



fashion
SEEDS

THE FashionSEEDS COURSE DESIGNER

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KA2 - Cooperation for Innovation and the Exchange of Good Practices
KA203 - Strategic Partnerships for higher education

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FashionSEEDS
Fashion Societal, Economic & Environmental Design-led Sustainability

THE FashionSEEDS COURSE DESIGNER

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CHAPTER 1.

HOW IT WORKS

HOW IT WORKS

The Course Designer offers a range of steps and tasks to work through as an individual or in a group setting to adapt existing curriculum or create a new curriculum activity for Higher Education teaching and learning of fashion. It can be used to adapt or create a short activity (workshop, lesson, seminar over a number of hours or days), a mid-length activity (program, module, unit over a number of weeks or months) or a whole undergraduate or postgraduate course (over a number of months or years).

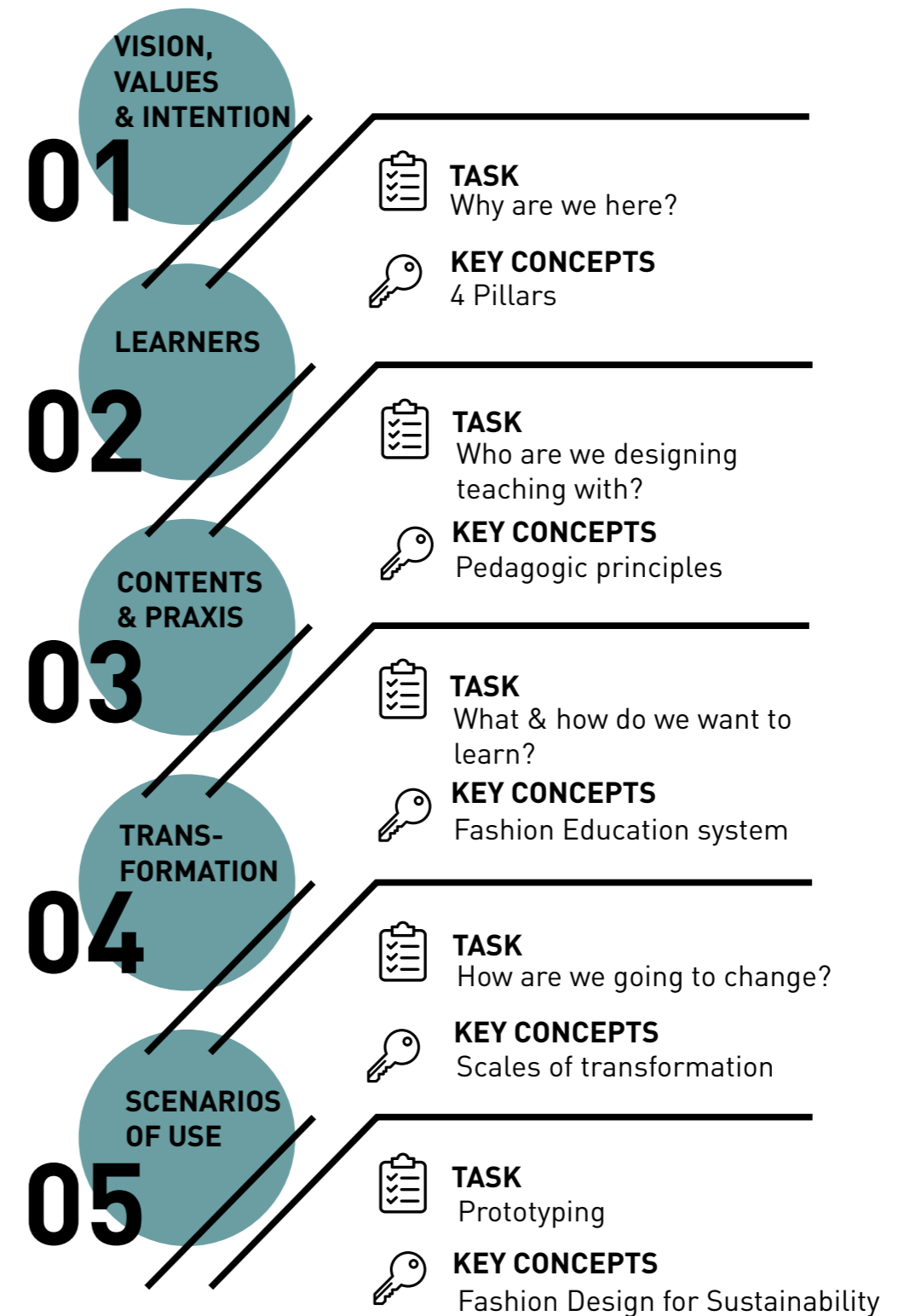
These steps will take you through a holistic analysis of why, who, what and how you are teaching fashion using the key terms, principles and resources of Fashion Design for Sustainability, developed by FashionSEEDS.

The Course Designer has been developed to be scalable and flexible in order to meet the different needs of an individual tutor or a team of tutors. The tasks in the Course Designer are not mandatory but can be filtered and selected according to needs of the tutor/s and their learners.

The final stage (Scenarios of Use) will link you to the FashionSEEDS Design Canvas to make use of the resources developed through FashionSEEDS – Case Studies, Learning Activities, FashionSEEDS Cards and other curated literature and resources – to prototype your original or adapted learning experience.

Expected outcomes

- To develop an understanding of the key concepts of FashionSEEDS, and enable agency of fashion educators in teaching fashion design for sustainability.
- To apply these key concepts to existing learning and teaching of fashion in a higher education setting.
- To develop new learning and teaching of fashion for a transformed fashion education system.
- To enable a values-led approach to developing teaching and learning in fashion.
- To access the FashionSEEDS tools and library of resources with a holistic understanding of Fashion Design for Sustainability.

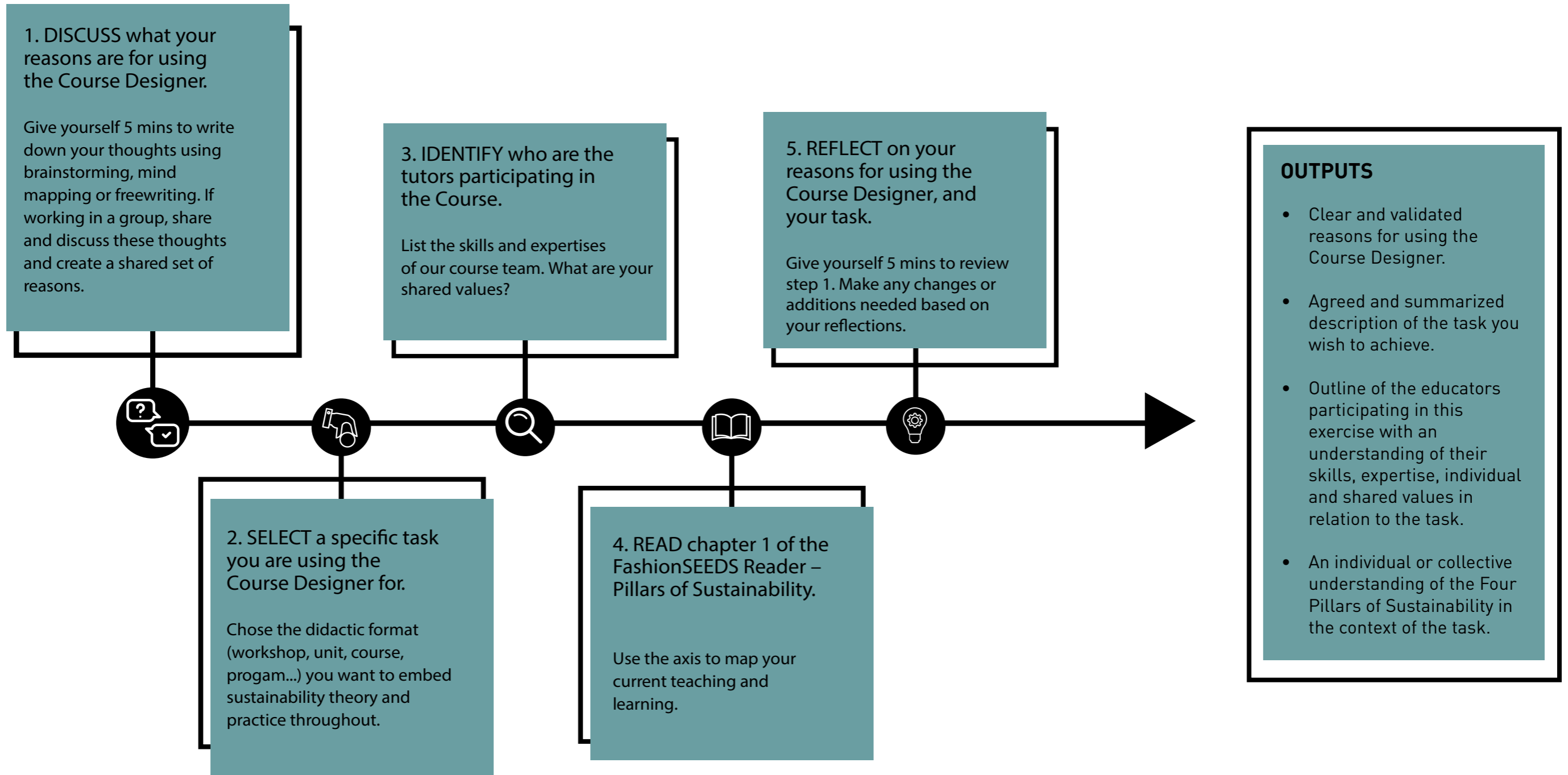


CHAPTER 2.

VISION, VALUES AND INTENTIONS

VISIONS, VALUES AND INTENTIONS

Why are we here? Use the worksheet on the following page to work through steps 1-5.



DISCUSS WHAT YOUR REASONS ARE FOR USING THE COURSE DESIGNER.

REFLECT ON YOUR REASONS FOR USING THE COURSE DESIGNER.

...and the identified task. Make any updates necessary.

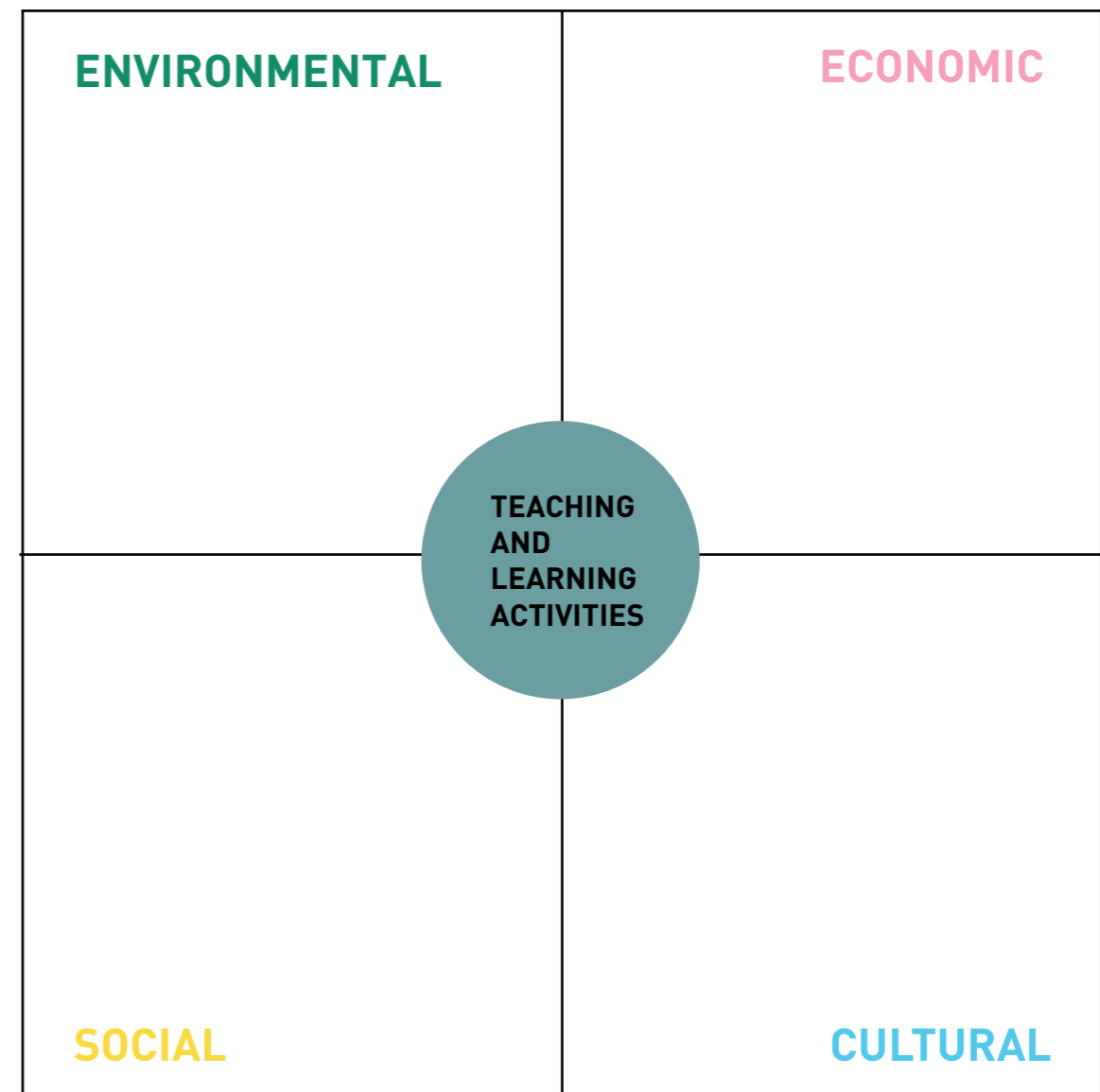
SELECT A SPECIFIC TASK YOU ARE USING THE COURSE DESIGNER FOR.

e.g. to design a 1-day workshop to introduce economic, social, environmental and cultural manifestations of fashion; to design a 12-week unit to explore economic models of production and consumption in fashion and develop proposals for new sustainable business models.

IDENTIFY WHO THE TUTORS ARE PARTICIPATING IN THE COURSE.

READ CHAPTER 1 OF THE FASHIONSEEDS READER.

Use the axis to map your current teaching and learning activities against the four pillars of sustainability.

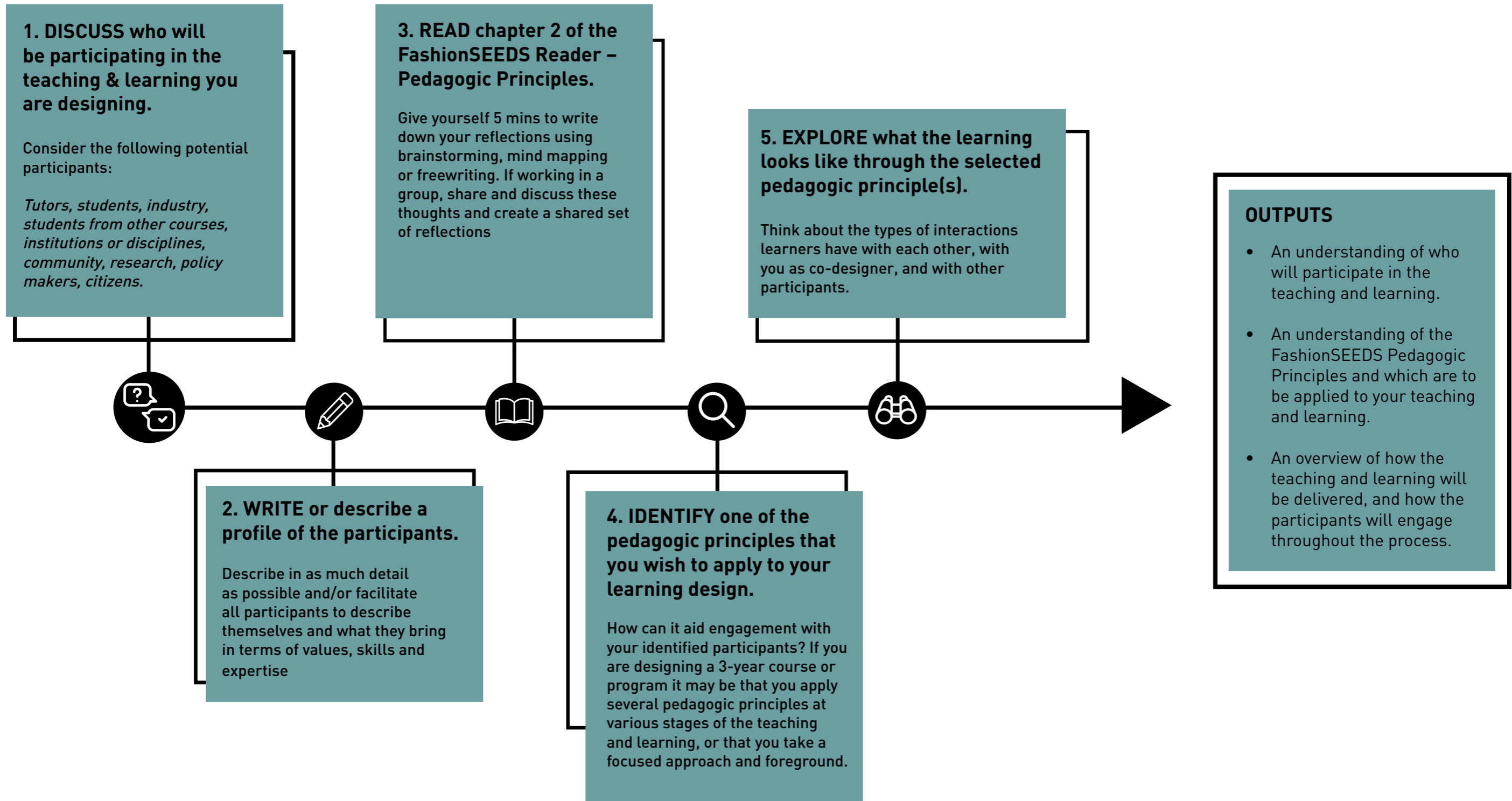


CHAPTER 3.

LEARNERS

LEARNERS

Who are we designing teaching with? Use the worksheet on the following page to work through steps 1-5.



DISCUSS WHO WILL PARTICIPATE IN THE TEACHING AND LEARNING YOU ARE.

WRITE OR DESCRIBE A PROFILE OF THE PARTICIPANTS.

READ CHAPTER 2 OF THE FASHIONSEEDS READER – PEDAGOGIC PRINCIPLES.

IDENTIFY ONE OF THE PEDAGOGIC PRINCIPLES TO APPLY TO YOUR LEARNING DESIGN.

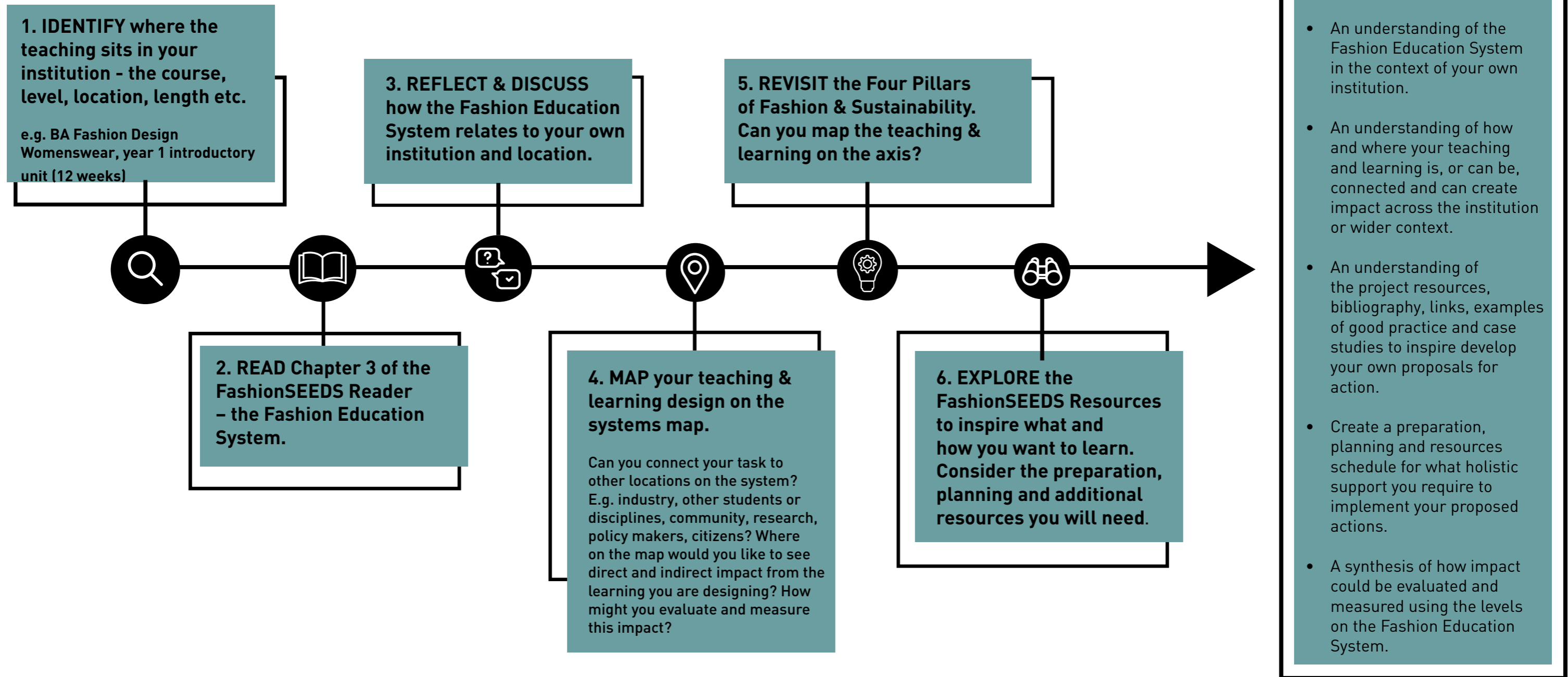
EXPLORE WHAT THE LEARNING LOOKS LIKE THROUGH THE SELECTED PEDAGOGIC PRINCIPLE(S).

CHAPTER 4.

CONTENT AND PRAXIS

CONTENT AND PRAXIS

What and how do we want to learn? Use the worksheet on the following page to work through steps 1-6.



IDENTIFY WHERE THE TEACHING SITS IN YOUR INSTITUTION.

...the course, level, location, length etc.

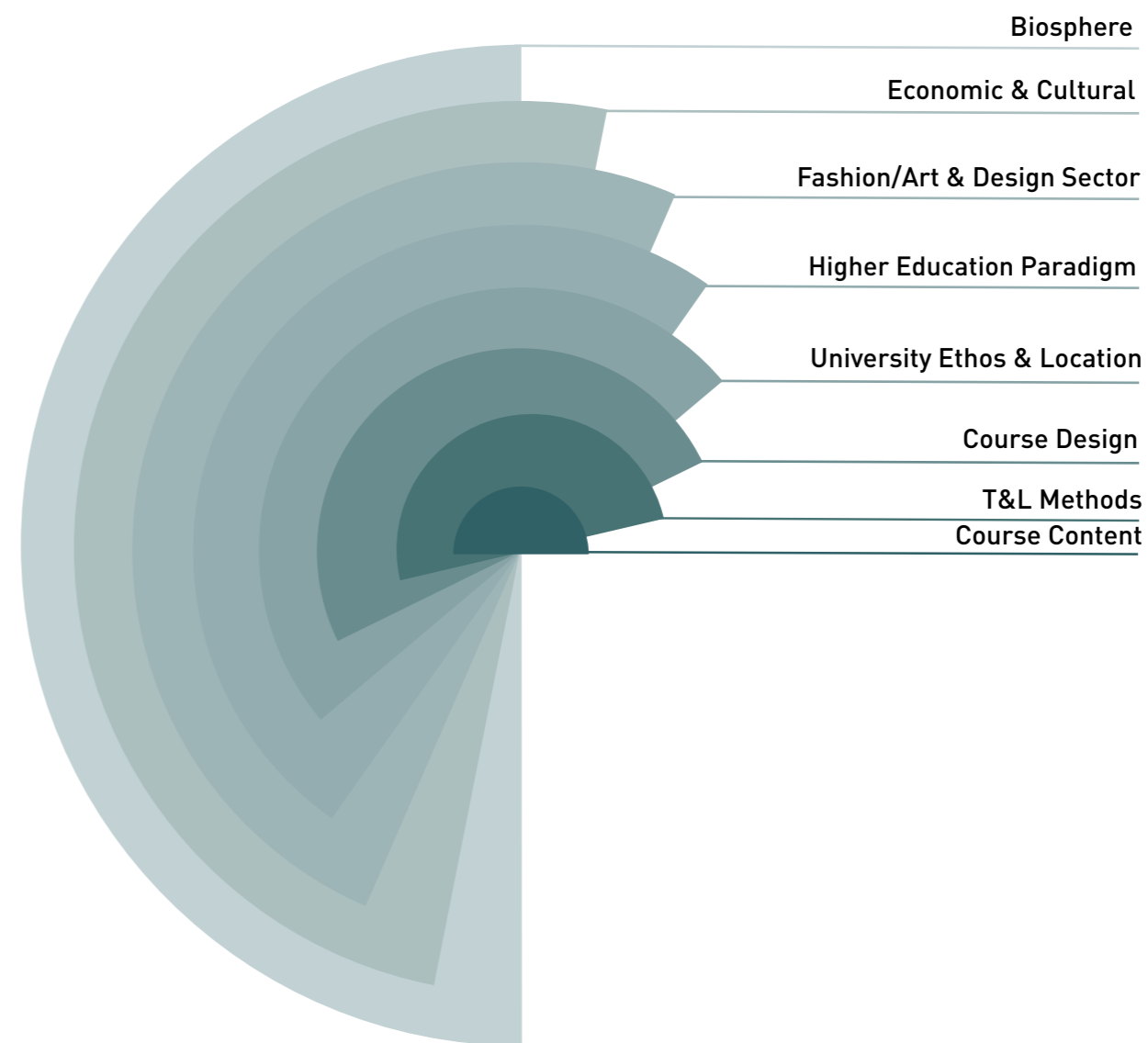
READ CHAPTER 3 OF THE FASHIONSEEDS READER - THE FASHION EDUCATION SYSTEM.

REFLECT & DISCUSS HOW THE FASHION EDUCATION SYSTEM RELATES.

...to your own institution and location.

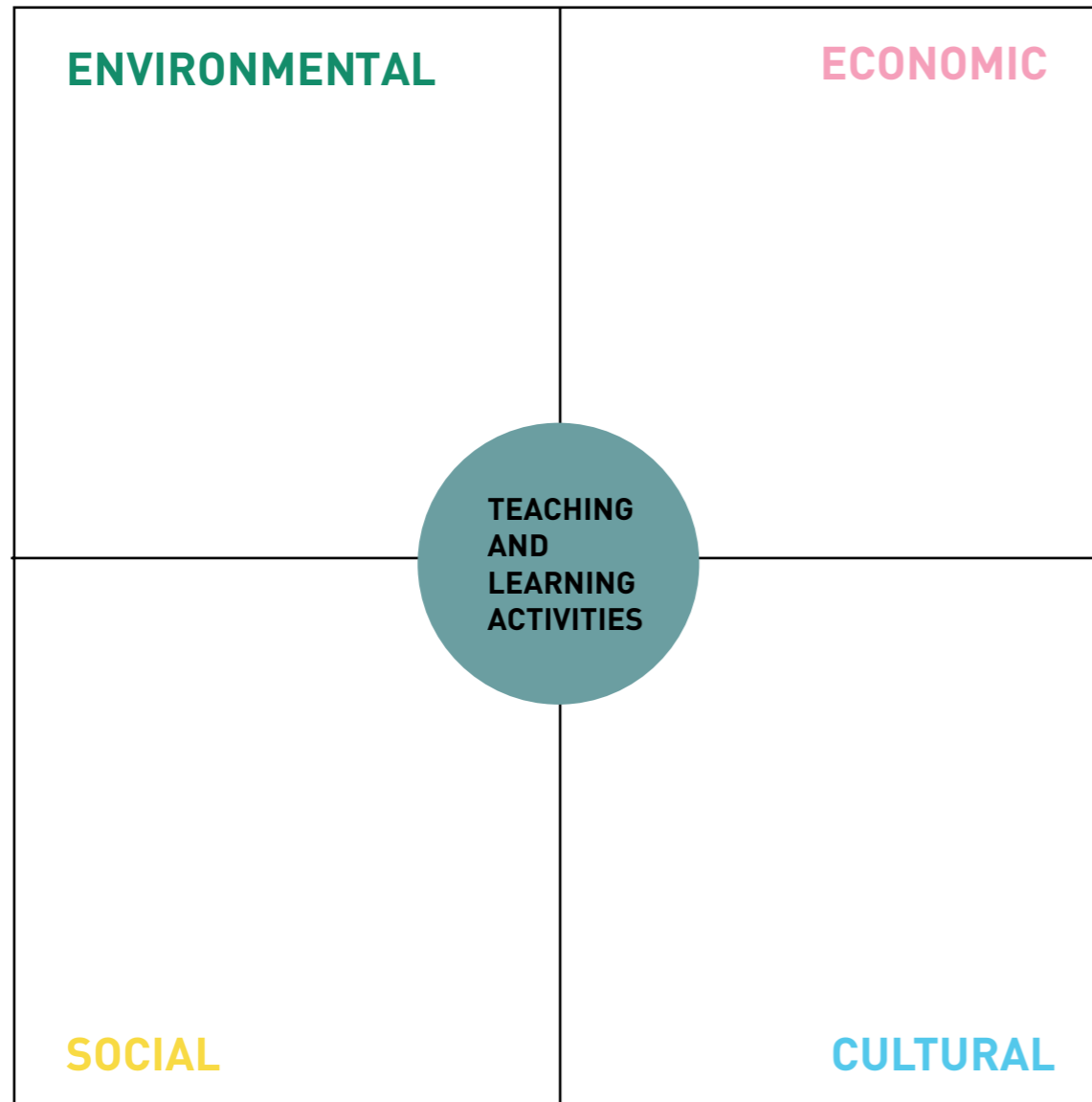
MAP YOUR TEACHING & LEARNING ON THE SYSTEMS MAP BELOW.

Can you connect your task to more than one location on the system? e.g. through industry, other students or disciplines, community, research, policy makers, citizens. Where on the map would you like to see direct and indirect impact from the learning you are designing? How might you evaluate & measure this impact?



REVISIT THE FOUR PILLARS OF FASHION AND SUSTAINABILITY FROM CHAPTER 1.

Can you now map your teaching and learning on to the axis below? Where does it sit?



Where does your teaching & learning sit on the fashion education system map? More than one option can be selected

- Biosphere
- Social, Economic & Cultural System
- Fashion / Art & Design Sector
- Higher Education Paradigm
- University Ethos & Location
- Course Design
- T&L Methods
- Course Content

Where on the map are the participants located? More than one option can be selected

- Biosphere
- Social, Economic & Cultural System
- Fashion / Art & Design Sector
- Higher Education Paradigm
- University Ethos & Location
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- Course Content

Does your teaching connect with or involve other locations / participants on the map?

Where would you like to see direct or indirect impact?

- Biosphere
- Social, Economic & Cultural System
- Fashion / Art & Design Sector
- Higher Education Paradigm
- University Ethos & Location
- Course Design
- T&L Methods
- Course Content

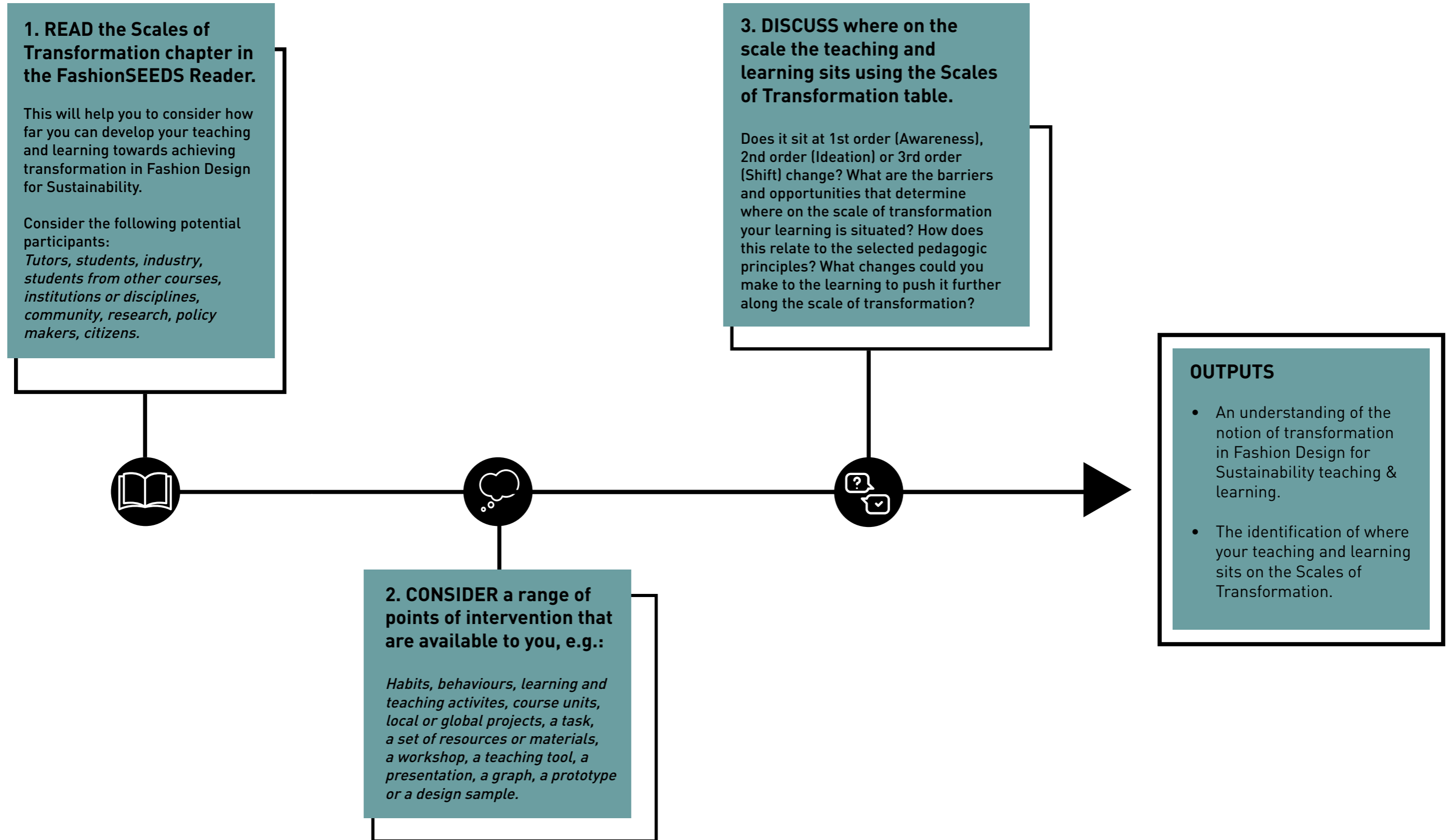
How might you assess or measure this impact?

CHAPTER 5.

SCALES OF TRANSFORMATION

SCALES OF TRANSFORMATION

How are we going to change?



READ THE SCALES OF TRANSFORMATION CHAPTER IN THE FASHIONSEEDS READER.

This will help you to consider how far you can develop your teaching and learning towards achieving transformation in Fashion Design for Sustainability.

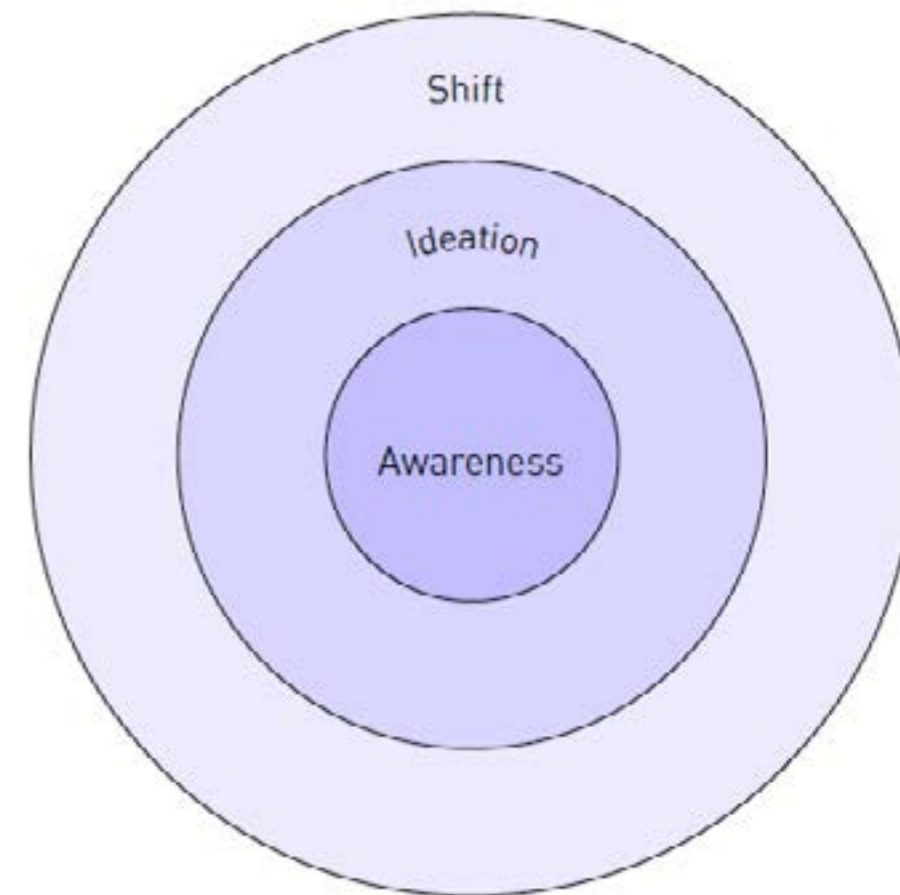
CONSIDER A RANGE OF POINTS OF INTERVENTION THAT ARE AVAILABLE TO YOU.

For example:

- habit or behaviour
- teaching & learning interaction
- dialogue
- conversation
- designed example, illustration, diagram or case study
- worksheet, handout or explanation
- larger resource or set of materials
- task or an activity (individual, peer or group)
- part of a course such as an induction
- short course, a unit or a module
- whole course, or a suite of courses in one programme, area or discipline
- aspect of school or university practice
- organisational policy, procedural or structural change
- outward facing practice or way of collaborating with others
- social environment at a local, regional or national scale
- global intervention or project

DISCUSS WHERE ON THE SCALE THE TEACHING AND LEARNING SITS USING THE SCALES OF TRANSFORMATION GRAPHIC.

Does it sit at 1st order (Awareness), 2nd order (Ideation) or 3rd order (Shift) change? What are the barriers and opportunities that determine where on the scale of transformation your learning is situated? How does this relate to the selected pedagogic principles? What changes could you make to the learning to push it further along the scale of transformation?

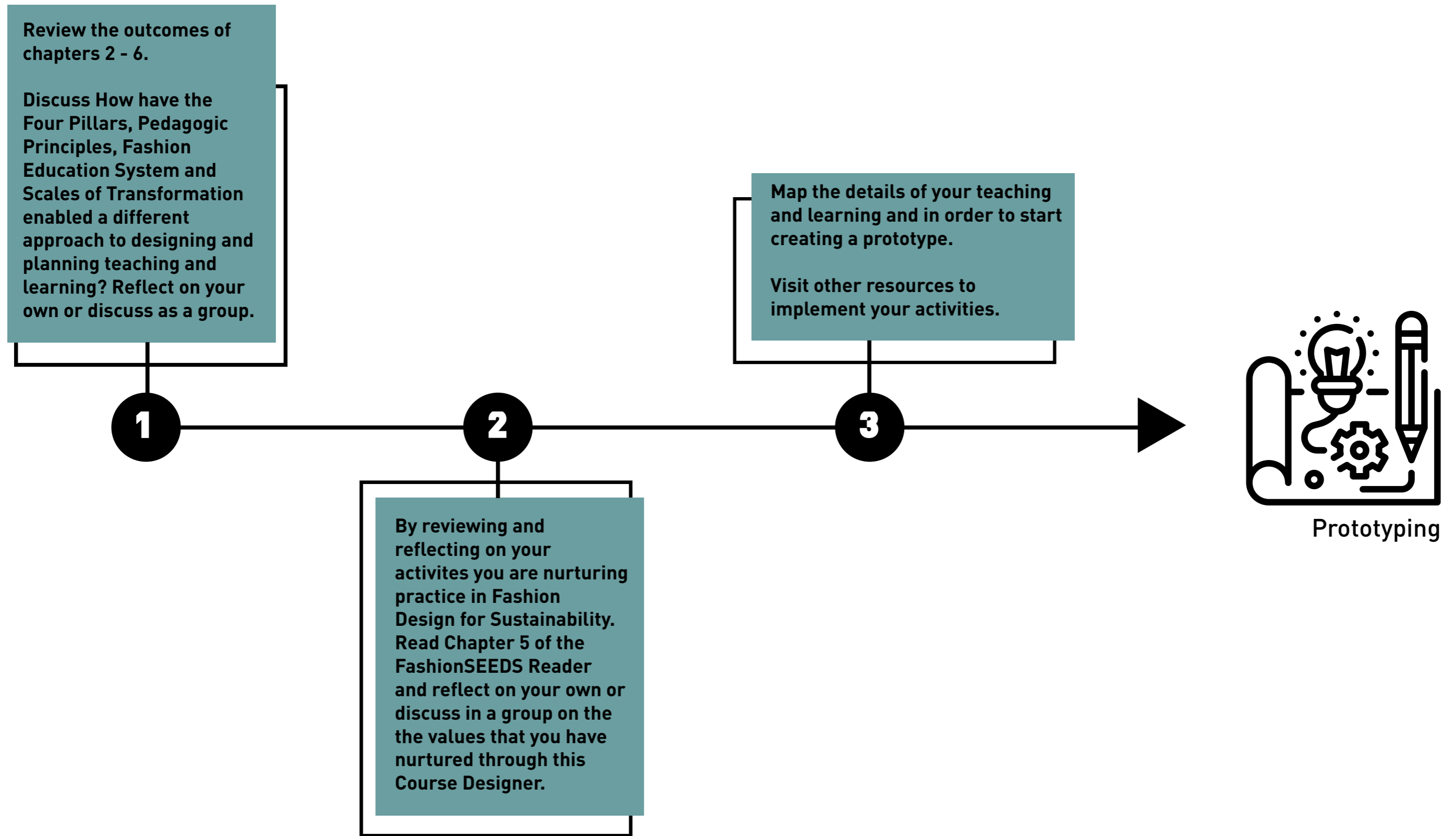


CHAPTER 6.

SCENARIOS OF USES

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Prototyping



SCENARIOS OF USES

Prototyping

1. Take some time to review the outcomes of Steps 1-4.

- How have the Four Pillars, Pedagogic Principles, Fashion Education System and Scales of Transformation enabled a different approach to designing and planning teaching and learning? Reflect on your own or discuss as a group.
- Can you visualise the elements of these concepts that you are taking forward in your teaching and learning through a sketch, diagram or storyboard?
- Can you identify the interconnections? Does the outcome change according to how you select different elements?

2. By reviewing and reflecting on your teaching and learning through the key concepts of FashionSEEDS you are nurturing practice in Fashion Design for Sustainability.

- Read Chapter 5 of the FashionSEEDS Reader.
- What are the features of Fashion Design for Sustainability that you recognise in your teaching and learning design?
- What are the values that you have nurtured through this Course Designer that you wish to underpin in your practice?
- Reflect on your own or discuss as a group.

3. In order to apply these key concepts through prototyping your teaching & learning, take a moment to figure out your next steps.

- Do you want to map the details of your teaching and learning and create a prototype? Then visit the **Canvas** tool for planning and guidance making use of the full range of FashionSEEDS resources.
- Do you want to look at some practical ways to incorporate sustainability in your teaching and learning? Visit the Resources where you will find the Learning Activities Tool, the FashionSEEDS Cards and a curated selection of literature and third-party tools.
- Do you want to further reflect on your agency as a tutor? Then spend some more time reviewing the **FashionSEEDS Reader**, and maybe discuss the contents with a colleague. The bibliography will also link you to many of the texts and sources reviewed in the development of the project.

CHAPTER 7.

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REFERENCES

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