

FashionSEEDS DESIGN CANVAS

The FashionSEEDS Design Canvas is a follow-on tool that supports academics leaders and practitioners teaching fashion design, in identifying their strategic priorities with a holistic understanding of Fashion Design for Sustainability and to design teaching and learning activities using the FashionSEEDS key concepts and resources. As part of the FashionSEEDS Tutor's Toolkit and following the Course Designer, it offers an intuitive, project-based approach to mapping out and setting visions, values, goals and decisions throughout the planning process of educational curricula and to accessing the FashionSEEDS tools and library of resources.

HOW IT WORKS

The FashionSEEDS Design Canvas is a metadesign tool (Van Onck, 1964) that offers a methodological approach based on four consecutive phases: **Reflection**, **Conceptualisation**, **Design**, and **Synthesis** that inform each other in a continuous process of knowledge enhancement in the field of **Fashion Design for Sustainability** (Fig.1). According to this structure, the FashionSEEDS Design Canvas is organised in two worksheets.

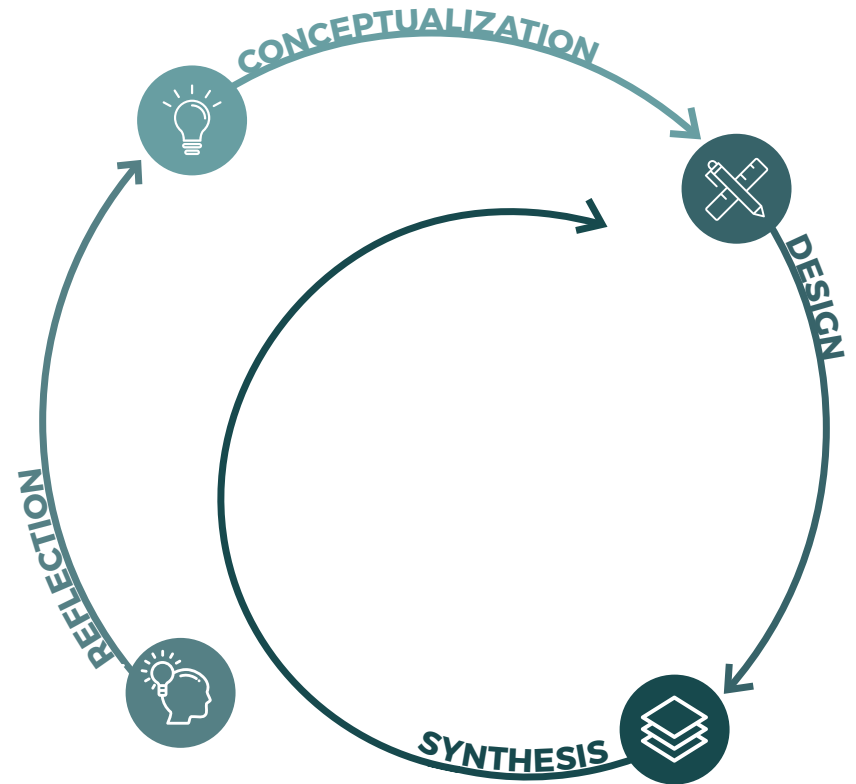


Fig. 1: FashionSEEDS Design Canvas Interpretative Model.

The first one aims to define the contents of the teaching and learning activities through the support of the FashionSEEDS resources and tools available in the FashionSEEDS platform.

Reflection, is intended in defining the vision, values and intentions on which to develop educational curricula. As a reflective practice (Schön, 1987), it is based on the information observed and learnt during the previous Course Designer, and it aims in supporting tutors in defining a holistic statement as a result of the learning process on principles and resources of FashionSEEDS.

Conceptualisation, is a phase of abstraction of FashionSEEDS-related principles and key concept. Tutors are encouraged to develop a systemic reasoning on the four pillars, to frame contents, scales of transformation and pedagogical principles, and to define the duration of the study path and its educational level.

Design, is a reflection-in-action phase (Schön, 1987) where tutors design their own curricula through a holistic approach of the discipline. In this phase, they are encouraged in developing the course brief identifying the thematic scope, the objectives to be pursued, and the expected outcomes. Finally, they are encouraged to define the profiles and roles attributed to the faculty; to identify the disciplinary competences that the learners involved have to possess, and the assessment and/or evaluation criteria.

The second canvas aims at synthesising in a final document the syllabus and the planning of an educational curriculum developed with a holistic understanding of Fashion Design for Sustainability.

Synthesis, encourages tutors to synthesise the contents of the three previous phases into a concluding document consisting of syllabus, planning, learning activities and literature key resources. The curriculum thus defined is further enriched by a final reflection highlighting the commitment to change and/or transformation with respect to the principles of Fashion Design for Sustainability.

Expected outcomes:

- Understanding the potentiality offered by the FashionSEEDS project with respect to design, remodel, or review new holistic approaches in FdS education;
- Experiencing the scalability, flexibility and modularity of the FashionSEEDS Tutor Toolkit in heterogeneous and interdisciplinary teaching environments in order to enrich a holistic approach to FdS educational path.
- Experimenting with the validity the FashionSEEDS key resources and tools stored in the FashionSEEDS platform.

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REFLECTION

Identify vision, values and intention with a holistic understanding of Fashion design for sustainability

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CONCEPTUALIZATION

Pillars

select maximum 2 options of your interest

- ECONOMIC SOCIAL
- ENVIRONMENTAL CULTURAL

Level of transformation & FashionSEEDS cards

define the level at which you intend operating

- 1st LEVEL 1st LEVEL
- 2nd LEVEL 2nd LEVEL
- 3rd LEVEL 3rd LEVEL

Pedagogic principles

more than one option can be selected

- Future Thinking Systemic Thinking
- Creative/Critical Thinking Interdisciplinary
- Practice-led Informed Decision Making
- Participatory learning Place-based Learning

Study path duration

define the path duration (i.e. lectures, seminars, short course, module, a unit, etc)

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DESIGN

Briefing

define a short brief of the study path that clarifies the general goal, specific objectives, and expected results to be addressed

THEMATIC BRIEF

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GOALS AND SPECIFIC OBJECTIVES

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EXPECTED RESULTS TO BE ADDRESSED

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Tutors profile

skills, interdisciplinary competences and area of expertise

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Students profile

disciplinary competences and area of interest

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Assesment forms

use forms for synthetizing the main criteria used to evaluate students' output, their performance, as well as faculty performance

STUDENTS EVALUATION CRITERIA

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FACULTY PERFORMANCE

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