

# PgCert introductory workshop

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# my teaching practice

- **Research Proposal Unit**  
(across SDT + seminars for MA Fashion Futures)
- **Collaborative Challenge**  
(across LCF's MAs)
- **Major Project supervision**  
(MA Fashion Futures + MA Fashion Entrepreneurship & Innovation)
- **PhD supervision**  
(sustainable fashion practice, decolonising design, textile crafts)
- **Fashion Practices for Social Change**  
(new elective unit across LCF's MAs)

# my pedagogic approach

- Values-driven
- Critical
- Place-based
- Participatory
- Interdisciplinary
- Systemic
- Transformative



# centre for sustainable fashion (CSF)



Mazzarella et al. (2019)



building a transformed  
fashion system

# ReGo





# decolonising fashion & textiles





fashion values

# Fashion Values Challenge 2022





# learning

- **modern West vs. traditional non-West**  
reproductive or mimetic design approaches
- **anti-fashion and fashionization**  
integrating a wider range of perspectives and challenging the status quo
- **Feminist Solidarity or Comparative Studies Model**  
from the different perspective to co-implication and solidarity

# open questions

- How could fashion design education address European colonialism, economic and environmental exploitation, and social injustices?
- In what ways can design students evolve traditional clothing practices without engaging in cultural appropriation?
- In what meaningful ways can designers (including myself as a white male European) learn from other forms of fashion?
- To what extent can such experiments be scaled without turning into unsustainable fashion design practices?



Ahmed, T. (2019). Anti-Fashion: Using the Sari to Decolonise Fashion.  
In: *Modes of Criticism 4–Radical Pedagogy*. Onomatopoe, pp.32–51.

