The Concept Transformation of Design Education Based on Internationalized Teaching Exchange

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Abstract: In the **perspective** of globalization, the internationalization of education has become an inevitable trend in the development of current design education. The original intention of internationalization of education is to promote the reform of design education by absorbing and learning from international advanced educational resources. This paper combines many years of practical experience of international design education exchanges in Central South University, and has conducted beneficial discussions in teaching concepts, teaching methods, teaching modes, etc., and proposes new ideas for value education, process control, and model teaching, which are powerful promoting the reform of design education and achieving a close connection with international advanced design education.

1 Introduction

In the process of transition from traditional arts and crafts to modern design, artistic and perceptual thinking still occupy the leading position of design education. As a result, the scientific and social design of the design is obviously insufficient, and the teaching concept, teaching purpose and teaching form are also too conservative, and the educational framework of design has not been rearranged from the ideological understanding level. For this reason, Central South University has launched a nine-year international design education exchange practice and exploration, established annual design teaching exchange mechanism with many universities in the United States and the United Kingdom, and strived to absorb and learn from the western advanced design education concept, adjust and improve the teaching concept, teaching methods and teaching mode of design education, and actively promote the teaching reform of design education.

2 Transformation of teaching concept: from Functionalism to Value Education

Traditional design teaching is often based on the "functionalist" teaching concept. In the design it is often reflected that it tends to focus too much on the specific material form and its commodity nature. This type of teaching model allows students to develop a linear way of thinking, which focuses only on the ontology of design, and ignores the spiritual value of design. To address this issue, we have introduced the value education concept, which is advocated by western developed countries, into international design teaching. The essence of value education is to oppose the concept of functionalism education and to counteract the tendency of scientism. Its

theoretical basis is a practical attempt to promote the meaning of life and the pursuit of value.

The value education concept is first reflected in the setting of the theme of internationalized design and teaching exchange, focusing on the expansion from the creation of material forms to non-material forms, aiming to cultivate students' sense of social responsibility, public moral awareness and cultural understanding. Among them, according to the social hot issues, "social issues research" was set up, the theme of "green design" was put forward according to environmental issues, and the "Chinese and English culture impression" was set according to the cultural value identification problem, and the theme of "vaccination" was set according to health problems. Secondly, value education encourages students to proceed from their social responsibilities to observe subtle observations of life, to discover differences in historical cultures, values, ways of behavior and existing social problems in different countries, and to propose solutions to problems and correct attitudes to life through design. Therefore, value education can abandon man's natural life, individual life, realize the transcendence towards cultural life and historical life. ^[1] Thematic teaching exchange based on the concept of value education transcends the limitation of professional ontology, expands the space and field of design, effectively stimulates the students' thinking limit, and makes the education itself more actively pays attention to social issues and cultural traditions, and take the design as a way to reflect social and cultural issues.

3 Turning of Teaching Methods: From Results to Process Control

Traditional design education tends to focus only on the final design results while neglecting the process. Of course, designing the final effect is important, but the most important thing for teaching is learning methods in the process. For this reason, we propose the process control method, which is to control every step in the teaching process through the design method. The abstract concepts, logical relationships and structural levels in the class knowledge points are visualized. And the teaching process and the design methods are organically combined. [2] As for the controlling of teaching process, it can be summarized as three important steps: analytical design, creative expression, and critical discussion.

3.1 Analytical Design

Analytical design is the process of concept proof, which is also an application method. It guides students to use design as a tool to "research" objects. Through the investigation of a large number of text and data information using pie charts, histograms, mind maps and other forms of visual processing. Data analysis, structural analysis and comparative analysis was conducted to find out the logical relationship and internal structure relationships between the information. The thinking models, paths and laws are presented and analyzed in a multidimensional visual way. The analysis session effectively solved the problem of students applying their knowledge and cultivated students' logical thinking ability and comprehensive design ability.

3.2 Creative Expression

The creative expression can be said as a process of conceptual visualization, which is also the conversion process of from rational thinking to affective thinking, and from a logical language to a visual language. In this process, we emphasize the importance of visual thinking. Students are required to visualize the key words obtained from logical thinking during brainstorming, reconstruct visual language, and conduct visual semantics transformation training. And basis on their ideas, students are required to analysis the mode of expression, the mode of realization media and the investigation of realize technology, which not only can be expressed in a static form, but also can be creatively expressed ideas dynamically.

3.3 Critical Discussion

The critical discussion is a substantive method of communication and interaction. Michael Bierut pointed out that although criticism is essentially in opposition to the object of criticism, the conclusion may not be pessimistic, and the process of criticism may bring a new opportunity for critics. [3] Criticism is not a process that runs through the entire process of designing teaching but is a process of teaching that happening after the creative

expression. This allows students to fully develop the design's creativity and expression. A mature design work needs continuous polishing and repeated improvement. Through multi-angle, multi-faceted criticism and self-examination of the work, the author's design theme, creative intention, expression style, and design means are demonstrated and analyzed from the perspective of critical thinking. Defects and deficiencies in the design are constantly discovered, which makes the problems in the works become apparent, and inspire everyone to jointly explore ways to solve them, which allows students to get a lot of knowledge through a few examples.

4 The Transformation of Teaching Methods: From Paradigmatic Teaching to Paradigm Teaching

The traditional exemplary teaching uses a single teacher as the main body of the curriculum indoctrination teaching. There is a disconnect between the curriculums and the disconnect between theory and practice, which results in the problem that students cannot effectively connect the knowledge points of various courses. That is difficult to meet the needs of social development and students' knowledge. In this context, we need to break through the previous system and seek out a teaching method that can stimulate students' creative thinking—Non-Exemplary teaching. Non-Exemplary teaching is a possible teaching method proposed in relation to paradigmatic teaching. It is a unity of the attitude of seeking truth from facts, the position of anti-systematization, and the method of integrating creation.

4.1 Take project topics as aggregation points

The non-exemplary teaching is based on the theme of the international teaching project, and formulates relevant international exchange courses, lectures and cultural inspections. The curriculum is flexible, no professional boundaries and classifications. And even students can be allowed to participate in the specific settings of the curriculum. There is no fixed model for the curriculum, and it is a constant adjustment process according to specific projects and progress. For example, in the "Chinese-British Culture" theme exchange, teachers at Coventry University in the United Kingdom have suggested that many students in China cannot apply the essence of professional theories to their own design practice. For this purpose, we set up a special lecture on "Design Style and Genre Analysis" and proposed the concept of "Anti-Design". Through the analysis of typical ideas, typical forms, and typical styles of Chinese and Western art history, we will conduct an analysis of "Study the principles and gain knowledge". Find out its laws and principles and present them in your own design work through redesign.

4.2 Take on-site teaching as driving force

In the traditional design teaching of the past, although teachers expect to use the "Theory to Guide Practice" method to take control of the teaching, and thus extract the so-called systematic, logical, standardized teaching knowledge. However, through classroom teaching, students can feel certain problems in a clarifying specific situation, but it is still not clear where exactly the problems are. Dewey emphasized that personal subjective experience is a crucial beginning of the inquiry process, which makes the current situation questionable, and that expressing and sharing this experience is also crucial. "Exploration is not a purely logical process, and feeling is a useful, directional existed and throughout each stage."^[4] In the process of formulating the internationalized design and teaching exchange plan, we reasonably set up on-site teaching links according to the theme requirement. First of all, through the on-site feelings, the design direction is initially chosen. In the process of investigation or exploration, relevant experts and scholars are arranged to teach so that teachers and students can deepen their understanding of the topics of exchange. Second, make a live statement, which can inspire design thinking, capture in-situ clues, and refine creative points. On-site teaching makes it easier for students to acquire a material carrier that expresses their design ideas more profoundly on the basis of perceptual knowledge. Through practical experience and scene reproduction, students can consolidate classroom teaching content, expand the time and space of classroom instruction, and enrich the cultural connotation of international exchanges.

5 Conclusion

Through the international design of teaching exchange projects, we have focused on integrating high-quality teaching resources and advanced educational concepts from abroad into the teaching reforms of design. We have conducted beneficial explorations in teaching concepts, teaching methods and teaching methods. We will also have an in-depth discussion in specific aspects of these ideas shift in the future.

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