

Exercising ‘Co-design as Community-based Participatory Research (CBPR)’ as a Pedagogical Framework based on Gen Z Learning Styles Workshop

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This pre-conference workshop was designed to project a new direction for fashion design curricula utilizing the ‘Co-design as Community-based Participatory Research (CBPR)’ framework, and to understand how this framework is appropriate/suitable for the next generation (Gen Z). With the onset of Gen Z as the next cohort entering higher education, in addition to drastic societal and environmental changes, how can we as educators proactively respond to adopting a new systematic framework for fashion design education? Many researchers have proposed co-design, and/or participatory design research in fashion design education under this paradigm shift. However, many fashion design educators are struggling with cultural and ethical issues, etc. to conduct co-design with multiple stakeholders, and how they teach students (Gen Z) the process appropriately and successfully. In this workshop, participants exercised ‘Co-design as CBPR’ towards integrating successful co-design processes in fashion design education.

In the first phase, presenters introduced the historical definition of ‘co-design’ and ‘CBPR’, and then introduced how ‘Co-design as CBPR’ has been developed as a pedagogical framework and its value to educate the next generation through ‘Learning by doing’. Next, participants learned about Gen Z Archetypes based on previous workshop contents from 2019, and how these archetypes could connect with key features of the ‘Co-design as CBPR’ framework.

After introducing basic knowledge of the ‘Co-design as CBPR’ framework and Gen Z’s archetypes, presenters shared several examples that have embodied the ‘Co-design as CBPR’ framework with undergraduate students in the University of Cincinnati fashion design program. Then, participants engaged in four activities in the workshop as below:

1. Activity 1A: Introductions / Understanding your Institution and Environment

In Activity 1A, participants were asked to introduce any existing, current and/or prospective research projects/initiatives at their institution to address important societal issues. They were given time to individually complete their designated worksheet, and then broke into groups of 3-

4 members and shared about their projects/initiatives to understand each other's diverse environments to conduct 'Co-design as CBPR'.

2. Activity 1B: Exercising the 'Co-design as CBPR' Framework

Next participants assessed how their projects/ initiatives addressed the features of the 'Co-design as CBPR' framework based on Activity 1A. They also discussed how their projects could adapt the features of the framework and how these projects/initiatives could respond to the characteristics of Gen Z archetypes. Facilitators provided thought starters (examples below) to encourage more specific translational thinking:

- 1) Can you incorporate your project into the classroom (undergraduate program)?
- 2) Can multiple stakeholders (industry, community partners, etc.) engage in the research and design process?
- 3) Leverage your geographic location and localize your projects-i.e., community stakeholders / business, resources, and characteristics of the place you are located
- 4) Can students and designers facilitate co-creation activities with a diverse set of stakeholders?

3. Activity 2: Small Group Discussion + Idea Build

Participants shared-out with group members about one of their initiatives/projects and brainstormed together how they might improve them. In this phase, participants also examined their top challenges and ways to overcome them through actionable and innovative solutions considering all possible stakeholders.

4. Activity 3: Group Presentations

Each group summarized and presented their findings utilizing the 'Co-design as CBPR' framework and provided insights on the activities.

Participants believed this to be a valuable and actionable workshop. Since each participant had challenges in conducting co-design in their fashion design program, they felt that the 'Co-design as CBPR' framework connecting with Gen Z's learning styles was "absolutely beneficial to understand and apply to their program, especially in undergraduate program" of fashion design education. Furthermore, they felt that a key feature of 'Co-design as CBPR' was the 'Learning by Doing' process by adopting diversity and flexibility within multiple stakeholders. Participants also commented on "the organization of the process and development of the framework tools were easy to follow and have been beneficial to them". Finally, they were actively engaged in small group brainstorming to share their ideas to find innovative and actionable solutions together. As a next step, facilitators would like to conduct a follow-up workshop with participants after they have had a chance to apply the 'Co-design as CBPR' framework within their institutions.