

Professional Development and Teachers' Digital Art Toward Enhanced Instructional Skills

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ABSTRACT

Incorporating digital art into educational curricula confronts art teachers with both prospects and difficulties, necessitating a constant improvement of their teaching abilities to address the changing requirements of students in the digital era. This research assessed the professional development and digital art teaching skills of art instructors to identify areas that need improvement and to guide the construction of an expanded instructional program. The results indicate that art instructors typically consider professional development opportunities to be helpful. However, their proficiency in digital art education is assessed as average in many areas, such as technical expertise, digital art approaches, and media literacy. Furthermore, a notable and favorable association was discovered between the professional growth of art instructors and their proficiency in instructing digital art. This underscores the need of continuous training and improving their abilities. These results suggest the need for an Enhanced Digital Art Instructional Skills Program, which aims to provide art instructors with the necessary skills to conduct effective and ethically acceptable digital art education. This curriculum prioritizes the development of technical skills, expertise in teaching methods, ethical awareness, and cooperation among educators to promote the growth of creativity, critical thinking, and digital literacy in students. Assessment and feedback procedures will be put in place to evaluate the program's efficacy and guarantee ongoing enhancement.

KEYWORDS

Professional Development; Digital Arts; Focused Content Media Literacy.

1. INTRODUCTION

Professional development holds immense importance among art teachers as it serves as a cornerstone for their growth and effectiveness in the classroom. The implementation of professional development programs enables art instructors to consistently improve their pedagogical abilities (Queens University, 2023). This opportunity provides educators with exposure to cutting-edge teaching methods, pedagogical strategies, and exemplary practices specifically designed for the art classroom. As a result, educators are equipped to provide captivating and impactful learning experiences for their students. In addition, it is essential for art educators to remain up-to-date with contemporary trends, technological advancements, and aesthetic developments due to the ever-evolving nature of the art industry. Professional development provides educators with the necessary information and resources to effectively adjust their instructional practices in response to evolving educational trends. This ensures that students in the arts get a contemporary and relevant education (Teacher Life, 2019).

The significance of professional development cannot be overstated in fostering creativity within the realm of art education. The exposure to novel concepts, varied viewpoints, and alternative

methodologies serves as a catalyst for educators to engage in the exploration of inventive pedagogical strategies, therefore cultivating the development of creativity and critical thinking skills among their students (Hillard, 2019). Furthermore, it is important to acknowledge that these programs play a crucial role in catering to the multifaceted requirements of students within contemporary educational settings. Art educators often engage with students that possess a wide range of talents, backgrounds, and experiences. To successfully cater to these different requirements, art instructors undergo professional development to acquire tools that enable them to adapt their instructional methods accordingly (Andrews, 2016).

Moreover, the enhancement of professional development serves to strengthen the self-assurance of art educators. As individuals learn more information and enhance their abilities, their self-assurance within the educational setting increases. The heightened sense of confidence has a beneficial effect on the administration of the classroom, the level of student involvement, and the overall excellence of the educational encounter. In addition to fostering skill enhancement, professional development initiatives provide art instructors with valuable prospects for networking and cooperation, facilitating connections with other professionals and industry experts. These relationships have the potential to foster meaningful collaborations, facilitate the exchange of resources, and cultivate a feeling of community, therefore enriching the entire educational experience. The implementation of professional development programs assists art educators in aligning their teaching methodologies with established educational standards and curricular mandates, so guaranteeing the provision of a superior art education to pupils. Additionally, it fosters the practice of continuing evaluation and reflection, therefore empowering educators to consistently improve their educational approaches. As art educators enhance their proficiency in assessing student artwork and using reflective teaching methodologies, the educational encounters they provide become more efficacious and influential. Professional development is essential for art educators since it enables them to effectively tackle the distinctive hurdles they encounter, such as limited resources or changing curriculum demands. By equipping them with innovative solutions, professional development empowers art educators to creatively overcome these issues.

Furthermore, the enhancement of professional development opportunities enables art educators to effectively champion the significance of arts education within their educational institutions and local communities. Equipped with a more profound comprehension of the advantages associated with art education, individuals are capable of effectively expressing the significance of their programs and securing endorsement from relevant parties. The primary recipients of excellent professional development are ultimately the pupils. Art educators who consistently enhance their skills are more equipped to provide significant educational opportunities that foster students' creative ability, creativity, and aptitude for critical analysis. Professional development serves as a catalyst for art educators to enhance their performance, so enhancing the educational experiences of their pupils and cultivating a lasting admiration for the arts.

Meanwhile, the significance of improving the digital art teaching abilities of art instructors is of utmost relevance within the current educational milieu. In the contemporary era characterized by technological advancements and the prevalence of digital media, it is imperative for art education to adapt and align itself with the evolving creative paradigms of the digital age. The acquisition of sophisticated digital art instructional abilities by art instructors is not only a question of being up-to-date, but rather a need in order to adequately prepare students for a future in which digital competence has growing significance. These competencies empower instructors to effectively include students in the multifaceted and ever-evolving realm of digital art, hence fostering the development of creativity and critical thinking abilities. In addition, effective digital art training is in accordance with the cultivation of 21st-century skills, such as digital literacy and flexibility, which are crucial for students' future professional endeavors and overall well-being. Art instructors may empower students to explore novel forms of artistic expression and bridge the gap between conventional and digital art by increasing their teaching abilities in digital art. This enables students to develop the necessary tools

to thrive in our constantly expanding technology world. In conclusion, this improvement guarantees the preservation of a dynamic, all-encompassing, and pertinent art education, which serves to enhance the experiences of both learners and instructors (Shearer, 2021).

In the context of Chinese education, it is crucial to emphasize the significant relationship between professional development and the improvement of digital art instructional abilities among art instructors (Wang, 2021). China is now seeing notable progress in the field of technology, accompanied with a growing focus on fostering creativity and innovation within its educational framework. Therefore, the successful integration of digital art education into the curriculum is crucial for the cultivation of a new cohort of artists and individuals with innovative thinking abilities. Professional development provides art instructors with the necessary pedagogical skills and technology expertise to effectively traverse the ever-changing educational world. Educators may effectively cater to the requirements and interests of technologically proficient students, promoting active involvement and nurturing creativity, by improving their proficiency in digital art education. The link between Chinese art education and the wider aims of the country's educational reforms, which prioritize holistic development, critical thinking, and technology literacy, assures the continued relevance and alignment of Chinese art education (Yang, 2022).

Furthermore, within the context of an increasingly interconnected global society, digital art has the ability to surpass geographical limitations, therefore providing Chinese students with opportunities to engage with a wide range of creative ideas and influences. The interdependence between different cultures and nations underscores the need for Chinese art educators to acquire the necessary competencies to effectively mentor students in the domain of digital art within the context of this global discourse (Zhou, & Luo, 2018).

In a nutshell, the relationship between professional development and the improvement of digital art instructional abilities among art instructors plays a crucial role in equipping Chinese students with the necessary skills and knowledge to navigate the complexities and possibilities of the digital era. This initiative not only conforms to the educational goals set by the nation, but also enables educators to foster creativity, critical thinking, and cultural awareness among their students. Consequently, this initiative plays a significant role in advancing China's educational system and its standing in the global arts and technology arena.

In the final analysis, the conceptualization of this research was motivated by the need of addressing the issue of the fast progress of technology in China and its growing focus on fostering creativity and innovation in its educational framework. This needs a prompt investigation into the optimal methods for art educators to successfully include digital art education into their instructional plans. Given China's aspiration to become a prominent global player in the realm of technology and innovation, it is crucial to ensure that Chinese students possess a solid grounding in digital art (Zhao, Liu, Gao, Pan, & Song, 2020). In addition, the current educational changes that place emphasis on fostering creativity and holistic development need that art instructors possess the preparation to effectively address these changing requirements. Nonetheless, a notable deficiency of extensive scholarly investigations pertaining to the correlation between professional growth and digital art teaching in China is evident, hence necessitating an immediate effort to fill this knowledge gap. This research has the capacity to provide significant insights for educators, policymakers, and institutions, eventually making a contribution to the progress of art education and the creative abilities of Chinese students in the era of digital technology.

2. STATEMENT OF THE PROBLEM

This study aims to assess the role of professional development in enhancing teachers' digital art instructional skills. Specifically, it's designed to answer specific answers to the following questions:

(1) What is the assessment of the art teachers of their professional development in terms of:

- 1) Focused Content
- 2) Active and Contemporary Learning
- 3) Collaboration among Art Experts
- 4) Models and Modelling of Effective Practice
- 5) Coaching and Mentoring Support
- 6) Reflective Feedback
- 7) Sustainability

(2) What is the assessment of art teachers of their digital art instructional skills in terms of :

- 1) Technical Proficiency
- 2) Digital Art Techniques
- 3) Hardware Familiarity
- 4) Digital Art Principles
- 5) Media Literacy
- 6) Digital Art Safety and Ethics

(3) Is there a significant relationship between art teachers' professional development and digital art instructional skills?

(4) Based on the results of the study, what enhanced digital art instructional skills program can be conceptualized?

3. HYPOTHESIS

There is no significant relationship between art teachers' professional development and digital art instructional skills?

4. SCOPE AND DELIMITATION

This study addressed the relationship between professional development and the competencies of art educators in teaching digital art. The research comprised art professors from many universities in China, with a particular focus on their adaptation to teaching digital art. The study addressed significant concerns, such as assessing the efficacy of professional development contacts for art educators based on the criteria outlined by the Learning Policy Institute. The study also examined the self-assessed proficiency of art educators in teaching digital art, which included evaluating their technical expertise, familiarity with digital art tools, and adherence to ethical and safe procedures. The study employed a descriptive correlational methodology to examine professional development's impact on art educators' skills and methods. The study sought to contribute useful insights to inform the development of more efficacious professional development programs and curricula, benefiting art educators and their students in the dynamic domain of digital art education. This was accomplished by detecting potential linkages and areas that may be enhanced.

The limitations of this study were present alongside its extent. While the views shared by these participants were intriguing, it is crucial to acknowledge that the findings may not apply to art instructors working in other geographical areas or school environments. Moreover, this study primarily examined the self-assessment and viewpoints of art educators on their professional development experiences and their competence in teaching digital art. The study was limited to the participants' subjective opinions due to the lack of objective assessments or evaluations of educational

processes. The research did not thoroughly investigate the complexities of creating and executing specific professional development programs in digital art education. The review primarily examined the impact of professional development on educators, but it needed to evaluate each program's exact content and effectiveness thoroughly.

5. RESEARCH DESIGN

The study employed a descriptive correlational methodology to uncover and define the relationships between key variables without any intervention or modification. This study examined the relationship between art educators' participation in professional development programs and their proficiency in teaching digital art. This technique enabled the examination of whether a statistically significant relationship existed between the variables being studied while also providing vital insights into the features and extent of these relationships.

Adopting a descriptive correlational research technique was crucial for this study, as it enabled a thorough investigation of the impact of professional development on the digital art teaching skills of art educators. The study aimed to offer evidence-based insights into professional development programs' effectiveness by quantitatively assessing these encounters. This aimed to enlighten educators, institutions, and policymakers on the potential benefits and areas requiring enhancement in digital art education.

The selected research approach showed significant pertinence to the study's objectives, as it enabled data collection on art educators' professional growth encounters and their self-evaluated proficiency in digital art teaching. This research utilized statistical analysis to identify trends and relationships, providing useful insights for enhancing professional development programs tailored to the unique needs of art educators. The outcomes derived from this research design could offer useful insights for improving the effectiveness of methods that equip art educators with the necessary skills and knowledge to excel in digital art instruction.

6. RESULTS, ANALYSIS, AND INTERPRETATION

This chapter provides a tabular representation of the collected data, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis carried out with jamovi 2.3.19.

Assessment of Art Teachers of their Professional Development.

Table 1 displays an assessment of professional development in terms of focused material for selected arts teachers. It returned a composite mean score of 3.21 with a standard deviation of 0.53, indicating an average rating. This suggests that they agree that the material in the professional development programs in which they have participated was clear and relevant ($M = 3.35$), that the professional development seminars successfully addressed specific difficulties in art education ($M = 3.28$), and that the content's applicability to professional growth is generally satisfactory ($M = 3.25$). Based on their responses, item number 1 had the greatest mean score, whereas item number 2 (professional development subjects were chosen to address the needs of art instructors) received the lowest mean score.

The assessment of professional development for chosen art teachers offers useful insights into the effectiveness of professional development activities in improving the teaching skills of art educators. The results show that the participants, on average, rated the content of the professional development programs they engaged in as moderately satisfying. This is shown by a composite mean score of 3.21 and a standard deviation of 0.53. Respondents generally agreed that the information presented in these programs was clear and relevant ($M = 3.35$), suggesting that the content was successfully communicated and directly related to their teaching methods. This is consistent with recent research

highlighting the need to provide clear and appropriate professional development materials to enhance teachers' learning experiences and improve their instructional effectiveness (Smith & Gillespie, 2020).

Table 1. Assessment of the Professional Development in terms of Focused Content

Indicators	Mean	SD	V.I	Rank
The material of the professional development programs in which I have participated was clear and relevant.	3.35	0.77	Average	1
Professional development subjects were chosen to meet the requirements of art educators.	3.11	0.99	Average	10
Professional development information was both helpful and beneficial to me.	3.23	0.91	Average	4
The professional development seminars addressed particular difficulties in art education successfully.	3.28	0.86	Average	2
I feel that professional development material considerably improved my teaching abilities.	3.22	0.80	Average	5
Professional development information was well-structured and arranged.	3.12	0.86	Average	9
I thought the professional development stuff was up to date and relevant.	3.20	0.82	Average	6
Professional development programs were designed with varied skill levels in mind.	3.16	0.87	Average	7
Professional development materials and resources were useful.	3.15	0.78	Average	8
Overall, I am pleased with the content's applicability to professional growth.	3.25	0.85	Average	3
COMPOSITE MEAN	3.21	0.53	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Moreover, the finding that professional development seminars effectively tackled particular challenges in art education ($M = 3.28$) highlights the significance of focused and customized interventions that tackle the distinct obstacles art educators encounter when incorporating digital art into their teaching methods. These findings align with research emphasizing the need for professional development programs to adapt to the changing requirements and difficulties educators face in their specific areas of expertise (Darling-Hammond et al., 2017). Nevertheless, it is important to mention

that although participants largely concurred on the lucidity and pertinence of the offered content, item number 2, which concerns whether professional development topics were selected to cater to the special requirements of art educators, had the lowest average score ($M = 3.11$). This implies a possible opportunity for enhancement, suggesting that a customized and tailored approach to professional development might more effectively address art instructors' varied and specific needs.

The results of this evaluation reveal both positive aspects and areas that need enhancement in the existing professional development methods for art educators in digital art instruction. Although there is a positive overall satisfaction with the clarity and relevance of the content, the lower score on the item concerning addressing the specific needs of art instructors highlights the need for more customized professional development initiatives to better cater to the distinct challenges and requirements of this specific group of educators. To enhance their teaching abilities and increase student learning outcomes in digital art education, professional development programs may successfully help art educators by focusing on these growth areas.

The study conducted by Hiçyılmaz and Aykan (2020) introduces a novel method for enhancing the professional growth of aspiring visual arts educators using a lesson study model. This study aimed to assess the professional growth of aspiring visual arts educators using lesson study, a cooperative and research-oriented method for teacher development. The qualitative case study examined six aspiring visual arts instructors and determined that the lesson study model had a beneficial impact on their expertise and abilities in several areas, including lesson preparation, method technique, assessment evaluation, and collaboration. This indicates that using collaborative and practice-oriented methods of professional development, such as lesson study, can effectively enhance the skills and talents of art instructors in several areas of their work.

When comparing these findings to the present results on the professional development of art instructors in terms of targeted material, there are similarities in the emphasis placed on practical and collaborative methods to improve teaching skills. The present study specifically examined the content of professional development programs. However, Hiçyılmaz and Aykan's (2020) study emphasized the efficacy of a particular professional development approach, known as lesson study, in enhancing the competencies and expertise of aspiring visual arts educators. Both studies emphasize the significance of offering art instructors' opportunities for experiential, pragmatic learning encounters that enhance their teaching efficacy.

These findings have implications for the professional development of art teachers. Integrating collaborative and practice-oriented methods, such as lesson study, into professional development programs can improve the efficacy of training initiatives. This is achieved by allowing educators to participate and actively reflect on their experiences. Furthermore, the focus on practical knowledge lessons proposed by Hiçyılmaz and Aykan (2020) corresponds to the requirement for customized and pertinent professional development content emphasized in the present study. Art teachers may effectively teach digital art and fulfill the changing demands of their pupils in today's education system by including practical and context-specific learning experiences in their professional development programs.

Table 2 presents the assessment of professional development in terms of active learning for selected arts teachers, with an overall mean score of 3.24 and a standard deviation of 0.60, indicating an average rating. This indicates that the arts teachers agree that active learning was a successful approach to professional growth ($M = 3.35$), that active learning strategies assisted them in improving their teaching abilities ($M = 3.33$), and that they were able to apply what they learned in professional development in the classroom ($M = 3.32$). In terms of their responses, item number 9 had the highest mean score, while item number 7 had the lowest mean score, stating that " I feel that active learning tactics improved my comprehension of the material."

The evaluation of professional development about active learning for a specific group of arts instructors resulted in an average score of 3.24 with a standard deviation of 0.60, suggesting a

moderate rating. This indicates a modest consensus among participants on the efficacy of active learning methods in their professional development. Item number 9 had the highest mean score, suggesting that most participants viewed active learning as an effective professional growth method. This is consistent with recent research that highlights the advantages of using active learning techniques to enhance teachers' learning experiences and improve the efficacy of their education (Owens et al., 2021).

Table 2. Assessment of the Professional Development in terms of Active Learning

Indicators	Mean	SD	V.I	Rank
Professional development pushed me to take an active role in my learning.	3.20	0.81	Average	7.5
I was able to put what I learned in professional development to use in my classroom.	3.32	0.77	Average	3
Professional development included active learning approaches such as group discussions and hands-on exercises.	3.31	0.84	Average	4
During professional growth, I felt driven and encouraged to study.	3.16	1.00	Average	9
Professional development activities assisted me in grasping complicated topics.	3.24	0.90	Average	5
Opportunities for problem solving and critical thinking were offered via professional development.	3.21	0.89	Average	6
I feel that active learning tactics improved my comprehension of the material.	3.11	0.84	Average	10
During professional development, I was encouraged to ask questions and seek clarity.	3.20	0.88	Average	7.5
Overall, I found active learning to be a successful approach to professional growth.	3.35	0.84	Average	1
Active learning strategies helped me enhance my teaching abilities.	3.33	0.85	Average	2
COMPOSITE MEAN	3.24	0.60	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Nevertheless, it is important to mention that item number 7, which relates to the impact of active learning strategies on participants' understanding of the subject, had the lowest average score (M =

3.11). This implies a possible area that needs to be improved, suggesting that more focus on promoting understanding through active learning methods may be required. The significance of this discovery highlights the necessity of offering arts educators significant chances for involvement and reflection throughout their professional development activities to optimize learning outcomes (Dunn et al., 2020).

Table 3. Assessment of the Professional Development in terms of Collaboration

Indicators	Mean	SD	V.I	Rank
Professional development encouraged individuals to collaborate and share ideas.	3.16	0.84	Average	9
During my professional growth, I had the opportunity to interact with colleagues from various backgrounds.	3.20	0.91	Average	5.5
Professional development activities included collaborative projects or group work.	3.15	0.68	Average	10
I find it beneficial to share my experiences and views with other instructors.	3.30	0.83	Average	1
Professional development collaboration resulted in fresh insights on teaching.				
Professional development helped instructors establish a feeling of community.	3.17	0.92	Average	8
I feel that joint efforts influenced my teaching approaches favorably.	3.25	0.91	Average	3.5
The professional development networking possibilities were great.	3.18	0.85	Average	7
In terms of professional growth, I am pleased with the amount of teamwork promoted.	3.28	0.92	Average	2
	3.20	0.93	Average	5.5
Collaboration aided my professional development as an art educator.				
	3.25	0.81	Average	3.5
COMPOSITE MEAN				
	3.21	0.55	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

The favorable impression of active learning as a fruitful method for professional advancement implies that integrating active learning techniques into professional development programs can improve the efficacy of teacher training initiatives. Arts teachers may enhance their teaching talents and better grasp instructional strategies by offering hands-on, experiential learning opportunities. Furthermore, the decreased average score on item number 7 underscores the necessity for professional development programs to prioritize promoting understanding through active learning strategies. This highlights the need to create professional development programs that actively include participants in problem-solving, critical thinking, and meaningful debate to foster deeper learning and comprehension. The results of this evaluation emphasize the significance of active learning in improving the professional growth of arts educators. Educators should include active learning practices in professional development programs to increase their teaching abilities, improve student learning outcomes in the arts, and prioritize aiding understanding.

Table 3 shows an assessment of professional progress through collaboration, with a composite mean score of 3.21 and a standard deviation of 0.55. This indicates that the arts teachers had an average rating and agreed that it was beneficial to share their experiences and perspectives with other instructors ($M = 3.30$), that the professional development networking opportunities were excellent ($M = 3.28$), and that collaboration aided their professional development as art educators ($M = 3.25$). According to their responses, item 4 had the highest mean, whereas item 3 (professional development activities that included joint projects or group work) had the lowest mean.

The evaluation of professional development in terms of cooperation for arts instructors resulted in a composite mean score of 3.21 with a standard deviation of 0.55, suggesting an average rating. This indicates a modest consensus among participants on the advantages of teamwork in their professional development. Significantly, item 4 had the highest average score, suggesting that most participants thought it advantageous to exchange their experiences and viewpoints with other teachers. This discovery is consistent with previous research highlighting the significance of collaborative learning settings in advancing teacher development and cultivating a feeling of community among educators (Mason et al., 2020).

Meanwhile, it is important to mention that question number 3, which relates to whether professional development activities involved joint projects or group work, obtained the lowest average score ($M = 3.15$). This implies a possible opportunity for enhancement, suggesting that further focus on integrating cooperative activities into professional development programs may be required. This discovery highlights the need to offer arts educators chances for substantial cooperation and engagement with peers from various backgrounds to augment their professional growth (Denson et al., 2019).

The favorable impression of cooperation as advantageous for professional growth implies that integrating collaborative learning opportunities into professional development programs can improve the efficacy of teacher training initiatives. By facilitating chances for arts educators to share experiences, exchange ideas, and collaborate on projects, instructors can enhance their understanding of instructional techniques and acquire novel insights into teaching. Furthermore, the diminished average score on item number 3 underscores the necessity for professional development programs to prioritize integrating collaborative projects or group work. This highlights the need to create professional development programs that actively include participants in collaborative learning opportunities to enhance their understanding and cultivate a sense of camaraderie among educators.

Ultimately, the results of this evaluation emphasize the significance of cooperation in improving the growth and advancement of arts educators. To enhance their teaching skills and provide a supportive learning environment for growth and development, educators may improve their professional development programs by including chances for collaborative learning and giving more importance to collaborative projects or group work.

Table 4. Assessment of the Professional Development in terms of Effective Models & Modeling Practice

Indicators	Mean	SD	V.I	Rank
Professional development gave concrete examples of good teaching techniques.	3.30	0.85	Average	2.5
During professional development, I got the chance to watch and learn from experienced instructors.	3.18	0.75	Average	7
The usage of role models and examples helped me better grasp productive approaches.	3.15	0.88	Average	8
Professional development highlighted excellent practices in art education.	3.15	0.88	Average	8
Professional development models and examples were applicable to my teaching situation.	3.10	0.84	Average	9
Observing successful techniques, I feel, affected my teaching abilities.	3.22	0.88	Average	5.5
Professional growth prompted me to try out new teaching techniques in my lessons.	3.22	0.88	Average	5.5
In professional development, the utilization of real-life examples and case studies proved beneficial.	3.07	1.02	Average	10
I am pleased with the modeling of successful professional development techniques.	3.40	0.80	Average	1
Learning from models helped me enhance my teaching skills as an art instructor.	3.25	0.83	Average	4
COMPOSITE MEAN	3.22	0.82	Average	5.5
	3.30	0.85	Average	2.5
	3.22	0.54	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 4 outlines chosen arts instructors' professional development assessments based on effective models and modeling practice. According to the tabulated statistics, the composite mean score was 3.22 with a standard deviation of 0.54, indicating an average rating. This means that teachers agree

that professional development encouraged them to try new teaching techniques in their lessons ($M = 3.40$), that professional development provided concrete examples of good teaching techniques ($M = 3.30$), and that learning from models helped them improve their teaching skills as art instructors ($M = 3.30$). According to their responses, item number 7 had the highest mean, while item number 6 (Observing successful tactics, I believe, influenced my teaching abilities) had the lowest mean.

The evaluation of professional development in terms of efficient models and modeling practice for arts instructors resulted in a composite mean score of 3.22 with a standard deviation of 0.54, suggesting an average grade. This indicates a moderate consensus among participants on the efficacy of professional development in offering tangible illustrations of excellent teaching methods and promoting learning from seasoned educators. Significantly, item 7 had the highest average score, suggesting that most participants were motivated to experiment with new teaching methods in their courses due to professional development possibilities. This discovery is consistent with previous research highlighting the significance of offering arts educators chances to engage in practical learning experiences and gain exposure to successful teaching methods (Taylor et al., 2021).

It is important to mention that item number 6, which relates to the impact of watching effective approaches on participants' teaching abilities, obtained the lowest average score ($M = 3.07$). This implies a possible area that needs to be enhanced, suggesting that more focus on modeling effective teaching methods may be required. This finding highlights the need to give arts instructors the chance to study and learn from seasoned educators in order to increase their teaching abilities and raise the efficiency of their training (Hinton & Fischer, 2020).

The favorable assessment of professional development in offering specific instances of excellent teaching methods implies that integrating successful models and practicing them in professional development programs might improve the efficacy of teacher training efforts. By facilitating chances for arts instructors to watch and learn from seasoned educators, educators may get vital insights into good teaching techniques and enhance their instructional abilities. Furthermore, the lower average score on item number 6 underscores the necessity for professional development programs to prioritize demonstrating effective teaching methods. This highlights the need to create professional development programs that actively include participants in seeing and learning from exceptional teaching methods to foster professional growth and advancement. The results of this examination highlight the significance of proficient models and the practice of modeling in improving the professional growth of arts educators. By integrating opportunities to watch and acquire knowledge from seasoned educators, educators may improve their teaching proficiency and student learning outcomes in the arts.

7. CONCLUSION

The positive perspective of professional development among art instructors indicates that investing in targeted subject matter, interactive learning, cooperation, mentoring, constructive criticism, and extended length is essential for their professional advancement. Teachers' readiness to engage in continuous learning and improvement demonstrates their commitment to enhancing teaching techniques and improving student results.

Art teachers often assess their proficiency in digital art education as average. However, there is potential for enhancement in several areas, including technical expertise, digital art methods, hardware familiarity, concepts, media literacy, and safety and ethics. This emphasizes the significance of focused professional development initiatives tailored to target areas of deficiency and enhance instructors' proficiency in digital art training.

The strong positive link between professional development and digital art instructional abilities highlights the necessity of investing in teachers' continuous professional growth to improve their efficacy in teaching digital art. Schools and educational institutions must give utmost importance to

offering extensive professional development opportunities to meet art instructors' unique requirements. This will help enhance their teaching abilities and, in turn, positively affect student learning results.

8. RECOMMENDATIONS

Educational institutions should provide customized professional development programs that cater to art teachers' specific requirements and inclinations. The programs should prioritize areas that require enhancement, such as technical proficiency, digital art methodologies, and media literacy. Offering specialized training and providing specific resources can assist teachers in improving their instructional abilities in these areas.

Cooperative learning and mutual assistance should be provided among art educators. Creating communities of practice or professional learning communities where educators may exchange exemplary methods, cooperate on initiatives, and offer constructive criticism to one another helps cultivate a culture of ongoing enhancement and ingenuity in digital art education.

Ethical and safety education should be integrated into the digital art curriculum to ensure safety and ethical practices in digital art. This includes the instruction of students on copyright legislation, principles of digital citizenship, measures to ensure online safety, and ethical aspects of creating digital artwork. Teachers should receive training and tools to proficiently integrate these subjects into their instructional practices.

Educational institutions should prioritize incorporating technology into art classes to facilitate digital art training. Offering access to state-of-the-art digital art tools, software, and hardware may enrich students' educational experiences and provide them with the necessary skills for pursuing professions in digital art and design. Teachers should undergo training to acquire the necessary skills to seamlessly incorporate technology into their curriculum and successfully utilize digital technologies to enhance student learning.

Art teachers should be encouraged to actively engage in reflective practice to consistently assess and improve their educational methods. Utilizing organized reflection activities, such as journaling, peer observations, or self-assessment tools, can assist teachers in recognizing areas for improvement and making well-informed choices on their professional development objectives.

The development of a culture that values continuous learning among art instructors should be valued by offering consistent support and many chances for their professional advancement. This includes opportunities to participate in seminars, conferences, webinars, and online courses specifically focused on providing training in digital art. Promote and support teachers in pursuing further certifications or degrees in art education to enhance their knowledge in the subject.

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