

Academic Rumination of "Thinking and Acting" Based on Design Psychology Teaching

Yufen Li

Guangzhou Huashang College, Guangzhou, Guangdong, 511300, China

Abstract: The integration of "thinking and behavior" and professional education is conducive to improving the quality of teaching in colleges and universities. The design psychology course has a natural connection with "thinking" and "doing", but there are deficiencies in teaching concepts and implementation paths. Taking "thinking and action" in the teaching of design psychology as the research object, this paper discusses the teaching academic aspects such as educational research content, teaching objectives and specific teaching practice, aiming to make the design psychology course and ideological and political course go hand in hand and form a synergistic effect.

Keywords: thought and action, teaching education, mixed teaching, academic teaching

1. Introduction

"Internet + " has brought about the digitalization of educational resources, the diversification of students' learning paths, and the need for great changes in teachers' educational methods. "Thinking and Doing" has become the theme trend of deepening teaching reform. Taking "Thinking and Doing" in design psychology teaching as an example, this paper sorts out the teaching research context and provides support for the course research.

In the information age, education has new needs and new ideas; the teaching method has changed from "single line" to effective "mixing." Teachers' teaching and students' learning have integrated thinking and action, which has played an essential role. At the same time, the design psychology course design consists of three parts: ideological and political content, comprehensive quality and professional knowledge, reconstructing the course system and modularizing the course content. It is firmly integrated into the value learning of "thinking and doing" classroom.

The study of "thinking and acting" in the teaching of design psychology can stimulate the internal drive of students' learning, and it can also better pay attention to the development of students. According to the characteristics of the subject to establish the correct scientific curriculum objectives, such as salt dissolved in the soup chemical reaction occurs, can not physical welding, can no longer accumulate; improve the teaching effect with effective teaching methods.

2. Ideas for the construction of "thinking and acting" in the teaching of design psychology courses

2.1. Research Content of Education

The ideological and political education of the design psychology course often naturally runs through the knowledge points and the various stages of the course. Actively guide students to pay attention to the latest developments outside the school, expand their horizons, understand the country's corporate culture, and master the skills and methods of data collection in advanced enterprises. Lay a solid foundation for the future career development of design students. Pay attention to reconstruct the teaching plan, especially the forefront of the dynamic teaching plan system, relying on the ideological and political elements of the teaching plan to achieve the educational objectives of the teaching plan. Centering on the development of students, the course content is the basis of combining ideological and political elements to establish correct scientific curriculum objectives, educational content and methods.

2.2. Educational objectives

The course includes two parts: design psychology and user experience. The subdivision is mainly reflected in the basic theory, research subject and general application. Combined with the most advanced design examples, understand the theoretical knowledge of design psychology, improve the user experience process. In the teaching process, students are trained to study the market, collect and analyze market data, and study consumer psychology. Improve students' understanding of product design, consumer and enterprise relations. From the perspective of ideological and political analysis of "design psychology" is a return to life attitude and "four self-confidence" responsibility. How to be human? How to do things? Teachers play an ideological guiding role. From the study of the development process of design psychology, we can interpret the origin of scientific spirit and historical culture; the innovation of learning evaluation system should not be separated from the goal of teaching plan, but should be consistent with the reform of teaching plan and education management system. If not, it is difficult to implement. At the same time, we can discuss together in teaching and research papers, sharing meetings and forums, or seek authoritative expert argumentation that keeps pace with the times, and make scientific teaching goal orientation.

3. Academic Reflection on the Teaching of ' Thinking and Doing ' in Design Psychology

The essential work of college teachers is teaching, and teachers' teaching academics should be complementary with teaching level. Construct reasonable teaching academic cognition, realize the function of community, enrich the achievement of "thinking and doing" teaching practice construction^[1]. Teachers and curriculum team "thinking and behavior" interaction, peer experts to participate in classroom observation and diagnosis, enhance the "thinking and behavior" teaching academic value^[2]; promote the healthy development of the education mechanism in the new era. The teaching academic research of design psychology "thinking and doing" can perfect the education evaluation system and optimize "thinking and doing".

3.1. Sorting out the theoretical knowledge of education and teaching and reviewing

Interpreting "thinking and doing" related documents, classifying and discussing resources, considering the possibility of its practice from the perspective of educational academy; excavate the ideological and political highlights in the course of design psychology, master the ideological and political education of the course of design psychology, and explore the elements of ideological and political education from the knowledge points of professional courses.

By studying the educational content and philosophical thought of design psychology, sharing successful design cases and designer stories, reflecting and analyzing the lessons of failure and early warning problems, improving students' recognition ability and sense of responsibility; discussing social hot issues related to students and majors is a good entry point for 'curriculum and politics'. Research "thinking and doing" quality resources and the law of scientific learning, pay attention to the value of science and technology information technology to design psychology; guiding and cultivating innovative learning ability, improving learning efficiency and exploring practice^[3]. Starting from the development history of design psychology and the growth path of designers, students are "shaped by values".

3.2. Strengthening Cooperation and Exchange in Education and Teaching by Building and Sharing Educational Resources

The construction and sharing of high-quality resources can improve students' learning efficiency and level, improve teaching quality and teachers' level. However, there are some problems in academic education: the low participation of elite schools, it is difficult to raise the level. research teaching academic achievements, practice to adapt to the complexity of rich teaching innovation; only by constantly supplementing and improving the status quo, such as the evaluation of the academic norms of teaching innovation^[4].

The training goal of mixed teaching of design psychology course is closely related to the principle of education. Curriculum ideological and political education has cultivated students' innovative spirit, consolidated innovation inheritance and formed innovative character, and improved students' learning subjectivity and participation to a certain extent. Let students actively participate in and experience.

The ideological and political implementation basis of design psychology course is practicality and activity. Carry out design practice, actively visit designers, and visit product design and production. Learning design psychology can guide and cultivate the spirit of science and craftsmen, and take the initiative to assume social responsibility. Respect for history and culture, know how to apply. Sublimate emotion and deepen the design experience, promote the design psychology ' thinking and behavior ' moral purpose.

According to the content arrangement of design psychology course, thinking about the course: integrating into ideological and political teaching naturally. Learning design psychology requires science and craftsmanship and social responsibility. In view of the current situation of art design students in colleges and universities, design a 100th anniversary poster or “ red cultural and creative ” products. Use the content to analyze the poster design theme, from the poster on the realization of the content to highlight their own analysis of the problem; the design of cultural and creative products to celebrate the ' 100 th anniversary ' of the founding of the Communist Party of China requires students to tap elements and reconstruct knowledge structure, and design modern aesthetic design works with innovative thinking. From the form of class, teachers and students practice effective combination; also implemented the fundamental task of moral education. Let students have faith and feelings poured into the design works, the deep feelings of home and country with their own artistic expression re-trust and casting in posters or “ red cultural and creative ” products; throwing excellent works to the centenary of the founding of the party. At the same time, it has deepened students ' deep impression of the course content. The ideological and political elements are not inlaid, but more inspired and nourished; natural kneaded into the course, there is a high degree of depth and angle of art in students ' ideological consciousness plays a subtle role.

3.3. Application of Blended Teaching Design Path and Ability

Blended teaching design under “ Internet + ” - the normalization of “ teaching and learning ”, student-centered blended teaching needs precise reform and innovation. The problem of mixed teaching of thinking and behavior in design psychology is infrastructure, which needs to increase network traffic to high quality. Can not become a burden on teachers and students. The innovative development of online teaching, with real links to curriculum and politics; careful practice. Offline courses give full play to the advantages of face-to-face communication and communication with students, and plan to carry out and lead students to actively participate in course-related experience activities, such as online course data collection to understand brand culture and production process; after visiting and investigating brand enterprises, companies and factories, make micro-videos; these are not to let learning stay in the surface form, but to make the traditional culture and modern design closely integrated. Respect the law of curriculum teaching development, starting from the professional internal logic; design scientific teaching content. ideological and political elements to expand different teaching activities, from the mixed teaching progress, the integration of curriculum resources; integrate into different job structures; reorganize the course content and modularize the homework; it is a natural process to carry out the design psychology course in a planned and step-by-step manner combined with “ thinking and doing ”.

Of course, there are also some problems in the implementation process. There is a generation gap between teaching and teaching administration, which requires cumbersome procedures; walking the program takes a lot of time, so that many good teaching activities can not be carried out, resulting in a mere formality. The exploration, accumulation and summary of academic teaching are reflected in the innovative and inherited mixed teaching design. Build a course team and communication platform, pay attention to the formation of a reasonable structure of the design psychology course team, easy to operate the feasibility of the platform as a guarantee; timely feedback and produce practical results, improve the quality of education.

Blended education in the information age feedbacks in practice and exerts its advantages; the use of co-construction and sharing of high-quality curriculum resources, the classroom into a “ school ”, so that co-construction and sharing of high-quality curriculum resources reusable and open. The learning evaluation system of network course development with optimized management service mode realizes the function expansion of university education support service system. Not only pay attention to the quality of education but also to education innovation, and promote the common development of teachers and students. From traditional classroom education to systems that support the development of online learning environments and resources, from teacher development for teaching improvement to a “ three-tier ” teaching support service system - teachers, departments and schools promote teaching innovation.^[5]

4. Analysis of Evaluation System and Teaching Guarantee Mechanism of “ Thinking and Behavior ” and “ Education ” in Design Psychology

4.1. Self-reflection module under the evaluation system

In the context of “ thinking and acting ”, high-quality academic achievements in education allow more people to communicate with education-related personnel, using “ process evaluation ” for scientific and rational evaluation^[6]. In the face of the internationalization of teacher education concept change, performance assessment methods have gradually been adopted. The evaluation system of design psychology course covers the assessment of knowledge, ability and quality, and attaches importance to the cultivation of students ' knowledge application ability and moral education. Constructed into three modules to fully integrate the ideological and political elements of the course. The “ single ” assessment method has great drawbacks in the evaluation of the effectiveness of education. Comprehensive assessment cultivates students ' knowledge ability, comprehensive quality and functional education.

4.2. Ensuring a sound teaching guarantee mechanism

The evaluation system of the course mentioned above, here mainly emphasizes the sound teaching guarantee mechanism. In the funding is a confusion, want to slightly expand the project construction and practice research activities, the subject of funding is stretched; in order to study, the project leader can only pay his own pockets within his power. To a certain extent, affected the effectiveness of the study. At the same time, teacher training and teaching competitions are difficult to progress due to financial reimbursement and school administration. “Thinking and doing ” need coordination effect, school administrative organs and departments directly under the unit to promote close coordination and cooperation in order to implement. In the process of this course, according to “ thinking and action ”, we need to visit red tourist attractions to incubate cultural and creative products; but suffering from the need to go out to apply for school “ charter ” procedures, as well as teachers to visit to take photos after the inspection reported to the Department for the record and other matters and stranded the event. Curriculum research and content design, generally responsible for the early teachers will do ample homework, but why not these procedures, it is helpless. Urgent need for educational administration and other relevant departments to help in the “ thinking and acting ” teaching reform in a steady pace; rather than the work has not yet been carried out is full of problems.

4.3. Strengthen the ability of teaching practice and research

Strengthen the sound development of “ thinking and doing ” in design psychology, carry out courses under a stable and orderly guarantee mechanism, and the teacher team can accumulate and summarize experience; it also contributes to the development of scholarship of teaching. More importantly: for the main body of the activity - students, to participate in and experience different teaching links for the future ideological impact is huge. “ Thinking and doing ” research not only stay in theory, we should pay attention to practical experience; in the subtle process, the excellent quality into the hearts of students and externalized in action.

5. Conclusion

The thinking and calm analysis of mixed education in the information age have improved the teaching quality and students ' ideological system. The theoretical research and practice of mixed teaching in the information age play an important role. In theory, it is deepening, and the practical part needs to be gradually implemented. In the information age, curriculum teaching and learning methods have changed, and educational innovation must be carried out. From the academic point of view of “ thinking and doing ” blended teaching, this study can better tap its value and significance.

Acknowledgements

Fund Project: The pilot course of the 2021 school-level ideological and political pilot construction project of Huashang College of Guangdong University of Finance and Economics "Design Psychology" (HS2021KCSZ35).

References

- [1] Lingjuan Ye. *How is it possible to evaluate teaching professors with teaching scholarship? An Analysis of the Conditions for Title Evaluation of Teaching Professors in Colleges and Universities [J]. Journal of National Institute of Educational Administration, 2022 (03): 87-95.*
- [2] Jiehua Song. *Scholarship of Teaching: The Logical Starting Point of Curriculum Ideological and Political Teacher Evaluation [J]. Educational Science Exploration, 2022, 40 (01): 37-42.*
- [3] Xinmin Sang, Dequan Zhu, Linhai Lyu, Yan Li, Xudong Zheng, Fengguang Jiang, Lei Yang, Yanqiu Liu and Ying He. *Learning Science and Future Education [J]. Teaching Research, 2020, 43 (01): 1-22.*
- [4] Xinmin Sang. *Internet University Education - Solving the Three Major Problems of the World Academic Movement + [J]. China Higher Education Research, 2016 (01): 53-55.*
- [5] Fengqing Li, Xinmin Sang. *Research on the Development of University Teaching Support Service System in the Information Age [J]. Higher Education Research, 2017, 38 (10): 109.*
- [6] Xuemei Chen, Shuaiqi Wang. *On the ideological and political construction of teacher education curriculum based on the concept of talent cultivation in the new era [J]. Journal of Shijiazhuang University, 2022, 24 (01): 135-141.*