

INTEGRATION OF AESTHETIC THEORY IN ART EDUCATION AND RESEARCH

Farah Deebea

University of Swabi, Pakistan

Abstract

This research is directed to establish the artistic theory with the students in education and to elaborate the advancement of idea to work of art in understanding and developing knowledge and to boost up the creative and skill side of the students aesthetically. The present research is following comparative analysis among different institutes by which the employment of aesthetic approach to students and their teaching methodologies and to identify the creative methods for use of aesthetics in education. Noteworthy outcomes observed in this research analysis. Students with multiple thoughts were interested in various curriculum activities. Aesthetic concept proved beneficial to develop student's skills with art education. Impulsive attitude in student lives have been discussed with different approaches, education sectors promote aesthetics to create the sense of analyzing and understanding of cultural values and to develop art education with aesthetic perceptions, modified methodologies are required.

Keywords: Aesthetic theory, Comparative analysis, aesthetic approach, perception, art education.

1. Introduction

Beauty, the sense of being beautiful, the feelings of inner satisfaction, the way to present something artistically and the much more to make things and situations understandable and valuable, is an art and more philosophically an aesthetic way. This era of science developed a more attractive term "The Aesthetics" the theory of arts. How could you define aesthetics by saying simple and easy words and to communicate desirably? With poetry, music and colors, humans are interested to attract towards their services in all ages, all religions and in all fields of life. The pure feeling about aesthetics is only exist in fine arts, where the man attracted to the appearance of things. Aesthetic theory is the sense of beauty, which lies in every person differentially. A little attention from the world about aesthetic theory make it unimportant subject to treat but without aesthetics, the world would be a dead stone with no feelings. The

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



sense of aesthetics is a thought of appreciation and principles (Lei, 2017). Any subject matter can be developed with aesthetic learning with some extent and benefit where it can relate practically to art education (Sotiropoulou-Zormpala & Mouriki, 2019).

From the past few years, aesthetics value is increasing day by day and scholars may consider making art as an important module. Aesthetic has been purely defined in art. It is something that can be approached with quality and worthwhile beauty. There is variability about its undisputed requirement for everyone to take value from more of it. Everyone needs beauty in a special way. If someone is next to captivating, then it is against its values. Aesthetics is a unique and easy way to understand and to feel experience with recommendations and presentations (Ofori 2016). One can be engaged with aesthetics without study theoretical materials and can enjoy adventure in its art. There is an influential ingredient about art that make it distinguish and flexible to different educational circumstances that is quite adaptable in different schooling environments (Rondhi, Soesanto et al. 2018). Due to its interest in educational institutes, aesthetics also interrogates about art and its relationship with learning system, extracurricular activities, and themes. Integration of aesthetics is not only about art learning, but it also teaches other theoretical studies too (RAIKOU, 2019). From nature and communal certainty, aesthetic schooling consists of extensive series of concepts and characteristics. Being the most important part of art where education is expressed in term of music, photographic illustrations, actions and vocal expressions (Mahgoub, 2016). Aesthetic in art education struggles with different forms of art in telling students and in this way aesthetic tutoring can be an energetic part of aesthetic culture. Student basic development is also focused with personality characteristics in art education that must be distinguished in such kind of fields because this field is purely concerned about artistic capabilities (Denac, 2014).

Aesthetics can be considered as a specific area of study but has not been a part of education yet. Aesthetics in art can be a part of disciplined based education and its theories with generalized instructions. The uncertainty about what such study might include reflects a fundamental conceptual confusion of the subject. Despite these concerns, the importance of aesthetic theory as a learning objective has recently climbed. It has been suggested that it could serve as an integrating core for aesthetics and the other fields of study.

2. Aesthetic Theory and Art Research Design

Dewey's aesthetic theory is considered as a simple mode to acknowledge teaching and different modules. Some researchers considered this theory as preserved instructions related to teaching methodologies (Anderson & Rubano, 1991), skilled growth, or coaching where curriculum is more broadly defined. Several scholars compared Dewey's points with other philosophers that already experienced with art and education collectively. In this regard, Schiller and David concepts were compared for this purpose. Specific theoretical disciplines like, art and science education, community studies, linguistic art has been examined by comparing with Dewey's aesthetic thoughts. They examined; how aesthetic theory is an ironic web of theoretic information when collectively studied with deep sense of gratitude for attractive influence of notions (Baker 2013), that modify one person's experiences and opinions. Some scholars considered this concept as experience and state it as something prevailing and authorized, some as histrionic while other researchers considered it as vital understanding about knowledge. Some concepts of aesthetic ideas are easier to describe (Al-Yahyai, Al-Zoubi et al. 2020).

Evaluation of experienced teachers depicted aesthetic in education is considered as currently in a region that involves anxieties and strengths in conditions of sentiments as described by evaluating experienced teachers (Cotter, Chen et al. 2021). Aesthetic in art education is easy as well as difficult to explain precisely. Classrooms culture with diversified thoughts provides an opportunity to students to experience powerful feeling about art (Efland, 1992). This may generate ideas, student's imagination power strengthened, and it also create the sense of relating events, they feel their presence in an encouraging environment to live in a specific condition. (Ebrahimi, Zanganeh Motlagh et al. 2020) also focused on artistic learning and according to him confidence inspection is also a productive idea in education, but it never means a sophisticated or elevated strength. Certain strategies were given by researchers for students to develop creative thoughts in education (Hamblen, 1988; Haanstra, 1996). Imagination, content creators, artistic development of concepts, artistic mind and eyes to explore the world, transformation of ideas, role model teachers, supportive platform are some important points for teachers to implicate on students for their wellbeing in different cores of life (Udhir and Buckner). Teachers can unfold the emotions of students by using aesthetic concepts. Aesthetics

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



in education make us to believe and to observe the world in creative way and for this purpose a wide range of art concepts can be nourished in educational institutes (Zimmerman, 2015).

According to the New Encyclopedia, a German philosopher named Alexander Baumgarten used the term "aesthetics" in 1735, derived from the Greek word "aesthesis" for perception, to describe the world of concrete knowledge in which content is given in physical form. It said that aesthetics is concerned with the conception of beauty, particularly as it is exhibited in a physical environment. It said that aesthetics is concerned with the interpretation and evaluation of beauty, particularly as it expresses in art. From the late 17th through the early 20th centuries, Western aesthetics experienced a gradual transformation into modernism. Beauty was highlighted as a crucial component of art and the aesthetic experience by German and British philosophers, who considered art as a need (Ofori 2016). As cited by (Spencer-Oatey, 2008), aesthetics is the science of sense experiences, a younger sister of logic, and beauty is thus the most perfect sort of knowledge that a sense experience can have. Because everyone should agree that "this rose is beautiful" if it is, the aesthetic sense of beauty is a judgement of a subjective but universal reality. Beauty, on the other hand, cannot be reduced to a more fundamental set of characteristics. The fact that art philosophy is universal does not suggest that all aestheticians should use the same criterion for rating art or the same basic principles for understanding the value of any work of art. It also does not imply that all rationally justified or empirically provided principles or procedures must be equivalent or establish similar truths. Two different aesthetic criteria of worth or general principles, both reasonable, can be incompatible. (Tetteh, 2013) uses the term aesthetics to describe the complete traits and aspects displayed in all items. Objects physical appearance and uses are inextricably linked to religious, social, and moral ideals. Aesthetics, according to Tetteh, is a way of appreciating one's natural surrounds, producing meaningful products, analyzing, and improving on nature's raw material for the overall wellbeing of people in relation to their religious beliefs. Aesthetic perception is not simply about appreciating the beauty or nature of a piece of art or nature, but also includes moral and ethical considerations. Aesthetic perception encompasses not just the aesthetics of a work of art or the natural world, but also the moral and spiritual components.

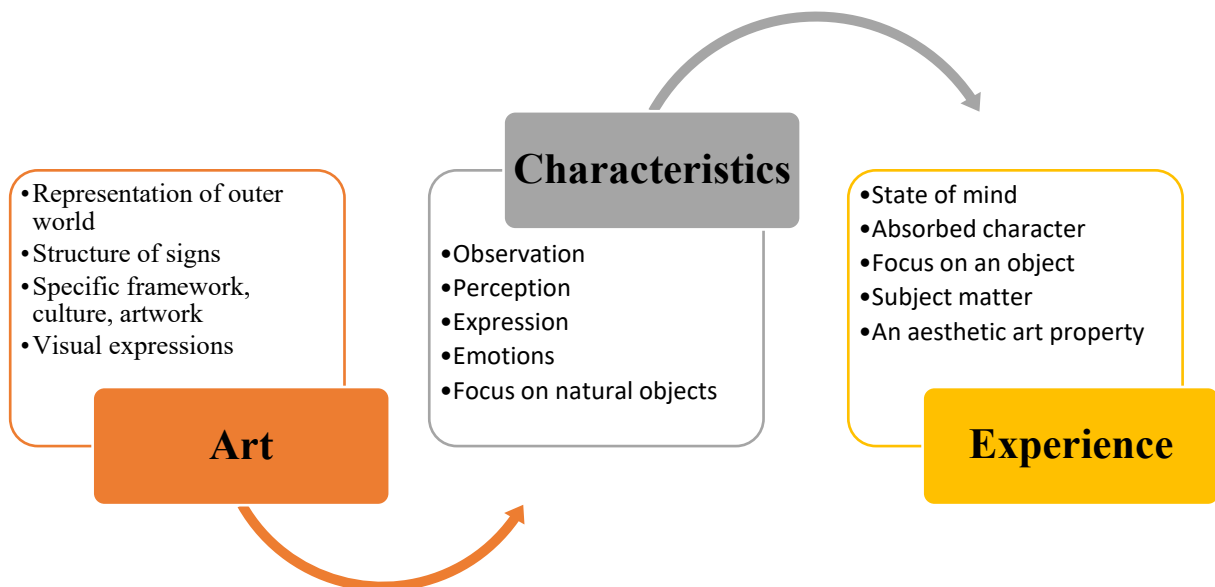
Philosophers Theories

Table 1. Different theories about aesthetics

Philosophers	Theories
Dewey Vygotsky Piaget	Interaction with previous knowledge and experience.
Steiner Dewey	Artistic development is the development of whole child.
Piaget Vygotsky Housen	Aesthetic is the different levels of development.
Dewey Piaget Stiener	Childs own personal perception is aesthetics.
Stiener Vygotsky	Power of imagination in development and growth.

2.1. Center of Aesthetics

There are three main points of concern in aesthetics; Art with its core features and experience, without focusing on these points, there is no inspiration, no attraction in the subject and no one can see the power in art education. These pinpoints are described here in the figure 1.



(Levinson, 2003)

Figure 1. Pinpoints to understand aesthetic theory in art education.

2.2. Drawback about aesthetic theories in education

Disciplines of aesthetics and art, students, scholars, researchers of the education section are being confronted by two edges. At one time, the executors of education are not specialized in aesthetics, and they deal with immature concepts with insecure explanations and its related tasks are uncertain. At other times, educators merely do not attach in aesthetic tasks because they are supposed to incapable of doing such kind of activities (Loudermilk, 2002).

3. Aesthetic education in academic institutes

The student's ability of aesthetic opinion and perception is the sense of feeling and understanding beauty that establish one's observation and identification of aesthetic education in academic institutes. At higher levels, aesthetic tutoring is mainly concerned with qualified staff and modified strategies of art and aesthetics in education Department (Marshall, 2016). This type of education can only be taught by experienced ones with study of art and aesthetic theory. Music, painting, dramatics etc. all are specific artwork, and its theoretics can only be learned under professional educators. It has been a part of number of courses of institutes (Krug & Cohen-Evron, 2000). To implement aesthetic education in institutes, comparative analysis among aesthetics and art education is essential to describe its general information. For this purpose, few elements are under consideration in figure 2.

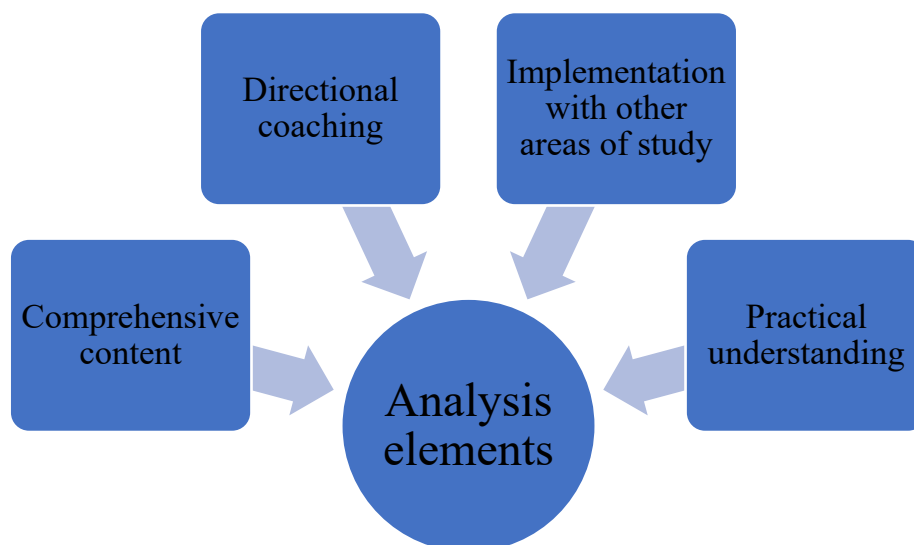


Figure 2. Element analysis of art via aesthetic theories.

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



Comprehensive content based on correlated module, directional approach described the establishment of manageable and creative things (Stabler, 2021). Implementation with other areas of studies showed how it works for students to obtain knowledge in certain subjects of study. Practical understanding is most important in execution of desirable knowledge in everyday life circumstances (Peña-López, 2016). Designed studies of aesthetics and art education set on conditional learning methods in aesthetic education (Warren, 2008). In this system of education students are guided in a different way to experience such kind of aesthetic material and attitude as its experimenter. It is more related to everyday life. To implement it with art education, and other culture-based subjects, it is quite often workable for designed consequences for appreciation (Süzen, 2020).

4. Fusion of aesthetic theory with education

A refined attitude behind this fusion is a new way to teach and learn and it is the major procurement of art education to be combined with aesthetic values. This has altered the student's school of thought and developed their interests for art and designing. Towards art and behavior, students are interested and more inspired to gain this kind of knowledge (Sotiropoulou-Zormpala, 2012). In general aesthetic theories, art education is the chief ingredient in academics where it is more enhanced and nourished with other fields of study. Evolution of aesthetic theory with art education has been promised by Education department in 2006 and this strategy has been put together by Ministry of Education. A complete understanding of artistic approach is required for innovative designing in this system of education. Conventional knowledge about aesthetic values provides an easy way to develop a fine exploration and it also assisted in resourceful expression too (Yang & Cui, 2021). Following aesthetic dimensions are helpful regarding creative education and search.

To understand the vision of an artist representation and skills, aesthetics provides some basic requirements in describing and identifying art in education. It is an innovative technique to implement aesthetics with education that enhance analysis of investigation extent of cultural aesthetics on art and most neglected by daily based essentials. There are several ways to understand and implement aesthetic theories in disciplined subjects, for this purpose following table describe its application with education.

Table 2. Application of Aesthetic Concepts in Education.

Subject	Representation	Productivity
Any formal discipline	<ul style="list-style-type: none"> • Visual graphics • Animations • Metaphor • Analogies 	<ul style="list-style-type: none"> • Narration • Studio presentation • Art work • Attraction in theoretical concepts.

(Fishwick, Diehl et al. 2005)



(Baskerville, Kaul et al. 2018)

Figure 3. Dimensions of aesthetic theory in art and research.

4.1. Aesthetics in education and research innovations

The oldest known architectural theory of Marcus Vitruvius Polio has three basic ideas: the strength, the effectiveness, and venustas necessities which means aesthetics. In developing and

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



evaluating the shaped objects of science research, the perception of strength can be established in concept of toughness and precision (Denac, 2014).

Alexander, Giambattista and Immanuel philosophies are most remarkable in sense of beauty and art. Aesthetics means sense of perception based on Greek word “aesthesis” but in modern era it is commonly used as aesthetics. To design a science research, Dewey’s theory about aesthetics for scientific research is more valuable, among others. Dewey wrote a lot about aesthetics that can never be forgotten (Shih, 2020). Aesthetics is part of experience; it describes how we experience an object and create an item. Aesthetics is quite important in designing research because of its strong affiliation with design. The only problem is lie in evaluating research designs and its quality is based in its experience (Baskerville, Kaul et al. 2018).

4.2. Aesthetic activities and approaches

Activities that take place in aesthetics focused on visualizing, inspiring and creating. In design any research, innovation only involves generating ideas that are both unique and useful. An original came into existence by using these actions. This not only require the designer’s imagination, but also its rational abilities, incentive and knowledge.

Different aesthetical approaches with some points of consideration are mentioned here:

Annals and notions	Insight understanding	Inspection and exploration
<ul style="list-style-type: none"> •Straight forward •Traditional approach to study •Extremely opposite to studio activities •Inappropriate for young children •Best for advanced level students •Structured approach and designed methodologies developed by teachers 	<ul style="list-style-type: none"> •Unique and desired approach •Its an experience of art education not study •Perception of visuals •Experienced by viewers, not lie in the concerned subject •Studio activities are more preferred •Methods and practices developed by organizing aesthetical programs 	<ul style="list-style-type: none"> •Most considered approach •Why people are more attracted to art •Basically, it's art criticism •Logical views about diverse aesthetical cultures •To develop a concept about art by initiating the examination of disputed and distinctive impulsive forces •Based on rational reasons

Figure 4. Aesthetic approaches related to aesthetic theories.

(Loudermilk, 2002)

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



Evaluation of art education in different institutes are achieved by comparing student's activities in their free time. It has been examined the number of students to visit various art galleries and museums. Only 10% students have been observed to be interested to visit art galleries in 2008 (10) but in 2018, their strength have been more and more in visiting galleries, museum and exhibition centers (Yang & Cui, 2021). According to a survey and by comparative analysis of students of three different institutes about their interest and activities in their leisure time, data has been concluded that is mentioned in the figure 5 below.

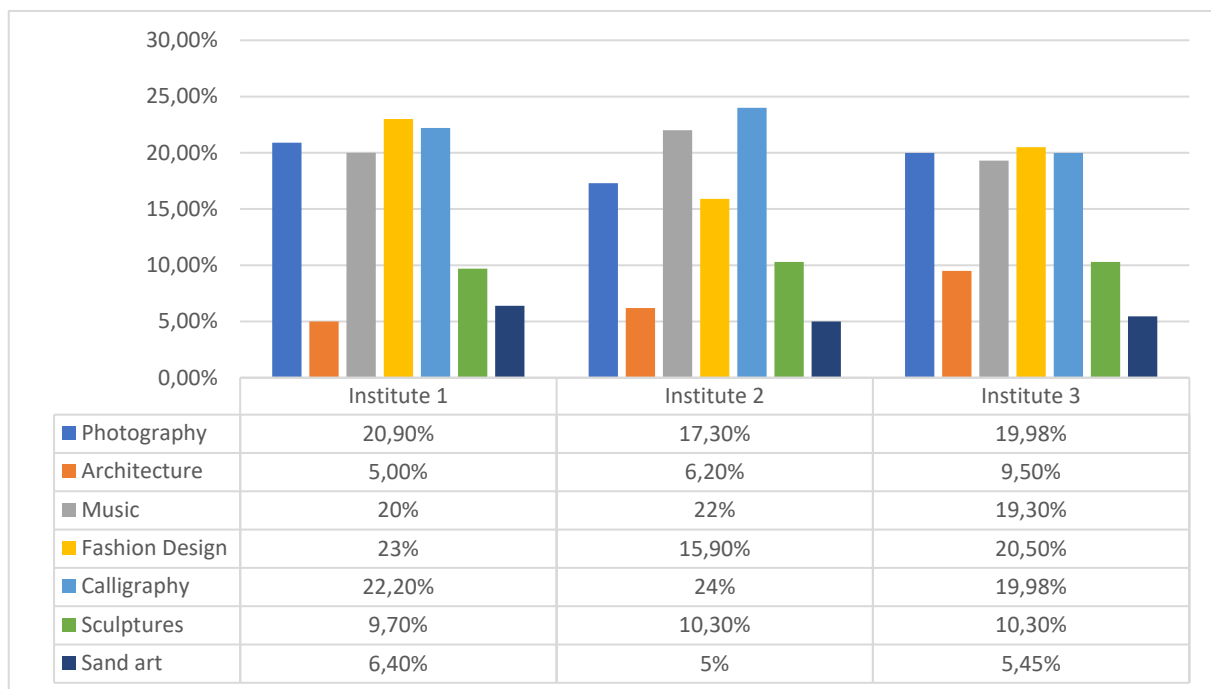


Figure 5. Comparison evaluation of three different institutes for art and education disciplines

5. Results

Students in academic institutes are youngsters and more energetic to participate in any extracurricular activity than others but at the same time they are more sensitive to new things. In this advanced era of science and technology, interest in art education and aesthetics is a great way to enhance their mental empowerment and it could help students form their conscious

aesthetic judgements and understanding. Promoting Aesthetics in art education is a motivation for showing in such kind of activities.

Photography and calligraphy, architecture, music, sand art, fashion designing and sculpturing were under consideration in this aspect. In institute 1 (20.9% of students in Photography, 5% in architecture, 20% in music, 23% in fashion designing, 22% in calligraphy, 9.7% in sculptures and 6.4% students were observed as interested in sand art). In institute 2 (17.3% of students in Photography, 6.2% in architecture, 22% in music, 15.90% in fashion designing, 24% in calligraphy, 10.3% in sculptures and 5% students were observed as interested in sand art). While students of institute 3 were observed as 19.98% of students in Photography, 9.5% in architecture, 19.30% in music, 20.50% in fashion designing, 19.98% in calligraphy, 10.3% in sculptures and 5.45% students were observed as interested in sand art. There are many reasons about students' interest in aesthetic education some of which are described in the figure 6 below:

Reasons behind interest in Aesthetics in art education	Implementation of new technologies with aesthetic concepts are more attractive than simple art.
	Innovative and modern living style is more preferred by youngsters.
	Aesthetic concepts persuades the interests for upcoming events.
	Aesthetics is everywhere in our everyday living activities.

(Uidhir and Buckner)

Figure 6. Reasons for student interest in aesthetic education

6. Different Ways to Develop Aesthetic Concepts in Education

Implementation of aesthetic perceptions linked with education is a present-day phenomenon which is of quite interest. Recognition, description and understanding the beauty of models in living aspects that are associated with aesthetics and learned via art education is the main objective of this aesthetic concept in academics. This tradition also enhances the artistic beauty of nature. European common concepts of aesthetics have been ignored in academics in last few years (Blank 2012). The main intentions of designing aesthetic ideas in art education are: 1. Understanding of information: in this factor, narrations of specific categories of impressions are focused. Development of aesthetic patterns are under consideration. 2. Artistic intention: potential of valuing aesthetic ideas, the expertise in analyzing aesthetic representations. 3. Psychological values: discovery of inner aesthetic thoughts, emotional inquiry of aesthetic education associated with better objectives (Uidhir & Buckner).

In this system of education, objective learning is the basic awareness of aesthetic designing perception and the old concepts about its implementation. Artistic intention is the major standard for student to practically experience this knowledge. If the core designs are not art like but can be analyzed aesthetically (Hsieh, Huang et al. 2017). Emotional zeal and its worth are perception of implementing aesthetics in art education and it guaranteed its evaluation and understanding to its emotional appreciation. Institutional strategies to implement this type of studies is a selection of courses that are arranged for students (Sajnani, Mayor et al. 2020). Like art subject, the following courses must be offered: like industry design, visual aesthetics, narrative designing, environmental aesthetic values. But interdisciplinary subjects of aesthetics could be an accomplishment for such kind of subjects in educational institutes. In disciplines other than art, like, engineering, science and technology, implementation of aesthetic is itself an art. In such kind of subjects, creative thinking could play its role (Gong, Zhang et al. 2018). Education learned after experiences act as supplement in other subjects to make the institute a full package of products of multiple variabilities. There are different subjects that one can learn to achieve aesthetic art education, and these are shown in the figure 7 below:



(Yang & Cui, 2021)

Figure 7. Various subjects to be focused in aesthetic education

These courses can be found abstract composition in anywhere in an institute. All these are material designs. It is not easy for students to analyze and understand these subjects of material and immaterial without teacher's guidance to direct exposure to these with aesthetics. number of institutes are playing their role in developing aesthetic education via certain creative designs. Immaterial designs must be reinforced with aesthetic learning and new automations (Uhrmacher, 2015). Aesthetic theories must be applied in education sectors and promoted with aesthetic psychology and faithful associations. Student's emotional values promote this scheme with perception of design in aesthetic episodes and they understand it easily. Various aesthetic and educational approaches must be outlined by which students get experience by utilizing their creative thoughts (Gunaratnam, 2007). In an institute, such kind creative sessions have been organized to help the students to distinguish among their ideal creations. Several traditional events may encourage students to being a part of this aesthetic learning. For this purpose, experienced aesthetic and educational perspectives encourage students to learn and work under such circumstances of art.

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



7. Discussion

In an education system, art or aesthetic values are influential, where educational surroundings are meaningful and its achievement is executed as signal of innovation and the main purpose can be fulfilled. This advancement beneficial and act as a challenge to simple education where many subjects are theoretically explained. Very few learning institutes are aesthetically elevated and social and emotional establishment of students are fully considered (Li, 2020). In schooling systems, art education with aesthetic idea is considered as notably different and act as academic peas in a pod. If art educators want to be a part with aesthetics, they must describe how art education is more valuable and committed to academic success than simple theoretical learning designs (Bautista, Tan et al. 2015).

Artistic proceedings are rational and real that's why it can strengthen the institutional knowledge and develop intellectual skills. This research describes how art is associated with common concepts of academic learning. This association of aesthetics and education share all processes and cross-disciplinary concepts at one time (Bautista, Tan et al. 2015) (Ahmadi, Fathabadi et al. 2020). Application of art enhances, deepens and developed the learner abilities to explore things creatively and creative idea play with information smartly. It also means showing how art practice, when applied as inquiry across the curriculum, enhances, broadens, and deepens learning by allowing learners to explore knowledge, play with ideas and information, and make it their own (Baker, 2013). Aesthetic education, which takes the form of art and other subjects, stimulates people's interest in natural and human beauty and this sense of beauty is reflected in related activities and discussions about beauty, particularly in art and creative activity (Ahmadi, Fathabadi et al. 2020).

According to (Mahgoub, 2016), there are differences in the experimental group following the test, indicating that art education training improves basic level learners sense capacity. The presence of art education teaching leads to the progress of aesthetic power for basic level students. This step could involve developing a robust approach within the art education curriculum to lead research in this area. The establishment of social connections and the expression of community values are examples of collective benefits. Most of the authors think that experimental research should be more detailed regarding the kind of artistic activities that

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



learners participate in. (Rondhi, Soesanto et al. 2018) also noticed a wide range of outcomes. According to him, students can gain aesthetic experience while working on art because the materials, tools, and objects of art can all directly affect the students' sentiments.

(Ünlüer and Zembat, 2018) found that the experimental group overtook the control group by a significant margin. Their findings revealed that children in the experimental group have a greater level of aesthetic judgement than children in the control group, and that the Aesthetic Education Program has a significant impact on the development of children's aesthetic judgement levels. As a result, the children in the experimental group who participated in the Aesthetic Education Program had higher aesthetic judgement levels than the children in the control group who did not participate in the training. (Süzen, 2020) used descriptive analysis to describe aesthetics in higher education. It is necessary to ensure that the interaction of different disciplines contributes to the artistic activities and perspectives of pupils. Aesthetic and theoretical knowledge, more than the quality of schooling, increases one's level of appreciation for life; they not only serve as life guides, but they also affect one's social life in positive ways. The art of aesthetic education in society can have a positive impact while also increasing the need for it. The goal of aesthetic education should be to achieve this. Perspective is the development of artistic thinking and problem-solving skills, whereas imagination is the primary goal of educational advancement.

CONCLUSION

This research article focused on implementing art education with aesthetic ideas in academic institutes with center of attention of art. In student's life, art is closely associated with their daily routine, where they are busy with new automations. To develop impulsive attitude in their lives, education sectors promote aesthetics to create the sense of analyzing and understanding of cultural values. To develop art education with aesthetic perceptions, experienced and professionals with modified methodologies are required in teaching groups. So, they can achieve their desired design of education with aesthetics.

REFERENCES

- Ahmadi, A., et al. (2020). "The Effectiveness of Aesthetic Teaching on the Attitude of Elementary School Students." *Randwick International of Education and Linguistics Science Journal* 1(3): 423-431.
- Al-Yahyai, F., et al. (2020). "Effects of a Special Art Education Course on Attitudes toward Omani Learners with Special Needs." *International Journal of Higher Education* 10(1): 191.
- Anderson, P. M. and G. Rubano (1991). *Enhancing Aesthetic Reading and Response. Theory and Research into Practice (TRIP) Series*, ERIC.
- Baker, D. (2013). "Art Integration and Cognitive Development." *Journal for Learning through the Arts* 9(1): n1.
- Baskerville, R. L., et al. (2018). "Aesthetics in design science research." *European Journal of Information Systems* 27(2): 140-153.
- Bautista, A., et al. (2015). "Curriculum integration in arts education: connecting multiple art forms through the idea of 'space'." *Journal of Curriculum Studies* 48(5): 610-629.
- Blank, J. (2012). "Aesthetic education in the early years: Exploring familiar and unfamiliar personal-cultural landscapes." *Contemporary Issues in Early Childhood* 13(1): 50-62.
- Cotter, K. N., et al. (2021). "Measuring art knowledge: Item response theory and differential item functioning analysis of the Aesthetic Fluency Scale." *Psychology of Aesthetics, Creativity, and the Arts*.
- Denac, O. (2014). "The Significance and Role of Aesthetic Education in Schooling." *Creative Education* 05(19): 1714-1719.
- Ebrahimi, A., et al. (2020). "Analysis of aesthetics education curriculum and identification of aesthetic education strategies in Farhangian University." *Research in Teaching* 8(4): 192-164.
- Efland, A. (1992). "Ralph Smith's concept of aesthetic experience and its curriculum implications." *Studies in Art Education* 33(4): 201-209.

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



- Fishwick, P., et al. (2005). "Perspectives on aesthetic computing." *Leonardo* 38(2): 133-141.
- Gong, Z., et al. (2018). "Effects of work passion on turnover intention for Chinese government employees: The dualistic model of passion perspective." *Journal of Management & Organization* 26(4): 502-518.
- Gunaratnam, Y. (2007). "Where Is the Love? Art, Aesthetics and Research." *Journal of Social Work Practice* 21(3): 271-287.
- Haanstra, F. (1996). "Effects of art education on visual-spatial ability and aesthetic perception: A quantitative review." *Studies in Art Education* 37(4): 197-209.
- Hamblen, K. A. (1988). "Approaches to aesthetics in art education: A critical theory perspective." *Studies in Art Education* 29(2): 81-90.
- Hsieh, H. C. L., et al. (2017). A study on the integration of local culture into design aesthetics education-an example of Shalu Papora community. 2017 international conference on applied system innovation (ICASI), IEEE.
- Krug, D. H. and N. Cohen-Evron (2000). "Curriculum integration positions and practices in art education." *Studies in Art Education* 41(3): 258-275.
- Lei, X. (2017). "Innovation of Aesthetic Education in Chinese Universities in the New Media Age." *DEStech Transactions on Social Science, Education and Human Science*(iced).
- Levinson, J. (2003). *The Oxford handbook of aesthetics*, Oxford University Press.
- Li, H. (2020). "Orientation Change of the Value of Design Art Education and Management Path Innovation." *International Journal of Frontiers in Sociology* 2(6).
- Loudermilk, M. L. (2002). *The use of aesthetics in a comprehensive art curriculum*, Marshall University.
- Mahgoub, Y. M. (2016). "The Impact of Arts Education to Enhance of Aesthetic Sense Ability for Basic Level Pupils." *Journal of Education and Human Development* 5(2).
- Marshall, J. (2016). "A Systems View: The Role of Art in Education." *Art Education* 69(3): 12-19.

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



- Ofori, W. (2016). Aesthetics, appreciation and criticism among Ewe kente weavers; its implication for art education, University of Education, Winneba.
- Peña-López, I. (2016). "Innovating Education and Educating for Innovation. The Power of Digital Technologies and Skills."
- RAIKOU, N. (2019). "Investigating the reflective opportunities of aesthetic experience in education." Educational Journal of the University of Patras UNESCO Chair.
- Rondhi, M., et al. (2018). "The Ideology and Implementation of Aesthetic Education in Junior High School of Semarang Municipality." The Journal of Educational Development 6(2): 220-229.
- Sajnani, N., et al. (2020). "Aesthetic presence: The role of the arts in the education of creative arts therapists in the classroom and online." Arts Psychother 69: 101668.
- Shih, Y.-H. (2020). "Teaching Principles for Aesthetic Education: Cultivating Taiwanese Children's Aesthetic Literacy." International Journal of Education and Practice 8(3): 568-576.
- Sotiropoulou-Zormpala, M. (2012). "Aesthetic Teaching: Seeking a Balance between Teaching Arts and Teaching through the Arts." Arts Education Policy Review 113(4): 123-128.
- Sotiropoulou-Zormpala, M. and A. Mouriki (2019). Enriching Arts Education Through Aesthetics: Experiential Arts Integration Activities for Pre-school and Early Primary Education, Routledge.
- Spencer-Oatey, H. (2008). Culturally speaking second edition: Culture, communication and politeness theory, Bloomsbury Publishing.
- Stabler, A. (2021). "A Sentimental Art Education." Studies in Art Education 62(1): 63-81.
- Süzen, H. N. (2020). "Art and Aesthetics in Higher Education." Online Submission 7(6): 335-350.
- Tetteh, S. (2013). Traditional African Art Forms: Sources of inspiration for graphic design.

**1st International Congress and Exhibition on
Sustainability in Music, Art,
Textile and Fashion (ICESMATF 2023)
January, 26-27 Madrid, SPAIN**



- Uhrmacher, P. B. (2015). "Toward a Theory of Aesthetic Learning Experiences." *Curriculum Inquiry* 39(5): 613-636.
- Uidhir, C. M. and C. Buckner "Remodeling Aesthetic Theory: Portrait of the Artist As An Aesthetic Expert."
- Ünlüer, E. and R. Zembat (2018). "Examining the Effects of Aesthetic Education Program on Aesthetic Judgment Development of Five-Year-Old Children." *Asian Journal of Education and Training* 5(1): 44-49.
- Warren, S. (2008). "Empirical Challenges in Organizational Aesthetics Research: Towards a Sensual Methodology." *Organization Studies* 29(4): 559-580.
- Yang, L. and H. Cui (2021). Study on Design Aesthetic Education in Universities in China. The 6th International Conference on Arts, Design and Contemporary Education (ICADCE 2020), Atlantis Press.
- Zimmerman, E. (2015). "Reconceptualizing the Role of Creativity in Art Education Theory and Practice." *Studies in Art Education* 50(4): 382-399.