

Research on teaching mode of innovative design workshop based on regional cultural background

Lai Huiping, Chen Han*

School of Fine Arts, South China Normal University, Guangzhou, Guangdong, 510000, China
*Corresponding Author: 1748298332@qq.com

Abstract: The Guangdong-Hong Kong-Macao Greater Bay Area is a major strategic deployment of the country. The key to its development lies in industrial innovation and upgrading in high-tech industries, finance, science and technology, humanistic design and other fields. The cultivation of humanistic design talents needs to focus on innovation and practical application, and art design workshop is an important mode to cultivate college students' innovative ability, so the research of this teaching mode is urgent. The Guangdong-Hong Kong-Macao Greater Bay Area, due to its geographical location and historical process, has shown the characteristics of identity, richness and inclusiveness on the cultural basis. Based on the study of regional culture, this paper takes tracing the local history and culture of the Guangdong-Hong Kong-Macao Greater Bay Area as the foundation, and makes use of the unique gene of regional culture to expounding the connotation of the teaching mode of innovative design workshops and the existing problems in the teaching of art design majors, and then analyzes the value and significance of the teaching reform of workshops. Finally, the teaching mode of innovative workshop for environmental design major is studied and explored, and a goal-oriented and result-oriented online and offline mixed design workshop mode is established.

Keywords: regional culture; Mixed online and offline design workshop; Environmental design major; Guangdong-hong Kong-Macao Greater Bay Area

1. Introduction

The Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area issued by the Central Committee of the Communist Party of China and The State Council proposes to promote the development of an education and talent highland in the Guangdong-Hong Kong-Macao Greater Bay Area, and calls for promoting the development of education cooperation and building a talent highland. Building a higher education community in the Guangdong-Hong Kong-Macao Greater Bay Area is not only an important part of transforming policy planning into concrete practice, but also a pioneering strategy and basic project to promote the improvement of regional factors such as population quality, industrial upgrading and scientific and technological innovation [1]. As regional traditional culture is a key factor in shaping regional characteristics, applied college education bears a major responsibility in inheriting and innovating regional excellent culture. Therefore, in the field of design education, research on innovative design teaching mode based on regional cultural background is particularly critical, which can not only stimulate students' design inspiration and cultivate innovative spirit. It is also a powerful way to promote the prosperity and development of regional culture.

2. Analysis of the meaning of workshop teaching mode

As a teaching mode, workshop originated from the Bauhaus public school in Germany in the early 20th century[2]. Lawrence Halpring, an American landscape architect, introduced the concept of "workshop" into urban construction in 1960. After continuous derivation and development, Workshop was applied to design teaching. This teaching mode pays more attention to the collision between students' practical operation ability and innovative thinking. The social psychology foundation of the workshop comes from the view of group dynamics proposed by American psychologist Kurt Lewin, which believes that the relationship between groups and individuals is inseparable, and members cannot exist in isolation, but are embedded in a complex and orderly group, and affect individuals through the change of group behavior. The workshop teaching model is more efficient than simply changing individuals [3]. Introducing workshops into teaching, this teaching mode puts more emphasis on the "student-centered"

teaching concept. The teacher, as the presenter, is composed of a small group of several students. The teaching methods such as group discussion, interactive teaching and case analysis are used to stimulate students' innovative thinking and cultivate students' team spirit. Guide students to clarify their thinking and solve countermeasures independently. Compared with the traditional teaching mode, the biggest advantage of this teaching mode is its practicality and interaction, which can stimulate students' enthusiasm for learning. In recent years, the influence of the workshop teaching mode has gradually expanded, and it is also a relatively popular teaching mode in the world. Through the promotion and application of the workshop teaching mode, people can deeply understand and experience the knowledge and culture in different fields, and promote the development of social diversification.

3. Existing problems in the course teaching of art design specialty

With the development of society and the continuous iteration and update of new media technology, the division of specialization is becoming more and more detailed, and the requirements for students to master interdisciplinary knowledge are getting higher and higher. Students must master other interdisciplinary professional knowledge in addition to their own professional knowledge. There is still a certain gap between the current students' completion and the needs of social and economic development. This paper takes the teaching mode, curriculum system, teaching resources and teacher team as the entry point to discuss the existing problems in the workshop teaching mode as follows:

3.1. The teaching mode of disconnection between theory and practice

Under the new trend of the country actively promoting the combination of innovation and entrepreneurship theory and practice, the teaching mode of some colleges and universities lacks integrity and accuracy, leading to unclear teaching ideas and direction, and thus causing a series of problems [4]. The teaching concept of teachers has not yet formed a correct orientation of innovation and entrepreneurship, which leads to overemphasis on the inculcation of theoretical knowledge in the teaching process, while ignoring the cultivation of students' practical ability. Although some schools take "project-oriented" teaching as the orientation, due to the lack of authenticity and practicability of project content and actual work, it is difficult for students to obtain effective practical experience and improve their skills. Some teachers fail to fully realize the importance of practical teaching and do not give students the opportunity to truly participate in practice. This lack of practice makes it difficult for students to form a deep understanding and correct cognition of practice, which seriously restricts the development of students' innovative thinking, and can not meet the current needs of training professional application-oriented talents.

3.2. Single curriculum system and rigid teaching methods

The current environmental design education urgently requires the cultivation of application-oriented talents with practicing ability, but there is a gap between the curriculum arrangement and the formulation of the teaching syllabus and the market demand, so there is a certain contradiction in the realization of the goal of personnel training and market demand. In terms of teaching forms and methods, teachers are in the dominant position and neglect the subjective initiative of students in learning, which leads to the lack of independent creative thinking in the learning process. Most courses are set up without interaction and exchange of interdisciplinary knowledge, and the training mode of single-chain courses breaks the correlation and interaction between majors. Cross-disciplinary integration can expand students' design thinking. The cultivation of design thinking can directly affect students' creativity in design. The setting of the overall curriculum system is relatively unitary, and the teaching methods are not in line with enterprises in the society. As a result, there are certain barriers between social practice and school learning, and there is no mutual link. Therefore, the setting and teaching methods of the current curriculum system cannot match the current industry trend and talent demand.

3.3. The lack of practical teaching resources and the lack of skilled teachers

Some of the teaching content only stays at the surface level of theoretical knowledge and cannot provide professional practical guidance. Due to limitations in funding and resources, teachers lack opportunities for training and further education, making it difficult for them to update their knowledge and improve their teaching level. Although universities have established innovative and entrepreneurial teaching models for environmental design majors, the teaching team is composed of teachers from their

own majors, lacking professional and skilled teachers. Teachers lack awareness of innovation and entrepreneurship education, have unclear understanding of innovation and entrepreneurship, and also lack work experience in enterprises, which to some extent affects students' understanding of the importance of innovation and entrepreneurship teaching. Therefore, there is a problem of weak teaching staff in teaching. At the same time, some colleges and universities are backward in teaching equipment, lack of advanced software and hardware equipment, basic supporting equipment does not match the proportion of students, and lack of practical teaching resources, which makes it difficult for students to get enough practical opportunities.

4. The value and significance of online and offline mixed workshop teaching mode in regional cultural background

Regional culture, as the result of various natural factors and human factors in a certain area, has unique regional and historical characteristics, and is also one of the important characteristics that distinguish it from other regional cultures. Among them, audiovisual recognition manifested as external explicit expression, regional culture representing internal spirit and cultural products and services existing in reality, etc., including regional cultural heritage, deified legends, folk festival activities, village family culture, and cultural symbols, is a multi-angle interpretation of regional culture [5]. Integrating regional cultural elements into design education, deeply integrating the richness of online resources with the immediacy of offline interaction, can not only stimulate students' design thinking, but also enhance their sense of identity and belonging to local culture, enrich the connotation and expression of design works, enhance the uniqueness and competitiveness of design, and strengthen the contact and exchange among various regions in the Greater Bay Area. So as to promote the forward-looking and innovative design profession.

4.1. Promote the demand for diversified cross-knowledge education

The Guangdong-Hong Kong-Macao Greater Bay Area is an important growth point of China's economy and a world-class Bay area and a world-class city cluster. Innovative design has become an important supporting force for the development of the Greater Bay Area. High-quality talents with innovative ability and diversified knowledge are needed for the development of the Greater Bay Area, and the cultivation of talents cannot be divorced from the education of universities in urban planning, architectural design, product design and other fields. Both require innovative thinking and interdisciplinary knowledge. Online and offline mixed workshop teaching mode can break the boundaries of traditional subject teaching and organically integrate knowledge and skills in different fields. On the online platform, learners have access to quality educational resources from around the world, including interdisciplinary video lectures, online courses, case studies, etc., which provide learners with a rich knowledge background and diverse perspectives. Offline workshops combine theoretical knowledge learned online with practical problems through practical operations, group discussions, project cooperation and other forms to promote the internalization and application of knowledge. This kind of teaching mode helps to cultivate learners' interdisciplinary thinking ability and comprehensive problem-solving ability. The knowledge learned in environmental design can solve the problems involved in reality, and the exchange and integration of interdisciplinary knowledge can better realize the practical ability of application-oriented colleges and universities to train students for industry, and also meet the characteristic requirements of multiple interdisciplinary design disciplines. Through cooperation with enterprises and design institutions, diversified knowledge discussions and thinking collisions can be generated between teachers and students and between students of different majors. The multi-disciplinary and cross-integration training mode makes interdisciplinary and cross-professional teamwork possible, which can improve the comprehensive quality and ability of students in design. In addition to expanding students' professional knowledge, it can also provide innovative ideas and methods for the development and innovation of the discipline.

4.2. Establish a new model of practical education

In the field of environmental design education, the active implementation of the online and offline mixed teaching mode is not only in line with the requirements of the education information age, but also a key measure to promote the profound reform and optimization of the teaching structure of this major. It aims to break the drawbacks of the education mode in colleges and universities, which is mainly characterized by "transmission - acceptance". Focusing on the inculcation and memorization of

knowledge can not exert students' subjective initiative and cultivate students' innovative thinking. With the development of the Guangdong-Hong Kong-Macao Greater Bay Area, the traditional teaching mode is not satisfied with the training of applied talents in the Bay Area, while the new practical education mode of workshops has attracted more and more attention and attention in modern education, and has greater advantages for the training of applied talents. The teaching mode of the workshop puts more emphasis on interaction and cooperation. Participants can conduct joint research and discussion, share and exchange, create collective ideas, and cooperate with each other in a free atmosphere to jointly promote the implementation of the program and ultimately produce project results [6]. The teaching mode of design workshop focuses on practical operation and the cultivation of innovative thinking, which can stimulate students' interest and initiative, generate new creativity and ideas in the discussion collision, and guide students to break through the shackles of traditional thinking. Due to its unique geographical advantages, the Guangdong-Hong Kong-Macao Greater Bay Area is located in the node position between the Mainland and Hong Kong and Macao, and between the mainland and the international community, and has a more significant advantage in introducing international quality education resources and carrying out international cooperation in running schools. Under the background of regional culture, the innovative design workshop adopts the principle of close combination of theoretical learning and project practice, fully arouses students' subjective initiative and cultivates students' cognitive ability from five aspects, including teaching objective design, teaching content design, task-driven organizational design, and project evaluation and acceptance. To provide students with a better and more efficient learning experience.

4.3. Meet the needs of regional cultural inheritance

The design culture of the Guangdong-Hong Kong-Macao Greater Bay Area is influenced by many factors such as geography, society, history and ideology. While adapting to the regional culture and meeting the needs of life, it can highlight its social and artistic value. The core standpoint of applied college majors is to cultivate talents who can adapt to the unique needs of regional culture and have innovative design thinking, and can effectively serve the development of regional economy and society. The Guangdong-Hong Kong-Macao Greater Bay Area has nurtured a profound design culture in the regional culture formed over thousands of years, and created the intangible and material cultural heritage of the Greater Bay Area. These regional cultures are not only reflected in the explicit surface characteristics, but also deeply rooted in the universal values of the people, carrying rich symbolic meanings, and becoming an important symbol of the cultural uniqueness of the region. To inject new vitality into the development of the Guangdong-Hong Kong-Macao Greater Bay Area. More and more attention has been paid to the exploration of regional cultural elements in the modern Greater Bay Area, and on the basis of inheriting regional culture, it is integrated into social life. It is not easy to inherit and innovate regional culture, which requires designers to have profound refining ability of specific regional cultural concepts as well as professional knowledge and skills in visual image, spatial form, color refining, product symbols and other aspects. However, it is difficult for traditional classroom teaching methods to fully meet these complex and diverse training needs. Therefore, the unique charm and profound heritage of regional culture are integrated into the teaching of environmental design major by means of mixed online and offline methods, so that students can deeply understand and apply regional cultural elements while mastering professional knowledge. Creating design masterpieces that embody profound regional characteristics and rich cultural connotations, with the aim of stimulating a comprehensive understanding of multidimensional regional culture. Through the use of innovative design workshops as a teaching model, we deeply explore and refine the core essence of regional culture, cleverly integrate it into design, and create a spatial atmosphere that carries both historical heritage and cultural charm, in order to meet the needs of the times for the inheritance and development of regional culture.

5. Research and exploration of workshop teaching mode of environmental design specialty based on regional cultural background

The construction of the International Education Demonstration Zone in the Guangdong-Hong Kong-Macao Greater Bay Area is not only an inevitable requirement to conform to the development trend of The Times, but also an important choice to improve the development level of the region and even the country [7]. Therefore, the training mode of education plays a crucial role in the development of the region. How to maximize the mixed online and offline workshop teaching mode in the context of regional culture? While inheriting regional culture, it can also guide and promote students' learning, which is a problem that needs to be considered in the research and exploration of workshop teaching mode.

5.1. Design teaching objectives to cultivate students' comprehensive innovation ability

Adhering to the teaching principle of "student-centered and teacher-assisted," taking the cultivation of students' comprehensive innovation ability as the primary task, fully tapping students' subjective initiative, encouraging students' personality development, and adopting various teaching methods such as in-depth reading, market research, group discussion, and inviting external experts to give lectures are aimed at broadening students' knowledge horizons, promoting the deep integration of interdisciplinary knowledge and technology into design practice, so as to improve students' cultural literacy and aesthetic taste. Workshop teaching can introduce the design competition introduction mode or develop innovative thinking training courses, carefully plan and organize relevant design workshop activities closely around the specific requirements of the design competition. This mode relies on the close school-enterprise cooperation platform, and is planned by design enterprises and schools together to build a bridge between students and enterprises. Through the process of participating in competitions, students can comprehensively exercise their practical abilities, ignite their creative passion, and cultivate their innovative spirit through topic selection and planning, design thinking stimulation, and design achievement display. At the same time, through group cooperation, project refinement and division of labor, students can learn teamwork in practice and further enhance their comprehensive innovation ability. The university cooperation platform is used to actively promote exchanges between universities, such as carrying out study tour experience, student exchange projects, university alliance projects, professional competitions and other aspects of collaboration, so as to cultivate students' comprehensive innovation ability.

5.2. Teaching content design to meet the needs of regional cultural innovation

The regional culture of the Guangdong-Hong Kong-Macao Greater Bay Area is not only the unique geographical mark and regional characteristics, but also the cultural characteristics and spiritual wealth of the region. It regards teaching activities as an important carrier of regional cultural communication and inheritance, and deeply explores and displays the unique emotional expression and unique regional characteristics of regional culture. All regions in the Guangdong-Hong Kong-Macao Greater Bay Area are closely linked in geography, cultural origin, humanistic spirit and customs. They are all core areas of Lingnan culture. In design teaching, the maximum value of Lingnan culture is fully brought into play, and traditional Lingnan elements and concepts are combined with modern design. Through the Internet platform, the integration of historical regional cultural information, such as historical documents, local chronicles, folk pictures, video materials, etc., to form a complete knowledge chain. Online courses related to regional culture, such as "Lingnan Cultural and Environmental Design Research" and "Regional Architectural Style Research", are offered to guide students to have a deep understanding of the connotation and characteristics of Guangdong, Hong Kong and Macao regional culture through video lectures, online interaction between teachers and students, video recording and broadcasting. The virtual reality technology can also be used to construct the virtual simulation scene of regional cultural environment. By utilizing advanced deductive techniques in modern design, such as geometric deconstruction and abstract extraction, we reconstruct and recreate Lingnan elements, extract color expressions from Lingnan culture, and use visual effects of symbols to strengthen regional identity. By introducing the cutting-edge teaching content of "Application of Regional Culture in Modern Design," we aim to cultivate students with a thinking style that combines traditional and modern elements, and cultivate composite design talents who inherit traditional cultural skills and have innovative thinking expression for society. It can cultivate composite design talents who inherit traditional cultural skills and have innovative thinking expression for the society.

5.3. Project task-driven teaching organization design

The environmental design major in colleges and universities adopts a mixed teaching mode of online and offline teaching, relying on the Minghua MOOCs platform, which can be divided into online independent preview before class, offline classroom teaching during class, and offline teaching integrated into online off-campus practical training base. Meanwhile, in the workshop teaching, real projects or virtual topics are taken as the guidance, and the joint training mode of school-enterprise cooperation is adopted. Make full use of the unique advantages of the close combination of professional teaching and project engineering, apply classroom knowledge to practice, and pay attention to cultivating students' ability to deal with actual projects. In the process of project formulation, it is necessary to select projects related to the market, conduct in-depth research and analysis of work projects according to the tasks and contents of students' projects, and combine the needs of enterprises, markets and society, so as to

effectively solve practical problems in future jobs [8]. Students learn by being task-driven and participate in project-based learning to improve their practical ability. As the instructor of the project, teachers play an important role in assigning tasks, connecting lessons before and after the project, guiding students in practice, etc. Teachers should actively guide students to analyze the project background, and then conduct market research on the project content. The research results will be studied and analyzed in the form of a group, and a reasonable design plan will be formulated according to the actual situation. Students will conduct modular discussions in the way of task division. Teachers give students adequate guidance in the whole process, so that students can complete the corresponding project tasks and form the final design scheme.

5.4. Teaching evaluation design based on project evaluation and acceptance

Through the collection and analysis of online learning data, combined with multi-dimensional evaluation methods such as offline homework, project results display, peer evaluation and teacher feedback, a more comprehensive and objective student learning evaluation system is formed. In order to more effectively evaluate students' learning outcomes, a course assessment guidance and evaluation system based on project assessment and acceptance is built, so that teaching assessment is no longer limited to the traditional classroom homework scoring, and the evaluation criteria of the workshop teaching mode are refined to each practical link, including the core points of project practice, execution methods, teamwork, and the completion degree of the final work. Comprehensive evaluation of students' practical ability, innovation ability and collaboration ability to ensure that students can master the basic professional concepts and skills. Such detailed evaluation criteria not only help students deeply understand their shortcomings through practice, improve professional cognition, shorten the distance with the industry, but also help them clear career planning. For teachers, through detailed evaluation standards, they can more clearly understand the weak links of students' mastery of professional knowledge in the practice process, so as to summarize practical teaching experience in a targeted way, and formulate more accurate teaching focus and development direction for future practical courses. This evaluation mechanism not only promotes the all-round development of students, but also promotes the continuous improvement of teaching quality.

6. Conclusion

The Guangdong-Hong Kong-Macao Greater Bay Area has a common cultural background of Lingnan culture, and the deep integration and development of this regional culture is conducive to promoting the cultural identity and value identity of various cities, especially Hong Kong and Macao to the Mainland. Through the integration of regional cultures, cultural identity can be enhanced to provide a strong cultural impetus for the coordinated development of regional economy in Guangdong, Hong Kong and Macao. As an organic extension of the traditional teaching mode, the innovative design workshop emphasizes the activation and application of knowledge, and takes project-oriented, open and interactive teaching as the leading role, breaking the boundaries of traditional classrooms and improving students' practical abilities by solving practical problems. Innovative design workshop closely combines production and teaching, theory and practice, and realizes the integration of curriculum theory teaching, project research, project implementation and production practice, injecting new vitality into design teaching. The teaching mode that integrates regional cultural elements into the teaching process of environmental design and improves the teaching effect and students' practical ability through the combination of online and offline methods not only accumulates valuable practical experience, but also obtains other professional knowledge during the completion of the project, providing a broad platform for the cross-integration of design disciplines. This teaching mode not only cultivates students' comprehensive abilities, but also opens up more possibilities for their future career development.

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Author Introduction

About the author: Lai Huiping, master of Art Design, School of Fine Arts, South China Normal University. Research direction: Environmental design.

***Corresponding author:** Chen Han, born in 1977, female, Shantou, Guangdong Province, Associate professor, doctoral candidate, School of Fine Arts, South China Normal University

Research direction: Environmental design, Architectural design.

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