Chapter 10
Enhancing Life Still Sketch Skills Through Virtual Reality Technology:
A Case Study at Mianyang Teachers' College, Sichuan

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ABSTRACT

This study addresses a significant gap in research concerning the utilization of virtual reality (VR) technology within higher education in China. Focusing on Mianyang Teachers' College in Sichuan, the research explores the potential integration of VR into the practice of life still sketching. Using a qualitative case study approach, ten experts, comprising five in life still sketching and five in VR technology, were interviewed. Thematic analysis of the data revealed that life still sketching is viewed as a highly subjective mode of artistic expression, emphasizing adherence to fundamental aesthetic principles. The study underscores the importance of factors such as the art's current status, exploratory nature, instructional objectives, and technical aspects for effective life still sketching. VR technology, with devices like PICO and QUEST2, emerges as a promising tool to enhance this artistic practice, offering innovative solutions to its challenges. This research contributes valuable insights to the intersection of VR and art education in the Chinese higher education context.

INTRODUCTION

With the growth of science and technology, especially digital technology, virtual technology has influenced every part of existence. Many college and university artists and lecturers are interested in using modern technology to make art. They seek new ways to express themselves, maximise creativity, and investigate whether new technologies may improve art teaching (Hou,2021). Most art nowadays was generated utilising two- and three-dimensional software. These digital technologies have been absent from every stage of artistic building, from sketching to completion. New technologies are used in he virtual and physical worlds to varying degrees (Hamad & Jia, 2022). Due to the widespread availability of low-cost HMDs and revolutionary tracking technologies, virtual reality has conquered many new industries, including gaming, entertainment, sales, and manufacturing, despite decades of research. Higher education is just starting to use VR for instruction. VR is one of the most innovative technologies worldwide (Thomas & Mark, 2021). In contrast to the traditional education classroom, where the teacher performs and controls the curriculum, VR can be used to create immersive learning experiences to help students appreciate a conducive learning environment and experience real-life feelings that help them retain their memories. Artists and teachers in China are still very dependent on the traditional knowledge and abilities in producing life still sketches (Bao, et al., 2016). The traditional way of art class has certain limitations (Liu, 2021) and the limitations reported are in terms of lack exposure in improving students' hands-on