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Research on Design Education in the Greater Bay Area of Guangdong, Hong Kong, and Macau under the Background of Cultural Industry

Xiao Pan

Guangzhou Academy of Fine Arts, Guangzhou, Guangdong, China

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Abstract: This paper explores the theories of the construction and industrial upgrading of the Greater Bay Area of Guangdong, Hong Kong, and Macau under the background of cultural industry. It outlines the basic theories of design education in the Greater Bay Area and the relationship between cultural industry and design education. The paper focuses on the close connection between cultural industry promotion of design education and the local market, as well as the acceleration of cultural industry in the process of cultivating design talents. Based on this, the paper constructs a design education system in the context of cultural industry in the Greater Bay Area of Guangdong, Hong Kong, and Macau.

1. Introduction

As one of the world's four major bay areas, the Greater Bay Area of Guangdong, Hong Kong, and Macau is also an international urban agglomeration. In the process of designing and developing the Greater Bay Area, it is necessary to accelerate the organic integration of local design and education, seize the new opportunities for transformation and upgrading, promote Guangzhou's acceleration to become an international metropolis, and promote the industrial upgrading and transformation of the Greater Bay Area. It can be seen that organically integrating design education in the Greater Bay Area into the cultural industry system is an important part of actively building the Greater Bay Area. The Greater Bay Area draws on the rich Lingnan traditional culture and views it as an advantage for innovative design cultural industry, which helps the organic integration of creative design industry and “creative bay area”, and makes the two in a synergistic development state.

2. Basic Theories of Design Education in the Greater Bay Area of Guangdong, Hong Kong, and Macau under the Background of Cultural Industry

2.1 Cultural Industry Theory

The concept of cultural industry was first proposed by Adorno and Horkheimer. In their book “Dialectic of Enlightenment” (1947), they pointed out that cultural industry should be distinguished from mass culture [1]. There are different definitions of cultural industry depending on the

perspective of analysis. The definition given by UNESCO is representative: cultural industry refers to the related activities of the spiritual aspect based on the standards established by industry, engaged in the production, reproduction, storage, and allocation of cultural products and services [2]. Its main purpose is to satisfy the cultural needs of the people, involving the creation and marketing of cultural values. In a narrow sense, it involves the creation of literature and art, dance, photography, as well as design in the fields of architecture and industry.

2.2 Modular Education Theory in Design

Modular education in design refers to the time-segmented production method implemented by humans after the development of social productive forces reaches a certain level, which aims to be consistent with the production characteristics of large-scale industry, reducing the production cycle of products and the necessary costs [3]. In the current information age, the flexible and diversified performance of modular systems highlights the driving force for promoting social progress [4]. The deep development and cooperation between technology and education have led to the transfer of relevant concepts of modularity to various fields such as education. Modular education in design refers to an educational paradigm formed by the combination of design modules and education, involving the reasonable arrangement of design courses and the construction of their system. In the process of constructing a specialized trend based on modular education in design, the practical design ability is regarded as the starting point, and the content of educational courses and the organizational structure of their system are flexibly arranged across disciplines. Corresponding systems are designed and built, and relevant projects are actively developed and suitable topics are set during the specific teaching process, aiming to improve the practical training and operation quality of design talents [5-6].

2.3 Research on the Relationship between Cultural Industry and Design Education

2.3.1 The Close Connection between Cultural Industry Promotion of Design Education and the Local Market

If cultural industry is to be developed deeply, it is necessary to integrate art and design with the market, in order to achieve the goal of “artistic life” and “artistic living.” From the perspective of previous art and design education, the lack of specific social practical teaching cases has led to students being unable to form the necessary market concept. However, under the cultural industry model, art and design can become a type of shared spiritual culture for the public. It should be noted that the creative elements incorporated into the design should be consistent with the needs of the public, and the previous elitist educational system usually ignores the actual reflection of life in artistic works. Therefore, design education should pay attention to the actual needs of the market, that is, design education should be grounded, break through the rigid classroom category, and be integrated into actual life [7-8].

2.3.2 Accelerating the Cultivation of Design Talents with Cultural Industry

To promote the progress of cultural industry, it is obviously necessary to have sufficient reserves of design talents, which can ensure that design talents not only guarantee the prosperity of the market but also improve individual abilities. Additionally, it can also improve the daily quality of life of the local people to a certain extent, providing a platform for the development of cultural industry and design education with greater potential. Different regions should take the cultural advantages of their regions as the development object, and organically integrate culture and economy [9]. The cultural industry itself has shown professional characteristics, which put forward

necessary demands for the entire design education talent market, and cultivate diversified talents in the field of design education, which are closer to the actual development of the local life and economy, so that the cultural industry is in a benign circulation state.

When developing local cultural industries in various regions, they should pay high attention to the needs of the development and changes of the situation, pay attention to the creativity hidden in creative companies, teams, and individuals, and use cultural resources and the intrinsic functions of creativity in various fields to increase the added value of products. Eventually, present creativity in the form of wealth. Therefore, cultural industry should be consciously linked to design education, and consider interdisciplinary factors such as economy, art, and science in the application of cultural industry. This can solve the problems involved in the cultural and creative field, and integrate new components into the exploration of related disciplines, teaching practices, and innovative research and development of design education. If university students majoring in design education can fully master the necessary professional skills and form good creative thinking qualities, they will have an irreplaceable competitive advantage in the future cultural industry process [10].

3. Constructing the Design Education System in the Context of Cultural Industry in the Guangdong-Hong Kong-Macao Greater Bay Area

3.1 Background of the Construction of Guangdong-Hong Kong-Macao Greater Bay Area

The development of the Guangdong-Hong Kong-Macao Greater Bay Area mainly focuses on the industrial innovation and upgrading in various fields such as economy, technology, high-tech industries, and design education. For the Guangdong-Hong Kong-Macao Greater Bay Area, its development should be in line with the current “Belt and Road” development plan implemented in China, and combine with important resources in the industry to ensure the upgrading and transformation of industries in a short time. Against the backdrop of social development, the taste of the public has significantly improved, and the main users of products have higher requirements for the aesthetics and quality of the products. This also poses corresponding high standards for the design subject, namely, products should have higher design standards to ensure the quality and connotation of the designed works.

3.2 Current Status and Advantages of Design Education in Guangdong-Hong Kong-Macao Greater Bay Area

3.2.1 Current Status of Design Education in Guangdong-Hong Kong-Macao Greater Bay Area

Since the implementation of the “Guangdong-Hong Kong Design Corridor” program in Guangdong Province in 2010, a large number of design and innovation companies, such as Midea, ZTE, Huawei, Guangzhou Automobile Group, and Gree, have emerged. The organic integration between the industry and design not only improves the quality and structure of products but also forms a significant influence of the brand in society. In addition, it has implemented a new stage from “Made in Guangdong” to “Created in Guangdong”. Currently, the development of design education and its corresponding service industry chain in Guangdong-Hong Kong-Macao Greater Bay Area is leading in China. In the process of carrying out the “2018 Art Shenzhen” project, major art organizations in the Guangdong-Hong Kong-Macao Greater Bay Area successively implemented exhibition strategies and carried out corresponding activities, providing necessary external environment for strengthening the artistic interaction and effectiveness of the Guangdong-Hong Kong-Macao Greater Bay Area. In addition, the officially established Guangdong-Hong Kong-Macao Greater Bay Area Cultural and Creative Design Industry Research Institute effectively

integrates the advantages of different social subjects such as government departments, think tanks, economy, and media, bringing together important resources from different fields such as talents, funds, and information to provide necessary resource platforms and support for the effective integration of design education and cultural industry.

3.2.2 Advantages of Design Education in the Guangdong-Hong Kong-Macao Greater Bay Area

(1) Geographical Advantage

The Guangdong-Hong Kong-Macao Greater Bay Area has a prominent geographical advantage, namely, convenient external transportation facilities. It has important ports such as Hong Kong International Shipping Center, and Shenzhen and Guangzhou, which have top global throughput, while the aviation hubs in Shenzhen, Guangzhou, and Hong Kong have considerable influence worldwide. In addition, the implementation of projects such as the "1-hour life circle", the construction of a series of important transportation facilities such as the Guangzhou-Shenzhen-Hong Kong high-speed railway, Humen Second Bridge, Hong Kong-Zhuhai-Macao Bridge, and Shenzhen-Zhongshan Channel, has made the Guangdong-Hong Kong-Macao Greater Bay Area increasingly the main logistics center, shipping center, and transportation hub in the South China region.

(2) Advantage of Design Professional Talent Resources

Five years later, the number of domestic and foreign design research and development talents gathered in the local design city has exceeded 8,120. On the other hand, the Guangdong-Hong Kong-Macao Greater Bay Area has brought together many universities, including Macau University of Science and Technology, Guangdong University of Technology, Guangzhou Academy of Fine Arts, Hong Kong Polytechnic University, and South China University of Technology, which have set up majors and educational courses related to design. Every year, these universities continuously supply the design professional talents needed by society to the Guangdong-Hong Kong-Macao Greater Bay Area, thus providing rich design professional talent resources for the local area.

3.3 Building the Design Education System in the Context of Cultural Industries in the Guangdong-Hong Kong-Macao Greater Bay Area

3.3.1 Construction of the Design Education System in the Guangdong-Hong Kong-Macao Greater Bay Area

For a discipline like design education, which emphasizes practical skills, the importance of practical experience should be highlighted in the setting of specific teaching activities. In terms of building a design education system, it is crucial to effectively integrate design concepts into professional course practices. This is the key to successful design education. To achieve this, it is necessary to establish a modular design education system that is based on a module theory of design, which organizes relevant professional courses into modular course systems based on the properties of design projects, and reconstructs the structure of the design education curriculum system under the guidance of ability-based instruction. Specifically, the guiding concept of building a design education system should focus on the teaching objectives of professional courses, and incorporate the task of cultivating student's skills into all aspects of guidance, teaching objectives, and methods of teaching, highlighting the important role of ability guidance in the curriculum-based paradigm, and demonstrating the guiding nature of design as opposed to the subject-based approach.

In actual teaching, it is essential to pay close attention to the cognitive level of the target audience, and arrange the teaching modules of the design courses gradually and purposefully. When

arranging relevant courses for design majors, coordination with the general education courses set by universities should be consciously undertaken to form a complementary relationship between the two. Cross-disciplinary integration of knowledge should be emphasized, and knowledge should be applied in theory and practice. Design major students should be trained to master the basic techniques of design and develop their ability to discover beauty and appreciate aesthetic qualities. Based on the premise of establishing a well-designed modular course system, it should be ensured that the works designed by students have both practical functions and artistic elements.

Since design education itself emphasizes practicality and innovation, in the process of building a modular teaching system for design education, the connections and sharing among different courses within the system should be implemented through the Internet to accelerate the practical process of design education. It is important to note that project-based teaching occupies a central position in the modular curriculum system. After a long period of exploration and improvement, design education in China has become generally consistent with the current situation in the field of design in terms of the specific design courses offered. In the past, there were outstanding problems with weak logical arrangements of educational courses, deviations in internal connections between different courses, and the inability to share teaching resources. However, project-based modular teaching can effectively avoid these problems to a certain extent. Through the design projects of related courses, modular course groups that are targeted can be formed, and internal connections can be sought between different courses. In the specific practice of design education, based on project-based modular design teaching, the target audience can more clearly grasp the complete creative process and production methods of design courses [11].

Furthermore, when implementing modular design education courses, it is important to note that the focus is on the setting of projects and the allocation of related tasks. Other conceptual design elements that are developed according to design concepts, such as the background of the design, research on relevant cases, conceptualization of design projects, comparison and improvement, as well as the necessary technical support for teaching activities, are all organic elements of modular education courses. Design projects are at the core of the course system and should be designed according to the diversity of types and different levels of difficulty. Educational course modules of different sizes and difficulties should be reasonably arranged and allocated based on different grades to achieve the teaching objectives of the design education major [12].

4. Conclusion

To promote the integration of design and related industries in the Guangdong-Hong Kong-Macao Greater Bay Area, it is important to adhere to the principle of “one country” and leverage the benefits of “two systems.” By utilizing the unique institutional advantages and innovative mechanisms of the Guangdong-Hong Kong-Macao Greater Bay Area's “one country, two systems, and three customs zones,” reasonable development of traditional cultural resources in the Bay Area and activation of local design culture innovation can be achieved, which presents a significant opportunity for advancing a new round of reform and opening up and achieving high-quality development.

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