

**A pedagogical study of industrial design education for Industry 4.0**Yan Zhao<sup>1</sup>, Fang Bin Guo<sup>2</sup> and Haibin Du<sup>1</sup><sup>1</sup>Luxun Academy of Fine Arts, P R China<sup>2</sup>Liverpool John Moores University, P R China

‘Intelligent factory’, ‘intelligent produce’, ‘intelligent logistics’ are the key words of Industry 4.0. Thus, the future of industrial design would ‘blur’ the bounds among the design subjects, manufacture and technology. When enter the postindustrial era and the internet era, with the development of intelligent robots, the new CME, the 3D printers, the biological gene engineering, and the internet of things, the focus of product design would translate from tech to concept; from function to emotional delivery; from need to quality; from real to virtual; from seeking help to offering service. Facing up to the power of the Fourth Industrial Revolution, for the sake of complying with the new situation, the product design pedagogical study also need improvement and adjustment. Firstly, the teachers should integrate the new technological elements, concept and the transfer medium into the design projects, which would make the research, design, manufacture, test, logistics, interaction of product delivery in seamless, efficient and smooth way. Secondly, the colleges and universities would take the advantages of intelligent tech to make up the lack of traditional experimental methods. Industry 4.0 brings us the new design field, job opportunities and creative display effects. More importantly, the new industrial revolution has changed the tendency, the structure and the traditional function of industrial design, moreover, it assists the students to make breakthrough, get rid of bondage and limit of the traditional manufacture, and optimize the service, the product, as well as expand design thinking methods.

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