PROMOTION OF SOCIAL PEACE AND DEVELOPMENT BY SOCIAL DESIGN

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Abstract: Through the process of action research, this study mainly discusses the way to help students think, interact, create, and reflect through the process of social design and comes up with creative ideas to promote social peace and development. In the teaching, teachers guide students to explore the problems connected with socialization and its impacts based on three aspects, i.e. diversified groups, sustainable community, and ethics. Besides, the issues related to peace and development behind such issues are put forward from the perspectives of critical thinking by taking students' beliefs, attitudes, and values towards these issues into account. Finally, teachers assist students in cooperation and sharing through social design activities and propose ways to solve these problems from design thinking. In the teaching processes of "Social Design Action for Social Peace and Development," we use eight meaningful methods and steps to help students establish more comprehensive values for social peace and development. It is expected to support students to rethink the current social situation and crisis and develop an attitude of peace promotion and cooperation in the learning process of social design, thereby realizing a sustainable and stable interaction on a social scale.

Keywords: Cooperation, Peace and Development, Social Design, Sustainable Development.

1. Introduction

The tides of socialized capitalism, the flow of the Internet of Things, and neoliberalism are eroding the world in an even

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fiercer manner than ever before, leaving it in an unprecedented crisis, which is a result of the lack of ethics and morality that makes people crazy about the superficial mainstream values in order to gain commercial profits. The excessive and irresponsible demand for environmental resources also leads to irreversible damage to the environment. As a response to such trends, the products and interfaces based on "smooth aesthetics" have been emerging in the field of design (Han 15). To be the best makeup artist of products, designers develop massive, eye-catching designs, and marketing gimmicks; to keep abreast with the fashion and recognition of social trends, consumers excessively consume unnecessary and superficial materials; to gain more interests and incomes, manufacturers excessively exploit the limited social and natural resources. Such phenomena distort people's state of mind, society, and nature, causing increasingly unfavourable development bottlenecks for positive social peace and sustainable development.

In recent years, scholars committed to social design research have focused on designing for creating social values and making contributions, and the thinking of designing for satisfying the needs of reality has been gradually notable. In the face of various sophisticated issues concerning socialization, it is necessary to take a wiser view to think over 'what kind of design we really need:' i) What is the root of social issues? ii) What do they have to do with us? iii) How does our design relate to social issues? iv) What design strategies and plans we can adopt to resolve the social issues, thereby facilitating the beautiful life of human beings? In the process of social design practice, these abilities to identify problems and critical thinking enable us to explore and reflect in a more in-depth manner, find out the roots of problems, internalize self-reflection ability, and improve our ethical attitude towards society and the environment. The thinking and attitude in the process of social design will bring about more positive beliefs, attitudes, and values, which will be greatly conducive to maintaining the peace and development of ethics, society and environment, and is of great importance to promoting peace and development of the world.

This paper mainly discusses how teachers could help students think and learn critically about social issues, enlighten

them to express their views through learning, and develop creative ideas to solve social issues in social design. After implementing social designs, teachers summarize and analyze the enlightenment and impacts of such teaching on their thoughts and attitudes toward social peace and development. Teachers also instruct students to develop more holistic critical thinking and ethics in the face of social peace and development. This pedagogy provides practical and critical ways of education to assist students in improving their critical thinking and ethical awareness, enabling them to participate in the projects and programmes to promote social peace and development.

2. Practical Views on Social Design

Social issues can be solved or improved through creative ideas and subtle designs, which have been one of the ways to solve social issues. It is widely believed among social design scholars that the design is not only for business purposes but, more importantly, exerting social influence. The questions like "For whom are we designing for on earth," "Why do we just design for the 10%, the rich and not for the other 90%?" "What kinds of designs are we creating? Why?" "What are the impacts they can have on society and the world?" "Can they lead to better lives and well-being?" etc. are raised one after another, enabling the students to think critically and creatively.

Victor Papanek made a point that the design for the real world should be able to give back to the demands of human beings, which is different from the traditional design styles. We must stop designing things that deplete the earth's resources and the environment. Design for society must be more research-oriented and conducted in an innovative and interdisciplinary manner to maximize its social value (322). Making the public have welfare benefits would help society develop in a balanced way. Therefore, we should start considering the designs that are good for their social value. In the process of implementing social designs, we shall pay attention to innovative opportunities of interdisciplinary integration to make the designs become the complementary support for balanced development.

Victor Margolin and Sylvia Margolin proposed that the success of the 'social model' of design practice requires the joint

efforts of designers, design researchers, professionals, and design educators to find ways to achieve it. The implementation of social design is a scheme of joint cooperation, a cross-domain combination and a cross-talent interaction (25-27). We shall change our traditional design perspectives and try to have more cooperation and interactions to carry out the social design process. Only by having mutual understanding and inclusiveness shall enable the acquisition of more assistance during the design process, which allows the realization of balanced development.

Everyone is designing in the ever-changing world: from individuals to enterprises and institutions and from communities to cities and local areas must face the relationship between the design and our life. Sometimes, we reach out for solutions to improve our needs; sometimes, we reach a consensus to achieve common goals and achieve greater changes. With the development of these changes, we are going through a wave of social innovation, an extensive and open common design process, in which we have put forward new solutions and made differences (Manzini 77-83). For this reason, the social designs that we are encountering at this time are no longer those focusing on interests and popularity. On the contrary, it became the revolution in social innovation. Social design is no longer a kind of special rights for certain people. It returns to the life of the public, making an emphasis on social value and balanced development.

Kris D. Gutiérrez and A. Susan Jurow presented the view of social design practice that the goals of social design include the traditional goals of design practice, creating meaningful and valuable education strategies, improving and correcting the social process of historical injustice, and achieving the development of equal learning opportunities. Designers, experts of different fields and community members should join hand in hand to establish effective research partnerships, create new opportunities and jointly share the responsibilities for a fairer society (565). The social design raises more possibilities for social equality and justice, allowing balanced development to be expanded in the society. In addition, because we start to realize teamwork for social responsibilities and solve problems via

meaningful design processes, we can also say that this is also the way to promote ethics and values among individuals and society.

From the points of view of the above scholars, as designers, our responsibilities and obligation should no longer be the development of a product when it comes to the peace and development of social issues from the perspectives of social design. Our goal should be to develop a set of schemes and systems to get more substantial help in their lives and solve practical problems. As educators, teachers guide students and community members to find out the real problems in society and the world. Besides, the problems should be addressed through cooperation, coordination, consensus, practice, and feedback to create a better life. The researchers are to investigate fresh perspectives critically and creatively extend the design and social innovation possibilities to the maximum flexibility so that many social issues can have possible solutions and directions. The social design researchers could contribute more and make more sense to maintain social peace and development continuity and stability.

3. Exploration of Social Design Connotation

The careful discussion over the possible connotations of social design contributes to our clear understanding of the concept and practice and the possible peace and development resulting from our application to it in the future. Such concepts and connotations tend to be ignored in society, hampering the peace and development of the society. The first step to promote peace and development is to learn about what must be changed, which also helps us figure out the priority of peace and development. We probe into that from three aspects, diversified groups, sustainable community, and ethics.
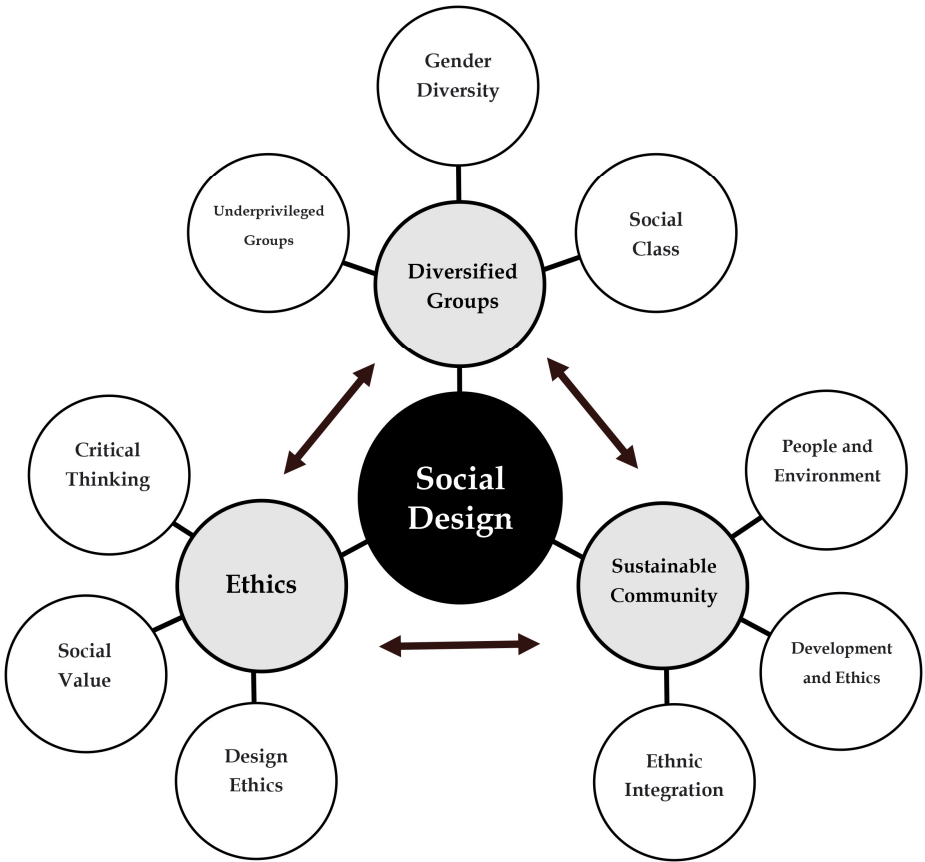
Figure 1. Social Design Connotation of the Research

3.1. Diversified Groups and Peace and Development

The impacts of the social design process on diversified groups are worthy of our in-depth attention and discussion. Social design is also about protecting diversified groups, enabling them to be seen, concerned, and cared for as a result of the practice of the design in the community, thereby promoting social design to gradually be the advocator of valuing diversified groups. Through design, the importance of diversified groups is constructed and internalized in the community. Everything will be more stable and solid by combining design with education like a contextual process. The design here refers to education and vice versa. Taking education as the design element enables our social design to get closer to the goal of speaking for diversified

groups. More deeply, we expect students to attach importance to the demands of diversified groups through design. We should not just orally advocate but consciously guide students to learn about the importance of protecting the dignity of groups, paying attention to gender equality and eliminating class inequality through experience. Credited to the process of combining design with education, such important cognition on diversified groups will be easily gotten across to students (Fan and Chang 13-16).

Based on the process of design combined with education, we can guide students to show tolerance for vulnerable groups through designs, empathy with different gender groups, and justice for different social classes. In addition to the mainstream view of diversified groups, many subcultural groups should be examined again. The group relationship at the mainstream culture and sub-culture levels can demonstrate tolerance, empathy, and justice for each other. By doing so, we can usher into a more peaceful and benign interaction of group relations, and the catalysis of social design in diversified groups can be applied and developed. As the design process combined with education gradually exerts influence, students' thinking on the issue of diversified groups will also change from superficial to diverse, deep, and comprehensive. The categories we focus on in terms of a group will range from poverty and equality to gender, morality, and dignity. With the social design, we will have opportunities to make more people concerned about the group issues, which will make the issue of diversified groups peaceful and stable.

We probe into diversified groups from the perspectives of social designs. We discuss richly and extensively from different aspects, ranging from cognition, understanding, and discussion over group issues to diversified vulnerable groups, pluralism of gender, and social class. In terms of design thinking and performance, we consider groups more and more important and gradually turn our sense of pluralism to the idea of altruism, thereby making the researcher a designer or participant with sound ethics and morality. This is the link that should be valued and promoted most in the group issues of social design, and it is also the key to helping diversified groups move towards peace and development.

3.2. Sustainable Community and Peace and Development

With the social design, we can integrate different social issues, see what is required to be designed with critical thinking, introspection of the moral values, and carry out sustainable and helpful design practices within the community. Jose Nandhikkara believes that in the process of learning to live together, individuals are nurtured and educated to move from an egocentric life vision to a community-oriented world vision, internalizing themselves with critical and creative learning they could integrate themselves into a peaceful and harmonious life (131).

If we take the sustainable development of the community as one of the cores of social design practices, we need to ponder over how to achieve a balance among the design process and environment, development and morality, class and group. We should be aware of the meaningful design practices of the community and the importance of sustainable development. Only in this way can we design to improve the quality and energy of the community and make sustainable development a peaceful process.

Therefore, when it comes to social design practices, we have to attach great importance to the significance of design schemes and processes, thinking over whether the idea and morality are internalized out of interactions between designers and the public. In the process of design, we need to frequently discuss with the community members over the elements and narrations that are in connection with or beneficial for the sustainable development of the community so as to figure out the concept of sustainable development to be conveyed through design practice. Such thinking, discussion, and value clarification may last for a period of time to the point when the designers and the public present meaningful responses. Only in this way can we move to the next step of social design. Such principles will bring several strengths and benefits:

(i) Self-identity, moral attitude, and design vision will be aligned with sustainable development.

(ii) In thinking about sustainability, value clarification instead of profit will be prioritized.

(iii) Instead of a slogan, the design practice is the consensus between the designer and the public to create a peaceful community and society, thereby making sustainability possible.

Our response to community issues is connected with our ethical attitudes to society and the environment rather than rushing into a fevered pursuit of prospering and benefiting the community economically. We should have more compassion and concern for the damage of the community environment and be more critical and responsive to the unethical behaviour of human beings in the community. These beliefs and values will begin to transform the way we think about the design of our communities, leading to a more visible change in our moral responsibility to them. This effectively evokes a sense of justice and responsibility for our community, which is the best driving force to keep our community moving towards sustainable and peaceful development.

3.3. Ethics and Peace and Development

We used to emphasize more on designers, products, and consumers and rarely on the ethical values of the societies so constructed and shaped and the deficiencies and shortcomings therefrom. Such development often makes us unilaterally pursue the benefits and effects brought by designing products and pay little attention to the impact of the design process and the morality issues. Napoleon Mabaquiao believes that we should work hard to incorporate ethics into business behaviour. He reminds us of the importance of establishing ethical businesses because it will make societies healthier (559). From the perspective of social design, we are more likely to regard design as a practice of ethics and morality as well as a process of value clarification. In such a process, we can centre on the comments and impressions after implementing social design and lead the participants to turn the reflections into their own ethics and morality. For example, if students feel that the environment is dirty and messy due to the garbage and that a certain kind of ecology is disappearing, in that case, we can guide them to think over the causes resulting in such environmental crisis and

discuss the morality and ethics behind these causes and how design thinking could help to improve such issues.

In the social design process, we believe that critical and creative thinking can create excellent ethical values and trigger the sense of ethics of designers and participants. When we start probing into social issues, we will identify many of them in terms of society, the first step of social design practice. At this point, if there is a lack of ethical awakening, we may find the problems and make comments on the importance of ethics and morality here. From a positive point of view, we should experience ethics and morality of the self and change the social issues with such moral attitudes. The formation of a good moral sense requires the accumulation of empathy. For designers and residents involved in social design, what we can create or contribute to the society and the earth's environment, what actions and attitudes the researcher would like to take towards the sustainable development of our community are what we should pay more attention to when we think critically through social design. Here, we propose four parts as the viewpoint of social design based on critical thinking so as to highlight the ethics of participants:

(i) The viewpoints based on critical thinking should centre on ethics and morality, resulting in social and global issues.

(ii) Subtly combined with the social subcultures and pay attention to the relationship between macro and micro, so as to make more objective and comprehensive criticism

(iii) Critical thinking should start with the design process and results, the meaning and values for the society instead of pursuit too much for the capitalist interests.

(iv) Only by repeating critical thinking exercises can our inner moral values be formed and gradually transformed into a moral value speaking for the protection of society.

We maintain that critical thinking and views on social design are of great importance for us because they will finally effectively arouse the designers and participants' moral sense, which can further consolidate our belief in protecting society and the earth. It is expected that everyone can keep creating a sound and peaceful living environment in the future and see more opportunities and possibilities.

4. Social Design Actions for Social Peace and Development

In order to explore social peace and development, teachers first help students identify the core issues, use the critical thinking teaching to trigger the students to clarify their values, and finally lead them to propose a creative strategy and suggestions on how to protect and save the social peace, environment, and development. Through a social design approach, we hope to help students identify the social issues that deserve our attention by exploring these issues and proposing critical, creative, and ethical ideas, stepping to help the social crises receive sustained attention and improvement in the future.

To integrate the above-mentioned educational ideas and perspectives, we propose more concrete ways to realize "Social Design Action for Social Peace and Development," with the following main teaching methods and steps:

(i) First of all, teachers select nine representative images to be used as materials for students' social design education, focusing on the three aspects: 'diversified groups,' 'sustainable community,' and 'ethics.' Students then examine and analyze these images in the learning processes and then present the main issues they found, and teachers guide them to think about how these issues are threats to peaceful development.

(ii) Invite students to comment on a few of the most impressive images related to these issues and express their feelings and experiences.

(iii) Guide the students to explore the responsibility of human beings in these images and prompt them to think of the ethical and moral situation behind these issues.

(iv) Guide the students to make connections with their own life experiences, explore their own developmental crises that are similar to these images, and sort out their feelings and insights again.

(v) Invite groups to develop their own creative solutions to problems and strategies through a group discussion, and ask students to think of the value that we can improve and create as human beings, using long-term peaceful development as a starting point.

(vi) Let the groups share their ideas and invite students to give feedback and ask questions to each other. Finally, the teacher will integrate the main ideas and strategies to help students construct a more comprehensive learning experience.

(vii) Once the students generate many ideas and concepts for social peace and development, teachers train them in social design practices. They invite the students to present their thoughts, discoveries, and creative ideas through projects, design solutions, or design works to convey their beliefs, attitudes, and values for promoting social peace and development.

(viii) In the last step, students are invited to share their ideas and social design plans with more people, including their parents, friends, and people in the community, or leaders who influence the peaceful development through online platforms, mail transmission, and exhibition. Students can experience their efforts and creations for social peace, which can also influence society and contribute to the whole world, creating a better future for all of us.

These eight teaching methods and steps form a complete conceptual development for maintaining and promoting social peace and development. We can focus on one issue, such as ethnic inequality, and move to the next issue, such as ecological extinction. We can help students re-examine the development crisis for social peace issues through such social design development. Moreover, each new practice will strengthen and deepen students' ethical and moral sense of maintaining social peace and development, which is quite worthy of our application and expectation towards the social design teaching process. The main steps and relationships of the teaching process are shown in Figure 2 below.
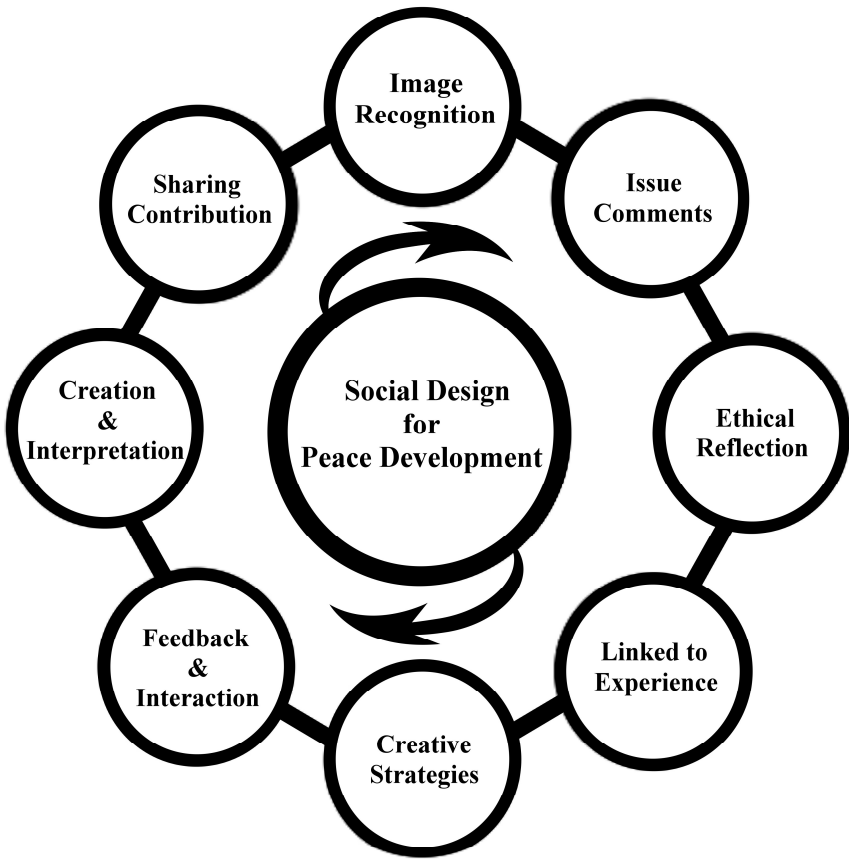
Figure 2. Pedagogy of the Social Design Teaching

5. Sustainable Development of Social Peace through Social Design

Teachers lead students to integrate critical thinking on social and global issues and self-introspective ethics for design creation. Moreover, they also instruct the students to show their concerns for the sustainable development of the social environment so that the meaning and contribution of the whole teaching to social peace could be maximized. By making students aware of the social environment and the need for sustainable development, it would be possible to promote social peace development. Therefore, in teaching design creation, we attach great importance to the meaning of students' design or text content, whether it was their internalized thinking and ethics. In the teaching processes, the teachers discuss from time to time with students the elements and

narrations related to the sustainable development of social peace, helping students to figure out the idea of sustainability they wanted to convey. Such thinking, discussion, and value clarification might last for some time until students respond in a meaningful manner before the creation is carried on. Please refer to figure 3 below for the main teaching connotation.

The Expression and Value Transmission of Design Creation

Meaningful Responses from Students

Caring for Social Peace

Moral Introspection

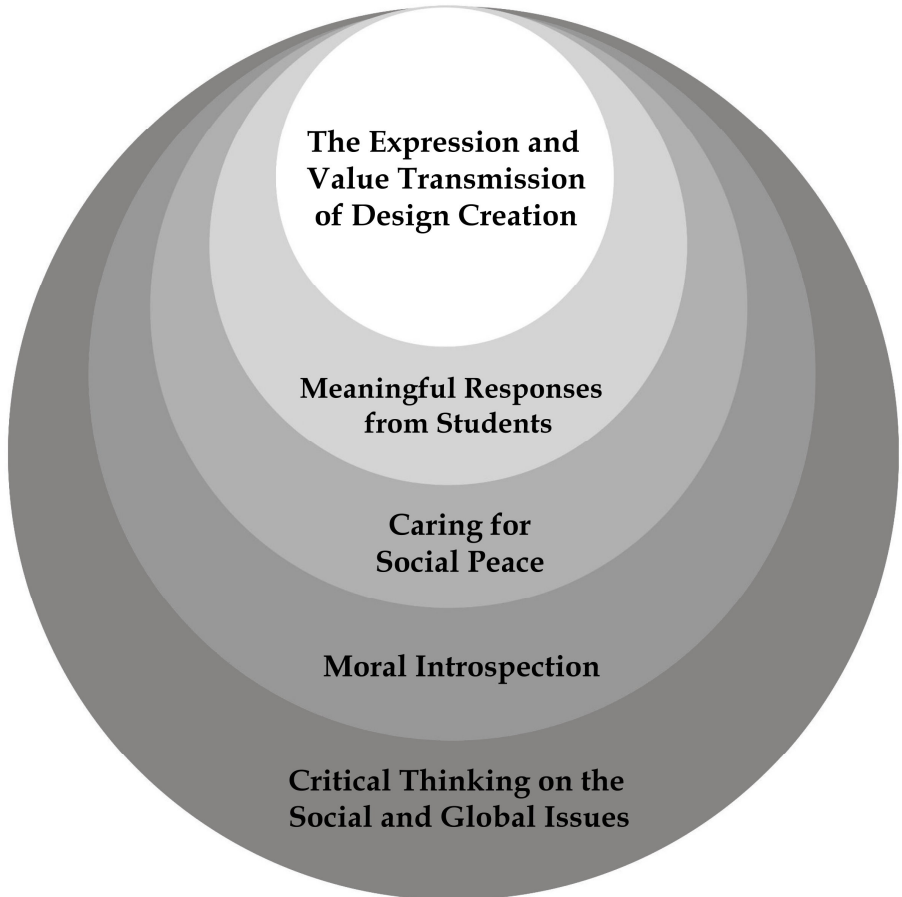**Critical Thinking on the Social and Global Issues**

Figure 3. The Main Teaching Connotation

After comprehensive discussion and analysis, we found that students' performances were characterized as the following:

(i) The critical views focus on human ethics leading to the construction of social peace.

(ii) Some of the students' comments are based on their own secondary cultural circle.

(iii) The idea of design thinking is often accompanied by appeals and suggestions for human beings to protect social peace.

(iv) Repeated social design exercises arouse students' values, which begin to translate into ethical voices for social peace.

These findings are valuable because, at the end of social design learning, they can effectively arouse students' moral awareness, further strengthening students' belief in the protection and promotion of social peace. Only when we hope that they will continue to create peaceful living environments in the future can we see more opportunities and possibilities.

6. Peace, Ethics, and Sustainable Development

Through students' learning performance and feedback, we could find that students' reactions to social and global issues, whether through thinking, expression or design creation, were also linked to their ethical attitude and the concept of sustainable development. In the aspect of ethical attitude, most students showed their concern for the construction of social peace, which enabled students to reflect on the ethical impact of human actions on society and the environment. Thanks to the instruction, action, and reflection pedagogy, students gradually developed an attitude of protecting and promoting social peace and being responsible for their actions. Such belief and value were evident in the second half of the social design teaching. It was observed that in the second half of the course, students began to have more awareness and critical reflection about the problems behind the images of social and global issues and the causes of their occurrence, and could express their worries, emotions, and expectations about these problems in more profound and sensitive ways. We could effectively arouse students' sense of justice and responsibility by social design teaching, which was the best-driven force for the sustainable development of social peace.

Furthermore, with a moral sense of the environment, students began to think about expressing their creativity and expectations for sustainable development through thinking, expressing and creating. We could clearly find such indications and connotations based on the analysis of students' works. The written narrative and works were full of creative ideas, moral thinking, ecological coexistence, and hope for future development. Besides, it also

reflected that the social design teaching triggered students' inner emotions and concern for social peace and sustainable development.

7. Conclusion

Based on the above arguments, we make the following conclusions and suggestions:

(i) Preparing the next generation to work for social peace and development: Students' ability to identify and think critically about social peace and development issues is significantly enhanced through the social design process, which helps them maintain an ethical attitude towards social peace and development. With the social design, students can learn to identify and think about social peace issues, enhancing students' attention and concern for social peace and development. Students gradually discover their connections to these issues and reflect their own beliefs, attitudes, and values about maintaining a peaceful development through this learning process. Through positive guidance from the teacher, this internalization process slowly shapes the students' moral sense towards social peace and development. The moral concepts that really influence students are constructed through their independent learning, not forced by the teachers. The social design learning can provide students with a rich and deep independent learning experience so that they can investigate, discuss, reflect, criticize, construct, choose, create, and give feedback on the social peace and development issues very profoundly, and we believe that such learning can raise the next generation who are willing to work for the social peace and development.

(ii) Building students' ethics of peace: Students' critical thinking about the social peace issue reflects their concern and care for the social environment. These beliefs, attitudes, and values are transformed to form a more comprehensive 'peace ethic.' By repeatedly connecting themselves to the social peace issues, students integrate the connections between themselves and the peace issues, creating an intertextuality that echoes each other. Students are more able to empathize with the crises and catastrophes occurring around the world and therefore develop

more reflections and appeals. This peace ethic emerges from students' critical reflection, which we find more subtle and profound reflection and a more precise and connected clarification in the ethical values. Specifically, we can use this socially designed critical reflection process to connect students' internal attitudes and transform them into a more comprehensive ethical concern for social peace issues, an educational approach we can use to help students enhance their literacy in maintaining social peace and development.

(iii) Guide students to contribute to peaceful development: The students' social design practices and works present many of their ideas and concepts on the peaceful development issue, demonstrate their reflections on human immortality, and concretely show their creativity to change the social issues. We believe that guidance of social design and students' self-expression is a good strategy to help students learn more completely about protecting social peace, the environment, and development. Through this teaching method, we can construct a connection between students and peaceful development, and we can more easily help students think and interpret the social environment, ethics, and peaceful development through the design, which is very important and helpful for students to be a voice for the social peace. We hope that in the future, through more socially designed processes, we can help students learn more diverse social peace and development issues, think critically and connect with their inner ethics, and continue to act for social peace and development. We believe that such change and willingness, through thinking, expressing, and designing, will change the social crisis and educate the social citizens willing to contribute to the peace.

(iv) What can we do next? As neoliberalism is gradually becoming more and more unbridled under the influence of socialization, the aggression against the land, resources, human rights, ethnicity, ethics, and sustainable development is expanding without limits, and the global and regional peace development is indeed worrying. Through social design research, we have the opportunity to find a new way out for rebuilding the social order and harmony through the context of social design research, critical thinking and value creation. Social design

researchers can also use this opportunity to go into the community and non-mainstream areas, observe and listen to the real social needs, and re-examine what kind of help our research can bring to our society. We can give voice to disadvantaged groups and advocate for their rights. Social design educators can guide students to think critically and clarify the values of various socialization phenomena through the practical process of social design and help students gradually develop a comprehensive peaceful and ethical perspective through their continuous thinking, creating and contributing, so that our next generation can continue to fight for the social peace and development.

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