COLLABORATIVE CHALLENGE
TEAM 3

ACTAsia- Compassion in Fashion Challenge

TEAM MEMBERS: Shannon Wu, Yinghua Wu, Danni Zhao, Kaiyi Zhu
SUPERVISOR: John Lau
TIMELINE: 21-22 / 12 weeks

Padlet-Link:
https://padlet.com/dzhao03202111/v4aar5iav6i2vdwi
TIMELINE

Online Q&A Session: 06/10/2021, 9am

CONSULTANCY 1: 20/10/2021

27/10/2021: Research and self-directed study

CONSULTANCY 2: 03/11/2021
Student pitch to Supervisor/Partner to address challenge

CONSULTANCY 3: 17/11/2021

CONSULTANCY 4: 01/12/2021

FINAL PRESENTATION: 08/12/2021
Division of Team Members

Shannon Wu (spokeperson)  
- suggestions about alternative materials for fashion students and suppliers  
- evaluate the course with Danni

Yinghua Wu  
- suggestions about alternative materials for fashion students and suppliers  
- worked and mock examples of manifesto’s and create portfolios

Danni Zhao  
- suggestions about alternative materials for fashion students and suppliers  
- did team presentation slides  
- evaluate the course with Shannon

Kaiyi Zhu  
- suggestions about alternative materials for fashion students and suppliers  
- worked and mock examples of manifesto’s and create portfolios

Deliverables

ACTAsia are looking for an evaluation of the 12-hour course with suggestions at every step of alternative methodologies, or different ways to present the facts, knowledge and cases to students. Keeping in mind our target audience of Gen Z and Millennials.

1. An evaluation of our Compassion in Fashion Course with practical achievable suggestions to improve reach to target audiences, including themes and alternative methods to deliver information.

2. Worked and mock examples of manifesto’s and activities currently in Week 6 to exhibit on Miro to inspire and instruct students on how to approach and create portfolios.

3. Suggestions for future courses and information for fashion students regarding Fur Free and sustainable fashion including news articles, journals and resources to support suppliers of alternative materials in Asia.
Who is ACTAsia?

We promote compassion for people, kindness towards animals and respect for our beautiful planet.

Since 2006, ACTAsia has been making a big impact on the lives we touch through Caring for Life Education.

When an Asian sociologist and an Asian veterinarian came together to help Asian cultures evolve into caring societies, ACTAsia was born. We’re addressing the root cause of problems in society, with the future in mind, working towards sustainable social change through education.

What they are aiming for?

We educate children, consumers and professionals to promote kindness and compassion for people, animals and the environment among Asian societies.

With the future in mind, education is at the core of all we do. We teach children about respect and kindness, promote responsibility among consumers for the goods they buy, and collaborate with influential professionals in government, education, law, and veterinary practice.
1. An evaluation of our Compassion in Fashion Course

Ralph W. Tyler (1902–1994) was an American educator who worked in the field of assessment and evaluation. He has been called by some as ‘the father of educational evaluation and assessment’.

He transformed the idea of measurement into a grander concept that he called evaluation; in the field of curriculum. In addition, he soon determined that evaluation of student behaviors proved to be a highly appropriate means for determining educational success or failure.

A decade after completing his work with the Eight-Year Study, he published a book called ‘Basic Principles of Curriculum and Instruction’ (1949). This book was a bestseller and has since been reprinted in 36

Ralph W. Tyler

Tyler’s model obtains the curriculum objectives from three sources: 1) the student, 2) the society, and 3) the subject matter.

Tyler believes that curriculum objectives that do not address the needs and interests of students, the community and the subject matter will not be the best curriculum.

I will use Tyler's objective model to evaluate the course of 'Compassion in Fashion: Sustainability and the Global Fur Trade'.

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Source
Students
Source
Society
Source
Subject

Attempted Educational Objective

Source
Educational Philosophy
Source
Learning Theory

Accurate Educational Objective
Tyler believes that curriculum objectives that do not address the needs and interests of students, the community and the subject matter will not be the best curriculum. The importance of studying the child to find out what kinds of interests he has, what problems he encounters, what purposes he has in mind.

Three major criteria are required in building organized learning experiences: continuity, sequence and integration.

The important thing is for students to discover content that is useful and meaningful to them.

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of
DEFINING OBJECTIVES OF THE LEARNING EXPERIENCE

WEEK 1’S course are contains the source of each educational objective to be considered.

Source Studies of the Learners

Source Outside School

Source Subject Specialist

Stating Objectives in a Form to be Helpful in Selecting Learning Experiences and in Guiding Teaching
• Adjust to society vs improve the society

Source the Use of Psychology
• Learn the importance of sustainable fashion
• Giving a general list of the sequence of learning at introduction part.

GOOD: green background with white text
ADVICE: purple background with yellow text
## WEEK 1

1. **Welcome to Compassion...**
2. **Welcome to Compassion in...**
3. **Why does sustainability begin...**

### 1.6 Why does sustainability begin...
- **Article**

### 1.7 How much water does it take...
- **Poll**

### 1.8 Podcast: how does fur farm...
- **Audio**

### 1.9 Water contamination comes...
- **Video**

### 1.10 Does air pollution damage...
- **Discussion**

### The impact of fur on the environment...
- **Natural Resources**
  - **Article**

### 1.12 Check your understanding...
- **Test**

### 1.13 Eco-friendly alternatives to fur...
- **Article**

### 1.14 Check your understanding...
- **Test**

### 1.15 Congratulations on finishing...  
- **Article**

### 1.16 Has my opinion changed?...  
- **Poll**

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- **The course offers a wide variety of learning types.**
- **As designers we are more likely to be attracted to highly visual and powerful films or images.**
- **Applying the learning to the learner's own field.**  
  - E.G. Fashion student can do a piece of fabric which is sustainability and no fur.  

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**Learning Outcomes**

By the end of this week, you will be able to:

- Demonstrate research to identify and critique the need to protect natural resources and raw materials;
- Apply an understanding of air, water, land, waste, pollution;
- Utilise emerging knowledge of the toxicity of fur to process, preserve, and dye.

Throughout the week we will reference fantastic in...

**FROM 1.6**

- **Learning experience produce multiple outcomes,** which are the results the act asia expects the course to be achieved.

**FROM: I-D**

[https://i-d.vice.com/en_uk/article/ne844x/the-swedish-brand-pushing-for-100-traceability](https://i-d.vice.com/en_uk/article/ne844x/the-swedish-brand-pushing-for-100-traceability)

**Video From: PlanetA**

**From: ASKET**

Eilat Mashiah
IDENTIFYING LEARNING ACTIVITIES FOR MEETING THE DEFINED OBJECTIVES

The course builds a variety of scenarios to engage the learners’ attention and achieve the educational goals that have been identified.

- learners can go offline to the factory and have hands-on experience. Alternatively, show learners movies such as interviews with sweatshop employees to help them understand the importance of sustainable development.
- The course offers many films and reports on fur farmers. For a better learning experience, I thought why not attach the video below and, as Taylor says, build a variety of scenarios to provide a meaningful experience for each learners.

A 2012 film by Antonia Coenen, Die Wahrheit über Peitz (The Truth about Fur) clearly documents workers in a hot, processing environment, showering in the toxic chemical waste water from dressing fur pelts.

In China’s Suining County and in Leticing County in Hebei Province, around a third of the populations work in fur farming - 80,000 and 47,000 people respectively.

There are reports that when the fur industry’s profits are unstable, workers are forced to find alternative ways to make a living.

An article published by Global Times in December 2017 reports on a cumulative backlash after a video taken in 2005 of a raccoon dog being skinned alive for its pelt was repeatedly shared on social media. The film Fun Fur caused shock among viewers in China.

After watching the video: activity!

Think over all you’ve learned in the last few steps on the fashion system, the needs of workers, the two case studies and how the fast fashion sweatshops violate worker’s rights.

In the comments with other learners please:

"Discuss ways to eradicate poor working conditions!"

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<table>
<thead>
<tr>
<th>WEEK 3</th>
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<tbody>
<tr>
<td>Animals</td>
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<tr>
<td>Are animals sentient?</td>
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<tr>
<td>Video</td>
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3.2 Animal Sentence Quiz 动物感知能力问答

- Great interactive way for learners to give feedback on their learning process. After different feedback on the results, the course can be continually optimised later.

3.3 Animal Welfare Article

3.4 Podcast: Certification Fails

3.5 Check your understanding ... Test

3.6 Global Fur Trade 全球皮草贸易

3.7 China and the Global Fur Trade

3.8 Education & New Design P... Video

3.9 Check your understanding ... Test

3.10 Congratulations on finishing...

3.11 Has my opinion changed?... Poll

Has my opinion changed?

Do you consider it acceptable to use fur in fashion? 你认为以时尚的方式使用皮草是否可以接受?

- Great interactive way for learners to give feedback on their learning process. And questions are asked to allow designers to reflect on their own design process.

In the comments below, please share something you've learned from your worksheet that you didn't know previously. Please read and engage in the comments of other learners too!

Once you have watched the video, let's discuss in the comments below!

- Why is educating on these issues important?
- Who is the most impressive Fur Free Retailer you know?
- What is exciting about alternative materials?
- What are the possibilities for the future?
- Consider carbon neutral targets of some countries, such as China's 2060 target. What are the limitations of some faux fur (made of plastic)?

- Learns can tell their own stories with their pets during the learning process and get them thinking about what they would do and feeling if they were to put their own pets on the fur farm. Allowing learners to empathise with the process of learning.

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ORGANIZING THE LEARNING ACTIVITIES FOR ATTAINING THE DEFINED OBJECTIVES

To form some coherent teaching programme. To give a cumulative effect to the learning experience. Learning experiences must be organised.

The course builds a comprehensive and effective framework

- **Continuity**: A straightforward presentation of the course framework.
- **Sequential**: Building on the 'Human' course, the 'Animals' course has a deeper and broader exploration of related content.
- ** Integrative**: Course has integrated all the courses with title and subtitle headings throughout the course. Structure the course into levels.

- A more comprehensive range of content can be provided. For example, invite bio fabric and textile students to talk about what it's like to make sustainable fabrics, what it's like to be in the process and how they feel. There is a strong contrast with the workers in fur farmers. Secondly, the use of clo 3D or new sustainable technology could be talked about in the course. This is because clo 3D can be used in such a way as to completely reduce the waste and no fur generated during the production of the garments.
The purpose of evaluation is to provide a comprehensive test of whether the learning experience is working in practice. The course uses two forms of assessment, which are manifesto and do portfolio. The course mentioned "Are some brands expressing commitments, but not acting upon them?". Allows learners to evaluate other brands based on the courses they have studied. Learners will be able to think more deeply about brands in their subsequent brand research. Gain a more comprehensive understanding of different brands. Week 4 is a good evaluation and assessing the learning experience.

EVALUATING AND ASSESSING THE LEARNING EXPERIENCES

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Learning Outcomes
- Design: design a portfolio showcasing alternative materials
- Communications: create a communication strategy to promote alternative materials
- Business: create a business plan to sell alternative materials

- Doing the portfolios as the learning OUTCOME gives the learners the opportunity to demonstrate the kind of behaviour implied by the educational objectives. A better understanding of the learners' level of understanding of the course. The results of the evaluation can indicate what works and what could be improved in terms of course development.
2. Worked and mock examples of manifesto’s and activities
- YINGHUA WU
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- KAIYI ZHU

**Piñatex**
Ananas Anam, the makers of Piñatex®, an innovative natural textile made from waste pineapple leaf fibre is now a Certified B Corporation®.

**Biomaterials**
Carolyn Raff is the brainchild behind “An ocean full of possibilities”, an experimental and conceptual design approach based on rapidly renewable raw materials from the sea. (Connelly, 2019)

**Momoxtle**
Mexican designer Fernando Laposse has developed Totomoxtle, a marquetry material made from the colourful husks of heirloom corn species that restore vital biodiversity. (Dezeen, 2019)
2. Worked and mock examples of manifesto’s and activities

- YINGHUA WU and KAIYI ZHU

MANIFESTO
Sustainable fashion with zero fur

1. Embrace sustainability
The sustainable fashion attitude makes the design more environmentally friendly and infuses the responsibility for the environment into the design.

2. Start from small and change the world
As small as the choice of paper or the way of travel at work, from the closely related lifestyle and work of every link to achieve sustainable.

3. Love & kindness
Take goodwill and care for the world and the environment as the starting point, and always consider the impact of each link on the ecology.

4. Empathetic people won’t hurt animals
Empathy with animals, with plants, with every component of nature, can more through human initiative to build a harmonious coexistence with other natural creatures of the universe.

5. Action is the best support
Just do it right now!
3. Suggestions for future courses activities

In future courses we would suggest including some mini games between week 2 and week 3. The reason for this is that it relieves the learners' fatigue and tests the students' learning in the middle of the two courses. This game is called HAPPY ELIMINATING select the same eco-friendly fabric to eliminate it.
3. Alternative materials for fashion students and suppliers (Danni’s suggestion)

Piñatex® was developed over many years of R&D by Dr. Carmen Hijosa.

The use of pineapple leaf fibre, an agricultural waste product, provides the opportunity to build a scalable commercial industry for developing farming communities, with minimal environmental impact.

Link: https://www.ananas-anam.com/about-us/
After pineapple harvest, the suitable plant leaves which are left behind are collected in bundles and the long fibres are extracted using semi-automatic machines.

The fibres are washed then dried naturally by the sun, or during the rainy season in drying ovens. The dry fibres go through a purification process to remove any impurities which results in a fluff-like material.

This fluff-like pineapple leaf fibre (PALF) gets mixed with a corn based polylactic acid (PLA) and undergoes a mechanical process to create Piñafelt, a non-woven mesh which forms the base of all Piñatex collections.

The rolls of Piñafelt are then shipped by boat from the Philippines to Spain or Italy for specialised finishing.

To make the Original, Pluma and Mineral collections, the Piñafelt is coloured using GOTS certified pigments and a resin top coating is applied to give additional strength, durability and water resistance. A foil is heat pressed on to create the Metallic collection and a high solid PU transfer coating is used to create Piñatex Performance.

Piñatex is fit for use across fashion, accessories & upholstery and has been used by over 1000 brands worldwide including Hugo Boss, H&M and the Hilton Hotel Bankside.
Between Salt and Water focuses on the study of seagrasses and ocean water collected from three oceans and studied through the processes of dyeing, weaving, and material softening. The primary focus of this collection of experiments is to observe how the material configures itself to reveal new kinds of information - more concretely, the relationship between our production processes and the natural world. When imagining a habitable future, it is crucial to think about the current systems of production, consumption, and how they exacerbate the larger climate crisis.

It is crucial to bring attention to the decline of kelp forests and their function in maintaining the earth’s ecological balance. Kelp sequesters away large amounts of carbon up to 20 times more than per acre of terrestrial forests. A combination of various human activities has resulted in a rapid increase of kelp grazing sea urchins creating a subsurface of kelp wasteland around the world.

How can we use this waste to address the larger crisis responsible for creating it?

We leave the earth with nourishment or with poison.
Kaiyi Zhu's suggestion

At the Fashioning Now symposium (we'll be uploading all of the speakers’ audio on the website in the next few weeks) Susan Dimasi spoke of the system Materialbyproduct (the other half is Chantal Kirby) use to cut their no-waste garments. Of particular interest was their approach to sizes; unlike conventional manufacture, each size of a Materialbyproduct garment is not a replica of the sample size in terms of design. This has been a hunch of mine for a while – what is wrong with making each size slightly different – and I admire Susan and Chantal for doing away with that rule. One could say that each size is designed rather than graded. Sure it may slow things down, but on the upside, arguably each size of a style receives an equal amount of love from the maker.

At this point I should note that all of the above will require some rewriting of a thesis chapter, but I am quite excited about it. Each designer is addressing waste and each designer’s

Shannon Wu's suggestion
Sustainable brand

And by the amount of times I mentioned faux fur you might be able to guess that Heurueh is sustainable. “Our brand is focused on ethics, social responsibility, and sustainability. We began as a faux fur brand with a commitment to these values and as the pressure on the industry increases to be more sustainable we work to stay on the forefront of the movement to continuously implement the newest techniques and sustainable practices.

Shrimps has never used animal leather or fur in any product, in line with our commitment to cruelty free fashion.

"Eco fur" is a raised fabric that uses synthetic fibers instead of animal fur. The fabric referred to by "artificial fur" is also the same as Eco fur.

In recent years, the name "Eco fur" has been used as a substitute for artificial fur, and is mainly used in fashion magazines and fashion media. Now it has become a fixed term for fashion materials, centering on the younger generation. The artificial fur, which has been officially produced since the 1960s, has steadily improved its technical capabilities in a long history, and its quality has won praise, and it has now become a material used by luxury brands and other brands.
THANK YOU FOR LISTENING TEAM 3'S PRESENTATION

8 DECEMBER