

# STADIO



Fashion Design Education: Approaches, strategies, and tools for environmental sustainability

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Fashion design education (FDE) “did not  
consider the environmental implications of  
fashion production”

(Radclyffe-Thomas 2018:185).



**Issue 1:**

Students do not home in on their creativity.

**Issue 2:**

Students do not have confidence in exploration.

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## FASHION DESIGN EDUCATION: APPROACHES, STRATEGIES, AND TOOLS FOR ENVIRONMENTAL SUSTAINABILITY



STADIO

- 1 Defining design and fashion design
- 2 Fast Fashion
- 3 Fashion design education (FDE)
- 4 Theoretical framework
- 5 Emerging themes
- 6 Approaches, strategies, and tools for environmental sustainability

1

Design and  
fashion  
design

2

Fast  
Fashion

3

FDE

4

Theoretical  
framework

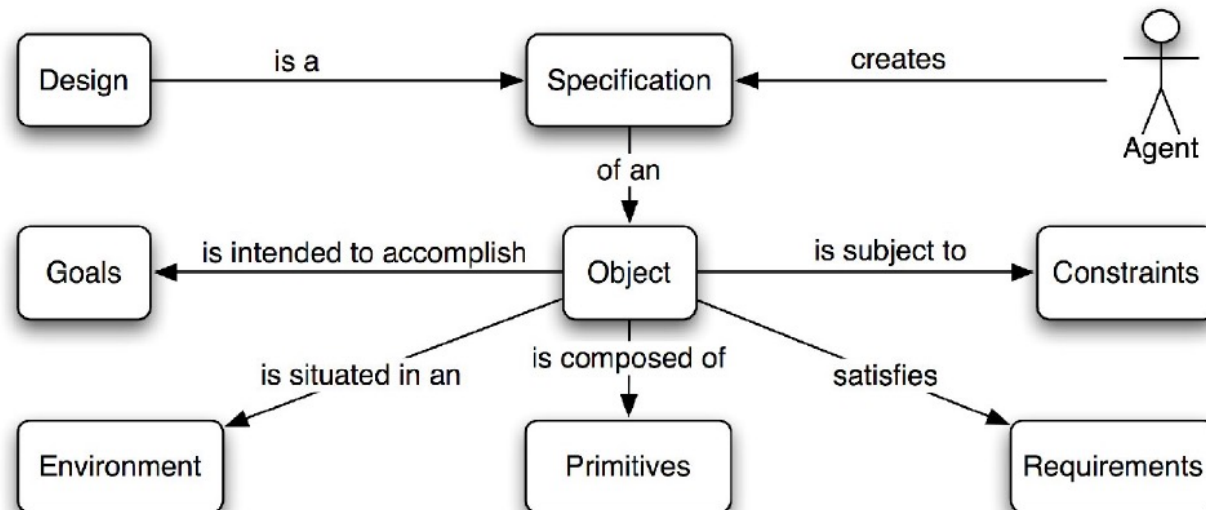
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Emerging  
themes

6

Approaches,  
strategies,  
and tools

Ralph and Wand (2009:108) define design as “a *specification* of an *object*, manifested by an *agent*, intended to accomplish *goals*, in a particular *environment*, using a set of *primitive components*, satisfying a set of *requirements*, subject to *constraints*”





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Fashion design is the process where a **designer** (agent) creates a manner of **dress** (object) composed of **specific materials** (primitives), subjected to and **influenced by change** (environment and constraints) as well as **satisfies the need for identity** (requirements) to accomplish **non-verbal communication** such as protection, seduction or status (**goal**) (Craik, 2009; Hopkins, 2012; Ralph & Wand, 2009; Laver, 1969: 273).

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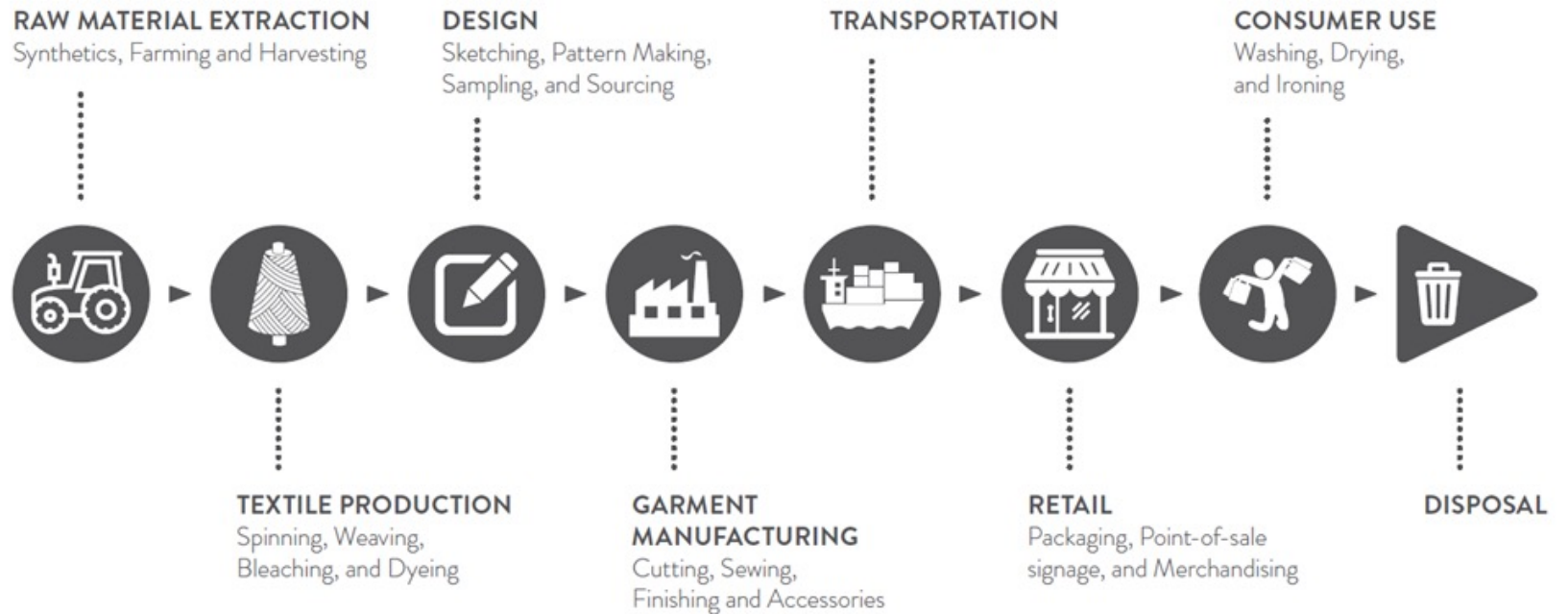
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Approaches,  
strategies,  
and tools

- **Fast fashion** is a linear business model influenced by emerging technologies and industrialisation (Farrer 2011; Kennedy & Terpstra 2017; Gwilt 2020).
- The fast fashion system uses **just-in-time** (JIT) technology which **decrease production** time and the time it takes a design sketch to become a fashion product (Gwilt 2020:3).
- This results in:
  - Fashion products are manufactured up to **40% more quickly and efficiently**.
  - Reduces costs for consumer, making **clothing more affordable**.
  - This affordable clothing equates to **overconsumption**.
  - With overproduction and overconsumption, there is **decline in the quality** of products.
  - Decline of quality leads to **increase in disposability**.
- Fast fashion has a detrimental impact of natural resources and the natural environment constituting of polluting air, water, and land as a result of mass-production and overconsumption practices (Entwistle 2015; Kennedy & Terpstra 2017; Radclyffe-Thomas 2018; Murzyn-Kupisz & Hołuj 2021).

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### A GARMENT LIFECYCLE - CRADLE-TO-GRAVE DESIGN



Cradle-to-grave linear process (adapted by author)



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The scope of FDE is based on “**principles of aesthetic, technical merit, and marketplace**” (Whitty 2017:146).

FDE is largely focused on **interdisciplinarity**, whereby students are educated in multiple subjects related to fashion design (Reddy 2014; Canay 2015; Karan & Raybchykov 2017; Keunyoung 2017).

As such, **FDE develops vocational, craft-based knowledge** which involves technical components such as concept creation, fabrication and textile knowledge, clothing design, pattern cutting, and garment construction (Gully 2009; Coruh 2016; Rissanen 2017).

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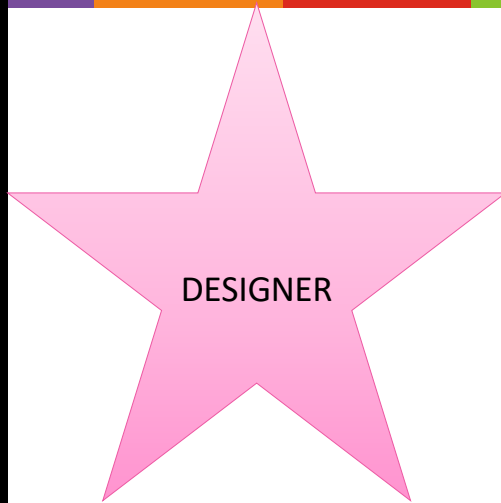
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The concept of the student becoming a star designer is largely controlled by historic thinking and learning and **governed by an industrialised business model**, such as fast fashion.

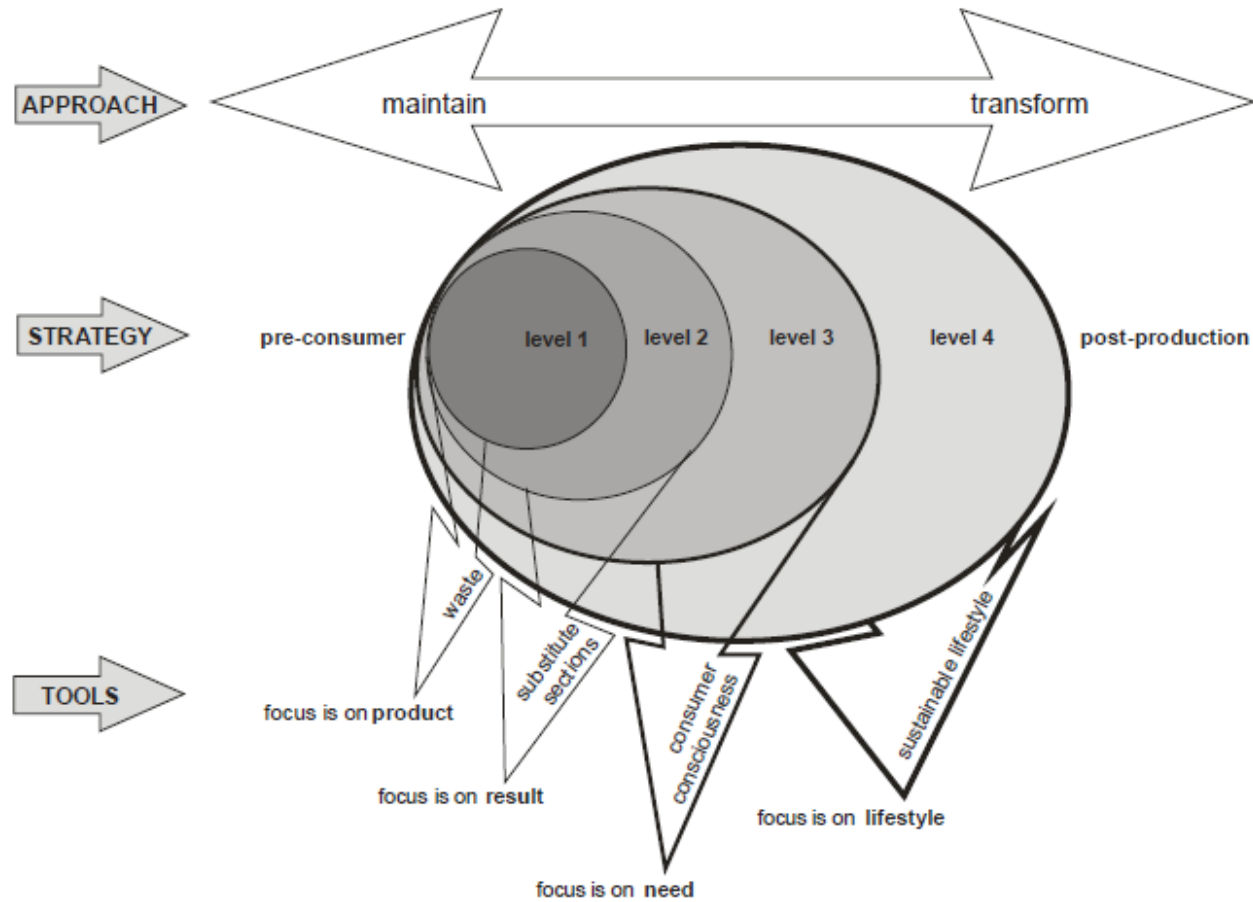
This stifles the students' ability to **critically think, act, and transform fashion design for future problems.**

(Gully 2009; Armstrong & LeHew 2013; Rissanen 2017; Whitty 2017).

FDE is not holistically focused, and institutions are predominately focused on producing students with technical and vocational knowledge for the **current fashion industry.**

(CAIFE 2021:7-10)

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- ② Fast Fashion
- ③ FDE
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- ⑤ Emerging themes
- ⑥ Approaches, strategies, and tools



A diagram interpreting the new DSP (Small 2016: 122, based on Armstrong and Le Hew 2011)

① Design and fashion design

② Fast Fashion

③ FDE

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⑥ Approaches, strategies, and tools

## Three themes emerge:

- Design as **leadership** – different roles designers may play
- Design & Systems **thinking** – Cognitive approach
- **Stakeholder** involvement – collaboration in teams, with industry, with other disciplines



## APPROACH

GROUP 1	GROUP 2
MAINTAIN	TRANSFORM

## STRATEGY

GROUP 1	GROUP 2
LEVELS 1 & 2 WASTE & SUBSTITUTE SECTIONS	LEVELS 3 & 4 CONSUMER CONSCIOUSNESS & SUSTAINABLE LIFESTYLE

## TOOL

GROUP 1	GROUP 2
FOCUS ON PRODUCT & RESULT	FOCUS ON NEED & LIFESTYLE

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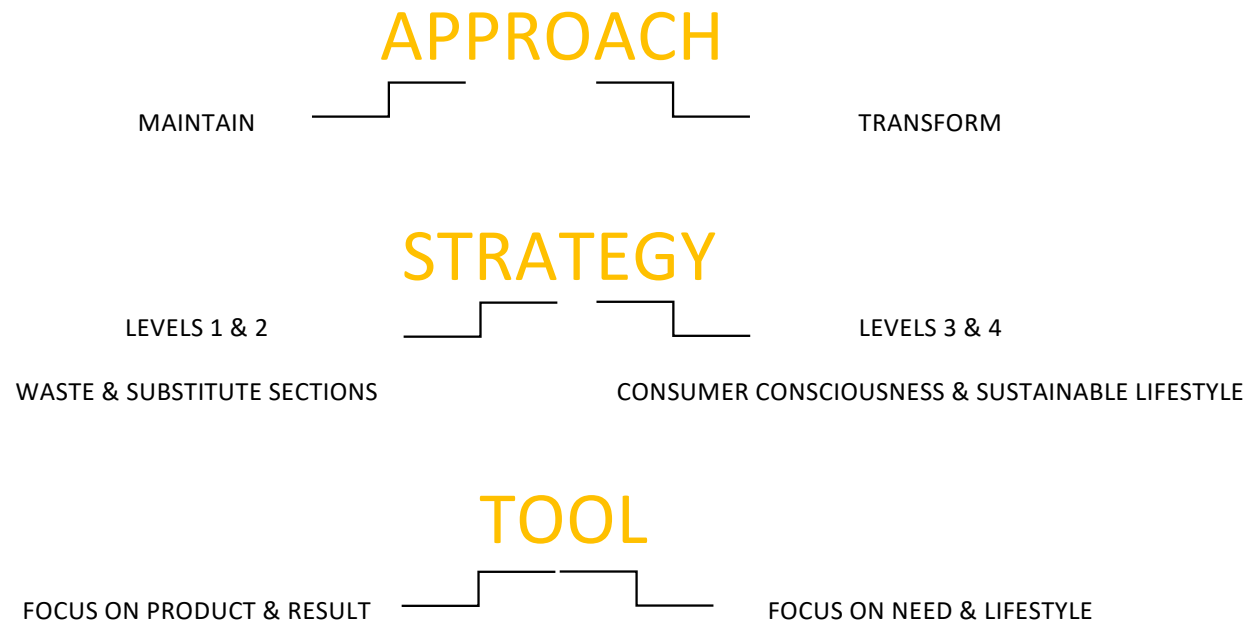
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# FINDINGS

By **shifting** our **teaching strategy** from a vocational, craft-based focus to a **cognitive, theoretical focus**; we can align the curricula in it's:



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# QUESTIONS & ANSWERS



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# STADIO



FORMERLY



EMBURY



LISOF

PRESTIGE  
ACADEMY

