

**Visualising Fashion Studies: Research-Based Teaching and Learning in Fashion Design**

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**Abstract**

This article proposes a new method for visualizing conclusions from a subject field called Visualisation-led teaching and learning. The research that has been carried out up till today in the field of fashion by social sciences has produced a plethora of information that defines fashion as a cultural phenomenon. Despite its potential, for a greater part, this research is currently not utilised in the education of fashion design students. Visualization-led teaching and learning takes into account fashion design practice and translates the findings of fashion studies into visual examples. The produced visualizations make the central ideas in fashion studies clearer and more comprehensible, primarily producing visualizations which improve and enhance sustainable learning and understanding. The first section critically examines the literature on research-based teaching and learning, and transformative learning. The second part discusses accustomed approaches of research in fashion design. The third part analyses 16 half structured expert interviews on issues and challenges with the implementation of fashion studies to the design studio and the subsequent understanding of research in the design process. The interviews conducted in Austria, Denmark, Slovakia, Slovenia, Hungary and Italy between November 2016 and July 2017 are analyzed by means of expert interview methodology. Following this the proposed method is described. There is an ongoing discourse for the necessity of implementation of fashion studies into design curriculums in Europe. The proposed method offers a sustainable teaching and learning tool that enables learners to become active agents and actors.

**Keywords:** Visualisation-led Teaching and Learning, Fashion Education, Design Didactics, Design Studio

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