

Fashion & Textile Design

Research and Communication Skills

Reflective
writing

LEARNING OUTCOMES of this session

Distinguish reflective writing from other forms of writing

Explore different resources and methods for aiding the reflective process

Start the framework for this weeks task

REFLECTIVE

WRITING

IS

EVIDENCE OF

REFLECTIVE THINKING

Informed thinking

In an academic context, reflective thinking usually involves:

1 Looking back at something (often an event i.e. something that happened) but it could also be an idea, a problem, a concept, a piece of text, image or object

2 Analysing (thinking in depth and from different perspectives, and trying to explain, often with reference to a relevant model or theory)

3 Thinking carefully about what that 'thing' means for you and your ongoing progress as a learner

Reflective writing is thus more personal than other kinds of academic writing

**Lets put
this into
practice**

TASK 2

Write a 500 word [max] response to the text.

Read, reflect and think critically

- Summarize the main ideas in a single paragraph
- Find literature that critiques ideas in the text. Explain how
- Identify aspects that you agree and/or disagree with. Use literature to explain your argument/thought
- Ask yourself ‘what is the meaning for me?’
- Reflect on how others’ ideas help to clarify your thoughts
- Write a personal response that shows that you have spent time reading and reflecting

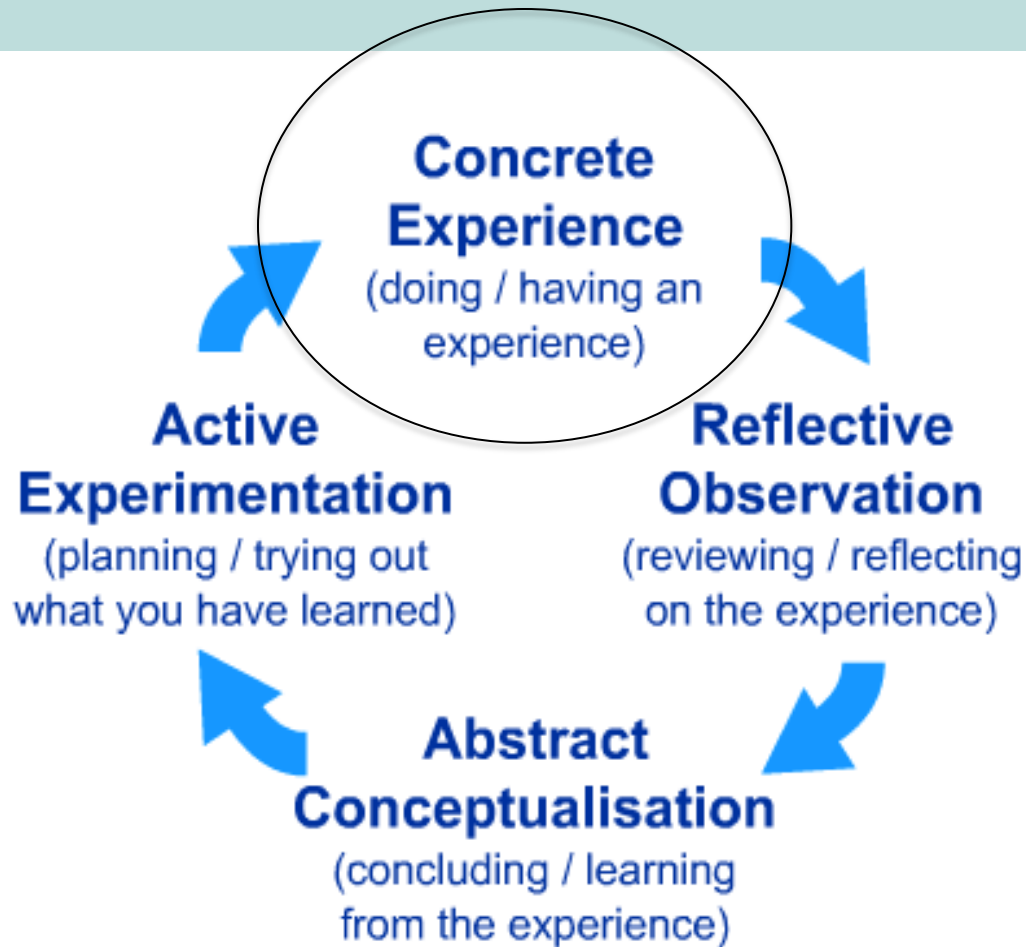
THE TEXT

The idea that fashion and clothing are trivial pursuits is just one popular prejudice. Writing in the *Guardian* in 1992, Wilson notes how, 'every so often, a letter appears in The Guardian's Women's Page'. The writer of the letter is always different but, she says, the letter is always the same and it always argues that fashion is 'irrelevant to serious-minded persons' (Wilson 1992a: 34). The idea, clearly, is that there are concerns that are proper to these serious minds and that fashion is not among them; fashion is trivial and ridiculous and serious minds need not be detained by it.

Malcolm Barnard Fashion as Communication, [2002]

Wilson 1992 refers to an article Elizabeth Wilson author of *Adorned in Dreams* wrote in the *Guardian*

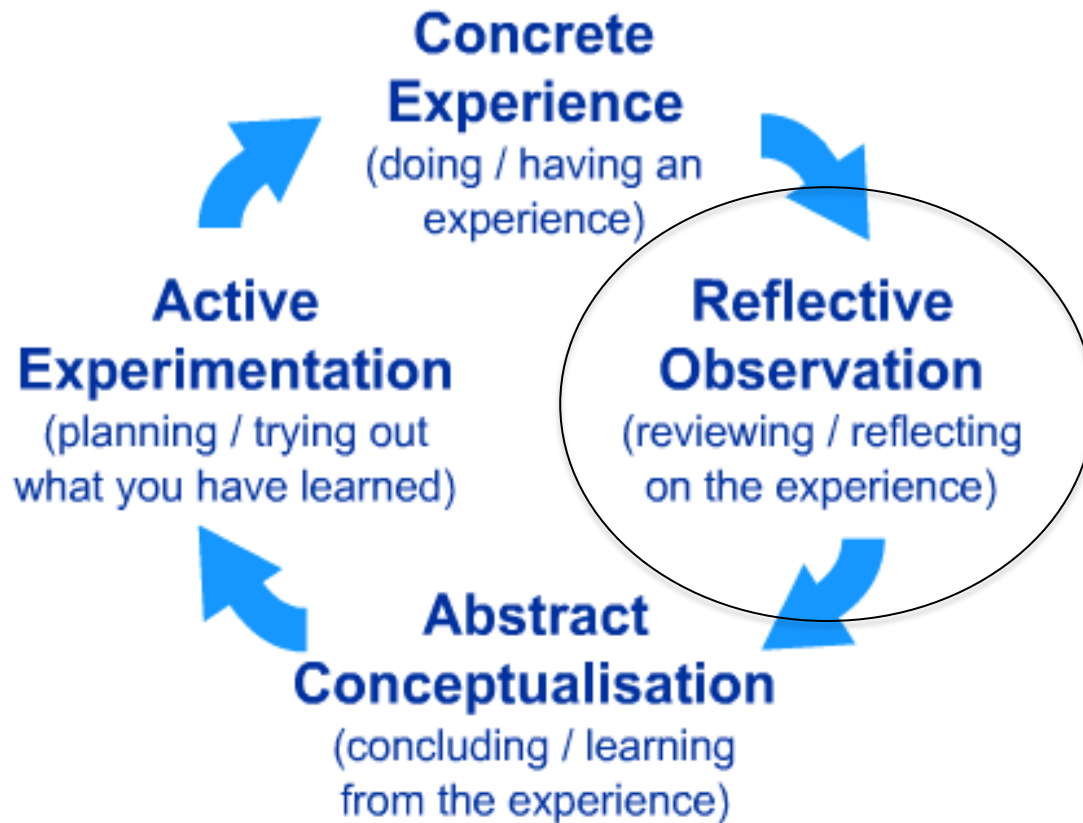
1



2 minutes...

Write 1-2 sentences stating what you think about this paragraph is trying to say.

Description



2

10 minutes...

Refer to the chapter you read last week.
Underline all entries relating to whether or not
fashion is trivial

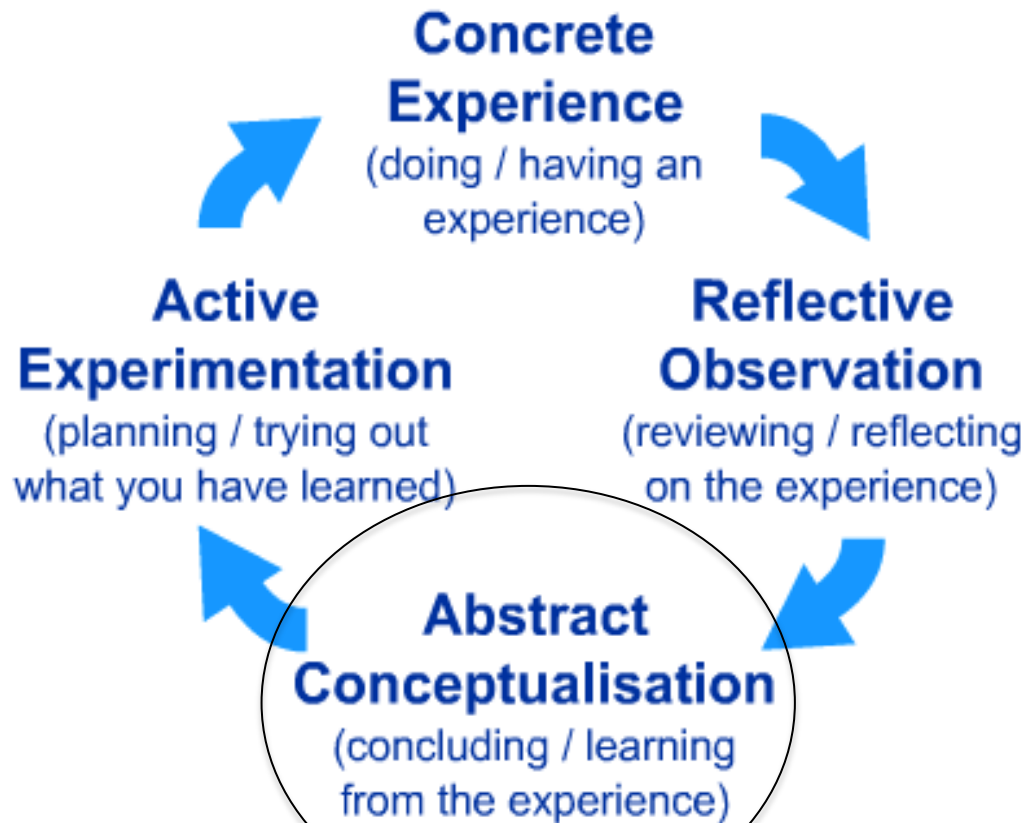
10 minutes...

Discuss what you have found with the person next to you [2-4 people]

Is there anything else you know about the topic of fashion being trivial?

Write down the key arguments for and/or against the idea that fashion is trivial

You will be asked to share one point that you found



5 minutes...

Discuss with the person next to you [2-4 people]

Is *fashion trivial* what is your conclusion?

Also

Has this topic made you view your current design work differently? How? Why?

Description



Analysis / contextualization



Action / interpretation

For the blog

Develop your understanding of the importance fashion through further research.

At least 2 more sources...

Use all that you have learnt from reading the chapter, this lesson and your further research to write a 500 word [max] response to the text.

A Critical Introduction to
Trend Analysis and Meaning
Annette Lynch
and Mitchell D. Strauss

CHANGING FASHION

DRESS
BODY
CULTURE

fashion
as communication
second edition

malcolm barnes

ADORNED IN DREAMS

FASHION AND MODERNITY

ELIZABETH WILSON

Revised and
Updated Edition

I.B. TAURIS



THE SUNDAY TIMES *magazine*
From blast-off to splashdown

OBSERVER
13 JULY 1969 / MOON, PAGE 8 / WESLEY, PAGE 26 / ICE, PAGE 29

WISH YOU WERE HERE

travel guide
for the first tripper
to take a ticket
to the moon



TRANSOLAR
ARMSTRONG SPACEPORT

COOKS
LUNAR
TOURS

SPECIALISTS IN LUNARETS AND CRUISES

trendtablet.com

accessgreatdesign.wordpress.com

vam.ac.uk/channel

blog.britishmuseum.org

fashionprojects.org

stylebubble.co.uk

businessoffashion.com

Open your eyes and ears to relevant information

For example, I heard this on the way to work yesterday...



[http://www.bbc.co.uk/iplayer/episode/b03969vt/
The_Reith_Lectures_Grayson_Perry_Playing_to_the_Gallery_2013_Democracy_
Has_Bad_Taste/](http://www.bbc.co.uk/iplayer/episode/b03969vt/The_Reith_Lectures_Grayson_Perry_Playing_to_the_Gallery_2013_Democracy_Has_Bad_Taste/)

12.00-13.40 minutes

Citing your references

Use the Harvard referencing system

In your 500 word piece write your reference/quote like this...

Wilson has suggested that 'fashion is the degraded or unacceptable face of art' (Wilson 1985)

Then in the bibliography at the end of your piece as..

Wilson, E. (1985) *Adorned in Dreams: Fashion and Modernity*, London. Virago

NO!!

www.brainyquote.com

Personal rant without any evidence of
knowledge gain from other sources

Wikipedia

Vocabulary

Don't worry about writing in an academic way

You may end up sounding as if you have chewed up and spat out a thesaurus

Don't try to write as though you are the editor at Grazia

e.g. "The most amazing thing about fashion is that everyone is affected by it"

Vocabulary

1 Description (the short bit!)

If describing an idea, for example a theory or model, it is usually best to use the present tense

e.g. 'Capital culture theory recognises...' (not 'recognised')

Events are nearly always described using the past tense

e.g. 'the introduction of Punk styling took place'

2 Analysis / contextualisation

(probably the most important bit)

For me

the [most] meaningful | significant | important

aspect(s) | element(s) | experience(s) | issue(s) idea(s) | learning

was (were)... arose from... happened when... resulted from..

Previously | At the time | At first | Initially | Subsequently | Later

I thought (did not think)... felt (did not feel)... knew (did not know)... noticed (did not notice)... questioned (did not question)... realised (did not realise)...

is similar to... is unlike... might be... is perhaps... could be is probably... because of... due to... explained by... related to... because..this

reveals... demonstrates...

3 Outcome

Having: read... experienced... applied... discussed... analysed... learned...

I now feel... think... realise... wonder... question... know.

I have however... I have not [sufficiently] This knowledge... This understanding... This skill...

This means that... This makes me feel...

is essential... could be important... will be useful...

did not... have not yet... am not yet certain about... am not yet confident about... do not yet know... do not yet understand... As a next step, I need to...

developed my understanding of... improved my knowledge of... my ability to...

I have learned that... to me as a learner... to me as a practitioner... I will now need to.

TIP!

It is easier to be reflective when you share your thoughts/reflection out loud, either to another person or into a voice recorder

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