

Research on the Evidence System Construction of Evidence-based Aesthetic Picture Book Creation Course from the Perspective of Learning Science

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Keywords: Evidence-based aesthetic education; Picture book creation course; Evidence system; Study science; Aesthetic education

Abstract: This article studies the evidence system construction of the creation course of evidence-based aesthetic picture books from the perspective of learning science. In view of the lack of scientific guidance in the practice of the current aesthetic picture book creation course, the research aims to build a scientific and effective evidence system and improve the quality of the course and the effect of aesthetic education. In the research process, we should first sort out the theoretical basis of learning science, evidence-based practice and aesthetic education and picture book education, so as to lay a solid foundation for the evidence system. Then the concept, characteristics, value and function of the creation course of evidence-based aesthetic picture books are comprehensively expounded. On this basis, it is clear that the construction of evidence system should follow the principles of scientificity, comprehensiveness, relevance and feasibility, covering key elements such as learners and teaching content. Finally, it is proposed to build an evidence system through multi-channel collection, scientific screening and effective integration of evidence, which will provide solid support for the creation of evidence-based aesthetic picture books and help children improve their aesthetic quality.

1. Introduction

In today's education field, how to improve the quality and effect of aesthetic education has become an important issue. As an important carrier of children's aesthetic education, the development and practice of the creative curriculum of picture books have attracted much attention [1]. At the same time, the vigorous development of learning science provides a new theoretical perspective and method for educational practice, and the concept of evidence-based education has gradually taken root in people's hearts [2]. Under this background, it is of great practical significance to construct the evidence system of the creation course of evidence-based aesthetic picture books from the perspective of learning science. Aesthetic education can not only cultivate children's aesthetic ability, but also play a key role in the development of their emotion, cognition and creativity [3]. Picture books, with their illustrated features, conform to children's cognitive laws and become an effective way of aesthetic education. At present, there are some problems in the practice of picture book creation course, such as lack of scientific theoretical guidance and strong subjectivity in curriculum design, which leads to uneven quality of the course and makes it difficult to give full play to its aesthetic function.

Learning science is devoted to studying the nature and laws of human learning and providing scientific basis for educational practice. Evidence-based education emphasizes educational decision-making and practice based on evidence to improve the effectiveness and scientificity of education [4]. Introducing the concept of learning science and evidence-based education into the creative curriculum of aesthetic picture books will help solve the problems in the current curriculum development and implementation and build a more scientific and effective curriculum system. By constructing the evidence system, we can make clear the basis of curriculum design and implementation, and make the curriculum more in line with children's learning characteristics and aesthetic education needs.

The construction of evidence system for the creation of evidence-based aesthetic picture books is also of great significance for promoting the theoretical development of aesthetic education. It can

promote the interdisciplinary integration of learning science, evidence-based education and aesthetic education and enrich the theoretical connotation of aesthetic education [5]. It is urgent to carry out the research on the evidence system construction of evidence-based aesthetic picture book creation course from the perspective of learning science. This article provides new research directions and practical ideas for educational researchers and practitioners, which is helpful to improve the overall level of aesthetic education.

2. Core concept

Learning scientific theory provides an important support for the construction of evidence system for the creation of evidence-based aesthetic picture books. Learning science pays attention to how learners acquire, construct and apply knowledge, and emphasizes the situational, social and initiative of learning [6]. In the picture book creation course, according to the learning science theory, children's cognitive characteristics and learning styles at different stages can be deeply understood, thus providing scientific basis for the design and organization of course content.

Evidence-based practice theory is the core basis for the construction of evidence system of evidence-based aesthetic picture books. This theory advocates that educational decision-making and practice should be based on scientific research evidence, and the quality and effect of education should be improved through systematic collection, evaluation and application of evidence [7]. In the course of picture book creation, evidence-based practice theory guides educators to select effective evidence from a large number of research results and practical experience, which can be used in the setting of curriculum objectives, the selection of teaching methods and the design of curriculum evaluation to ensure the scientificity and effectiveness of the course.

The theory of aesthetic education and picture book education laid the foundation for the creation of evidence-based aesthetic picture books. Aesthetic education aims at cultivating individual's aesthetic perception, aesthetic creation and aesthetic evaluation ability, and picture books have become an important tool to implement aesthetic education because of their unique artistic form and educational value [8]. The theory of picture book education expounds the action mechanism and application method of picture books in children's education, and provides specific guiding principles for the design and implementation of the curriculum of evidence-based aesthetic education.

3. Evidence-based aesthetic picture book creation course

The creation course of evidence-based aesthetic picture books is a new curriculum model developed on the basis of combining the concept of evidence-based education with the teaching practice of aesthetic picture books. It aims to improve the effect of picture books in aesthetic education and promote the all-round development of children's aesthetic literacy through scientific evidence support. From the definition, the creation course of evidence-based aesthetic picture books takes learning science as the theoretical cornerstone, evidence-based practice as the method path, and creatively develops and utilizes picture books around the goal of aesthetic education [9]. This course is not a simple picture book reading teaching, but based on children's learning rules and aesthetic development needs, it integrates all kinds of scientific evidence into the process of picture book content creation, teaching design and implementation, and guides children to actively participate in the generation and learning of picture books, so as to achieve the purpose of aesthetic education.

The creation course of evidence-based aesthetic picture books has distinct characteristics. One is scientific, and the curriculum design and implementation are strictly based on scientific evidence, which covers research results in many fields, such as learning science, psychology and pedagogy, to ensure that the curriculum conforms to the law of children's cognitive and aesthetic development. The second is innovation, which breaks the limitations of traditional picture book teaching, encourages teachers and children to create picture book content together and stimulates children's creativity and imagination. The third is practicality, which emphasizes the cultivation of children's

aesthetic ability in practical activities, and enables children to transform theoretical knowledge into practical operation ability through diversified picture book creation, display and sharing activities.

This course plays an irreplaceable role in aesthetic education. On the one hand, it helps to improve children's aesthetic perception. Through the perception and experience of artistic elements such as color, line and composition in picture books, children can keenly capture and discover beauty. On the other hand, it can effectively cultivate children's aesthetic creativity. In the process of creating picture books, children use different materials and techniques to create picture books according to their own ideas and creativity, and exercise their innovative thinking and practical ability. At the same time, it can also enhance children's aesthetic evaluation ability. In the course of interactive communication, children evaluate their own and others' picture books, learn to analyze the advantages and disadvantages of the works from different angles, and improve the level of aesthetic appreciation. The characteristics and objectives of the creation course of evidence-based aesthetic picture books are shown in Figure 1.

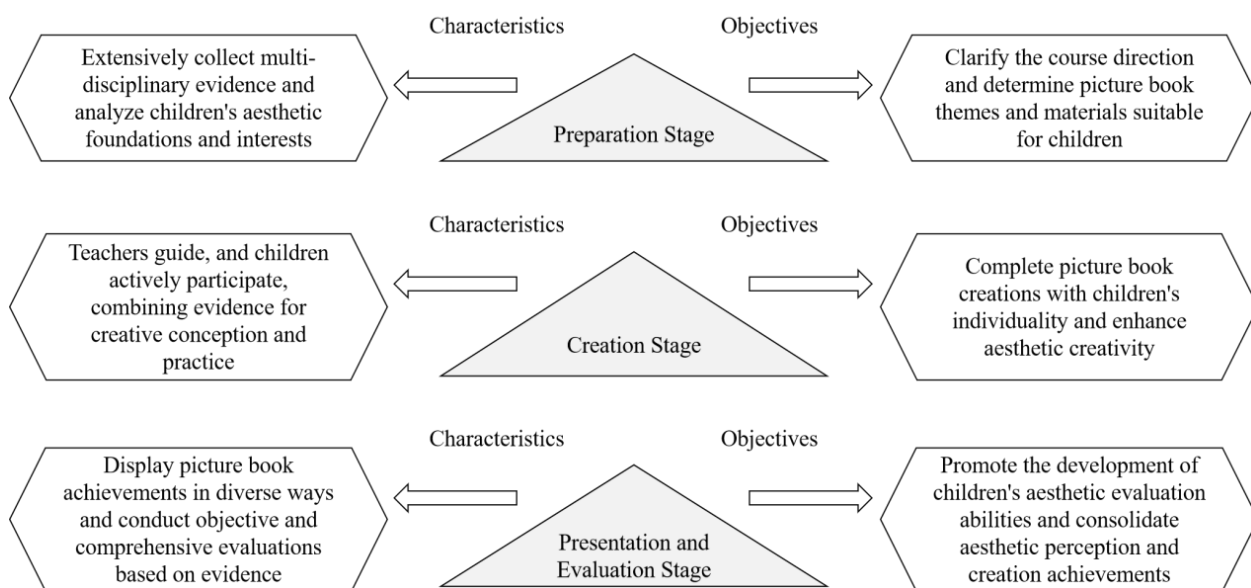


Figure 1 Evidence-Based Aesthetic Picture Book Course: Stages, Goals

Figure 1 presents in detail the core points of the creation course of evidence-based aesthetic picture books in different stages, which provides clear guidance for the effective implementation of the course. With its unique advantages, the evidence-based aesthetic picture book creation course shows great potential in the field of aesthetic education and will lay a solid foundation for improving children's aesthetic quality.

4. Principles and elements of evidence system construction

When constructing the evidence system of the creation course of evidence-based aesthetic picture books, it is necessary to follow a series of scientific and reasonable principles and clarify the key elements to ensure the effectiveness and reliability of the evidence system. Scientific principle is the cornerstone of constructing evidence system. Evidence must come from scientific research, such as rigorous psychological experiments, empirical investigation of pedagogy, etc., to ensure that it conforms to the relevant scientific laws of children's cognitive development and aesthetic education. The principle of comprehensiveness requires evidence to cover many aspects and not be one-sided. From the characteristics of children's physical and mental development to the teaching methods of aesthetic education, from the appropriateness of picture book content to the evaluation of curriculum implementation effect, etc., all need to be included in the scope of evidence. The principle of relevance emphasizes that evidence should be closely related to the creation course of evidence-based aesthetic picture books, which can effectively provide support for curriculum design, implementation and evaluation. The feasibility principle pays attention to the practical operability of evidence acquisition and application, and avoids evidence that is too idealistic and difficult to

practice. The evidence system contains several key elements, which can be shown in Figure 2:

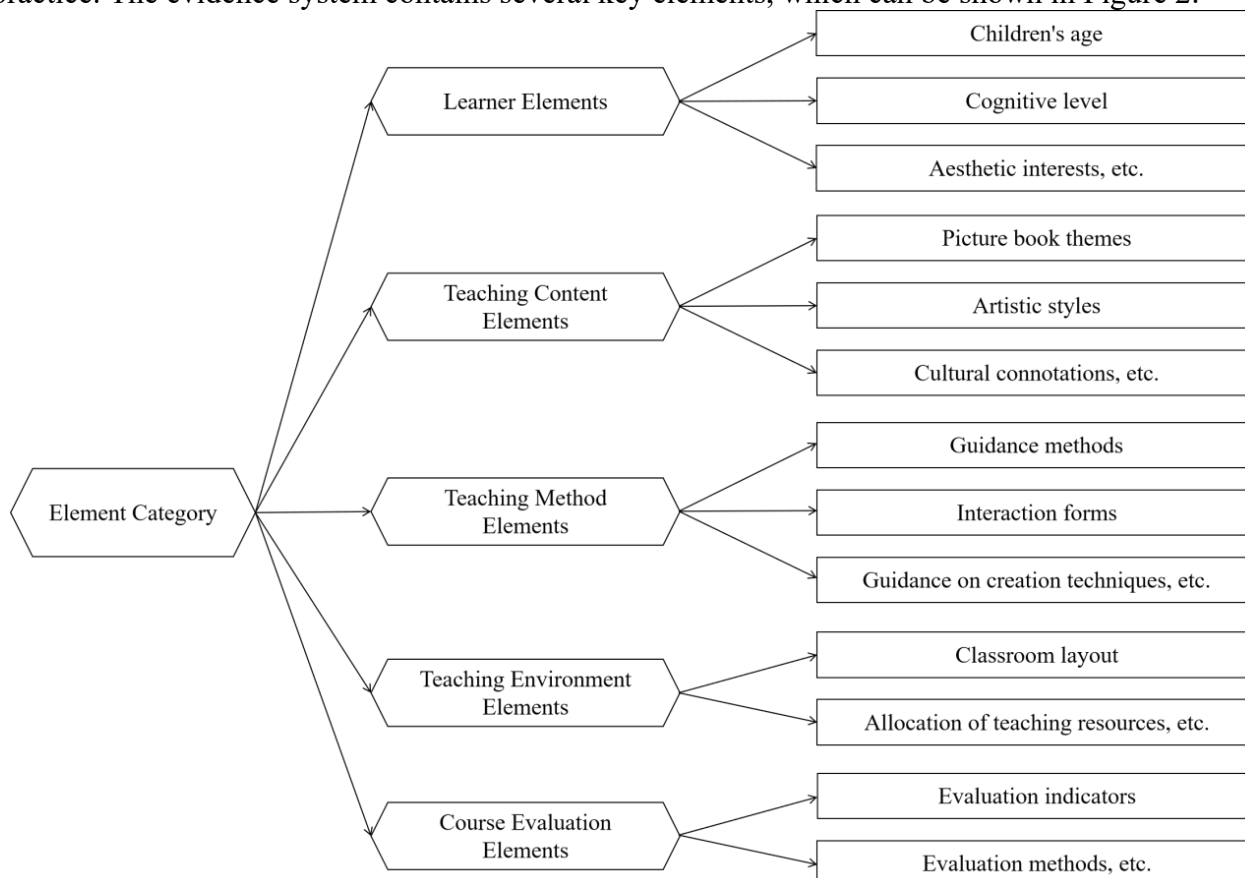


Figure 2 Evidence System for the Picture Book Course

Learner element is the first consideration in constructing evidence system. Children of different ages and cognitive levels have different degrees of acceptance and demand for aesthetic picture books, and understanding their aesthetic interests can better select and design the content of picture books. The elements of teaching content are related to the picture book itself, and the appropriate theme, unique artistic style and rich cultural connotation are the keys to realize the goal of aesthetic education. The elements of teaching methods determine how to guide children to participate in the creation course of picture books, and effective guidance and interaction forms can stimulate children's enthusiasm and creativity. The elements of teaching environment provide external conditions for curriculum development, and good classroom layout and sufficient teaching resources are conducive to the smooth implementation of the curriculum. The elements of curriculum evaluation provide standards for measuring the effectiveness of the curriculum, and scientific evaluation indicators and methods can feed back the advantages and disadvantages of the curriculum so as to improve it. These elements are interrelated and influence each other, which together constitute the core content of the evidence system of the creation course of evidence-based aesthetic picture books.

5. Construction strategy of evidence system

The construction of the evidence system of the creation course of evidence-based aesthetic education picture books needs to use a variety of strategies to ensure the comprehensiveness, accuracy and practicability of the evidence. First, collect evidence through multiple channels. Educational research literature is an important information source. By systematically searching academic databases and professional journals, we can obtain cutting-edge research results in the fields of children's aesthetic education, picture book education and learning science. At the same time, the practical experience of education can not be ignored. The front-line teachers have accumulated rich cases and experiences in the long-term picture book teaching process, and these

practical evidences can provide reference for the course in real situations. Observing and interviewing children is also an effective way to obtain evidence. By observing children's behavior in the process of reading and creating picture books, and communicating with them deeply, we can understand children's real needs and interests.

Second, scientifically screen the evidence. In the face of massive evidence information, it needs to be screened according to certain standards. Relevance is the primary criterion, and evidence must be closely related to the creation course of evidence-based aesthetic picture books, which can directly or indirectly support the design, implementation and evaluation of the course. Reliability is also very important, giving priority to the evidence from authoritative research institutions that has been strictly empirically tested. In terms of timeliness, the latest research results are given priority to reflect the latest trends and development trends in the field of education.

Furthermore, effectively integrate the evidence. Different sources and types of evidence need to be organically integrated to form a complete system. Combining theoretical research evidence with practical experience evidence makes the course have a solid theoretical foundation and conform to the actual teaching situation. At the same time, interdisciplinary integration of evidence from different disciplines, such as psychology, pedagogy, art and other multidisciplinary knowledge, fully supports all aspects of the course. Evidence collection and screening of evidence-based aesthetic picture book creation course are shown in Figure 3.

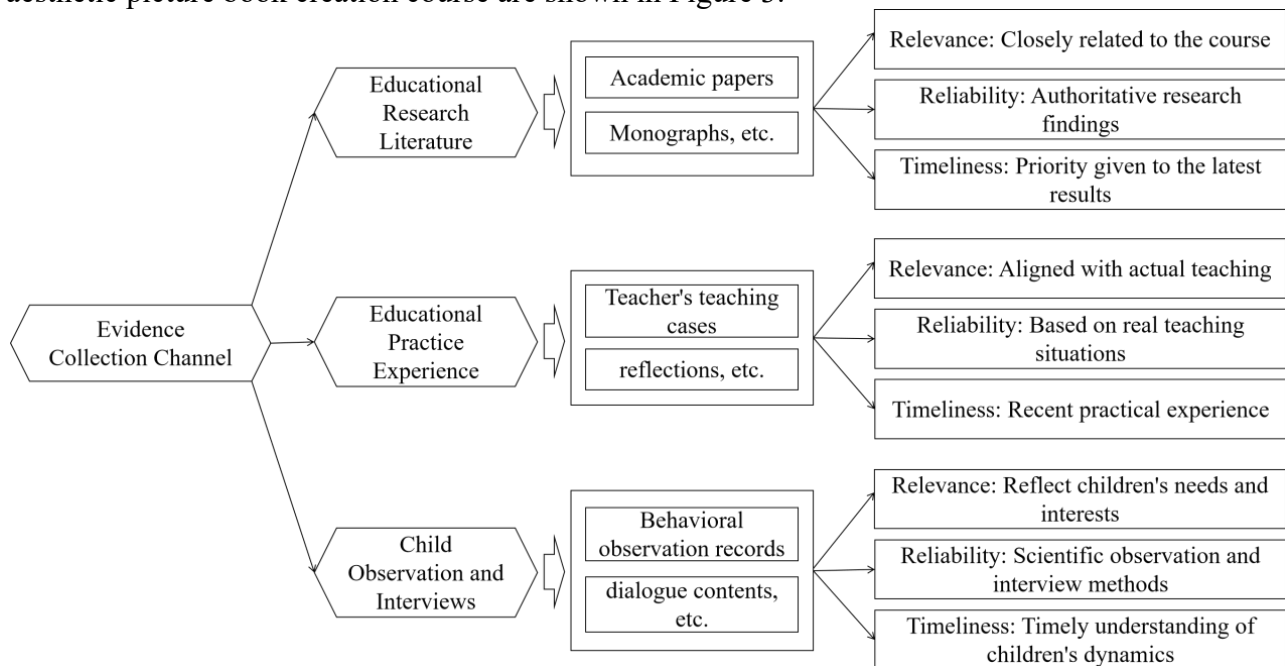


Figure 3 Evidence Collection and Screening Process

Figure 3 illustrates in detail the key points of evidence collection and screening in the creation course of evidence-based aesthetic picture books. By collecting evidence through multiple channels, screening according to scientific standards, and effectively integrating, a perfect evidence system can be constructed, which provides strong support for the design, implementation and optimization of evidence-based aesthetic picture book creation course.

6. Conclusions

From the perspective of learning science, this study deeply discusses the evidence system construction of the creation course of evidence-based aesthetic picture books. As a new curriculum model integrating multi-disciplinary ideas, the picture book creation course of evidence-based aesthetic education has significant theoretical and practical value. Theoretically, through the construction of evidence system, the deep integration of learning science, evidence-based practice and aesthetic picture book education theory has been realized. Multidisciplinary theories are intertwined, which provides a comprehensive and scientific basis for curriculum development,

enriches the theoretical connotation of aesthetic education and expands the research boundary of related fields. In practice, clear construction principles and key elements provide a clear direction for curriculum implementation. The scientific principle ensures that the curriculum conforms to the law of children's physical and mental development, the comprehensive principle ensures that the curriculum covers multiple key dimensions, and the elements such as learners and teaching content specifically guide all aspects of the curriculum, so that the curriculum can accurately meet children's aesthetic development needs. At the same time, the strategy of multi-channel collection, scientific screening and effective integration of evidence enhances the practicability and reliability of the evidence system, provides strong support for the design, implementation and evaluation of the curriculum, and effectively improves the quality and effect of the evidence-based aesthetic picture book creation course.

On this basis, future research can broaden the scope of evidence collection, deeply study the methods of evidence integration, further improve the evidence system of the creation course of evidence-based aesthetic picture books, push aesthetic education to a new height, and better promote the all-round development of children's aesthetic literacy.

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