

# Discourse: Debating the Future of Fashion as Design

# Fashion — Research.



Royal College of Art  
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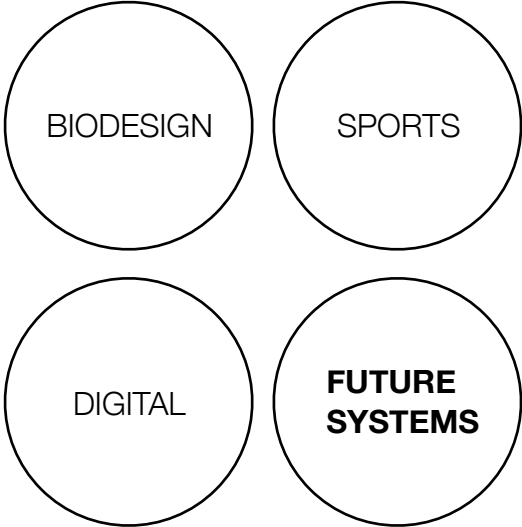
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*We have often seen how art provides a vocabulary of value and personal confirmation for fashion designers. It also grants them legitimate access to a language which permits a degree of abstraction not to say obfuscation.*  
(McRobbie, 1998)

*Designers were removed from production, both in terms of role and associated tasks and in how production was situated far away geographically.*  
(Tham, 2008)

**Platforms**

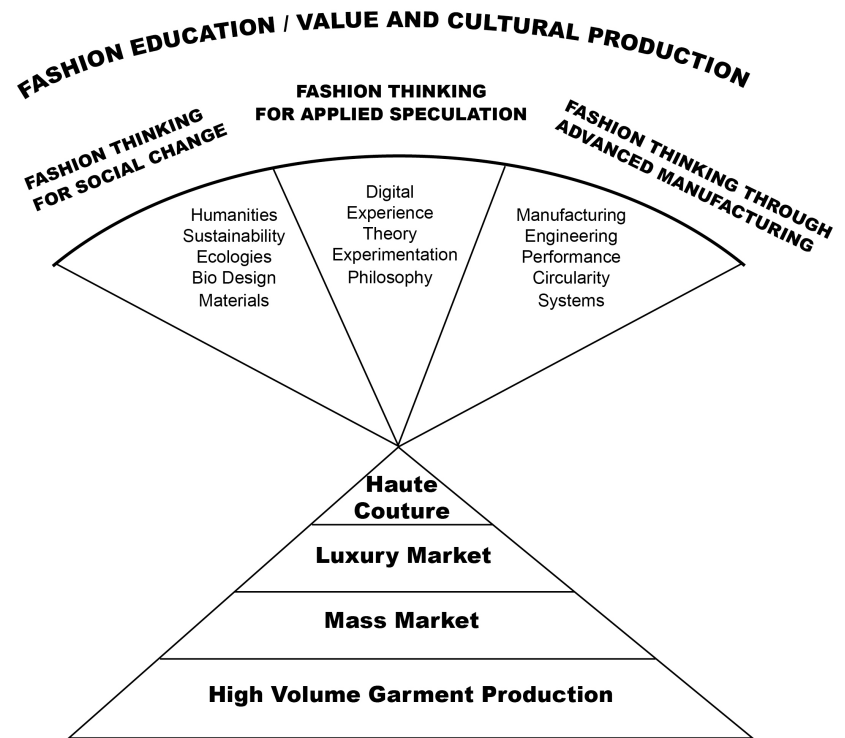




## New Models for Fashion Thinking(i)

Transition from designer-practitioner to designer-practitioner researcher (Vaughan, 2017)

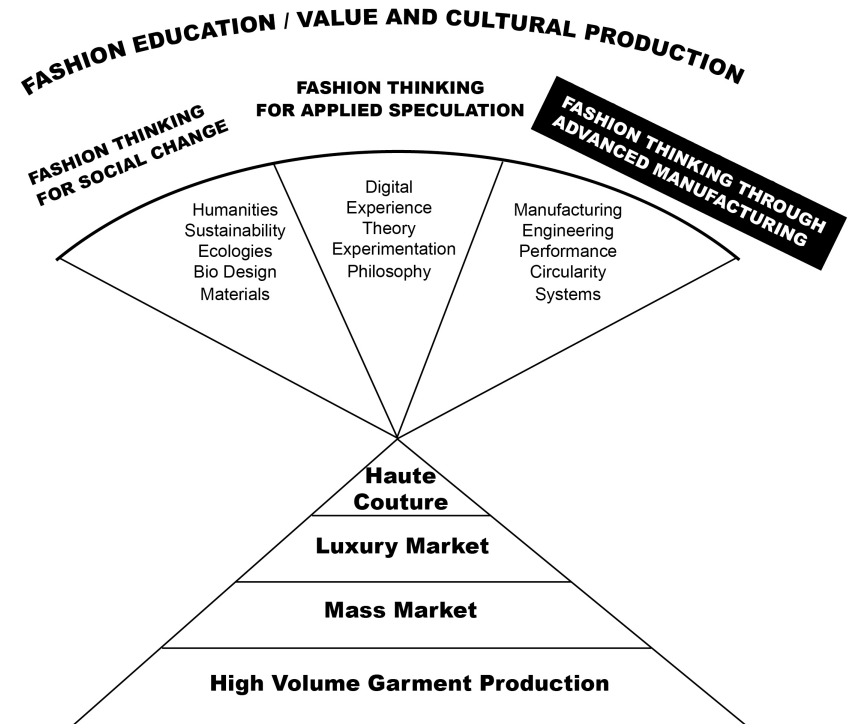
Developing ways to equip students with skills and confidence to consider how they might address issues and disrupt processes within the fashion industry



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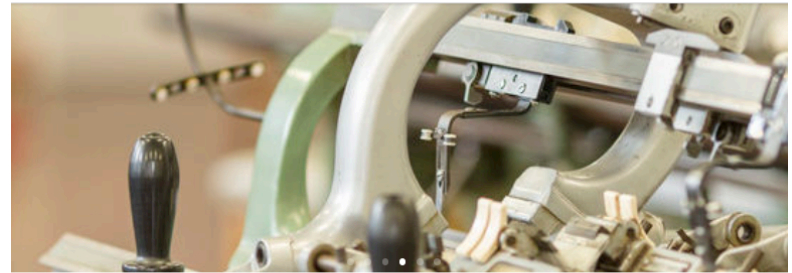
## Future Fashion Factory

£5.4 million R&D partnership exploring new digital and advanced textile technologies to boost the design of high value creative products

RCA role :consider future outcomes and impacts from the designer's perspective

New definition of fashion thinking for high specification luxury fashion design products, as a new theoretical perspective informing skills development at every level within the industry

# Future Fashion Factory



## Supporting innovation in the UK fashion and textiles industry

The Fashion Factory is a £5.4 million R&D partnership exploring and developing new digital and advanced textile technologies to boost the design of high-value creative product



Innovation



Skills



Join Us

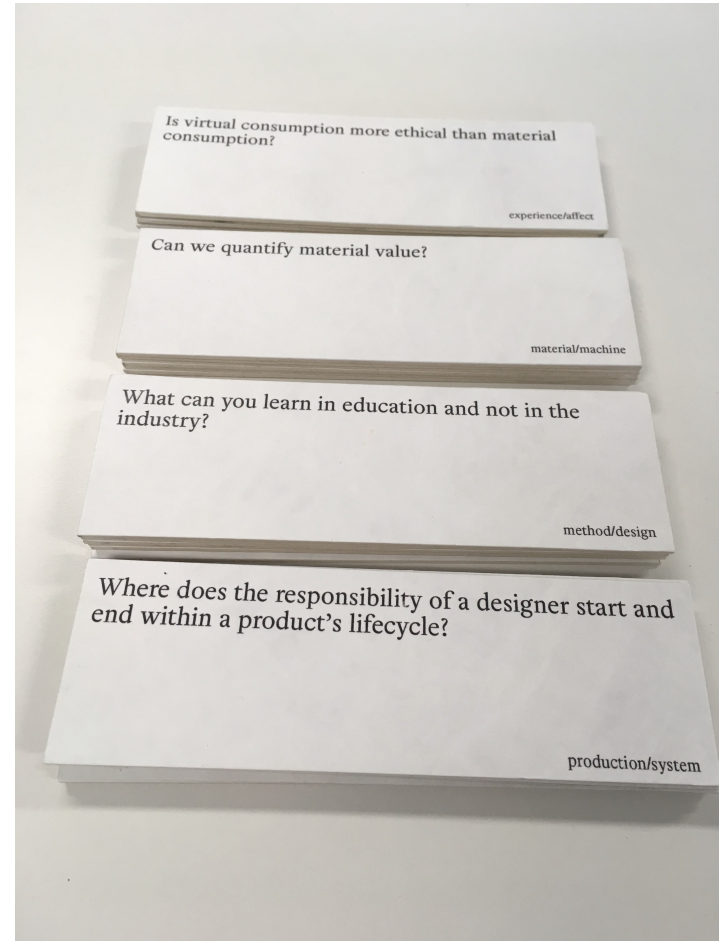
## Discourse: A Tool for Debate

Experience/Affect

Material/Machine

Method/Design

Production/System



## Discourse: A Tool for Debate timeline

Future Systems Platform		Final Collection At SHOW		IASDR Manchester	Fashion Colloquia
Cards Developed	Testing: Peer Group Testing: L1 Students Testing: Public	Public and Peer Engagement	Developed as Research Tool	Testing: Academic Conference Testing: L1 Students L2 Students	Initial Findings and Analysis

## Discourse: A Tool for Debate (Results)

Academics-discussion rather than debate, contributions from own field, interest in 'fashion probing its own discipline'

Students- engaging with cards eased anxieties however that they are ill equipped, and lack of confidence on both topics and terms





*I remember the first time **I was really scared**. Now because I've been playing it 2 or 3 times before **I've realised you are playing a game** and you can ask 'what does that mean?'*

(‘Discourse’ session recorded data)

*It has made me think about how to **create discussions that are more inclusive**, and involve everyone having an equal voice. It has also made me **reconsider the language that I use**.*

(‘Discourse’ participant online survey)

## Conclusions

Evidence to support development of models which disrupt existing and historical patterns and cultures across industry and academia

Greater emphasis and exposure to industry systems and processes required

An industry linked research culture can influence Fashion Thinking to provide students with research approaches to generate industry relevant design proposals



## Implications and Further Research

Framing future models for fashion pedagogy using 'learning' and 'acquisition' for mastery of Discourse

Establishing industry facing projects, placement and collaboration

Role of academia for learning in industry settings- meta-knowledge, criticism and reflections through academic research channels

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