

***Innovative Design of Sustainable Fashion  
- A Case Study of Practical Fashion Design Teaching***

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**Abstract**

Recycling of the environment and recycled resources has been an important item in the world's push for environmentally friendly design, as well as a current social reconstruction and education effort. However, how to apply it in people lives, and cultivate people the habit of recycling use and save the earth resources, which is a knowledge and cognition that everyone needs to know. Hence, as an educator has his responsibility to convey this message to others. In order to promote the attitude of loving and cherishing every thing on the earth, so that this research hopes to cultivate people about this habit and knowledge which start from school education. Modern society with excess resources, Knowledge of recycling resources is an important part of education. This research about the case study of the practical fashion design teaching, which try to recycle use the old clothes to make new fashion. The process of clothing design will let the students to know more about the deconstruction of clothing throughout the structure of clothing. The purpose of it is to guide students to take environmental protection as their own responsibility, and to develop the new knowledge in their professional field, thereby enhancing the cultivation of artistic aesthetics. Through the implementation and development of the course, we hope to improve the living environment of human beings, and to cultivate student to cherish things, even implement the spirit of sustainable fashion, and care of mankind as well.

Keywords: Sustainable Fashion, Environmental Education, Deconstruction

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## 1 Preface

Generally speaking, in modern society where has an abundant civilian resources if compared with the past time. Due to the advancement of people's material life, there are many resources have been developed, but unfortunately they are not been wisely used. So then, there are wastes often increasing year by year, which will increase the heavy burden on the environment. In recent years, the recycling of recycled clothing resources, and the promotion of a cherish life attitude toward the every things has becomes the core of environmental protection. Indeed, this trend has gradually emerged in schools.

As we know, every building construction will start from a design drawing to laying foundations, and then preparing all kinds of building materials, which going through a details planning and procedures. After that, a complete building just can be constructed. If we need to do renovation in the future, it must be disassembled or rebuilt according to the original structure. In other words, a relative clothing design is like an architectural design. For example, a finished piece of clothing, such as the body piece, collar, sleeves, waist and etc, they must be disassembled and reassembled. This process is called as "reconstruction", and it also known as deconstruction of clothing. The transformation of design has been widely used in all areas of life, it providing people with convenience in life and fulfilling the needs of people. Therefore, the transformation and application of clothing in industry, which coincides with the people's pursuit of environmental protection.

According to a survey by Greenpeace, global clothing sales have grown from USD 1 trillion in 2002 to 1.8 trillion in 2015, and they are expected it will reach to 2.1 trillion in 2025. Therefore, this research through an educational perspective of "Love and Cherish Things", when there is a promotion voice of "Clothes ten times and throw it" (the famous Spanish Fashion Brand ZARA) in the fashion garment industry, so this research hopes that there will be another voice of " Cherish clothes" is being aroused. In addition to promoting the environmental education, to awake the learners about the concept of sustainable fashion, and to enhance the understanding of the clothing manufacture and design structure. According to Greenpeace, the rapid production of textile mills is causing river pollution.(See Fig.1).

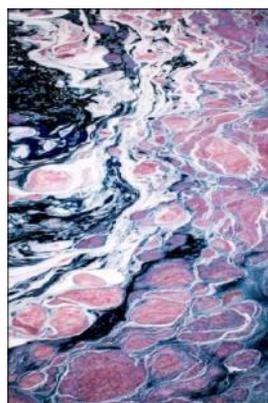


Fig.1: Rapid Manufacturing in Textile Factories, Causing River Pollution

### 1.1 The Meaning of Deconstruction and Construction

Deconstruct architecture is a post-modern architectural trend that began in the late 1980s. The characteristic of it is to fragment (deconstruct) the whole things. The main idea is to deal with

the appearances, through non-linear or non-Euclidean geometric design, to form the deformation and displacement of the relationship between architectural elements, such as floors and walls, or structure and exterior part. In other words, construction is a term which borrowed from architecture aspect, it originally referring to a structure from architecture (Wikipedia). Construction is not a fiction out of nothing, but a system found from the original. The opposite of construction is deconstruction. Deconstruction focuses on the analysis and understanding of original things, while the construction focuses on the establishment of the system.

Clothing design and architecture are often mutual influence. For example, Baroque architecture originated from the 17th to 18th centuries which was an architectural and decorative style developed by the Italian Renaissance. The elements of ancient Greco-Roman architecture are retained, but the form is bolder and more gorgeous. During the Baroque period, the costumes no matter it is in overall style or partial decoration, it is well-known for emphasizing body curves and showing the personal charm. There are a lot of lace, petti skirt, big round hat, feathers, jewellery which are gorgeous and complicated in the costumes.

According to the scholar Baidu pointed out: "Deconstruction in the structure of clothing, Deconstruction means "decomposition and structure". However, the term of deconstruction is the opposite of Constructionism, which means to the destruction and reorganization of the structure." The most representative of them are the well-known Japanese designers Yohji Yamamoto, Rei Kawakubo, and Issey Miyake, as well as the deconstruction talents and French designers Martin Margiela, Jacquemus and Jacquemus, American designer Rick Owens, who may not be familiar with. Therefore, this research will do to disassemble the various parts of the clothing, such as the front piece, back piece, sleeve or waistband, trouser front piece, trouser back piece and pockets, etc. through the teaching process, after then recreate and assemble them into a new high-integrity clothing design work. This process of dismantling and re-composing is just like the destruction and reorganization in structuralism, which can enhance learners 'awareness of the original structure of clothing and help them to break through the original structure, and rethink some design principles of clothing design through the arrangement of materials, colors and lines.

## **1.2 Environmental Education**

Recently, in order to strengthen the promotion of environmental education, so that all people can understand the environmental issues, and care about the relationship between resources and the living environment, therefore our society and schools have become a practitioner of maintaining ecological balance and environmental quality. The government hopes to strengthen environmental protection education, "We are hope that through the education, all people can obtain the ethics, knowledge, attitudes, skills and values which are needed to protect and improve the environment. With humanistic concepts and scientific methods, we are committed to ecological conservation and rational management of environmental resources. To ensure the sustainable development of the people's society, and establish the concept of mutual benefit between economic development and environmental protection, to advocate the cherishment of resources, to enable the whole people to respect nature, and practice a lifestyle of energy conservation, good fortune, love for things, and waste reduction." The article no.3 of the Environmental Education Law also points out that environmental education, it refers to the use of educational methods to cultivate citizens 'understanding of the ethical relationship with the environment, to enhance citizens 'knowledge, skills, attitudes and values for environmental protection, and encourage them to pay attention to the

environment and take actions to achieve continuous development of the civic education process. So that, "Sustainable fashion" is promoted by the fashion industry, in short, "it refers to all clothes that are manufactured and consumed in a sustainable manner while protecting the environment and garment worker. Therefore, reducing carbon dioxide emissions, solving the problem of overproduction, reducing pollution and waste, supporting biodiversity, and ensuring that clothing workers receive reasonable wages and safe working conditions are vital to the entire sustainable system." Anna Blissmer, the founder of Green Strategy, she coined the term "sustainable fashion" in July 2014. According to Anna, the definition of sustainable fashion is to "use clothes, shoes, and accessories responsibly and effectively, with the most environmentally friendly way to return it to the biosphere when it's really not needed." British data analysis and consulting company Global Data released a survey report of 3,500 adults, it showing that 44% of the people believe that the government should encourage the second-hand clothing market, such as introducing tax reductions and other policies to promote the sustainability of the fashion industry. The above result shows that the importance to environmental protection and hope to start from education in schools. In a modern society with excess available resources, so the reuse and activation of resources becomes an important topic. On the front line of teaching, researchers use unusable old clothes as a starting point and apply them in design teaching course, aiming to guide students to be environmentally friendly. For self-employment, to develop new knowledge in the field of self-professionalism, the implementation and development of courses are expected to take into account the human living environment and cultivate students' good character of cherishing and cherishing things.

## **2 Curriculum Development**

In order to integrate environmental issues into the design course, this research specialises develops in teaching content and conducts practical research in accordance with the teaching progress of the curriculum. The learners are a total of 46 second-year students in the Fashion Department. The background condition of the students are described as follows, they have studied basic sewing (include skirts, pants and tops), color science, sketches, and clothing materials, indeed they are interested in learning clothing design.

In addition, during the implementation of the course, students are particularly encouraged to participate in the "iVogue Award" fashion design competition which hosted by the Teaching Resource Center of the North District Technical College. Through this competition, the students will have the opportunity to publish and demonstrate their learning works, and then to advocate environmental protection awareness and improve their aesthetics. This part will divided into fews to describe separately, they are 2.1 Course objectives 2.2 Course content 2.3 Teaching methods 2.4 Teaching evaluation and the course structure.

### **2.1 Course Objectives**

"Cherish Clothes" as the theme of the course, I hope to cultivate the habit of cherishing things in life. Through the appreciation of the excellent creations of clothing design and the collection of old clothes, we can further to understand the basic structure of clothing and observe the materials and colors of old clothes that can be used. Through the sewing techniques, it creates the possibility of deconstruction and reconstruction of clothing design, and it can be applied to self-creation. Course objective structure (See Fig. 2).

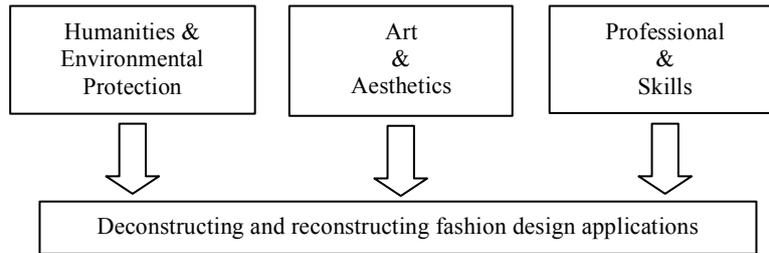


Fig. 2: Course Objective Structure

## 2.2 Course Content

Taking environmental protection as the starting point, and combines with the learners life experiences, we hope to develop the habit of cherishing things. By appreciating the excellent creations of clothing design, we are using the collected old clothes, it makes us can further understand the basic structure of clothing, and it is possible to present the creative and new features of recreating the original things.

## 2.3 Teaching Methods

### Appreciation and Creation of Work

We are using the question-and-answer methods to discuss together, to design works, to analyze and create works, and then the lecturer will guide the analysis of the theme, material, form and technical style of the work. In the progress of creating, students will start to think about the themes or materials, and then design drawings, and collect supplementary materials. After that, trying an experiment with the possibility of creating old clothes, and to complete the work.

### Teaching Method

Question-and-answer method – lecturer will ask the question and students will answer it; Critical thinking teaching method- using the pictures and images to think, judge and let them to give their own opinions; Cooperative learning method-students will collect old clothes and share them with their classmates; Inquiry method-collecting data by themselves and make a decision about their theme of creation work. Demonstration Teaching Method- lecturer demonstrates the composition diagrams of various parts of clothing, such as sleeves, body, front and back pieces of pants, and give examples of methods for constructing new styles of clothing. Practical method-students use old clothes as their main material to complete the work.

## 2.4 Teaching Evaluation

A single copy of learning sheet, clothing structure decomposition diagram and design diagram, it is focusing on observing the details and introspection. The second unit focuses on analyzing materials and creative thinking. The third unit is the implementation and presentation of works.

## Course Structure

The following is the course structure which designed according to the theme of "Sustainable Fashion-Deconstruction and Reconstruction of Fashion Design", (See Table 1).

Table 1. "Sustainable Fashion-Deconstruction and Reconstruction of Fashion Design"

Theme	Sustainable Fashion Deconstruction and Reconstruction of Fashion Design		
Course Purpose	To understand the importance of resources and influences of environment, and to think about how to avoid wasting the resources and reusing the existing materials effectively.	Through the appreciation of excellent design works, to understand how to use the old clothes to create a new fashion work.	With the acquired knowledge and skills, students can display their new works which made by old clothes, and their aesthetics can be improved.
Duration	Each lesson is 50 minutes, a total of 6 lessons, and a total of 300 minutes.		
Unit	The first unit: Sustainable Fashion- Collection of Used Clothes	The second unit: Crossing The Structure- Huge Destruction and Construction	The third unit: Craftsmanship - Turning Decay Into Magic
Specific Target	1-1. Able to understand the consequence of resource waste from life experiences.  1-2. Be able to understand and introspection on their own habits of buying and dressing clothes.	2-1. It inspires students to think from different perspectives about the creation of old clothes, it through the progress of appreciation and analysis of the design works.  2-2. To understand the composition of clothes, through the process of disassembling and combining the old clothes.	3-1. Using the materials which available in our life to make a new creation.  3-2. It combines the concepts of environmental protection, cherishing things and to cultivate the artistic aesthetics through the work.
Learning Periods	Two periods	Two periods	Two periods
Main Activities	1-1. Students make a discussion about the case study which provided by lecturer.  1-2. Lecturer guides the students to extend their discussion to their own life.	2-1. To lead the students to appreciate the excellent works of clothing designers.  2-2. To discuss and analyze the structure of materials and color, to complete the clothing decomposition diagram and design drawing.	3-1. Using the selected old clothes for transformation. (Deconstruction and reconstruction)  3-2. To make a new style clothing.
Evaluation	Learning sheet	Clothing decomposition diagram	Work creations

### **3 Research Results**

#### **3.1 Course Implementation**

##### **Activity 1: Sustainable Fashion- Collection of Used Clothes**

The activity was motivated by the marketing slogan of imported brands like ZARA, “Clothes ten times and throw it”, it discussing the clothing industry and the glorious impression of catwalk models, and then showing the pictures of various second-hand clothes which are popular in the market, and discussing it with students about the differences. Besides, taking the way of question and answer, just like what the learning sheet mentioned, we observe and introspection on self-purchasing and dressing habits, even to discuss the excess of resources and how we can do to reuse them? Therefore, we do the critical thinking about the best way to avoid waste of resources, and we can found that it is good to reuse the old clothes to make a creative works.

##### **Activity 2: Crossing The Structure- Huge Destruction and Construction**

To get the works of a fashion designer as examples, to discuss the designer’s style, and then we will focus on the used clothes collection, to combine a variety of clothes materials into a new style. The combination of clothing based on the aesthetic sense, to appreciate and deconstruct the designer’s work, to analyze its style, material, structure and demonstrate the method of recombination and construction of clothing. After that, selecting the old clothes materials which are suitable for the new creations, and drawing the decomposition structure and design drawings.

##### **Activity 3: Craftsmanship - Turning Decay Into Magic**

To create a new work by using the old clothes materials, and students can share their extra old clothes, and make a discussion with the lecturer in a class.

#### **3.2 Problems and Corrections**

There are some problems encountered during the course implementation, and a list of rectification works as follows,(See Table 2).

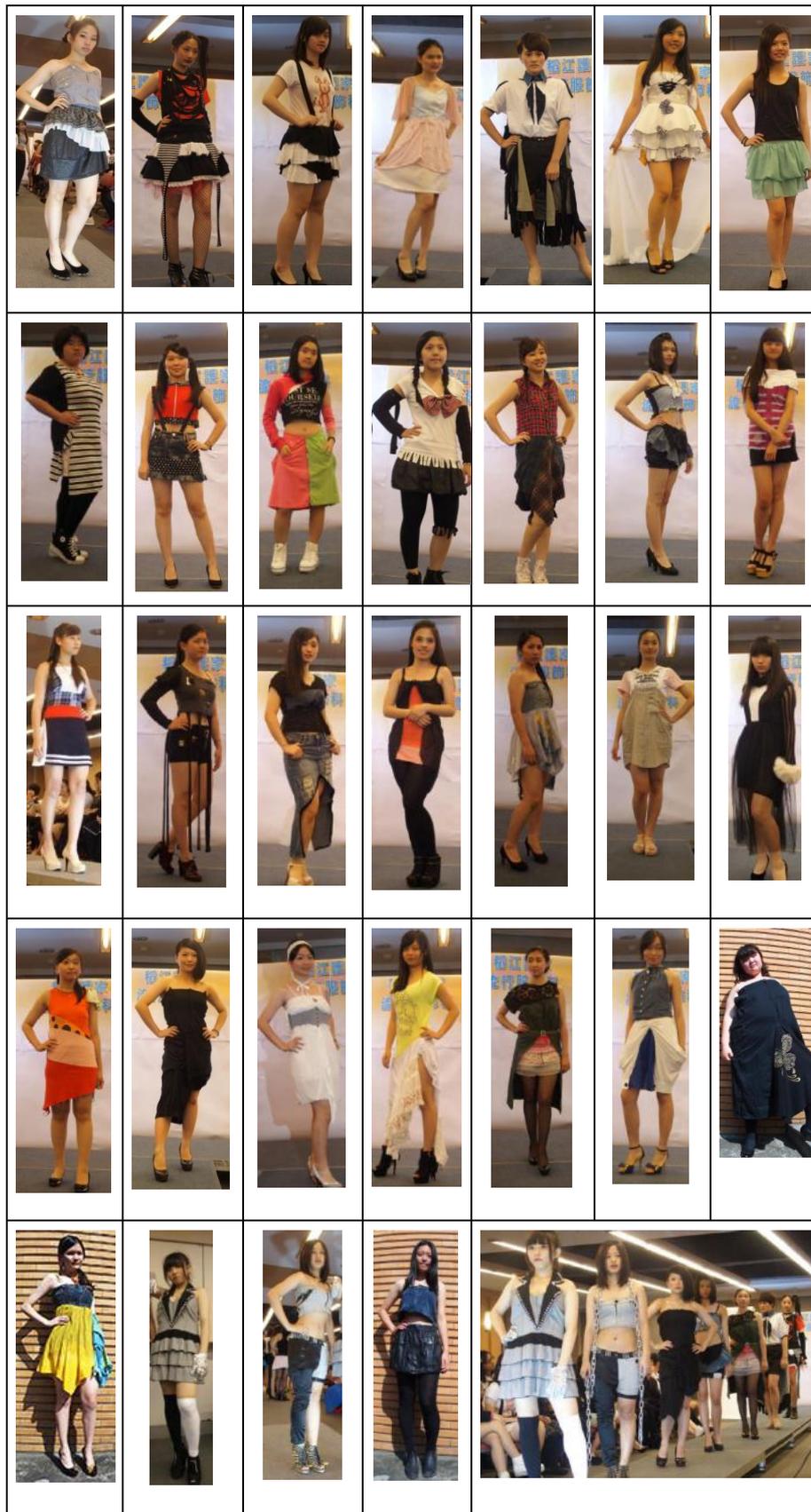
Table 2. Curriculum Implementation Problems and Corrective Work

Orientation	Problems	Rectification Works
Course Content	In the drawing part of the clothing structure decomposition diagram, students have less knowledges of the structure layout, and it makes they're difficult to draw it.	To guide and strengthen their knowledges, and provide them a various structure diagrams as references, and encourage them to reading more version books.
	Difficulty in drawing design drawings.	To guide and strengthen them by using some examples.
Teaching Method	Some students feel difficulty to collect the used clothes materials.	Ask the students to use their interpersonal social network, or to take the initiative to ask their classmates for help.
Teaching Time	Improper time management, 6 lessons are slightly insufficient.	To complete the course by after school tutoring time. The third unit course can be added to 4 lessons in the future.
Teaching Assessment	It is hard for every student to understand the learning situation among of their classmates.	To arrange a midfield observation during the process, or to make a PPT for discussion after the end.

### 3.3 Presentation of Student Works

There are a total of 46 students who participated in this course, one to two in each group, and at least one creation work in each group. After the work is completed, a preliminary review will be conducted in the school. There is a description of the work, and the content includes the design theme, the source of agility, the creative idea, and the original old clothes pictures and the final product. After the implementation of the three units of courses, one of the 46 students who participated in the course failed to complete the work as scheduled, and the other 45 students' grouped works were completed according to the schedule,(See Table 3).

Table 3. The Students' Work Participated in the "Sustainable Fashion" Course



Among the 3 works in the above list, 5 groups were selected by the school to represent the participation in the "iVogue Award" fashion trend, the fashion design competition-the old clothes creative remaking competition for high school vocational colleges which hosted by the Teaching Resource Center of North District Technical College,(See Table 5).

Table 4 shows the participant's works, which includes their design themes, sources of inspiration and creative ideas, as well as original old clothes.

Table 4. Participants' Works

Description of used clothes material		Final Construction work
<p><b>Title 1 : Bad Girl</b></p> <p><b>Source of inspiration:</b> The unruly racing girl.</p> <p><b>The concept of idea:</b></p> <p>To express the rebellious and dignified side of your heart. I saw racing girls on the media, it showing their rebellious and sexy images, so we're trying to find the rules from the rebellious character, and presenting it into a different style. This set is made of two pieces of trousers. The top is designed to be cute, which can show their waist and it brings a little rebellion. The other set is designed with two skirts and tops, which is sexy and provocative.</p>		
		
Black plaid trousers: worn trousers	Black trousers: holes in the pockets	
		
Black plaid dress: the size is too small	Black plaid low-waist dress: the style is too old	
<p><b>Comments:</b></p> <p>The black and white elements are recombined and interpreted by using Gothic style to express a young and uninhibited style.</p>		

<p><b>Title 2: Out of Grid</b></p> <p><b>Source of inspiration:</b></p> <p>To imagine the pure, innocent, simple beauty of the girl just like the next door of neighbour in the rural place. It is made of used plaid shirts and clothes.</p> <p><b>The concept of idea:</b></p> <p>The clothes are made of plaid shirts and scarves with Scotland style. With the effect of stitching, the upper body of the red plaid shirt is changed to sleeveless, while the green plaid shirt is used as the hem, and the plaid cloth of scarf to present the unique rustic texture.The unruly racing girl.</p>
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Description of used clothes material		Final Construction work
		
Plaid shirt: It has been worn for many years, and the sleeves crocheted	Blue and green plaid shirt: It get rid of the line	
		
Plaid handkerchief: it has been used for many years, the side line has fallen off		
<p><b>Comments:</b>  With the clever use of plaid, the shirt can also be turned into an American style. A very simple and fashionable dresses, especially the bold back skirt, it completely subvert the conventional design.</p>		

Title 3 : Black Whirlwind			
<p><b>Source of inspiration:</b>  The image of punk and the stacked birthday cakes which combine together in an attempt to ignite the trend of black and dazzling fashion.</p> <p><b>The concept of idea:</b>  In order to make clothes with the concept of punk style, I'm using the skulls and a little torn element clothes for upper body to create a punk style feel. The black clothes on the outside are added with brighter gold buttons and silver cross ornaments to highlight the collars on the clothes. In addition, the lower part is reorganized in black and white to make the skirt full of stripes. The long strips of black and white striped ornaments are added near the pockets to enhance the visual impact. The red and white yarns are used inside the skirt canopy. Finally, the socks with a small bow on the wrists, in an attempt to show a cool and cool style.</p>			
Description of used clothes material		Final Construction work	
			
Tank top: the size is too small	T-shirt: the size is too small		Lace: Cut out other clothing
			
Sleeve top: not in fashion	Long-sleeved top: it had been wash for many times and it deformed		

**Comments:**  
There are multi-level tailoring and ingenious matching, just like the stage style of LADY GAGA, the glove canopy skirt is waist, it looks like the ruthless role of the ball, full with dazzling and cool style.

**Title 4: Color Flashing**

**Source of inspiration:**  
The youth subculture, like the unrestrained free street dance of spraying paint.

**The concept of idea:**  
The splicing of the long and short sleeves shows the sense of incongruity, and the use of multiple colors and simple line cutting to present a lively and simple style.

Description of used clothes material		Final Construction work
		
POLO top: the size is too small	Black top: It is outdated	
		
Hooded long-sleeved T-shirt: stains on the back	POLO top: the size is too small	

**Comments:**  
The contrasting T-shirt top boldly deconstructs the original clothing inertia. The two tops form a special skirt to construct a completely different style, and the diagonally cut black top brings overall balance.

**Title 5: The Wizard of Oz**

**Source of inspiration:**  
Because of I like flowers and plants very much, and I also plants many in my home. Every time when I see them, I can feel good, so that I want to apply this idea to my works. I try to imagine I'm being in a mysterious world of flowers and plants with an elegant temperament.

**The concept of idea:**  
The main of overall cutting is a green dress. It was originally a uniform pants. After it being cut and modified, it becomes a dress. This part represents a large green field while the skirt part made of three pink shirts. The clothes are cut into pieces of the same size to create a sense of layering, it is representing each beautiful flower; and the top part is transformed into a small shawl from a vest similar to a lace carving, which expresses a mystery Wonderland.

Description of used clothes material			Final Construction work	
				
Long-sleeved top: the neckline is too large	Patterned top: it is outdated	Long-sleeved top: there are stains on the back		

				
Short sleeve top: it is outdated	Vest top: There are some holes	Trousers: there are broken pockets		
<b>Comments:</b> A green uniform pants to transform into a graceful dress, and the black lace cut on the shoulders which can shows the young and mature beauty.				

### 3.4 Class Situation and Performances Results

#### Class Situation

There are three units from the beginning to the completion in this course. It starts from the discussion of clothing structure and the practical course. After the work is completed, it will be revised, and then the primary selection will be conducted in the school. During the process, students will learn about makeup, hairstyle and accessories matching, and go a catwalk with the selected music. After that, we will ask for 5 groups of works to participate in the off-campus competition. In addition, all participated course works are presented in the school, (See Table 6). The presentation of each stage as follows.

Table 5. Class Schedule

			
Class Situation-1	Class Situation-2	Work Revision-1	Work Revision-2
			
Students describe their work	Catwalk Training	Student works	School Performance

#### Performance Results

The student works participated in the "I Vogue Award" fashion trend which sponsored by the North District Technical College Teaching Resource Center, the clothing creation and design competition-the high school vocational old clothing creative reproduction competition. There are 5 groups of works which achieved a brilliant result, and there are a total of 5 awards, includes the 1st runner-up, 2nd runner-up, 3rd runner-up and 2 best works, (See Table 7)

Table 6. Award Record

	On the scene		Group photo of award winning (Lecturer & students)
Prize Winning Works			

## 4 Discussion and Reflective Teaching

A questionnaire survey was conducted after the course. Ninety-eight percent of the students are totally agreed that the reuse of resources is an important matter in our life. However, this course can enable them to understand the structure of clothing, and to show their aesthetics and strengthen their professional skills, and it also be able to help self-growth, while the other two percent of students agreed with the above.

### 4.1 Students

#### Humanities and Environmental Protection - Love and Cherish

Things Students participate in the classroom to extensively collect used clothing materials, and to understand the meaning of resource reuse, and be able to cherish and cherish materials, as well as to cultivate the habit of thinking before make a consumption. Besides, they can think out of the box about the used clothes, to reuse them in any possibility, such as remodelling them into bags or accessories or to create a sustainable fashion.

#### Art Aesthetics - Creative Development

Students have their own ideas about the choices and uses of old clothes, most of them choose lower body type, or a plain woven cloth type. They want to subvert the original structure of clothing. For example, trousers become part of tops and sports tops are changed to skirts. In addition, colors of the same attributes can be matched with each other to become a combination with a strong sense of series, which is fully displaying what they have learned and completing The clothing styles are also quite diverse. In addition, they can try to write down the inspiration source and design concept of the work. It is combining creation and words which can train students in the learning of written expression. Most students can express the concepts fluently what they want to convey the message, while a few must to be guide and then revise their words.

#### Professional Skills - Diversified Development

Students make an interaction in the classroom, through the appreciation and analysis of structured works and the deconstruction of the concept of communication description, they can use the knowledge (color science and clothing materials) they have learned before to further understand the work, and even transform it into their own creative concept.

## **4.2 Reflective Teaching**

There are a total of 6 lessons in the three units, and the relevant course content is completed. I hope that students will have more time to collect used clothing materials. However, some students still have difficulties, and may be limited due to the convenience of the collection. For certain styles or textures, the homogeneity is high, which may limit their creation. Although lecturer share her redundant materials to students, but the effectiveness is still limited. Therefore, it may be considered to set the scope of collection while make a curriculum design.

Students are obviously inadequate in basic clothing structure knowledge, and they might be guided to strengthen the principles of clothing structure in similar practical courses. In addition, the teaching duration can be adjusted, so that students have more time to complete their work.

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