

Scope

The General Introduction presents the 4 pillars of sustainability and the issues and challenges of contemporary design through a series of theoretical studies and practical activities. Relevant research and literature connected to the different aspects of sustainability, including sustainable design, fashion design for sustainability, and theoretical approaches to business models amongst others are provided to the students.

Through maker-based and written tasks (articles, essays, design projects) students will learn to navigate, analyse, map and discuss the relevant fields, activating newly acquired knowledge which in turn will allow them to take on different perspectives of critical thinking and cultivate responsible attitudes within design processes.

GENERAL INTRODUCTORY COURSE ON SUSTAINABILITY

Learning Goals

Knowledge: general understanding on fashion design for sustainability

Capabilities: understanding of the four pillars, critical thinking

Pedagogical Approach

Systemic thinking

Keywords

4 pillars

Basic human needs

Corporate Social
Responsibility (CSR)

Critical thinking

Planetary boundaries

Sustainable Development
Goals (SDGs)

Pre-Requisite Skills & Knowledge

No prerequisites required

Key Resources

Ceschin, F., Gaziulusoy, I. (2016) Evolution of design for sustainability: From product design to design for system innovation and transitions. *Design Studies*, 47, 118 – 163. Elsevier Ltd.

Ehrenfeld, J.R. (2005). The Roots of Sustainability. *MIT Sloan Management Review*.

Scope

The Advanced Introductory Course is research-oriented and aims to deepen the understanding of the main discourses around sustainability, taking the four pillars as the foundation for debate from a systemic viewpoint. The Advanced Introduction takes advantage of fashion's concern with statement making to develop further critical perspectives on sustainability concepts.

Throughout students identify specific areas of interest and are able to define their learning journey within fashion and sustainability. They are introduced to relevant sustainability theories, research approaches (e.g. design for behaviour change, research through design) research methods (e.g. design interventions, applied ethnographies) and discuss the impact of knowledge dissemination. The outcomes include critical work in groups that contain both design practice, and critical writing in the form of exploratory short papers and/or design projects.

When implemented at a more advanced level, such as within a Master's programme, we encourage engagement with other programmes or departments to foster collaborative opportunities.

ADVANCED INTRODUCTORY COURSE ON SUSTAINABILITY

Learning Goals

Knowledge: academic and practice-based design research methods, deepened insight to discourses and concepts of sustainability in fashion

Capabilities: sustainability discourses, critical thinking, basic knowledge on academic writing

Pedagogical Approach

Informed decision making, critical thinking, systemic thinking

Keywords

Behaviour change
Critical thinking
Design ethnographies
Design interventions
Research through design

Pre-Requisite Skills & Knowledge

4 pillars of sustainability, sustainable design

Key Resources

Krogh, P.K. and Koskinen, I. (2020) Drifting by Intention: Four epistemic traditions from within constructive design research. Springer.

Saint-Pierre, L. (2019) Design and Nature: a History. in Fletcher, K. and Saint-Pierre, L. (2019) Design and Nature: A Partnership. London: Earthscan.

Scope

Holistic Fashion Systems corresponds to the most experimental level of the transformation scale. It offers a reflection on a systemic view of the fashion and textile supply chain systems, including those of design, production, retail, use, and disposal. Concepts such as waste reduction methods, circular services, circular design amongst others are discussed. At this stage, students consolidate their knowledge on chosen areas of interest and are able to outline their learning and professional journeys.

The aim here is to generate conceptual frameworks in design practice, with a specific interest in research-oriented design. Students are asked to offer theoretically-informed interventions in the field through products, systems, services and not restrict themselves to the conventional fashion collection outcome. We encourage engagement with other disciplines to enable an exploration into the delivery and application of diverse models. This may include involving new technologies, informed decision making or running transdisciplinary projects.

HOLISTIC SYSTEMS

Learning Goals

Knowledge: understand and address contemporary issues of sustainability on an advanced level, alternative approaches

Capabilities: circular design, systemic thinking, envisioning, cooperation

Pedagogical Approach

Informed decision making; systemic and critical thinking

Keywords

Behavioural change
Bio design
Circular economy
Design intervention
Holistic systems
Posthumanism

Pre-Requisite Skills & Knowledge

Sustainable design theories and case studies; critical thinking

Key Resources

Benton, D., Hazell, J., Hill, J. (2014) The Guide to the Circular Economy. Capturing Value and Managing Material Risk. Published by Do Sustainability.

Botsman, R., Rogers, R. (2010) What's mine is Yours. How collaborative consumption is changing the way we live. London: HarperCollinsPublishers (Part 1).

Irwin, Terry (2018) The Emerging Transition Design Approach. Proceedings from DRS conference 2018, Limerick. //OA

Scope

Learning from Cultures focuses on cultural systems and how they can be employed in the fields of fashion, textiles and accessories. Students are encouraged to identify a recognisable and meaningful relationship between culture and heritage in order to sustain, discover, learn values, and knowledge to encode deeper meanings which can be reconfigured into new universal narratives. The heritage they choose to explore can be supported using a theoretical framework which will guide and enhance their understanding. This will help to inform the ways in which they manage the growing cultural challenges from a fashion perspective. This exploration could also focus on heritage within museums, corporate archives, and cultural institutions in order to activate the value of cultural assets as an open-ended knowledge systems.

The outcomes can range from mapping territories and techniques, storyboards and diary studies, to concept boards, etc.

LEARNING FROM CULTURES

Learning Goals

Knowledge: understand cultural dimensions of sustainability, comprehend fashion industry's impact on culture

Capabilities: interdisciplinary learning, cooperation, basic archival research skills, act consciously towards the origin of the reference

Pedagogical Approach

Place-based learning; future thinking

Keywords

Cultural resources
Cultural sustainability
Heritage management

Pre-Requisite Skills & Knowledge

Basic concepts of sustainability

Key Resources

Design Roots: Culturally Significant Designs, Products, and Practices by Stuart Walker, Martyn Evans, Tom Cassidy, Jeyon Jung and Amy Twigger Holroyd (eds) Bloomsbury Visual Arts, 2018

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Femi-nism and the Privilege of Partial Perspective." *Feminist Studies* 14 (3): 575-99.

Martin M., Vacca F., "Heritage narratives in the digital era: How digital technologies have improved approaches and tools for fashion know-how, traditions, and memories" in *Research Journal Of Textile And Apparel. Special Issue: Fashion and Digital Technology- Vol. 22, No. 4, 2019*, pp. 335-351. ISSN: 1560-6074

Verbeek, Peter-Paul. 2005. *What Things Do. Philosophical Reflections on Tech-nology, Agency, and Design. Introduction*, p. 1-14. University Park: The Pennsyl-vania State University Press.

Scope

Innovation through Craft ask students to reflect on how design can act as a promoter of change, by exploring and addressing local cultural capital. Additionally, design is seen as means to revive the knowledge carried within artefacts or associated craft practices without compromising aspects of culture. It departs from theories of situated knowledge and material agency in order to discuss heritage and its potential impact on future design.

In order to expand cultural reservoirs students are encouraged to explore traditional processes and techniques in a new context. They will engage with research and investigate the potential to further innovate these existing processes. Through an extensive literature review and a close consideration of multiple sources, this unit is conceived in a professional context with case studies which can impact industry. The aim is to generate discussions on values of a post-growth society by engaging with contemporary perspectives which considers technological advances and revised theoretical strands for a more synergic use of heritage. The expected outcomes are not restricted to clothing/fashion artefacts, and can include design studio concepts, services, systems and products, workshops, etc.

INNOVATION THROUGH CRAFT

Learning Goals

Knowledge: cultural assets, materialist perspective in technological context, be articulate between past/present knowledge and its values for sustainable design innovations

Capabilities: cultural sustainability, envisioning, cooperation, develop design processes based on heritage

Pedagogical Approach

Place-based learning; informed decision-making

Keywords

Craft-driven innovation
Cultural appropriation
Cultural capital
Cultural sustainability
Reviving tradition

Pre-Requisite Skills & Knowledge

Basic knowledge on cultural sustainability; elementary understanding of local craft scene

Key Resources

Ceschin, F., Gaziulusoy, I. (2016) Evolution of design for sustainability: From product design to design for system innovation and transitions. *Design Studies*, 47, 118 – 163. Elsevier Ltd.

Ehrenfeld, J.R. (2005). *The Roots of Sustainability*. MIT Sloan Management Review.

Holroyd, Amy Twigger. “Forging New Futures : Cultural Significance, Revitalization, and Authenticity”. In: *Design Roots: Culturally Significant Designs, Products, and Practices*, edited by Stuart Walker, Martyn Evans, Tom Cassidy, Jeyon Jung, og Amy Twigger Holroyd, 1. ed., 25–38. London: Bloomsbury Visual Arts, 2018.

Sennet, R. *The Craftsman*. New Haven: Yale University. 2008

Throsby, D. Cultural capital. In *Journal of cultural economics*. 23.1-2. 1999.

Keywords

Co-design
Cultural appropriation
Decolonisation
Indigenous knowledges
Innovation through
technology
Transculturation
Respectful collaborative
practices

Scope

Transcultural Design reconceptualises heritage techniques in order to promote cultural sustainability and seek new models of collaborative practices which engages with communities in a satisfactory way. Addressing the question of ownership and exploitation of colonised cultures, it uses design strategies to explore cultural awareness and reconciliation. In doing so it connects divergent practices and conceptions of culture, like craft, value systems, heritage, and tradition to stimulate their current and future economic and cultural growth.

Applying previously acquired knowledge to research on particular cases (e.g. fieldwork, craftsmanship, interviews, desktop research, place-based learning etc), the students are encouraged to challenge cutting-edge processes to enhance the value of authenticity and to envision future scenarios for a transcultural-design attitude without losing the legacy and identity of local cultural knowledge. Of value is the exploration of the potential to integrate digital and advanced manufacturing processes such as laser cutting, 3D printing, Arduino coding, soft wearables, etc. into the traditional production of artefacts.

TRANSCULTURAL DESIGN

The outcomes may include creating independent self-sustaining livelihood systems or challenging our contemporary viewpoint of living with tradition through design concepts, products and services of digital or manual innovation.

Learning Goals

Knowledge: understand the issues of cultural appropriation and decolonization in the field of fashion and textiles, social challenges, multi-disciplinary approaches

Capabilities: systems thinking, collaboration, empathy, challenge solving, future scenarios, interdisciplinary learning

Pedagogical Approach

Place based learning; critical thinking; informed decision making

Pre-Requisite Skills & Knowledge

Overview of sustainable business models; critical thinking; traditional craftsmanship processes; collaborative skills

Key Resources

Bertola, P.; Vacca, F., Colombi, C.; Iannilli, V.; Augello, M.; "The Cultural Dimension of Design Driven Innovation. A Perspective from the Fashion Industry" in The Design Journal, Vol. 19, Issue 02, Taylor & Francis, 2016, pp. 237 - 251. ISSN 1460-6925 (Print), 1756-3062 (Online)

Latouche, S. Farewell to Growth. Cambridge: Polity Press. 2010

Scope

Business Models and Sustainability introduces students to current business transitions. It seeks to highlight the impact of current business models on the existing value chains and introduces more sustainable and circular business models in support of sustainable entrepreneurship and alignment with relevant actions like Corporate Social Responsibility (CRS). The aim here is to develop holistic strategic thinking which can help students delve into the strategies of fashion companies, and start-ups which are advancing sustainable businesses.

Starting from the exploration of literary references and lectures, students will develop their understanding of the growing economic challenges facing the fashion industry by engaging in active discussions and critical thinking on the subject matter. The outcomes will consist of collaborative or individual context maps, storyboards, business concepts' analysis, etc.

BUSINESS MODELS AND SUSTAINABILITY

Learning Goals

Knowledge: understand and discuss contemporary approaches to business, explore professional opportunities in fashion and sustainability

Capabilities: navigate sustainable paradigms in fashion business, understand designing for closed loop, systemic thinking, critical thinking

Pedagogical Approach

Systemic thinking; critical thinking

Keywords

Circular economy
Corporate Social Responsibility (CSR)
Economic models
Entrepreneurship
Fashion economies
Sustainable business models

Pre-Requisite Skills & Knowledge

General understanding of economic and sustainable ecosystems; basic concepts of sustainability

Key Resources

Designskolen Kolding's, [Gain Power Tool](#)

Gwilt, A., Payne, A., Rüttschilling, E. (eds): Global Perspectives on Sustainable Fashion. Bloomsbury 2019.

Ellen Macarthur Foundation, [A New Textiles Economy Redesigning Fashions Future](#)

Ellen Macarthur Foundation, [Make Fashion Circular](#)

Niinimäki, K. (ed.): Sustainable Fashion in a Circular Economy. Helsinki: Aalto University, 2018.

Scope

Design with Industry Perspectives considers the role of design, exploring ways to project sustainable product or service with industry perspectives. In order to positively affect business models the unit encourages critical thinking in relation to the Fashion industry's supply chain, identifying small, measurable opportunities to design for circularity with a long-lasting and re-generative approach. Defined as a studio-based workshop with a real business case and a tangible brief, students explore sustainable transformations for fashion companies and are encouraged to consider real-life circular challenges.

Companies may already be aligned with corporate sustainable approaches or seek transition and co-learning options in the process of change. Based on skills, knowledge, techniques and tools obtained in the Business Model and Sustainability process, the second level of the pillar includes topics such as Product Lifecycle Management (PLM), supply chain traceability, certifications, relocation and reshoring and the responsibility of a brand. Possible outcomes may include the application of multi-functionality, trans-seasonality, transformability, zero-waste, upcycling, recycling, designing for longevity, working with certifications etc for design

DESIGN WITH INDUSTRY PERSPECTIVES

studio projects. Design critics from an industry representative are recommended to ensure continuous correspondence with "real life" situations.

Learning Goals

Knowledge: understand the enablers and constraints in sustainable production, informed decision making, circular design, decode company's values

Capabilities: challenge solving, design sustainable products on an industrial scale

Pedagogical Approach

Informed decision making; systemic thinking; learning through making

Keywords

Collaborating with industry
Corporate transition
Product Life Management
Supply chain traceability

Pre-Requisite Skills & Knowledge

Overview of sustainable business models; critical thinking; elementary design processes

Key Resources

Gwilt, A., Payne, A., Rüttschilling, E. (eds): Global Perspectives on Sustainable Fashion. Bloomsbury 2019.

Fashion Revolution, [Education Resources](#)

Ellen Macarthur Foundation, [Towards The Circular Economy](#)

Keywords

Blue economy
Corporate transition
Green economy
Regenerative sustainability
Upcycling within
organisations

Scope

Sustainable Business Transitions focuses on a more radical, conceptual and visionary approach towards the fashion industry, where the students are encouraged to seek and advocate for novel approaches and disruptive technologies in sustainable transitions. The main focus is to facilitate systemic changes in the field by promoting design activism and critically addressing issues close to fashion as a business venture. Students do so from an informed design process perspective, where initial research and engagement with stakeholders inform the scope of their final outputs.

The aim is to challenge the dominant economic model in fashion and imagine new ones that draw a radical, restorative, regenerative approach to business in driving companies and/or start-ups in reshaping processes, products and services within the fashion discipline. Blue and green economy examples are discussed from a critical point of view. This course unit level is an opportunity to build on multidisciplinary teams and/or place-based learning environments. By partnering with companies, organisations, public entities and/or policy makers, students are able to map out new possible roles fashion, textiles and accessories designers can take under

SUSTAINABLE BUSINESS TRANSITIONS

sustainable and regenerative innovations, encouraging them to propose design-driven business interventions that foster such a transition or delivering actionable research outputs.

Learning Goals

Knowledge: circular design on an advanced level, upcycling approaches, waste disposal management.

Capabilities: envisioning, future scenarios, collaboration, interdisciplinary learning

Pedagogical Approach

Creative and critical thinking; place-based learning; systemic thinking

Pre-Requisite Skills & Knowledge

Sustainable business models; critical thinking; systemic change; production process

Key Resources

Gwilt, A., Payne, A., Rüttschilling, E. (eds): Global Perspectives on Sustainable Fashion. Bloomsbury 2019.

Mestre, Anna, and Tim Cooper. "Circular Product Design. A Multiple Loops Life Cycle Design Approach for the Circular Economy." The Design Journal 20, no. sup1 (July 28, 2017): S1620–35. <https://doi.org/10.1080/14606925.2017.1352686>.

Keywords

Environmental footprint
Environmental sustainability
Environmental Profit & Loss (EP&L)
Higgs MSI
Life-Cycle Assessment (LCA)
Mono-materials
Sustainable Development Goals (SDGS)
Systems thinking
Upcycling
Zero waste

Scope

Fashion and Environment provides students with the theoretical knowledge which will guide them in taking a critical perspective on the fashion industry's impact on the environment and develop their ability to respond to system issues. The focus lies, especially, on understanding and exploring the fashion industry's design and production processes, as well as on existing materials, their qualities and their respective environmental footprints.

Starting from an introduction to a systemic viewpoint and exploration of literary references, different topics are introduced and discussed, and these include resource efficiency, product life cycle, oceanic pollution, climate action and environmentally responsible production and consumption. Students are presented with the tools for material sourcing, evaluating and measuring environmental impacts. The outcomes will see students practicing using the different tools: the product environmental impact, life cycle assessment exercises, etc.

FASHION AND ENVIRONMENT

Learning Goals

Knowledge: understand the environmental impacts of fashion and its matters

Capabilities: environmental sustainability, openness to new things, materials, productive processes

Pedagogical Approach

Systemic thinking

Pre-Requste Skills & Knowledge

Basic concepts of sustainability; Critical reflection on fashion and sustainability

Key Resources

Higgs, [Materials Sustainability Index](#)

Kering App, [Environmental Profit & Loss](#)

Richetti, M., (2017). Neo-materials in the Circular Economy – Fashion. Milano: Edizioni Ambiente

Sass Brown:ReFashioned: Cutting-Edge Clothing from Upcycled Materials

Keywords

Environmental sustainability
Envisioning
Biomaterials
Future thinking
New materials
Smart textiles
Speculative materials
Systems thinking

Scope

Fashion Matters focuses on bridging knowledge between environmental issues and the material and immaterial dimensions of fashion. Students take an extensive look into materials' physical and emotional properties, performances, compositions, and environmental impacts. Starting from the knowledge gained during their exploration of Fashion and Environment process, students deepen their sense of responsibility on how designers' choices on resources and processes affect the world.

Students are encouraged to act as change makers, and to think beyond what is already known, as mainstream fashion matters, and to speculate future approaches on material matters (e.g. bio textiles, e-textiles, p2p services, etc.). They will understand the challenges, conditions and possible transitions in the field of fashion. The outcomes will be a tangible example of the knowledge learned: research informed concepts (e.g. a collection of feasible tactile samples), products designed via informed decision-making practice, methods for collecting applied research data (e.g. design ethnography), or workshops.

FASHION MATTERS

Learning Goals

Knowledge: deeper understanding of the designer's role and how it affects the environment, become familiarized with new and upcoming materials and technologies

Capabilities: environmental sustainability, systems thinking, materials, production processes

Pedagogical Approach

Place-based learning; informed decision-making

Pre-Requisite Skills & Knowledge

Basic knowledge on environmental sustainability; basic knowledge on textiles; design research; systems thinking

Key Resources

[Quinn: Textile Futures Biologic](#)

Scope

Fashion Ecologies corresponds to the most radical level of the transformation scale. It guides students in playing an active role in challenging current practices and beliefs. Starting with the introduction of key literature on the notions of material agency and bio-design, students will discuss how to implement a more responsible future among the different ecologies that fashion entails, through a more-than-human perspective.

Fashion Ecologies is carried out with a particular interest in research-oriented design. Students will be requested to engage with ecologies beyond the university environment through real-world design interventions and interdisciplinary teams to evaluate how different practices and paradigms can be influenced by their work. Partners such as institutions, policy makers, and the fashion industry are encouraged to host such interventions.

FASHION ECOLOGIES



Learning Goals

Knowledge: post-humanist perspectives in fashion design

Capabilities: environmental sustainability, envisioning, motivation, materials, production processes

Pedagogical Approach

Knowledge on basic of fashion and sustainability; elementary know-how on material properties

Keywords

Bio-design, environment
Future thinking
Material agency
Post-humanism
Planetary boundaries
Speculative design

Pre-Requisite Skills & Knowledge

Overview of sustainable business models; critical thinking; traditional craftsmanship processes; collaborative skills

Key Resources

Bruggeman, Daniëlle. 2018. Dissolving the Ego of Fashion. Engaging with Human Matters. Arnhem: ArtEZ Press.

Saint-Pierre, L. (2019) Design and Nature: a History. in Fletcher, K. and Saint-Pierre, L. (2019) Design and Nature: A Partnership. London: Earthscan.

Technology, Agency, and Design. University Park: The Pennsylvania State University Press.

Verbeek, Peter-Paul. 2005. What Things Do. Philosophical Reflections on

Keywords

Co-design practices
Communities
Social innovation
Social sustainability
Participatory design

Scope

Design for Social Innovation focuses on the different forms of participative practices that promote social sustainability through the inclusion of communities' perspective in knowledge development and new idea generation. Students receive the theoretical background that will guide them in understanding and managing the growing social challenges from a fashion perspective. It is delivered via theory and exercises that are aimed at consolidating the knowledge on two core fields: contemporary issues in social sustainability and participatory design.

Different topics on social sustainability such as ethics, wellbeing and quality of life, social inclusion, human beings, child labour laws, and gender, are introduced through literature and discussed from a fashion perspective. In addition, students will familiarise themselves with participatory design tools, techniques, and methodologies, in order to pilot a co-design session. This session may consist of choosing the topic to be studied; setting the initial preparation of participants helping them to deepen into the chosen thematic; learning of kick-starting, interviewing and how-to-guide-conversation techniques. The outcomes will consist of cognitive and context maps,

DESIGN FOR SOCIAL INNOVATION

storyboards and diary studies, concept board, mock-up of product or service design.

Learning Goals

Knowledge: understand the fashion industry impact on societies

Capabilities: co-design skills, ability to design through participatory methods, openness, awareness of different social issues

Pedagogical Approach

Informed decision making, systemic thinking

Pre-Requisite Skills & Knowledge

Basic concepts of sustainability

Key Resources

Meroni, A., Selloni, D., Rossi, M. (2018). MASSIVE CODESIGN. A PROPOSAL FOR A COLLABORATIVE DESIGN FRAMEWORK. Milano: FrancoAngeli. Design International ([OPEN ACCESS](#))

Papanek, V., 1971. Design for the Real World: Human Ecology and Social Change. New York: Pantheon Books.

Keywords

Design ethnography
Future anticipation
Participatory design
Scenario building
Social sustainability
Sustainable transitions

Scope

Design for Sustainable Transitions is conceived as a fashion design-led study and practice to envision and realise transitions to sustainable futures in the fashion field. Starting from an overview of design for sustainable transitions and the study of social practices, students will be trained in building innovative design scenarios to rethink emerging lifestyles as to facilitate sustainability within societies.

Students investigate the challenges, conditions and possible transitions for the fashion field. The main goal is to experiment and simulate co-design activities to allow them to validate skills, knowledge, techniques and tools previously learned. Design for Sustainable Transitions expects to initiate an understanding of fashion in the public realm and the notion of 'living with'. In doing so, it facilitates students' ability to work in a systemic way, considering the ecology of the fashion system as a complex system, including actors such as NGOs, charities, representatives of specific or marginalized social groups, people with special needs, etc. We encourage an interdisciplinary approach, which includes students from different background and beyond fashion to deliver more efficient results in building transitions

DESIGN FOR SUSTAINABLE TRANSITIONS

and more sustainable scenarios. scenario building boards, design studio projects. The outcomes may consist in workshop planning,

Learning Goals

Knowledge: understand the complexity of social challenges, knows design methodologies that enable overcoming social challenges

Capabilities: social sustainability, interdisciplinary learning, systemic thinking, envisioning

Pedagogical Approach

Informed decision making; future thinking; participatory learning; learning through making; interdisciplinarity

Pre-Requisite Skills & Knowledge

Basic knowledge on social sustainability, cooperation

Key Resources

Brand, Stewart (1999). The Clock of the Long Now: Time and Responsibility. New York: Basic Books

Gaziulusoy, I., Erdogan, E. (2019) Design for sustainability transitions: Origins, attitudes and future directions. Sustainability, 11(13), pp. 1-16

Irwin, T. (2015). Transition Design: A Proposal for a New Area of Design Practice, Study, and Research, Design and Culture, 7:2, 229-246, DOI: 10.1080/17547075.2015.1051829

Keywords

Behavioural change
Critical design
Fashion design activism
Systemic change
Social justice

Scope

Systemic Social Change explores society as an aggregate of communities and ecologies deeply impacted by how we relate to fashion today, in terms of ideation, production, consumption and politics. The main focus is to promote systemic changes in fashion by promoting collective action and design activism, critically addressing issues close to the fashion system, such as social justice, decolonising design, gender pluralism, societal empowerment, human rights, consumer behaviour, etc.

This approach challenges mindsets to promote equality, justice and sustainability in fashion. Students will be requested to develop critical thinking and adopt a strategic and systemic approach to design, to face the current social challenges in fashion and to identify stakeholders and communities to be involved in the different stages of the change process. Moreover, students are encouraged to focus on design activism methods, which they will use throughout their design process. With this it is expected that students achieve innovative, scalable and sustainable design processes for a socially responsible fashion system. . It is recommended that they explore technology in a creative and catalyst manner

SYSTEMIC SOCIAL CHANGE

as well as explore the resourcefulness of research informed design. The acquired knowledge will allow students to operate within their chosen framework: a path among public entities, companies, communities and/or individuals.

Learning Goals

Knowledge: understand the complexity of social challenges, practice design activism

Capabilities: social sustainability, change of prospective, strategic action, systemic thinking, facilitator, cooperation

Pedagogical Approach

Learning through making, critical thinking, systemic thinking, informed decision making

Pre-Requisite Skills & Knowledge

Knowledge on social sustainability; systemic design, collaboration skills

Key Resources

von Busch, O. (ed) (2012) Just Fashion: Critical Cases on Social Justice in Fashion, New York: Selfpassage

Hirscher, A.-L.; Niinimäki, K. Fashion Activism through Participatory Design. In Proceedings of the Crafting the Future, 10th European Academy of Design Conference, University of Gothenburg, Gothenburg, Sweden, 17–19 April 2013