Applying Digital Arts Experience to Strengthen the Organizational Culture in Higher Education During the Pandemic

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Abstract

During the COVID-19, schools were faced with changes in organizational culture under the digital education model. It is a new challenge facing higher education universities to promote cultural competitiveness, enhancing the confidence of educators in organizational culture, and communicating the cultural atmosphere to educators through digital technology. This concept paper mainly emphasizes the introduction of Digital Arts experience into organizational culture, thereby enhancing the appeal of the university organizational culture. This requires the university to combine both ideology and technology, highly advocating the organization's core concept through the global digital trend during the pandemic. This concept paper provides a new perspective of change for constructing organizational culture in universities facing education and digital challenges during the pandemic. The Digital Arts experience will be an essential part of the global university organization culture after COVID-19.

Keywords: Digital Arts Experience, Organizational Culture, Higher Education in Pandemic

Introduction

After COVID-19, most universities were transformed overnight, adopting online courses that used any available technology that the teachers are familiar with. Although universities have provided some digital ways to continue courses online, some practical courses face significant difficulties such as laboratory, physical education, art, music, and dance. Art students cannot participate in practical creation, while teachers cannot give feedback on time, and managers cannot implement instructions efficiently and quickly. All educational institutions were affected by the health crisis. Universities quickly established new specifications and shifted education to synchronous and asynchronous modes, using e-learning and digitalization, consequently, the institution's critical personnel experienced difficulties, frustration, pressure, and conflict. Moreover, some of the new challenges facing the reform of universities are building the school's cultural atmosphere and conveying sympathy, care, and concern to the staff, teachers, and students, or the stakeholders (Romero-Ivanova et al., 2020).

The success of an organizational culture comes from its robust decision-making. To successfully carry out digital art projects in universities, organizations must understand how to effectively implement digital

art technology strategies (Grajek, 2016). Consultations must be done to elicit the correct information and make the right decision.

This concept paper mainly emphasizes the introduction of Digital Arts experience into organizational culture, thereby enhancing the appeal of university organizational culture. The introduction of digital arts into the college culture requires creating a new way of thinking and applying practical solutions to specific problems (Grajek, 2016). It requires the universities to combine both ideology and technology, highly coordinating the organization's core concept with the global digital trend during the pandemic. The paper will provide a new perspective of change for constructing organizational culture in universities facing digital challenges during the pandemic. Digital Arts experience will be a vital part of the global university organization culture after COVID-19.

Literary Reviews

Digital Arts Experience in Higher Education Organizational Culture

The development of universities largely depends on the culture of the organization (Tsiring & Sizova, 2018). The organizational culture influences the behavior to enable the organization to have a sustainable competitive advantage (Martínez-Caro et al., 2020).

The cultural atmosphere of the organization forms the stability and innovation of the organization. It also builds a unified symbolism and valuable environmental space among leaders, educators, and students. The value of environmental space endows organizational culture with different levels of continuity and identity (Tsiring & Sizova, 2018).

Although the organizational culture of higher education may use core digital technologies, they have not fully adopted the practice in their organizational culture. The ecosystem of universities has unique components and diverse needs. The operation of universities relies on standardized management methods and a creative workforce. Therefore, the use of digital capabilities in higher education is different from other institutions. Higher education needs its own set of functions, which should be based on existing processes and adapted to the industry (Grajek, 2016).

In the past ten years, the successful transformation of technology in teaching, the assumption of practice promoting cultural improvement, and the successful development of new ideas translate into products, procedures, objects, and services relied on the solved problems in organizational culture (Zhu & Engels, 2014).

Organizational culture is considered a factor that may ultimately affect the effectiveness of the organization's implementation of digitalization (Martínez-Caro et al., 2020). The organizational culture of higher education must respond to this digital trend (Almaiah et al., 2020).

The COVID-19 pandemic has forced universities to implement digital teaching management. Universities will face the challenge of considering all possible changes and managing them appropriately (Almaiah et al., 2020).

Universities are experiencing a digital revolution, acquiring knowledge and skills through digital media technology. The standardized learning environment and learning tools that the universities adhere to

cannot adapt to the changes in the new digital media environment, which has prompted education reformers to evaluate the quality of previous digital learning tools (Halverson et al., 2016).

The study of Martínez-Caro et al. (2020) stressed that digital technology can stimulate the behavior of organization members and enhance their trust in the organization by guiding them to accept digital technology as the source of organizational value. Moreover, digitization can be introduced into the organization through activities, policies, and procedures. Furthermore, it must be fully integrated in the organization by merging organizational culture with digitization. This process can result in making better decisions and innovations, shape new business infrastructure, influence the new internal coordination model and create value for the organization.

There is more evidence that digital technology is applicable to organizations, and the development and application of digital functions can improve the viability of organizations. The value of digital technology to organizations extends to the improvement of learning, collaboration, and decision-making abilities. Universities strive to upgrade classroom art through digital technology and reduce the cost of higher education (Grajek, 2016).

Indeed, digital tools not only play a vital role in the sustainability of teaching but it also established a new digital cultural atmosphere among college-related organizations and personnel through digital communication throughout the pandemic (Almaiah et al., 2020).

Value and Effectiveness of Digital Arts Experience

Digital Arts is part of culture under the trend of global digitalization (Nederob, 2020). It is a description of digital technology and art, which is associated with new media created by digital. Digital Arts experience is to convey digital art of physical space or virtual space to visitors through visual or interactive forms (Danae, 2018).

Digital media technology allows users to have a new timely interactive experience and participate in social interactions on a global scale during this pandemic. Moreover, these experiences enable users to explore and learn new problems through synchronous or asynchronous learning and use visual presentations and products to evaluate the quality of digital technology and new knowledge. Conversely, new media technology depends on the tools and interfaces used, which are generated according to users' needs and can stimulate users' interest (Halverson et al., 2016).

Chowdhury (2020) expressed in his study that with the global trend of digitalization, digital technology provides a positive teaching environment for universities and promotes team cohesion. That is why during the pandemic, the virtual classroom online learning environment created by digital technology has become the mainstream globally.

Virtual education has transformed from a one-way structure to a two-way interactive, three-dimensional learning environment driven by digital technology. The perceptual experiences that technology brings to users are its value and ease of use, feedback, and clarification of information, affecting their beliefs and attitudes towards technology (Chowdhury, 2020).

Furthermore, Chowdhury (2020) highlighted that the interactivity of the virtual classroom creates an active learning environment and positive experiences for teachers and students since technical aids create a collaborative environment for users in universities and provide users with an overall experience through

physical and online modes. Therefore, the artistic virtual interface can satisfy the user's desire for exploration and lead to a positive attitude.

Finally, the development of digital technology has promoted the transformation of digital art expression (Nederob, 2020). Digital arts promote more innovative thinking and discussion through the design process of technology and generates new assumptions and interpretations that produce better works. It increases student interest by measuring students' attitudes to promote organizational change through improving educational technology (Ezell et al., 2020).

Conclusion and Future Directions

This concept paper aims to make universities and other educational institutions aware of how to use existing digital technologies to effectively promote the organizational culture and consolidate the cultural status of university organizations in the current educational environment. Universities are facing the challenge of establishing new norms to adapt to the era of digital teaching during the epidemic. In the international situation where the educational environment is rapidly changing, teachers, students, and various institutions also suffer from anxiety and pressure. Although universities respond to the pandemic on time with online teaching, organizational culture and digital education models are not fully integrated, which hinders the sustainable development of universities in building their organizational culture.

Therefore, this paper provides a new perspective on future organizational culture construction for universities facing digital challenges during the pandemic, and universities can apply this ideology and technology to enhance their cultural competitiveness.

Universities need to quickly catch up with the trend of digitalization, implement new digital technology, the visual effect of art, virtual communication mode and positive interactive experience, and the Digital Arts Experience to help universities establish new cultural connections. Researchers in the universities may apply the qualitative methods to determine the satisfaction and impact of digital arts experience on students.

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