
Research on Cross Cultural Dialogue Mode and Practice Path of Sino Thai Design Art Education

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Abstract: The collaboration of China and Thailand in design art education has been growing increasingly strong over the years but there are still a number of challenges such as poor format of dialogues, lack of cultural resonance and superficial levels of applications. The shallow cultural exchanges do not create mutual understanding or educational integration. Design art education is also an humanistic and applied field of study, and cross-cultural dialogue is more than just the exchange of information it is intellectual convergence, pedagogical interaction, and creative collaboration. The paper highlights the role of cross-cultural communication in Chinese-Thai design education, examines the existing issues, and offers feasible models and directions of their implementation to change the unilateral process of acquiring knowledge into the process of mutual strengthening. This cooperation will help to preserve, develop cultures of both countries, and innovative synergy of their design education systems.

Keywords: China-Thailand; Design Art; Education; Cross-cultural; Dialogue

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1. Introduction

In the context of the era of world integration and the Asian cultural exchange community, China and Thailand, because of their adjacent geographical relationships and long-standing cultural ties, have the opportunity to integrate design art education as a medium for cultural continuity and development. The traditional aesthetics of the two countries have a profound accumulation. At the same time, their modern design education also has the dual demands of localization and internationalization. The cross-cultural integration and communication of design art education will provide new ideas for solving the barriers to cultural understanding and promote the quality of talent training of both sides. Research and Discussion on the spirit of dialogue in design art education and find practical ways can provide reference for the exchange and cooperation of design education between China and Thailand and even the whole Asia.B.

2. The significance of cross cultural dialogue in Sino Thai design art education

2.1. Inheriting Oriental Aesthetics and building cultural foundation

Both China and Thailand are countries within the East Asian cultural circle. Traditional design arts have the same Oriental aesthetic genes and humanistic feelings. Thailand's Buddhist art, folk patterns, handicrafts and arts complement China's

intangible cultural heritage, traditional creation ideas, and mountains and rivers scenery. They explore their own cultural souls in the cultural exchanges with each other, not limited to their own biased understanding of the national cultural centrism. It will not make traditional design art abandoned in modern civilization, but also give new design concepts to traditional culture from the perspective of different cultures, so that Oriental design aesthetics can transcend regional limitations, become a design symbol representing Asia, and bring Oriental inspiration to designers around the world^[1].

2.2. Learn from each other's education experience and improve the quality of personnel training

At present, there are some problems in the design art education of China and Thailand, such as the imbalance between local and international, insufficient practical training, and lack of innovation ability. Thailand pays attention to folk art design and applied talent training, while China's discipline setting, digital design and other aspects are more powerful. Cross cultural exchanges can learn from each other's strong points to complement each other's weaknesses. They can learn from each other's experience and methods by setting up courses, sending professors to exchange visits with each other, and carrying out cooperative research projects. They can add examples of Chinese and foreign multicultural design to the curriculum, so as to broaden students' horizons and minds. On the other hand, we can strengthen practical training, establish joint innovation space between different regions, cultivate students' cross-cultural communication ability and innovation ability, get rid of the rigid situation caused by a single way of education, and enhance the comprehensive quality of talents and job matching of design students from both sides.

2.3. Deepen cultural ties and enable Industrial Synergy

Design art education is the main medium of people to people and cultural exchanges, as well as a prerequisite bridge for industrial exchanges and cooperation. China and Thailand have frequent trade and profound cultural and tourism integration. The design industry is an important pillar of cultural and creative industries, cultural and tourism, fashion and other industries, and there is an urgent need for cross-cultural exchanges and cooperation mechanisms. Cultural and cross-temporal exchanges can not only bring the hearts of the two peoples closer, deepen each other's cultural identity and folk feelings, and build a strong cultural foundation for building a China Thailand community of shared future, but also transform educational achievements into productivity, promote the cooperation between design companies, colleges and studios in China and Thailand, meet the market demand for cross-cultural design works, and expand the development of cultural and creative products, cultural and tourism IP The cooperation in digital design and other aspects has formed a benign interaction of educational exchanges, cultural communication and industrial development, and has become a long-term driving force for China Thailand comprehensive cooperation.

3. Sino Thai cross cultural dialogue in design art education faces challenges

3.1. Cultural cognition bias and empathy deficiency

Although China and Thailand are adjacent to each other in mountains and rivers, they have less cultural exchanges with each other. Due to different religious beliefs, different values, different aesthetic pursuits, and the lack of in-depth cultural analysis for a long time, they have misunderstood and biased each other's cultures. Many exchange activities are superficial cultural displays, ignoring the spiritual essence and humanistic care behind the design, resulting in cultural misunderstandings and differences. Teachers and students tend to have egotism, and it is difficult to objectively understand each other's design intention, and even misunderstand, deepening the cultural misunderstanding between the two sides, which is not conducive to the mutual reference and Enlightenment of art and thought between the two countries.

3.2. The teaching system is very different, and it is difficult to adapt

China and Thailand have different training objectives, curriculum structures and teaching methods of design art education. Thailand pays attention to the application-oriented practical teaching of folk culture and creativity, while China pays

attention to the construction of theoretical system and the development and research of digital design. The teaching progress, examination methods and teaching ideas of the two countries are inconsistent. When jointly building courses and taking classes together, it is easy to have the phenomenon of poor connection of teaching content and disordered classroom progress. It is difficult for students to keep pace with the progress, and the teaching effect is very poor^[2]. In addition, due to the different professional settings and training directions of design education in the two countries, it is not easy to establish a unified dialogue platform, which hinders the learning breadth and depth of teaching observation.

3.3. Uneven resource distribution and weak linkage

The distribution of design education teachers in China and Thailand is extremely uneven. Excellent teachers, facilities and research platforms are mainly concentrated in elite schools. Local colleges and universities have few opportunities and lack confidence in participating in cross-cultural exchanges; In addition, China and Thailand lack a shared resource platform, the design materials, teaching plans and scientific research papers are not smoothly transmitted to each other, and online communication lacks a long-term mechanism. Face to face communication has geographical and financial problems, and online communication lacks long-term support. Resource barriers result in too few participants in the dialogue, and most of them exist in the form of cooperation between top universities, which cannot achieve a large-scale and full coverage dialogue and exchange situation. Local colleges and universities cannot enjoy dividends, and the overall linkage is poor.

3.4. Lack of mechanism guarantee and insufficient long-term effect

At present, the cross-border cultural exchanges between China and Thailand in design and art education are mostly one-time short-term projects or one-time exchanges, lacking long-term and stable institutional support and normalized promotion mechanism. Most of the cooperation agreements remain on the surface, and the two sides have not made clear provisions on their respective division of responsibilities, financial support, achievement transfer and transformation scheme, etc. it is difficult to continue the work of teacher-student exchange, student exchange visits, and joint research projects. In addition, due to the different cultural backgrounds of the two countries and the different management methods and administrative procedures, the approval procedures are complicated and lengthy, the communication and coordination are slow, there is no fixed contact window and leading department, and many excellent cooperation projects are stillborn, which can not form a situation of continuous benign interaction and can be maintained for a short time.

3.5. The integration of production and education is disjointed and the transformation is weak

The cross-border cultural exchanges between China and Thailand in design education are mostly concentrated on the academic level, far away from the actual needs and market conditions, and there is little cooperation between schools and enterprises. Most of the works completed by teachers and students are art research projects, lack of market awareness, do not have the prospect of industrialization, cannot become the development of cultural and creative products or the cultural image of tourist attractions, and cannot be transformed into actual products or brand building. The design industry of the two countries is not well connected, there is a lack of connection between universities and enterprises, and the current situation of industry development and market demand cannot be transmitted to the education link in time, which makes the cross-cultural teaching achievements only stay on paper and fail to promote the development of education and industry, so the effect of dialogue is not obvious.

4. Suggestions on innovative practice of cross cultural dialogue mode in Sino Thai design art education

4.1. Cultivate cultural empathy and eliminate cognitive barriers

Breaking through the shallow barriers of cultural exchange and establishing a deep cultural understanding and resonance dialogue mechanism are the basis for cross-cultural integration between China and Thailand's design and art education.

In this context, we advocate that colleges and universities of both sides cooperate to carry out relevant cross-cultural design public courses, hire folklore scholars, inheritors of intangible cultural heritage, and older generation designers to teach, comprehensively introduce the essence of Sino Thai religious aesthetics, traditional patterns, creation ideas, and folk culture, eliminate prejudice, avoid centrism, help teachers and students understand the cultural implications of design works, carry out in-depth experiential activities such as cultural communication, intangible cultural heritage production, and design collection by online and offline means, and lead teachers and students to Thailand to visit temples, historic sites, craft workshops, and market temples. Will visit China's intangible cultural heritage production, ancient towns and villages Cultural and creative parks and other places to enhance the sense of cultural experience of teachers and students, so as to form a sense of cultural belonging^[3]. At the same time, a cultural exchange salon will be established to conduct exploratory discussions on the beauty of Oriental design and cross-cultural artistic expression, so as to guide students and teachers to express each other's cultural differences in the language of design, turn cultural resonance into the source of artistic inspiration, fundamentally eliminate the cognitive errors of both sides, and build a sense of trust on this basis to lay the emotional and conceptual preparation for in-depth dialogue.

4.2. Reconstruct the teaching system to achieve two-way adaptation

In order to deal with the different problems of Chinese and foreign design education systems, we should create modular and adjustable cross-border teaching methods to solve the problem of teaching docking. On the one hand, we should share and build a compulsory course library, combine the advantages of China and Thailand's respective educational resources, set up cross-cultural design, folk cultural and creative development, digital media design and other related courses, unify curriculum requirements and teaching plans, take into account professional knowledge and skill training, and combine the advantages of China's design discipline and Thailand's applied teaching experience; On the other hand, the co teaching system and mutual recognition of credits are adopted, and the mode of "online synchronous teaching - offline group discussion" is adopted. The teachers of the two schools teach together, learn from each other's strong points to make up for each other's weak points, and carry out classified teaching according to the different basis of students, so as to reduce the running in time. Organize joint graduation theses and cooperative research projects, drive the Chinese and Japanese students to form teams and cooperate with the same research theme, inspire design inspiration, and temper the teaching speed in practice. In addition, a teaching evaluation system has been set up, teachers and students' suggestions have been solicited in time, and the course content and teaching methods have been adjusted in real time, so that the Sino Japanese design education is no longer one side learning the experience of the other side, but affects each other, and enhances the effectiveness and accuracy of international classroom interaction.

4.3. Build a sharing platform and break through resource barriers

Intensively integrate the excellent design education resources of China and Thailand, build an online and offline integration and digital resource sharing system, and solve the problems of unbalanced resource allocation and poor interconnection. The platform consists of four parts: teacher database, case database, material database and scientific research achievements database. It contains excellent teachers, representative excellent works, traditional decorative elements and the latest research and discussion from two domestic top universities and local colleges in China and Thailand. It also provides free resource sharing services to eliminate barriers caused by regional barriers and grade differences between schools. Build a two-way dispatch system and a mechanism to hire visiting professors, regularly send young and middle-aged backbone teachers to Thailand's universities to teach, study and do scientific research activities, and promote local universities to participate in international cultural exchanges; The online design exhibition hall and virtual study tour center are built through the network cloud platform to break through the time and geographical boundaries of traditional face-to-face communication, so that teachers and students can visit and learn at any time and anywhere, and inspire each other to carry out artistic creation. Set up special funding funds, focus on the docking of resources between local colleges and private colleges, provide financial, technical support and guidance and help, and expand the participation of grass-roots units;

Establish a resource integration mechanism and evaluation system to ensure that resources are updated in a timely and effective manner and fully utilized, so that resources can be shared across the region and benefit multiple parties.

4.4. Improve the long-term mechanism and strengthen the institutional guarantee

Establish a systematic and standardized support mechanism to provide continuous impetus for Sino Thai exchanges and cooperation in design and art education. First, sign a long-term cooperation agreement, clarify the rights and obligations, financial support, benefit distribution and operation rules of both parties, prevent short-term and formal cooperation, and set up a liaison organization and working group to be responsible for the operation promotion, contact and communication, and monitoring progress of the exchange and cooperation project. The second is to simplify the examination and approval procedures, strengthen management, open up fast channels for teacher visits, student exchanges and collaborative research projects, simplify the examination and approval process, improve the speed of work, and reduce the impact of policy barriers. Set up a special incentive fund to reward universities, individuals or groups that have made contributions to cross-cultural exchanges, experience sharing and achievement utilization, and enhance their initiative^[4]. Form an institutionalized evaluation mechanism, conduct periodic evaluation from the aspects of cooperation closeness, teaching effectiveness, research results, student evaluation, etc., correct problems in time and improve methods. And strengthen the cooperation between the education departments of the Chinese and British governments and associations to formulate relevant supporting policies, and write the Sino British cultural dialogue into the school enterprise cooperation indicators to ensure the sustainable development of the cooperation projects.

4.5. Deepen the integration of production and education and promote the transformation of achievements

Unblock the connecting channel between education and industry, establish a “college enterprise market” and three in one production and education integration system, so as to implement mutual cultural learning. Relying on Sino Thai design company, cultural innovation park and cultural tourism company to create an industry education cooperation platform, the university enterprise cooperation project declaration is carried out according to the content market trends of cultural and creative product research and development, cultural tourism IP construction, brand image VI design and digital cultural innovation, and the team of teachers and students at school participates in the practical project creation, integrating the design concept of cross-cultural communication with the market demand; Hold Sino Thai cross-cultural design competition, works auction, achievement promotion and other activities, build achievement display and transformation platform, select excellent design works for enterprise production and market operation, and achieve the win-win effect of artistic design and economic benefits. Experts, professors and entrepreneurs from both sides are invited to the campus to give lectures and case teaching, teach design industry benchmarks and market trends, and exercise students’ business awareness and practical ability. Build a talent transmission mechanism between schools and enterprises, use cross-cultural dialogue to cultivate interdisciplinary design talents, adapt to the international development trend of the design industry in China and Thailand, and create a cross-cultural tourism brand, develop cultural and creative goods and tourism projects with Chinese characteristics and Thai elements, so as to form a good situation in which education interaction, cultural communication and industrial development promote each other, and give full play to the maximum effectiveness of cross-cultural exchanges.

5. Summary

To sum up, the cross-border cultural exchange between China and Thailand in design and art education is not only the internal demand of Asian cultural symbiosis, but also the specific path of education and industrial upgrading between the two countries. This paper analyzes and discusses the significance, existing problems and action path of the dialogue, and summarizes the dialogue mode and implementation methods suitable for the national conditions of the two countries,

aiming to provide some theoretical guidance and operational guidance for the exchange and reference between the two sides. Although cross-cultural exchanges are a step-by-step process, it still needs a long time of running in and continuous improvement to enrich and improve the China Thailand dialogue mechanism. It is hoped that China and Thailand will adhere to the concept of mutual cultural learning, eliminate obstacles and cooperate with each other, and jointly build a new framework for Asian design education through design education, so as to promote the further docking of Humanities and industries between the two countries.

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