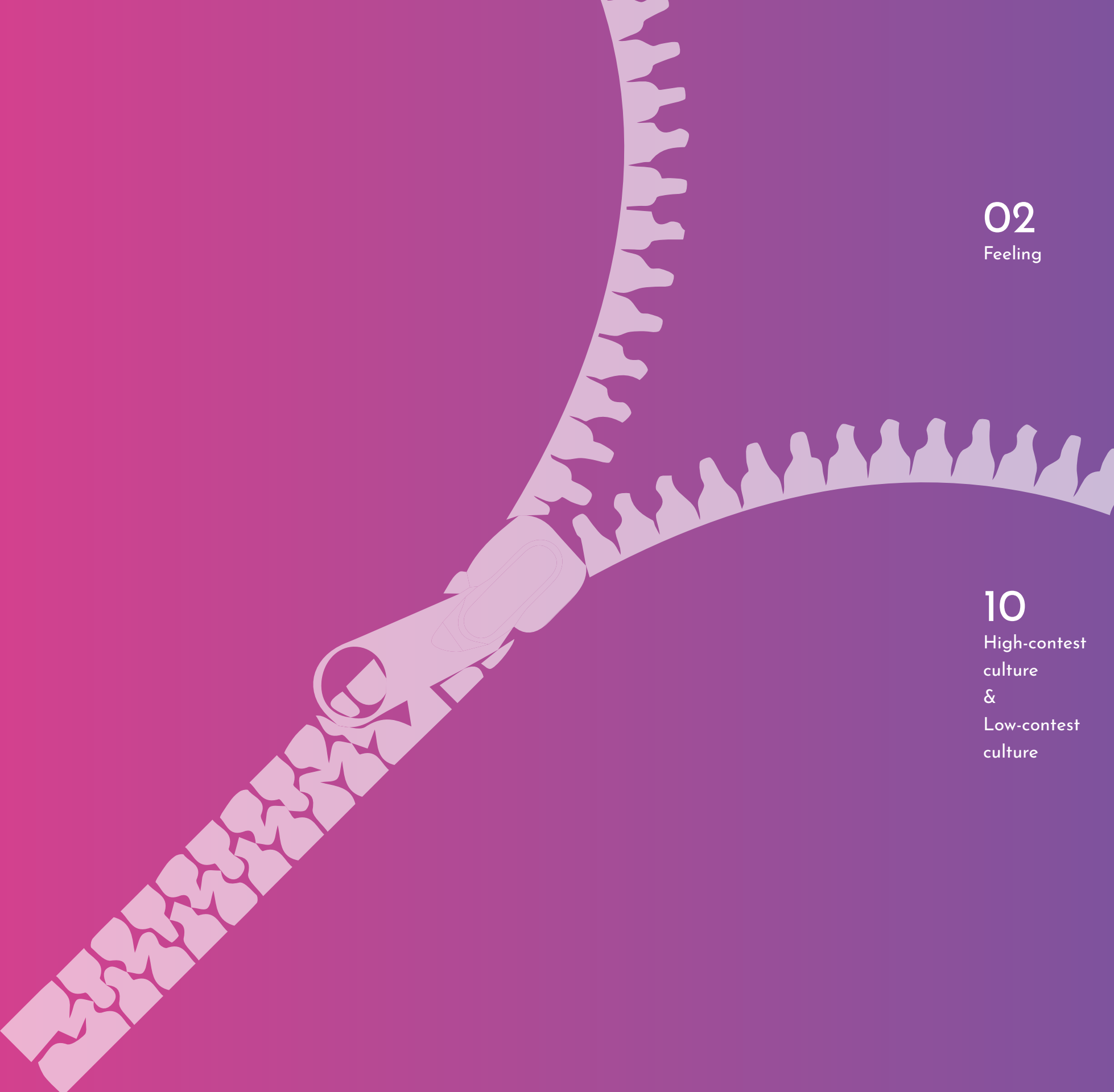


ZIPP-PPER

Eastern & Western Education in Design





02
Feeling

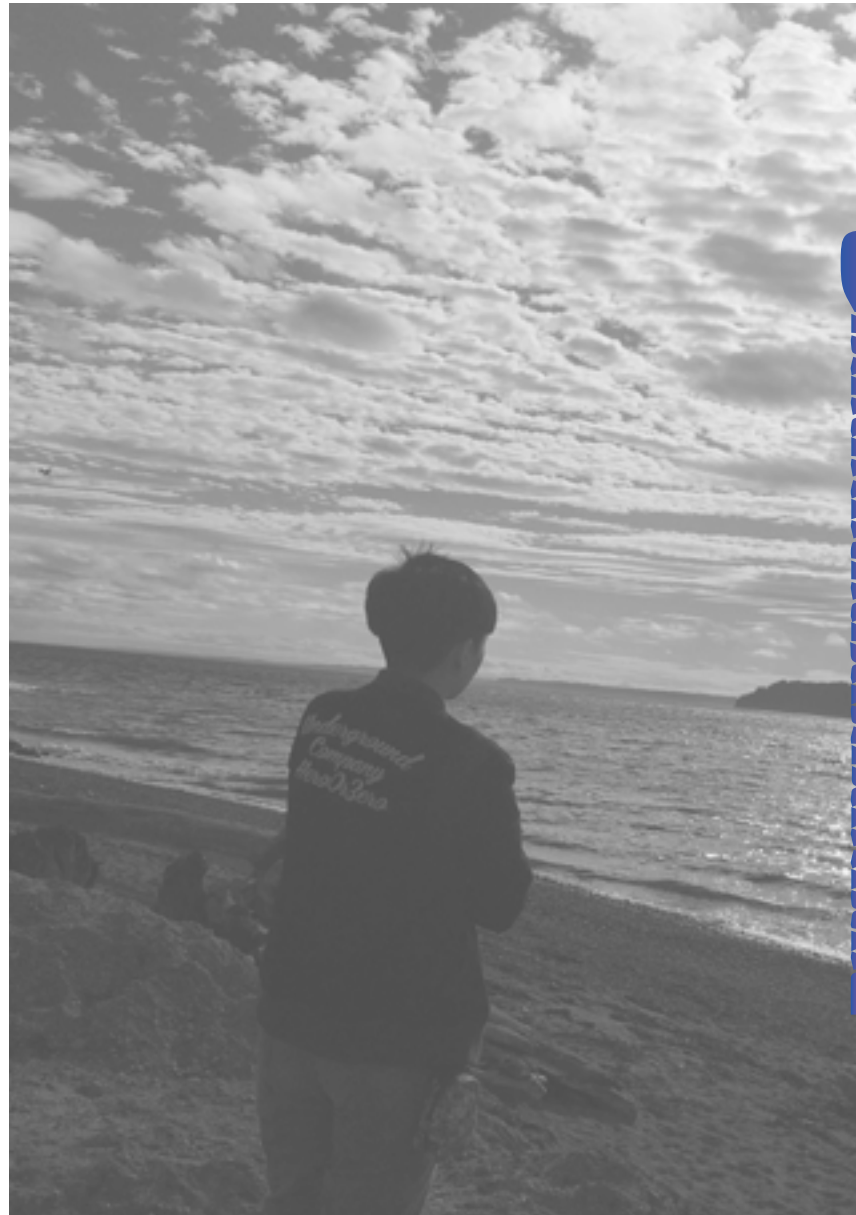
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THE ZONE

Who am I?
I have been thinking about this for almost 8 years
The day I started to understand which direction I wanted to go
Is the only way to learn by following the rules?
Why do they want you to do as they command, are you not
able to think in your own way?
But I have so many ideas.
I want to do what I want, what I like, what I feel, and what I
understand.
American Dream.
No, it's not what you think.
It's jumping out of the safe-zone.
I can't, I can't, I can't.
I want to try something new.
They think I am dumb.
No, I don't think so.
I want to be better.
Thinking, creative, and productive.
I need to learn more.

Traditional Non-Traditional

People who study design in Eastern countries are more likely to following the rules. Learning how to design, but without knowing the meaning of the design. Being told what to create. In Western countries, people learn more about the reasoning and the meaning of what to create. Creative thinking is more important than producing.

傳統 不傳統

東方國家學習設計的人更喜歡循規蹈矩，學著做設計，卻不知道設計的意義是什麼。 被告知要創建什麼。

這與西方不同，人們更多地了解思考創作的原因和意義。 創造性思維比生產更重要。

Western thinking when educating children does not discourage children from reading. Instead they encourage independent work skills, team communication skills, and caring for social disadvantages, participating in volunteer service activities, expressing themselves, and creating and finding solutions to problems. There are all hidden skills that are valued in American universities. It's not that learning skills that are important, but the life skills you have gained.

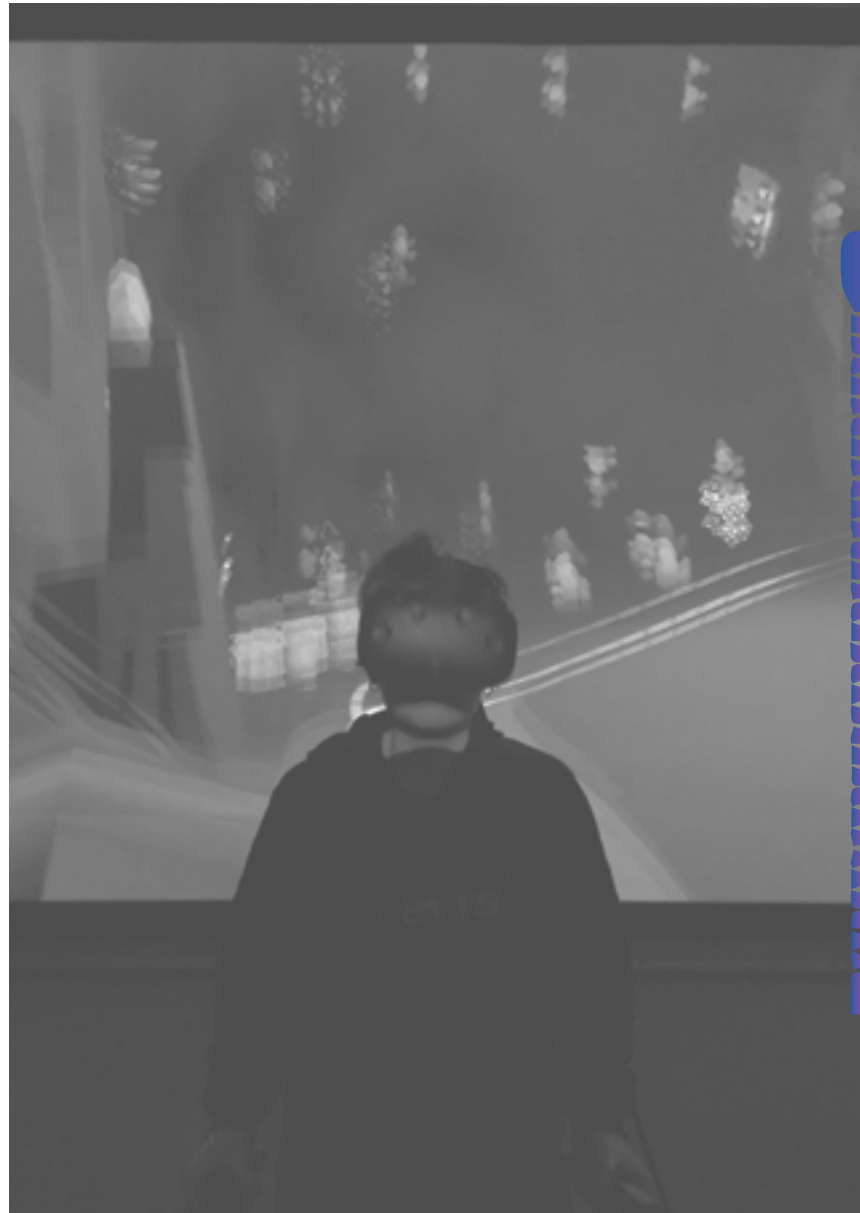
In Western education, you are taught how to be productive v.s. learning how to thinking about your design first and get into what you want to make. And lead the path with you together. On the other hand, Eastern education more like to following the rules. Even you have mentor with you, it doesn't lead you to successful.

東方思維說: 即使你是一顆明珠要是投了暗，又怎能散發奪目的光芒？其實好像也很有道理。在當今社會環境，教育資源競爭激烈，有條件的父母都希望自己的孩子不只贏在起跑線上，更衝破終點線。待一進入社會就已經站在高階優質圈，【物以類聚，人以群分】社會群態就此顯現。這現象，西方一樣也有。

所謂書香門第，恆互不變。西方思維在教育孩子上，不是不鼓勵孩子讀書向上，但看中的過程是訓練獨立作業能力，團隊溝通技巧，以及關懷社會弱勢，參與義工服務性質活動，勇於表達自我與創造，尋找問題解決之道等，都是申請美國大學時很看重的隱性分數。不是說學習分數不重要，僅是分數不代表一切。

簡單地說，東方人深受儒家思想的影響。過去，人人都要遵守帝、臣、父、子的階級觀念，正因如此，東方人是很恭敬的。卑微的階級觀念對兒童也不例外。

西方國家過去也是如此。他們有與東方相同的自上而下的階級制度。但它們比東方早數百年開放。他們的平等觀念比我們更深遠。他們在守法理念下強調相互尊重，平等對待自己的孩子。通過這種方式。因為這些歷史，造成了東西方的文化差異，不同環境下的父母自然有自己的一套教養規則！



QUESTIONING

Fear & Scare
I'm not sure this is right
I feel have learn new things in my life
Culture shock?
People seem to like talk to me
Sip
I believe what I choose
No matter what you say
No matter what you think
This is my life
Check.
Check..
Check...
I can see more options for my future
Maybe?
Still ask myself every time.
Do I regret it?
NO, I don't in 101%



High-context Low-context Culture


It was first argued by Edward T Hall, an American anthropologist that ‘language and context’ occupy different places in communication. The high-context culture of Chinese communication involves respect for tone, facial expressions, subtle emotions, and ambient details of the speaking environment. This gives listeners more information than language. The low-context culture of English is relatively straightforward. The language itself accurate so that the listener does not need to guess whether it has other meanings. The communication is less nonverbal, direct, individual, and pays attention to specific details.

高語境 低語境 文化


語言交流的過程中，主要依賴溝通時當下的場域，而不僅僅只依賴隻字片語，所以有許多非語言的編碼（暗示、面部表情）、說話含蓄迂迴、強調群體和諧、話中有話。

溝通的主要訊息就直接夾帶在語言本身，語言本身強調精確，讓聽者不需要再多加揣測是否有其他含義。特色是較少非語言溝通、溝通直接、強調個人主義，重視具體細節。



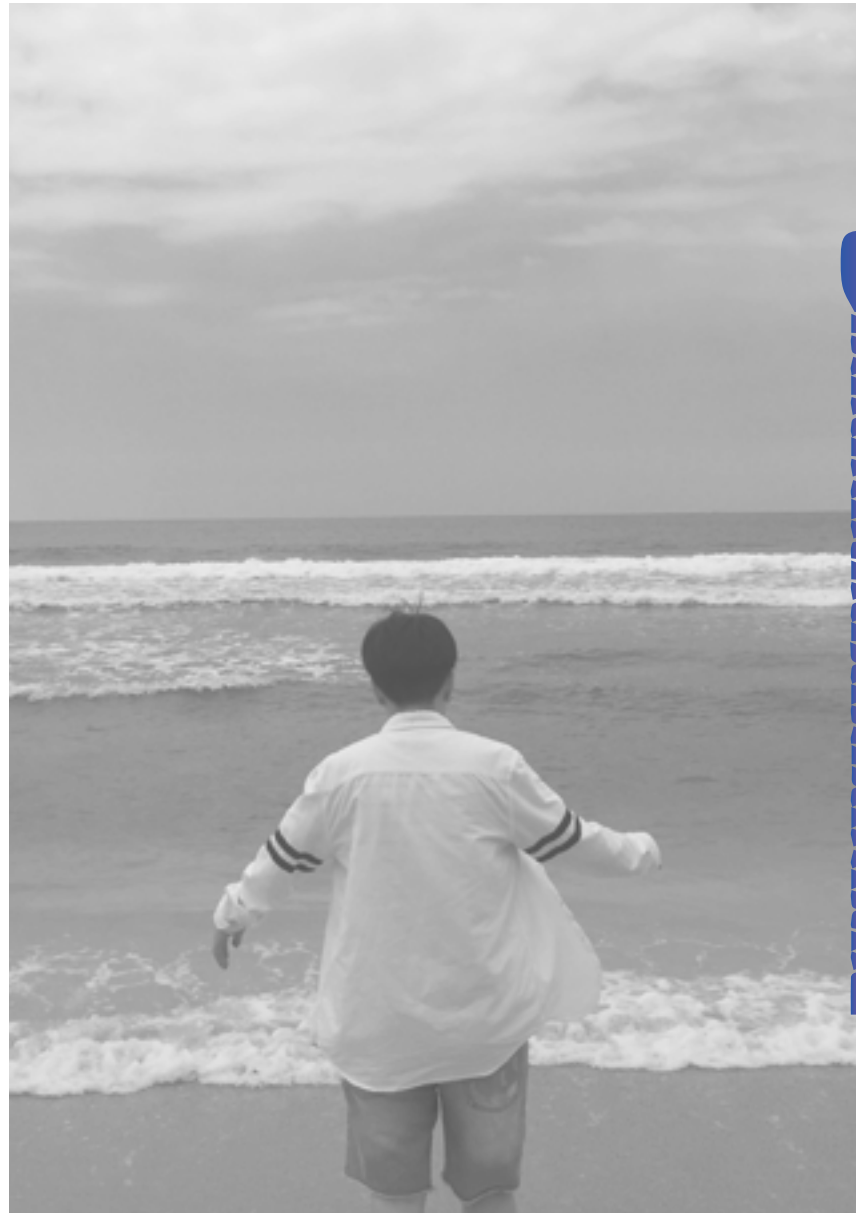


In a low-context culture, we have to be able to formulate communication so that there is no risk of confusion. If the information is not clear enough, the communication process will slow down. In the most extreme cases, asking for an explanation can be disastrous. Some examples of low-context Western cultures are the United Kingdom, Australia, and the United States. Cultures usually do not fit exactly into high and low situations. Most cultures are between the two extremes of the spectrum and can have both high and low context characteristics to varying degrees. Whether a culture is high-context or low-context it can be determined by many aspects of a particular culture. For example, in a high-context culture, similarity is an important characteristic. This is because the majority of high background cultures usually have the same level of education or have a common ethnicity, religion, and history. Through these shared experiences the audience can think in the same way. They can assume that they follow the underlying information implied in a person's speech or text. In a low-context culture, it is the opposite. It is diverse and tends to focus on individuals rather than groups. Communication should be simple enough to be understood by as many people as possible in low-context cultures.



高低語境文化這一概念最早是由美國人類學家愛德華·T·霍爾提出的，其目的是為了根據高低語境的差異來說明世界文化的多樣性。根據文化中主流交際方式，霍爾將不同文化劃分為高語境文化和低語境文化。從文化學角度來說，很多東亞國家（中日韓印菲等等）屬於高語境文化，語言表達量相對於低語境文化的人群來說會少很多，然而語句裡面包含潛在信息量很大。而且高語境人群更多使用非語言的表達方式（表情、肢體、眼神等等），在語言使用方面比較吝嗇。再者，高語境人群在學習方面注重信息的正確性，會傾向於避免不確定性，所以比較害怕答錯，不會貿然回答問題。當我們（台灣、香港等亞洲學生）克服了語言障礙，會發現自己其實早已有能力對自己的看法侃侃而談。在亞洲社會的教育體制下，學生普遍害怕犯錯，害怕與他人不同，所以我們忘記自己也有能力。我喜歡美國的學術環境，教授很樂於和學生聊天和討論，這種鼓勵發言的環境消除了師生界線，讓學生敢於發表自己的看法，所說的話都會受到重視。在美國課堂絕大多數的情況下，你想說什麼都可以，你的看法沒有好壞，沒人會評斷你，美國教育的原則一直都是鼓勵、再鼓勵。





SOLVING

YOLO You only live once
Yesterday already pasted
You need to think what will happen tomorrow
Not only tomorrow, for the future
What DAD says, I do
That still exists until now
Because they are older than you, and it's your parents
Their words are always right, no wrong
Tried talking about what happened in my life
I don't want you to always decide what happens in my life
You want me to make more money
So want me to learn about 3D design
You want me to make more money
So want me to learn about medication modeling design
So...
Have you ever asked me what I want
Have you tried to think about what I want
Have you thought about what I feel



Explore Think Filial Piety

The essence of filial piety culture is the same, it is a series of emotions that extend from children's love for their parents. It's just that filial piety is more dependent in Chinese culture and more independent in the United States. Because of the series of traditions and practices formed by the filial piety culture, there are many differences between the two countries.

探索 思考 孝道

剖析中美孝文化差異與其形成原因，進而解決“孝”在跨文化交際中出現的問題。在跨文化交際中，尊重對方的文化與傳統，在不把本國的文化傳統強加在別人身上的同時，也要學會去了解對方的文化，達到互相尊重的目的。



The Western countries used think the same as Eastern countries. They had the same top-down class system as the East. But they were open hundreds of years earlier than the East. Their more concept of equality is far-reaching than ours. They emphasized respect for each other under the concept of being law-abiding and treating their children equally. The cultural differences between the East and the West have been created, and parents in different environments naturally have their own set of rules of upbringing!

To put it simply, orientals are deeply influenced by confucianism. In the past, everyone must abide by the class concepts of the emperor, minister, father, and son, and because of this, Orientals are very respectful. The humble concept of class is no exception for children.

Westerners don't really have the concept of 'filial piety'. It's like when we can't understand some ancient religions in Chinese society. They consider 'filial piety' to be extremely distorted (even in Japan). The children will thank and respect their parents for raising them. They will also contribute money and help when the family needs it. But do not 'obey' parents in everything because they know that they will have their own life in the future. Western people don't live for their parents in the same way. So there is no concept of filial piety. When parents become grandparents, they also want to have their own space. If you come back two or three times a year, they will warmly entertain you. If you ask Americans what Filial in English, they may not be able to answer you. To them, the word 'religious' means 'fearful', often used to refer to God. There is even a feeling of 'fear, having to do this, and a bit forced'.



東西方的觀念上卻存在著極大的差異。在東方，家庭與學校誤以為物質的摸索在於金錢追求，以個人的社經地位判別個人的存在價值。在崇尚文憑主義的台灣社會裡，更將目標僅設定為「讀書」，並將其他事物的探索視為浪費時間。但在西方，他們比較重視生活教育，他們所追求的是生活的價值與意義。另外，歐美愈來愈重視職涯教育，尤其對於未來工作生涯是否持久已成為生活探索的重要面向。不少學校都有舉辦「職涯日」

(Career Day)，校方將安排不同職業的學生家長分享他們的工作性質。從而觀察小孩的興趣，以便成為日後工作發展方向的一項參考。相較之下，東方對於生活探索的風氣較為薄弱。在青少年期間，探索週遭事物的選擇中存有過多的約束。西方在家庭教育上，從小就開始培養小孩對生命、興趣及職涯的探索。他們以提出問題的方式，讓小孩動動腦筋，以訓練小孩靠自己的能力尋找答案。西方稱之為「Try Wrong」，也就是教導小孩從失敗中學習成長。而東方的父母親猶如「指揮官」，以命令或威脅的方式教導小孩處理事情。這種「專制」的威權教育下，東方的孩子心態上存有「不可反抗父母」的價值觀。因此，長期在父母規範下長大的小孩，逐漸失去自主性，並且依賴父母為他們做決定，這已成為東方小孩的普遍「通病」。



America taught me

self-confidence

Taiwan taught me

introspection

