

Exploring Cultural Competence in Art Education: A literature Review on Enhancing Cultural Identity Among Students in Taishan College in Shandong Province, China

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Abstract

This literature review explores the relationship between cultural competence in art education and the enhancement of cultural identity among students at Taishan College in Shandong Province, China. In an increasingly globalized world, understanding and integrating diverse cultural perspectives in educational curricula have become paramount. This study synthesizes existing research on cultural competence, art education methodologies, and their implications for fostering cultural identity. The review reveals that art education serves as a powerful medium for encouraging students to engage with their cultural heritage while also appreciating global artistic expressions. Key themes identified include the role of culturally responsive pedagogy, the impact of local traditions on artistic practices, and the significance of student engagement in culturally relevant projects. By highlighting best practices and potential strategies for implementing culturally competent curricula, this review aims to provide insights for educators and policymakers seeking to enhance cultural identity through art education in a Chinese context. The findings suggest that by embracing cultural competence, art education can not only enrich students' educational experiences but also promote a deeper sense of self and community identity among the youth in Shandong Province.

Keywords: Cultural competence, art education, cultural identity, Taishan College, Shandong Province, China

1. Introduction

In an increasingly interconnected world, cultural competence in education has emerged as a vital framework for fostering understanding and appreciation of diverse perspectives. This literature review explores the intersection of cultural competence and art education, specifically focusing on enhancing cultural identity among students at Taishan College in Shandong Province, China. Art education serves as a unique medium through which students can engage with their cultural heritage and develop a sense of belonging, identity, and self-expression. In the context of art education, cultural competence—the ability to understand, respect, and effectively interact with individuals from diverse cultural backgrounds—plays a critical role in fostering students' cultural identity and preparing them to thrive in a multicultural society (Lin, 2020).

Shandong Province, China, with its rich cultural heritage and rapidly evolving educational landscape, provides a unique setting to explore how cultural competence influences art education students' development of cultural identity. Art education, which encompasses a broad range of artistic practices and theoretical knowledge, offers a fertile ground for examining the intersections between cultural competence and identity formation (Minenok et. al, 2023). Art educators and institutions face the challenge of integrating diverse cultural perspectives into their curricula to ensure that students are well-prepared to engage with a global audience. In light of the current educational and cultural landscape, the researcher has developed a keen interest in exploring cultural competence in art education. This interest stems from several critical observations and gaps identified in the existing body of research. While significant research has been conducted on cultural competence in broader educational settings, there is limited exploration of this concept within the specific context of art education. Existing research has often generalized findings to broader contexts or other regions, leaving a gap in understanding how cultural competence and identity development play out in this particular province. There is a notable scarcity of research directly linking cultural competence with the enhancement of cultural identity, especially within art education.

Despite the rich cultural landscape of China, many educational institutions struggle to integrate cultural competence into their curricula effectively. This review synthesizes existing research on cultural competence in art education, highlighting successful pedagogical strategies and the role of cultural identity in shaping student experiences. By examining relevant literature, this study aims to identify best practices and potential gaps in the current understanding of how art education can be leveraged to promote cultural competence and identity among students at Taishan College. Ultimately, this exploration seeks to contribute to the ongoing dialogue about the importance of culturally responsive teaching in fostering inclusive and equitable educational environments.

2. Methodology

This study employs a qualitative literature review methodology to explore the relationship between cultural competence in art education and the enhancement of cultural identity among students at Taishan College in Shandong Province, China. This approach is deemed appropriate due to the exploratory nature of the research question and the need to synthesize existing knowledge on cultural competence, art education, and cultural identity.

The literature review process involved several systematic steps to ensure comprehensive coverage of relevant research materials such as relevant academic databases including JSTOR, Google Scholar, ERIC, and CNKI (China National Knowledge Infrastructure). These databases were selected for their broad coverage of educational and cultural studies, both globally and within China. A combination of keywords related to the topic was utilized. Key phrases included "cultural competence," "art education," "cultural identity," "students," "Taishan College," and "China." Boolean operators (AND, OR, NOT) were employed to refine search results and ensure a comprehensive collection of relevant literature.

The initial search yielded a large number of articles and documents, which were then screened based on specific inclusion and exclusion criteria. The inclusion criteria were empirical studies, theoretical discussions, and literature reviews published in peer-reviewed journals. Works focusing on cultural competence in education, particularly within art education contexts. Studies that specifically mention cultural identity, student experiences, or educational outcomes in relation to cultural competence. On the other hand, exclusion criteria were included like articles written in languages other than English or

Chinese, unless accompanied by reliable translations. Publications that do not focus on education, art, or cultural studies. The selected literature was reviewed for relevance and quality. Each article was read thoroughly, with careful attention given to the methodologies employed, findings presented, and conclusions drawn regarding cultural competence, art education, and cultural identity.

For the data analysis, the process followed a thematic coding approach to identify key themes and patterns within the literature. The steps taken included thematic coding. All relevant literature was coded based on recurring themes related to cultural competence and cultural identity in art education. Codes included topics such as "self-expression," "multicultural curriculum," "collaboration," "critical reflection," and "community engagement." After coding, themes were synthesized to illustrate the relationships between cultural competence and cultural identity enhancement. This synthesis also involved identifying gaps in the existing literature and areas for further research. The findings were contextualized within the specific setting of Taishan College, considering local cultural dynamics, existing educational practices, and the student population.

As this study is a literature review, it adheres to ethical standards by ensuring that all referenced materials are appropriately cited and credited to their respective authors. Care was taken not to misrepresent or misinterpret the findings and perspectives presented in the existing literature. While this methodology provides a comprehensive overview of existing research, it is important to acknowledge certain limitations. The reliance on published literature may overlook valuable data found in unpublished works or local studies conducted at Taishan College or similar institutions. The focus on English and Chinese publications might limit the inclusion of relevant studies published in other languages, potentially narrowing the scope of the review. The methodology adopted for this literature review on exploring cultural competence in art education aims to provide a thorough understanding of how these concepts relate to the enhancement of cultural identity among students at Taishan College. Through systematic literature collection and thematic analysis, this study seeks to contribute valuable insights to the ongoing dialogue about cultural competence in education and its implications for students' cultural identities in a rapidly changing global landscape.

3. Review of Related Literature

3.1. Definition and Framework of Cultural Competence

Cultural competence is “a set of congruent behaviors, attitudes, policies, and structures that enable an individual to effectively work in cross cultural situations” (Flaskerud, 2007). It is an acquired skill which includes academic and interpersonal skills that raise an individual’s awareness to differences among varied ethnicities (Meaney, Bohler, Kopf, Hernandez, & Scott, 2008). Campinha-Bacote (2002) describes cultural competence as the continuous process of striving to effectively work with the cultural context (individual, family, community) of the client, overcoming barriers and working through knowledge of cultural needs, cultural sensitivity, and skills, and working with diverse cultures. To prepare students for the professional world, they need to be taught not only cultural knowledge and language proficiency, but also how to examine and apply their own cultural knowledge, values, and beliefs to enhance their cultural competence (Kohlbray & Daugherty, 2015) through constructs such as those in the Campinha-Bacote (2002) model.

3.1.1. Theoretical frameworks and models of cultural competence in education

The model of cultural competence emphasizes the three dimensions of awareness, skills, and knowledge and has been significantly shaped by various scholars and practitioners. One of the most influential

figures in this area is Dr. Josepha Campinha-Bacote, who developed the "Cultural Competence Model. The model includes five interrelated constructs: cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire. While the proponents work focuses on multiple dimensions, the emphasis on awareness, skills, and knowledge is central to understanding cultural competence. Overall, while there isn't a single author solely responsible for the three-dimensional model, Dr. Campinha-Bacote's work is among the most recognized in this context.

Campinha-Bacote's (2002) suggested that cultural competence consists of five constructs. First is cultural awareness, this construct proposes the self-reflection of an individual collated from their own cultural exposure and professional background. Second, cultural knowledge is the cultivated knowledge that is obtained through obtaining information about different cultures available. Third, cultural skill is conducting an assessment involving the cultural presentation of a host. Fourth, cultural encounters are the personal experiences with the hosts of different backgrounds or the environmental contribution. Lastly, cultural desire is the extent by which a host is wanting to be more culturally competent or involved in the emergence of cultural exposures.

The exploration of cultural dimensions in art education begins with understanding the organizational dynamics within educational settings. Understanding that these underlying dimensions influence the cultural competence within art education. By analyzing these layers, educators can better understand how school culture shapes the delivery and effectiveness of art education programs. Hence, Osmanovic et al., (2023) revealed that there are other components that are influencing or affecting cultural competence. namely, age, educational level, cultural diversity training experience, and self-perceived cultural competence.

The conceptual framework provided by Campinha-Bacote's (2002) model of cultural competence offers a structured approach to assessing cultural competence in art education. By focusing on key components such as cultural awareness, knowledge, skills, encounters, and desire, this model supports study in the development of art education programs to enhance students' ability to engage with diverse cultural perspectives. Implementing this model can lead to more inclusive and culturally responsive art education, ultimately fostering students' cultural identity and competence. This model will provide a comprehensive approach to evaluating and enhancing cultural competence in art education. It will serve as a guide for educators and researchers to develop curricula and assessment tools that will promote cultural understanding and inclusivity among art students.

3.1.2. Importance of cultural competence in promoting inclusivity

In a globalized world, cultural competence is essential for effective communication and collaboration. Art education provides students with the tools to understand and appreciate diverse cultural backgrounds. For students in Shandong, exposure to various art forms and cultural perspectives through art education can promote intercultural dialogue and mutual respect, essential qualities in a global society. Cultural competence involves recognizing, understanding, and respecting cultural differences. For art education students, this means being able to incorporate diverse cultural perspectives into their artistic practice and interpretation. Art education programs that emphasize cultural competence prepare students to interact effectively in a multicultural society, fostering skills such as empathy, open-mindedness, and adaptability. This preparation is particularly relevant in a province like Shandong, where traditional cultural practices intersect with modern influences.

In exploring the role of cultural competence dimensions in art education, recent research emphasizes the interplay of symbols, narratives, and structures in shaping educational experiences. Liu and Chen (2019)

employ a qualitative approach to highlight the significance of cultural narratives and their interpretation, demonstrating how they influence art education practices. Wang et al. (2021) investigate how cultural dimensions impact educational practices and learning environments, offering insights into how national culture shapes organizational structures and curriculum design. Schein's model (2010) provides a robust framework for examining the cultures within educational institutions and their impact on art education. Schein categorizes organizational culture into three levels: artifacts, espoused values, and underlying assumptions. This stratification helps dissect how both visible elements (such as policies and practices) and less visible elements (like shared beliefs and values among staff and students) influence the implementation and perception of art education. Inglehart and Baker (2000) offered a comprehensive view of how cultural values and norms vary across societies and impact educational systems, including art education. Utilizing data from the World Values Survey, their research identifies systematic differences in values and beliefs across cultures and examines their evolution over time. Their findings highlight the necessity for culturally responsive teaching practices that are sensitive to these cultural variances, ensuring that art education is relevant and accessible to students from diverse backgrounds. Moreover, Li (2023) addressed the growing demand for art talents who possess a high level of cultural literacy, particularly in the context of the increasing emphasis on regional culture. The integration of regional culture into art education not only promotes the distinctiveness of regional culture but also enhances students' identification with it, enriching art education with unique cultural and practical resources. Li (2023) provides detailed paths for this integration, illustrating how it benefits both the development of regional culture and the progression of art education. In addition, Li (2023) explored the integration of regional culture into art education, highlighting its benefits for both the promotion of regional culture and the advancement of art education. Li argues that art students need to develop not only professional skills but also a high degree of cultural literacy, particularly as regional culture gains more emphasis. The study suggests that incorporating regional culture into art education enriches the curriculum with unique cultural and practical resources, fostering students' identification with their regional culture and contributing to the progression of art education. This integration enhances the relevance and depth of art education, making it a crucial aspect of fostering culturally informed citizens. Csehiová and Tóth-Bakos (2022) explored the impact of art education on intercultural education and tolerance from the perspective of university students. Their study emphasizes the significance of art education in cultivating respect for both one's own and others' cultures and traditions. The findings indicate that art education is pivotal in shaping the attitudes, education, and thinking of future generations toward cultural diversity and tolerance, especially in minority tertiary institutions and diverse environments. Csehiová and Tóth-Bakos further highlight how art education can act as a transformative platform for promoting tolerance, understanding, and acceptance among students.

3.2. The Role of Art Education in Cultural Identity Formation

3.2.1. How art education contributes to self-expression and cultural awareness.

While earlier research has emphasized the significance of art education in creating cultural competency, establishing cultural identity, and maintaining cultural heritage, significant gaps exist in how these ideas are assessed, integrated, and evaluated in various educational contexts. The literature evaluation highlights the following research gaps: Art and art education play a crucial role in shaping cultural understanding and identity among students. This is particularly significant in regions with rich cultural heritages, such as Shandong Province in China, where art education can serve as a bridge between

traditional cultural values and contemporary educational practices. In evaluating the cultural competence of art education students and its impact on promoting cultural identity, understanding the purpose and importance of arts and art education becomes essential.

Arts offers assertive discipline that undeniably accompanies student success in life, whether be inside and outside of the school (Botella et al., 2018). Art serves as a medium for personal expression and a tool for exploring one's cultural identity. Through creating and reflecting on art, students in Shandong Province can articulate and connect with their cultural roots. Art to be defined exactly is no easy task. Starting from the fact that it has been the subject of much inquiry throughout various artistic expressions. Hence, it can be generally defined as the concept by which it produces a visual, auditory, or performance-based outcome rooted from the creator's, owner's, or author's collated emotions, creative power of imagination, and complementary ideas presented in various forms (Zhongbin, 2023). Isrow (2017), argued that art is constantly changing due to the fact that it is created continually.

Art education is pivotal in fostering students' creativity, critical thinking, and emotional development. Integrating art into the curriculum is increasingly recognized for its broad educational benefits. Lukaka (2023) underscored the role of art education in nurturing creativity and enhancing critical thinking abilities. Art education is not merely about teaching technical skills; it encompasses the exploration of cultural narratives, values, and practices through creative expression. Art education in Shandong Province plays a dual role in both preserving traditional art forms and fostering innovation. By integrating traditional techniques and themes into the curriculum, art education ensures that cultural heritage is passed down to new generations. At the same time, it encourages students to explore contemporary interpretations and adaptations of traditional art, bridging the gap between the past and the present (Asare et al., 2023). Further, art education can help students develop a deeper understanding of their own cultural heritage as well as the cultural contexts of others. By engaging with traditional art forms and contemporary artistic practices, students can learn to appreciate the diversity of cultural expressions and the historical significance behind them. Art education encourages students to express their cultural experiences and identity through their work, thus reinforcing their sense of belonging and pride in their heritage (De Nicola, 2021). Art education offers students a platform for self-expression and personal reflection. For many students, creating art is a way to explore and affirm their cultural identity. By providing opportunities for students to engage with their cultural heritage creatively, art education empowers them to articulate their experiences and perspectives, contributing to their overall personal and cultural development (Scott, 2018). Art education is linked to broader educational and social outcomes. It can enhance critical thinking, problem-solving, and emotional intelligence—skills that are valuable across all areas of life. In addition, art education fosters community engagement and social cohesion by bringing people together through shared artistic experiences and celebrations of cultural diversity (Lowe, 2000).

Art education is essential for developing well-rounded individuals who are creative, culturally aware, and capable of critical thinking and effective communication. Its benefits extend beyond personal enrichment to include societal contributions and economic impact, making it a vital component of a comprehensive education. By fostering creativity, supporting emotional development, and preparing students for diverse careers, art education plays a crucial role in shaping both individuals and communities (Latham, 2017). Art education acts as a critical conduit linking individuals not only to their intrinsic creative capacities but also to the rich tapestry of cultural heritage and values that shape societies. Art education is intrinsically linked to cultural heritage, values, and traditions, playing a

pivotal role in shaping the cultural identity of students, particularly within the Chinese context. This relationship is deeply rooted in the interplay between educational content and students' backgrounds, allowing for a nuanced understanding of cultural influences on their identity formation (Wang, 2020). The purpose and importance of arts and art education in the context of evaluating cultural competence and promoting cultural identity in Shandong Province are multifaceted. Art education not only helps students develop cultural awareness and competence but also reinforces their cultural identity and supports their overall personal growth. By integrating traditional and contemporary art practices, art education programs in Shandong Province can play a pivotal role in preserving cultural heritage while fostering a dynamic, inclusive, and culturally competent future generation.

In addition, the comprehensive role of art education extends far beyond traditional learning outcomes. It is essential for the holistic development of students, enhancing their creativity, critical thinking, emotional intelligence, and environmental awareness. Xiaoguang (2015) presented the value of art education in various ways. Evidently, due to the divergent economic movements, cultural differences and political ideologies, arts creation serves as a way for students to get in contact and create representations that would allow them to explore certain topics. Given these valuable contributions of art education, educators and policymakers must recognize and integrate art education more thoroughly into the educational system to prepare well-rounded, innovative, and socially responsible future citizens. Hence, the integration of art education within the educational system offers profound benefits, contributing not only to cognitive development but also to the formation of socially aware and emotionally connected individuals. By fostering critical thinking, creativity, and social engagement, art education is positioned as a crucial element in nurturing well-rounded and capable citizens. A citizen equipped with survival propensity, innovative, enhanced social cohesion and stable emotional well-being.

Art education serves as a crucial medium for transmitting and developing cultural heritage, playing an essential role in preserving intangible cultural assets. Wu (2022) examined how higher education institutions can be pivotal in the preservation and propagation of intangible cultural heritage. Wu argues that by integrating the needs of cultural heritage preservation with the educational goals of art programs, universities can form a symbiotic relationship that not only conserves but revitalizes cultural heritage.

Turcan (2019) believes that since students express themselves freely accompanied by art, relating in education, arts to students opens a door for them to build creative abilities along the progression of their lives resulting in the beautification of the environment, conscious consuming of arts, and gatekeeping of legacy. Eristi (2009) investigated the use of interactive technologies in art education to promote cultural awareness among students. By employing Internet-based tools like video conferencing and email chatting, students engaged in cultural exchanges with peers, sharing cultural images and instructional content. Eristi's findings suggest that the integration of audio-visual technologies in art lessons not only enhances learning outcomes but also fosters cultural understanding and modifies students' perceptions of culture. This case study demonstrates the potential of leveraging both traditional and new technologies to facilitate cross-cultural interaction and enrich educational experiences.

Lai, Huang, and Sun (2023) advocate the reformation of traditional inheritance methods and the application of new technologies to foster cross-cultural communication and innovation. The study suggests that integrating modern technology and marketing strategies can rejuvenate traditional arts and enhance their appeal and sustainability in contemporary society. Additionally, Munday et al., (2014) suggests the use of blogs as a reflective practice enhances learning by providing a platform for sharing

and understanding different cultural viewpoints. This process not only enriches the student's educational experience but also promotes a more inclusive and tolerant early childhood education environment. The case study underscores the transformative power of art education in cultural identity formation and the importance of reflective practices in educational settings. These studies collectively highlight the multifaceted role of art education in promoting cultural heritage. From the foundational levels of education to higher education, and through the use of modern technology, art education not only preserves cultural heritage but also ensures its continuous growth and relevance in today's globalized world.

3.3. Cultural Context of Taishan College and Shandong Province

3.3.1. Overview of the local cultural landscape and its significance in education.

Shandong Province, known for its rich historical and cultural heritage, is home to significant traditions that shape the local cultural landscape. The region is renowned as the birthplace of Confucius, which influences its educational values and community ethos. Traditional practices, including calligraphy, painting, and folk arts, play a vital role in the cultural identity of the area. Local festivals, such as the Qufu International Confucius Cultural Festival, celebrate these traditions, highlighting the importance of cultural heritage in community life.

In the context of Taishan College, the local cultural landscape provides a unique backdrop for art education. The college's proximity to cultural landmarks like Mount Tai, a UNESCO World Heritage Site, and various historical sites, presents opportunities for students to engage with their heritage meaningfully. The integration of local culture into the art curriculum can foster a deeper understanding of cultural identity among students.

The significance of the local cultural landscape in education, particularly in art education, can be understood through several key aspects: Drawing from local traditions and cultural practices allows educators to create a curriculum that resonates with students' identities. As Ladson-Billings (1995) emphasizes, culturally relevant pedagogy enhances student engagement by connecting learning to their lived experiences. Engaging with local culture helps students explore their own identities and heritage. According to Gay (2010), understanding one's cultural background is essential for personal development and self-affirmation. In the context of Taishan College, this exploration is particularly pertinent as students navigate their cultural identities amidst globalization.

Incorporating local cultural elements in education fosters a sense of belonging and community. Research by Banks (1994) highlights the importance of community involvement in education, noting that such connections can enhance student motivation and academic success. Art projects that involve local artists or cultural practices can strengthen ties between the college and the surrounding community. Exposure to diverse cultural practices promotes intercultural competence. According to Deardorff (2006), understanding different cultures is crucial in developing global citizens. For students at Taishan College, integrating local culture with global art practices can enhance their ability to appreciate and engage with cultural diversity. Education plays a crucial role in preserving and transmitting cultural heritage. As stated by Tully (2008), art education can be a powerful means of ensuring that local traditions are not lost to modernization. By emphasizing local cultural practices in art education, Taishan College can contribute to the preservation of Shandong's rich cultural legacy.

In summary, the local cultural landscape of Shandong Province significantly impacts art education at Taishan College. By integrating local cultural elements into the curriculum, educators can enhance

cultural competence and identity among students. This approach not only fosters personal and academic growth but also strengthens community ties and promotes the preservation of cultural heritage. As art education continues to evolve, embracing the local cultural landscape will be essential for nurturing culturally aware and engaged students.

3.3.2. Historical and contemporary influences on students' cultural identities.

Understanding cultural identity within educational settings requires an interdisciplinary approach that encompasses psychological, sociological, and anthropological perspectives. In addition, Berry's (1997) model of acculturation complements this understanding by exploring how individuals adapt to multicultural educational settings. This framework is particularly pertinent as schools become increasingly multicultural, distinguishing between acculturation strategies such as assimilation, integration, separation, and marginalization. Berry's model emphasizes the importance of supportive and inclusive policies and practices that foster positive acculturation experiences and promote cultural identity development among students. Adding a sociological dimension, Jenkins (1996) discusses cultural identity as a dynamic and ongoing negotiation within social contexts. He points out that cultural identity is shaped by power dynamics, individual agency, and social structures, insights that are crucial for understanding how educational environments influence identity formation. Expanding understanding of cultural identity, recent literature highlights its fluid and evolving nature.

Li (2021) emphasizes how cultural identities are shaped by historical, social, and cultural forces, reinforcing the notion of identity as a dynamic construct. Zhang and Wang (2019) explore the concept of hybridity and cultural interaction, illustrating how identities are continually negotiated and reformed through intercultural encounters. Complementing this with a psychological perspective, Chen et al. (2020) outline the stages of cultural identity development, bringing a behavioral science viewpoint to the discussion. Cultural identity is a key factor in understanding how individuals view themselves and interact with the world. Integrating cultural elements into art education provides a significant avenue for shaping students' cultural identities. This integration allows students to explore their cultural heritage, appreciate its relevance, and understand its impact on their identity in a modern context (Li & Zhang, 2021; Wang, 2022). Art education significantly impacts the development and transmission of cultural heritage, playing a key role in shaping cultural identity—a multifaceted construct that influences individuals' self-conception and social interactions. Wan and Chew (2013) detail the components of cultural identity as cultural knowledge, category labels, and social connections. These elements collectively form a psychological bridge connecting an individual to their culture, incorporating the understanding of cultural norms, belonging to a cultural group, and fostering relationships that reinforce this identity.

This literature review synthesizes various interdisciplinary insights into how educational environments influence cultural identity formation. By integrating psychological theories, sociological perspectives, and real-world educational practices, it provides a comprehensive understanding of the factors that contribute to cultural identity among students.

Gonzalez-Mena (2001) speculated that cultural identity includes the incorporation of diverse people or exposure to diverse people in order for them to acquire a general sense of identity and emulates a cultural identity and awareness. In the institutional settings, students interact with various groups or exposure: teachers, classmates, friends, and the whole organization itself (Peltier et al., 2000). Integration and development of programs and assessment is crucial in fostering cultural identity of students. As treatment varies depending on the cultural vulnerability of a student toward development.

In 2023, Sungkitsin (2023) utilized participatory action research to develop teaching and learning strategies in art education that enhance multicultural competence among student teachers. This study involved stakeholders from various educational levels and focused on integrating culturally relevant pedagogy with content that promotes cultural diversity. The research highlights the positive reception and experiences of stakeholders regarding cultural diversity in the classroom. It underscores the crucial role of art education in fostering understanding, acceptance, and respect for cultural differences, making a strong case for culturally relevant pedagogy as essential in preparing student teachers to manage diverse classrooms effectively. Additionally, collective cultural identity is strengthened when students share and celebrate their cultural practices and artworks within their communities.

3.4. Current Practices in Art Education at Taishan College

3.4.1. Analysis of existing curricula and teaching methods

Diller and Moule (2016) assert that culturally competent educators can create a more inclusive learning environment that respects various cultural narratives. In the context of art education, this includes recognizing how art can serve as a reflection and expression of cultural identity (Gay, 2010). The integration of cultural competence into curricula is essential for empowering students to explore and assert their cultural identities through artistic expression. Art education plays a significant role in shaping students' cultural identities. Studies show that engagement with culturally relevant art facilitates a deeper awareness of one's cultural background and heritage (Ladson-Billings, 1995). Within the framework of culturally relevant pedagogy, Banks (2006) highlights the importance of engaging students in art that reflects their cultural experiences, thereby validating their identities and experiences. At Taishan College, it is crucial to examine how the existing art curricula address students' cultural identities. Literature suggests that curricula that incorporate local cultural narratives and traditions allow students not only to appreciate their cultural heritage but also to cultivate pride in their identity (Wang, 2018). This aligns with the findings of Xie (2020), who asserts that fostering a sense of belonging through culturally responsive practices in art education can enhance student engagement and motivation. Effective teaching methods are integral to fostering cultural competence in art education. Traditional pedagogical approaches often emphasize technical skills and art history, potentially neglecting the cultural contexts that shape artistic practices. As Hooks (1994) articulates, transformative teaching methods must challenge dominant narratives and encourage students to engage critically with their cultural histories through art.

A review of pedagogical practices reveals that active learning strategies, such as collaborative projects, community engagement, and inter-cultural dialogues, can significantly enhance students' understanding of cultural competence (Freire, 2000). For instance, integrating community-based art projects that involve local artists and cultural narratives has been shown to enrich students' learning experiences and foster a sense of identity (Smith, 2019). At Taishan College, exploring such experiential learning opportunities could provide students with a robust platform to connect their artistic endeavors with their cultural identities. While existing literature underscores the importance of cultural competence in art education, gaps remain in the curriculum at Taishan College. Notably, many art programs may still lack comprehensive frameworks for integrating cultural narratives and identity exploration into their curricula. Additionally, there is often insufficient training for faculty in culturally responsive teaching practices, which can hinder effective implementation (Lee, 2021).

The incorporation of reflective practices in teacher training is essential. Professional development oppo-

rtunities that focus on cultural competence can equip educators with the knowledge and skills needed to create inclusive and responsive learning environments (Gonzalez & Darling-Hammond, 2017). By doing so, Taishan College can better support students in exploring their cultural identities through art. By analyzing existing curricula and pedagogical methods, we can identify avenues for improvement and innovation in art education. The integration of culturally relevant practices, active learning strategies, and comprehensive faculty training are essential steps toward fostering a more inclusive art education that empowers students to embrace and articulate their cultural identities.

3.5. Barriers to Enhancing Cultural Competence

3.5.1. Challenges faced by educators in integrating cultural competence into art education.

While the curriculum includes standard art history and technique courses, there seems to be insufficient emphasis on local cultural contexts and traditional practices (Zhao, 2021). In contrast, research by Xie (2020) suggests that art programs which emphasize the inclusion of local cultural narratives result in students exhibiting higher levels of cultural pride and identity affirmation. Furthermore, Smith (2019) highlights successful implementations of place-based art education that effectively engage students with their community and cultural background.

Cultural competence in art education is essential for fostering students' understanding and appreciation of their cultural identities. However, educators face a myriad of challenges in effectively integrating this competency into their curricula. One of the primary challenges educators face is the lack of culturally relevant curricula that reflect the diversity of student backgrounds. Xie (2020) argues that many art education curricula remain focused on Western art traditions, neglecting local and indigenous art forms that are crucial to students' cultural identities. This imbalance can lead to feelings of alienation among students, as they may not see their backgrounds represented in the curriculum (Zhao, 2021). At Taishan College, it is vital to analyze the existing art curriculum and identify gaps where local cultural elements can be integrated.

a. Teacher Training and Preparation

A significant barrier to implementing cultural competence in art education is the inadequate preparation of educators. Lee (2021) emphasizes that many pre-service teacher education programs do not provide sufficient training focused on cultural competence and diversity. Educators may lack the skills and confidence needed to incorporate culturally relevant content into their teaching practices. Furthermore, ongoing professional development opportunities are often limited, leaving educators without the necessary resources to improve their approaches (Gonzalez & Darling-Hammond, 2017). To address this, Taishan College could invest in professional development programs emphasizing culturally responsive pedagogy tailored to art education.

b. Resistance to Change

Resistance to integrating cultural competence into art education is another significant challenge. Educators may face pushback from colleagues or institutional structures that prioritize traditional curriculum models. As Freire (2000) notes, educational institutions can become entrenched in conventional practices that resist innovative approaches, making it difficult for educators to implement more culturally relevant methods. In addition, some educators might fear that incorporating diverse perspectives could lead to contentious discussions or conflict within the classroom, further hindering their willingness to adopt culturally competent practices (Zhang, 2020).

c. Assessment and Evaluation Concerns

Assessment frameworks also present challenges when educating students through a culturally competent lens. Traditional assessment methods often measure technical skills in isolation, neglecting the contextual and cultural aspects of students' work (Smith, 2019). This narrow focus can undermine students' abilities to express their cultural identities through art, as their personal and cultural narratives might not align with conventional metrics of success. Educators at Taishan College must explore alternative assessment methods that celebrate cultural expression and encourage students to engage with their cultural heritage meaningfully.

d. Cultural Misunderstandings and Stereotypes

Cultural misunderstandings and stereotypes can act as barriers to effectively integrating cultural competence into art education. Educators may inadvertently perpetuate stereotypes or misrepresent cultural practices, leading to further alienation of students from minority or non-dominant cultures (Ladson-Billings, 1995). To mitigate this issue, educators need to engage in continuous self-reflection and seek input from diverse cultural groups, ensuring that their teaching practices and curricular content are respectful and accurate representations of students' backgrounds.

5. Analysis and Discussion

5.1. Suggestions for enhancing cultural competence in art education at Taishan College.

5.1.1. Curriculum Integration of Diverse Cultures: Develop a curriculum that includes a wide range of artistic traditions and cultural expressions from both local and global contexts. Incorporate lessons on the history and significance of various art forms, encouraging students to explore their own cultural backgrounds.

5.1.2. Culturally Responsive Pedagogy: Train educators in culturally responsive teaching methods. Workshops can focus on strategies for integrating students' cultural identities into the classroom, promoting engagement through relevant and meaningful art projects.

5.1.3. Community and Cultural Collaborations: Establish partnerships with local artists, cultural organizations, and community groups. Involving these stakeholders in the curriculum can provide students with authentic experiences and insights into their cultural heritage.

5.1.4. Promoting Personal Reflection: Encourage students to create reflective art projects that explore their cultural identities and personal experiences. This can be facilitated through journals, portfolio assessments, and guided discussions that allow students to articulate their cultural narratives.

5.1.5. Diverse Art Exhibitions and Events: Organize art exhibitions, workshops, and cultural events that showcase students' work and celebrate cultural diversity. These events can serve as platforms for dialogue and exchange among students, faculty, and the wider community.

5.1.6. Professional Development for Educators: Offer ongoing professional development opportunities focused on cultural competence. This can include workshops, guest speakers, and resources that help educators understand and implement inclusive teaching practices.

5.1.7. Assessment of Cultural Competence: Create assessment tools that evaluate students' cultural competence and their ability to express their identities through art. Incorporate both formative and summative assessments that focus on personal and cultural expression.

5.1.8. Inclusive Classroom Environment: Foster a classroom culture that values diversity and encourages open dialogue about cultural differences. Use icebreakers, group activities, and discussions to create a sense of belonging and safety for all students.

5.1.9. Student-Led Initiatives: Empower students to lead projects that reflect their cultural interests. This could include organizing cultural fairs, creating art installations, or conducting workshops that highlight their heritage and experiences.

5.10.I ntegration of Technology: Utilize digital platforms to connect students with diverse artists and cultural resources globally. Virtual exchanges or collaborative projects with international institutions can broaden students' perspectives and enhance their cultural understanding.

6. Conclusions

In conclusion, this literature review has illuminated the critical role of cultural competence in art education and its profound impact on enhancing cultural identity among students at Taishan College in Shandong Province, China. As the world becomes increasingly interconnected, fostering an environment that values and respects diverse cultural backgrounds is essential for preparing students to thrive in a multicultural society. The findings underscore that culturally responsive teaching methods, which prioritize students' cultural identities, not only enrich the educational experience but also empower students to express themselves authentically through art. By integrating diverse artistic traditions into the curriculum and promoting community engagement, educators can create a more inclusive and dynamic learning environment that celebrates cultural diversity.

Moreover, the review highlights the importance of ongoing professional development for educators to enhance their cultural competence and teaching practices. By equipping educators with the necessary skills and knowledge, institutions can ensure that all students feel valued and supported in their cultural expression. As we look to the future, further research is essential to deepen our understanding of cultural competence in art education. Exploring longitudinal impacts, community collaborations, and effective assessment methods will provide valuable insights that can inform and enhance pedagogical practices. Additionally, fostering student-led initiatives can empower learners to take an active role in their cultural exploration and identity development. Ultimately, the journey toward enhancing cultural competence in art education at Taishan College is ongoing. By embracing diversity and fostering a sense of belonging, we can cultivate an educational landscape that not only nurtures artistic talent but also shapes culturally aware and empathetic individuals ready to contribute meaningfully to their communities and beyond.

Enhancing cultural competence in art education at Taishan College is a vital step toward supporting students' cultural identities and fostering a more inclusive educational environment. By implementing these findings and recommendations, educators can create a rich, dynamic art education experience that values and celebrates cultural diversity, ultimately contributing to the holistic development of students. While earlier research has emphasized the significance of art education in creating cultural competency, establishing cultural identity, and maintaining cultural heritage, significant gaps exist in how these ideas are assessed, integrated, and evaluated in various educational contexts. The literature evaluation highlights the following research gaps:

a. Limited focus on regional integration of cultural competence in art education programs:

While there is mention of integrating regional culture (Li, 2023), empirical studies on how this integration impacts students' cultural competence development within specific regions, such as Shandong Province, are scarce. This limits the understanding of region-specific strategies to promote cultural literacy and identity.

b. There is a lack of defined frameworks for measuring cultural competency in art education

Although frameworks like the Campinha-Bacote model and Schein's cultural models are mentioned, the-

ir direct applicability to art school courses is not fully examined. More research is needed to discover how these models may be effectively used to measure and improve students' cultural competency.

c. There are insufficient longitudinal research on the influence of art education on identity development and multicultural competency.

Much of the available research (e.g., Liu & Chen, 2019) emphasizes the potential of art education to affect cultural identity formation, but there is no longitudinal data to track how these influences change over time or between educational stages.

By filling these study gaps, future studies can provide more region-specific, evidence-based, and technology-driven solutions for improving cultural competency in art education. This can help us better understand how art education changes students' cultural identities and promotes intercultural discussion in a variety of educational contexts.

7. Potential areas for further research and exploration.

As the landscape of art education continues to evolve, particularly in the context of enhancing cultural competence and identity among students at Taishan College, several potential areas for further research and exploration emerge. These areas can provide valuable insights and contribute to the development of more effective educational practices.

7.1. Longitudinal Studies on Cultural Identity Development: Research could investigate how participation in culturally responsive art education influences students' cultural identities over time. Longitudinal studies would allow educators to track changes in self-perception and cultural awareness as students engage with diverse artistic traditions.

7.2. Impact of Community Engagement on Student Outcomes: Exploring the effects of community involvement in art education—such as collaborations with local artists or cultural organizations—could yield important findings. Research could examine how such engagements impact students' cultural competence, motivation, and sense of belonging.

7.3. Comparative Studies with Other Institutions: Conducting comparative studies between Taishan College and other institutions, both within China and internationally, could highlight best practices in integrating cultural competence in art education. These studies would help identify successful strategies that can be adapted to fit the unique context of Taishan College.

7.4. Exploration of Digital and Online Learning Environments: With the increasing role of technology in education, researching how digital platforms can enhance cultural competence in art education is crucial. This includes examining the effectiveness of virtual art exchanges, online collaboration with international peers, and the use of digital tools to explore diverse cultural narratives.

7.5. Assessment Methods for Cultural Competence: There is a need for research focused on developing effective assessment tools to evaluate cultural competence and identity development among art students. This could involve creating innovative assessment frameworks that incorporate both qualitative and quantitative measures.

7.6. Impact of Teacher Training Programs: Investigating the effectiveness of teacher training programs aimed at enhancing cultural competence among educators could provide insights into best practices for professional development. Research could focus on the specific training elements that lead to meaningful changes in teaching practices.

7.7. Student-Centered Research: Encouraging student-led research initiatives could yield valuable perspectives on their experiences and cultural identities. This participatory approach would empower

students to explore their own narratives and contribute to the broader understanding of cultural competence in art education.

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