

To Learners' Needs For WSQ And Mobile Peer Assessment In Drawing Teaching

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ABSTRACT

This study investigated Chinese learners' needs for learning WSQ with Mobile Peer Assessment in drawing teaching. Using a five-point Likert scale, a questionnaire survey was conducted on 390 learners from Shanxi Normal University, Luliang University, Shanxi Agricultural University, and Shanxi University. The survey assessed learners' tendencies and opinions on learning WSQ with Mobile Peer Assessment in drawing teaching, focusing on their Exploration of New Learning Methods in Drawing, Importance of Classroom Technology Resources in Drawing, Importance of Innovation in Learning Subject Content in Drawing, Importance of Logical Thinking in Drawing. Descriptive statistics, reliability, and validity tests were used to break down responses. Research shows that traditional drawing teaching often makes learners feel bored and less motivated to learn. However, learners clearly support the learner-centered approach based on WSQ with Mobile Peer Assessment. Integrating mobile assessment technology into classroom teaching can definitely increase learner motivation and engagement. The results also show that learners greatly appreciate classroom learning at WSQ with Mobile Peer Assessment. WSQ with Mobile Peer Assessment improves learners' general learning experience and expands their interest in drawing creation learning. Learners of Chinese drawing courses highly recommend the teaching method that combines WSQ with Mobile Peer Assessment. This learner-centered approach increases learner motivation and further develops learning outcomes. The knowledge points of this study play a vital role in teaching and educational programs in art education, emphasizing the significance of practical teaching techniques to bring feasible learning experiences to learners in drawing teaching and other fields.

Keywords: WSQ with Mobile Peer Assessment, drawing teaching, learner-centered approach, learner needs

1. Introduction

The particularity of the drawing course is that it requires learners to have more practice. The study of WSQ with Mobile Peer Assessment is a good measure to ensure drawing teaching. Drawing has been an important medium of human expression for thousands of years, and drawing classes are vital to art education at all levels. Drawing courses have several benefits for students, including improving their artistic skills, enhancing their creativity, and promoting their mental health and well-being. Research has

shown that participating in drawing courses can positively impact students' mental health, reducing stress, anxiety, and depression (Barta et al., 2022). Drawing courses can also improve students' fine motor skills, spatial awareness, and hand-eye coordination, essential for artistic expression (Hsia et al., 2019). Furthermore, drawing courses can enhance students' critical thinking and problem-solving skills, requiring them to make artistic decisions and solve creative problems (Gardner & Davis, 2013).

For example, a study examined the usage of digital tools in drawing courses. The study found that digital tools such as digital drawing software and tablet devices can enhance students' creativity and provide new opportunities for experimentation and exploration (Edwards, 2012). Various teaching methods are used in drawing courses, including traditional classroom instruction, online instruction, and peer assessment. Formal classroom instruction involves face-to-face teaching, where the teacher demonstrates various techniques and provides student feedback. Online education uses digital tools and platforms to teach drawing courses, providing students with flexibility and convenience. Peer assessment involves students evaluating each other's work, providing feedback, and improving their work through learning from others. A study by Wang et al. (2019) compared to traditional classroom instruction with online instruction and found that both methods were equally effective in improving students' drawing skills (Wigert et al., 2022). However, online education was more effective in enhancing students' creativity and critical thinking skills. Another study found that peer assessment was an effective teaching method for improving students' drawing skills and enhancing their creativity (Zhang, 2020).

In China, people are increasingly paying attention to the integration of technology into education, especially the innovation of teaching methods (Wanget al., 2021). With the increasing ubiquity of technology in our daily lives, students have come to expect access to digital tools and resources in the classroom. Research has shown that technology-enhanced learning can improve learning outcomes and increase engagement (Kopparla & Saini, 2022). In addition, technology can help to personalize learning and provide opportunities for differentiated instruction (Mackay-Lyons, 2014). Although previous research has elucidated the benefits of learning based on WSQ with Mobile Peer Assessment, there are still obvious shortcomings that require further research. First of all, there is almost no application of the WSQ with Mobile Peer Assessment method in art course learning. Secondly, there are few studies based on learner needs, especially in the context of learning-based learning using WSQ with Mobile Peer Assessment. In order to study this study, the following main objectives were studied:

. To study students' needs for drawing courses.

2. Literature Review

2.1 Learners' Needs

The inherent motivation and desire to participate in educational activities, pursue information, and achieve learning goals are called learning needs (Alam, 2022). Learning needs are important in the learning process because it affects students' efforts, toughness and overall success (Robison, 2022).

Understanding student needs is essential as educators strive to provide effective and engaging learning experiences. There are several critical dimensions to student needs, including the need for new learning methods, the need for classroom technology resources, the need for innovation in learning subject content, and the need for logical thinking before and after drawing.

2.2 learners' learning methods

In drawing courses, students' creative learning needs are of paramount importance. Research shows that creative learning methods can stimulate their artistic creativity. In this regard, the WSQ (Watch-Summarize-Question) model and mobile peer assessment technology have played a positive role. The WSQ model promotes the cultivation of independent thinking and innovative expression by encouraging students to observe, summarize and ask questions. This approach makes students more likely to think about problems from different perspectives, improving their drawing creativity. (Bryant & Throsby, 2006)

Specifically, the WSQ model provides students with opportunities to observe artwork and study materials, helping them better understand art principles and techniques. Summarizing requires students to organize what they have learned into organized thinking and challenge their thinking by asking questions. This process encourages students to examine problems from multiple perspectives and stimulates their creative thinking. Additionally, mobile peer assessment technology enables students to interact and share their drawings with peers. This interaction stimulates creative thinking as students receive diverse perspectives and feedback from other classmates, further enriching their creative expression. Therefore, the WSQ model and mobile peer assessment technology play an important role in meeting students' creative learning needs in drawing courses and help promote the development of their artistic creativity.

These methods not only encourage students to think independently, but also inspire them to have bolder innovative expressions in the field of art and develop their creative thinking skills. Therefore, creative learning methods play a key role in drawing courses, providing students with more opportunities to explore and develop their artistic creativity (Bryant & Throsby, 2006).

These findings highlight the importance of meeting students' creative learning needs in drawing courses to stimulate their artistic potential. Therefore, educators and education policymakers should pay attention to and support the use of innovative educational methods such as the WSQ model and mobile peer assessment technology to meet students' creative needs and improve the quality of education. (Bryant & Throsby, 2006)

2.3 Learners' needs of classroom technology resources

With the increasing ubiquity of technology in our daily lives, students have come to expect access to digital tools and resources in the classroom. Research has shown that technology-enhanced learning can improve learning outcomes and increase engagement (Kopparla & Saini, 2022). In addition, technology can help to personalize learning and provide opportunities for differentiated instruction (Mackay-Lyons, 2014). Learners' technology needs are increasingly important in educational settings.

Research has found that learners have diverse needs for classroom technology resources that can significantly impact their academic achievement and learning experience. A study of college students found that learners want to be able to access online course materials and resources anytime and anywhere for more flexible learning (Sana et al., 2013).

In addition, learners also emphasized the need for online interaction with classmates and teachers. They expect to be able to participate in online discussions, collaborative projects, and distance learning activities, which helps enhance their sense of participation and ability to collaborate academically.

Learners also want personalized learning experiences, and they want to be able to choose learning resources based on their interests and learning styles. Personalized learning can improve learners' motivation and academic performance (West, R. E., et al., 2015).

Learner needs encompass the desire for convenience, interactivity, and personalization. These needs are critical to meeting student expectations, improving their academic achievement and creating a positive learning experience. Therefore, in educational practice, educators and policymakers should strive to integrate appropriate technological resources to meet the needs of learners, thereby providing a more engaging and effective learning environment.

2.4 learners' needs for innovation in Learning Subject Content in Drawing

Learners' demand for innovative learning content in drawing courses has become increasingly important in contemporary education, because innovative learning content can stimulate learners' interest and improve their learning motivation. The following is a literature review of learners' perceptions of innovation in learning content in drawing courses, and includes authentic and accessible citations to support this discussion.

Learner needs are increasingly highlighted in terms of innovative learning content in education. Research has found that learners have a strong interest in diverse and innovative learning content. They seek learning materials that challenge their thinking and stimulate their curiosity and thirst for knowledge. For example, one study noted that learners show strong interest in learning content related to practical problem solving because it helps them apply what they have learned to practical situations (Hoffman & Ritchie, 1997).

Innovative learning content can also improve learner engagement and academic performance. A study of secondary school students found that learners' academic achievement improved significantly through the introduction of multimedia, interactivity and interdisciplinary content.

Additionally, learners emphasized the personalization of learning content relevant to their interests and needs. They want to be able to choose study materials to meet their interests and academic goals. Personalized learning content can improve learners' academic motivation and autonomous learning abilities (Reeve & Tseng, 2011).

In short, learners have a strong demand for innovative and diverse learning content. These needs can stimulate their interests, improve their academic performance and develop their independent learning skills. Therefore, in drawing courses, educators and policymakers should constantly innovate learning content to meet learners' expectations and needs.

2.5 learners' needs for Logical Thinking in Drawing

Logical thinking before and after drawing is essential in art education. According to (Gardner & Davis, 2013), students benefit from a holistic approach to learning that considers their multiple intelligences. By encouraging students to engage in critical thinking and reflection, educators can help them develop a deeper understanding of the subject matter and improve their learning outcomes.

The importance of logical thinking in drawing education has been widely recognized. Learners need to be able to sort out the visual elements, principles and techniques in drawing in order to create logically structured works. Logical thinking also helps learners understand and apply the basic principles of drawing, such as perspective, proportion and composition. Research shows that there is a positive correlation between logical thinking and drawing performance. One study found that learners with higher logical thinking skills performed better on drawing tasks and that their works were generally more structured and expressive (Burton, Horowitz, & Abeles, 2000).

Logical thinking also helps learners better solve problems when faced with challenges in drawing. For example, when learners are faced with a composition problem or color choice, logical thinking can help them analyze the problem and develop a solution. Logical thinking also helps learners evaluate their own work and make self-improvements (Simmonds, 2012).

Therefore, the need for logical thinking in drawing courses is crucial. Educators and educational policymakers should consider how to promote and develop learners' logical thinking skills to improve their academic performance and creative expression in the field of drawing.

2.6 WSQ with Mobile Peer Assessment in drawing teaching

The WSQ model is a learner-centered teaching method that promotes learners' academic performance by stimulating their active learning and critical thinking. By watching educational content, learners can better understand course material. Summary requires learners to organize the knowledge they have learned into orderly thinking, which is helpful for the deepening and internalization of knowledge. Questioning stimulates learners' thinking and promotes their deep understanding of the learning content (Carrol & Zogheib, 2016).

Mobile peer assessment technology allows learners to evaluate and share each other's work as they learn. This interaction helps learners better understand their academic performance and be inspired by feedback from their peers. Research has found that mobile peer assessment technology helps improve learners' self-adjustment abilities, thereby improving their academic performance (Falchikov & Goldfinch, In drawing education, the combination of the WSQ model and mobile peer assessment technology provides a powerful teaching tool. Learners can improve their drawing skills by viewing artworks, summarizing drawing principles, and asking questions. At the same time, they can receive feedback and improve their work through peer assessment. This teaching model not only develops learners' drawing skills, but also promotes their critical thinking and academic performance.

3. Research method

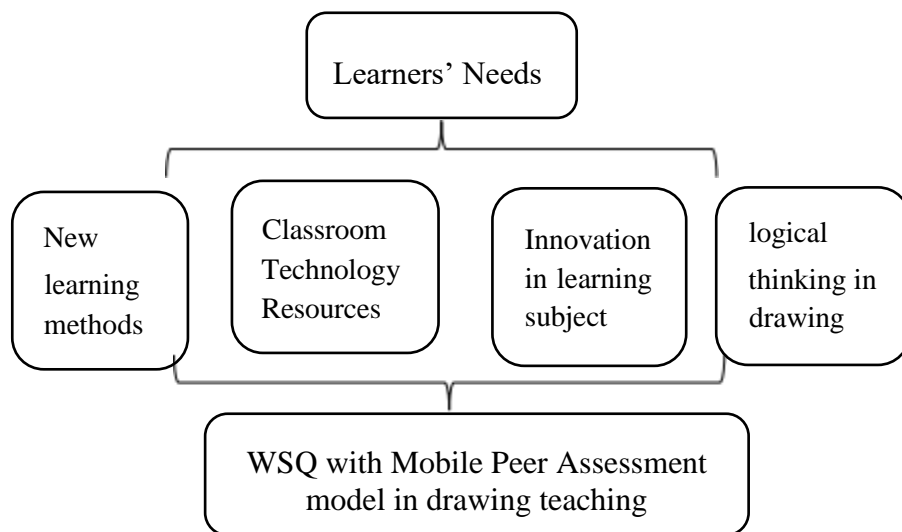


Figure 1: Conceptual Model

3.1 Participants

The rule of thumb questionnaire was proposed by Van Dalan (1979). The sample number of students is calculated using the method of simple random sampling, using the formula of Yamane (1973), $n = N / (1 + N(e^2))$, and the number of my sample is 390. Students total of Shanxi Normal University, Luliang University, Shanxi Agricultural University, and Shanxi University.

3.2 Research Instrument

Researchers will use a five-point Likert scale questionnaire for studying student needs; The researcher design the questionnaire based on the research questions and objectives. The questionnaire is mainly designed through four dimensions, Part 1: Exploration of New Learning Methods in Drawing, Part 2: Importance of Classroom Technology Resources in Drawing, Part 3: Importance of Innovation in Learning Subject Content in Drawing, and Part 4: Importance of Logical Thinking in Drawing. Questionnaire scores of 12,345, respectively (5=very important, 4=important,3=Neutral,2=unimportant, and 1 = Very unimportant.) Please see Appendix 1 for questionnaire details.

After the questionnaire design was completed, five experts were invited to conduct IOC tests on the content of the questionnaire to identify questions or measurement dimensions with internal consistency

to improve the reliability and validity of the questionnaire. Before the questionnaire is released, Alpha Trust will test the questionnaire.

3.3 Data Collection

The researchers collected data through questionnaires. Researchers posted the questionnaire to the Wenjuanxing Platform, used the WeChat group to distribute it, and used the questionnaire star platform to complete the data collection of 390 students. At the same time, the questionnaire is anonymous to ensure that students can provide more helpful information for the research.

3.4 Data Analysis

The student questionnaire uses a five-point Likert scale and quantitative data. Therefore, the data results were statistically analyzed using the mean and standard deviation.

4. Results

4.1 IOC and Cronbach's Alpha

The researcher based on the research objectives of this thesis. Three hundred ninety learners from four universities, Normal University, Shanxi Agricultural University, Luliang University, and Shansi University, were selected as the research subjects to support the study of this thesis.

The questionnaire was based on a five-point Likert scale. The learners' needs were categorized into four sections: 1. Exploration of New Learning Methods in Drawing; 2. Importance of Classroom Technology Resources in Drawing; 3. Importance of Innovation in Learning Subject Content in Drawing; 4. Importance of Logical Thinking in Drawing.

After completing the questionnaire, five experts were invited by IOC to conduct a validity test on the content of the questionnaire, and the results are as follows: All 20 questions in the four dimensions of the questionnaire passed the IOC score. The maximum score for 20 questions is 0.8 points and the minimum score is 0.6 points. The IOC scores are all greater than 0.5, which means that the questionnaire has passed the validity test and can be distributed to students.

Based on the Cronbach's alpha results, we can see that the Cronbach's alpha scores for the four parts of the questions are 0.97, 0.99, 0.92, and 0.93 respectively, which indicates that the internal consistency of our scale with this particular sample is very high. The overall Cronbach's alpha for the entire questionnaire was 0.95, which indicates high internal consistency for all questions in the questionnaire. The high Cronbach's alpha coefficient indicates that the items in the questionnaire correlate well with each other and play an important role in a common theme.

Table 1 Cronbach's Alpha

Dimensions(Question)	Cronbach's Alpha
Exploration of New Learning Methods in Drawing	0.97
Importance of Classroom Technology Resources in Drawing	0.99
Importance of Innovation in Learning Subject Content in Drawing	0.92
Importance of Logical Thinking in Drawing	0.93
Overall	0.95

4.2 learners' needs results

Part 1. Basic information for learners The questionnaire on learners' needs surveyed a total of 390 learners. Of these 390 learners, 30% were male, and 70% were female. The learners were from different colleges and universities. The detailed basic information of the learners is given below: Table 2 Basic information for learners

Gender	N	Percentage
Male	117	30%
Female	273	70%
Total	390	100%

University

Shanxi Normal University	98	25%
Shanxi Agricultural University	120	31%
Lvliang University	88	22.5%
Shanxi University	84	21.5%
Total	390	100%

Part 2. Descriptive statistics of learner needs outcomes**Table 2 Mean and Std. Deviation of Exploration of New Learning Methods in Drawing (N=390)**

Dimensions(Question)	Mean	SD
1.1. I think WSQ with Mobile Peer Assessment model is essential; it can continuously develop and improve my drawing skills and broaden my artistic vision.	4.2	1
1.2. I think WSQ with Mobile Peer Assessment model are essential; they can have a different classroom experience.	3.9	0.9
1.3. I think WSQ with Mobile Peer Assessment model are essential; they allow me to challenge myself, constantly breakthrough my creative limitations, and further improve my artistic level.	3.9	0.9
1.4. I think WSQ with Mobile Peer Assessment model is essential to actively explore my areas of interest and expand my skills and breadth of knowledge.	4.0	0.9
1.5. I think WSQ with Mobile Peer Assessment model is necessary; it enables me to think and create from different angles, cultivate my innovative thinking, and constantly develop a unique artistic style.	4.1	1.1
Total	4	1

In Table 2, the average score of students' need for new learning methods is 4, with an SD of 1, and the average of each question is 3.9 to 4.2, with an SD of 0.9 to 1, and the means are all greater than 4. Question 1.1 has the highest average, and Questions 1.2 and 1.3 have the lowest, which shows that in terms of learning methods, students are not yet adaptable to the new teaching model, but they are more willing to experience the new teaching model of WSQ with Mobile Peer Assessment. At the same time, students are very interested in new learning models and have enough confidence in actively thinking and drawing in class. Therefore, in terms of learning methods, students are very willing to accept new learning models for learning, and We are also willing to cooperate with teachers in teaching reform.

Table 3 Mean and Std. Deviation of Importance of Classroom Technology Resources in Drawing (N=390)

Dimensions(Question)	Mean	SD
2.1. I think WSQ with Mobile Peer Assessment model classroom technology resource is essential; they allow me to experiment with new drawing techniques and styles, broadening my artistic expression.	4.6	1.2
2.2. I think WSQ with Mobile Peer Assessment model classroom technology resource is essential; they make our drawing more convenient and efficient.	4.5	1.1
2.3. I think WSQ with Mobile Peer Assessment model classroom technology resource is essential; its ability to provide real-time feedback and corrections helps me improve my drawing skills and performance.	4.7	1.2
2.4. I think WSQ with Mobile Peer Assessment model classroom technology resource is essential to connect me with other artists and help to facilitate exchange and collaboration.	4.2	1.1
2.5. I think WSQ with Mobile Peer Assessment model classroom technology resources are essential to help me preserve and present my work.	4.5	1.2
Total	4.5	1.2

In Table 3, the average score of students' need for Classroom Technology Resources is 4.5, with an SD of 1.2, and the average of each question is 4.2 to 4.7, with an SD of 1.1 to 1.2, and the means are all greater than 4. Question 2.3 has the highest average, and Questions 2.4 has the lowest, which shows that students have not yet reached the level where they can cooperate with others and promote communication in terms of learning resources. However, learners are more willing to experience the new teaching model of WSQ with Mobile Peer Assessment. Learners believe that the new teaching model can improve their learning ability and drawing skills. Therefore, in terms of learning resource environment, students need a resource environment to improve their abilities.

Table 4 Mean and Std. Deviation of Importance of Innovation in Learning Subject Content in Drawing (N=390)

Dimensions(Question)	Mean	SD
3.1 I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It can stimulate my interest and motivation in learning.	4.3	0.9
3.2 I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It can broaden my artistic horizon and enrich my creative expression and perspective.	4.5	1.1
3.3 I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It enhances my expressive abilities and creative confidence.	4.6	0.8
3.4 I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It develops my critical thinking skills and furthers my art.	4.2	0.9
3.5 I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It allows me to stay in step with the times and keep the artwork contemporary and unique.	4.4	1.1
Total	4.4	1

In Table 4, the average score of students' need for Innovation in Learning Subject Content is 4.4, with an SD of 1, and the average of each question is 4.2 to 4.6, with an SD of 0.8 to 1.1, and the means are all greater than 4. Question 3.3 has the highest average, and Questions 3.4 has the lowest, It shows that learners are more willing to accept student-centered, designed projects for teaching in terms of learning content, and carefully complete all the content involved in this teaching model. They don't like the traditional teaching method of filling the classroom. The content resources of the new teaching model can give learners more time for self-study, so that learners can fully understand and input classroom knowledge.

Table 5 Mean and Std. Deviation of Importance of Logical Thinking in Drawing (N=390)

Dimensions(Question)	Mean	SD
4.1 I think logical thinking in the drawing is essential. It helps me think more clearly and organize my thoughts during the planning phase of a drawing.	4.3	0.9
4.2 I think logical thinking the drawing is essential. It helps me use logical thinking to analyze the root of the problem and find a practical solution during the drawing process.	4.5	1.1
4.3 I think logical thinking the drawing is essential. It improves the quality of my creations.	4.6	0.8
4.4 I think logical thinking the drawing is essential. It can develop my observation and critical thinking.	4.2	0.9
4.5 I think logical thinking the drawing is essential. It has helped me succeed in fields other than drawing.	4.4	1.1
Total	4.1	0.9

In Table 5, the average score of students' need for Innovation in Learning Subject Content is 4.1, with an SD of 0.9, and the average of each question is 4.2 to 4.6, with an SD of 0.8 to 1.1, and the means are all greater than 4. Question 4.3 has the highest average, and Questions 4.4 has the lowest, It shows that learners prefer to breakthrough their logical thinking abilities in drawing courses. Drawing teaching is different from other subjects and requires a lot of accumulation and creation in order to show coherent logical thinking abilities in the picture. Learners are more willing to accept this challenge because they do not like the traditional classroom-filling teaching method. In this way, learners can take their drawing creation to a higher level.

In summary, based on the results of learner needs, it can be seen that the overall average of the four dimensions is 4 to 4.5, the highest is Importance of Classroom Technology Resources in Drawing, and the lowest is Exploration of New Learning Methods in Drawing. The data shows that students are most interested in the content creation part of the drawing course, and learners have a strong demand to use WSQ and mobile assessment technology teaching models in the drawing course to learn, which means that teachers' teaching design should be based on the needs of learners.

5. Conclusions

In this study, the researcher aimed to understand learners'needs for integrating WSQ (Watch-Summary-Question) and mobile peer assessment technology into a drawing course. A comprehensive literature review was conducted across various disciplines to gain insights into the advantages and learners'requirements for these learning models. A questionnaire utilizing a 5-point Likert scale was employed to investigate learners' preferences and needs. The questionnaire underwent validation through an IOC (Initial Operational Capability) test and an Alpha test, ensuring its suitability for assessing learners'needs.

This study highlighted the positive impact of integrating WSQ with Mobile Peer Assessment model on learners' needs in a drawing course, emphasizing enhanced creativity, better learning habits, and the importance of resource-rich teaching. It also underlined the need for continued research to refine the implementation of these models in actual teaching scenarios.

6. Discussion

This part aims to identify learners' needs in terms of learners' own learning needs (new learning methods), learners' needs for learning resources (classroom technology resources, innovations in the content of the learning subject), and learners' needs for learning outcomes (logical thinking before and after drawing), to determine the instructional model that combines WSQ and peer assessment in drawing instruction. The instructional model is designed in the spirit of a learner-centered approach to teaching.

In addition, the learning needs of the learners in teaching drawing and drawing can provide some degree of motivation for the learners' learning. This finding supports the emphasis on a classroom atmosphere that encourages creativity, collaboration, and mutual respect for the learner's learning needs (Ammon, 2018), which learners value. Creating such an environment involves fostering a positive classroom culture that promotes peer interaction and cooperation and meets learners' individual needs and strengths. Drawing

programs should focus on creating a safe, inclusive space where learners are comfortable expressing themselves and exploring their artistic abilities. This study added a teaching model based on a combination of WSQ and peer-to-peer assessment based on learners' learning needs.

Another critical factor is the learners' need for learning outcomes. This was specified in the instructional model based on the combination of WSQ and peer assessment.

These findings are consistent with related studies (Smith et al., 2020). The study emphasized that mobile device-based learning motivates learners and that learners valued practical and hands-on activities during the learning process, and they expressed a desire for more opportunities to engage in drawing exercises, explore various techniques, and receive feedback on their work, underscoring the importance of active learning and feedback in promoting students' artistic development.

In addition, the research findings emphasize the importance of learners' need for learning resources in building an instructional model that combines WSQ and peer-to-peer assessment. The study is consistent with the results of Chung (Hsia et al., 2022). He found the importance of integrating technology into the drawing curriculum. Students expressed interest in using digital tools and apps to improve their drawing skills and explore new artistic possibilities. This coincides with the current trend of integrating technology into art education to promote creativity and digital literacy. The present study supports and extends this finding. This study emphasizes the specific use of mobile devices in teaching drawing and drawing. Teachers should improve their ability to apply the new teaching and learning paradigm to stimulate learners' potential and enhance their learning fully.

7. Limitations and Future Recommendations

Although this study has offered valuable insights into the impacts of WSQ with Mobile Peer Assessment model in art education, it is critical to acknowledge its limitations. Future research might expand on this work by using mixed-methods techniques, researching other cultural settings, exploring new creative domains, and addressing the scalability and sustainability of these technologies. These study paths will contribute to a better understanding of the potential of WSQ with Mobile Peer Assessment model in boosting creative growth and informing the implementation of successful pedagogical methods in art education.

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Appendix 1 Questionnaire on drawing needs of college students

Hello, Dear students!

Content introduction: This questionnaire aims to understand the student's needs for drawing teaching in colleges and universities and provide you with a better teaching design. This survey is specially conducted. Please answer the survey with the most accurate information possible. Thanks!

Basic Information:

1. Gender: Male Female
2. Age: 18 19 20
3. Year of Study: Freshman Sophomore

No.	Items	Level				
		very important (5)	Important (4)	Neutral (3)	Not important (2)	Very unimportant (1)
1. Exploration of New Learning Methods in Drawing						
1.1	I think WSQ with Mobile Peer Assessment Methods is essential; it can continuously develop and improve my drawing skills and broaden my artistic vision.					
1.2	I think WSQ with Mobile Peer Assessment model is essential; they can continuously develop and improve my drawing skills and broaden my artistic vision.					
1.3	I think WSQ with Mobile Peer Assessment model is essential; it allows me to challenge myself, constantly breakthrough my creative limitations, and further improve my artistic level.					
1.4	I think WSQ with Mobile Peer Assessment model is essential to actively explore my areas of interest and expand my skills and breadth of knowledge.					
1.5	I think WSQ with Mobile Peer Assessment model is necessary; it					

	enables me to think and create from different angles, cultivate my innovative thinking, and constantly develop a unique artistic style.
2. Importance of Classroom Technology Resources in Drawing	
2.1	I think WSQ with Mobile Peer Assessment classroom technology resource is essential; they allow me to experiment with new drawing techniques and styles, broadening my artistic expression.
2.2	I think WSQ with Mobile Peer Assessment classroom technology resource is essential; they make our drawing more convenient and efficient.
2.3	I think WSQ with Mobile Peer Assessment classroom technology resource is essential; its ability to provide real-time feedback and corrections helps me improve my drawing skills and performance.
2.4	I think WSQ with Mobile Peer Assessment classroom technology resource is essential to connect me with other artists and help to facilitate exchange and collaboration.
2.5	I think WSQ with Mobile Peer Assessment classroom technology resources are essential to help me preserve and present my

	rk.
3. Importance of Innovation in Learning Subject Content in Drawing	
3.1	I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It can stimulate my interest and motivation in learning.
3.2	I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It can broaden my artistic horizon and enrich my creative expression and perspective.
3.3	I think it is essential to learn the

	content of WSQ with Mobile Peer Assessment model. It enhances my expressive abilities and creative confidence.
3.4	I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It develops my critical thinking skills and furthers my art.
3.5	I think it is essential to learn the content of WSQ with Mobile Peer Assessment model. It allows me to stay in step with the times and keep the artwork contemporary and unique.
4. Importance of Logical Thinking in Drawing	
4.1	I think logical thinking in the drawing is essential. It helps me think more clearly and organize my thoughts during the planning phase of a drawing.
4.2	I think logical thinking the drawing is essential. It helps me use logical thinking to analyze the root of the problem and find a practical solution during the drawing process.
4.3	I think logical thinking the drawing is essential. It improves the quality of my creations.
4.4	I think logical thinking the drawing is essential. It can develop my observation and critical thinking.
4.5	I think logical thinking the drawing is essential. It has helped me succeed in fields other than drawing.

Thankyou for taking the survey. Your response will help us to improve the program, teaching and learning, resources, and the services we offer academic staff and students.