	high
6. Actively carry out art activities inside the school	3.80	0.75	high	4.00	0.63	High
7. Carry out social practice activities	4.20	0.40	high	4.20	0.75	high
8. Hold art competitions	4.00	0.89	high	4.00	0.89	high
9. Actively participate in international art exchange activities	4.00	0.63	high	4.00	0.89	high
<b>Total</b>	<b>4.02</b>	<b>0.73</b>	<b>high</b>	<b>4.04</b>	<b>0.79</b>	<b>High</b>
<b>Art education teaching staff</b>						
1. Build a diversified recruitment mechanism	4.00	0.89	high	4.20	0.75	high
2. Set up full-time art education	4.00	0.63	high	4.20	1.17	high
3. Attract professional art teachers to participate	4.40	0.80	high	3.80	0.75	high
4. Appoint off-campus art teachers as instructors	4.00	0.63	high	4.20	0.75	high

Table 4.29 (Continued)

Model	Suitability			Feasibility		
	$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
5. Organize professional students as art little teachers	3.80	0.98	high	4.20	0.75	high
6. Improve the overall level of teachers	3.80	0.75	high	4.00	0.63	high
7. Strengthen professional skills training for teachers	4.00	0.63	high	4.20	0.98	high
8. Promote teacher assistance mechanism	4.00	0.89	high	3.80	0.75	high
<b>Total</b>	<b>4.00</b>	<b>0.78</b>	<b>high</b>	<b>4.08</b>	<b>0.82</b>	<b>high</b>
<b>Art education system</b>						
1. Optimize management and build a three-level management system of school-college-classroom	4.00	0.63	high	3.60	0.80	high
2. Set up a full-time institution such as an art education center	4.40	0.80	high	3.80	0.75	high
3. Formulate a long-term strategy for art education	4.40	0.49	high	4.20	0.75	high
4. Increase investment in human, financial and material resources	4.20	0.40	high	4.20	0.75	high
5. Formulate an incentive mechanism	4.00	0.63	high	4.00	0.63	high
6. Formulate a teacher training mechanism	4.17	0.64	high	4.00	0.74	high
<b>Total</b>	<b>4.00</b>	<b>0.89</b>	<b>high</b>	<b>4.20</b>	<b>0.75</b>	<b>high</b>
<b>Art education quality</b>						
1. Establish an education quality monitoring system	4.00	0.89	high	4.20	0.75	high

Table 4.29 (Continued)

Model	Suitability			Feasibility		
	$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
2. Establish a teaching effect evaluation mechanism	4.00	0.89	high	4.20	0.75	high
3. Establish a student quality evaluation mechanism	4.20	0.40	high	3.80	0.75	high
4. Increase the guarantee of teaching information technology, venues, etc.	4.40	0.80	high	4.00	0.89	high
5. Carry out teaching process supervision and do a good job in teaching archive management	4.40	0.49	high	4.20	0.75	high
6. Implement course assessment and student feedback mechanism	4.20	0.40	high	4.20	0.98	high
7. Carry out student art literacy assessment	4.00	0.63	high	3.80	0.75	high
8. Introduce a third-party platform to carry out art quality evaluation	4.00	0.63	high	4.40	0.80	high
<b>Total</b>	<b>4.15</b>	<b>0.64</b>	<b>high</b>	<b>4.10</b>	<b>0.80</b>	<b>high</b>

According to Table 4.29, the suitability and feasibility of the six aspects of the model of sustainable development of art education of higher education institutions in Sichuan Province are at a high level. The average values of suitability range from 4.00-4.40, and the average values of feasibility range from 4.00-4.50. Both are at a high level, indicating that this study has high applicability and feasibility.

## Chapter 5

### Conclusion Discussion and Recommendations

The Objectives of this study includes three aspects: 1) Study the existing situation of art education of Higher Education Institutions in Sichuan province; 2) Constructing a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province;3) Evaluate the feasibility of implementing the model of art education for sustainable development of Higher Education Institutions in Sichuan province. On this basis, the researchers took the meaning of art education, the concept of sustainable development education of Higher Education Institutions , and the sustainable development art education model of colleges and universities as theoretical support, and conducted a questionnaire survey on the current situation of art education among 384 students, 291 full-time art education teachers, and 274 art education managers randomly selected from 9 universities in Sichuan Province, and interviewed 25 people in charge of education, art teachers and employers of Higher Education Institutions, and used SWOT and TOWS for data analysis, laying the foundation for the formulation of a scientific and reasonable model draft. Then, based on the interviews with 7 experts, it provided a reference for the formulation of the model draft, and thus proposed a sustainable development model of art education starting from the six aspects of training objectives, Art education Art education practice system, practice system, faculty team, institutional mechanism, and education quality, which promoted the sustainable development of art education of Higher Education Institutions in Sichuan Province.

Details are as follows.

## Conclusion

Constructing a sustainable art education model of higher education institutions in Sichuan Province. The researchers summarized the conclusions into 3 parts, as follows:

Part I: The current situation of art education of Higher Education Institutions in Sichuan Province.

Part II: Constructing a sustainable art education development model of higher education institutions in Sichuan Province.

Part III: The suitability and feasibility of the sustainable art education development model of higher education institutions in Sichuan Province.

### **Part I: The current status of art education of Higher Education Institutions in Sichuan Province.**

Through a questionnaire survey of three groups of people, namely college students, full-time art education teachers, and art education managers, the average value of the current status of sustainable art education in six aspects of colleges and universities in Sichuan Province is at a moderate level, among which the level of training objectives is the highest, and the average level of teaching staff is the lowest.

The level of training objectives is at a moderate level. According to the results of the study, the order of training objectives from high to low is as follows: clear goal positioning can help improve students' comprehensiveness; training objectives should be closely integrated with students' personal development needs; objectives should focus on students' practical ability and professional skills; training objectives are clearly defined and communicated.

Art education quality is at a moderate level. According to the results of the study, the order of training objectives from high to low is as follows: school administrators pay enough attention to this field; the comprehensive evaluation system of students needs to be improved; the teaching quality is remarkable, and the overall quality of students is significantly improved; the investment in art education resources, including funds, venues, and personnel, is sufficient; the quality of school art education is satisfactory.

The level of art practice system is at a moderate level. According to the results of the study, the order of practice system from high to low is as follows: students have strong independent practice ability; the practice content is highly consistent with social needs; the practice content is in good accordance with social needs; art practice resources, including venues and funds, are sufficient; resources inside and outside the school are effectively integrated; art practice platforms are convenient and accessible; tutors have high-level capabilities and professional knowledge; art club activities are diverse and can effectively meet student needs; international art practice opportunities are sufficient and accessible.

The level of the Art education Art education practice system is at a moderate level. According to the results of the study, the order of the level of the Art education Art education practice system from high to low is as follows: the quality of classroom teaching meets the standards; the curriculum evaluation system is complete and effective; the art course structure is reasonable and organized; the number of art practice courses is sufficient; public art courses are fully provided and accessible; the content of art courses is diverse and can effectively meet the needs of students.

The level of the system and mechanism is at a moderate level. According to the results of the study, the order of the system and mechanism from high to low is as follows: the system and mechanism should adapt to sustainable development; the system and mechanism should be effective and innovative; resource allocation including funds, venues, and personnel is fully guaranteed; communication and coordination within the school is smooth and effective; information management is up-to-date and effective; the art education evaluation system is comprehensive and effective.

The level of the teaching staff is at a moderate level. According to the results of the study, the order of the teaching staff from high to low is as follows: the number of teachers is sufficient to meet the needs of education; the professional level of teachers is uneven; the number of theoretical research of teachers is

sufficient; the teacher training and promotion mechanism is effective and structured; the teacher evaluation and incentive mechanism is effective and complete.

## Part II: Constructing a sustainable art education development model of higher education institutions in Sichuan Province.

In order to construct a sustainable art education development model of higher education institutions in Sichuan Province, a model of sustainable art education development model of higher education institutions in Sichuan Province was constructed based on the results of focus interviews with 7 experts in Sichuan Province. which mainly includes six aspects: training objectives, Art education Art education practice system, practice system, faculty team, institutional mechanism and teaching quality. The model is a relatively fixed and mutually inclusive model, which can provide theoretical and practical support for the sustainable development of art education of Higher Education Institutions in Sichuan Province.



**Figure 5.1** A brief diagram of the sustainable development model of art education of Higher Education Institutions in Sichuan Province



### Model explanation

In terms of Art education training goals: Incorporate art education training objectives into the overall talent training plan of the school, and construct three levels of art education training objectives, namely, for all students, to enable them to have certain artistic aesthetic ability and humanistic qualities; for students with artistic expertise, focus on artistic skills training, so that students with artistic expertise can become the backbone of artistic activities and the main participants of artistic activities of enterprises and institutions; for top students of art, carry out special art training, so that they can become the inheritors and innovators of art. The classification and stratification objectives are clear and highly operational.

In terms of Art education curriculum system: optimize the curriculum structure, and offer art appreciation courses, art experience practice courses, and art theory courses according to different training objectives. Art theory courses mainly offer aesthetic theory and art history, and art appreciation courses mainly offer auditory appreciation, visual appreciation, and comprehensive appreciation. Art experience practice courses mainly offer art performances and creative practice experiences. By offering a full range of art courses, students can choose from a variety of options. At the same time, we also build interdisciplinary courses, integrate Sichuan's traditional culture and emerging art education content, and enrich the breadth and depth of the courses.

In terms of Art education practice system: we must strengthen the art practice platform, build art studios on campus, and make full use of venues and art bases to carry out practical activities. Strengthen school-enterprise cooperation, cooperate with off-campus art groups, communities, and cultural industrial parks, and build an off-campus practice platform. Strengthen the planning of practical activities, implement the class-college-school three-level art activity system, and systematically carry out club activities, campus cultural activities, community cultural activities, competition activities, and international exchange activities, so that students at different levels can participate in 1-2 art practices.

In terms of Art education teaching staff: establish full-time art education teachers to coordinate and guide the art work of the whole school, select a group of art teachers as part-time teachers, undertake the guidance of relevant courses and practical activities, hire a group of teachers from off-campus art groups, introduce Sichuan traditional culture into the school's art activities, select and form a team of art little teachers mainly composed of professional students, mainly assist teachers in planning, organizing and guiding art activities, and enrich the structure of the teaching staff. At the same time, through a diversified selection and recruitment mechanism, introduce excellent teachers, and through measures such as building a training system, career development incentives and paired assistance, improve the overall teaching ability and level of teachers, thereby improving the overall quality of art education activities.

In terms of Art education system: the school should establish a three-level management leadership system of school-level art education committee-college art education leadership group-culture and sports committee, set up a special art education center to coordinate the art work of the whole school, formulate a long-term implementation plan for the sustainable development of art education, do a good job in top-level design, increase investment in people, money and materials, and formulate mechanisms such as teacher training to ensure the sustainable development of art education.

In terms of Art education quality: establish teaching quality monitoring, ensure the investment of teaching hardware and software, and do a good job in monitoring the entire teaching process and managing teaching archives. Grasp the evaluation of teaching effectiveness, build a diversified course assessment mechanism, evaluate teaching effectiveness, and establish a student feedback mechanism to adjust teaching content and teaching methods in a timely manner. Establish a comprehensive evaluation mechanism for students, evaluate students' artistic literacy, introduce third-party evaluation, and conduct follow-up surveys on graduates to ensure the achievement of educational goals.

### **Part III: Suitability and feasibility of the sustainable art education development model of higher education institutions in Sichuan Province.**

The suitability and feasibility of the six aspects of the sustainable art education development model of higher education institutions in Sichuan Province are at a high level. The average value of suitability ranges from 4.00 to 4.40, and the average value of feasibility ranges from 4.00 to 4.50. Both are at a high level, indicating that this study has high applicability and feasibility.

The suitability and feasibility of art education quality are at a high level, the suitability and feasibility of training objectives are at a high level, the suitability and feasibility of Art education Art education practice system are at a high level, the suitability and feasibility of practice system are at a high level, the suitability and feasibility of teaching staff are at a high level, and the suitability and feasibility of system mechanism are at a high level.

## **Discussion**

The researchers summarized the discussion on the construction of a sustainable art education development model for higher education institutions in Sichuan Province into 3 parts, as follows:

Part I: The current situation of art education of higher education institutions in Sichuan Province.

Part II: Constructing a sustainable art education development model for higher education institutions in Sichuan Province.

Part III: The suitability and feasibility of a sustainable art education development model for higher education institutions in Sichuan Province.

### **Part I: The current status of art education of Higher Education Institutions in Sichuan Province.**

Through the investigation of the current status of art education in 9 colleges and universities in Sichuan Province, including the training objectives, Art education Art education practice system, practice system, faculty, institutional mechanism, and education quality, the average and standard values of these 6 variables were

analyzed, and it was found that the total average of the six aspects of training objectives, Art education Art education practice system, practice system, faculty, institutional mechanism, and education quality was 3.15, which was at a moderate level and needed further improvement.

In terms of training objectives, clear goal positioning can help improve students comprehensiveness and training objectives should be closely integrated with students personal development needs are at a moderate level, which is consistent with the views of Yan (2019), who believes that art education is to cultivate comprehensive people with practical ability, humanistic qualities and creative spirit. Among them, the training objectives are clearly defined and communicated is consistent with the views of Yan (2018), who believes that it is to improve students art appreciation and aesthetic ability through learning art works, art knowledge and practical skills.

In terms of Art education quality, paying enough attention to this field and investment in art education resources (funds, venues, personnel) are at a moderate level, which is consistent with Jia (2019). She believes that school administrators do not pay enough attention and invest insufficient resources, which hinders the development of art education. The quality of school art education is satisfactory and the comprehensive evaluation system for student and needs to be improved are consistent with Zhang and Cheng (2019). They believe that there is still room for improvement in Art education quality and the evaluation of students artistic qualities needs to be further strengthened.

In terms of the art practice system, students have strong independent practice ability and art practice platform is convenient and accessible are at a moderate level, which is consistent with Tian (2013), who believes that schools should provide platforms such as art group activities, practical activities, and literary participation for students to choose from. Effective integration of internal and external resources in the school and good practice content and social needs are consistent with Mu (2018), who believes that school-local cooperation should be carried out according to social needs to improve students art skills. Tutors have

high-level abilities and professional knowledge, opportunities for international art practice are sufficient and accessible, and art club activities are diverse and can effectively meet students' needs are at a moderate level, which is consistent with Shao and Zhang (2018), who believe that practical activities should be carried out with student activities as the center, the level of teacher guidance should be improved, the management of art clubs and practical experiences should be strengthened, and international activities and exchanges should be carried out as much as possible, so as to improve students' overall artistic quality.

In terms of Art education Art education practice system, classroom teaching quality meets standards and curriculum evaluation system is complete and effective are at a moderate level, which is consistent with Ma (2012), who believes that some colleges and universities have defects in Art education Art education practice system, low classroom quality, and imperfect curriculum evaluation system. Art courses are well-structured and organized, the number of art practice courses is sufficient, art courses are fully provided and accessible, and art courses are diverse and can effectively meet students' needs are at a moderate level, which is consistent with Wang (2018), who believes that the management of art education courses of Higher Education Institutions is not up to standard, the provision of elective courses is uneven, and the curriculum construction is insufficient.

In terms of institutional mechanisms, institutional mechanisms should adapt to sustainable development and institutional mechanisms should be effective and innovative are at a moderate level, which is consistent with Pan (2014). She emphasized that efficient management agencies are needed to overcome obstacles in art education, and institutional mechanisms need to maintain consistent policies on sustainability. Communication and coordination within the school are smooth and effective and information management is up-to-date and effective are consistent with Qing (2022). He believes that the management system of some universities is not sound, and it is still relatively vague in terms of management operation, curriculum setting, and information construction, and a scientific system has not been formed. Resource allocation including funds, venues, and personnel are fully guaranteed is

consistent with Wang (2020). She believes that the serious lack of construction funding is an important factor affecting the sustainable development of art education of Higher Education Institutions.

In terms of teaching staff, the number of teachers is sufficient to meet educational needs and the number of teachers' theoretical research is sufficient are at a moderate level, which is consistent with the views of Zhou and Pu (2021). They believe that schools should explore existing expert professors, professional teachers, administrative management teachers, etc., recruit teachers with artistic and cultural expertise, and employ them as part-time art education teachers. The professional level of teachers is uneven, the teacher training and promotion mechanism is effective and structured, and the teacher evaluation and incentive mechanism is effective and complete are at a moderate level, which is consistent with the views of Huo (2017). He believes that it is necessary to optimize the teaching staff, strengthen training and incentives, and improve the comprehensive quality of teachers, because the comprehensive quality of teachers is directly related to the level of art education.

## **Part II: Constructing a sustainable art education development model of higher education institutions in Sichuan Province.**

Through a questionnaire survey on the current status of art education of Higher Education Institutions in Sichuan Province and interviews on existing problems, approaches and influencing factors in step one, SWOT and TOWS were used for data analysis to lay the foundation for the formulation of a scientific and reasonable model draft. Then in step two, based on interviews with 25 vice presidents of art education management of Higher Education Institutions, art education experts and employers, a reference was provided for the construction of the box model draft. Through focus group discussions, a draft of six aspects of the sustainable development art education model was proposed.

In terms of strengthening the training objectives of art education, experts suggest that art education should be included in the overall talent training plan, and should be highly integrated with the growth needs of students, stratified and

classified, specific training objectives should be formulated, and regular evaluation and dynamic adjustment should be made. This is consistent with the view of Yang (2009), who believes that art education is an indispensable education, and that art education should be provided to students in stages and with emphasis from the perspective of improving humanistic literacy, with the main purpose of improving humanistic literacy.

In terms of Art education Art education practice system construction, experts suggest optimizing the curriculum structure, offering art appreciation courses, art practice courses, and art theory courses, and offering a full range of art courses for students to choose from. Secondly, we need to establish interdisciplinary courses, integrate Sichuan's traditional culture and emerging art education content, and enrich the breadth and depth of the courses. Finally, we need to use modern educational technology, strengthen teaching reforms, and improve classroom quality. This coincides with the view of Cai (2020), who proposed to build a new art education model of four-in-one curriculum teaching, practical teaching, educational information construction, and art performance.

In terms of the construction of the art practice system, experts suggest enriching the art practice platform, strengthening school-enterprise cooperation, and improving students' art practice ability. Secondly, we should improve teachers' practical guidance ability, strengthen quality guidance of art clubs, encourage participation in social projects, and improve practical experience. Thirdly, increase international practice opportunities to broaden students' global art vision. Finally, we should improve the practice evaluation system to ensure the effectiveness and quality of practical education. This is consistent with the views of Luo and Zhou (2021). They believe that art education should be supported by the concepts of innovation, coordination, sharing and openness, carry out industry-education integration education, strengthen school-enterprise and school-local cooperation, increase art practice and deepen reform goals, and establish a new five-in-one art education model.

In terms of Art education teaching staff building, experts suggest that a mechanism combining full-time, part-time and hired teachers should be established to introduce outstanding art talents and fully staff art teachers. Continuous professional training should be provided to improve the level of teachers' art education. The teacher incentive mechanism should be optimized to stimulate teachers' enthusiasm for teaching and scientific research. Teachers should be encouraged to develop across disciplines and broaden their knowledge and teaching horizons. This is consistent with the view of Zhang (2020), who believes that inadequate teacher construction is also an important factor affecting Art education quality. It is necessary to strengthen the construction of the art education Art education teaching staff, set up a part of full-time teachers, integrate a group of full-time teachers, recruit some part-time teachers, and improve the overall quality of the teaching team through training and incentives.

In terms of strengthening the system and mechanism, experts suggest that the management mechanism should be streamlined, a full-time institution for art education should be established, top-level design should be strengthened, and the implementation of art education in the whole school should be coordinated. Policies and regulations related to supporting art education should be formulated and improved to ensure the effective allocation of resources. At the same time, mechanism innovation should be promoted, the level of information management should be improved, and the school-enterprise cooperation mechanism should be deepened to ensure the sustainable development of art education. This is consistent with the views of Ge and Zhang (2019). He believes that the strategic model of art education of Higher Education Institutions is to integrate from multiple dimensions at the management level, mechanism level, and operation level, and to improve the operation of the strategic dynamic model of public art education of Higher Education Institutions through top-level coordination mechanisms, collaborative education mechanisms, and interaction mechanisms inside and outside the school.

In terms of Art education quality, experts suggest establishing a quality evaluation system to ensure that the educational effect meets the standards.



Strengthen the evaluation of teaching effects and comprehensively use educational information technology to improve the teaching level of teachers. Improve the construction of student feedback mechanism to ensure the quality of education. Introduce third-party evaluation, improve the comprehensive quality evaluation system of students, and ensure the realization of educational goals. This is consistent with the views of Sui and Lian (2023), who believe that Art education quality should provide diversified and comprehensive evaluation. Use information technology to conduct multi-dimensional, full-process, and three-dimensional examinations of teachers' teaching, students' literacy, etc., incorporate classroom learning, teaching effects, normal homework, stage tests, etc. into the evaluation system, and determine the realization of educational goals through accurate digital portraits of students.

### **Part III: Suitability and feasibility of sustainable art education development model of Higher Education Institutions in Sichuan Province**

The analysis results of this part were evaluated by 5 experts, including 1 university administrator with a doctoral degree or professorial title, 2 experts and scholars with professional background in art education, 1 middle school principal with middle and senior professional titles, and 1 corporate representative with rich experience in human resource management. Rensis Likert (1932) was used to collect data. The average range of suitability was between 4.00 and 4.40, and the average range of feasibility was between 4.00 and 4.50. Both were at a high level, indicating that this study has high applicability and feasibility.

From the evaluation, it can also be found that this research can carry out art education from multiple angles, and students can participate in art interaction in multiple dimensions, thereby improving their art appreciation ability and art skills, and improving their employment competitiveness. At the same time, teachers can also actively participate in art education, promote and inherit excellent culture, improve the quality of art education, promote the all-round development of students, provide strategic support for school development, and contribute to the economic development of Sichuan.

## Suggestions

### Enlightenment

The research results show that the following suggestions are made for constructing a sustainable art education development model of higher education institutions in Sichuan Province:

The training goal is the core and starting point of the sustainable development art education model. It clarifies what kind of people art education should cultivate? How to cultivate talents, the goal may be set to cultivate all-round talents with high aesthetic appreciation, innovative creativity, cultural heritage awareness and good artistic accomplishment. This goal is like a beacon, pointing the way for the construction of the other five aspects. It is suggested that we can start from the following aspects: 1) Incorporate the art education Art education training goals into the overall talent training plan of the school, and clearly express them to inform students; 2) Set goals in a classified and layered manner, and set goals at three levels, namely, for all students, for students with artistic expertise, and for top students in art. 3) Set goals for three levels of people, classify and cultivate them, and make them highly operational.

Curriculum construction is the basis for achieving training objectives, and it can be started from the following aspects: 1) Optimize the curriculum structure and offer a full range of art appreciation courses, art experience practice courses, and art theory courses; 2) According to different training objectives, enrich the content of compulsory courses, elective courses, general courses, etc. to provide students with diverse choices; 3) Construct interdisciplinary courses, integrate Sichuan's traditional culture and emerging art education content, and enrich the breadth and depth of the courses; 4) Use Internet technology to open online courses for students to choose.

The practice system is an important way to achieve the training goal and an extension of the curriculum construction. It is also an important way to cultivate

students' artistic practice ability, innovation ability and comprehensive quality. We can start from the following aspects: 1) Strengthen the construction of the practice platform, build platforms inside and outside the school, and make full use of venues and art bases as well as off-campus school-enterprise cooperation resources to carry out practical interaction; 2) Implement the class-college-school three-level art activity system and streamline the operation mechanism; 3) Cooperate with off-campus art groups, communities and cultural industrial parks to carry out summer art practice activities; 4) Strengthen the planning of practical activities, and systematically carry out club activities, campus cultural activities, community cultural activities, and competition activities; 5) Actively provide opportunities for international exchange activities to broaden students' international horizons.

The teaching staff is the implementer of the sustainable development of art education. The professional quality, teaching ability and artistic level of teachers directly affect the quality of curriculum construction, the guidance effect of the practice system and the degree of achievement of Art education training goals. We can start from the following aspects: 1) Establish full-time art education teachers to coordinate and guide the art work of the whole school; 2) Select a group of art teachers as part-time teachers to undertake the guidance of relevant courses and practical activities; 3) Hire a group of teachers from off-campus art groups to introduce Sichuan traditional culture into school art activities; 4) Select and form a team of art little masters composed mainly of professional students, who mainly assist teachers in planning, organizing and guiding art activities and enrich the structure of the teaching staff. 5) At the same time, we must introduce excellent teachers through a diversified selection and recruitment mechanism; 6) Through the construction of a training system, career development incentives and paired assistance and other measures, we can improve the overall teaching ability and level of teachers, thereby improving the overall quality of art education activities.

The system and mechanism are the guarantee for smooth operation, and provide norms and guarantees for all aspects of the sustainable development of art education. We can start from the following aspects: 1) The school should establish a

three-level leadership system of school-level art education committee - college art education leadership group - cultural and sports committee ; 2) Set up a special art education center to be responsible for coordinating the art work of the whole school; 3) Formulate a long-term implementation plan for the sustainable development of art education and do a good job in top-level design; 4) Increase investment in human, financial and material resources to ensure the effective operation of various tasks; 5) Formulate mechanisms such as teacher training to ensure the sustainable development of art education.

The inspection standard of the comprehensive effect of art education quality is a concentrated reflection of the construction results of all aspects of sustainable development of art education. It can effectively evaluate whether students' artistic accomplishment has been improved. At the same time, its evaluation results can provide feedback and basis for improvements in other aspects, thereby strengthening improvement, adjustment and optimization, and forming a virtuous cycle of sustainable development model. We can start from the following aspects: 1) Increase investment, especially investment in teaching hardware and software, to ensure the smooth progress of all links; 2) Establish teaching quality monitoring, do a good job in monitoring the entire teaching process and teaching archive management; 3) Grasp the evaluation of teaching effects and build a diversified course assessment mechanism; 4) Evaluate teaching effects, establish a student feedback mechanism, and adjust teaching content and teaching methods in a timely manner; 5) Establish a comprehensive student evaluation mechanism to evaluate students' artistic literacy; 6) Introduce third-party evaluation, conduct follow-up surveys on graduates, and ensure the realization of educational goals.

### **Future Research**

This study focuses on the construction of a sustainable art education model of higher education institutions in Sichuan Province. Through theoretical research,

questionnaire surveys, in-depth interviews and statistical analysis, preliminary research results and conclusions have been obtained, which are basically consistent with previous high-level literature. However, these results and conclusions still need to be tested in practice. In the future, the study of the sustainable development of art education models of Higher Education Institutions in Sichuan Province can be carried out from the following aspects:

1. Curriculum innovation and breakthroughs in teaching models. Although personalized courses are mentioned at present, there is still a lack of in-depth research on how to accurately construct a personalized Art education Art education practice system based on students with different majors, different interests and hobbies, and different art foundations. It is possible to explore the use of big data and artificial intelligence technology to tailor art course packages for students. In the digital age, how to better utilize online resources and offline teaching advantages to develop a hybrid teaching model suitable for public art education and improve teaching efficiency and quality needs further research.

2. Build diversified career development support. The school now provides teachers with channels such as professional title promotion, training and research, and participation in international art projects to help their all-round development. How to provide art education teachers with more comprehensive career development planning guidance and a diversified support system, including artistic creation, academic research, social services, etc., is still worthy of in-depth study.

3. Resource integration and environmental optimization. The art education resource sharing mechanism within and between universities has not yet been perfected. How to break down resource barriers, realize the sharing and integration of art venues, equipment, teachers and other resources, and improve resource utilization efficiency requires further research. At the same time, how to attract more social resources to invest in public art education in universities, such as corporate sponsorship, alumni donations, community cooperation, etc., and how to establish a sustainable cooperation model, requires further exploration.

4. Innovation in the evaluation system. Currently, most evaluations are concentrated during the course study period. There is a lack of long-term follow-up evaluation of the improvement of students' artistic literacy after graduation and the impact on their lives and work, making it difficult to comprehensively measure the effectiveness of public art education. At the same time, in addition to the evaluation of students, teachers and schools, how to introduce multiple subjects such as social institutions, parents, and alumni to participate in the evaluation and build a more comprehensive and objective evaluation system requires further research. How to effectively apply the evaluation results to teaching improvement, curriculum adjustment, Art education teaching staff building, and establish a timely and effective feedback mechanism to promote the continuous improvement of the quality of public art education also needs further improvement.

5. Cultural inheritance and innovation. China attaches great importance to the promotion and inheritance of traditional culture. We can explore how to integrate traditional culture and regional culture into courses and practical activities, realize the inheritance and innovation of regional culture, and cultivate students' sense of identity and pride in local culture. There is still a lack of systematic research and practice. At the same time, how to promote the innovation of campus culture and social culture while cultivating students' innovative ability, and through what specific paths to achieve this goal, in-depth research is needed.

These studies lay a solid foundation for the sustainable development of art education from multiple dimensions. By innovating courses, upgrading teachers, and enriching teaching resources, we can create a high-quality educational environment for students. Innovate the evaluation system and accurately feedback the teaching results. And cultural inheritance and innovation research cultivates students' cultural literacy. Overall, it helps students develop in an all-round way and enjoy cutting-edge and diverse high-quality art education.

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## Appendices

## Appendix A

### List of Specialists and Letters of Specialists Invitation for IOC Verification

### List of current interview experts

Name-Surname	Position/Workplace
Professor Wang Chunyang	Sichuan Normal University
Professor He Lijun	Sichuan Normal University Conservatory of Music
Professor Long Hanwu	Vice President of West China Normal University
Professor Cheng Yujing	West China Normal University School of Music
Professor Li Xinggui	Vice President of Chengdu Normal University
Professor Luo Li	Professor Luo Li, Chengdu Normal University Conservatory of Music
Professor Deng Jie	Vice President of Sichuan University of Arts and Sciences
Professor Zhao Ying	Sichuan University of Arts and Sciences Conservatory of Music
Professor Li Zhaohui	Vice President of Leshan Normal University
Professor He Lv	Leshan Normal University Conservatory of Music
Professor Wang Yang	Vice President of Mianyang Normal University
Professor Wang Tong	Mianyang Normal University Conservatory of Music
Professor Chen Xiaochun	President of Neijiang Normal University
Professor Wang Haitao,	Neijiang Normal University Conservatory of Music
Professor Xu Qihu	Vice President of Yibin University
Professor Lei Xiaolan	Yibin University Conservatory of Music
Professor Mao Ying	Vice President of Aba Normal College
Professor long Youcheng	Aba Normal College Conservatory of Music
Li Wei	Chengdu Tianyi School Vice President
Ran Qihao,	Chairman of Chengdu Renhuai Social Work Service Center
Luo Yi	President of Primary School Affiliated to Leshan Normal School
Tian Hualun	President of Leshan Foreign Languages School

Name-Surname	Position/Workplace
Li Jinghan	Minister of Personnel Department Sichuan Desheng Group Vanadium and Titanium Co., Ltd.
Li Hao	President of Yibin No. 3 Middle School Sanjiang New District Campus
Liang Guang	Director of the Student Affairs Office of Sichuan Wenxuan Vocational College

### List of experts evaluating the draft model

Name-Surname	Position/Workplace
Dr. Wu Yaoguo,	Vice Dean of the School of Economics and Management, Leshan Normal University
Professor Luo Jian	Dean of the School of Music, Neijiang Normal University
Professor Zhou Tegus	Dean of the School of Music, Leshan Normal University
Professor Lü Ling,	Teacher of the School of Music, Leshan Normal University
Professor Wang Ping,	Teacher of the School of Music, Sichuan Normal University
Professor Huang Xiaohui	Professor of the School of Music, Yibin University
Professor Liu Yang	Secretary of the Party Committee of the School of Music, Sichuan Normal University

List of participants in the model building focus  
group discussion

Name-Surname	Position/Workplace
Bao Fang	National Director, Sichuan Provincial Cultural Center
Mao Yu, Director	Qionglai Cultural Center, Sichuan Province
Zhang Wei	Principal, Leshan Caotang High School
Zhou Songlin	Deputy General Manager of Huayu Group
Wang Tianfei, Professor	Vice President of Leshan Normal University

Appendix B  
Official Letter



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16 July 2024

Subject: Invitation to validate research instrument  
Dear Assistant Professor Dr. Jintawat Tanamatayarat  
Attachment 1) 2 Questionnaire validity evaluation forms  
2) 1 Interview outline validity evaluation form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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|--|---------------|
| 1. Dr. Thanida Sujariththam                          | Major Advisor |
| 2. Assistant Professor Dr. Sarayuth Sethakhajorn     | Co-Advisor    |
| 3. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The thesis advisory committee recognizes your expertise in education and believes that your recommendations would be invaluable for the further refinement of this research instrument.

With your specialized knowledge, we kindly request your assistance in validating the attached research instrument. In this regard, we would like to take this opportunity to express our deepest gratitude and appreciation for your support.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaen)

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Thonburi, Bangkok, Thailand  
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16 July 2024

Subject: Invitation to validate research instrument  
Dear Associate Professor Dr. Sura Wuttiptom  
Attachment 1) 2 Questionnaire validity evaluation forms  
2) 1 Interview outline validity evaluation form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled “Constructing of a Model of Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province” under the supervision of the following thesis advisory committee:

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Itsaraphap Road, Hiranruchi,  
Thonburi, Bangkok, Thailand  
10600

16 July 2024

Subject: Invitation to validate research instrument  
Dear Assistant Professor Dr. Thittaya Sitthisopasakul  
Attachment 1) 2 Questionnaire validity evaluation forms  
2) 1 Interview outline validity evaluation form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 July 2024

Subject: Invitation to validate research instrument  
Dear Dr. Khagendra Raj Dhakal  
Attachment 1) 2 Questionnaire validity evaluation forms  
2) 1 Interview outline validity evaluation form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 July 2024

Subject: Invitation to validate research instrument  
Dear Dr. Somchai Watcharapunyawong  
Attachment 1) 2 Questionnaire validity evaluation forms  
2) 1 Interview outline validity evaluation form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Wang Chunyang, Sichuan Normal University  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor He Lijun, Sichuan Normal University Conservatory of Music  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Long Hanwu, Vice President of West China Normal University  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Cheng Yujing, West China Normal University School of Music  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor LI Xinggul, Vice President of Chengdu Normal University  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Luo LI, Chengdu Normal University Conservatory of Music  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansorndejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Thonburi, Bangkok, Thailand  
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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Deng Jie, Vice President of Sichuan University of Arts and Sciences  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

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Attachment Interview outline form

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Li Zhaohui, Vice President of Leshan Normal University  
Attachment Interview outline form

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16 August, 2024

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Attachment Interview outline form

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Wang Yang, Vice President of Mianyang Normal University  
Attachment Interview outline form

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Thank you for considering this invitation.

Yours faithfully

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Wang Tong, Mianyang Normal University Conservatory of Music  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Chen Xiaochun, President of Neijiang Normal University  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Wang Haitao, Neijiang Normal University Conservatory of Music  
Attachment Interview outline form

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Xu Qihu, Vice President of Yibin University  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Lei Xiaolan, Yibin University Conservatory of Music  
Attachment Interview outline form

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Thonburi, Bangkok, Thailand  
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16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor Mao Ying, Vice President of Aba Normal College  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Professor long Youcheng, Aba Normal College Conservatory of Music  
Attachment Interview outline form

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear LI Wei, Chengdu Tianyi School Vice President  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Ran Qihao, Chairman of Chengdu Renhui Social Work Service Center  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Itsaraphap Road, Hiranruchi,  
Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Luo Yi, President of Primary School Affiliated to Leshan Normal School  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Tian Hualun, President of Leshan Foreign Languages School  
Attachment Interview outline form

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Itsaraphap Road, Hiranruchi,  
Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Li Jinghan, Minister of Personnel Department Sichuan Desheng Group Vanadium and Titanium Co., Ltd.  
Attachment Interview outline form

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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Thonburi, Bangkok, Thailand  
10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Li Hao, President of Yibin No. 3 Middle School Sanjiang New District Campus  
Attachment Interview outline form

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10600

16 August, 2024

Subject Invitation to join an interview as an expert  
Dear Liang Guang, Director of the Student Affairs Office of Sichuan Wenxuan Vocational College  
Attachment Interview outline form

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Itsaraphap Road, Hiranruchi,  
Thonburi, Bangkok, Thailand  
10600

9 September, 2024

**Subject** Invitation to join a focus group discussion as an expert  
**Dear** Dr. Wu Yaoquo, Vice Dean of the School of Economics and Management, Leshan Normal University

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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9 September, 2024

Subject Invitation to join a focus group discussion as an expert  
Dear Professor Luo Jian, Dean of the School of Music, Neijiang Normal University

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9 September, 2024

Subject Invitation to join a focus group discussion as an expert  
Dear Professor Zhou Tegusi, Dean of the School of Music, Leshan Normal University

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9 September, 2024

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Dear Professor Lyu Ling, Teacher of the School of Music, Leshan Normal University

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| 3. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The thesis advisory committee, along with the student, recognizes your expertise in art education. As such, the graduate school would like to formally invite you to join a focus group discussion as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

Thank you for considering this invitation.

Yours faithfully

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9 September, 2024

Subject Invitation to join a focus group discussion as an expert  
Dear Professor Huang Xiaohui, Professor of the School of Music, Yibin University

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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|--|---------------|
| 1. Dr. Thanida Sujarittam                            | Major Advisor |
| 2. Assistant Professor Dr. Sarayuth Sethakhajorn     | Co-Advisor    |
| 3. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The thesis advisory committee, along with the student, recognizes your expertise in art education. As such, the graduate school would like to formally invite you to join a focus group discussion as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

Thank you for considering this invitation.

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Thonburi, Bangkok, Thailand  
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9 September, 2024

Subject Invitation to join a focus group discussion as an expert  
Dear Professor Liu Yang, Secretary of the Party Committee of the School of Music,  
Sichuan Normal University

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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20 December, 2024

Subject Invitation to participate in the strategic assessment as an expert  
Dear Bao Fang, National Director, Sichuan Provincial Cultural Center  
Attachment Evaluation of the suitability and feasibility of sustainable development art education model

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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| 2. Associate Professor Dr. Sarayuth Sethakhajorn     | Co-Advisor    |
| 3. Associate Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The primary focus of this research is to constructing a model of art education for sustainable development of Higher Education Institutions in Sichuan province. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the models under consideration and to provide feedback on these models. Your insights will be instrumental in promoting constructing a model of art education for sustainable development. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

Yours faithfully

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20 December, 2024

Subject Invitation to participate in the strategic assessment as an expert  
Dear Mao Yu, Director, Qionglai Cultural Center, Sichuan Province  
Attachment Evaluation of the suitability and feasibility of sustainable development art education model

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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|--|---------------|
| 1. Dr. Thanida Sujarittham                           | Major Advisor |
| 2. Associate Professor Dr. Sarayuth Sethakhajorn     | Co-Advisor    |
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The primary focus of this research is to constructing a model of art education for sustainable development of Higher Education Institutions in Sichuan province. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the models under consideration and to provide feedback on these models. Your insights will be instrumental in promoting constructing a model of art education for sustainable development. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

Yours faithfully

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Thonburi, Bangkok, Thailand  
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20 December, 2024

Subject Invitation to participate in the strategic assessment as an expert  
Dear Zhang Wei, Principal, Leshan Caotang High School  
Attachment Evaluation of the suitability and feasibility of sustainable development art education model

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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| 3. Associate Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The primary focus of this research is to constructing a model of art education for sustainable development of Higher Education Institutions in Sichuan province. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the models under consideration and to provide feedback on these models. Your insights will be instrumental in promoting constructing a model of art education for sustainable development. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

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20 December, 2024

Subject Invitation to participate in the strategic assessment as an expert  
Dear Zhou Songlin, Deputy General Manager of Huayu Group  
Attachment Evaluation of the suitability and feasibility of sustainable development art education model

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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| 3. Associate Professor Dr. Phatchareephorn Bangkheow | Co-Advisor    |

The primary focus of this research is to constructing a model of art education for sustainable development of Higher Education Institutions in Sichuan province. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the models under consideration and to provide feedback on these models. Your insights will be instrumental in promoting constructing a model of art education for sustainable development. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

Yours faithfully

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20 December, 2024

Subject Invitation to participate in the strategic assessment as an expert  
Dear Wang Tianfei, Professor, Vice President of Leshan Normal University  
Attachment Evaluation of the suitability and feasibility of sustainable development art education model

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province" under the supervision of the following thesis advisory committee:

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| 1. Dr. Thanida Sujarittham                           | Major Advisor |
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The primary focus of this research is to constructing a model of art education for sustainable development of Higher Education Institutions in Sichuan province. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the models under consideration and to provide feedback on these models. Your insights will be instrumental in promoting constructing a model of art education for sustainable development. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

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## Appendix C

### Research Instrument

## Questionnaire on the Current Status of Art Education of Higher Education Institutions in Sichuan Province (For students)

### Directions:

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. The data from this study will be used for the following research purposes:

1. To study the current status of art education of higher education institutions in Sichuan Province.
2. Respondents: Students from higher education institutions in Sichuan Province.
3. Questionnaire type: Closed-ended questions, divided into two parts. The first part is the personal information of the respondents; the second part is a questionnaire survey on the current status of art education of higher education institutions in Sichuan Province. According to the actual situation, select the corresponding grade number in the corresponding grid of the total score.

The answers you provide will only be used for overall statistical analysis and will never be processed individually or released publicly. This information will be kept strictly confidential. You do not need to provide your personal name when filling out the questionnaire, please feel free to answer.

**Part I Respondents' Personal Information**

1. Gender

☐ Male ☐ Female

2. Age

☐ 16 - 21 years old ☐ Over 22 years old

3. Year of Study

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

4. Professional disciplines

☐ Liberal Arts ☐ Science ☐ Comprehensive

**Part II Survey Questionnaire on the Current Status of Art Education of higher education institutions in Sichuan Province**

**Instructions:** Please read the following items carefully and select one from the five levels according to the following criteria based on the actual situation. The specific situation is as follows:

5 means you strongly agree with its content.

4 means you completely agree with the content.

3 means you are neutral about the content.

2 means you do not completely agree with the content.

1 means you do not strongly agree with the content.

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
Art education training goals	Clear Art education training goals						
	Closely integrated with students' individual development needs						
	Pay attention to students' practical ability						
	Pay attention to the sustainable development of students' comprehensive quality						
Curriculum	Rich art courses to meet students' needs						
	There are many practical courses and students can choose from a wide range of						
	There are many practical courses and students can choose from a wide range of						
Curriculum	The course time arrangement is scientific and reasonable						
	Teachers have diverse teaching methods and high classroom quality						
Artistic practice system	Resources allocated for artistic practice, including venues and funds, are adequate						
	Art practice activities are diverse and there are ample opportunities available						
	The guidance abilities of instructors vary						

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
	Opportunities for international art practice are readily available						
	Students' ability to practice independently is well-developed						
	Art club activities are varied and effectively meet students' needs						
	Art practice activities can effectively improve students' practical abilities						
Art education quality	School administrators give adequate attention to this area						
	The quality of teaching is remarkable, and the overall quality of students has improved significantly						
	Investment in art education resources, including funds, venues, and personnel, is sufficient						
	The objectives of student education evaluation are clear, and the evaluation system is comprehensive						
	The quality of the school's art education is satisfactory						

**Questionnaire on the Current Status of Art Education of Higher  
Education Institutions in Sichuan Province  
(For art teachers and Arts Education Administrator)**

**Directions:**

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. The data from this study will be used for the following research purposes:

1. To study the current status of art education of higher education institutions in Sichuan Province.
2. Respondents: For art teachers and Arts Education Administrator from higher education institutions in Sichuan Province.
3. Questionnaire type: Closed-ended questions, divided into two parts. The first part is the personal information of the respondents; the second part is a questionnaire survey on the current status of art education of higher education institutions in Sichuan Province. According to the actual situation, select the corresponding grade number in the corresponding grid of the total score.

The answers you provide will only be used for overall statistical analysis and will never be processed individually or released publicly. This information will be kept strictly confidential. You do not need to provide your personal name when filling out the questionnaire, please feel free to answer.



### Part I Respondents' Personal Information

1. Gender

☐ Male

☐ Female

2. Age

☐ 30-40 years old

☐ 40-50 years old

☐ Over 50 years old

3. Educational qualifications

☐ Undergraduate

☐ Master's degree student

☐ PhD student

4. Professional title

☐ Junior/Assistant Teachers

☐ Intermediate/Lecturer

☐ Associate Senior/Associate Professor

☐ Full Senior/Professor

5. Working years

☐ Less than 10 years

☐ 10-20 years

☐ 20-25 years

☐ More than 25 years

### Part II Survey Questionnaire on the Current Status of Art Education of higher education institutions in Sichuan Province

**Instructions:** Please read the following items carefully and select one from the five levels according to the following criteria based on the actual situation. The specific situation is as follows:

5 means you strongly agree with its content.

4 means you completely agree with the content.

3 means you are neutral about the content.

2 means you do not completely agree with the content.

1 means you do not strongly agree with the content.

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
Art education training goals	The goals of the training are clearly defined and communicated						
	The training is closely integrated with students' individual development needs						
	Trainings can help improve students' comprehensive quality and creativity						
	Trainings focus on students' practical abilities and professional skills						
Art education system aspects	Institutional mechanisms are well-adapted to sustainable development						
	The system is effective, relevant, and innovative						
	Resource allocation, including funds, venues, and personnel, is adequately guaranteed						
	Information management is up-to-date and effective						
	The art education evaluation system is comprehensive and effective						
	Communication and coordination within the school are smooth and effective						
Art education training goals	The goals of the training are clearly defined and communicated						
	The training is closely integrated with students' individual development needs						
	Trainings can help improve students' comprehensive quality and creativity						

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
	Trainings focus on students' practical abilities and professional skills						
Art education system aspects	Institutional mechanisms are well-adapted to sustainable development						
	The system is effective, relevant, and innovative						
	Resource allocation, including funds, venues, and personnel, is adequately guaranteed						
	Information management is up-to-date and effective						
	The art education evaluation system is comprehensive and effective						
	Communication and coordination within the school are smooth and effective						
Curriculum	Public art courses are fully available and accessible						
	The content of art courses is diverse and effectively meets students' needs						
	The art curriculum is well-structured and organized						
	There is an adequate number of art practice courses available						
	The quality of classroom teaching meets standards						
	The course evaluation system is complete and effective						

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
Art education teachers	The number of teaching staff is sufficient to meet educational needs						
	The professional levels of teachers vary						
	The teacher training and promotion mechanism is effective and well-structured						
	The teacher evaluation and incentive mechanism is effective and well-developed						
	The amount of theoretical research on teachers is adequate						
artistic practice	Resources allocated for artistic practice, including venues and funds, are sufficient						
	Art practice platforms are readily available and accessible						
	Instructors have a high level of ability and expertise						
	Resources are effectively integrated both inside and outside the school						
	Opportunities for international art practice are ample and accessible						
	Art club activities are diverse and effectively meet students' needs						
	Students have a strong ability to practice independently						
	Practical content is well-aligned with social needs						

dimension (math.)	Questions	Level					Remarks
		1	2	3	4	5	
artistic practice	Resources allocated for artistic practice, including venues and funds, are sufficient						
	Art practice platforms are readily available and accessible						
	Instructors have a high level of ability and expertise						
	Resources are effectively integrated both inside and outside the school						
	Opportunities for international art practice are ample and accessible						
	Art club activities are diverse and effectively meet students' needs						
	Students have a strong ability to practice independently						
Art education quality	Practical content is well-aligned with social needs						
	School administrators give adequate attention to this area						
	The quality of teaching is remarkable, and the overall quality of students has improved significantly						
	Investment in art education resources, including funds, venues, and personnel, is sufficient						
	The objectives of student education evaluation are clear, and the evaluation system is comprehensive						
	The quality of the school's art education is satisfactory						

An overview of the problems, approaches and influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province

(For The vice president in charge of art education, experts, and employers visited)

**Directions:**

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. The data from this study will be used for the following research purposes:

1. Study the current status of sustainable development of art education of Higher Education Institutions in Sichuan Province.

2. Interview topics: Vice presidents in charge of art education of Higher Education Institutions in Sichuan Province, art experts and employers.

3. Interview type: open-ended questions, divided into two parts. The first part is the personal information of the interviewee; the second part is an interview overview of the problems, approaches and influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province.

The answers you provide will only be used for overall statistical analysis and will never be processed individually or released publicly. This information will be kept strictly confidential.

### Part I Personal information of interviewees

1. Name (interviewee):
2. Gender:
3. Position: ☐ Vice-Principal ☐ Art education expert ☐ Employers
4. Interview date:
5. School/ unit:

### Part II An overview of the problems, approaches and influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province

- 1) What role do you think art education can play in improving students' employability?

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- 2) What problems do you think exist in the current art education goals of higher education institutions in Sichuan Province?

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- 3) What problems do you think exist in the current art education system and mechanism of higher education institutions in Sichuan Province?

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- 4) What problems do you think exist in the current art education curriculum of higher education institutions in Sichuan Province?

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5) What issues do you think exist in the construction of the faculty for arts education of higher education institutions in Sichuan Province?

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6) What problems do you think exist in the current art education practice activities of higher education institutions in Sichuan Province?

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7) What problems do you think exist in the current quality of art education of higher education institutions in Sichuan Province?

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8) What do you think are the advantages, disadvantages, opportunities and threats for the sustainable development of art education in Sichuan's higher education institutions?

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**A draft outline for the construction of a sustainable art education  
model of higher education institutions in Sichuan Province  
(For Related experts)**

**Directions:**

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. The data from this study will be used for the following research purposes:

1. A draft of the art education model for the sustainable development of colleges and universities in Sichuan Province
2. Interview topics: Related experts) in Sichuan Province, art experts and employers.
3. Interview type: open-ended questions, divided into two parts. The first part is the personal information of the interviewee; the second An interview outline on the construction of a sustainable art education model of higher education institutions in Sichuan Province

The answers you provide will be used for overall statistical analysis and will never be processed individually or released publicly. This information will be kept strictly confidential.

**Part I Personal information of interviewees**

1. Name (interviewee):
2. Gender:
3. Position: ☐ Vice-Principal ☐ Art education expert ☐ Employers
4. Interview date:
5. School/ unit:

## Part II An interview outline on the construction of a sustainable art education model of higher education institutions in Sichuan Province

1) Could you briefly introduce the main practices of your institution's sustainable art education model?

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2) In your opinion, how can the cultivation goals for sustainable art education of higher education institutions in Sichuan Province be improved?

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3) How do you think the art education system and mechanisms of higher education institutions in Sichuan Province can be improved?

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4) How do you think the construction of the art education Art education Art education practice system of higher education institutions in Sichuan Province can be strengthened?

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5) How do you think the faculty development for art education of higher education institutions in Sichuan Province can be enhanced?

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6) How do you think the art practice system within art education of higher education institutions in Sichuan Province can be improved?

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7) How can the current quality of art education of higher education institutions in Sichuan Province be improved?

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8) From which aspects do you think we should start when building a sustainable art education model for higher education institutions in Sichuan Province?

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9) Do you have any other suggestions for building a sustainable art education model of higher education institutions in Sichuan Province?

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**Evaluation of the draft model of sustainable development of art  
education of Higher Education Institutions in Sichuan Province  
(For Five experts)**

**Directions:**

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. A sustainable art education model for higher education institutions in Sichuan Province has been established. Please evaluate it based on your experience and expertise.

**Part I Personal information of interviewees**

1. Name (interviewee):
2. Gender:
3. Position: ☐ Art education expert ☐ Employers
4. Interview date:
5. School/ unit:

**Part II Interview outline for the draft model of sustainable art education of  
Higher Education Institutions in Sichuan Province**

Please make revision suggestions for the draft model of sustainable development of art education of higher education institutions in Sichuan Province

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Evaluation on the suitability and feasibility of the art education model for sustainable development of Higher Education Institutions in Sichuan Province

Mr. Li Dong is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is completing his thesis research Constructing of a Model of Art Education for Sustainable Development of Higher Education Institutions in Sichuan Province under the guidance of his tutor Dr. Thanida Sujarittham, Assistant Professor Dr. Sarayuth Sethakhajorn, and Assistant Professor Dr. Phatchareephorn Bangkheow. A sustainable art education model for higher education institutions in Sichuan Province has been established. Based on your expertise and experience, please evaluate the suitability and feasibility of the sustainable development art education model for higher education institutions in Sichuan Province.

#### **Part I Information of interviewees**

1. Name (interviewee):
2. Interview date:
3. Interview duration:

#### **Part II Questionnaire on the suitability and feasibility of the art education model for sustainable development of Higher Education Institutions in Sichuan Province**

**Instructions:** Please fill in the following table according to your actual situation

5 means you STRONGLY agree with the contents.

4 means you QUITE agree with the contents.

3 means you remain NEUTRAL with the contents.

2 means you DO NOT QUITE agree with the contents.

1 means you DO NOT STRONGLY agree with the contents.









Appendix D

The Results of the Quality Analysis of  
Research Instruments

## Questionnaire IOC value test

Appendix 1: Questionnaire validity evaluation form Survey  
 Questionnaire on the Current Situation of Art Education of higher  
 education institutions of Sichuan Province (Student Version)

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
Art education training goals	Clear Art education training goals	1	1	1	1	1	1.00	valid
	Closely integrated with students' individual development needs	1	1	1	1	1	1.00	valid
	Pay attention to students' practical ability	1	1	1	1	1	1.00	valid
	Pay attention to the sustainable development of students' comprehensive quality	1	1	1	1	1	1.00	Valid
Curriculum	Rich art courses to meet students' needs	1	1	1	1	1	1.00	valid
	There are many practical courses and students can choose from a wide range of	1	1	1	1	1	1.00	valid
	There are many practical courses and students can choose from a wide range of	1	1	1	1	1	1.00	Valid
Curriculum	The course time arrangement is scientific and reasonable	1	1	1	1	1	1.00	valid
	Teachers have diverse teaching methods and high classroom quality	1	1	1	1	1	1.00	Valid

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
Artistic practice system	Resources allocated for artistic practice, including venues and funds, are adequate	1	1	1	1	1	1.00	valid
	Art practice activities are diverse and there are ample opportunities available	1	1	1	1	1	1.00	Valid
Artistic practice system	The guidance abilities of instructors vary	1	1	1	1	1	1.00	valid
	Opportunities for international art practice are readily available	1	1	1	1	1	1.00	valid
	Students' ability to practice independently is well-developed	1	1	0	1	1	0.80	valid
	Art club activities are varied and effectively meet students' needs	1	1	1	1	1	1.00	valid
	Art practice activities can effectively improve students' practical abilities	1	1	1	1	1	1.00	Valid
Art education quality	School administrators give adequate attention to this area	1	1	1	1	1	1.00	valid
	The quality of teaching is remarkable, and the overall quality of students has improved significantly	1	1	1	0	1	0.80	Valid
	Investment in art education resources, including funds, venues, and personnel, is sufficient	1	1	1	1	1	1.00	valid
	The objectives of student education evaluation are clear,	1	1	1	1	1	1.00	valid

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
	and the evaluation system is comprehensive							
	The quality of the school's art education is satisfactory	1	1	1	1	1	1.00	valid

Appendix 2: Questionnaire validity evaluation form Survey  
Questionnaire on the Current Situation of Art Education of higher  
education institutions of Sichuan Province  
(For art teachers and Arts Education Administrator)

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
Art education training goals	The goals of the training are clearly defined and communicated	1	1	1	1	1	1.00	valid
	The training is closely integrated with students' individual development needs	1	1	1	1	1	1.00	valid
	Trainings can help improve students' comprehensive quality and creativity	1	1	1	1	1	1.00	valid
	Trainings focus on students' practical abilities and professional skills	1	1	1	1	1	1.00	Valid
Art education system aspects	Institutional mechanisms are well-adapted to sustainable development	1	1	1	1	1	1.00	valid
	The system is effective, relevant, and innovative	1	1	1	1	1	1.00	valid
	Resource allocation, including funds, venues, and personnel, is adequately guaranteed	1	1	0	1	1	0.80	valid
	Information management is up-to-date and effective	1	1	1	1	1	1.00	valid

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
	The art education evaluation system is comprehensive and effective	1	1	1	1	1	1.00	valid
	Communication and coordination within the school are smooth and effective	1	1	1	1	1	1.00	Valid
Curriculum	Public art courses are fully available and accessible	1	1	1	1	1	1.00	valid
	The content of art courses is diverse and effectively meets students' needs	1	1	1	1	1	1.00	valid
	The art curriculum is well-structured and organized	1	1	1	1	1	1.00	valid
	There is an adequate number of art practice courses available	1	1	1	1	1	1.00	valid
	The quality of classroom teaching meets standards	1	1	1	1	1	1.00	valid
	The course evaluation system is complete and effective	1	1	1	1	1	1.00	Valid
Art education teachers	The number of teaching staff is sufficient to meet educational needs	1	1	0	1	1	0.80	valid
	The professional levels of teachers vary	1	1	1	1	1	1.00	valid
	The teacher training and promotion mechanism is effective and well-structured	1	1	1	1	1	1.00	valid

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
	The teacher evaluation and incentive mechanism is effective and well-developed	1	1	1	1	1	1.00	valid
	The amount of theoretical research on teachers is adequate	1	1	1	1	1	1.00	Valid
artistic practice	Resources allocated for artistic practice, including venues and funds, are sufficient	1	1	1	1	1	1.00	valid
	Art practice platforms are readily available and accessible	1	1	1	1	1	1.00	valid
	Instructors have a high level of ability and expertise	1	1	1	1	1	1.00	valid
	Resources are effectively integrated both inside and outside the school	1	1	1	1	0	0.80	valid
	Opportunities for international art practice are ample and accessible	1	1	1	1	1	1.00	valid
	Art club activities are diverse and effectively meet students' needs	1	1	1	1	1	1.00	valid
	Students have a strong ability to practice independently	1	1	0	1	1	0.80	valid
	Practical content is well-aligned with social needs	1	1	1	1	1	1.00	Valid
Art education quality	School administrators give adequate attention to this area	1	1	1	1	1	1.00	valid
	The quality of teaching is remarkable, and the overall quality of students has improved significantly	1	1	1	1	1	1.00	valid

dimension	Questions	Experts rating					IOC	Validity
		5	4	3	2	1		
	Investment in art education resources, including funds, venues, and personnel, is sufficient	1	1	1	1	1	1.00	valid
	The objectives of student education evaluation are clear, and the evaluation system is comprehensive	1	1	1	1	1	1.00	valid
	The quality of the school's art education is satisfactory	1	1	1	1	1	1.00	valid



## Interview outline form IOC value detection

Appendix 3: An overview of the problems, approaches and influencing factors of sustainable development of art education of Higher Education Institutions in Sichuan Province(For The vice president in charge of art education, experts, and employers visited)

No.	Questions	Experts rating					IOC	Validity
		1	2	3	4	5		
1	What role do you think art education can play in improving students' employability?	1	1	1	1	1	1.00	valid
2	What problems do you think exist in the current art education goals of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	valid
3	What problems do you think exist in the current art education system and mechanism of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	valid
4	What problems do you think exist in the current art education curriculum of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	valid
5	What issues do you think exist in the construction of the faculty for arts education of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	Valid

6	What problems do you think exist in the current art education practice activities of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	Valid
7	What problems do you think exist in the current quality of art education of higher education institutions in Sichuan Province?	1	1	0	1	1	0.80	valid
8	What do you think are the advantages, disadvantages, opportunities and threats for the sustainable development of art education in Sichuan's higher education institutions?	1	1	1	1	1	1.00	Valid

A draft outline for the construction of a sustainable art education  
model of higher education institutions in Sichuan Province  
(For Related experts)

Appendix 4: A draft outline for the construction of a sustainable art  
education model of higher education institutions in Sichuan Province

No.	Questions	Experts rating					IOC	Validity
		1	2	3	4	5		
1	Could you briefly introduce the main practices of your institution's sustainable art education model?	1	1	1	1	1	1.00	valid
2	In your opinion, how can the cultivation goals for sustainable art education of higher education institutions in Sichuan Province be improved?	1	1	1	1	1	1.00	valid
3	How do you think the art education system and mechanisms of higher education institutions in Sichuan Province can be improved?	1	1	1	1	1	1.00	Valid
4	How do you think the construction of the art education Art education Art education practice system of higher education institutions in Sichuan Province can be strengthened?	1	1	1	1	1	1.00	valid
5	How do you think the faculty development for art education of higher education institutions in Sichuan Province can be enhanced?	1	1	1	1	1	1.00	Valid

6	How do you think the art practice system within art education of higher education institutions in Sichuan Province can be improved?	1	1	1	1	1	1.00	valid
7	How can the current quality of art education of higher education institutions in Sichuan Province be improved?	1	1	0	1	1	0.80	valid
8	From which aspects do you think we should start when building a sustainable art education model for higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	Valid
9	Do you have any other suggestions for building a sustainable art education model of higher education institutions in Sichuan Province?	1	1	1	1	1	1.00	valid

Appendix E  
Certificate of English



This is to certify that

***Mr. Dong Li***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 12<sup>th</sup> February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradej)  
Director

## Appendix F

### The Document for Acceptance Research



**The Editorial Board of International Education Studies  
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February 2, 2025

**Dear Li Dong,**

Thanks for your submission of paper to *International Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 18, No. 6, in December 2025.

Title: Perspectives on Art Education for Sustainable Development in Higher Education Institutions in Sichuan Province

Authors: Li Dong, Thanida Sujarittham, Sarayuth Sethakhajorn, Phatchareephorn Bangkheow, Jintawat Tanamatayarat, Trai Unyapoti, Sura Wuttirom & Nathiphat Phungphrom

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Chris Lee

On behalf of,

The Editorial Board of *International Education Studies*  
Canadian Center of Science and Education



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