

# Exploration on the Fashion Design “Six Dimensions & Four Stages” Teaching System Oriented to the Cultivation of Innovation and Entrepreneurship

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**ABSTRACT.** *The “Six Dimensions & Four Stages” fashion design teaching collaborative innovation system is the accumulation of teaching experience, teaching achievements and problems reflection in the long-term course teaching of fashion design major in Wuhan Textile University, as well as the innovation and practice of the teaching concept of contemporary college fashion design with the development of times and technology. Six dimensions refer to the effective integration of government policies, industrial resources, university resources, research institutions, user markets, and social capital in the teaching of fashion design, establishing a systematic and complete four-stage teaching system-knowledge teaching (fashion design 1), systematic learning (fashion design 2), innovation research (garment design), entrepreneurial practice (brand design) for cultivating innovation and entrepreneurship ability.*

**KEYWORDS:** *Six Dimensions & Four Stages; Fashion design; Teaching system; Innovation and entrepreneurship*

## 1. Introduction

For the design of fashion design course, many different schemes have been put forward by clothing education institutions at home and abroad. The characteristics of foreign fashion design courses are mainly reflected in: clear educational objectives, a dual-track teaching system, flexible and diverse teaching methods, and a combination of traditional culture and design culture. In terms of educational goals, the Columbus School of Fine Arts and Design in the United States regards “cultivating the mind, sharpening the vision, stimulating innovation, exerting personal potential, expanding horizons, solving specific problems, and recognizing various possibilities” as its mission of running a school. The fashion design course of Donghua University combines the direction of fashion engineering and forms a laboratory teaching mode. Students are required to independently complete fashion design and production since they are in school. The IFA Paris, Shanghai University

of Engineering Science, has developed a mentoring program for designers since the beginning of the year. By the time they graduate in the fourth grade, students are required to independently design and produce at least 28 costumes and two brand planning schemes. In this way, students' independent thinking ability to complete brand design and product development has been fully exercised.

## **2. Problems in the fashion design course teaching**

### ***2.1 Cognitive problems.***

The fashion design is a discipline with strong practical characteristics. When the course content breaks away from the industrial foundation, it is easy to cause the nihility of formalized teaching and theoretical teaching. Therefore, it is necessary to change the timeliness of students' understanding of industry dynamics through industry docking and market research in the course, and solve the problem of students' insufficient in-depth understanding of the clothing consumption market through practical project operation.

### ***2.2 Attitude problems.***

Due to the passive learning mode in the past learning, students have solidified their learning thinking and methods, while fashion design requires creative thinking and active learning attitude to carry out learning. Therefore, in the course teaching process, the traditional lecture-based teaching mode is changed to the interactive teaching mode that is based on inspirational guidance and supported by practical projects, so as to change the problem of poor learning initiative and low enthusiasm of students.

### ***2.3 Method problems.***

Previous courses of fashion design have separated the progressive relationship of fashion design theory, and the courses of basic design, garment design and fashion brand design are lack of continuity, so students are prone to thinking fault in the learning process. Therefore, clothing design courses of different levels should be integrated to change the scattered problems of students' design thinking in fragmented teaching.

### ***2.4 Mode problems.***

The decentralized curriculum structure separates the logical integrity of fashion design learning. Therefore, from the perspective of system thinking, the overall fashion design curriculum system is constructed. We need to change the linear learning process of previous courses and form a circular learning mode, so as to

solve the problem of transformation of students' design results after completing the courses of garment design and clothing brand design.

### **3. Innovation and Practice of the Teaching Mode of Fashion Design Course**

At the National Education Conference in September 2018, General Secretary Xi Jinping pointed out: "moral education should be integrated into all aspects of ideological and moral education, cultural knowledge education, and social practice education, and run through basic education, vocational education, and higher education. The disciplinary system, teaching system, teaching material system, and management system should be designed around this goal. Teachers should teach around this goal, and students should learn around this goal." Therefore, the curriculum system of fashion design should be set around the core teaching objectives, aiming at improving students' professional ability and quality, and integrating the resources of the whole society for collaborative innovation.

#### ***3.1 Core concept of system theory teaching in fashion design course***

System theory holds that it is essential to study the relationship between the elements of the system as a whole, and explain its structure, function, behavior and dynamics in essence, so as to grasp the system as a whole and achieve the optimal goal. The fashion design course is viewed as a system as a whole. The teaching form, teaching method, teaching content, teaching procedures and teaching principles of fashion design course are coordinated and cooperated with each other to achieve the teaching objectives.

#### ***3.2 The teaching form is combined with the industrial development status.***

Analyze the relationship between the reasonable setting of course structure and the periodic improvement of students' comprehensive ability, improve students' understanding of the clothing market, form a 4-person team to divide the labor and cooperate, and create a simulated brand design team.

The teaching method is matched with the comprehensive ability of the students. The teaching method is matched with the students' comprehensive ability, and the combination of theoretical teaching and practical teaching determines the stage teaching methods and operation requirements by analyzing students' ability of innovation and entrepreneurship.

The teaching content fits in with the industrial chain and resource chain. Negotiate with the clothing enterprises in Wuhan, the Science and Technology Bureau of Huangpi District and the brand incubator of Jiahai Industrial Park to jointly build a platform for practice and entrepreneurship, seek product sales channels for teaching results, and conduct market inspection.

Use teaching procedures and step-by-step guidance to help students carry out

course learning. The teaching program highlights the creation of entrepreneurial atmosphere, and completes the overall product development plan, so that students can feel the seamless connection with the industry in the course.

Improve teaching effect under the guidance of teaching principles. To create a simulated industrial environment, with “active inquiry” as the mainstay, supplemented by “teaching and learning”, cultivate students’ initiative and potential in innovation and entrepreneurship, give full play to their initiative and enhance teaching effects.

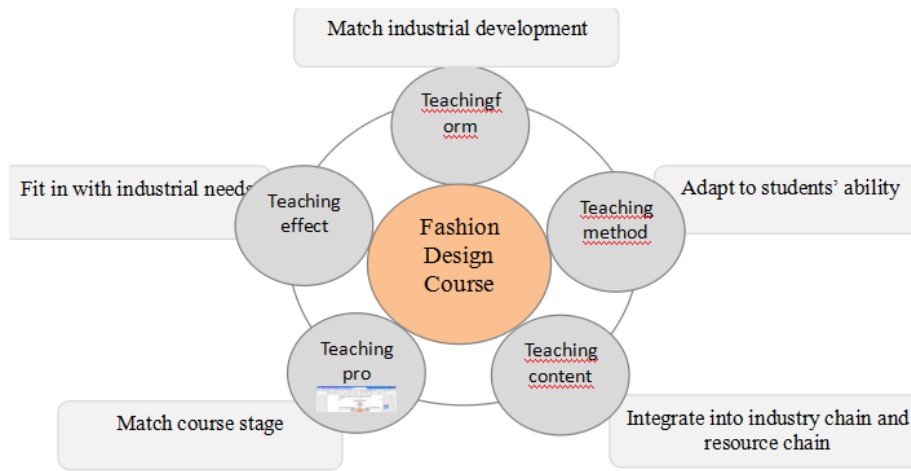


Table 1 Design of the “six dimensions and four stages” teaching system of fashion design course

### 3.3 Design of the “six dimensions and four stages” teaching system of fashion design course

Based on the research of the above problems, and in the perspective of system theory view of fashion design courses, there is a need for the effective integration of government policies, industrial resources, university resources, research institutions, user markets, and social capital in the teaching of fashion design, establishing a systematic and complete four-stage teaching system-knowledge teaching (fashion design 1), systematic learning (fashion design 2), innovation research (garment design), entrepreneurial practice (brand design) for cultivating innovation and entrepreneurship ability.

“Six dimensions and four stages” teaching system is classified into exterior and interior levels. The exterior level mainly includes the basic resources, teaching resources and practical resources of “the government policies, industrial resources, universities and colleges resources, research institutions, user market, social capital”, and provides assistance for the cultivation of innovative

ability and entrepreneurial practice in the interior levels. It runs through the four stages of fashion design courses: “teaching-learning-research-entrepreneurship”, namely, fashion design 1, fashion design 2, garment design, and clothing brand design. Fashion design 1 mainly teaches basic theoretical knowledge of fashion design, including fashion design principles, fashion design methods, and formal aesthetics; Fashion design 2 mainly teaches collection design and strengthens the application of fashion design methods; The whole process from market research to garment design is analyzed based on the background of user market, and the simulation design is carried out according to the needs of brand enterprises; Brand design mainly teaches the design of clothing brand from the perspective of design, decomposes the clothing brand, analyzes the unit of the clothing brand and the operating principle of the system elements, and simulates the creation of the clothing brand, and finally carries out the inspection of the brand product sales.

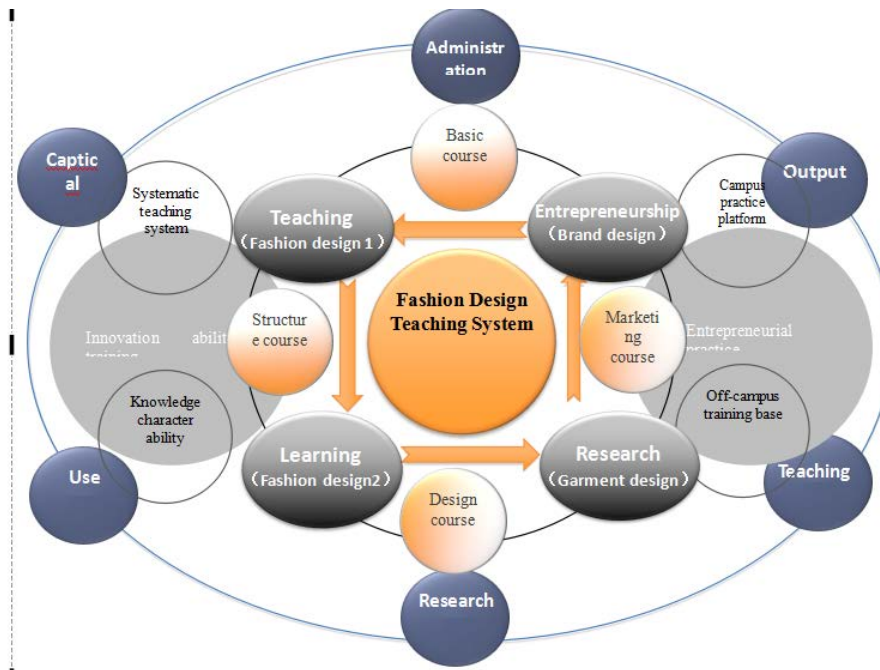


Table 2 Practice on the innovative teaching mode of fashion design course

### 3.4 Practice on the innovative teaching mode of fashion design course

Teaching—in the stage of fashion design 1, students need to complete the basic clothing design course in the freshman year, and focus on the basic clothing theory, design methodology, clothing type and craft 1, clothing development history, clothing renderings, clothing patterns and other courses. Starting from the market research work, they can gradually understand the basic theories and design methods

of fashion design.

Learning—in the stage of fashion design 2, the college will be based on the Wuhan Textile and Apparel Digital Engineering Technology Research Center, Hubei Province Fashion Culture and Art Research Center, and Hubei Intangible Cultural Heritage Research Center in the sophomore year, aiming at improving students' independent learning ability, focusing on fashion design theory, latest case studies, comparative study and project research, and form a study group, so that students can deeply analyze the knowledge points and master the fashion design methods.

Research—in the stage of fashion design 3 (garment design), junior students will take campus innovation projects (university-level undergraduate innovation and entrepreneurship project, provincial college students innovation and entrepreneurship project) as the guidance, based on off-campus practice bases (Wuhan Kaichen International Trade Co., LTD., Shenzhen Silanluode Clothing Development Co., LTD., and practice base) as the foundation, integrate project awareness into the learning process, and improve students' innovation ability and teach them to apply fashion design theory in practice by starting from market research and user experience.

Entrepreneurship—in the stage of the fashion design 4 (brand design), on the basis of completing the garment design, junior students focus on creating brands and entrepreneurial practice projects, and launch the system links of the four major sections (basic, structure, design, marketing), with the help of a number of innovative entrepreneurial incubators in the province (Red T Innovation Park, Jiahai Innovation Park, etc.) to complete entrepreneurial practice. The practical results are used to assist students in employment and to improve the deficiencies in the fashion design curriculum.

#### **4. Conclusion and Implication**

Based on the discipline advantages of Wuhan Textile University, the “six dimensions and four stages” teaching system breaks the boundaries of the industry, and integrates the six dimensions of resources including Hubei Provincial Education Department, local clothing enterprises, business incubators, and venture capital. Through the systematic theoretical analysis of the educational psychology, design teaching method and the current situation of the clothing industry in Hubei province, the factors influencing the improvement of students' innovation and entrepreneurship ability in the course of fashion design teaching are decomposed. By combining industry dynamics with course content, enterprise needs and course practice, students' participation can be enhanced and their learning enthusiasm and classroom interaction can be promoted. Through the interactive teaching form of project system and studio system, students of different majors are integrated to participate in the course practice, which breaks the knowledge barrier between creative subjects and makes better collaborative innovation. It has increased students' practice drills, combined with the industrial resources of the province, and launched a number of original clothing brands for students. Students' works as

teaching results have been tested in the market and effectively turned into commodities to improve students' learning initiative. It also has accelerated the integration of the clothing design teaching and the development of the clothing industry, and improved the employment rate of the clothing design talents in Hubei. The "six dimensions and four stages" teaching system innovates the teaching mode of fashion design curriculum, perfects the design methodology of design education, builds a training mode for sustainable development, and also innovates the theoretical model of "clothing design and innovative entrepreneurial talent training model" suitable for the current Chinese background and the province industrial development needs, providing social services for the clothing industry in Hubei, and contributing to the transformation and upgrading of the clothing industry structure in Hubei Province.

There are still room for constant test and improvement of the "six dimensions and four stages" teaching system. In the future research, social needs and industry trends need to be constantly updated, and it is necessary to combine the future development trend of the clothing industry with the demand for fashion design talents, propose more detailed sub-goals for the training objectives, and strive to targeted cultivation. In addition, there is a need to combine the design goals of China's education with the establishment of clothing design talents, put forward more comprehensive requirements for the training targets, and strive to "overall improvement".

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