

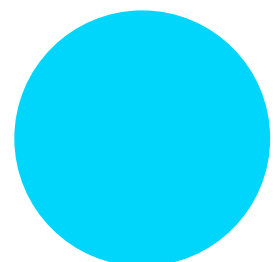
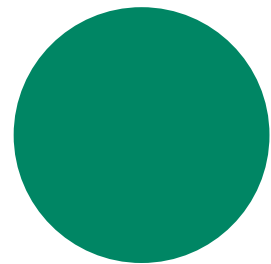
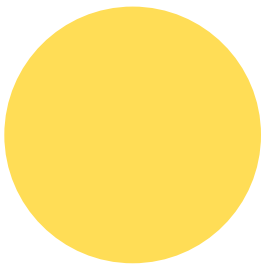
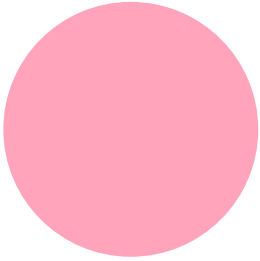
The Fashion Tutor as Sustainability in Practice Ways of Knowing



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Through the participatory activities and research findings of FashionSEEDS, it is evident that fashion tutors respond positively to opportunities to share experiences with each other, and that purposeful change in practice happens more quickly when tutors work together. This might seem obvious to you, however, the FashionSEEDS team have experienced a lack of opportunity for tutors, in universities across the world, to engage in peer to peer sharing of teaching practices and co-learning in relation to fashion design and sustainability and in practices of personal and professional reflection.

Any consideration in teaching practice relating to sustainability must be seen as part of a questioning of not only what we know, but also of how we know what we know. By creating spaces where tutors can question their own ways of knowing and ask each other about how they know what they know, we do well to remember that, as Alfred Korzybski said, the map is not the territory. That is to say that ideas about something are the thing itself and that unless we stay open to that understanding, we will limit our vision of the world and our openness to the multiple threads of life.

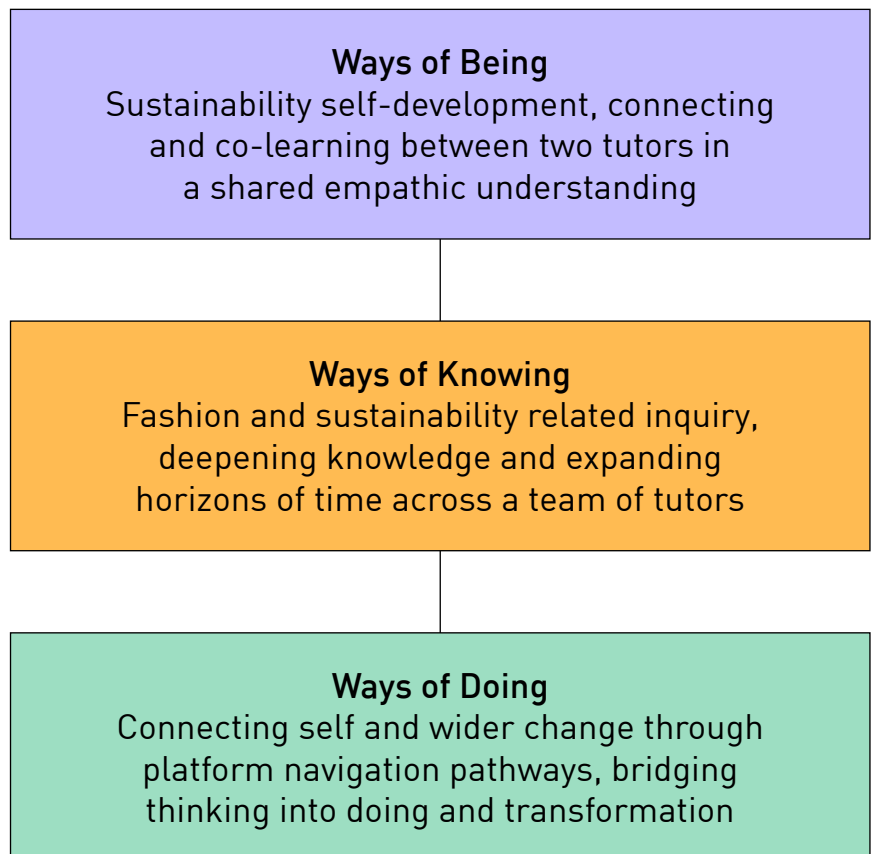
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The Fashion Tutor as Sustainability in Practice - is made up of three elements: Ways of Being, Ways of Knowing and Ways of Doing. They can be engaged with separately or in tandem. Their contents have been developed by the project team leader out of a longitudinal study with team members, via a series of reflections, and from broader tutor insights gathered in phase one of the research (see [Benchmarking Report](#)) and feedback from tutor engagement activities, (see [Framework Document](#)).

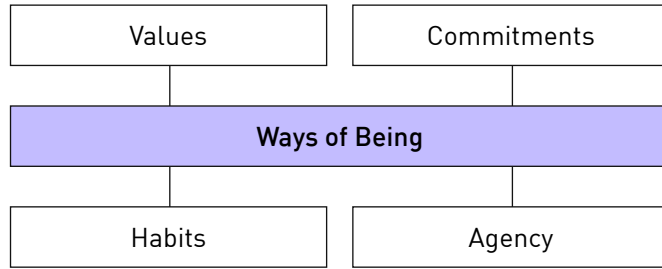
These guides seek to gather tutors together to consider change as a dual process taking place within themselves and within learners with whom they interact.

The three elements are:



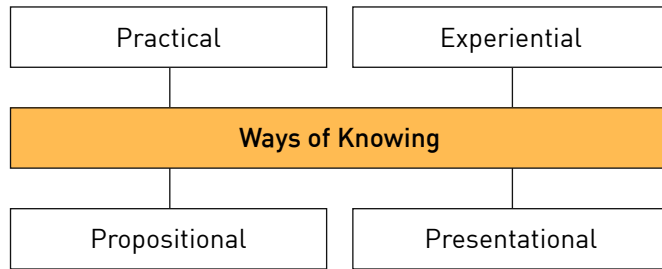
Ways of Being: Self-development in sustainability

A mutual learning process where two people come together to develop their own sense-making of sustainability via discussion, decision-making and self-care.



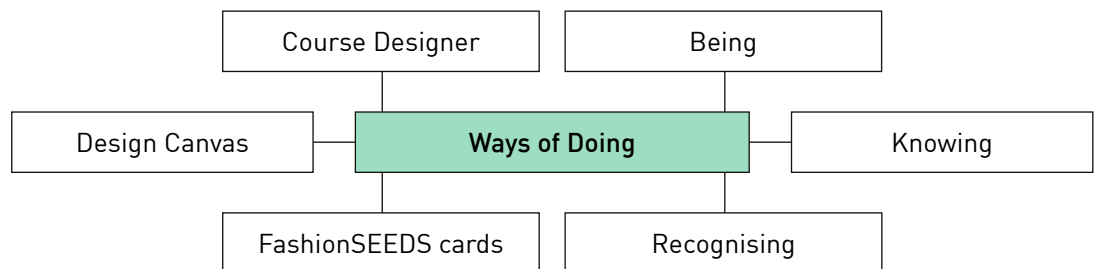
Ways of Knowing: Fashion and sustainability related inquiry

A co-learning process based on a co-operative enquiry methodology, where a small group of people can come together to explore an area of shared enquiry through listening, reflecting and taking action.



Ways of Doing: Connecting self with wider change

The [FashionSEEDS platform](#) has been designed to offer a flexible route through content that is designed to support tutors in their interactions with learners. The platform is designed to be approached in multiple ways, thereby acting as a guide that can be referenced, adapted, tested, applied and iterated.





Who is the Ways of Knowing guide for?

Ways of Knowing is a guide for groups of tutors seeking to develop their teaching practice. In dynamic working environments, tutors are often engaged in supporting the needs of a range of people, limiting time for deep and radical review of why, what, how and with whom they are teaching and learning.

What is the Ways of Knowing guide?

Ways of Knowing is a means to develop an enquiry relating to your teaching practice, that can inform your work and deepen your understanding of the parameters of your teaching in a range of ways. By linking up people who may, or may not be other tutors, on the same, or different courses, and using a co-inquiry methodology, you can engage in listening, reflecting and taking action that aims to help in making sense of the world and the perspectives of a range of people. It is about creating the space for reflection, commitment and action in your teaching in fashion design for sustainability.

The Ways of Knowing guide consists of four phases of reflection and action:

Convene

Gather a group of participating tutors (co-inquirers) to explore an agreed area of interest in teaching fashion design for sustainability.

Involve

Participants become co-subjects, engaging in their own and 'with others' actions.

Iterate and evolve

This experiential element informs practical skills, application of ideas and deeper understanding.

Reassemble plans

Through presenting ideas to each other, proposing responses, reflecting back.

Why use the Ways of Knowing guide?

Many tutors feel an ethical, moral as well as professional interest and responsibility in relation to sustainability. However, for many, their response-ability (the agency that they feel) is limited by a number of factors. There is an increasing recognition of the value of methods and practices that draw from a range of disciplines, belief systems, cultures and professional contexts. Congruent with sustainability as a participatory educational paradigm, co-inquiry offers an emergent process of learning, with a range of exemplars, guides and techniques. A range of co-inquiry techniques have been examined, synthesised and applied to create this tool for tutors wishing to explore possibilities that you have within yourselves and from learning with others, that can get crowded out by the distractions of daily life and the demands of teaching, managing and supporting teams and courses.

When tutors seek to expand their understanding of fashion and sustainability, they are often faced with a need to apply for funding, to undertake research, 'buy out' some of their teaching hours and 'buy in' time for collaborators. This can be time-consuming, funding is often hard to come by and huge numbers of people apply for a handful of grants. An alternative can be to undertake enquiry in time that you can make available within your role. This can be challenging, as the role of tutor beyond direct teaching hours, is often taken up by tasks and duties relating to student and institutional needs including pastoral care, recruitment, assessment and course organisation. The Ways of Knowing framework can be built into course development time, team meetings or other committee times that already exist, due to its light-touch and flexible approach to enquiry, that is directly relevant to tutors' roles and responsibilities, but, without structure, is often squeezed out of agendas.

How was the Ways of Knowing guide developed?

The Ways of Knowing guide was developed out of documented reflections of the tutors and researchers involved in the FashionSEEDS project, analysed and cross-referenced with a range of co-inquiry practices (Heron, J. & Reason, P. (2001); Parker, L. and Dickson, M.A. (2009); Parker, L and Harrison, L (2018)). The project leader makes use of tools and techniques that have been tried and tested, whilst asserting this is an iterative process that will be different for each person and each team involved. The guide seeks to support tutors' creative practice through designing spaces and conditions that support consideration of a shared interest or concern. Through guided conversations amongst members of a small team, it seeks to encourage knowledge and practice development, supportive relationships and trusted partnerships, to make positive change in the world.

Scope of Inquiry

The practice of co-operative inquiry is a way of working with people who have similar concerns and interests to yourself in order to:

- Understand the world and develop new and creative ways of looking at things;
- Learn how to take action to change things and find ways to do things better. (Heron & Reason, 1971- 2008)

It is research and exploration that is conducted with people, rather than on people. It is about people coming together to see if their ideas work in practice. It can be undertaken by as few as two people working together or a small group, ideally up to ten people.

Heron & Reason have written extensively about this practice as applied across a range of disciplines. This practice is well-suited to sustainability exploration, as it is participatory and expands research beyond theoretical ideas that are seldom tested 'on' people in specific conditions. Instead, it offers a means to help tutors to explore and identify ways to act to change things in their lives and work.

Co-operative inquiry is concerned with revisioning our understanding of the world, as well as transforming practice within it (Heron & Reason 2001). It works on the basis that all involved in a project are co-researchers and co-subjects.

The inquiry is made up of an intentional interplay between reflection 'sense-making' and action and integrates four ways of knowing (outlined below):

- Experiential knowing i.e. through experience, discourse and other interactions
- Presentational knowing i.e. through visual, audio /other sensory, aesthetic, expressive forms
- Propositional knowing, i.e. through articulation of concepts, statements and ideas
- Practical knowing i.e. through doing and making, realized in studio and other spaces

Condition creating

There is no one checklist of skills and capabilities that are congruent with experiential inquiry, however, it is important to establish understanding within the group at the outset, through discussion involving all group members. An extensively tested means to establish the conditions needed by group members is IDOARRT, first developed by Kaos Pilot and adapted by FashionSEEDS group members.

Ask yourselves the following questions:

Intention

What is the holistic agreed intention of working together as a group? This is not the same as the intention of the co-inquiry, which you cannot know at this point. This might include:

- Ensuring that all voices are heard
- To imagine more than you can do in other meetings

Desired Outcome

What do you hope to have achieved as a group of people spending time together? This is not the same as naming a fixed output now, although you may wish to agree to a general shape of the outcome. This might include:

- A deeper understanding of the subject matter
- A broader understanding of a range of perspectives
- A co-created exhibition
- A resources list

Agenda

How will you approach the practicalities of the project?

This might include:

- Booking of meetings in advance, at a rolling list of venues to suit all involved.
- Is there a set agenda headings list that you would like to agree on now?
- Does this group feed into another group, with specified parameters etc?

Roles

It is often useful to identify roles within the team for clarity and ease.

This might include:

- Timekeeper
- Note-taker
- Disruptor
- Participation awareness
- Illustrator
- Co-ordinator

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**Rules**

Even in the most informal of groups, there is often a useful set of references regarding group work. This might include:

- No judgement on people directly or indirectly involved
- No phones or email replying during meetings
- Regular breaks

Time

You need to agree the overall time span for the project and may wish to agree total maximum meeting times or agree good days to meet.

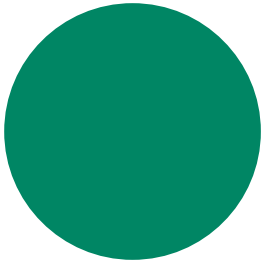
In order to make the most of the opportunity to learn with, from and towards other group members, we suggest:

- That accessibility considerations are foregrounded, ensuring that all participants are able to fully contribute to group work, respecting personal needs and responsibilities.
- That participants are mindful and perceptive when framing the inquiry, ensuring clarity and relevance to a diverse range of participants with different backgrounds, histories and perspectives
- That framing is defined, whilst open to re-framing as necessary in response to changes in conditions and group needs.
- That one or more group members volunteer to regularly check the temperature of group ease or anxiety created by the process and share this with the group so that it can manage emotional concerns.
- That practical matters are given due consideration, including time, comfort and pace of the sessions, access to nourishment and other facilities.
- That all members agree to take time to familiarise themselves with the content of the [FashionSEEDS Reader](#) and have spent some time in navigating the platform using Ways of Doing.



Ways of Knowing: Four phases of reflection and action

- Introduction
- Ways of Knowing: Four phases of reflection and action
- Key references



Convene

Start by gathering a group of participating tutors (co-inquirers) to explore an agreed area of interest in teaching fashion design for sustainability. This may be a course team, an interest group from across courses or schools or a project team, or another practical grouping

Involve

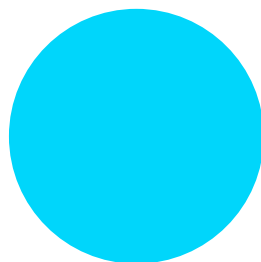
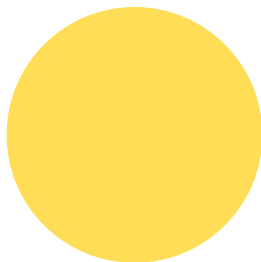
Using a participatory methodology where tutors are both co-inquirers co-subjects, engaging in their own and 'with others', each participant is a subject and the group is a subject, each with actions that are part of the study.

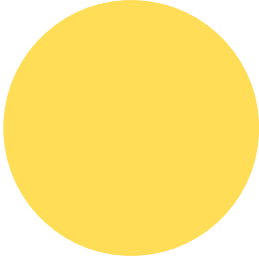
Iterate and evolve

This experiential element informs practical skills, application of ideas and deeper understanding. This is a more open, less formal stage, where group members are self-led, checking in as and when it feels appropriate to do so.

Reassemble plans


Through presenting ideas to each other, proposing responses, reflecting back, this stage takes the ideas forward into commitments, internally and externally agreed actions and sets up a rhythm for future working.





Phase one: Convene

a group of participating tutors (co-inquirers) to explore an agreed area of interest in teaching fashion design for sustainability. This might be as part of an organised course review meeting, staff development session or by invitation by one or more tutors to an informal discussion. Allow time for all team members to have read the FashionSEEDS Reader and to familiarise themselves with the FashionSEEDS platform.



Through discussion:

- Agree on a focus of enquiry relating to why, what, how and with whom you are interested in teaching Fashion Design for Sustainability (FDfS).
- Plan a method for exploring this idea in action, in practical terms, e.g. an agreement to meet once a month for two hours for the next six months and to share what you are exploring together.
- Devise and agree a set of procedures for gathering and recording your work together. You could create a shared document or agree to share informally at each meeting.
- Agree roles within the group, e.g. timekeeper, notetaker, coordinator, challenger (someone who plays the role of challenging others).
- Decide at the outset where, how and when you will share your final learnings, with whom and with what intention. This could be with students, course leaders, senior management, alumni and/or graduate employers through an informal gathering, a standalone event or as part of exhibition, committee meeting or showcase.



Phase two: Involve

participating tutors (co-inquirers) as co-subjects, engaging in their own and with others' actions. Record the process and outcomes of your own and each other's activities over the agreed project timeline.

This might involve:

- Recording group meetings and group activities
- Individual recordings of self-directed activities or activities with students
- Recording of outcomes and outputs.

Reference points of specific interest in the project that relate to this phase include:

- The Fashion Education System
- Pillars of Sustainability
- Pedagogic Principles
- Scales of Transformation

Use the [FashionSEEDS Reader](#) to reflect on these key concepts.



Phase three: Iterate and evolve

At this stage participants are in flow; you might, at times, forget that you are part of a co-inquiry group, you may at other times feel very connected. In either case, you might feel bolder because you are part of the co-knowing process.

If not, you or others might wish to check in with the group to share this and to explore what could happen to ensure benefit from group membership. This is the part where the experiential element informs practical skills, application of ideas and deeper understanding.

Participants reflect on what has changed, if anything in their own work and present this to other group members through case studies, evidence of course changes, project briefs developed etc.

This phase should be open, it could be messy, in process, a set of ideas at different stages, ready for testing, rather than for presentation or publication.



Phase four: Reassemble plans

Through presenting ideas to each other, proposing responses, reflecting back on how you felt at the start of the project, whether you have reframed your ideas, approach or formats.

Following this session or set of sessions, with reference to the agreed plan, work is collated and presented to agreed audiences, stating how and where the outcomes will be applied, shared and further iterated.

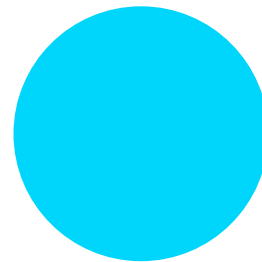
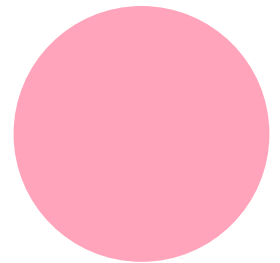
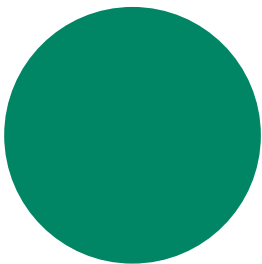
Final evidence might involve a range of formats, involving text, film, audio, sketch and 3d prototypes presented as performance, publication, installation and/or validated documentation.

Evidence for Future Reference

In order to reflect on the usefulness of the process, to yourselves and to others, it is suggested that the group gathers to discuss and make a note of the places and ways that the (ways of) knowing process has enabled the four areas of knowing:

- Experiential knowing by noting down where and how the experience, discourse and interactions in the inquiry have contributed to experiential knowing in fashion and sustainability.
- Presentational knowing by creating a compendium of all visual, audio/other sensory, aesthetic, expressive articulation of the overall inquiry, as a reference for the group and others.
- Propositional knowing by deciding if there is a statement or proposition that the group would like to make to peers, students, leadership team etc. and if so, to present it accordingly.
- Practical knowing by sharing and deciding what practical changes can be made in studio and other spaces and to find ways for these changes to become new habits and practices.

By making public the impact of your inquiry, it enables the practice of inquiry to become easier for yourselves and others to embed into workplans, annual reviews and personal and professional development. It can be undertaken via a mix of formal and informal sharing within the inquiry group.





Key references

- Introduction
- Ways of Knowing: Four phases of reflection and action
- Key references

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