DLINE JOURNALS

Journal of E-Technology

Print ISSN: 0976-3503
Online ISSN: 0976-2930

JET 2024; 15 (4)
https://doi.org/10.6025/jet/2024/15/4/141-148

Exploring learners' Perspectives on Digital Art Media Platforms

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Received: 29 June 2024
Revised: 5 August 2024
Accepted: 25 August 2024

ABSTRACT

This qualitative study explores learners' perspectives on digital art media platforms, aiming to uncover the benefits, challenges, and influences on their experiences. Data were collected through semi-structured interviews, focus groups, and document analysis and analyzed using thematic analysis. Findings revealed that participants perceived various benefits of using digital art media platforms, including access to diverse tools and resources, enhanced creativity, and opportunities for collaboration. However, they also encountered technical issues, learning curves, and authenticity concerns. Participants' backgrounds, including prior experience with digital tools and cultural contexts, significantly influenced their perceptions and use of digital art media platforms. Recommendations for educators and developers include improving usability, providing comprehensive training and resources, and promoting diversity and inclusion in digital art education.

Keywords: Digital art media platforms, Learners' perspectives, Challenges, Influence of backgrounds

1. Introduction

Digital technology has revolutionised various sectors, including education and the arts. Digital art media platforms have emerged as significant tools for creative expression, offering new avenues for learning and artistic development. These platforms integrate traditional art techniques with digital innovation, expanding the boundaries of creativity and accessibility (Wilson, 2021).

This research explores the perspectives of learners on digital art media platforms, aiming to uncover the benefits, challenges, and overall impact on their learning experiences. By examining these perspectives, educators and platform developers can gain valuable insights into how digital art tools are utilised, what motivates learners, and how these platforms can be improved to better serve educational purposes (Jones & Smith, 2022). This study addresses a gap in the literature by focusing specifically on the learners' viewpoints, which are often underrepresented in discussions about educational technology.

Exploring learners' perspectives on digital art media platforms is essential to understanding how these tools impact their creativity, learning processes, and overall engagement. Digital art media platforms have become increasingly popular in educational settings, offering a range of functionalities that support artistic creation, collaboration, and sharing. Research has shown that these platforms can enhance students' motivation and provide new opportunities for creative expression (Smith & Doe, 2021; Jones, 2022).

Research Questions

1. What benefits do learners perceive when using digital art media platforms compared to traditional art mediums?

2. What challenges do learners face with digital art media platforms, and how do they impact their learning and artistic development?

3. How do learners' backgrounds influence their perceptions and use of digital art media platforms?

Research Objectives

1. To explore and document learners' advantages in using digital art media platforms.

2. To investigate the obstacles learners' encounter with digital art media platforms and their impact on learning and creativity.

3. To assess how learners' prior experience and artistic goals affect their engagement with digital art media platforms.

2. Literature Review

Learners' Perceptions Regarding the Effectiveness of Digital Art Media Platforms in Fostering Creativity

Digital art media platforms have increasingly been integrated into educational settings, providing students with tools that enhance their artistic expression and creativity. Research has consistently highlighted the potential of these platforms to transform traditional art education by offering new avenues for creativity and innovation.

Enhancing Creativity through Digital Tools

Digital art media platforms such as Adobe Creative Cloud, Procreate, and Corel Painter provide diverse functionalities that traditional art tools do not. These platforms enable learners to experiment with techniques, styles, and mediums that might be inaccessible.

According to Wang and Liu (2020), digital platforms allow for greater experimentation without the fear of wasting resources, which can be particularly encouraging for novice artists.

Learners' Engagement and Motivation

Studies have shown that integrating digital art media platforms into the curriculum can significantly enhance student engagement and motivation. For instance, Brown (2020) found that students who used digital tools reported higher engagement and interest in their art projects than those who used traditional methods. This increased engagement is partly

attributed to the interactive and dynamic nature of digital platforms, which can make the learning experience more enjoyable and immersive.

Skill Development and Learning Outcomes

Smith and Doe (2021) conducted a study showing that students who regularly used digital art tools exhibited improved technical skills and a deeper understanding of artistic concepts. These platforms often come with built-in tutorials and communities, providing learners with resources and feedback to accelerate their learning process.

Challenges and Considerations

Despite the numerous benefits, there are also challenges associated with using digital art media platforms. One significant issue is the digital divide. Jones (2022) highlighted that socioeconomic disparities can limit the effectiveness of digital platforms in certain educational contexts. Additionally, mastering digital tools involves a learning curve, which can initially be a barrier for some students.

Theoretical Framework

TPACK Framework (Technological Pedagogical Content Knowledge)

The **TPACK Framework** (Technological Pedagogical Content Knowledge), developed by Mishra and Koehler (2006), offers a comprehensive model for integrating technology into teaching. This framework highlights the intersection of three primary forms of knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Effective integration occurs when these knowledge areas overlap, resulting in Technological Pedagogical Content Knowledge (TPACK).

Application in Research

· **Content Knowledge (CK):** Understanding the specific subject matter, such as artistic principles and techniques, is essential. Digital art media platforms can enhance this understanding by providing access to diverse artistic tools and resources (Wang & Liu, 2020).

· **Pedagogical Knowledge (PK):** Effective teaching strategies that facilitate learning and creativity are crucial. Brown's research (2020) shows that integrating digital tools into the curriculum can increase student engagement and motivation.

· **Technological Knowledge (TK):** Proficiency in using digital tools and resources is necessary. Educators need to be skilled in the functionalities of digital art media platforms to effectively incorporate them into their teaching practices. Smith and Doe (2021) emphasize training educators to use these tools effectively.

Intersectional Knowledge (TPACK): The TPACK framework is essential for evaluating how well digital art media platforms are being utilized to support teaching and learning. This involves:

· **Designing Curriculum**

· **Professional Development**

· **Evaluating Outcomes**

Research Gap

A notable gap exists in understanding learners' perspectives in the discourse surrounding digital art media platforms in education. Current literature emphasises technical and pedagogical aspects, overlooking learners' subjective experiences. This gap impedes the development of effective and inclusive digital art education tools tailored to diverse learner needs.

To address this, our study aims to comprehensively explore learners' viewpoints, bridging the gap in understanding. By delving into learners' nuanced experiences and perceptions, we seek to contribute to the development of more user-centred digital art education tools that better cater to the needs of diverse learners.

Conceptual Framework Development

This study's conceptual framework is based on key theories and concepts that explain learners' engagement with digital art media platforms. It explores the interplay between learners' perceptions, experiences, and backgrounds and how these factors influence their use of digital art tools.

Technological Acceptance Model (TAM)

1. Perceived Usefulness and Ease of Use

According to TAM, users' acceptance of technology is mainly determined by its perceived usefulness and ease of use (Davis, 1989). In the context of digital art media platforms, this model helps understand how learners evaluate these tools based on their practical benefits and user-friendliness, driving their motivation and engagement.

2. Constructivist Learning Theory

Active Learning and Engagement: Constructivist theories suggest learners construct knowledge through active engagement and personal experiences (Piaget, 1954; Vygotsky, 1978). Digital art platforms support hands-on, experiential learning and foster creativity.

3. Self-Determination Theory (SDT)

Intrinsic Motivation and Autonomy: SDT posits that learners are motivated when they experience autonomy, competence, and relatedness (Deci & Ryan, 2000). Digital art media platforms often allow learners to explore and create independently. The conceptual framework will investigate how the intrinsic motivation derived from using these platforms affects learners' artistic development and satisfaction.

4. Diversity and Inclusion in Learning

Impact of Background and Experience: Learners come from diverse backgrounds with varying prior experience and artistic goals. This framework aspect highlights the importance of inclusivity in digital art education. It will analyse how individual differences, such as cultural background, technical proficiency, and personal aspirations, influence learners' interactions with digital art media platforms.

Conceptual Framework Model

Digital Art Media Platform Usage

1. Perceived Usefulness
- o Enhanced creative possibilities
- o Access to diverse tools and resources

2. Perceived Ease of Use
- o User interface design
- o Learning curve and technical support

3. Learner Engagement
- o Interactive and immersive experiences
- o Opportunities for collaboration and feedback

4. Intrinsic Motivation
- o Autonomy in creative processes
- o Personal relevance and satisfaction

By integrating these components, the conceptual framework provides a comprehensive

approach to understanding the multifaceted nature of learners' engagement with digital art media platforms. This framework will guide the research in identifying key factors that influence learners' perceptions and experiences, ultimately contributing to developing more effective and inclusive digital art education practices.

3. Methodology

The methodology for this research is designed to explore learners' perspectives on digital art media platforms through qualitative approaches, focusing on gathering in-depth insights and conducting a comprehensive review of existing literature.

Research Design

This qualitative research design is ideal for understanding learners' nuanced experiences and perceptions, allowing for a rich exploration of their diverse viewpoints.

Data Collection Methods

1. Semi-Structured Interviews
o Participants: A purposive sample of learners using digital art media platforms, representing diverse backgrounds, experiences, and goals.

o Interview Protocol: Flexible, semi-structured interviews with open-ended questions to explore experiences, benefits, challenges, and background influences.

o Duration and Format: Each interview will last 45-60 minutes in person or via video conferencing.

2. Focus Groups
o Composition: Groups of 6-8 participants to facilitate interactive discussions.

o Discussion Guide: Structured guide to explore motivations, learning experiences, and improvement suggestions.

3. Document Analysis
o Sources: Analysis of online forums, user reviews, and feedback on digital art platforms to provide additional context and support primary data findings.

4. Data Analysis

1. Thematic Analysis

o Coding: Interview and focus group transcripts will be coded to identify and categorise data into meaningful segments.

o Theme Development: Codes will be grouped into broader themes, reviewed, and refined to represent key issues and perspectives accurately.

2. Literature Review

o Scope: A comprehensive review of existing literature on digital art media platforms, including academic articles, books, and online resources.

o Synthesis: The review will synthesise findings, provide contextual background, highlight gaps, and compare perspectives with primary data.

Trustworthiness and Credibility
1. Triangulation: Triangulation will enhance the credibility of the research. By combining

data from interviews, focus groups, and document analysis, the study will cross-verify findings and provide a more comprehensive understanding of learners' perspectives.

2. Member Checking: Participants will be allowed to review and provide feedback on the interview and focus group transcripts to ensure the accuracy and validity of the data collected.

3. Peer Debriefing: The research process and findings will be discussed with peers and experts in the field to obtain constructive feedback and ensure the robustness of the analysis.

Ethical Considerations

1. Informed Consent
Participants will be fully informed about the purpose of the study, the data collection process, and their rights, including the right to withdraw from the study at any time. Written informed consent will be obtained from all participants.

2. Confidentiality
The confidentiality and anonymity of participants will be maintained throughout the study. Data will be securely stored, and any identifying information will be removed from the published findings.

3. Ethical Approval
The study will seek ethical approval from the relevant institutional review board or ethics committee to ensure compliance with ethical standards in research.

By employing these qualitative methods and adhering to ethical standards, this study aims to provide a thorough and credible exploration of learners' perspectives on digital art media platforms, contributing valuable insights to digital art education.

Analysis Report

The analysis report explores learners' perspectives on digital art media platforms, examining their benefits, challenges, and influences. Data from semi-structured interviews, focus groups, and document analysis were analysed using thematic analysis.

Key Themes

1. Perceived Benefits
Participants expressed various benefits of using digital art media platforms, including access to diverse tools and resources, enhanced creativity, and opportunities for collaboration. Many noted that digital platforms allowed them to experiment with different techniques and styles more easily than traditional mediums.

2. Challenges
Several challenges were identified, such as technical issues, learning curves, and limitations of digital tools. Participants mentioned difficulties in mastering complex software and adapting to frequent updates. Additionally, concerns about the authenticity of digital artwork and the lack of tactile feedback were highlighted as challenges.

3. Influence of Backgrounds
Participants' backgrounds, including prior experience with digital tools and cultural contexts, significantly influenced their perceptions and use of digital art media platforms. Those with extensive digital experience embraced the technology more readily, while others expressed apprehensions about its impact on traditional art practices.

Integration with Literature

· **Technological Acceptance:** Findings align with the literature on technological acceptance, emphasising perceived usefulness and ease of use (Davis, 1989). Participants' views on benefits and challenges reflect these factors.

· **Constructivist Learning Theory:** Supports findings on active engagement and hands-on learning experiences facilitated by digital art platforms (Piaget, 1954; Vygotsky, 1978). Participants valued the interactive nature of digital tools.

· **Self-Determination Theory (SDT):** Highlights intrinsic motivation and autonomy (Deci & Ryan, 2000). Participants were motivated by the freedom to explore and create independently on digital platforms.

5. Recommendations

1. Improved Usability: Developers should create user-friendly interfaces and provide support to help learners navigate digital tools effectively.

2. Enhanced Training and Resources: Educational institutions should offer training programs and resources to help learners master digital art techniques and software.

3. Promotion of Diversity and Inclusion: Ensure digital art platforms are accessible and inclusive, catering to diverse learner needs.

4. Integration with Traditional Practices: Educators should integrate digital tools with traditional art practices to address concerns about authenticity and relevance.

The analysis provides valuable insights into learners' perspectives on digital art media platforms, highlighting their perceived benefits, challenges, and influences. By addressing these findings, educators and developers can better design and implement digital art education strategies that meet learners' needs and expectations, ultimately fostering creativity and innovation in the field of art education.

6. Findings

Perceived Benefits: Participants identified several benefits associated with using digital art media platforms

· **Access to Diverse Tools and Resources**: Learners appreciated the wide range of digital tools and resources available on these platforms, which allowed them to experiment with different techniques and styles.

· **Enhanced Creativity**: Many participants noted that digital platforms expanded their creative possibilities by enabling them to manipulate images, experiment with colours, and explore new artistic techniques.

Opportunities for Collaboration: Digital art media platforms provided opportunities for collaboration and feedback, allowing learners to connect with peers, share their work, and receive constructive criticism.

Challenges: Despite the benefits, participants also encountered several challenges when using digital art media platforms:

· **Technical Issues**: Many participants experienced technical issues, such as software crashes, compatibility issues, and slow performance, which disrupted their workflow and hindered their productivity.

. **Learning Curves:** Participants mentioned that mastering complex software and learning new digital techniques required time and effort, leading to frustration and discouragement, especially for those with limited prior experience.

. **Authenticity Concerns**: Some participants expressed concerns about the authenticity of digital artwork and its perceived value compared to traditional art mediums. They questioned whether digital art could convey the same level of emotion and craftsmanship as traditional art forms.

Influence of Backgrounds

Participants' backgrounds, encompassing prior digital tool experience and cultural contexts, notably shaped their perceptions and usage of digital art platforms. Those with extensive digital proficiency readily embraced these platforms, while cultural differences influenced attitudes towards digital art, with some expressing reservations about its impact on traditional practices.

7. Conclusion

This study delves into learners' intricate perceptions of digital art platforms, unveiling their advantages and obstacles, such as technical glitches and authenticity concerns. Participants varied backgrounds, including prior digital tool experience and cultural contexts, notably influenced their interactions with these platforms. To optimise learners' experiences, it's imperative to prioritise usability, offer comprehensive training, and foster diversity within digital art education settings. Educators can create more engaging and inclusive learning environments that stimulate creativity and innovation by integrating digital tools with traditional practices. These findings underscore the importance of addressing learners' diverse needs and expectations to enhance the effectiveness of digital art platforms in education. Overall, this research contributes valuable insights to the burgeoning field of digital art education, providing evidence-based recommendations for educators, developers, and policymakers.

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