

LOOKING INTO COMPANY'S WORK WITH SUSTAINABILITY IN TEXTILE PRODUCT DESIGN

OER: CONTEXTUALIZING SUSTAINABLE TEXTILE PRODUCT DESIGN

Objective & Scope

The learning activity serves to explore and identify approaches to sustainability in design using the Sustainable Design Cards and Material Pathways as a methodical framing for looking into companies' business models. The learning activity has been motivated by a wish to make students aware of the diversity of directions to take when working with sustainability in design and thereby to be able to understand potentials and limitations in a textile product design context.

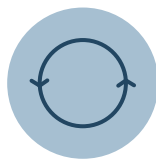
Activity Question

Which approaches to sustainability can be identified for a company and how can these be further developed to support a company's business?

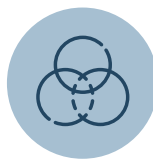
Learning Goals

- Be able to identify approaches and question a company's efforts on sustainability in textile product design
- Be able to propose alternative sustainability approaches to a company's business strategy
- Be able to develop informed sustainable textile product concepts

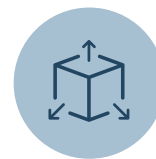
Categories



Sustainability



Design Process



Product Design

References

- Hasling, K. M., & Ræbild, U. (2021). Using Material Pathways to build Sustainable Material Narratives. Proceedings of the International Conference on Engineering and Product Design Education, Herring, Denmark.
- Hasling, K. M., & Ræbild, U. (2017). Sustainability Cards: Design for Longevity. Proceedings of PLATE 2017 – Product Lifetimes and the Environment, 166–170.
- Ræbild, U., & Hasling, K. M. (2018). Sustainable Design Cards: A Learning Tool for Supporting Sustainable Design Strategies. In K. Niinimäki (Ed.), Sustainable Fashion in a Circular Economy (pp. 128–151). Aalto University.

Support material

- Sustainable Design Cards and Material Pathways, either as printed decks, as PDFs or on the webpages (www.sustainabledesigncards.dk, www.materialpathways.dk)
- Product Lifecycle templates, A3
- [OER](#)
- [Summary presentation](#)

Equipment

Pencils, board and table

A.

A.

How does a textile product you own relate to sustainability approaches?

As preparation for the learning, students have been provided with the cards, either as printed decks, as PDFs or digitally on the webpage.

Students:

1. Choose a textile product in your proximity. This can be a garment, furniture or other. The activity is easier if you know the company behind.
2. Go through the deck and identify relevant approaches. You can do this based on physical examination of the textile product, prior knowledge of the company and desktop research.

3. Which approaches (max. 3) are the most important? – which ones are secondary?

Tutor:

Ask selected students to present their analysis in class.



Less than or around an hour



Individual



Discover & Define

B.

How do companies within textile product design work with sustainability through design?

For the sub-activity, groups are provided with A3 templates with a product lifecycle.

Students:

1. Identify a company that makes textile products. This can be a company known for working with sustainability or a company that is not.
2. Go through the deck and identify relevant approaches for the company. Each group can do this based on prior knowledge of the company and desktop research.

- Which approaches (max. 3) are the most important? Which ones are secondary?
- Where in the product lifecycle are the approaches positioned? (use the provided template)

3. If the company was to further develop their sustainability endeavors, identify relevant approaches and elaborate why these are relevant and how they could be implemented.

4. Prepare a short oral presentation (app. 5 minutes) of the company and their sustainability efforts based on the above questions. The presentation can be supported by 3-5 slides.

Tutor:

Have selected groups present their findings for the class.



Around half a day



Small Group Discussion



Discover & Define

C.

How does a textile product you own relate to sustainability approaches?

In the following, it is expected that students have prior experience with the Sustainable Design Cards and Material Pathways.

Students:

Select 2-4 cards and use these to frame a design concept. Dependent on the level of complexity and the time available, the concept can contain one product or be a collection of styles. The design concept can be developed through e.g. moodboarding, sketching and prototyping.

- How are the cards working together and overlapping?
- How are the cards covering different aspects?

Prepare 3-5 slides to support an oral presentation in class

Tutor:

Ask selected group to present their work in class. Allow time for comments and questions from the audience.



A day or more than a day



Small Group Discussion



Develop & Deliver

PRODUCT LIFECYCLE TEMPLATE

