



The three pillars currently organising KHiO's ongoing strategy-work are: **1)** the artistic core; **2)** strategic partnering; **3)** sustainability. In Theory 2 these turned out to be reflected in our 3 foci: **1)** artistic research methods; **2)** interaction with the 3rd sector; **3)** a foundation in environmental humanities. A triangle Δ.

This was *not* planned, as the three KHiO-pillars were communicated to us *after* the course was well on way. And the 3 deliveries that you submit to the course also have a different status: **a)** the essay is *aspirational*; **b)** the black book is *vocational*; **c)** the greenwasher-pitch is a *brief*. How do they combine?

Evidently, the requirements for these 3 deliveries will *differ*: you are *inventing* the essay; the black books *document* your professional *process* in class (& QUAD-groups); the brief is rather a pledge to a 3rd party—that is, negotiated around a found *focal* area communicating *with* the Consumer Council.

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EARTH LOGIC PLAN 📄

The Earth Logic Fashion Action Research Plan is a visionary and radical invitation to fashion researchers, practitioners, business leaders and decision makers to: call out as fiction the idea that sustainability can be achieved within economic growth logic; and instead to 'stay with the trouble' of envisioning fashion connected with nature, people and long term healthy futures.

The plan does this by placing Earth first – before profit, before everything. This is both simple and changes everything.

The plan comprises three parts to support Earth Logic action research in fashion. Part I is a values-explicit context which can be used to plan, select and evaluate research and development projects. Part II is a checklist to keep action research on a radical track. Part III is made up of six holistic landscapes that set out progressive areas for transformation of the fashion sector directed at the whole system of

EVENTS

Earth Logic: now in three languages!

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WHO WE ARE

Kate Fletcher (PhD) is a **Professor at Centre for Sustainable Fashion, University of the Arts London, UK**. She is the most cited scholar in fashion and sustainability and her work, like that on *post-growth fashion* and *fashion localism*, both defines and challenges the field. She has written and/or edited eight *books* translated into seven languages. Her latest work is about design, nature and clothing.

Mathilda Tham (PhD) is **Professor in Fashion at Tjinnings University, Sweden** and

So, how do they combine? We are interested in the holistic process of gardening the 3 deliveries conjointly. Which means that we are *not* doing the deliveries one by one, but garden them alongside as in an orchard; where we will move/concentrate our work-focus, but never neglect to tend the *whole*.

In this part of the delivery—reflecting and documenting *process*—finding a way, by doing the job, carries *your* signature. There is *no* 'one size fits all'. On the other hand, with regard to *results* there are some criteria: you should keep the essays to about 1000 words, references in APA, assimilate the flyers...

This criteria-dimension is what requires *some* precision, and relates to the UNESCO-objective of enhancing MIL: *media information literacy*. By which it is meant the ability to extract and apply information *across* media. The aim is to do this as *precisely* as possible, even as there is *no* math-equation for it.

So, there is a considerable liberty in how you solve and wire the 3 assignments. This is *your* process. On the other hand, the course is not *only* about hatching *autonomy* in your process, it is also about how you handle *information*: you have to determine your *own* way of *assimilating* the flyers. *Use* them!

Evidently, when we seek education we do *not* expect to stand still: we expect that we will be *moved* to search outside from where we currently have our torch-lights. It will involve confusion. It will *result* in clarification; *if* the work is done. Education is a unique/valuable chance we have to *embark* and *evolve*.

As I moved between desks to tap into individual process—in small groups where this was requested—I sensed that we are now clearly entering the *final* phase of the Theory 2 course: the end-game. Change is not comfortable. For instance, we readily stand in our own way, while blaming life and school.

The ones who had the opportunity to talk with me—Friday March 4th—appear to be really progressing on *all* 3 deliveries; with a path and plan for the *whole*. A share of the class have been on the job from *day one*. Another share are now *finding* their way. A few are *over-thinking*: waiting for answers from me.

Evidently, after the evaluation we did last term, holding back on studying the course-materials (or, not thinking about it) is not a very good idea. And extending the *to-do* list of the course-leader is not going to help. The only remedy is to *learn to learn* from *regular* work: establishing working habits.

The experimental mind-set is to look at one's work—Friday to Friday—and ask: i) *what have we here?* ii) *where is it going?* iii) *what has already been achieved?* A positive *research*-attitude that will bring your search unto *other* findings than those already appearing *within* the perimeter of your *torch-light*.

Can we relate professionally, personally and environmentally to things that are *not already* up on our 'radars' (and we even haven't *yet* conceived)? Well, yes! Because where our *senses* explore our *mind* will follow. And trusting the senses as a partner of exploration and creation, also hatches *self*-knowledge.

B. Latour's terrestrial attractor, K. Fletcher's earth logic, A. Næss' deep ecology. They are all there. The triangle Δ may be our way to *work* at this!