

Review

Value Positioning and Innovative Practices of University Art Troupes under the Guidance of the "Aesthetic Education Immersion Initiative"

Jingwen Wei ^{1,*}

¹ Beijing Electronic Science and Technology Institute, Beijing, China

* Correspondence: Jingwen Wei, Beijing Electronic Science and Technology Institute, Beijing, China

Abstract: University art troupes play a pivotal role in higher education, serving as carriers of aesthetic education, cultural dissemination, and institutional representation. Guided by the "Aesthetic Education Immersion Initiative," this review examines the value positioning and innovative practices of university art troupes in contemporary Chinese higher education. It explores their educational, cultural, social, and institutional contributions, highlighting how participation fosters artistic skill development, teamwork, cultural literacy, and leadership among students. The study further investigates innovative organizational models, interdisciplinary and digital performance formats, curriculum integration, mentorship programs, community engagement, and management practices that enhance both educational outcomes and operational efficiency. Challenges such as resource limitations, balancing academic commitments, and sustaining innovation are discussed, alongside opportunities arising from policy support, professional collaborations, and technology. The review concludes with recommendations for strengthening value positioning, fostering innovation, and ensuring sustainability, providing a strategic framework for future development. Overall, university art troupes exemplify the integration of aesthetic education with holistic student development and institutional advancement, offering insights for higher education policy and practice.

Keywords: aesthetic education; university art troupes; innovation; cultural engagement; higher education

1. Introduction

1.1. Background

Aesthetic education has long been recognized as a fundamental component of holistic higher education, emphasizing not only the acquisition of technical knowledge but also the cultivation of aesthetic sensibilities, cultural literacy, and creative capacities among students. In recent years, Chinese higher education authorities have increasingly stressed the importance of integrating aesthetic experiences into the campus environment, aiming to foster well-rounded individuals capable of both intellectual and artistic engagement. [1] The "Aesthetic Education Immersion Initiative" is one such policy framework, designed to embed aesthetic education across curricular and extracurricular activities. Unlike traditional, standalone arts courses, this initiative encourages continuous and immersive exposure to artistic experiences, promoting the internalization of aesthetic values and cultural appreciation in students' daily academic and social life. Within this context, university art troupes—ranging from music ensembles, dance companies, theater groups, to interdisciplinary performance collectives—serve as primary vehicles for implementing immersive aesthetic education. These troupes operate not only as performance organizations but also as platforms for cultivating creativity, collaboration, and cultural identity.

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1.2. Rationale

University art troupes occupy a unique position at the intersection of education, culture, and institutional representation [2]. They provide students with experiential learning opportunities that complement formal coursework, facilitating skill development in areas such as performance, teamwork, leadership, and cultural communication. Beyond individual student development, these troupes contribute to the broader campus culture by organizing performances, exhibitions, and community engagement activities, thereby reinforcing the institution's cultural identity and reputation. In the context of the "Aesthetic Education Immersion Initiative," the role of art troupes becomes even more strategic. They are expected not only to maintain traditional performance excellence but also to innovate pedagogical approaches, integrate cross-disciplinary content, and actively participate in the cultivation of students' aesthetic consciousness. Despite their centrality, systematic analyses of how university art troupes achieve these objectives under the initiative remain limited. Understanding their value positioning and innovative practices is therefore essential for maximizing their educational and cultural impact.

1.3. Objectives of the Review

This review aims to provide a comprehensive examination of university art troupes under the guidance of the "Aesthetic Education Immersion Initiative," focusing on both their value and innovation. The specific objectives are as follows:

Explore the value positioning of university art troupes: Analyze how these troupes contribute educationally, culturally, and institutionally, highlighting the multiple layers of impact they generate within higher education environments.

Identify innovative work practices under the initiative: Investigate how troupes adapt organizational structures, artistic programming, and educational approaches to align with immersive aesthetic education goals.

Provide a framework for future development: Offer strategic recommendations and practical models that can guide universities in enhancing the effectiveness, sustainability, and innovation of their art troupes.

1.4. Structure of the Paper

To achieve these objectives, the review is organized as follows. Section 2 outlines the conceptual framework of aesthetic education immersion and the policy context for university art troupes. Section 3 examines the value positioning of these troupes, considering educational, cultural, and institutional dimensions. Section 4 discusses innovative practices in organization, performance, education, and management. Section 5 identifies key challenges and opportunities faced by university art troupes in the current policy environment. Section 6 proposes recommendations and a framework for future development, while Section 7 concludes the review with a synthesis of the findings and implications for practice.

2. Conceptual Framework and Policy Context

2.1. The Concept of Aesthetic Education Immersion

Aesthetic education immersion, as promoted by contemporary Chinese higher education policies, refers to a comprehensive and continuous approach to cultivating students' aesthetic sensibilities, cultural awareness, and creative capacities. Unlike traditional art courses or sporadic extracurricular activities, immersive aesthetic education emphasizes the integration of artistic experiences into students' daily learning and campus life [3]. The core principles of this approach include holistic engagement, interdisciplinarity, and experiential learning. Holistic engagement ensures that aesthetic education is not confined to art majors but is accessible to all students, enhancing their cultural literacy and appreciation for diverse artistic forms. Interdisciplinarity encourages collaboration between arts and other academic disciplines, fostering creativity and innovation through

cross-cutting projects. Experiential learning emphasizes "learning by doing," allowing students to actively participate in performances, exhibitions, workshops, and community outreach rather than remaining passive observers.

The goals of aesthetic education immersion are multifaceted. First, it aims to cultivate students' aesthetic judgment and critical thinking, enabling them to analyze, interpret, and create artistic works with sensitivity and insight. Second, it seeks to strengthen students' cultural identity and social responsibility by connecting artistic practice with societal values and community engagement [4]. Third, it encourages innovation and personal development by providing platforms for leadership, teamwork, and collaborative creativity. Policy documents issued by the Ministry of Education and other relevant authorities highlight these goals explicitly. For example, guidelines on the "Aesthetic Education Immersion Initiative" emphasize the integration of aesthetic education into both formal curriculum and extracurricular activities, advocating for immersive, participatory, and interdisciplinary experiences. These policies underscore the expectation that universities create sustainable systems in which aesthetic education is embedded in students' holistic development, fostering lifelong engagement with the arts [5].

2.2. Role of University Art Troupes in Aesthetic Education

University art troupes serve as critical mediators between policy objectives and student engagement. Traditionally, these troupes functioned as performance units, providing students with opportunities to develop technical skills in music, dance, drama, or visual arts. Beyond skill development, troupes have historically contributed to cultural dissemination on campus, organizing festivals, ceremonies, and outreach performances that enrich campus life and strengthen institutional identity. These traditional functions remain essential; however, under the framework of aesthetic education immersion, their role has expanded considerably [6].

Modern university art troupes increasingly integrate with both curricular and extracurricular learning. They collaborate with academic departments to offer credit-bearing courses, workshops, and training programs, allowing students to apply theoretical knowledge in practical settings. For example, a music ensemble may partner with the musicology department to facilitate performance-based coursework, while a drama troupe might co-organize interdisciplinary projects with literature or media studies programs. Extracurricularly, troupes engage in community outreach, participate in regional or national competitions, and implement innovative performance formats such as multimedia productions or socially engaged art projects. Through these activities, university art troupes function as platforms for experiential learning, enabling students to acquire transferable skills such as leadership, teamwork, communication, and project management, all of which align with the goals of aesthetic education immersion.

2.3. Literature Review

A growing body of research has examined the contributions of university art troupes to student development and campus culture. Studies have highlighted their educational impact, noting that participation in art troupes enhances artistic skills, cognitive flexibility, emotional intelligence, and cultural awareness. Research also points to their broader cultural influence: troupes play a pivotal role in constructing and transmitting campus culture, fostering community cohesion, and representing the university in public and cultural arenas. Additionally, some studies have explored innovative practices within troupes, including interdisciplinary performances, digital and multimedia integration, and student-led organizational models [7].

Despite this progress, there are notable gaps in the literature. Few studies systematically analyze the connection between national aesthetic education policies—such as the "Aesthetic Education Immersion Initiative"—and the practical management, organizational strategies, or innovation efforts of university art troupes. Existing research often

treats educational impact, cultural function, and innovation separately, without a holistic framework that links policy guidance to operational practice. Consequently, there is a pressing need for comprehensive reviews that not only map the value of university art troupes across educational, cultural, and institutional dimensions but also examine the innovative strategies these organizations adopt in response to immersive aesthetic education directives. Addressing these gaps can provide actionable insights for university administrators, educators, and policymakers, ensuring that art troupes fulfill their potential as drivers of student development and cultural enrichment [8].

3. Value Positioning of University Art Troupes

3.1. Educational Value

University art troupes play a pivotal role in fostering students' artistic skills and creative capacities. Participation in music ensembles, dance companies, theater groups, and multimedia performance troupes provides students with extensive opportunities to develop technical proficiency in their respective disciplines. For example, music ensembles allow students to refine instrumental and vocal techniques, while theater troupes cultivate acting, stagecraft, and dramatic interpretation skills. Beyond pure technical skill, these experiences contribute significantly to cognitive and emotional development. Students engaged in troupe activities often demonstrate enhanced creativity, critical thinking, and problem-solving abilities, as the collaborative and interpretive nature of performance requires adaptive decision-making and innovative thinking [9].

Art troupe involvement also promotes personal growth and teamwork. Students learn to manage time, coordinate with peers, and take responsibility for collective outcomes. Leadership opportunities within troupes—such as section leaders in orchestras or student directors in drama groups—foster organizational and managerial skills that are transferable to future professional contexts. Furthermore, aesthetic education immersion encourages students to reflect on cultural values embedded in their artistic practice, strengthening cultural literacy and broadening their appreciation of diverse artistic traditions. Through these educational contributions, university art troupes extend learning beyond conventional classroom boundaries, aligning with the broader objectives of higher education to develop well-rounded, culturally competent individuals.

3.2. Cultural and Social Value

In addition to educational benefits, university art troupes significantly enhance campus culture and contribute to social cohesion. On campus, troupes organize performances, festivals, and exhibitions that enrich student life and provide shared cultural experiences. These activities foster a sense of community and belonging, helping students identify with the university's cultural identity. By presenting diverse art forms—from traditional Chinese music and dance to contemporary multimedia performances—troupes promote cross-cultural understanding and inclusivity, which are central to aesthetic education immersion.

Moreover, university art troupes extend their impact beyond campus boundaries through community engagement and outreach performances. Many troupes collaborate with local schools, cultural centers, and civic organizations, delivering performances that enhance public cultural appreciation and social participation. Such outreach activities not only disseminate artistic knowledge but also cultivate students' sense of social responsibility and civic awareness. By connecting artistic practice with community engagement, university art troupes serve as vital cultural bridges, linking academic institutions with broader society while promoting the values of creativity, collaboration, and cultural continuity.

3.3. Institutional Value

University art troupes also generate tangible and intangible value for their institutions. From a reputational perspective, high-quality performances and innovative artistic projects enhance the university's public image and prestige. Successful troupes that participate in national or international competitions, cultural festivals, or media productions serve as ambassadors of institutional excellence, attracting recognition for both faculty and students [10].

In addition to reputational benefits, art troupes can influence student recruitment and alumni engagement. Prospective students may be attracted to universities with vibrant arts programs, perceiving them as supportive of holistic development and cultural enrichment. For alumni, continued association with successful troupe activities—through performances, mentorship, or fundraising initiatives—reinforces long-term engagement and loyalty. Consequently, university art troupes function not only as educational and cultural entities but also as strategic institutional assets, integrating artistic practice with broader institutional goals and community visibility (As shown in Table 1).

Table 1. Comparison of Value Contributions Across Different Types of University Art Troupes.

Troupe Type	Educational Value	Cultural Value	Institutional Value	Notes
Music Ensemble	Instrumental/vocal skills, creativity, teamwork	Campus concerts, community outreach	University reputation, competition awards	Classical & contemporary music programs
Dance Company	Technical proficiency, coordination, leadership	Campus festivals, cultural showcases	Alumni engagement, media exposure	Traditional & modern dance styles
Theater/Drama Group	Acting, stagecraft, storytelling, critical thinking	Campus performances, interdisciplinary projects	Reputation in performing arts, recruitment advantage	Plays, musicals, student-directed productions
Multimedia Troupe	Digital skills, interdisciplinary creativity, collaboration	Innovative performances integrating tech & art	Institutional innovation image, tech partnerships	Combines media, technology, and live performance

4. Work Innovations under the Initiative

4.1. Organizational Innovations

University art troupes have increasingly adopted innovative organizational models to enhance operational efficiency, creativity, and student engagement under the "Aesthetic Education Immersion Initiative." Traditional hierarchical governance models, dominated by faculty direction, are gradually evolving toward more collaborative frameworks. In many cases, governance now involves a hybrid model, combining faculty oversight with student-led councils, committees, or task forces. Faculty advisors provide strategic guidance, professional expertise, and logistical support, ensuring that artistic quality and educational objectives are met. Student leaders, on the other hand, are entrusted with responsibilities such as rehearsal scheduling, event coordination, peer mentoring, and internal conflict resolution. This shift allows students to develop critical leadership and project management skills while fostering ownership of the troupe's activities [11].

Additionally, some universities have implemented rotational leadership structures, where students rotate through roles such as artistic director, production manager, or technical coordinator. This approach exposes participants to multiple facets of troupe management, from budgeting and marketing to rehearsal design and technical production. By engaging in such experiential learning, students acquire not only leadership competencies

but also a practical understanding of organizational behavior, team dynamics, and decision-making under pressure. Hybrid and rotational models exemplify the principles of aesthetic education immersion, emphasizing responsibility, collaboration, and active participation as part of holistic student development.

4.2. Artistic and Performance Innovations

Artistic and performance innovations have become a hallmark of university art troupes in the era of aesthetic education immersion. Traditional performance formats—such as standard theater plays, classical concerts, or conventional dance recitals—are now being enhanced or reimagined through the integration of digital media, interactive technology, and interdisciplinary collaborations. Theater troupes increasingly employ projection mapping, augmented reality, and interactive scenography to create immersive environments that engage audiences both cognitively and emotionally. Music ensembles experiment with cross-genre compositions, electronic instruments, and digital sound design to produce novel auditory experiences. Dance companies integrate contemporary choreography with multimedia elements, including video projections, virtual reality components, and interactive lighting [12].

Collaborative and thematic projects are also prominent innovations. For example, interdisciplinary performances may combine drama, visual arts, and digital technology to explore social issues such as environmental sustainability, cultural heritage preservation, or public health awareness. By aligning artistic creation with social, cultural, or educational themes, these projects extend the impact of the troupe beyond aesthetic enjoyment into educational and societal relevance. Furthermore, collaborative innovations often involve partnerships between multiple universities or between students and professional artists, providing participants with exposure to professional practices, creative problem-solving, and large-scale project management. The result is not only enhanced artistic expression but also a more immersive, holistic educational experience that aligns with the goals of aesthetic education immersion.

4.3. Educational Innovations

In addition to artistic experimentation, university art troupes have embraced educational innovations that integrate experiential learning, mentorship, and cross-disciplinary skill development. Many troupes collaborate with academic departments to offer performance-based courses, workshops, and credit-bearing modules. For instance, a drama troupe may partner with literature, media, or communication studies programs to develop courses on scriptwriting, stage direction, or dramaturgy. Similarly, music ensembles may integrate music theory, performance analysis, and historical context into applied performance courses, allowing students to link practical skills with theoretical understanding.

Mentorship programs represent another important dimension of educational innovation. Senior students or faculty mentors provide guidance, technical instruction, and feedback to novice troupe members. These mentorship programs facilitate skill transmission, cultivate leadership potential, and encourage peer-to-peer learning, reinforcing the immersive and participatory goals of aesthetic education. Cross-disciplinary projects further expand educational outcomes. For example, combining digital design, theater, and social sciences in performance projects teaches students to think critically across domains, fosters creative problem-solving, and enhances adaptability in complex, real-world scenarios. Community engagement programs, such as school outreach, public workshops, and civic performances, provide additional experiential learning opportunities. These initiatives allow students to practice teaching, audience engagement, and cultural translation, integrating artistic practice with societal impact [8].

4.4. Management and Operational Innovations

Sustainable operation of art troupes requires effective management practices that can accommodate innovation and scale. To achieve this, universities increasingly adopt digital management tools for rehearsal scheduling, communication, resource allocation, and project tracking. Online platforms, collaborative apps, and digital calendars streamline administrative tasks, enhance transparency, and improve efficiency, particularly for large ensembles or multi-location collaborations [9].

Funding mechanisms have also evolved to support innovative activities. Universities often combine internal funding with sponsorships, grants, and community fundraising initiatives, enabling troupes to invest in multimedia technology, elaborate set designs, or professional mentorship programs [4]. These diversified funding strategies reduce financial constraints and create opportunities for experimentation. Evaluation mechanisms are another key area of operational innovation. Troupes now employ multiple assessment tools, including peer and faculty evaluations, audience surveys, reflective student portfolios, and performance analytics. These approaches measure both artistic quality and educational impact, ensuring that troupe activities remain aligned with institutional objectives and the broader goals of aesthetic education immersion.

The integration of management, funding, and evaluation innovations not only sustains the operational viability of university art troupes but also enables continuous improvement, strategic planning, and institutional recognition. By combining organizational agility, creative experimentation, educational integration, and operational efficiency, these troupes exemplify how higher education institutions can leverage immersive aesthetic education to develop well-rounded students and vibrant campus culture (As shown in Table 2).

Table 2. Examples of Innovative Practices in University Art Troupes.

Innovation Type	Description	Benefits	Implementation Level (Campus/Community/National)
Organizational	Hybrid governance with faculty advisors, student councils, and rotational leadership	Leadership development, workflow efficiency, participatory decision-making	Campus
Artistic/Performance	Multimedia integration, digital scenography, interactive performances	Creativity enhancement, audience engagement, social and cultural relevance	Campus/Community/National
Educational	Course integration, mentorship programs, cross-disciplinary skill-building	Experiential learning, skill development, academic credit	Campus
Management/Operational	Digital management platforms, innovative funding models, performance evaluation mechanisms	Efficient operations, sustainable innovation, measurable outcomes	Campus/Community
Community Engagement	Outreach performances, workshops, collaborative projects with external organizations	Civic responsibility, social impact, real-world skill application	Community/National
Inter-University Collaboration	Joint productions with other universities or professional artists	Knowledge exchange, broader exposure, professional networking	National

5. Challenges and Opportunities

5.1. Challenges

Despite their significant educational, cultural, and institutional value, university art troupes face multiple challenges in fully realizing the goals of the "Aesthetic Education Immersion Initiative." One primary constraint is resource limitations. Funding for troupes is often insufficient to cover advanced equipment, multimedia technology, professional training, or participation in national and international competitions. Many universities have limited rehearsal spaces and performance venues, creating scheduling conflicts and reducing opportunities for large-scale productions. These resource constraints can hinder the implementation of innovative practices and restrict the scale and frequency of student participation.

A second challenge lies in balancing academic demands with troupe participation. University students often face intensive coursework, examinations, and research obligations. Engaging in troupe activities—rehearsals, performances, and community outreach—requires substantial time and energy, which may conflict with academic priorities. This tension can result in uneven participation, attrition from troupes, or reduced commitment to both educational and artistic objectives. Maintaining a healthy balance between academic responsibilities and immersive artistic experiences remains a persistent challenge for both students and troupe management.

A third challenge is the sustainability of innovation. While many troupes have successfully implemented digital media, interdisciplinary projects, and community collaborations, sustaining these initiatives over time requires continuous investment, leadership continuity, and adaptive management. Frequent turnover of student leaders and changing faculty support can disrupt long-term planning. Moreover, innovations often demand high levels of technical expertise, which may not be consistently available among students or advisors. Ensuring that innovative practices remain viable and effective beyond short-term projects is critical to maximizing the impact of aesthetic education immersion.

5.2. Opportunities

Despite these challenges, university art troupes also encounter numerous opportunities that can enhance their impact and sustainability. First, policy support and funding opportunities at the national and institutional levels provide a favorable environment for growth. Government initiatives, including grants for cultural and educational innovation, encourage universities to integrate aesthetic education deeply into campus life. These policies create incentives for troupes to adopt interdisciplinary projects, digital platforms, and community engagement initiatives, aligning institutional goals with broader educational directives.

Second, collaboration with professional arts institutions presents significant potential. Partnerships with conservatories, professional theater companies, music organizations, and cultural foundations can provide mentorship, technical expertise, and performance opportunities. Such collaborations not only raise artistic standards but also expose students to professional practices, networks, and industry insights. Inter-university collaborations similarly broaden perspectives, facilitate knowledge exchange, and foster large-scale interdisciplinary projects, enhancing both learning and cultural outcomes.

Third, the leveraging of technology offers substantial opportunities for broader impact. Digital media, online streaming, virtual reality, and interactive platforms allow troupes to reach wider audiences beyond campus, including remote communities and international viewers. Technology also facilitates efficient management of rehearsal schedules, performance documentation, and educational integration, supporting sustainability and innovation. Furthermore, data-driven evaluation methods enable troupes to monitor educational outcomes, audience engagement, and operational effectiveness, promoting continuous improvement.

Overall, while resource constraints, time pressures, and sustainability challenges pose real obstacles, university art troupes are well-positioned to capitalize on supportive policies, professional collaborations, and technological advancements. By strategically addressing challenges and leveraging available opportunities, troupes can enhance their educational, cultural, and institutional contributions, ensuring that immersive aesthetic education achieves its full potential.

6. Recommendations for Future Development

University art troupes hold significant potential to advance aesthetic education, cultural enrichment, and institutional reputation. To maximize their impact under the "Aesthetic Education Immersion Initiative," a set of strategic recommendations is proposed, targeting both the enhancement of value positioning and the advancement of innovative work practices.

6.1. Enhancing Value Positioning

To strengthen their educational, cultural, and institutional contributions, university art troupes should prioritize a holistic approach that integrates artistic development with student growth and institutional objectives. Educationally, troupes should provide structured pathways for skill acquisition, leadership development, and experiential learning, ensuring that all students, regardless of major, can access immersive artistic opportunities. Culturally, troupes should actively engage in campus and community initiatives that reflect diverse artistic traditions and promote cultural literacy. Institutionally, troupes should align performance projects and outreach activities with broader university goals, such as recruitment, alumni engagement, and public reputation building. A clear articulation of these value dimensions will help troupes communicate their significance to stakeholders, secure resources, and sustain long-term impact.

6.2. Recommendations for Innovative Work Practices

Curriculum Integration: Troupes should collaborate with academic departments to offer credit-bearing courses, workshops, and interdisciplinary modules. This integration ensures that artistic practice contributes directly to formal learning outcomes and reinforces the connection between theory and application.

Digital Performance Platforms: Leveraging technology is critical for extending reach and enhancing engagement. Digital streaming, virtual reality, interactive media, and online platforms can allow performances to reach broader audiences, facilitate remote collaboration, and document educational outcomes for assessment purposes.

Student-Centered Leadership: Expanding student leadership roles fosters responsibility, creativity, and organizational skills. Rotational leadership models, peer mentoring, and student-led project management encourage ownership and participation while ensuring continuity in innovative practices.

Community Partnerships: Collaborations with local schools, cultural organizations, and professional arts institutions provide experiential learning, social engagement, and professional exposure. Such partnerships also strengthen the cultural and societal impact of troupe activities, aligning with the goals of aesthetic education immersion.

6.3. Potential Research Directions and Evaluation Frameworks

Future research should systematically examine the pedagogical, cultural, and institutional impacts of university art troupes, identifying best practices and challenges in implementing immersive aesthetic education. Evaluation frameworks should incorporate both quantitative and qualitative metrics, including student skill development, audience engagement, community impact, and institutional recognition. By integrating reflective practices, peer reviews, and data-driven assessment, troupes can monitor performance, guide strategic planning, and ensure sustainable innovation (As shown in Table 3).

Table 3. Framework for Future Development of University Art Troupes.

Aspect	Recommended Practice	Expected Outcome	Evaluation Metric
Curriculum Integration	Credit-bearing courses, interdisciplinary workshops	Enhanced skill acquisition, applied learning	Student performance, course completion, feedback
Digital Performance	Streaming, VR, interactive media	Broader audience reach, enhanced engagement	Online views, audience surveys, platform analytics
Student-Centered Leadership	Rotational roles, peer mentoring, project management	Leadership development, sustained innovation	Student feedback, leadership continuity, project outcomes
Community Partnerships	Outreach performances, collaborations with cultural institutions	Civic engagement, social impact, experiential learning	Audience size, partnership evaluation, community feedback
Research and Evaluation	Data-driven assessment, reflective portfolios, peer review	Continuous improvement, evidence-based decision-making	Assessment reports, qualitative analysis, performance metrics

7. Conclusion

This review has examined the value positioning and innovative work practices of university art troupes under the guidance of the "Aesthetic Education Immersion Initiative." The analysis highlights the multifaceted contributions of art troupes to higher education, encompassing educational, cultural, social, and institutional dimensions. Educationally, troupes cultivate artistic skills, creativity, teamwork, and cultural literacy, providing students with experiential learning opportunities that complement formal curricula. Culturally, they enrich campus life, foster community engagement, and serve as bridges between universities and broader society. Institutionally, art troupes enhance university reputation, contribute to student recruitment and alumni relations, and position universities as leaders in cultural innovation.

The role of aesthetic education immersion emerges as central in shaping these contributions. By emphasizing holistic, interdisciplinary, and experiential approaches, the initiative encourages universities to integrate art troupes into broader educational frameworks, promoting active participation, reflective learning, and social responsibility. Immersion policies motivate troupes to explore innovative organizational structures, artistic formats, educational strategies, and management practices, ensuring that both students and institutions benefit from sustained engagement with the arts.

Innovation, value positioning, and sustainability constitute the guiding principles for the future development of university art troupes. Recommendations for curriculum integration, digital performance platforms, student-centered leadership, community partnerships, and data-driven evaluation provide actionable strategies to strengthen these areas. By addressing resource limitations, balancing academic and artistic commitments, and leveraging technology and collaborative opportunities, universities can ensure that art troupes continue to thrive and evolve.

In conclusion, university art troupes are vital agents in realizing the objectives of aesthetic education immersion. Their capacity to combine artistic excellence with educational innovation and social engagement underscores their strategic significance within higher education. Sustained investment, thoughtful management, and continued exploration of innovative practices will be essential to maintaining their long-term impact and advancing the holistic development of students, the enrichment of campus culture, and the broader societal value of the arts.

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