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Exploration on the Collaborative Education Mechanism of College Design Education from the Perspective of Aesthetic Education Immersion: Focusing on the Cultivation of Art and Design Talents

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Abstract: In 2023, the Ministry of Education fully implemented the School Aesthetic Education Immersion Initiative, charting a new direction for the cultivation of art and design talents in colleges and universities. Against this policy background, the integration of the aesthetic education immersion concept with the collaborative mechanism of design education is crucial to improving the quality of talent cultivation. From the perspective of aesthetic education immersion, this paper systematically sorts out the policy connotation and theoretical foundation of collaborative education, analyzes the prevailing problems in current design education regarding aesthetic education cognition, curriculum system, faculty allocation, and industry-education collaboration, and proposes a "five-dimensional immersion" collaborative education mechanism. Furthermore, it puts forward feasible implementation strategies from the aspects of top-level design, curriculum reform, faculty team building, industry-education integration, and evaluation mechanism, providing theoretical and practical references for the cultivation of design talents in colleges and universities in the new era.

Keywords: Aesthetic education immersion; Design education; Collaborative education; Talent cultivation

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1. Introduction

On December 20, 2023, the Ministry of Education issued the *Notice on Fully Implementing the School Aesthetic Education Immersion Initiative* [1], aiming to construct an integrated teaching system covering teaching, faculty development, practical training and evaluation by deepening teaching reform, popularizing art activities, optimizing evaluation mechanisms, and integrating social resources to promote the penetration

of aesthetic education in rural areas [2].

As an interdisciplinary discipline integrating art, technology, and society, design is highly consistent with the connotation of aesthetic education. However, long-standing problems such as insufficient aesthetic literacy of teachers and imperfect evaluation mechanisms still persist in college design education. The fundamental crux lies in the lack of an effective mechanism to transform aesthetic education immersion into practical educational outcomes.

In academic research, domestic studies on aesthetic education immersion are still in the initial stage, with most existing research focusing on primary and secondary school aesthetic education practices and macro policy interpretation. Research on collaborative education mainly focuses on industry-education integration and school-enterprise cooperation, lacking theoretical dialogue and mechanism integration with aesthetic education immersion [3].

This paper integrates the two research fields of aesthetic education immersion and collaborative education, constructs a "five-dimensional immersion" mechanism, and provides a new theoretical basis and practical approach for the talent cultivation of college design education.

2. Policy connotation of aesthetic education immersion initiative and theoretical correlation with design education

2.1. Policy interpretation of the aesthetic education immersion initiative

The issuance of the *Notice on Fully Implementing the School Aesthetic Education Immersion Initiative* by the Ministry of Education is rooted in profound historical context [1]. Local authorities have actively responded to the national policy. Provinces and regions including Liaoning, Heilongjiang, Inner Mongolia and Henan have issued special implementation plans for the aesthetic education immersion initiative. Many local institutions and colleges have held promotion meetings and academic forums, offered fine arts education courses for normal students, carried out systematic training for key fine arts teachers, and built a number of master studios for school fine arts education.

2.2. Internal compatibility between the essence of design education and aesthetic education immersion

The essence of design lies in creatively regulating the relationships among human beings, objects, and the environment. In addition, design education is inherently endowed with immersive attributes. Design education adheres to the philosophy of "learning by doing." In the process of design practice, model making and expression, students continuously construct aesthetic judgment thinking. The teaching mechanism combining "double-teacher system" and "apprenticeship" provides important enlightenment for contemporary design education, which should inherit the traditional advantage of "cultivating aesthetic ability through practice." The Bauhaus workshop teaching logic of "workshop practice and aesthetic acquisition" can provide reference for domestic design aesthetic immersion teaching [4,5].

Furthermore, design is an intersection of art and technology, humanities and engineering, creativity and commerce, making design education a typical interdisciplinary discipline. This interdisciplinary feature renders it an ideal carrier for collaborative aesthetic education immersion. Practical projects such as red cultural and creative design with moral education themes and service design for rural revitalization realize the in-depth penetration of aesthetic education in multidisciplinary fields. The multi-dimensional integrated

talent training model of "Design +" under the background of new liberal arts further verifies the unique advantages of design disciplines carrying full-domain aesthetic education immersion [6].

2.3. Application of collaborative education theory in design education

Collaborative education promotes the interdisciplinary integration of design and other disciplines. The "school-local government cooperation" model drives regional development through design innovation. Many universities have explored innovative teaching modes for design majors, cooperating with governments, schools, enterprises, and social forces to build a diversified talent cultivation system. The "six-integration" model covers multiple dimensions including Party building, ideological and political education, teacher-student interaction, local service, patriotism education and international vision cultivation [7]. Changsha University School of Art and Design has constructed a "four-party collaboration and four-dimensional linkage" training model, linking four main bodies of government, colleges, enterprises and society to carry out design talent training [8]. Huanggang Normal University School of Fine Arts has continuously promoted the connotative development of collaborative education and improved the school-enterprise and school-local cooperation mechanism for design majors [9].

Nevertheless, existing research and practices of collaborative education pay insufficient attention to aesthetic cultivation. If the education mechanism fails to carry and transmit aesthetic values, design talents trained by colleges will only be skilled technicians rather than creative professionals with profound aesthetic literacy. The existing research on the "1+3+N" industry-education integration ecosystem for art majors mostly focuses on industrial adaptation and skill training, lacking supporting design for aesthetic literacy cultivation [10].

3. Current situation analysis of aesthetic education immersion in collaborative education of college design education

3.1. Achievements and problems of design education from the perspective of aesthetic education immersion

In recent years, many colleges and universities have attached importance to integrating ideological aesthetic education into curriculum teaching and explored innovative interdisciplinary models integrating ideological and political education, aesthetic education, and design education.

Design colleges have constructed a three-stage progressive education path of "curriculum ideological and political immersion–practical empowerment and transformation–cultural confidence sublimation," formed an integrated operation mechanism of "design empowerment, cultural co-construction, education dissemination and achievement transformation," and explored the reconstruction of the "three beauties integration" core aesthetic education system and the reshaping of the "four-dimensional construction" teaching ecology, all of which reflect positive explorations in aesthetic education immersion. Shandong University of Art & Design School of Design has created a new collaborative education paradigm of "Aesthetic Education + Entrepreneurship + Industry," running aesthetic education through the whole process of innovation, entrepreneurship, and industrial practice, which is a typical practical case of current aesthetic collaborative education [11].

Problem 1: Insufficient understanding of aesthetic education leading to disconnection with professional teaching. In some colleges and universities, aesthetic education is confined to public art elective courses and

extracurricular art activities, failing to be integrated into the core of professional education. Many institutions regard aesthetic education merely as an auxiliary means of design packaging and focus only on skill training. Scholars have pointed out that design education should realize the unity of "instrumental value" and "educational value" from the perspective of "symbiosis of form and meaning."

Problem 2: Imperfect aesthetic education curriculum system and single immersion path. Most art education courses for design majors lack systematic integration of contemporary art education theories, the spiritual connotation of Chinese art education, and cross-cultural aesthetic comparison content. Teaching methods are relatively monotonous, focusing on classroom lectures and skill training, lacking innovative project-based, experiential, and immersive teaching modes.

Problem 3: Weak faculty strength and uneven aesthetic literacy among teachers. For a long time, insufficient attention has been paid to teachers' aesthetic literacy and teaching ability, with teacher selection and training focusing excessively on professional skills and academic achievements. Moreover, the lack of effective aesthetic education teaching methods makes it difficult for teachers to implement in-depth aesthetic education immersion in professional teaching.

Problem 4: Weakened aesthetic value in industry-education integration. School-enterprise cooperation practices mainly focus on vocational skill training while ignoring the cultivation of core aesthetic literacy. When students participate in enterprise internships, they are mainly exposed to standardized production processes and commercial design demands, resulting in a disconnection between on-campus and off-campus aesthetic education. The "Five Truths" talent training model implemented by the School of Art and Design of Guangzhou Vocational and Technical University also exposes the common problem that aesthetic content is easily marginalized in applied industry-education integration [12].

Problem 5: Absence of a sound aesthetic education evaluation mechanism. The current evaluation system mainly focuses on skill mastery and final work outcomes, lacking effective assessment of students' core aesthetic literacy such as aesthetic perception and cultural understanding. The aesthetic education evaluation mechanism in design education is still in the exploratory stage with no mature and systematic evaluation scheme, making it urgent to integrate professional design evaluation with aesthetic literacy evaluation.

3.2. In-depth analysis of problem causes

From the institutional perspective, the resource allocation, faculty management, and curriculum construction of college design education lack systematic planning for aesthetic education. The traditional educational concept of "valuing skills over morality and aesthetics" has a profound impact on design education. Some educators narrowly define design education as vocational skill training and ignore its essential aesthetic educational function.

In addition, the existing evaluation indicators for majors, teachers, and students have limited guiding effects on aesthetic education. Excessive adaptation to industry market demands has squeezed the development space of aesthetic education, making soft competencies such as aesthetic literacy and cultural understanding marginalized under the evaluation orientation of employment rate and job matching degree. Relevant reports on the employment work of design majors in Changsha University also reflect the realistic dilemma that talent training evaluation in colleges overly favors employment adaptability and weakens the assessment of aesthetic literacy [13].

4. Construction of collaborative education mechanism for design education from the perspective of aesthetic education immersion

4.1. Theoretical framework: The "five-dimensional immersion" collaborative education mechanism

Based on the policy orientation of the aesthetic education immersion initiative and the disciplinary characteristics of design education, this paper constructs a theoretical framework of the "five-dimensional immersion" collaborative education mechanism, which takes immersion as the core and embeds aesthetic values into all links of design collaborative education.

The first dimension: value immersion—establishing an aesthetic education-oriented talent cultivation goal system. All collaborative entities, including universities, governments, enterprises, and social institutions, reach a consensus on the fundamental goal of "moral and aesthetic cultivation through design education."

The second dimension: curriculum immersion—constructing an integrated curriculum system of ideological and political education, aesthetic education, and design education. Aesthetic perception and cultural literacy education are arranged in the basic learning stage, aesthetic elements are embedded in professional courses in the specialized learning stage, and project-based practical learning is implemented in the advanced stage, realizing the internalization and externalization of aesthetic values. Pan Lina proposed that traditional art and design resources can be systematically integrated into professional courses to consolidate the cultural foundation of curriculum immersion.

The third dimension: practical immersion—building a project-driven and scenario-immersive aesthetic education system. Design practice is inherently immersive. Students gradually form independent aesthetic judgment in the process of material selection, color matching, and proportion adjustment in design projects. It is essential to fully utilize social and industrial resources such as museums, intangible cultural heritage studios, cultural and creative parks, and design exhibitions to make aesthetic practice a daily learning experience for students.

The fourth dimension: teacher immersion—constructing a high-quality faculty team with comprehensive aesthetic literacy. Build a diversified teaching team composed of on-campus professional teachers, industry mentors, and aesthetic education experts to realize multi-angle and all-round aesthetic immersion for students.

The fifth dimension: evaluation immersion—exploring an evaluation system oriented to aesthetic literacy. Reform the single evaluation mode based on professional skills and final works, and construct a multi-dimensional evaluation framework covering aesthetic perception and cultural understanding. Combine process evaluation with result evaluation through design journals, work records, and project reviews to assess students' aesthetic thinking and cultural expression in the design process. Meanwhile, incorporate aesthetic education into university and teacher evaluation systems to form a closed-loop optimization mechanism for aesthetic education immersion.

4.2. Internal operation logic of the mechanism

The core logic of the mechanism includes immersion, internalization, and externalization. Immersion refers to the penetration of aesthetic elements into all teaching links through value guidance, curriculum integration, and evaluation orientation. Internalization means that students form stable aesthetic judgment and cultural cognition through repeated aesthetic design practices. Externalization refers to the transformation

of internalized aesthetic literacy into excellent design works and practical achievements, realizing the sublimation of aesthetic education value.

Curriculum and practice serve as the core carriers, teachers act as the bridge of education, and evaluation forms a closed-loop feedback system. The five dimensions constitute an organic whole, enabling the transformation of aesthetic education immersion from theoretical concepts to practical actions in design education.

In terms of multi-subject collaboration, colleges cooperate with governments, schools, enterprises, and social organizations to build industrial parks, professional colleges, industrial colleges, and industry practice bases. Integrate interdisciplinary resources of fine arts, design, engineering and media to build a cross-disciplinary platform, and construct an integrated talent cultivation structure of modular teaching, interdisciplinary workshops and project practice. Cooperate with other colleges to build shared courses such as animation creation and virtual reality creative design training platforms. Collaborate with industry associations, museums and cultural and art exhibition institutions to build industry-education integration demonstration bases.

Construct a systematic training system through comprehensive education, tertiary industry integration education and integrated industry-education development. Integrate patriotism education, cultural confidence cultivation and local development services into curriculum teaching and practical training. Build a "three-color classroom" system: red classrooms for cultural inheritance, golden classrooms for cultural innovation, and blue classrooms for cultural empowerment. Give full play to the interdisciplinary advantages of literature, art, engineering and media, focusing on regional cultural intellectual property protection and Hunan cultural innovation. Innovate the integration mode of tertiary industry and education, introduce industry standards, practical scenarios and enterprise projects into curriculum teaching, and build a progressive school-enterprise collaborative education system.

In terms of employment outcomes, graduates are employed by high-quality enterprises and engaged in cutting-edge posts such as unreal engine development and 3D model design. The innovative "under-training and upper-employment" model effectively improves students' job adaptability and post-employment competence. In the process of deepening industry-education integration, aesthetic education immersion should be further integrated rather than weakened, and disciplinary competitions and enterprise practical projects should be taken as important carriers of aesthetic education immersion.

4.3. Case comparison and experience refinement

Through comparative analysis of practical cases, the core experience of constructing collaborative education mechanisms based on aesthetic education immersion can be summarized as follows:

First, prioritize top-level design. Excellent practices all integrate aesthetic education into the university's development strategy and talent cultivation plan as a core component, rather than regarding it as an incidental or ornamental educational project.

Second, reconstruct the curriculum system. Break the limitations of traditional single-subject curriculum systems and build a new integrated curriculum system integrating ideological and political education, aesthetic education, and professional design education.

Third, innovate practical platforms. Build a social aesthetic education practice network through volunteer services and aesthetic education micro-courses; form effective practical transformation paths

through brand projects such as national school uniform innovative design and red cultural and creative research and development; innovate practical teaching modes through three-color classrooms and virtual simulation platforms.

Fourth, strengthen multi-party collaboration. Integrate the educational strength of expert professors, young party members and student backbones; innovate school-enterprise collaborative modes and build a four-subject collaborative mechanism involving universities, governments, enterprises and society, which relies on multi-party consensus and joint efforts to promote aesthetic education immersion.

Fifth, adhere to achievement transformation orientation. Transform educational achievements into social service capabilities, promote the popularization of brand educational projects, and convert disciplinary competition achievements into students' employment competitiveness. The educational concept of "learning for application and realizing aesthetic value through practice" expands the coverage of aesthetic education from campus to the whole society.

5. Implementation paths of collaborative education in design education from the perspective of aesthetic education immersion

5.1. Strengthening top-level design to build an aesthetic education-led collaborative education system

Colleges and universities should incorporate aesthetic education immersion into the top-level design of design discipline development planning and talent cultivation programs, and establish the core educational philosophy of "talent cultivation through aesthetic education and cultural education." At the university level, set up a leading group for aesthetic education immersion work to coordinate the work of academic affairs offices, design colleges, student affairs departments, and youth league committees. At the college level, establish an aesthetic education teaching research center responsible for curriculum construction, teaching research and teacher training. At the professional level, build an integrated "aesthetic education + X" mechanism to embed aesthetic elements into core professional courses and practical links.

Meanwhile, strengthen collaborative linkage with external entities such as governments, enterprises, cultural institutions and communities to form an overall educational pattern of "on-campus aesthetic education guidance, off-campus resource support and multi-party collaborative education." Explore the six-in-one collaborative mechanism integrating government, industry, university, research and application, and embed aesthetic education goals into all levels and links of collaborative education based on the industry-demand-oriented, government-supported and university-driven collaborative model, to implement the construction requirements of the integrated system of aesthetic education immersion action issued by the Ministry of Education [1,14].

5.2. Deepening curriculum reform to build an integrated curriculum system of "ideology + aesthetic education + design"

Curriculum is the core carrier of aesthetic education implementation. First, set up a general education course on "Chinese aesthetic spirit" to systematically teach traditional Chinese aesthetic thoughts, Chinese artistic spirit, and aesthetic wisdom contained in intangible cultural heritage, so as to improve students' basic aesthetic cognition.

Second, update core professional courses, set up special aesthetic education teaching nodes in

compulsory courses of all design directions, and integrate aesthetic training into professional skill teaching. Third, develop project-based aesthetic education courses, embed aesthetic education goals into the whole process of project design and implementation, and realize implicit aesthetic immersion in the process of solving practical design problems.

Finally, promote the construction of digital aesthetic education resources, build intelligent educational resources such as micro-courses and virtual simulation teaching platforms, and expand the coverage and influence of immersive aesthetic education, which conforms to the cross-disciplinary curriculum reform idea of "Design +" under the background of new liberal arts [6].

5.3. Strengthening faculty construction to improve all-round aesthetic literacy

Teachers are the key implementers of aesthetic education immersion. On the one hand, strengthen systematic aesthetic education training for teachers, regularly organize teaching seminars, practical workshops and special lectures, and incorporate aesthetic education competence into teachers' continuing education system. Build an interdisciplinary aesthetic education teaching team integrating expert tutors, young party members and student backbones to improve teachers' professional practical ability and aesthetic literacy.

On the other hand, optimize teacher recruitment and evaluation criteria, and take aesthetic education concepts and teaching ability as important assessment indicators for recruiting design professional talents. In addition, construct a diversified faculty structure, introduce artists, intangible cultural heritage inheritors, cultural scholars, and curators as off-campus tutors to broaden the dimension and vision of aesthetic education teaching, and learn from the Bauhaus multi-tutor workshop system to improve the training path of teachers' aesthetic education literacy [4,5].

5.4. Innovating practical modes to build immersive aesthetic education experience platforms

Practice is an important field of aesthetic education immersion. First, draw on the practical paradigm of Shandong University of Art & Design to build a practical platform of "aesthetic education + innovation and entrepreneurship," encourage students to integrate aesthetic concepts into entrepreneurial projects, and realize the dual improvement of creative value and social service value [11].

Second, create brand practical projects of "aesthetic education + rural revitalization," organize students to participate in rural landscape improvement, agricultural product brand design and intangible cultural heritage communication activities, so that students can gain aesthetic nourishment and cultural edification in serving local development.

Third, expand the practical channels of "aesthetic education + industry-education integration," encourage schools and enterprises to jointly develop characteristic curriculum modules of aesthetics and design, introduce industry standards and practical projects into classroom teaching, build a progressive school-enterprise collaborative practical education system, and avoid the deficiency of aesthetic education in industry-education integration by learning from the experience of the "Five Truths" talent training model [12].

Finally, establish a long-term mechanism of "aesthetic education + social service," organize students to participate in community public aesthetic service activities, and realize the dual value of "spreading beauty through design and serving society with aesthetics." Build a cutting-edge "design + education + aesthetic education" practical platform based on virtual simulation and cloud classroom technology, and integrate technical aesthetic experience into the whole system of art education practice.

5.5. Improving the evaluation mechanism to construct a diversified evaluation system oriented to aesthetic literacy

Scientific evaluation is the core guarantee for the optimization of aesthetic education immersion. Construct a comprehensive college-level evaluation index system covering curriculum construction, faculty allocation, practical activities, and educational effects. Draw on the existing collaborative education evaluation experience, incorporate practical industry experience, innovation and entrepreneurship achievements, and disciplinary competition results into the aesthetic education evaluation system, align with the evaluation reform requirements of the Ministry of Education's aesthetic education immersion action [1,14], and make up for the shortcomings of the current aesthetic education evaluation in design majors.

6. Conclusion and prospects

Against the policy background of the national school aesthetic education immersion initiative [1], this paper systematically explores the construction of a collaborative education mechanism in college design education from the perspective of aesthetic education immersion. There is profound internal compatibility between aesthetic education immersion and design education. The proposed "five-dimensional immersion" collaborative education mechanism constructs a systematic penetration path for aesthetic education in collaborative education from five dimensions: value, curriculum, practice, faculty, and evaluation.

Following the evolution logic of "immersion-internalization-externalization," the mechanism takes value guidance as the orientation, curriculum and practice as the core carriers, and evaluation as the closed-loop feedback, which has been verified feasible in practical teaching through comparative analysis of practical cases in many universities. At present, college design education still has deficiencies in aesthetic education cognition, curriculum system construction, faculty allocation, industry-education integration, and evaluation mechanism, which need systematic optimization and improvement.

Future research can be expanded in four aspects: first, develop professional aesthetic literacy evaluation tools suitable for design education to study the effective evaluation methods of aesthetic education immersion; second, explore new paths of aesthetic education immersion in the era of artificial intelligence design education, and construct a human-computer collaborative aesthetic education immersion model integrating digital intelligent technology and aesthetic education; third, learn from foreign advanced design education concepts and experience represented by Bauhaus from an interdisciplinary perspective [4], and build a Chinese characteristic aesthetic education system for design education; fourth, expand the application of the "nurturing mind with aesthetics" concept in mental health education in combination with the relevant requirements of Guiding Opinions on Comprehensively Promoting the Construction of Healthy Schools issued by the Ministry of Education [15], and realize the organic integration of aesthetic education and college mental health work to give full play to the all-round educational value of aesthetic education.

Disclosure statement

The authors declare no conflict of interest.

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