

Exploration of College Art Education Based on Design Thinking

Yimeng Du^{1,2}

¹Guizhou Minzu University, Guiyang, Guizhou 550025, China

²City University of Macau, Macau 99078, China

duyimeng720@163.com

Keywords: College art education; Design thinking; Art education mode; Art teaching design

Abstract: As an extremely comprehensive education category, college art education has more diversified requirements for students' creativity and imagination. However, traditional knowledge transfer form of teaching cannot meet the requirements of cultivating innovation ability. Therefore, the exploration and reform of educational concepts and teaching methods is very important. Design thinking emphasizes the initiative of learners to learn, and focuses on cultivating the pioneering spirit of learners, the ability to externalize knowledge and the ability to construct knowledge meanings, which can achieve the purpose of updating knowledge and cultivating innovative ability. On the basis of summarizing and analyzing the study results of predecessors, this paper presents the current situation and existing problems of art education in colleges and universities, analyzes the essential connotation of design thinking and the guiding role of education, and finally puts forward the educational model and instructional design of college art education based on design thinking. The results of this paper provide a reference for further improving the level of art education in colleges and universities.

1. Introduction

Design thinking is a common method used by designers to solve design problems. It mainly refers to various forms of thinking based on abstract thinking and image thinking in the design process, including ideas, ideas, ideas, inspirations, guiding ideologies, values, and so on. Intuitive decision-making based on design thinking ignores the rational interpretation in decision-making, and therefore may bring more innovative ideas; this kind of intuitive judgment and subjective thinking mainly comes from previous learning and experience, and through the education method Development and strengthening [1]. Design thinking is a method or tool for cultivating learners to solve problems creatively. At the specific operational level, many scholars have developed different models; such as the coupling model of circulation and linearity including inspiration, ideation and implementation [2]. Design thinking is generally considered to have the nature of comprehensive processing capabilities, to understand the context in which problems arise, to generate insights and solutions, and to rationally analyze and find the most appropriate solution.

As a comprehensive and comprehensive education category, college art education has more diversified requirements for students' creativity and imagination. However, the traditional knowledge transfer form of teaching cannot meet the requirements of cultivating innovation ability. At present, the single intellectualization tendency of art education in colleges and universities is quite serious. Emphasis on the acquisition of knowledge and ignoring the cultivation of personality and emotions will inevitably lead to the lack of personality qualities of people, emotions, culture and knowledge. A weak link in college art education is that students' understanding of art theory and art history is relatively greedy, especially the lack of aesthetic support and the understanding and understanding of the fine traditional culture of the nation. The current art education in colleges also understands the teaching process as mainly the accumulation of knowledge and the skilled process of technology, teachers only impart knowledge and skills, students are limited to learning memory knowledge and mastering technology [3]. Art education is a special kind of education. A basic premise of the educational process is to ask beyond the scope of existing knowledge to teach and

think. Therefore, it is very important to explore and reform the art education teaching concept and teaching methods.

On the basis of summarizing and analyzing the research results of predecessors, this paper analyzes the current situation and existing problems of art education in colleges and universities, analyzes the essential connotation of design thinking and the guiding role of education, and finally puts forward the high art education based on design thinking. Model and teaching design scheme; the results of this paper will provide a reference for further improving the level of art education in colleges and universities. The detailed chapters are arranged as follows: Section 2 introduces college art education model based on design thinking; Section 3 proposes teaching design of college art based on design thinking; Section 4 is the conclusion.

2. College Art Education Model Based on Design Thinking

Design thinking is positioned at the core goal of design education. It is necessary to design the curriculum structure and adopt corresponding teaching methods around this core goal. In order to make teaching more effective, it is necessary to understand the essential characteristics of design thinking ability learning. Education based on design thinking is aimed at the domain of knowledge of poor structure; such knowledge domain requires the interaction of multiple knowledge, principles and concepts, that is to say, it is not a simple knowledge to solve the problem, it is applied in concept there is a substantial difference between interaction and interaction. The educational focus of design thinking ability learning must reproduce the knowledge structure from the original, and then reorganize the knowledge according to the new situation to solve the problem; this recombined knowledge becomes one of the ways to solve the problem. Such knowledge acquisition and ability development must be constructed in specific cases, rather than extracted from memory, so the teaching based on design thinking must be case-centered teaching.

Design thinking refers to various forms of thinking based on abstract thinking and image thinking in the design process, including ideas, ideas, ideas, inspirations, guiding ideologies, and values. The basis of design thinking is creativity. Without creativity, design thinking has no value. Design thinking is the process of realizing the rational concept, thought, meaning and spirit of thinking through the expression of design. It includes the process of thinking formation of design thinking, the organization method of innovative design thinking, and the integration of design thinking mode. Art education focuses on appreciating and appreciating art works. Art works are based on social life and nature, reflecting the social features and characteristics of the times in a certain period. The author exchanges emotions and aesthetic concepts with the viewer through the works. Expressing its concept of the characteristics of the times, and infecting and educating viewers. Art education based on design thinking can cultivate college students' innovative thinking and cultural accomplishment, and enable students to be influenced by art works in the invisible, cultivate their own cultural temperament, innovative thinking ability and artistic connotation.

College art education and practice based on design thinking are inseparable. Any idea needs to be realized through creation, but in the traditional teaching philosophy, most students are either unclear about the real purpose of creation, or are too obsessed with the formal form of creativity, ignoring the essence of performance. Therefore, after the theoretical course is completed, it is very necessary for the students to train in the classroom or after class. Only after a large number of exercises, strengthen professional training, can be closer to the purpose of creation. In the actual teaching, students can first create creativity in the creative way, and then gradually evolve the creative thinking into the actual creation [4]. In art teaching, teachers should not only educate students on art creation skills, but also focus on improving their humanistic connotations, helping students to develop and deepen their body and mind in art creation, so that the overall quality of students can be improved and a sound personality can be formed. Only in this way can we effectively reflect the developmental essence of students as the main body. Art teaching needs to focus on cultivating and developing the humanistic connotation of students.

3. College Art Teaching Design Based on Design Thinking

Design thinking emphasizes the need to meet and enhance student learning requirements as a teaching center. This teaching mode mainly reflects students' requirements for current knowledge construction and knowledge meaning construction. In this process, the teacher will assist the students to build the cognitive schema required for assimilation, establish the student's creative theme, and guide the students to achieve the compliance behavior of the construction of knowledge meaning. The course aims at cultivating innovative thinking, focusing on design thinking training, focusing on the exploration of problem-solving and problem-solving methods [5]. Therefore, teachers play the role of organization, help, promotion and guidance in the teaching process. Teaching also changes the single method of giving lectures, thus forming a learning environment as the main means and setting the situation as the motivation to promote student autonomy. The design model based on design thinking does not completely deviate from all traditional forms of teaching. In the specific teaching execution activities, there are also traditional forms of teaching such as teaching and counseling; but the difference is that the purpose of teaching based on design thinking It will no longer simply transfer knowledge, but around the purpose of constructing students' knowledge meaning to build knowledge structure and construct cognitive environment, and then promote the active construction of students' knowledge meaning.

The art education of design thinking should be combined with the professional curriculum to carry out aesthetic education, focusing on the cultivation of college students' artistic imagination, aesthetic judgment and theoretical logic ability, using open guidance, interactive discussion and the teaching mode of the transformation of roles of subject and object [6]. The art teaching links of colleges and universities based on design thinking include: in the stage of academic investigation, learners obtain results such as interview records, student feedback, questionnaires, etc. through questionnaires, formal interviews, and structured interviews. At the core issue, learners get the results of the problem by holding seminars and demonstrating key issues. In the brainstorming stage, in order to propose and comb the ideal law and program, learners can get activities through real-world problems, mutual communication, brainstorming and other activities. Mind maps, prioritization diagrams and solutions; in the prototype phase, learners collaborate, select the best solutions and visualize the prototypes; in the test feedback phase, learners pass tests, observations, assessments, discussions (Figure 1). The method proposes improvement suggestions, and iterative perfection; under the guidance of the design thinking framework, learners think about problems and solve problems like designers, and are closer to the core essence of college art education.

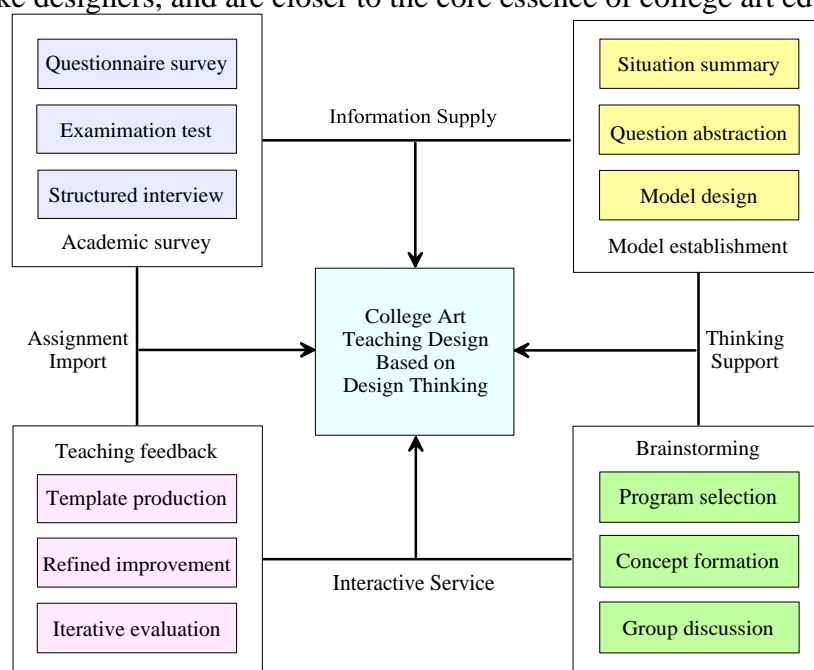


Figure 1. College art teaching design based on design thinking

The art design major in colleges and universities is a very practical profession. Many courses are practice-oriented. It should change the teaching methods instilled in classroom teaching for a long time. To reform teaching methods, colleges must advocate the use of interactive, democratic, and respectful teaching models to establish the main position of students in teaching activities. Schools should fully consider the broad representation of the curriculum when setting up public elective courses, and they should be able to inspire and enhance the aesthetics of students of different disciplines and majors [7]. For example, modern art appreciation courses, art introductions, and art appreciation courses can be set up, and traditional culture courses such as painting appreciation or calligraphy can be set. The most important feature of these courses is that there are no professional restrictions. Any professional students are free to choose, can provide a very good artistic training for most students, and carry out common sense aesthetic knowledge and basic education. It can well realize the role of improving students' aesthetic ability, and consolidate the students' ideological foundation and cultural roots.

4. Conclusions

Design thinking refers to various forms of thinking based on abstract thinking and image thinking in the design process, including ideas, ideas, ideas, inspirations, guiding ideologies, and value concepts; the basis of design thinking is creativity, and design thinking has no value without creativity. On the basis of summarizing and analyzing the study results of predecessors, this paper presents the current situation and existing problems of art education in colleges and universities, analyzes the essential connotation of design thinking and the guiding role of education, and finally puts forward the educational model and instructional design of college art education based on design thinking. Colleges and universities should fully consider the broad representation of the curriculum when setting up public elective courses. It is necessary to inspire and enhance the aesthetics of students in different disciplines and majors. In art teaching, teachers must not only educate students on art creation skills, but also focus on improvement. Their humanistic connotations help students to develop and deepen their mind and body in artistic creation, so that the overall quality of students can be improved and a sound personality can be formed. The art education of design thinking should also be combined with the professional curriculum to carry out aesthetic education, focusing on the cultivation of college students' artistic imagination, aesthetic judgment and theoretical logic ability. It also should be taught by open guidance, interactive discussion and the transformation of roles of subject and object.

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