The Impact University Art Museum Exhibition on Higher Art Education: A Case Study of The Sichuan University Art Museum Exhibition, China

Jiaying Chen and Bijay Sigdel
Shinawatra University, Thailand
Corresponding Author, E-mail:1725502672@qq.com

****

Abstracts

This article aimed to study (1) factors affecting higher art education in university art museum exhibitions. (2) How university art museum exhibitions influence higher art education (3) Suggestions for university art exhibitions to enhance university art education. The sample was the audience of an art museum exhibition at Sichuan University, Sichuan Province, China. The random sampling survey method was adopted. 1200 questionnaires were distributed to the respondents, and 1077 were recovered. The results are as follows:

1) University art museum exhibitions have the same educational attributes as schools. They are the backing, support, and reference of school art education and a compensatory mechanism that supplements the subject curriculum.

2) As an art museum, its main job is to exhibit the visual arts. In the museum, we can see the artistic creations with the highest artistic attainments and standards in a certain period, the artistic creations of excellent artists in different stages, and the works of many new artists. Therefore, the systematic exhibition of works of art can impact the public's artistic value standard and aesthetic orientation.

3) The construction of a perfect exhibition mode in university art museums can play a significant role in promoting learning by the exhibition, promoting exchange and cooperation by the exhibition, promoting publicity and promotion by the exhibition, promoting campus culture construction by the exhibition, and promoting talent training by the exhibition.

Keywords: University art museum; Higher Art Education; Exhibition

Introduction

Art education is an extension of social culture and a transformation. Many universities attach too much importance to professional education and neglect art education. Regarding curriculum setting and concept application, higher art education in colleges and universities generally focuses on the cultural fields of skill cultivation, deficiency criticism, and art learning. Students need more aesthetic feeling and creative thinking, and the cultivation of the art education curriculum has significant limitations. For most comprehensive universities in China, art museums are not used in teaching practice. Therefore, how to communicate information to the audience through the discourse mode of exhibition, make full use of the cultural function, and display the framework of the exhibition theme is also a problem faced by university art museum exhibitions in higher art education. Relying on university resources, university art museums play an essential role in academic research, talent training, art education, and creation, which is an incomparable advantage over other art museum types. It

is the status and development requirements of university art museums themselves. It also determines that university art museums should further integrate campus resources, not only to undertake the functions of collection, display, and exhibition but also to undertake the maximum spread of culture and art and maximize the external communication window of the radiation surface to maximize the educational function of university art museums. By planning and organizing various exhibitions, the University Art Museum demonstrates its cultural heritage, academic atmosphere, public participation, and interest in building a link between artistic innovation and the aesthetic field.

Research Objectives

1. Study the factors influencing higher art education in university art museum exhibitions.

The exhibition is one of the forms of expression in which works of art are finally presented to the audience. It also provides a platform for communication between the author and the audience. At present, the purpose of the exhibition is not only to display artworks but also a place for critics to express their opinions and exchange opinions. It is also a class for the masses to introduce the edification of art and a vital link in the market economy.

2. Study how university art museum exhibitions influence higher art education.

The diverse content of the exhibition can provide students with a broader artistic vision and creative inspiration. The audience can gain specific knowledge and insight from watching the exhibition, but from a deep level, such knowledge and insight not only from the exhibits themselves but also from the curatorial themes and concepts outside the exhibition hall.

3. Study how to improve the university art exhibition for higher art education methods.

A diversified, comprehensive university has a comprehensive range of disciplines and profound academic research strengths. The close combination of artistic creation, research, and quality education can broaden art majors' teaching approaches and strengthen art's academic research. Improving college students' aesthetic ability and appreciation level has also become a key goal.

Literature Review

1.Theoretical Basis

The Generic Learning Outcomes. Derived from an interdisciplinary research team led by Professor Eilean Hooper Greenhill, this tool aims to measure the impact of learning in museums, libraries, and archives. This theory has five dimensions: Knowledge and understanding, Enjoyment, Inspiration, Creativity, Skills, Attitudes and Values, and Action Behavior. Progression(Hooper-Greenhill, 2004a), Figure 1. Progression(Hooper-Greenhill, 2004a). General learning outcomes help convey museums' impact on visitors (Jelavi et al., 2012 : 16 - 21).

Figure 1 The Learning Impact Research Project (LIRP)

Source：Eilean Hooper-Greenhill（2004：151-174.）

Marxist theory of the comprehensive development of human beings. Marx believed that art was a way for human beings to master the world (C. Zhou, 2019 : 214). In the new era, research on the overall development of college students is an indispensable subject in the overall development of human beings (Fan, 2020 : 145). Build an education and teaching system featuring the overall development of morality, intelligence, physical fitness, the United States, and labor (Fan, 2020 : 241).

Constructivism theory. Learning is not the transfer of knowledge from teachers to students but the process by which students actively construct their knowledge. Learners are not passive stimulus recipients but active constructors of their knowledge (Peng, 2009 : 140-141.). Through the creative application of constructivism to exhibitions and educational activities, museums can cultivate people's creativity, which focuses on the human or natural meaning of the museum's "objects." This care enhances the audience's creativity (Lan, 2015 : 144-149.)

2. The University Art Museum exhibition

The exhibition embodies space art, which skillfully integrates cultural relics, texts, and display space (Y. Zhang, 2023 : 131-135+199-200.) An exhibition is an exhibition in a specific space based on physical exhibits and academic research results, assisted by art or technology auxiliary exhibits, with display equipment as a platform, based on specific communication or education purposes, with unique interpretation methods and learning order, and following a particular exhibition theme, structure, content, and art form. It is an intuitive and vivid sequence of artistic images to display ideas, knowledge and information, values, and emotions.

3. Higher art education

Higher art education in China is a broad area, covering all art-related school activities inside and outside the classroom. Not only are art electives set up, but some universities guide students to carry out healthy aesthetic activities by organizing various lectures targeted at the current reality of school art education and social and cultural phenomena (Zhuo, 2014 : 104-108.).

Based on the above literature review, we will construct a conceptual framework according to the above concepts. This conceptual framework will involve the following aspects: definition, classification, relationship, evaluation criteria, and practical application. By organizing these elements, we will provide a systematic understanding of this study and provide direction for future research.

Research Methodology

The purpose of this study is to explore how the Sichuan University Art Museum exhibition influences higher art education in Sichuan Province. In order to achieve this goal, the structural equation model method is adopted in this study. The specific research steps are as follows: 1. Literature review: systematically collect and sort out literature in related fields to establish a theoretical framework, propose research hypotheses, determine measurement tools and their corresponding measurement indicators, and lay the foundation for subsequent empirical research. 2. Questionnaire survey: This study used a questionnaire survey to obtain quantitative data. The investigation process is divided into the pilot stage and the formal stage. The pilot stage aims to evaluate the feasibility and validity of the questionnaire, while the formal stage is used to collect a large amount of empirical data. 3. Statistical analysis: Conduct in-depth statistical analysis of the collected data, including descriptive statistical analysis, exploratory factor analysis, confirmatory factor analysis, and hypothesis testing. The intrinsic relationship between higher art education and university art museum exhibitions is revealed through SPSS and AMOS software data processing.

This study aims to evaluate the impact of university art museum exhibitions on higher art education and provide a theoretical basis and practical suggestions for improving the quality of art education. Throughout the study, we focused on maintaining accuracy, clarity, and rigor in academic expression.
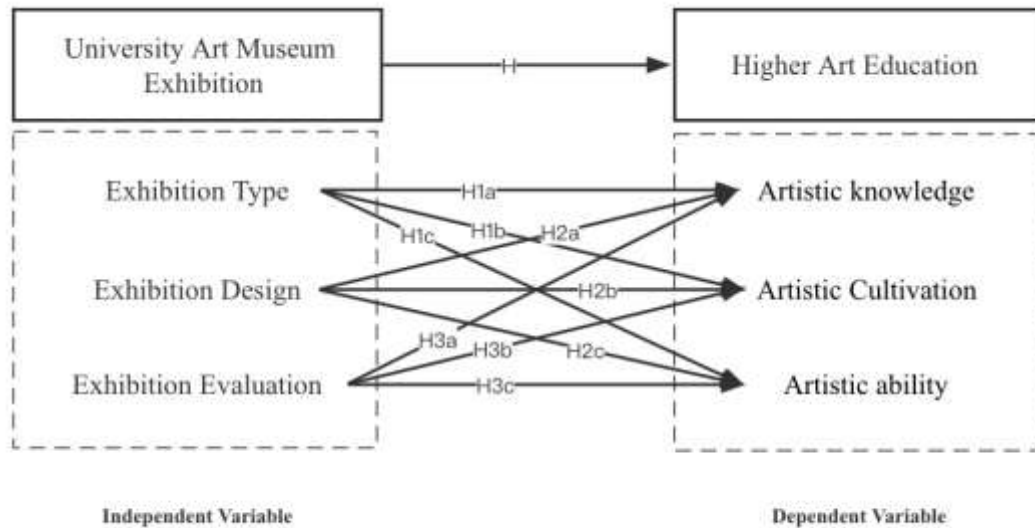
Research Conceptual Framework

Figure 2 Research Conceptual Framework

Source：By Author

Research Results

Regression analysis is used to study the influence relationship of X(quantitative or categorical) on Y(quantitative), whether there is an influence relationship, the direction, and degree of influence;

Firstly, the fitting of the model is analyzed, that is, the fitting of the model is analyzed through the R-square value, and the VIF value can be analyzed to determine whether the model has collinearity problems [collinearity problems can be solved by ridge regression or stepwise regression].Second, the establishment of a model formula; Thirdly, analyze the significance of X; If it is significant (p-value less than 0.05 or 0.01); It shows that X influences Y, and then analyze the direction of the influence relationship.

Fourthly, combined with regression coefficient B value, a comparative analysis of the influence of X on Y;

Linear Regression Analysis Results (n=1000)						
	Non-standardized Coefficient		Standardisation Factor	t	p	VIF
	B	Standard Error	Beta			
Constants	1.730	0.331	-	5.224	0.000**	-
Exhibition Type	0.255	0.124	0.271	2.049	0.043*	2.066
Exhibition Design	0.117	0.128	0.129	0.914	0.363	2.354
Exhibition Evaluation	0.072	0.122	0.082	0.585	0.560	2.301
$R2$			0.188			
Adjustments $R2$			0.162			
F			$F (3,96)$=7.387,p=0.000			
D-W Values			1.841			

Dependent variable: Artistic knowledge

* p<0.05 ** p<0.01

Figure 3 Art knowledge linear regression analysis results

Source：By Author

The regression coefficient value of exhibition type is 0.255(t=2.049, p=0.043<0.05), meaning that exhibition type significantly influences art knowledge. The regression coefficient value of exhibition design is 0.117(t=0.914, p=0.363>0.05), meaning that exhibition design does not influence art knowledge. The regression coefficient value of exhibition evaluation is 0.072(t=0.585, p=0.560>0.05), which means that exhibition evaluation does not influence art knowledge.

The conclusion and analysis show that the type of exhibition has a significant favorable influence on art knowledge. However, exhibition design and evaluation do not influence art knowledge.

Linear Regression Analysis Results (n=1000)						
	Non-standardized Coefficient		Standardisation Factor	t	p	VIF
	B	Standard Error	Beta			
Constants	1.904	0.367	-	5.194	0.000**	-
Exhibition Type	0.098	0.138	0.097	0.714	0.477	2.066
Exhibition Design	0.063	0.141	0.065	0.446	0.657	2.354
Exhibition Evaluation	0.239	0.135	0.253	1.766	0.081	2.301
$R2$			0.142			
Adjustments$R2$			0.115			
F			F (3,96)=5.288,p=0.002			
D-W Values			2.215			
Dependent variable: Artistic Ability						
* p<0.05 ** p<0.01						

Figure 4 Results of linear regression analysis of the artistic ability

Source：By Author

The regression coefficient value of exhibition type is 0.098(t=0.714, p=0.477>0.05), which means that exhibition type does not influence artistic ability. The regression coefficient value of exhibition design is 0.063(t=0.446, p=0.657>0.05), which means that exhibition design does not impact artistic ability. The regression coefficient value of exhibition evaluation is 0.239(t=1.766, p=0.081>0.05), which means that exhibition evaluation does not influence artistic ability.

Summary analysis shows that exhibition type, design, and evaluation do not influence artistic ability.

Linear Regression Analysis Results (n=1000)						
	Non-standardized Coefficient		Standardisation Factor	t	p	VIF
	B	Standard Error	Beta			
Constants	1.904	0.367	-	5.194	0.000**	-
Exhibition Type	0.098	0.138	0.097	0.714	0.477	2.066
Exhibition Design	0.063	0.141	0.065	0.446	0.657	2.354
Exhibition Evaluation	0.239	0.135	0.253	1.766	0.081	2.301
$R2$			0.142			
Adjustments$R2$			0.115			
F			F (3,96)=5.288,p=0.002			
D-W Values			2.215			
Dependent variable: Artistic Ability						
* p<0.05 ** p<0.01						

Figure 5 The results of linear regression analysis of artistic accomplishment

Source：By Author

The regression coefficient value of exhibition type is 0.200(t=2.047, p=0.043<0.05), meaning that exhibition type significantly positively influences artistic accomplishment. The regression coefficient value of exhibition design is 0.372(t=3.710, p=0.000<0.01), which means that exhibition design will have a significant favorable influence on artistic accomplishment. The regression coefficient value of exhibition evaluation is 0.245(t=2.553, p=0.012<0.05), meaning that exhibition evaluation will significantly influence artistic accomplishment.

The summary analysis shows that exhibition type, exhibition design, and exhibition evaluation all have a significant favorable influence on artistic accomplishment.

Discussions

1 This study focuses on the role of university art museum exhibitions in higher art education. We construct a hypothesis and conceptual framework model using empirical research methods to explore how university art museum exhibitions affect higher art education. We hypothesize that university art museum exhibitions positively affect higher art education. To confirm this hypothesis, we conducted an empirical test. In the process of analysis and research, the exhibition of university art museums does positively influence higher art education.

Moreover, it is supported through H1a, H2a, H2b, and H2c. It further shows that university art museum exhibitions are not only one of the essential means of art education but also an effective way to improve the quality of higher art education. According to the actual feedback from the audience of the Art Museum of Sichuan University, this study believes that the university art museum is of great significance to popularizing art education and enhancing the overall development of quality education. Therefore, from the above conclusions, we can find the influence of university art museum exhibitions on higher art education.

2. Factors influencing higher art education in university art museum exhibitions. From the above results, all factors affecting higher art education are carried out from the audience's perspective of university art museum exhibitions. This paper is based on The Generic Learning Outcomes theory, the Marxist theory of comprehensive human development, the constructivism theory, and the actual situation of Sichuan University. This paper observes and analyses visitors' experiences and evaluations of exhibitions in university art museums. Through empirical analysis, this paper verifies hypothesis H1a: Exhibition Type positively impacts Artistic Knowledge, H1b: Exhibition Type positively impacts Artistic Cultivation, and H1c: Exhibition Type positively impacts Artistic Ability. H1c: Exhibition type positively impacts artistic ability. The above hypothesis H1a is supported. H2a: Exhibition Design positively impacts artistic Knowledge, H2b: Exhibition Design positively impacts Artistic Cultivation, H2c: Exhibition Design positively impacts Artistic Ability. All the above hypotheses have been supported. H3a: Exhibition Evaluation positively impacts Artistic Knowledge, H3b: Exhibition Evaluation positively impacts Artistic Knowledge Cultivation, H3c: Exhibition Evaluation positively impacts Artistic Ability. None of these assumptions have been supported.

Based on the above verification hypothesis, we conclude that University Art Museum Exhibitions positively impact Higher Art Education. An essential aspect of a university art museum is realizing the interaction between exhibitions and teaching resources. Therefore, when making an exhibition, we should make complete preparations, including knowledge preparation, material preparation, how to obtain and display original works, and so on. Only

in this way can the exhibition firmly convey the best and most rich information.

Knowledge from Research

1 New Knowledge Research View

In conclusion, this study applies microanalysis methods to solve macro-level problems. Briefly speaking, this study explores the influence of exhibitions on higher art education from the perspective of the audience of exhibitions in university art museums. This paper opens up a new way of thinking and direction for studying exhibitions in university art museums. The focus is not limited to the number of exhibitions held but pays more attention to the influence of exhibitions on higher art education.

2 New Knowledge Research Methods.

In this study, the SEM-based approach is regarded as an innovative research approach. As the problems mentioned in the first chapter show, the current exhibition research of university art museums is still weak and lacks quantitative and systematic analysis, which leads to the development potential and function of university art museums in higher art education not being fully brought into play. In contrast, the SEM method can systematically analyze the influence of university art museum exhibitions on higher art education and reflect the needs of the audience of university art museum exhibitions more accurately, comprehensively, and scientifically.

3 New Knowledge Research Conceptual Framework

The third innovative element of the study is the conceptual framework of the study, which systematically explores how university art museum exhibitions influence higher art education. Although many scholars have paid attention to university art museums' positioning and development strategies, their research mainly stays at the theoretical level. It must deeply analyze the connection between university art museum exhibitions and higher art education. This study sorts out various factors and principles affecting higher art education and summarizes the process and logic of university art museum exhibition's effect on higher art education.

Conclusion

Firstly, this paper summarizes six dimensions of the influence of university museum exhibitions on higher art education. Secondly, it summarizes the influence of university art museum exhibitions on higher art education. Then it determines that university art museum exhibitions may positively impact higher art education. How to enhance higher art education through university Art Museum exhibitions? Based on the empirical results of hypotheses H1a, H1b, H1c, H2a, H2b, H2c, H3a, H3b, and H3c, this paper discusses Firstly, exhibition types positively impact art knowledge, which indicates that different exhibition types can display different exhibition concepts and contents, which the audience can explore independently. Stimulate learning interest and motivation. Second, exhibition design positively impacts artistic knowledge, cultivation, and ability, which suggests that if the audience can appreciate the good visual experience the exhibition and various display styles bring, they will have various visiting reactions to it. And then stimulate their subconscious understanding of the exhibition. The exhibition of the university art museum should not only consider the exhibition type and design but also make the audience feel the knowledge transmission function of the university art museum to enhance the university's higher art

education.

Finally, through the above empirical analysis, we understand the practical problems and shortcomings of the Sichuan University Art Museum exhibition. First of all, in our sub-hypothesis, the exhibition types of the Sichuan University Museum are relatively simple, which is reflected in the fact that the exhibitions are temporary and lack permanently fixed exhibitions. Secondly, the design form of the exhibition is single, which is reflected in the fact that part of the exhibition does not reflect the content value of the works. The works are displayed directly, making the exhibition's content design, form design, and construction production disjointed. Third, the need for an audience evaluation mechanism and timely exhibition affects information feedback. Specific performances must determine whether the exhibition is attractive or whether the audience can understand or learn new knowledge. Therefore, we put forward theoretical inspiration and management strategies based on the conclusions of appellate research and practical problems.

Suggestions

1. Increase exhibition types and improve the diversity of exhibition knowledge dissemination. Exhibition organizers should focus on the richness and flexibility of the exhibition, fully collect relevant information, and classify and simplify complex exhibitions. Try to combine the exhibition category with the university aesthetic education curriculum in planning the exhibition. Through an in-depth exploration of the museum's collections, it establishes cooperative relations with university art galleries, public art galleries, and museums at home and abroad and jointly organizes exhibitions related to the courses. This kind of collaboration not only expands the exhibition's content but also helps increase student participation and promote academic exchanges. Expand publicity for art museum exhibitions. Attracting more students to art museum exhibitions through publicity can increase student engagement and promote academic interaction.

2. Strengthen exhibition design, planning, and implementation to enhance interaction. The audience's reaction to different displays and different styles in the same exhibition in the museum can provide us with valuable information. This information is of great value to museums in curating, designing, and enhancing the visitor experience. If the exhibits are rich in content and have distinct characteristics, they should be presented perfectly to the audience in a novel and unique way. They should fully use sound, light, electricity, and multimedia equipment to organically combine the exhibits with the form. Good design and planning of the exhibition space of the exhibition hall can effectively break through the restrictions of the original space, fully expand the exhibition space's volume, and further decorate and beautify the space visually to achieve a better display of exhibits.

3. Establish a sound exhibition evaluation mechanism. Exhibition evaluation improves the quality and communication effects of exhibitions. It provides an empirical reference for museums to reflect on the rationality of decision-making and carry out scientific decision-making. Collect feedback from the audience for the museum through the actual interaction with the audience to evaluate the overall effect and success of the exhibition. Based on the objectives set at the early stage of the exhibition planning, in the pre-evaluation stage, questions such as "What impact does the exhibition have on people's lives?" to obtain adequate information and judge whether the exhibition's objectives were achieved.

4. Seize the opportunity to open up about the epidemic and hold more art exhibitions. In order to seize the opportunity of the gradual control of the epidemic and the restoration of social order, university art museums are encouraged to actively hold exhibitions to promote the flourishing of the campus cultural atmosphere and the deepening of academic exchanges. Art museums can hold academic lectures, seminars, and other activities regularly to invite famous artists, scholars, teachers, and students at home and abroad to exchange ideas. It will not only broaden students' horizons but also promote the development of academic research.

References

Fan, F. (2020). *Research on the all-round development of college students* [Master's thesis, Shanxi Normal University].

Hooper-Greenhill, E. (2004). *Measuring learning outcomes in museums, archives and libraries: The Learning Impact Research Project (LIRP)*. International Journal of Heritage Studies. 10 (2), 151-174.

Jelavić, Ž., Brezinščak, R., Škarić, M., & International Council of Museums (Eds.). (2012). *Old questions, new answers: Quality criteria for museum education*; proceedings of the ICOM CECA '11 conference, Zagreb, September 16 - 21, 2011. ICOM.

Lan, W. (2015*). Constructivism and its application in museum education*. Science Education and Museum. 1 (2), 144-149.

Peng, S. (2009). *A review of constructivist theory*. Journal of Xiangtan Normal University (Social Science Edition). 31 (1), 140-141.

Xi, C. (2008). *Art education talks*. Guangdong Education Press.

Zhang, Y. (2023). *Case analysis of the temporary exhibition form design of Nanjing Museum*. Southeast Culture. 1, 131-135+199-200. Core level.

Zhou, C. (2019). *Research on ideological and political education of college students from the perspective of art education [Master's thesis]*. Xi'an University of Science and Technology.

Zhuo, Y. (2014). *A review of the research status of general education courses in art and aesthetics in national colleges and universities*. Journal of Guangxi Normal University (Philosophy and Social Sciences Edition). 35 (5), 104-108.