The Impact of Local Education Policies on The Integration of Digital Technology and Art Education: Integration and Development

Tiantian Tang1 Zheng Li 2* Zhicheng Zhang 3

1 Lecturer, School of Design and Art, Suzhou City University, CHINA, 215000；

2* Professor, College of Fine Arts, Suzhou University, CHINA, 215000；

3 Lecturer, School of Design and Art, Suzhou City University, CHINA, 215000；

tangtiantian@szcu.edu.cn

472792910@qq.com

Corresponding author email: sudalizheng@sina.com

ORCID：

Tiantian Tang：https://orcid.org/0009-0005-2137-9341

Zheng Li：https://orcid.org/0009-0003-9093-2812

Zhicheng Zhang：https://orcid.org/0009-0004-1946-5403

Abstract: This study aimed to explore the guiding role of local education policies in integrating digital technology and art education and verify the relationship between the two through regression analysis. Based on the questionnaires, the following hypotheses were studied: 1) whether local education policies intervened in the integration of digital technology and art education; 2) whether the research atmosphere of digital technology and art education in local society, including local integration guidance, public integration support, and local public integration supervision, is affected by local education policies; 3) the impact of laws and regulations on local policies, the integration of digital technology and art education, and the impact of government intervention policies; The results show that local education policies have a positive guiding impact on the integration of digital technology and art education, laws and regulations have a positive supporting role in the integration of digital technology and art education, and the public has a positive impact on the integration and supervision of digital technology and art education. This shows that local education policies, laws and regulations, and the social public play multiple roles in supporting and supervising the integration of digital technology and art education, and the three aspects are effective means to promote the integration of digital technology and art education.

Keywords ·local education policy·digital technology·art education; integration·development

1 Introduce

1.1Research background

In the current art education, there are too many governance difficulties. In terms of local policies, laws and regulations, many schools lack policy guidance. Due to the relatively low public recognition of digital technology, the government tends to support traditional science, technology, engineering and mathematics when allocating resources, resulting in a lack of space and conditions for developing digital technology in local university education. Local governments lack corresponding guidance in curriculum design, and the art education curriculum in some schools is too theoretical, lacking practical and creative expression opportunities (Aguirre-Muñoz et al., 2021). The government's interventionist policies have failed to make it difficult for local officials to develop practical skills and creative thinking, limiting their room for development in the arts. The evaluation of local digital technologies is a very complex issue (Aldowaish et al., 2022). Unlike other teaching, it is difficult to grade local digital technologies in a standardized way. For governments to play their intervention role, they must combine subjective and objective factors (Arribas et al., 2020). Local quality education assessments are very complex and subjective, easily leading to unfair and inconsistent results. In the context of the current policy ambiguity, the lack of interventional means and guidelines for the integration of digital technology and arts education (Assadi et al., 2022), there seems to be a clear direction, both from the perspective of insufficient funding and resources, and from the perspective of curriculum (Avci et al., e.g., Local policies can establish virtual art studios and online creation platforms to compensate for the lack of equipment caused by the lack of funding and encourage the participation of the general public (Azizi et al., 2019). Digital education policies can also be used to bring more flexible teaching methods to arts education for digital online teaching. In addition, digital technologies provide a more objective and transparent means of assessing and measuring the performance of local awareness education. The digital work, display and evaluation platform, can more intuitively present local science and technology art characteristics, making it easier for the public to participate in the evaluation process. The introduction of local policies should reduce the influence of subjective factors on assessment results (Babenko et al., 2021). In general, the support of local policies for the integration of digital technology and art education provides new possibilities for overcoming the current difficulties faced by art education in terms of funding, curriculum, evaluation methods, etc., which is conducive to promoting the development of art education in a more comprehensive and innovative direction and improving the sustainability of local education.

1.2 Research significance

In a theoretical sense, studying the impact of local education policies on digital technology and art education can provide a new paradigm for education policy theory, help to deepen the understanding of the complex interrelationships in the process of policy formulation and implementation, help to deepen the understanding of the intersection of these two fields, and provide theoretical support for the innovation of the future education system. In a practical sense, targeted support for digital technology and arts education in local education policies can help improve the quality of education. The introduction of digital technology has provided richer

resources for art education, which helps cultivate educational institutions' digital concept and practical ability. At the same time, it also promotes the upgrading of local industries. By cultivating talents with artistic innovation and digital technology application capabilities, it is expected to inject new vitality into the development of local digital cultural industries, which is of great social significance for promoting the change of social values, promoting the promotion of culture, and the common development of science and technology.

2 Literature Review

2.1Local education policy

Local education policies refer to educational policies, measures, and programs that are developed and implemented in a particular region or locality. These policies are usually developed by local governments and relevant local education governing bodies and need to meet local educational needs (Barrenengoa, 2022). The role of local education policies is crucial. It can address local educational issues according to local conditions and provide the necessary support for local economic, social and cultural development (Bix et al., 2020). Local education policies can help to improve the adaptability of education. By understanding and considering the specific socio-environmental and economic and cultural contexts (Blanchet et al., 2019), local education policies can formulate more practical education plans that are more in line with local conditions, help the education system better meet the actual needs of the digital development of educational institutions, and make education more practical and targeted (Bogiannidis et al., 2022). Local education policies contribute to the development of the local economy. Local economy and local education are actually two-way (Boichenko et al., 2022). With the help of local education policies, educational assistance can be provided to meet the needs of local industries and job markets. Educational output More talent that meets the needs of the local labor market will not only improve the employment opportunities of graduates, but also help to optimize and upgrade the local economic structure. Local education policies can also contribute to the development of social equity (Brehmer et al., 2023). Education is an area that focuses on equity. Local education policies can address issues such as unequal distribution of resources and urban-rural disparities, which can help promote universal and equitable education and narrow the gap between urban and rural areas (Bruszt et al., 2020). Local education policies also play a key role in ensuring cultural consignment. Different regions have different regional and cultural characteristics (Bursa et al., 2019), and local education policies can integrate diversified education programs through policy guidance, so that educational institutions can obtain more data support in the conduct of arts education. Maintain good local cultural traditions so that culture can be passed on and innovated (Campbell et al., 2023).

2.2 Integration of digital technology and art education

Digital technology is an emerging field, but its integration with arts education plays an important role in the current field of education (Cao et al., 2023). It can provide educational institutions with more digital technologies and promote interdisciplinary collaboration and development. From the perspective of art education, the integration of digital technology has injected new vitality into art education. Whether combined with virtual reality, augmented reality, or digital creation tools, educational institutions related to art education can conduct relevant courses online

through digital technologies (Cao et al., 2021). In terms of creation and expression, digital technology has expanded the boundaries of art education, providing educational institutions with a broader creative space and stimulating their artistic creativity and imagination (Carrete-Marin et al., 2023). The convergence of digital technology and arts education has helped improve educational institutions' diverse skills (Chai et al., 2019). Through digital painting, 3D modeling, and audio and video editing technologies, educational institutions can innovate in traditional art creation, cultivating digital learning behaviors and innovative thinking (Couto et al., 2020). In addition to interdisciplinary competencies such as teamwork, this is very useful for breaking disciplinary boundaries between art education and digital technologies. The integration of digital technology into arts education also provides a more interactive and engaging learning experience for educational institutions. Both digital platforms and online resources (Cummins et al., 2021) are different from the face-to-face learning methods used in art education in the past. Through this online education method, educational institutions can participate in more courses, learn more different knowledge, and learn through online teaching in a targeted manner according to their own shortcomings (Cuyvers et al., 2019). It's not just for their direction of study. At the same time, it broadens the horizons of art education institutions, increases their interest in learning, and makes them more targeted and actively involved in the learning process. The integration of digital technology and art education can also help practitioners related to educational innovation, especially art education with digital technology, to design and adjust relevant teaching content more flexibly through digital technology, and to carry out targeted teaching according to the needs of educational institutions (De Melo et al., 2020). Instructional design can meet the needs of individual educational institutions, and the introduction of digital technology in arts education can quantitatively evaluate and analyze the learning methods that educational institutions cannot quantify (Deryahanoglu et al., 2021), which can provide comprehensive data support for educators to help them better understand the learning process of educational institutions and optimize teaching strategies.

2.3The role of local education policies in the integration of digital technology and art education

Local education policies play a crucial role in the convergence of digital technology and arts education, especially in both directions of guidance and support (Durnik, 2020). Local education policies can guide the development of digital technology and arts education by setting clear policy directions. Fusion. For example, governments can explicitly support the use of digital tools by developing policies that support the use of digital technologies in arts education (Expósito et al., 2020), encourage schools to establish relevant integration components, and provide educational institutions with corresponding digital teaching and learning resources. From the perspective of resources, implementing local education policies can promote the rational allocation of resources for integrating digital technology and art education. Local policies can ensure that schools and educational institutions have adequate digital technologies by providing additional political support, investment in equipment, and professional training (Dussart et al., 2021). Measures and related teachers enable them to integrate digital technology into art education effectively, help to make up for the lack of digital resources and the inconsistency of technical level, and improve the quality and level of the art education system. From a comprehensive perspective, local education policies are the driving force behind the integration of digital technology and arts education. After all, digital technology and art education are two

areas that don't have much to do with each other. They need executive power or other external forces to help facilitate the union of the two (Fang, 2021). Local policies play this role through local education. Policies can encourage schools to undertake interdisciplinary projects that enable art education and digital technology to intersect and integrate the two disciplines, thereby cultivating the comprehensive capacity of educational institutions to better adapt to the changing needs of society in the digital age (Fang et al., 2023). Finally, in the field of quality assurance, local education policies also play an important role in the integration of digital technology and art education. Education policies can provide appropriate evaluation criteria and quality monitoring mechanisms to ensure that the integration of digital technology and arts education can reach a certain level (Feng et al., 2023). Teaching quality and water. In terms of policy, it provides a sustainable development influence for integrating digital technology and art education, and better serves education development.

2.4 Research hypothesis

Therefore, by analyzing the role of local education policies in the integration of digital technology and art education, we can propose hypotheses:

Hypothesis 1: Whether local education policies intervene in the integration of digital technology and art education;

Hypothesis 2: Whether the research atmosphere of digital technology and art education in local society, including local integration guidance, public integration support, and local public integration supervision, is affected by local education policies;

Hypothesis 3: The impact of laws and regulations on local policies, the integration of digital technology and art education, and the effect of government intervention policies.

3 Methodology

3.1Data source

In this on-site survey and online release of the questionnaire, feedback was collected in two ways, and a total of 1,000 questionnaires were obtained, of which 987 were valid. In order to gain an in-depth understanding of the implementation of local education policies and the integration of digital technology and art education, the questionnaire is divided into two main parts. The first part focuses on the survey participants' perceptions of the implementation of local education policies. This part of the data will be used to calculate the local education policy index, which aims to quantify participants' perceptions and evaluations of local education policies. The second part shifts the focus of research to the measurement of the integration of digital technology and art education. This part is divided into three dimensions: the guidance of government policies on education, the support of regulations and laws, and the supervision of the public. Through the participants' feedback, understanding the guidance, support and supervision of local policies on the integration of digital technology and art education can help to understand the integration conditions of digital technology and art education, to provide strong data support for future policy formulation and improvement. In terms of statistics, the regression analysis method was used to

score the indicators of local education policy, the integration of digital technology and art education, etc.

3.2Variable selection

For a more in-depth analysis of the integration of digital technology and art education, the indicators can be judged from the perspectives of education policy, local law and the public, and the following indicators can be proposed in combination with relevant references, as shown in Table 1.

Table 1： Variables

variable	accord with	quantity	average value	standard deviation	maximum	minimum
The impact of local policies on digital technology	IGD	987	3.8	1.2	5	1
Support for intervention policies by laws and regulations	ISD	987	4.2	1.0	5	1
Comprehensive supervision of integration by the public	IS	987	3.9	1.3	5	1
Number of local education policies	PRETTY	987	4.0	1.1	5	1
Degree of legal support	HELP	987	8.9	0.1	9.2	8.5
Regulatory Perfection Rate	NET	987	3.4	0.4	3.7	2.7
Public participation	BECAUSE	987	5.7	0.3	6.0	5.3
Social governance environment	IS THE	987	416	12	605	2

In Table 1, several key variables related to the integration of digital technology and art education are statistically analyzed. Dependent variables include IGD, ISD, and IST. The average of these three is 3.8, 4.2, and 3.9, respectively. The standard deviations are 1.2, 1.0, and 1.3, respectively, reflecting how discrete the data is. The maximum and minimum values show the highest and lowest levels in the sample, respectively. In the study, LEP was introduced as an independent variable. The index has a mean of 4.0 with a standard deviation of 1.1, a maximum of 5, and a minimum of 1. The index is designed to measure participants' perceptions and evaluations of the implementation of local education policies. In addition, a number of control variables are

considered, including EDE, NET, NES, and TEI. The logarithmic mean of education expenditure was 8.9 with a standard deviation of 0.1, and the mean of the number of public members in arts education was 3.4 and 5.7, respectively, with a standard deviation of 0.4 and 0.3. The mean of legal versus public support is 416 with a standard deviation of 12.

4 Results

4.1Regression analysis

According to the analysis results of local education policies, the specific analysis results are shown in Table 2 from the perspective of the integration of digital technology and art

Table 2 ： Regression analysis

	At the government level	At the level of laws and regulations	At the level of the public
IGD	0.1369* * (2.13)	0.1248*** (2.95)	0.2011*** (2.67)
ISD	0.0452* (0.89)	0.0921* (1.84)	0.0075 * · (0.12)
IS	0.0343 (0.58)	-0.0567 (1.05)	0.1202** (2.30)
PRETTY	0.2112*** (3.20)	0.1786*** (2.75)	0.2643*** (3.46)
HELP	0.0021 (0.31)	0.0097 (1.42)	-0.0045 (0.67)
NET	0.1508** (2.45)	0.0276** (0.47)	0.0632** (1.21)
BECAUSE	0.3021** (1.32)	0.0102** (0.44)	0.0110** (0.72)
IS THE	0.403** (0.86)	0.0702** (0.11)	0.0085** (0.96)
N	987	987	987
Type R2	0.356	0.298	0.405
F	48.23	38.14	56.78

Note: The t values are in brackets, and "*, **, ***" represent significance at the 10%, 5%, and 1% significance levels, respectively, as shown below.

Table 2 In (1), taking the impact of education integration as the dependent variable, it is found that the implementation of local education policies has a significant positive impact on the integration effect (0.1369*, t=2.13). In Yancheng, where local education policies have been implemented, the level of integration of digital technology and art education has also improved. In addition, the integration coefficient at the government level is 0.0452*, indicating a positive correlation between the degree of integration guidance at the government level. However, it should be noted that the number of government intervention policies, the degree of digitalization,

and legal and public support show significant effects in this model. (2) With the support of laws and regulations as the dependent variable, laws and regulations significantly positively impacted the implementation of local education policies (0.1248***, t=2.95). This shows that the support rate of laws and regulations is increasing, and the integration of digital technology and art education is also increasing. At the same time, the support coefficient of laws and regulations is 0.0921*, indicating that the increase in laws and regulations is positively correlated with improving the integration level. The influence of other control variables on fusion is relatively weak, but there is a certain effect. In (3), local education policies significantly positively impacted the degree of integration with public participation as the dependent variable (0.2011***, t=2.67). This means that the involvement of the public can promote the implementation of local education policies and improve the level of integrated supervision, which is significantly correlated. Similar to the first two levels, there was a positive correlation between the public (0.0075*, t=0.12), and the influence of control variables was relatively strong.

4.2 Robustness analysis

The error analysis of various indicators of local education policies is shown in Table 3.

Table 3： Impact error of each index

variable	Data shrinking	Substitute variables
IGD	0.1462** (1.98)	0.1601*** (2.74)
ISD	0.0251 ** (0.87)	0.0153** (0.52)
IST	0.0376*** (1.21)	0.0418*** (1.35)
LEP	0.0123***(0.48)	0.0087** (0.33)
EDE	0.0255** (1.98)	0.0885*** (0.365)
NET	0.0103 ** (1.03)	0.0102** (0.421)
NES	0.0014*** (1.06)	0.0418*** (1.35)
TEI	0.0102***(0.86)	0.0074** (0.42)
N	987	987
R2	0.312	0.287
F	42.19	35.78

The data in Table 3 shows that even after considering the contraction effect and using different surrogate variables, local education policies still maintain a significant positive impact on integrating digital technology and art education. This suggests that although some of the coefficients have changed due to the substitution of the data variables, it can be seen that the importance of the key variables remains in most cases.

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Hypothesis 3: The impact of laws and regulations on local policies, the integration of digital technology and art education, and the effect of government intervention policies.

4.3 Discussion of empirical results

Regarding hypothesis 1, regression (1) results show whether local education policies have a significant positive impact on the integration of digital technology and art education (0.1369*, t=2.13). This means that as the number of local education policies increases, so does the level of integration and guidance of digital technology and arts education, which supports Hypothesis 1. Regarding hypothesis 2, regression (2) results show that the research climate of digital technology and art education in local society also has a significant positive impact (0.1248***, t=2.95). This shows that there is a significant impression of integration guidance, public integration support, and local public integration supervision. Therefore, hypothesis 2 is supported: Local education policies positively support the integration of digital technology and arts education. For hypothesis 3, the regression (3) results show that laws and regulations have a significant positive impact on local policies, the integration of digital technology and art education (0.2011***, t=2.67), which indicates that there is a significant correlation between the increase of the impact of government intervention policy. This supports hypothesis 3 that local education policies positively impact the integration of digital technology and arts education.

5 Discussions

5.1 Actively play a leading role in the integration of digital technology and art education in local education policies

In terms of the integration of digital technology and art education, the guiding role of local education policies is mainly reflected in the formulation and implementation of policies. Local education policies set clear integration goals, provide resources and support to encourage the adoption of new and high-quality technologies and lead schools to develop two-way cooperation in digital technology and arts education (Frantz et al., 2021). This kind of guidance can stimulate the local government to intervene and make the school more active. Local governments identify delivery points between digital technology and arts education through practical policy adjustments, and promote the integration of digital technology and arts education (Frazier-Bowers et al., 2023). In addition, government departments should also strengthen inter-departmental cooperation to identify problems in the process of policy implementation by local governments so as to provide a reference for policy implementation. Local education can guide local educational institutions through administrative power, so that educational institutions can strengthen digital alliances and promote the integration of art education and digital technology (Gan et al., 2020). In the process of local governance, the continuous adjustment of policies and the integration of

science and technology and art can promote the development of local education and enhance the relationship between the two.

5.2 Enhance the role of laws and regulations in the integration of digital technology and art education

The supporting role of local education policies in the integration of digital technology and art education is mainly reflected in the support of laws and regulations (Gan et al., 2022). The government should encourage legal institutions in the society and the legal departments of local departments to participate in digital education and art education, and promote the integration between the two, and the government should improve and guide legal and regulatory institutions to participate in the comprehensive education department in combination with the implementation of local laws and regulations and the overall atmosphere of the society, so as to enhance the protection and role of laws and regulations in education and culture (Garg et al.). ）.At the same time, local governments can also issue temporary regulations and policies to restrain and guide schools and related institutions that have made remarkable achievements in the integration of digital technology and art education, so as to enhance the confidence of educational institutions in the integration of art education and enable them to actively promote digital technology (Georgieva et al., 2021). Therefore, laws and regulations are the basis for ensuring the integration of digital technology and art education, which can improve the continuity of the integration between the two, and make the field shift from passive to active (Golovko et al., 2019).

5.3 Increase the participation of the public in the integration of digital technology and art education

The original intention of integrating digital technology and art education is good, but no matter how good the original intention, there must be a certain amount of supervision to get it on the right track. The public has a participatory and supervisory role in digital technology and art education, and can better supervise local education policies to ensure their effective implementation (Gou et al., 2021). With the public's participation, local education policies can be effectively implemented, and laws and regulations can play their role in ensuring that the integration of digital technology and art education has corresponding quality and fairness. The supervisory role of the public mainly includes reporting the non-implementation of policies or policy violations, answering questionnaires on the development of digital technology, and providing feedback on the integration of art education。 By establishing effective monitoring mechanisms, local education policies can provide a platform for digital technology and arts education (Grumbach et al., 2020). A healthy, sustainable environment for high-quality arts education in educational institutions. Local education policies coordinate guidance, support, and oversight of the integration of digital technology and arts education (Nyberg et al., 2021). Through social supervision, we can ensure the implementation of education policies, laws, and regulations, and create a good environment for social development. This interdisciplinary collaboration between art education and digital science in the context of social participation can not only meet the needs of contemporary society to cultivate comprehensive talents, but also inject new vitality into the innovation of the education system (Haini et al., 2023).

6 Conclusion

Through an in-depth analysis of the research results, the following conclusions are drawn: local education policies play a leading role in the integration of digital technology and art education. The development and implementation of policies enables schools to participate more actively in the practice of digital technology and arts education, contributing to the development of the field. Secondly, local education policies have played an obvious supporting role in the integration of digital technology and art education. The policy investment of resources, financial support and incentive mechanisms provide more development opportunities for schools, motivate local educational institutions to combine digital technology with art, and stimulate the vitality of educational innovation. Finally, local education policies play a moderating role in the integration of digital technology and arts education. By establishing an effective regulatory mechanism, the policy ensures the quality and fairness of digital technology and arts education, providing a broader space for developing digital technology in local educational institutions. Based on the role of local education policies in guiding, supporting and supervising the integration of digital technology and art education, the following suggestions can be put forward: In view of the positive role of local education policies in guidance, it is suggested to strengthen the pertinence and forward-looking nature of local education policies. Local education policymakers can gain an in-depth understanding of the cutting-edge trends of digital technology and arts education, formulate more instructive and targeted local education policies, and encourage schools to more actively integrate digital technology with arts education. Promote the integration of disciplines in the innovation and development of all fields. Second, it is recommended that resources be increased in digital technology and art education. Local education policies can increase investment in many aspects, including increasing financial support and providing special incentives to encourage schools to participate in digital technology and arts education actively. In addition, support mechanisms must be put in place to meet the specific needs of different schools and districts. Finally, it is recommended that the monitoring mechanism be further improved to ensure the quality and equity of digital technology and art education. The government should strengthen the evaluation and supervision of school integration practices, ensure the fairness of the distribution of educational resources, and encourage schools to engage in digital technology and arts education. Create a more practical teaching model in education. Although the study concludes that local education policies have positively impacted the integration of digital technology and arts education, there are also many shortcomings. For example, the study did not adequately consider the long-term impact of changes and updates in local education policies on the integration of digital technology and arts education; Second, the analysis of impacts is also broad, without an in-depth study of resource inputs, financial support, and incentives – the specific operations of different schools and districts. In this regard, future research can further improve the research on the impact of the integration of digital technology and art education through more detailed and refined case studies, long-term follow-up studies, and in-depth exploration of the mechanisms behind the policy, so as to improve the comprehensiveness and credibility of the research conclusions.

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