

## Poster

**Title:** Fashion's Global Citizens: The International Fashion Panel.

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### Session Learning Outcomes

By the end of this session, delegates will be able to: gain new perspectives on building international student co-created collaborations utilising social media in an academic context

### Session Outline

This presentation focuses on exploring key themes raised by an exploratory collaborative project using Facebook as a platform to connect London College of Fashion Marketing & Design students with students at City University Hong Kong studying courses in Advertising and Popular Culture. The collaboration took the form of a shared private Facebook group - an International Fashion Panel - where staff and students shared learning resources and current critiques around brand identity, cross-cultural marketing and city branding. The Facebook platform was used both separately and collaboratively to support students' co-creation of their educational experience e.g. carrying out primary research on the Hong Kong fashion industry. The digitally mediated collaboration allowed for flexibility in when and how education took place, providing a third space for co-creation of learning.

Student evaluations, Personal and Professional Development statements and focus group contributions supplement the tutors' reflections on the process. Benefits of the collaboration included enhanced digital literacies, the facilitation of research in remote markets and the raising of awareness of cross-cultural issues in product design and fashion marketing. In addition students conceived of the experience as a virtual exchange program.

An overview of the process, both the opportunities and anxieties, is given drawing on the experiences of the teachers and students involved informing a discussion around the issues inherent in the opening up of the classroom and the facilitation of cross-cultural collaborations.

### Session Activities and Approximate Timings

A brief overview of the project will provide a focus for a wider discussion about engagement with public platforms e.g. Facebook and the opportunities and anxieties that surround the opening up of the classroom and raising awareness of interculturality and methods for working collaboratively across cultures. Resources for discussion will be posted on a conference Facebook page to be used during the session.

45 minutes presentation 45 minutes facilitated discussion & plenary

Discussions will be around the following quotes:

1. '...social media platforms are built based on principles of interactivity, allowing users to connect with each other, gather news and information, and create and share content. The functionality of social media provides opportunities to enhance the effectiveness of our institutional processes while providing challenges as well.' (Joosten, Pasquini & Harness, 2013)
2. 'Learning can be done in different ways that it is not only a one-way receiving or two-way interaction between teachers and students. Face-to-face interaction is a way of learning. Distance learning is a way of learning. Doing that online is also a way of learning. So when I joined the International Fashion Panel Facebook Group, it was more like a learning opportunity for me.'  
(CUHK student)
3. Fleming (2006) argues that the arts provide a medium through which the two key elements of Intercultural Communication may be developed: namely gaining appropriate knowledge of and attitudes towards other cultures and questioning assumptions about one's own culture (Byram, 1997).

## References

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- Joosten, Pasquini & Harness, (2013) *Guiding Social Media at Our Institutions*. *Planning for Higher Education* 41(2) 125
- Fleming, M. (2006). *Justifying the Arts: Drama and Intercultural education*. *Journal of Aesthetic Education*. 40:1, pp54-64
- Junco, R. (2012). *Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance*. *Computers in Human Behavior*, 28, pp187-198
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