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1. Title: Can AI extend inclusivity as a pedagogical tool in fashion education?

2. Abstract

As generative artificial intelligence increasingly shapes creative industries, fashion education faces an urgent pedagogical question: how can AI function not as a replacement for creativity, but as a co-creative partner that expands inclusion, criticality, and authorship? This interactive workshop explores AI as a dialogic collaborator within the studio. Rather than framing AI as a technical tool, the session examines its role in reshaping creative agency, and enabling aesthetic production by boosting engagement through the use of interactive learning tool.

Drawing from studio experimentation, student reflections, and critical pedagogy, the workshop investigates how AI can democratize creative expression and extend accessibility.

Participants will engage in guided discussion, small-group analysis of AI-generated fashion concepts, and reflective dialogue on the potential of using AI within this context. The session concludes with a facilitated Q&A to collectively identify strategies for integrating AI into creative curricula responsibly as an effective pedagogical approach.

3. Background & Rationale

Context: AI tools are increasingly embedded in fashion design processes, from generative image systems to predictive trend analysis. However, pedagogical integration remains largely technical rather than critical. As statute by Zhou *"The usage of AI in teaching significantly enhances students' creativity, with learning engagement playing a mediating role in this process"* (Zhou et al., 2025, p. 1). Zhou and Peng (2025) demonstrate that AI integration in teaching enhances students' creativity through increased learning engagement. Within the context of fashion studio pedagogy, this suggests that AI can function as a supportive cognitive partner in iterative design processes, enabling students to experiment with expanded aesthetic and material possibilities while remaining central to decision-making and refinement. Importantly, when embedded within inclusive studio frameworks.

Why this works for AI in fashion:

If students use AI to generate and refine design concepts, they are still constructing the garment, concept board, or digital prototype remains their "public entity." AI supports the construction process rather than replacing it.

Need: Fashion educators require structured approaches to incorporate AI in ways that preserve creative agency, address bias, and enhance inclusive learning environments.

Relevance: This workshop responds to growing concerns around originality, creative representation, and the need to extend student centered learning in a digital age.

4. Objectives

By the end of this workshop, participants will be able to:

- Conceptualise AI as a co-creative partner rather than a design automation tool.
- Identify risks of algorithmic bias and aesthetic homogenisation in fashion education.
- Apply inclusive pedagogical frameworks when integrating AI into studio practice.
- Develop strategies for facilitating critical discussion about AI and authorship with students.

5. Workshop Description & Methodology

Format: Interactive workshop combining short lecture input, reflective discussion, small-group activity, and extended Q&A.

Duration: 40 minutes

Session Outline

1. Introduction & Case study (15 minutes): Framing AI as a co-creator within the studio to extend inclusivity
2. Interactive Activity (15 minutes): Small-group analysis and discussion of AI-generated fashion imagery and prompts.
3. Summary (10 minutes): Summary framework and shared resources

Materials Needed: N/A

6. Target Audience

Fashion educators, design lecturers, creative arts academics, curriculum developers, and researchers interested in AI, digital pedagogy, and inclusive design practices.

7. Expected Outcomes & Impact

Participants will gain a conceptual framework for AI co-creation in fashion, strategies for critical classroom dialogue, and approaches for inclusive integration of generative technologies.

The workshop supports responsible AI integration within creative higher education and contributes to critically engaged digital pedagogy.

Proposed Discussion Questions

- If AI contributes to the design process, who is the author?
- Does AI expand or constrain creative diversity in fashion?
- Can AI become an inclusive design tool ?
- How do we teach students to critically engage with algorithmic outputs?

Presenter Bio

Name: Brigitte Stockton: Associate Lecturer

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Having led creative design programmes in the UK and internationally, my research has now evolved to explore the potential for integrated digital fluency models within historically studio-based learning environments. By adopting this posthumanism stance, it provides an opportunity to gain an understanding of how disruptive technologies could influence creative pedagogy to enhance student learning, extend inclusivity and prepare students for careers in the digital age.

Name: Evangelia Thomadaki: Fashion Design Lecture /MA Co-Course Leader MA Design Innovation

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I am a Fashion Lecturer and MA Co-Course Leader for MA Design Innovation at Buckinghamshire New University, with extensive experience in higher education, curriculum development, and professional fashion practice. My academic practice is grounded in material-led design thinking and embodied studio pedagogy, with a strong emphasis on critical making and reflective processes. My developing research interests examine AI as a co-creative pedagogical tool within fashion education, with particular attention to inclusivity and access in studio-based learning environments. I am interested in how emerging technologies and digital platforms can scaffold reflective practice, enhance digital fluency, and widen participation in design education through more equitable and inclusive teaching strategies.

Bibliography:

Zhou, M. and Peng, S. (2025) 'The usage of AI in teaching and students' creativity: The mediating role of learning engagement and the moderating role of AI literacy', *Behavioral Sciences*, 15(5), 587. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12109026/> (Accessed: 20 February 2026).