

## Global Learning Engagement and Collaborative Fashion Education: A Conceptual Framework

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Keywords: Global, Engagement, Education, Fashion

### Introduction and Justification

Fashion education relying on traditional textbooks faces growing challenges as the fashion industry becomes increasingly fast-moving, digital-based, and interconnected. Conventional fashion textbooks can quickly become outdated, whereas instructors often have neither the financial nor intellectual resources to expose students to the latest fashion market information. Further, cultural and language barriers also make it challenging for fashion educators to introduce the global fashion markets to their students without filtering through their own cultural lens. In response to the challenges, this concept paper proposes an open educational resource (OER)-based learning engagement framework for global fashion education. The new framework creates a pathway for a global community of fashion scholars to collaborate on sharing and co-developing regional-specific knowledge.

### Global Learning Engagement Conceptual Framework

Figure 1 illustrates the global learning engagement and collaborative fashion education conceptual model. This model was developed based on Brodie et al.'s (2013) sub-processes of consumer engagement. Global learning engagement (GLE) is defined as a commitment to creating and sharing information and educational materials specific to one's regional/national/global marketplace to support learning in the online community

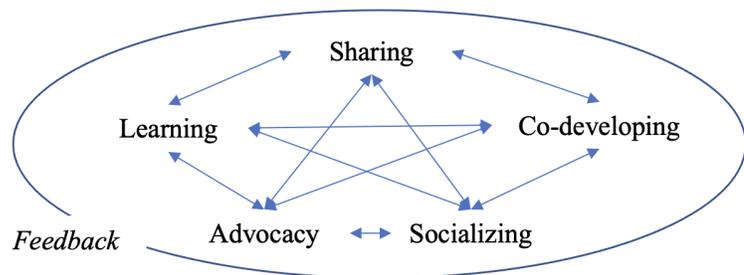


Figure 1. Conceptual Model for Learning Engagement

- Knowledge is **shared** and **learned** through the online community's active contributions, and knowledge is co-created.

- **Advocacy** occurs when online community members serve as representatives or ambassadors for their global region and country's fashion market.
- **Socializing** occurs when community members interact with one another through shared interests and develop social bonds that create mutual understanding, empathy, and trust.
- **Co-developing** is a process where online community members contribute to the development of knowledge and materials for learning.
- Collecting **feedback** from the learning community (students, other users, or peer reviewers) helps update, revise, and enhance informational content and delivery.

### **Positive Impact on Global Fashion Education**

Based on past literature, the following propositions describe how the global learning engagement (GLE) framework will positively impact international fashion education (e.g., Bruhn, 2017; Gonzalez-Perez et al., 2014; Kayumova & Sadykova, 2016; Norhayati, Amelinckx, & Wilemon, 2004; Shea et al., 2011; Vahed & Rodriguez, 2021).

**Proposition 1.** GLE through sharing of information and live experiences positively influences the quality of learning through the delivery of timely and authentic global content.

**Proposition 2.** GLE facilitates the co-development of learning content and materials that adds value to the online learning community.

**Proposition 3.** GLE creates community members who advocate for their global region and country and strengthen cultural awareness.

**Proposition 4.** GLE fosters a social environment that encourages open communication among its members and builds trust through social bonds. The community learns from the experiences of its members and collaboratively solves global problems related to the fashion industry.

**Proposition 5.** GLE encourages members to contribute to a sustainable feedback model to enhance the learning experience of others.

### **Proposal for Future Action**

A global learning engagement (GLE) model that results in shared and co-developed educational resources that engage a community of learners and educators will be seminal in advancing global fashion education in our field. This will facilitate global learning with timely educational

materials for students and facilitate easy adoption of global content and efficient preparation of instructional materials. Furthermore, a community of learners and educators will build collaborative relationships and solve current issues related to the global fashion industry. The next step is to find partner instructors/faculty worldwide and create an online platform to support the GLE model. The group of faculty and students enrolled in their respective courses will serve as the inaugural community members to help set the process and structure, populate the digital learning content and activities, and create the beginnings of a future open educational resource.

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