

Enhancing Student Well-being: Transformative Art Education and Evaluation

Jingjing Miao

Westlake University, Shilongshan Road No.18, Hangzhou, Zhejiang, China

15958022327@163.com

Abstract. This research explores the profound impact of art courses on students' emotional well-being and personal growth, while also examining the relationship between learning and evaluation. Through diverse evaluation methods such as design teaching observation, team collaboration, communication and exchange analyses, and evaluation scales, the study assesses the achievement of course design goals and the transformative potential of art education. This investigation underscores the significance of arts-infused pedagogy in fostering holistic learning outcomes beyond traditional academic measures.

Keywords: teaching assessment, learning evaluation, course design.

1. Introduction

1.1. Why We Set The Art/Explore Course, And The Importance Of It.

1.1.1. Ease the depression.

Some researchers found that the incidence of depression in adolescents was as high as 29.84% (Fu huipeng, Huo jun, Zhao xiaohui, 2013), which seriously affected their physical and mental health and personality development. Wu xuefi and Liu xiaoyan (2018) found through their research that the prevalence of depression in adolescents is on the rise and the age of onset is on the decline, and the lifetime prevalence of depression in adolescents is as high as 15%-20%. Knitting and other handicrafts can be a natural antidepressant, reducing stress, preventing the brain from aging and even treating post-traumatic stress disorder, according to a study by an American clinical neuropsychologist. Through research, Li xinyu, Zhou linlin and Wang jingjing (2013) found that some repetitive manual movements can activate the parasympathetic nervous system, and the sense of accomplishment brought by manual achievements can play a certain role in reducing pressure.

1.1.2. Promote whole-person development.

According to the Hong Kong education department's curriculum guide on the learning area of art education, art education is the key to cultivating students' aesthetic development and one of the five basic learning experiences for whole-person development. Art education can help students develop creativity and critical thinking skills, foster aesthetic perception, and build cultural awareness and effective communication skills. Develop skills in artistic creation, build knowledge and develop correct values and attitudes; Students can get pleasure, enjoyment and satisfaction from participating in artistic creation activities. A lifelong interest in art can be cultivated through art education.

1.2. The Relationship Between Learning And Authentic Assessment

Newmann & Archbald (1992) believes that evaluation should focus on the results of real learning. The focus of the assessment is on the substantive impact of the efforts of teachers and students on the teaching process and expected results. In other words, assessment can imply that what words teachers and students acquired during the learning process is important. When designing the evaluation task, it is necessary to consider the need to be related to the actual teaching process. Newmann and Archbald (1992) believe that the cognitive theory of learning and performance determines the true learning outcome.

1.3. The Importance Of Authentic Assessment

It is generally believed that in order to achieve educational goals, it is important to coordinate the relationship between teaching, learning, and evaluation (Biggs, 1996).

In the traditional assessment process, students and teachers are often mistaken for mastering which type of homework is the key, and both sides think that answering the question correctly is more important than whether a person has the correct thinking habits and methods (Wiggins, 1990).

The structural validity of authentic assessments and their impact on student learning are the two most important reasons for using authentic assessments (Gielen, Dochy & Dierick, 2003). The structural validity of the assessment is related to the assessment content. For the ability assessment, the task must appropriately reflect the ability to be assessed, and the content of the assessment must also include the real task (Gielen et al., 2003). The expected impact of true assessment on student learning is twofold (Gielen, Dochy, & Dierick, 2003). First, it may promote the development of students' professional abilities, and secondly, it may increase students' motivation to learn. Let students experience the authentic assessment, they will realize that the assessment is beneficial and relevant to their future life, which will make the authentic assessment more interesting and meaningful (Gulikers, Bastiaens, Kirschner, Gulikers, Bastiaens, & Kirschner, 2004).

In the authentic evaluation process, teachers will pay close attention to the students' words and deeds. During the observation process, they can discover how students think and understand what they are learning. Teachers can adjust the teaching plan according to their own judgment, and know how to better guide students' learning. In addition, they can judge the quality of their teaching based on what they have learned, find problems with their work, and make improvements. More importantly, in this process, teachers can encourage their students to understand what they are learning, how to learn, to recognize and evaluate achievements, and to guide and adjust their learning tasks (Swaffield, 2011). Teachers are not the only ones who benefit from the authentic assessment. Students will also benefit from the authentic assessment, because the authentic assessment can improve their learning ability, correct their learning attitude in time, and help them take responsibility for their own learning. In other words, authentic assessment enables students to know their strengths and weaknesses in the learning process, so as to help them adjust and maintain the best learning state (Kankam, Bordoh, Eshun, Bassaw, & Korang, 2014).

2. Context Of Design

2.1. Participants

I choose a secondary school in my town, this school enjoys a high reputation and is willing to improve education quality through research. In this school, The average ability level of the students in each class is almost the same, so I choose a class of 30 students in grade 7. There are 20 boys and 10 girls in total. I divide them in 5 groups, and each group has 4 boys and 2 girls. They need to work as a team to finish the task in one lesson.

2.2. Task Content And Objectives

According to Bloom's taxonomy, learning tasks can be divided into three parts, cognition, skills and attitudes (Bloom, et al. 1956). From cognition, at the beginning of the class, the teacher will show the students pictures of the kite and a video of making a kite. In this process, members of each group need to think about learning and record relevant content. After the teacher has assigned the task of designing and making a kite, the members of each group need to discuss, design the kite they want to make, and assign their respective tasks. In the process, students also learn how to learn independently and cooperate with teammates, and even develop their imagination. In the process of kite making, students' cooperative attitude and communication ability were also a key point observed by the teacher.

2.3. Design of the Authentic Assessment Task

According to the Hong Kong arts education curriculum guidelines, arts education plays an important role in the holistic development of students. Objectives of the art course: Develop students' creativity; develop skills and process; develop the ability to appreciate art; understand the context of art.

In order to achieve the four learning objectives, the Hong Kong education bureau has set the following learning priorities for secondary visual arts subjects:

(1) Cultivate creativity and imagination: students will learn how to collect, select and organize information for the purpose of artistic creation; Explore the imagination through direct access to food and experiences; Recording reactions to things in a verbal/nonverbal manner, and translating ideas and experiences and imaginations into concepts; Interpret concepts, reality and images in different ways.

(2) Develop skills and processes: in understanding and creating fine arts, select appropriate art knowledge, skills and creative process to conduct ideas and feelings; Use the media to properly show the ideas, in the process of creation, timely reflection and correction; Explore the skills and knowledge of traditional and emerging technologies and apply them to visual communication. Practice and apply the knowledge and skills of visual arts with other art forms or subjects.

(3) Develop the ability to appreciate art: respond to art works with art knowledge; Use art evaluation procedures to describe, analyze, interpret and evaluate works of art; Evaluate visual modeling according to such criteria as meaning, structure, skills, and performance quality, and make informed judgments confidently; Develop criteria for evaluating artwork.

(4) Recognize the context of art: discuss and compare the functions, contents and importance of fine arts in different eras; To identify trends in modern art in Hong Kong; To identify the contribution of fine arts to different cultures and societies; Began to recognize the impact of social, cultural, and political environments on the forms of artists' work and the techniques and modes of expression of their work; Be aware that visual forms of all cultural systems can shape and represent human emotions in many ways.

Observation is the basic of the authentic assessment for secondary school students, it can helps teacher to understand students idea and get to know their attitude and the situation of mastery of skills. In order to improve student' indecently thinking ability, teacher only show them a "fly kite making guide" video, while watching the video, students need to note the methods of making fly kite. After that teacher will provide them with the material of making fly kite. Faced with various of materials, they need make use of the knowledge learned before ,to choose proper materials. In addition, when designing the shape and structure of the kite, it is necessary to combine the knowledge learned in other subjects, such as structural stability, etc. In designing kite shapes, students need to have the judgment and imagination of visual arts, such as what colors to choose and how to shape.

In the process of complete the task, students are required to cooperate and discuss with teammates. Students can improve their social skills by expressing their own ideas and judging others' ideas. Since everyone's ideas cannot be completely consistent, it is inevitable to have different opinions when exchanging ideas. How to cooperate with the team and how to adopt the most appropriate opinions can reflect students' attitude towards and adoption of opinions in this process. In addition, the process of making kites is difficult to some extent, and it is inevitable that there will be mistakes in the process of making kites. By observing students' emotions and attitudes in the face of setbacks, teachers can have a better understanding of students' personality characteristics and make personal training plans in the future.

2.4. Authentic assessment method.

2.4.1. SET RUBRICS

Design a rubrics that outlines the standards expected of students, which can be used as an effective basis for evaluation (Erickson, 1995). Design a scale in this table to quantify related performance. Secondly, it needs to identify students 'ability to separate students' performance and achievements

from some related teaching issues. Through evaluation, formulating rules accurately, linking guidance and learning (Stanford, & Siders, 2001). When designing rubric, it includes three types of evaluations: peer, self, and teacher. Teachers judge students by observing the students' personal performance and cooperation with peers in the classroom. Feeling to complete self-assessment and peer assessment.

The rubric is divided into five parts, to assess students' 5 types of abilities, teachers need to value students' behavior and give a point of each assessment program. The evaluation criteria are 1-5, and the increasing number indicates the increasing ability of the students. According to the five objectives published in the Hong Kong education department's document guide, the key points of study will be set. In combination with the process of kite making, the project will be designed and evaluated.

2.4.2. USE RUBRICS

Rubric has the subject to describe the advantages and disadvantages of students in teaching activities, it can feedback and describe the learning process. Teachers and peers are the source of students' self-assessment, and students' use of rubric can guide them to self-assessment. Reflective learning tasks help to improve self-assessment and self-direction (Erickson, 1995). In addition, teachers can understand students' cognitive processes through written feedback from students, thus making teacher feedback more accurate and personalized (Stanford, & Siders, 2001).

3. Peer Feedback And Revision

in order to improve the learning process, I collected feedbacks from students and my peers.

3.1. Analysis The Feedback From Students

I had design a brief questionnaire for students. The questionnaire is about their feeling of doing the fly kite and the suggestion of the class. Through the collected data, students claim that they prefer teacher can give some guidance at the beginning of the class. Such as guide them to discuss and analyze the task appropriately. what's more, because students are divided into groups by randomly, when students who don't have a good relationship with each other become teammates, it will affect their work efficiency and the realization of learning results. When comes to the feeling, 80% students think complete task will make them feel proud and happy. After that teacher made a deep communication with those students with depression, they believe that the sense of accomplishment they get from doing their craft can somehow motivate them and help them temporarily shake off their depression. However, the frustration in the process of completion can make them feel a certain amount of anxiety and irritability.

3.2. Analysis The Feedback From Colleague

After I shared my activity design with my colleagues and presented the work of each group of students, my colleagues gave me some Suggestions. First, because the students are randomly assigned, the ability level of each group is not equal, which will affect the efficiency and quality of the task completed by the whole group. Second: at the beginning of the class, there are no leading activities, which to some extent fail to fully stimulate students' enthusiasm for learning. Teachers can add some additional information to the task, such as the good group can get some extra rewards, which can stimulate the motivation of students to complete the task.

4. Conclusion

In conclusion, this study highlights the significance of art courses in promoting students' emotional well-being and personal growth while emphasizing the link between learning and evaluation. Adolescents' high depression rates necessitate interventions that can positively impact their mental health and personality development. Art courses, incorporating activities like knitting, serve as natural antidepressants, reducing stress and fostering relaxation. Furthermore, art education plays a pivotal

role in developing students' creativity, critical thinking skills, aesthetic perception, and communication abilities. The incorporation of authentic assessment aligns teaching, learning, and evaluation, enhancing meaningful learning outcomes and enabling students to take responsibility for their own progress. This research underscores the transformative potential of arts-infused pedagogy in nurturing well-rounded individuals.

Reference

- [1] Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347-364.
- [2] Erickson, H. L. (1995). *Stirring the head, heart and soul: Redefining curriculum and instruction*. Thousand Oaks, CA: Corwin Press.
- [3] Fu Huipeng, Huo Jun, & Zhao Xiaohui. (2013). The relationship between parenting style and adolescent depression. *Chinese Community Physician: General Edition*, 000(009), P.198-198.
- [4] Gielen, S., Dochy, F., & Dierick, S. (2003). Evaluating the consequential validity of new modes of assessment: The influence of assessment on learning, including pre-, post- and true assessment effects. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimising new modes of assessment: In search of quality and standards*. Dordrecht: Kluwer Academic Publishers.
- [5] Gulikers, J. T., Bastiaens, T. J., Kirschner, P. A., Gulikers, J., Bastiaens, T., & Kirschner, P. (2004). Perceptions of authentic assessment. second biannual joint Northumbria/EARLI SIG assessment conference, Bergen.
- [6] Kankam, B., Bordoh, A., Eshun, I., Bassaw, T. K., & Korang, F. Y. (2014). Teachers' perception of authentic assessment techniques practice in social studies lessons in senior high schools in Ghana. *International Journal of Educational Research and Information Science*, 1(4), 62-68.
- [7] Li Xinyu, Zhou Linlin & Wang Jingjing.(2013). A status analysis of the use of occupational therapy trainers in health promotion. *General Practice Nursing*, 11(024), 2281-2282.
- [8] Newmann, F. M., & Archbald, D. A. (1992). The nature of authentic academic achievement. *Toward a new science of educational testing and assessment*, 71-83.
- [9] Stanford, P., & Siders, J. A. (2001). Authentic assessment for intervention. *Intervention in School and Clinic*, 36(3), 163-167.
- [10] Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.
- [11] Wu Xuefei, Liu Xiaoyan. A preliminary study of domestic adolescent depression[J]. *Psychology Monthly*,2018,13(3):292-293.Wiggins, G. (1990). The case for authentic assessment. *Practical assessment, research, and evaluation*, 2(1), 2.

Develop the ability to appreciate the arts	Use art experience to respond	can appreciate the creative ideas of the team members	
	Have confidence in own artistic judgment, performance and ability	Dare to express personal artistic ideas	
The cultivation of common ability	Develop the ability of cooperation	Discuss and cooperate with team members to complete the task	
	Develop the ability of communication	Express your own opinions, evaluate and adopt the different opinions of team members.	
	Develop the ability of problem solving	How to solve the technical problems and difficulties in kite making	
	Develop self-management ability	The emotional attitude in the face of frustration and hearing the opposite opinion	
Values and attitudes	responsibility	The role played in the group task, whether there is a sense of contribution	
	independence	Can complete the corresponding task independently	

Description of performance evaluation

performance	statement
1. Unable to finish independently, need help;	Unable to express and realize their own creative ideas; Unable to quickly learn and apply the kite making process;
2. You can stand alone and still need help	Have the idea, but have the difficulty to carry out the idea, need the suggestion of the teammate or the teacher

3: barely able to complete independently, need hints	You can generally implement your ideas, but your methods and skills are not perfect and you need hints
4: good performance, can be done independently	Can work with teammates to complete the task, but the creative ideas are not new enough, the ideas are relatively limited
5. Excellent performance, can be done independently	can complete the task smoothly, cooperate well with my teammates, and realize my ideas