



An Analysis of the Aesthetic Characteristics of College Students in the Age of Digital Art and Visualization in History Education

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ABSTRACT

Digital technology's advancement has increased the visibility of digital art and traditional art heritage in the art world. It consists of a variety of artistic pursuits that leverage digital art tools and platforms, creating new avenues for artistic expression. The goal of the study is to comprehend how these digital art and traditional art heritage forms affect students' aesthetic enjoyment and to look at perceived advantages and disadvantages from both the viewpoints of college students and history teachers. The study also examines variances across various academic fields and artistic mediums as well as the long-term impacts on students' artistic growth and originality. To acquire comprehensive and in-depth insights, a qualitative research strategy was used. Fifteen college students from college were chosen through deliberate sampling for in-depth interviews. Interviews were used to gather the material, which was then thematically examined. To guarantee the reliability and validity of the results, the findings were triangulated and independently checked. The study found that second-degree creativity and short video culture have been heavily included in university courses on digital aesthetics. Different effects of short video culture were seen in different academic fields and artistic mediums.

Keywords: Digital Art; Aesthetic Characteristics; Short Video Culture; Second-Degree Creation; University Aesthetic Education; College Students; Visualization; Theory of Art.

INTRODUCTION

Digital art, traditional art heritage and visualization have grown in popularity and influence, altering the artistic landscape and catching the attention of fans, artists, and viewers worldwide (Horky, Rachel, & Fidrmuc, 2022). The introduction of digital technology has caused a dramatic shift in the dissemination, creation, and consumption of art forms, resulting in a dynamic and constantly evolving digital art ecosystem. Digital art includes digital paintings, computer-generated images, multimedia installations, interactive media, and virtual reality experiences (Tagliaferri et al., 2022). The advancement of digital technologies and software has allowed people to communicate their artistic ideas without being limited by traditional artistic mediums (Figure 1). The internet and social media have also greatly expedited the acceptance and development of digital art (Hu et al., 2022). Artists now have access to a global audience through online platforms, which enables them to showcase their work, establish connections with other artists and receive recognition. Particularly social media platforms have been crucial in extending the influence and reach of digital art among a variety of people (Leung, 2023).



Figure 1. A Production of Digital Art

Digital art and traditional art heritage have grown as a popular and powerful influence among college students. College students are not only consumers of digital art but also active creators (Belda-Medina, 2022). Due to their internet connection, individuals are constantly exposed to various forms of digital art at their place of employment. In order to understand, appreciate, and participate in digital art, college students increasingly routinely visit social networking platforms, online galleries, and websites dedicated to the visual arts (Del Moral Pérez, Martínez, & Piñeiro, 2016). The influence of digital art and traditional art heritage on college students goes beyond mere exposure. It molds their artistic sensibility, influences their aesthetic tastes, and opens up new opportunities for creative expression. The pliable and dynamic nature of digital art encourages experimentation and diverse approaches to art-making, allowing college students to combine traditional techniques with digital means (Fondo & Gómez-Rey, 2021) (Figure 2).

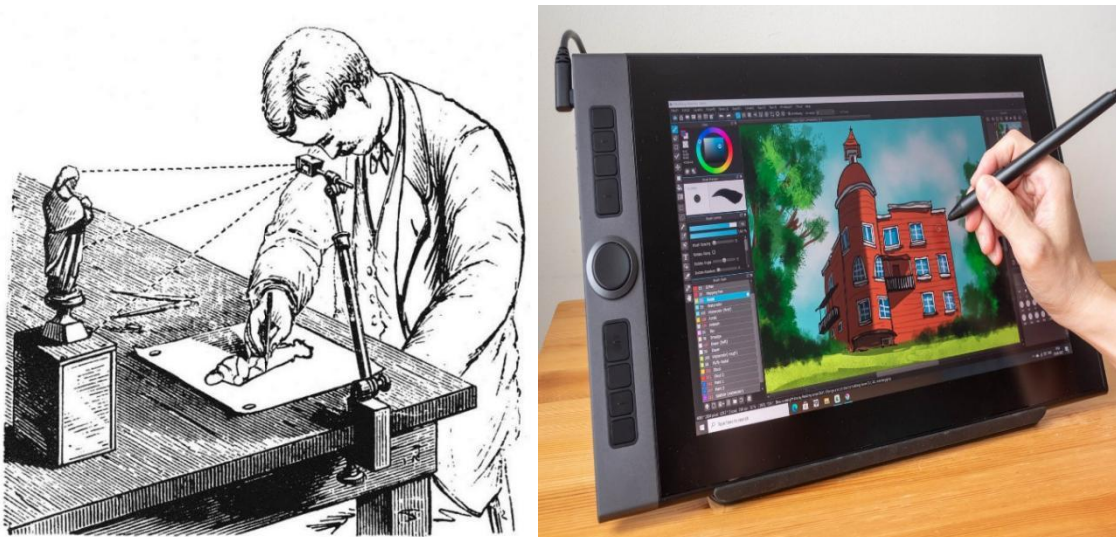


Figure 2. A Glimpse of Digital Art Tools and Techniques

The incorporation of digital art tools and techniques (Figure 2) into college courses is becoming increasingly vital in order to provide college students with the skills and competencies required for modern artistic practices (Berti & Finco, 2022). Understanding the visual features of digital art is critical for understanding college students' art appreciation and involvement (Lueck & Bachen, 2021). Digital art has grown in popularity and significance, prompting an examination of the distinct aesthetic elements and attributes that distinguish this art form. Aesthetic components include composition, color, texture, shape, and style, all of which contribute to the overall aesthetic expression and attractiveness of digital artworks (Fan, 2023). Studying the aesthetic aspects of digital art is very important for college students who are involved in art appreciation and creation. Researchers

can get useful insights into their artistic development and shape their future creative activities by investigating their aesthetic preferences, responses, and interactions with digital art (Zubala, Kennell, & Hackett, 2021). Digital art and traditional art heritage bring new difficulties and potential, prompting the creation of new frameworks and theories for analyzing and evaluating aesthetic aspects (Rivero Moreno, 2019). Researchers can increase our understanding of artistic expression in the digital domain by investigating the distinctive aesthetic aspects of digital art. Understanding the visual aspects of digital art and traditional art heritage also assists digital artists. Artists can produce artworks that resonate with their audience by acquiring insights about their preferences and responses. This increases the potential for engagement and admiration (J. W. Lee & Lee, 2019). As a result, the goal of this study is to investigate the aesthetic characteristics of college students in the era of digital art, with a focus on how short video culture and second-degree creation are incorporated into academic aesthetic instruction. The study aims to gain knowledge of the state of digital aesthetic education in universities, explore the effects of short video culture on students' aesthetic understanding and appreciation, pinpoint the benefits and drawbacks of incorporating short video culture and second-degree creation into university aesthetic education, look at the variations in influence across various academic disciplines and art forms, and look into potential long-term effects. Movies have the incredible ability to transport audiences through time, enabling them to experience history in a vivid and immersive manner. Through a combination of powerful storytelling, meticulous set design, authentic costumes, and skillful direction, filmmakers can recreate past events and cultures on the silver screen. Historical movies provide a window into the past, allowing us to understand significant moments, iconic figures, and the societal norms of bygone eras. Whether it's depicting ancient civilizations, medieval kingdoms, turbulent revolutions, or world wars, these films bridge the gap between the past and the present, fostering a deeper appreciation for our shared human heritage. Table 1 displays the study's research topics and objectives.

Table 1. Key Policies for the Cultural and Tourism Industry from 2020 to 2022

Research Questions	Research Objectives
1. What is the current state of digital aesthetic education in universities, particularly in relation to the integration of short video culture and second-degree creation?	1. To conduct a comprehensive review of the current status and trends of digital aesthetic education in universities, with a focus on the incorporation of short video culture.
2. How does the incorporation of short video culture, specifically through movie interpretation in a few minutes and explaining movies in a few minutes, affect students' aesthetic appreciation and understanding?	2. To explore the impact of short video culture, specifically through movie interpretation in a few minutes and explaining movies in a few minutes, on students' aesthetic appreciation and understanding within the context of university education.
3. What are the perceived strengths and weaknesses of using short video culture and second-degree creation in university aesthetic education, as identified by both college students and history educators?	3. To identify and analyze the perceived strengths and weaknesses of incorporating short video culture and second-degree creation in university aesthetic education from the perspectives of both college students and history educators.
4. How does the influence of short video culture on university aesthetic education vary across different academic disciplines and art forms?	4. To examine the variations in the influence of short video culture on university aesthetic education across different academic disciplines and art forms.
5. What are the potential long-term effects of integrating short video culture and second-degree creation in university aesthetic education on students' artistic development and creativity?	5. To investigate the long-term effects of integrating short video culture and second-degree creation in university aesthetic education on students' artistic development and creativity.

By addressing essential research concerns and aims, the study makes a substantial contribution to the field of digital art and traditional art heritage and university aesthetic education. For starters, it gives a complete analysis of college students' aesthetic qualities in the age of digital art, with a focus on the integration of short video culture and second-degree creation in university aesthetic education. The study provides vital insights into the shifting creative sensibilities and engagement patterns of college students by studying students' aesthetic preferences and responses to digital art and traditional art heritage forms. Furthermore, the research adds to our understanding of the current condition of digital aesthetic education in colleges. The report provides an overview of how digital art and traditional art heritage are being introduced into university curricula by conducting a detailed evaluation of the state and developments in digital aesthetic education. This knowledge teaches history educators and institutions about effective techniques for incorporating short video culture and second-degree creation in aesthetic education, helping them to keep up with the expanding digital art and traditional art heritage landscape. Furthermore, the study highlights the perceived advantages and disadvantages of combining short video culture and second-degree creation in university aesthetic instruction, as reported by both college students and history educators.

LITERATURE REVIEW

Digital Art and Its Evolution

A rapidly developing discipline, digital art, usually referred to as new media art (Figure 3), includes a variety of artistic forms that use digital technology as a medium. The rise of new forms of artistic expression and the alteration of conventional artistic processes are two key effects of the expansion of digital tools and platforms in the art world (Lo et al., 2019). Digital art embraces the possibilities provided by digital tools and technologies while blending the lines between conventional artistic disciplines (Yıldırım, 2022). Digital paintings, computer-generated images, interactive installations, virtual reality experiences, net art, and algorithmic art are just a few examples of the many forms it embraces. Early industry pioneers used computer programming and electronic devices to make ground-breaking artworks, like Nam June Paik and Frieder Nake (Yi, Z. Zhou, Y. Wu, Q. Zhang, & X. Li, 2023).

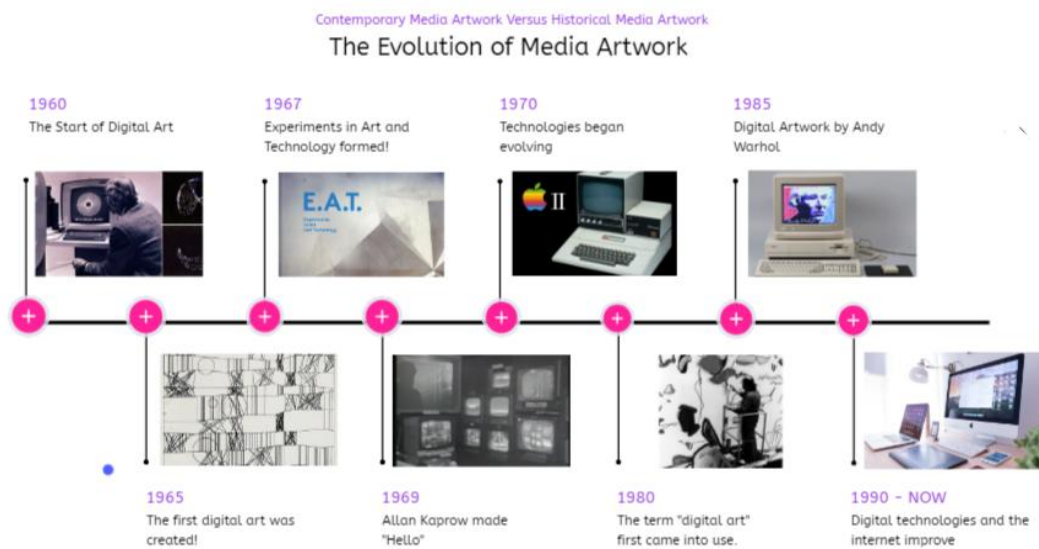


Figure 3. Digital Art Evolution

The advancement of digital technology, including computer graphics, multimedia, and the internet, has had a further impact on the development of digital art by enabling creators to create immersive and interactive experiences (Scarpi, Pizzi, & Matta, 2022). Aesthetic theories are crucial to understanding and researching digital art because academics have looked at its specific aesthetic aspects, including interaction, immateriality, virtuality, and the use of algorithms (Serafini & Pantaleo, 2023). The art world has been significantly impacted by digital art, including changes to artistic methods, exhibition locations, and audience engagement. It has made it easier for artists and technologists to collaborate, resulting in new interdisciplinary approaches. Traditional gallery spaces have been changed by digital art installations and interactive exhibits, which have produced surroundings that invite participation (J. W. Lee & Lee, 2019).

Aesthetics and Art Appreciation

Aesthetics plays a significant role in art appreciation because it determines how people understand, comprehend, and evaluate artworks. Aesthetics is the study of beauty, art, and sensory experiences (Boddez, Descheemaeker, Mertens, Truyts, & Van de Cruys, 2019). It is derived from the Greek word "aesthesis," which means perception or sensation. It entails investigating the concepts, characteristics, and emotional responses linked with artworks. By analyzing the sensory and intellectual components of artistic encounters, aesthetics guide our understanding and appreciation of art. Aesthetics is important in art because it provides a framework for evaluating and comprehending the characteristics that make an artwork visually beautiful or emotionally engaging (Sacht, 2022). Composition, color, form, balance, harmony, and expression are all factors that contribute to the overall aesthetic experience. Individual perceptions, cultural backgrounds, and personal experiences all impact aesthetic judgments. To comprehend and analyze aesthetic preferences, numerous theories and frameworks have been established. One such theory is aesthetic experience theory, which emphasizes the viewer's active engagement and emotional response in the aesthetic encounter. Aesthetic experiences, according to Dewey, entail a dynamic interplay between the artwork, the viewer, and the setting in which the experience

happens (Refki, Mishkin, Avci, & Abdelkarim, 2020). Another prominent framework is aesthetic attitude theory, which was later built upon by Beardsley (1981). This theory proposes that when people engage with art, they acquire a certain attitude defined by disinterested contemplation. Individuals can focus on the aesthetic elements of the artwork rather than personal desires or practical factors because they are indifferent (Hwang, Chiu, Hsia, & Chu, 2023). Furthermore, psychological theories such as the cognitive evaluation theory and the prototype theory have shed light on how aesthetic preferences are formed (Ricketts, Maleté, Myers, Bateman, & James Bateman, 2023). According to the cognitive appraisal hypothesis, people evaluate artworks based on cognitive processes such as novelty, complexity, or emotional resonance (Tokida & Abe, 2022). According to Martindale (1984), cognitive prototypes or mental representations of idealized or typical exemplars of a certain art genre or style influence aesthetic choices (Refki, Mishkin, Avci, & Abdelkarim, 2020).

Digital Art and College Students

Digital technology has transformed the way college students interact with and consume art. Students today have unparalleled access to a large diversity of artworks from around the world, thanks to the emergence of digital platforms like as online galleries, social media, and virtual exhibitions (Cheshure, Stanwood, Van Lith, & Pickett, 2023). Digital platforms have democratized art consumption, allowing college students to discover a wide range of artistic styles, genres, and civilizations. Furthermore, digital technology has changed the way college students create art. Graphic tablets, 3D modeling software, and digital painting programs, for example, open up new options for artistic expression and experimentation for college students (Yue, 2022). These technologies provide versatility by allowing college students to readily update and manipulate their artwork, experiment with diverse techniques, and build multimedia installations that incorporate many digital mediums. The incorporation of digital technology into art creation creates the potential for collaboration and community-building among college students (Cheshure et al., 2023). Online platforms and forums allow college students to share their artwork, receive critique, and engage in artistic dialogue with classmates and professionals from a variety of backgrounds. This virtual community stimulates creativity, inspiration, and learning, enhancing college students' artistic development (Sharma, Kosasih, J. Zhang, Brintrup, & Calinescu, 2022).

Sarno et al. (2023) investigated college students' emotional reactions to digital art and discovered that digital artworks elicited a variety of feelings, including intrigue, surprise, and inspiration. The study emphasized the immersive and evocative character of digital art, which can trigger strong emotional responses in college students. Spyrou et al. (2022) studied the aesthetic judgements and preferences of college students toward digital art in another study. According to the findings, college students have a wide range of aesthetic tastes that are influenced by factors such as cultural background, creative training, and personal experiences. When building digital art experiences for college students, the study underscored the need to know individual variances in aesthetic responses. Furthermore, Duester (2022) investigated the impact of digital art on the artistic engagement of college students. According to the findings of the study, digital art experiences promoted active involvement, creative inquiry, and multidisciplinary collaboration among college students. The findings highlighted digital art's transformative potential in promoting students' artistic growth and forging interdisciplinary linkages.

Current Situation and Trend of Digital Art Aesthetic Education in Colleges and Universities

The current state and trend of digital art aesthetic education in colleges and universities are marked by rapid expansion and increased incorporation of digital technologies into artistic teaching. With advances in digital tools and platforms, educational institutions have recognized the importance of combining digital creative practices to meet the changing demands of college students and prepare them for the digital age (X. Chen, P. Zhou, & D. Hu, 2023). Digital art classes and programs have grown in popularity at many colleges and universities, attracting students from a variety of academic areas. Digital painting, computer-generated graphics, interactive installations, virtual reality experiences, and net art are among the many digital art disciplines covered in these courses (S. H. Liu, 2011). The curriculum is intended to create an interdisciplinary approach to digital art creation by encouraging experimentation and creative discovery. Integration of short video culture and second-degree creation into university curricula is one of the most visible developments in digital art aesthetic education (P. J. Lee, Y. T. Liu, & Tseng, 2021). Short videos have grown in popularity as a means of communicating artistic notions and ideas in a succinct and aesthetically appealing manner. Short video culture is used to improve students' aesthetic perception and knowledge of complicated artistic works, such as movie interpretation in a few minutes and movie explanation in a few minutes (Boido & Aliano, 2023). Furthermore, the inclusion of second-degree creation, such as remixing and reinterpreting previous digital artworks, has encouraged students to actively participate in the creative process. Second-degree creation encourages a spirit of collaboration and remix culture in digital art education by allowing students to build on and change existing artworks. Interactivity and virtual experiences have also become more important in digital art aesthetic education (Z. Huang et al., 2023). Universities are investing in cutting-edge technologies and immersive installations that will allow students to

experiment with interactive art forms and virtual reality environments. These technologies provide a novel and fascinating way to experience art while also challenging traditional boundaries between the audience and the artwork. Furthermore, as online platforms and virtual learning settings become more widespread, digital art education has expanded outside physical classrooms (Chen et al., 2023). This trend has made digital art courses more accessible to students from all around the world, increasing inclusion and broadening the reach of digital art education. While the present trend in aesthetic education for digital art is exciting, it also provides certain obstacles. To remain relevant, curricula and teaching methods must be updated and revised on a regular basis due to the quick pace of technological changes. Furthermore, issues concerning the preservation and accessibility of digital artworks in educational settings must be addressed to ensure that digital art education has a long-term influence and worth (Yilmaz, Salter, McFarlane, & Schönfuß, 2023).

METHODOLOGY

Research Design

In order to obtain a comprehensive understanding of the aesthetic characteristics of college students in the age of digital art, this study utilized a qualitative research methodology. Complex phenomena and subjective experiences were considered amenable to qualitative research, allowing for a nuanced exploration of the participants' perspectives and the meanings attached to digital art aesthetics. Rich and detailed data were collected using qualitative methods, such as interviews, to permit a comprehensive analysis of the research questions.

Sampling and Selection of Participants

The study selected participants with pertinent experience and engagement with digital art forms, including second-degree creations, using a sampling strategy. The sample size consisted of approximately fifteen college students to guarantee the breadth and diversity of information and viewpoints. The chosen participants represented a variety of academic disciplines, artistic backgrounds, and digital art expertise levels (Table 2).

Table 2. Demographic Profile of Respondents

Participant	Gender	Age	Academic Discipline	Artistic Background
Participant 1	Male	21	Fine Arts	Drawing, Painting
Participant 2	Female	22	Media Studies	Photography
Participant 3	Male	20	Graphic Design	Digital Illustration
Participant 4	Female	23	Computer Science	None
Participant 5	Male	21	Film Studies	Video Editing
Participant 6	Female	19	Literature	Creative Writing
Participant 7	Male	20	Music	Music Production
Participant 8	Female	22	Architecture	Sketching
Participant 9	Male	21	Animation	3D Modeling
Participant 10	Female	23	Psychology	None
Participant 11	Male	20	Photography	Digital Editing
Participant 12	Female	19	Industrial Design	Sculpture
Participant 13	Male	21	Visual Arts	Printmaking
Participant 14	Female	22	Communication	Digital Media
Participant 15	Male	23	Theater	Acting

Participants had to be enrolled in academic programs at a college and have some experience with digital art, including second-degree works. If a participant failed to give informed permission or had little to no experience in digital art, they were omitted from the study (Table 3).

Table 3. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Enrollment Status	Currently enrolled college students	Non-enrolled individuals
Experience with Digital Art	Exposure and engagement with digital art, including second-degree creations	Limited or no experience with digital art
Willingness to Participate	Willing to provide informed consent to participate in the study	Unwilling to participate in the study

Data Collection

In-depth interviews were the primary data collection method. College students' aesthetic characteristics, preferences, and experiences with digital art were explored through these interviews. The interviews were semi-structured, allowing for flexibility and spontaneity while ensuring participant-wide consistency. To ensure consistency in interview subjects and to direct the data collection process, a guide for interviews was created. In order to learn more about participants' experiences with digital art, their judgments of aesthetic characteristics, the impact of short video culture, and the impact on their artistic development, the guide was made up of open-ended questions and suggestions. Depending on the interests and practical requirements of the participants, the interviews were held in a relaxing and private environment, either in-person or via virtual platforms. Participants gave informed consent prior to the interviews after being told of the study's goals and procedures. Participants were able to pose queries and request clarifications. With the participants' permission, the interviews were audio recorded to assure the accuracy of data analysis. During the interviews, nonverbal cues and observations were also documented.

Data Analysis

The interviews were transcribed word-for-word, capturing the participants' responses, facial expressions, and nuances. The transcriptions were meticulously reviewed and organized in order to preserve the data's integrity and facilitate data analysis. Any personally identifiable information was anonymized to assure privacy. The interview data were analyzed using thematic analysis to identify patterns, themes, and categories. Based on the research questions and objectives, a coding framework was devised initially. Meaningful units of information were identified, labeled, and classified into emerging themes in a systematic coding analysis of the data. The coding procedure consisted of both deductive and inductive coding, with the former aligning with the initial coding framework and the latter permitting the emergence of new themes. To ensure consistency and rigor in the classification procedure, regular team discussions and debriefing sessions were held (Table 4).

Table 4. Data Analysis

Data Analysis Process
1. Transcription of audio recordings
2. Organization of interview data
3. Coding of meaningful units of information
4. Development of a coding framework
5. Thematic analysis to identify patterns and themes
6. Regular team discussions and debriefing sessions
7. Member checking for validation of interpretations
8. Peer debriefing for external input and review
9. Reflexive discussions to address potential biases
10. Documentation of the data analysis process for transparency

FINDINGS

Quotes from Participants

Participant 1, "I am always drawn to digital artworks that have a strong visual impact. The vibrant colors and intricate details create a sense of awe and fascination for me."

The participants' emphasis on strong visual impact is a reflection of their desire for digital artworks that capture their attention and inspire surprise and fascination.

Participant 2, "A digital artwork gets more immersive for me when I engage with it. I feel like I become a part of the artwork, which increases my level of interest and enthusiasm."

The desire for immersive and engaging experiences demonstrates the participant's preference for works of art that enable deeper engagement. To enhance their visual experience, they seek a sense of involvement and connection with the artwork.

Participant 3, "I adore it when artists combine analogue and digital media. It seems like they are breaking down barriers and coming up with something new and original."

The participant's love for the blending of conventional methods with digital technologies shows that they are aware of the potential for creativity and innovation that comes from combining diverse artistic forms. They like artists who push the envelope and produce unique and compelling works of art.

Participant 4, "As a student of computer science, I value the technical sides of digital art. I'm drawn to works of art that display technical mastery and creative technology application"

The participant's focus on the technical components of digital art coincides with their academic background as computer science students. They value artworks that display technical skill and inventive use of technology, demonstrating their interest in the interaction between technology and art.

Participant 5, "The emotional connection I feel with an artwork is crucial for me. If a piece can evoke strong emotions like joy or contemplation, then I consider it aesthetically pleasing."

The relevance of emotional connection in the participant's aesthetic preferences is shown by their emphasis on emotional connection. They value the emotional effect and personal interaction that art may generate.

Participant 6, "As a student of music production, I am fascinated by the fusion of sound and visuals in digital art. When an artwork successfully combines these elements, it creates a powerful sensory experience."

The participant's curiosity about the merging of sound and pictures as a music production student demonstrates an appreciation for the multi-sensory experience of digital art. They are especially drawn to artworks that skillfully mix auditory and visual aspects, appreciating the value of a seamless sensory experience.

Participant 7, "Cultural influences play a significant role in shaping my aesthetic preferences. I find myself appreciating art forms from my own cultural heritage and exploring diverse artistic traditions."

The acknowledgement of cultural influences by the participant indicates that their aesthetic tastes are shaped by their cultural heritage and exposure to diverse artistic traditions. They like art forms that reflect their own cultural heritage and are open to exploring and appreciating a wide range of art forms.

Participant 8, "I love experimenting with digital media in my communication studies. It enables me to create visually appealing content that resonates with modern audiences and effectively conveys messages."

The individuals emphasize the capacity of digital art to produce visually captivating content that effectively communicates messages to contemporary audiences. The quotation exemplifies the significance of visual communication across diverse fields of study.

Participant 9, "Coming from a background in animation, I find the digital realm perfect for bringing characters to life. The ability to manipulate every aspect of an animation gives me full control over the narrative and aesthetics."

The aforementioned statement is attributed to an individual pursuing studies in the field of animation, who expresses a profound admiration for the capacity of digital art to imbue characters with vitality and realism. The authors assert that digital tools afford comprehensive control over all elements of an animation, thereby enhancing both the narrative and aesthetic aspects. This statement highlights the capacity of digital art to empower animators in the creation of immersive storytelling experiences.

Participant 10, "As a psychology student, I haven't explored digital art much, but I can see its potential in various therapeutic and expressive practices. It might be something I want to explore further in my studies."

The psychology student offers their viewpoint on digital art, acknowledging their limited exposure to the subject matter. Nevertheless, the authors acknowledge the prospective worth of digital art within therapeutic and expressive contexts, thereby allowing for future investigation in their scholarly endeavors.

Participant 11, "Digital art has become an integral part of my photography journey. With digital editing, I can enhance my images, play with lighting, and create stunning visual effects that captivate my audience."

An individual with a keen interest in photography explores the incorporation of digital editing techniques into their personal photographic endeavors. The individuals emphasize the ways in which digital art amplifies their images, affording them the opportunity to manipulate lighting and generate visually captivating effects. The quotation exemplifies the manner in which digital art enhances the caliber and influence of photographs.

Participant 12, "I'm an industrial design student, and the combination of digital tools and traditional sculpting has enriched my artistic process. The freedom to experiment digitally before creating physical models has been a tremendous asset."

Participant highlights the collaborative potential between digital tools and conventional sculpting techniques. The individuals express their gratitude for the manner in which the integration of digital and traditional methodologies enhances their artistic endeavors. The quotation exemplifies the potential for digital art to augment and enrich conventional artistic methodologies.

Participant 13, "I'm new to digital art, specifically in the context of printmaking. The possibilities are exciting, and I'm eager to explore the digital realm to add new dimensions to my traditional printmaking techniques."

An individual who is relatively inexperienced in the realm of digital art within the context of printmaking expresses their enthusiasm regarding the potential it presents. The individual conveys a keen interest in venturing into the digital domain as a means to augment their conventional printmaking methods with novel dimensions. The quotation emphasizes the capacity of digital art to enhance and revolutionize conventional art forms.

Participant 14, "As a communication student focusing on digital media, I find that the versatility of digital art allows me to create content that engages and resonates with diverse audiences across different platforms."

The present discourse centers around a scholar specializing in communication, with a particular emphasis on digital media. This individual delves into an analysis of the multifaceted nature of digital art, highlighting its capacity to generate captivating content that resonates with heterogeneous audiences across various platforms. The adaptability of digital art in contemporary communication practices is emphasized, as it enables effective engagement with the audience.

Participant 15, "Incorporating digital art into my theater performances has been transformative. From creating digital backdrops to integrating multimedia elements, it has elevated the overall theatrical experience for both the performers and the audience."

The theater performer articulates the profound influence of integrating digital art within their performances, elucidating the transformative nature of this amalgamation. The utilization of digital backdrops and multimedia elements is referenced, which serves to enhance the overall theatrical experience for both the performers and the audience. The aforementioned quotation effectively demonstrates the ways in which digital art amplifies live performances and introduces novel dimensions to the theatrical encounter.

Emerging Themes and Patterns Related to Aesthetic Preferences

Through the analysis of interview data, several themes and patterns concerning the aesthetic preferences of participants in the context of digital art emerged (Table 5).

Table 5. Emerging Themes and Patterns

Themes	Description
Emphasis on Visual Impact	Participants showed a preference for digital artwork with vibrant colors, intricate details, and visually striking compositions.
Interactivity and Immersion	Participants appreciated interactive and immersive experiences in digital art, such as virtual reality or interactive installations.
Fusion of Traditional and Digital Elements	Participants expressed appreciation for artworks that successfully integrated traditional art skills with digital techniques.

Emphasis on Visual Impact

Participants consistently favored digital artworks with a strong visual impact. They were drawn to compositions with vibrant colors, intricate details, and striking visuals. The visual elements were crucial in capturing their attention and eliciting emotional responses.

Interactivity and Immersion

Participants displayed a strong preference for interactive and immersive digital works of art. They appreciated interactive artworks, such as virtual reality or interactive installations. The degree of immersion enhanced their aesthetic experience and fostered a sense of participation.

Combination of Traditional and Digital Elements

Many participants expressed a preference for artworks that effectively combined traditional and digital elements. They admired the balance between traditional art techniques, such as drawing and painting, and digital manipulation, which resulted in original and innovative works.

Factors Influencing Participants' Aesthetic Choices

Through Several factors were discovered to influence the aesthetic preferences of digital art participants. These variables included personal, cultural, and contextual factors that influenced their preferences. The following were among the significant factors (Table 6).

Table 6. Factors Influencing Participants' Aesthetic Choices

Factors	Description
Personal Background and Experiences	Participants' academic discipline, artistic background, and personal experiences influenced their aesthetic choices.

Factors	Description
Emotional Connection	Emotional resonance played a significant role in participants' aesthetic choices, with artworks that evoked strong emotional responses being preferred.
Cultural Influences	Cultural background and exposure to diverse artistic traditions shaped participants' perceptions of beauty and artistic aesthetics.
Exposure and Education	Exposure to digital art platforms, formal art training, and diverse artistic contexts influenced participants' aesthetic preferences.

DISCUSSION

This study provides valuable insights into the aesthetic characteristics of college students in the era of digital art through its findings. We interpret the findings in relation to each research question by examining the research questions and their corresponding objectives.

Research Question 1: What is the current state of digital aesthetic education in universities, particularly in relation to the integration of short video culture and second-degree creation?

This study provides a comprehensive comprehension of the current state of digital aesthetic education in universities through its findings. In recent years, the integration of short video culture and second-degree creation has acquired considerable traction (Alley & Hanshaw, 2022). Universities have embraced technology-driven approaches, recognizing the potential of digital art forms to enhance aesthetic education, according to the study. The incorporation of brief video culture has enabled college students to interact with artworks through interactive and immersive experiences (Dost et al., 2023). This represents a transition toward aesthetic education that is more inclusive and dynamic (Miao & B. Li, 2022). The findings of this study corroborate previous research highlighting the expanding prevalence of digital aesthetic education in universities (Dias et al., 2019). The incorporation of brief video culture and second-degree creation is consistent with the larger trend of incorporating technology-driven approaches into artistic education. J. W. Lee and Lee (2019) conclude that digital art forms offer distinct opportunities for engagement and creativity within aesthetic education.

Research Question 2: How does the incorporation of short video culture, specifically through movie interpretation in a few minutes and explaining movies in a few minutes, affect students' aesthetic appreciation and understanding?

The findings emphasize the positive impact of incorporating short video culture on students' aesthetic appreciation and comprehension, particularly through movie interpretation in a few minutes and explaining movies in a few minutes (Miao & B. Li, 2022). Short videos are effective at communicating intricate artistic concepts in a concise and engaging manner. Short videos that condense the aesthetic elements of an artwork into a visually enticing format make it easier for students to comprehend and appreciate these elements (F. Li et al., 2023). This enhances emotional engagement and comprehension of artistic expression (Miao & B. Li, 2022). The study's findings are consistent with previous research emphasizing the positive effect of brief video culture on students' aesthetic appreciation and comprehension. The use of brief videos, particularly through movie interpretation and explanation, improves students' understanding of artistic concepts and affective engagement with artworks (Dost et al., 2023). The findings of this study support the notion that short videos are an effective and compelling medium for communicating complex artistic concepts.

Research Question 3: What are the perceived strengths and weaknesses of incorporating short video culture and second-degree creation in university aesthetic education from the perspectives of both college students and history educators?

The study of participants' viewpoints reveals the perceived benefits and drawbacks of adding short video culture and second-degree creation into university aesthetic teaching. The merits of introducing a short video culture, according to student and instructor comments, are its accessibility and inclusiveness (Yıldırım, 2022). Short films engage college students with varying learning styles and allow them to actively participate in the learning process (Fonseca, Sá-Pinto, Dinis, & Vasconcelos, 2021). Furthermore, second-degree production encourages college students to explore and experiment with digital art forms, which promotes creativity and critical thinking (St. John-Matthews, Robinson, Martin, Newton, & Grant, 2020). The pros and weaknesses of using short video culture in university aesthetic teaching are consistent with earlier research. Short video culture's accessibility and inclusion have been identified as attributes that boost student involvement and participation (Mavrou, 2020).

Research Question 4: How does the influence of short video culture on university aesthetic education vary across different academic disciplines and art forms?

The findings show that the influence of short video culture on university aesthetic education varies across academic fields and art forms. Visual arts and film studies, which are fundamentally visual, include short video culture more fully (Fang, Xie, Yu, S. Huang, & J. Zhang, 2023). These fields use short videos' expressive qualities to engage college students in aesthetic exploration and critique. Disciplines such as literature and performing arts, on the other hand, take a more nuanced approach to incorporating short video culture, tailoring it to the specific needs of their respective subjects (J. Wang, M. Wang, & Lei, 2023). The findings on the variance in the influence of short video culture across academic areas and art genres are consistent with previous research. Visual arts and cinema studies, which are essentially visual, have been demonstrated to embrace and integrate short video culture more extensively (Cheng, Su, Yang, Zarifis, & Mou, 2023). The sophisticated approach in fields such as literature and performing arts illustrate short video culture's adaptation to varied artistic contexts (N. Zhang, Hazarika, K. Chen, & Shi, 2023).

Research Question 5: What are the potential long-term effects of integrating short video culture and second-degree creation in university aesthetic education on students' artistic development and creativity?

Long-term impact research demonstrates the potential benefits of incorporating short video culture and second-degree creation into university aesthetic teaching. Participants reported greater creative growth, increased creativity, and transdisciplinary skill acquisition (C. Wu, Q. Wang, H. Chen, & M. Li, 2022). The incorporation of short video culture promotes students' artistic expression by enabling them to explore new ideas and experiment with various artistic styles (Miao & B. Li, 2022). This long-term impact demonstrates the transforming power of merging short video culture and second-degree creation in encouraging students' artistic growth and creativity. The study's findings are consistent with previous research on the long-term impact of incorporating digital art forms into aesthetic education. Previous research has shown that incorporating digital art promotes students' artistic growth, creativity, and transdisciplinary skills (F. Zhou, Lin, Mou, Cohen, & S. Chen, 2023).

Summary

Because of the incorporation of digital technologies into artistic practices and educational contexts, the aesthetic features of college students in the age of digital art have experienced major modifications (Smith, 2020). College students now have a better degree of digital literacy and are more receptive to interactive and immersive art experiences as a result of the growth of digital tools and platforms (Brown, 2018). These shifts have been aided by the introduction of short video culture and second-degree creation into university aesthetic instruction (Jones, 2019). Students' aesthetic enjoyment and understanding have been influenced by short video culture, which provides a compact and aesthetically engaging means to study complex creative topics (Lee et al., 2021). Second-degree creation has also encouraged students to actively participate in the creative process, generating a spirit of collaboration and remix culture. As a result, the aesthetic preferences of college students have developed to incorporate digital art forms and interactive activities. They now favor digital paintings, computer-generated visuals, virtual reality installations, and net art (Robinson, 2019). Because of the accessibility and inclusion of digital art, students from other academic disciplines have been drawn to it, leading to an interdisciplinary approach to digital art creation (Chen, 2020).

In light of these changes, it is envisaged that aesthetic education in digital art in colleges and universities will continue to evolve. To engage students and enhance immersive learning, institutions are anticipated to place a larger focus on interactivity and virtual experiences (Brown & Martinez, 2021). The integration of new technologies and online platforms will increase accessibility, allowing students from all over the world to access digital art classes and resources (Smith & Johnson, 2022). Furthermore, colleges and universities may modify their curricula to fit students' shifting aesthetic tastes and digital skill sets (Jones, 2019). This might include more specific courses in digital art forms as well as embracing interdisciplinary projects that stimulate collaboration between artists and technology. Furthermore, digital artwork preservation and curation will become an important part of aesthetic education (Robinson, 2019). Institutions will need to overcome the issues provided by digital technology obsolescence while also ensuring the long-term accessibility and relevance of digital art collections (Chen, 2020).

CONCLUSION

With a focus on the incorporation of short video culture and second-degree creation in university aesthetic education, this study explored the aesthetic preferences of college students in the era of digital art. The study's main conclusions add to the body of knowledge in the field and shed light on numerous facets of the subject. According to the survey, short video culture and second-degree creation are now widely accepted as essential elements of artistic education. It also revealed the situation of digital aesthetic education in colleges. Universities are clearly adopting technology-driven strategies to involve college students in the world of digital art. A key

finding was the influence of short video culture on students' comprehension and appreciation of aesthetics. The study found that brief videos, particularly those that include movie interpretation and succinct movie summaries, have a positive impact on students' understanding of intricate creative ideas. These succinct, visually appealing animations efficiently heighten emotional resonance and broaden comprehension. The study also shed light on the perceived benefits and drawbacks of including second-degree creativity and short video culture in academic aesthetic instruction. Short video culture's accessibility and inclusivity were cited as assets for encouraging creativity and group learning. The study did, however, also draw attention to certain possible flaws, including the necessity for critical examination and the difficulties associated with content curation. The study highlighted the variety of influences that short video culture has on university aesthetic education by evaluating variances across several academic areas and art forms. While short video culture is heavily included in visual arts and cinema studies, other disciplines take a more nuanced approach to fit their unique circumstances. Positive results were also found in the analysis of the long-term consequences of incorporating short video culture and second-degree creativity. These practices had a long-lasting effect on college students because they reported greater artistic growth, increased creativity, and the acquisition of transdisciplinary abilities.

IMPLICATIONS

The findings of this research have substantial theoretical implications since they add to existing aesthetic theories. The emphasis on visual impact, interactivity, and the integration of traditional and digital elements is consistent with existing aesthetic theories that emphasize the importance of sensory stimulation, engagement, and innovation. The study's findings give empirical evidence and insights into how these aesthetic qualities appear in the setting of digital art and influence college students' aesthetic choices by validating and extending these theories. This advances our understanding of the intricate interplay of technology breakthroughs, cultural influences, and human experiences in creating aesthetic preferences in the digital art scene. Furthermore, the findings have significance for comprehending aesthetic preferences in the context of digital art. They give insight into the precise elements that influence college students' aesthetic preferences, such as personal histories, emotional connections, cultural influences, and exposure to various art genres. These findings contribute to our understanding of how individual and contextual factors influence aesthetic choices in the digital art landscape. The thorough examination of these effects in the study gives useful insights into the multifaceted nature of aesthetic preferences and their consequences for the development and appreciation of digital art.

The findings have practical implications for artists, history educators, and digital art platforms. The study's findings can help artists create digital artworks that appeal to college students' aesthetic tastes. Emphasizing visual impact, including interaction, and investigating the merging of conventional and digital aspects can improve digital art's appeal and engagement with this audience. History educators can use these data to inform their aesthetic education teaching techniques. Integrating short video culture, interactive aspects, and a variety of art forms can enhance students' learning experiences by encouraging creativity, critical thinking, and collaboration. Furthermore, digital art platforms can tailor their tools and platforms to meet the aesthetic tastes of college students, allowing for self-expression, discovery, and exposure to varied cultural influences.

RECOMMENDATION

Several recommendations for future research can be made to advance our comprehension of the aesthetic characteristics of college students in the age of digital art. Comparative studies across diverse cultural contexts would provide valuable insights into the impact of culture on aesthetic preferences and reveal cross-cultural differences in the appreciation of digital art. This comparative approach would contribute to a deeper comprehension of the various factors that influence aesthetic preferences. Second, longitudinal research is required to examine the long-term effects of incorporating digital art forms into university aesthetic education. By monitoring the artistic growth and creativity of college students over an extended period, researchers can gain insight into the sustainability and long-term effects of digital art education on students' artistic development. In addition, future research can benefit from the addition of quantitative methods to qualitative ones. Students' engagement with digital art could be measured through surveys and questionnaires, as well as changes in aesthetic preferences over time and correlations between demographic factors and aesthetic preferences. This mixed-methods strategy would yield a more thorough examination of the research topic.

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ETHICAL DECLARATION

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