

# CLOTHING AND TEXTILES RESEARCH JOURNAL

SHAPING THE  
DISCIPLINE

JAN 2026  
VOL. 44 | NO. 1

Fashioning the Future: Exploring Technological  
Innovations and Implications for Fashion  
Businesses, Consumers, and Education

Guest Editors: Hyejune Park, Seeun Kim,  
and Yingying Wu



International Textile and Apparel Association

[journals.sagepub.com/home/ctr](https://journals.sagepub.com/home/ctr)

ISSN: 0887-302X



## Submitting to the Education and Pedagogy Track of CTRJ

Presenters (in alphabetical order):

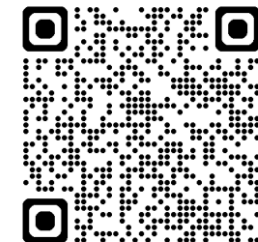
- Nancy Hodges, CTRJ Deputy Editor
- Tunmin (Catherine) Jai, ITAA VP of Publications
- Youn-Kyung (Lydia) Kim, CTRJ Editor-in-Chief
- Sara Marcketti, ITAA Publications Policy Committee Member
- Ellen McKinney, CTRJ Associate Editor, Education and Pedagogy Track

April 8, 2026 | 4:00 pm eastern

# Agenda

---

- Purpose and goals for webinar
- Overview of the manuscript review process
- Education and Pedagogy Track Tips
- Q & A
- This webinar recording will be made available on ITAA website:  
<https://www.itaonline.org/webinar-recordings>



# Purpose and Goals

The Clothing and Textiles Research Journal (CTRJ) is the flagship journal of the International Textile and Apparel Association (ITAA).

Despite being the flagship journal, there are many journals currently available that compete with CTRJ for publishing discipline-related studies, including education and pedagogy focused papers.

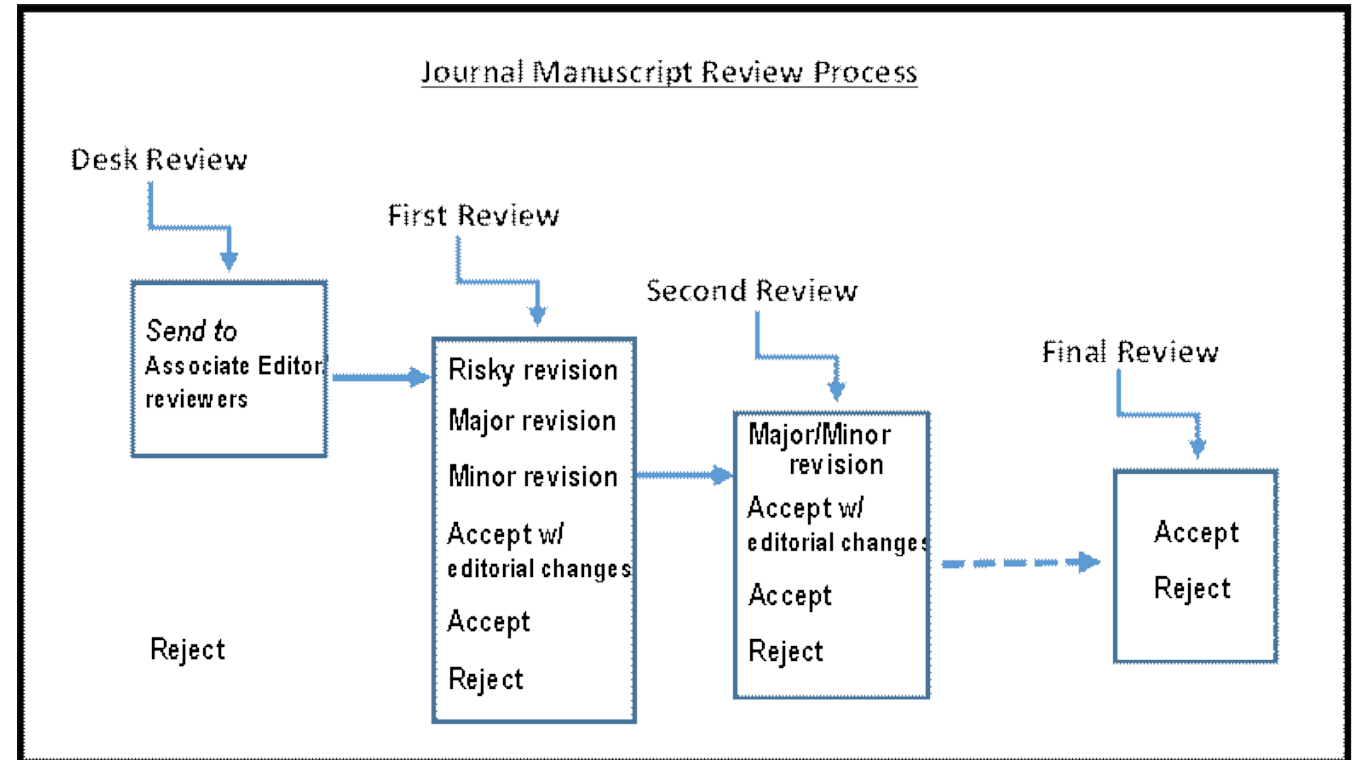
This webinar was developed to help authors strengthen the quality and rigor of their submissions to the track.

Note that the tips and best practices discussed here are only suggestions and do not guarantee paper acceptance by the journal.



# General Review Process

- Manuscript reviews follow a multi-step process, beginning with a desk review by the Editor overseeing the track.
- If the manuscript meets the requirements for review, it is sent to the Associate Editor who identifies two reviewers based on expertise.
- The first round of review may result in one of six recommendations as seen in the figure below.
- If revision is recommended, the manuscript may go through two or three more rounds of review prior to acceptance.



# Review Criteria

---

- **Originality and Relevancy:** *Does the paper offer new and significant insights that justify publication?*
- **Foundation:** *Does the paper clearly explain the study's significance by providing relevant theoretical and empirical background?*
- **Methods/Approaches:** *Are the methods appropriate for the research questions and explained with clarity and rigor?*
- **Results/Outcomes:** *Are the results presented clearly and analyzed appropriately?*
- **Implications:** *Does the paper provide valuable implications for research, practice, and/or society, grounded in the study's findings?*
- **Communication:** *Is the paper written clearly and organized in a way that effectively communicates its ideas?*

# The Education and Pedagogy Track

---

## Track Description from CTRJ Website

*This track is for manuscripts that report on the results of a **systematic inquiry** about student learning in the textiles and clothing field. The research is informed by **prior scholarship on teaching and learning** and **adds to the body of knowledge**.*

Studies should be **rigorous**, make **conceptual and empirical contributions** to the literature, and clearly **offer implications for educational and pedagogical practice** specific to the field of textiles and clothing.

Reviews of Education and Pedagogy submissions:

- Follow same process as submissions to other tracks
  - Assigned to the Associate Editor of the track
  - Who then assigns it to reviewers with related expertise
- Review Recommendations are based on same criteria as submissions to other tracks (e.g., Risky Revision, Major Revision, Minor Revision, Accept with Editorial Changes, Accept, Reject).

How does  
education  
research  
differ from  
teaching?

---

### **Scholarly Teaching**

- Using evidence-based approaches to teaching.
- Applying those insights to improve student learning outcomes.
- Continual review and reflection of one's own practice.

### **Education and Pedagogy Research**

- Systematic study of a strategy or intervention in teaching.
- Results in peer-reviewed work.
- Grows knowledge base of teaching and learning practices.

# Education and Pedagogy Research

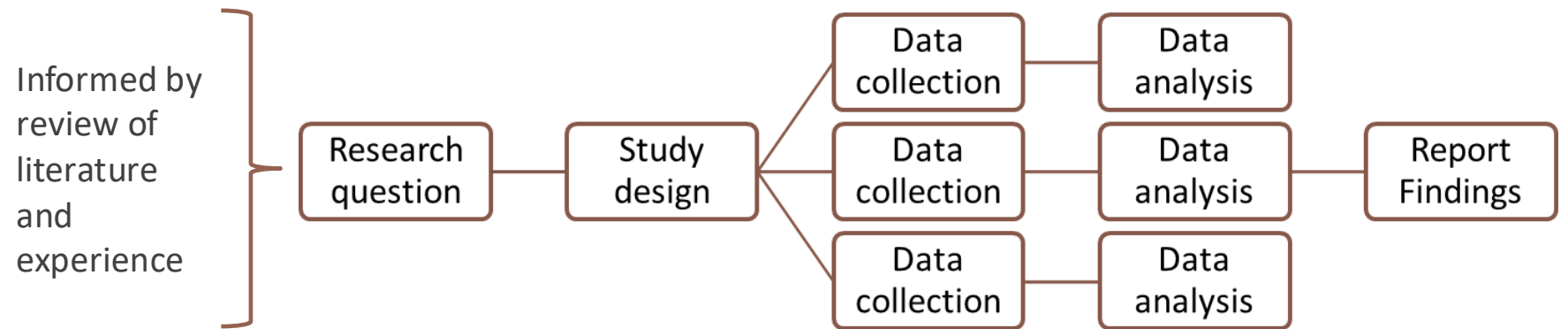
---

- Grounded in local context and discipline
- Requires IRB review
- May require pilot
- Benefitted by collaborators
- Improves teaching practices, student learning, research
- Moves beyond “This Works!”

# Process of Education and Pedagogy Research

Problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, application of results to practice, communication of results, self-reflection, and peer review.

(Hutchings & Cambridge, 1999, as cited in Bishop-Clark & Dietz-Uhler, 2012)



---

## A Problem Statement About Teaching or Learning Topic

- Defines the context of the study, identifies key issues, literature gaps, or practical needs. It frames the research, explains why it is necessary, and outlines the specific goals or aims.

### Example:

“The purpose of this study was to develop and evaluate class projects in which students practiced the concept of zero-waste design, so they would be more aware of fabric waste generated during the design process.... Zero waste has not been a part of traditional design education.... Effective teaching strategies, therefore, should be developed to prepare a new generation of designers to use the zero-waste design concept.”

Gam, H. J., & Banning, J. (2020). Teaching sustainability in fashion design courses through a zero-waste design project. *Clothing and Textiles Research Journal*, 38(3), 151-165. <https://doi.org/10.1177/0887302X20906470>

---

## The Literature Review About Teaching or Learning Topic

- A comprehensive, critical summary and synthesis of existing research. In a literature review, a scholar organizes, analyzes, and evaluates previous studies to provide a cohesive overview of the state of knowledge.

### Example:

- I. Pedagogical strategies in textiles and fashion
  - Importance of Effective Teaching
  - Types of Teaching and Learning Styles
  - Problem-based Learning
- II. The IBL Framework: Inquiry- based and Applied Learning
  - IBL Project Design
  - Phases of IBL Framework

Shephard, A. J. (2022). Textiles literacy: Implementing inquiry-based learning in a basic textiles class. *Clothing and Textiles Research Journal*, 41(1), 71-88. <https://doi.org/10.1177/0887302X221100434>

Tips and  
Best Practices

# Developing Research Questions or Hypotheses

---

## The Research Questions or Hypotheses About Teaching or Learning Topic

- A clear, focused query that guides a study, forming the basis of the introduction to explain why the research is necessary. It must be specific, narrowing down a topic to be answered by data collection and analysis. It drives the methods and is revisited in the discussion.

### Example:

H1: There will be significant improvement in creativity as a result of the creative problem-solving class. That is, the retest (TTCT1) score will be lower than the posttest (TTCT2) score.

Im, H., Hokanson, B., & Johnson, K. K. P. (2015). Teaching creative thinking skills: A longitudinal study. *Clothing and Textiles Research Journal*, 33(2), 129-142. <https://doi.org/10.1177/0887302X15569010>

---

## The Methods About a Teaching or Learning Topic

- Provides comprehensive information on participants, materials, and procedures. The section is clear and precise, focusing on how (and what) data was gathered to answer the research question. Methods provides detail for replication to verify its validity and reliability.

### Example:

Participants and Instrument: Students in the senior-level classes...A total of 54 students from the selected senior classes participated and took form B of the TTCT, the delayed posttest. A pre- and post-test using a validated measure was used.

### Procedure: *Quasi-experimental study*

- To test the short-term effectiveness of the creative problem-solving class, a repeated measure (i.e., pretest or posttest) design was employed.
- To test the long-term impact of the course, a mixed design with a within-subject factor (TTCT measure: pretest, posttest, and delayed posttest) and a between-subject factor (no training vs. training) was employed.

# A Note on Reliability and Validity

---

## Application of Existing Scales and Measures

### Example:

The Torrance Test of Creative Thinking (TTCT) has been widely used in testing individuals' creativity and is the most dominant measurement. In additions, it has been well validated in education settings.

Im, H., Hokanson, B., & Johnson, K. K. P. (2015). Teaching creative thinking skills: A longitudinal study. *Clothing and Textiles Research Journal*, 33(2), 129-142. <https://doi.org/10.1177/0887302X15569010>

## Intersecting Approaches Using Quantitative and Qualitative Data

### Example:

A questionnaire was developed using Goodson (2002) to measure students' perceptions of the Team-Based Learning process, rather than the impact on learning. Open-ended questions were included to help document students perceived learning through TBL.

Banning, J., & Gam, H. J. (2013). Redesigning a fashion history course through team-based learning. *Clothing and Textiles Research Journal*, 31(3), 182-194. <https://doi.org/10.1177/0887302X13490829>

---

## Data Analysis About a Teaching or Learning Topic

- Data collected about teaching and learning topics is analyzed in relation to the stated hypotheses or research questions about the teaching method studied. Reporting is concise, using standardized formatting, and relies on tables for complex data. Specific procedures are clearly delineated.

### Example:

A 3 x 3 analysis of variance (ANOVA)

### Example:

Quantitative and qualitative data were simultaneously collected and analyzed independently using SPSS and Nvivo Coding software.

Im, H., Hokanson, B., & Johnson, K. K. P. (2015). Teaching creative thinking skills: A longitudinal study. *Clothing and Textiles Research Journal*, 33(2), 129-142.

<https://doi.org/10.1177/0887302X15569010>

Smith-Glaviana, D., & Martinez, B. (2022). Students' perceptions of a simulated store planning project set in a brick and mortar retail research lab. *Clothing and Textiles Research Journal*, 41(1), 26-42. <https://doi.org/10.1177/0887302X221084057>

## The Tables and Figures Support the Findings and are Not Redundant to the Text.

### Example

**Table 1.** Students' Reflections on Unsustainable Apparel Purchase, Usage and Disposal Behaviors.

Unsustainable apparel purchase	Student's reflections
Price-motivated purchase	<ul style="list-style-type: none"><li>• I am easily tempted by sales, and a low product price.</li><li>• I do believe that in general I buy more clothing than needed; mostly because I tend to go to inexpensive stores like H&amp;M and Zara even though I know their clothes are manufactured to last only one season.</li></ul>
Emotional purchase	<ul style="list-style-type: none"><li>• In order to be considered trendy or cool, you must have the latest belt, shoes, earrings, jewelry, etc. This can be seen especially in collegiate sub-groups, such as sororities; the Gucci belt, for example, was a staple and essential part of a night-out look for my sorority. My need to purchase this pricey belt came from a desire to fit in and be a part of the "in" crowd.</li><li>• Sometimes when I'm having a stressful or bad day, I am more likely to treat myself to something that I think will help me recover from that.</li></ul>

Jestratijevic, I., & Hillery, J. L. (2022). Measuring the "clothing mountain": Action research and sustainability pedagogy to reframe (un)sustainable clothing consumption in the classroom. *Clothing and Textiles Research Journal*, 41(1), 10-25.  
<https://doi.org/10.1177/0887302X221084375>

---

## Discussion About a Teaching or Learning Topic

- Interprets and evaluates research findings, moving from specific results to broader implications. The discussion clearly states major findings without repeating data, following by interpretation of results, addressing research questions and hypotheses, and comparing previous literature.

### Tips:

New findings are not abruptly inserted in the discussion.

Minor points, tangential relationships, or extended commentary are removed.

If appropriate, the author integrates and explains unexpected findings or alterations of the research problem.

# Discussion Example

---

- **Major Findings:** *Student's perceptions of .....*
- **Interpreting Results:** *From these results, it can be concluded that .....*
- **Addresses Research Questions:** *The hypothesis...was supported .....*
- **Comparing Previous Literature:** *These findings support previous research .....*

---

## Conclusions About a Teaching or Learning Topic

- The conclusion provides a brief summation of the study without adding new information. The significance of the study and its impact on the existing conceptual, theoretical, or practical body of knowledge is included. Possibilities for future study may be noted.

### Example:

The research addressed the need to help students increase their creative thinking skills. To accomplish the goal, the researchers ..... To evaluate the effectiveness ..... The findings demonstrated that after the training ..... In one of the classes there was no significant difference ..... It appears that contextual and situational characteristics might influence ..... This study has implications for instructors who want to nurture creativity ..... Testing successful apparel professionals can further the understanding of the role of creative thinking in the apparel industry.

Karpova, E., Marchetti, S. B., & Baker, J. (2011). The efficacy of teaching creativity: Assessment of student creative thinking before and after exercises. *Clothing and Textiles Research Journal*, 29(1), 52-66.

<https://doi.org/10.1177/0887302X11400065>

Tips and  
Best Practices

## Final Points

- Education / Pedagogy focused manuscripts are critical to keeping the journal relevant and innovative within our discipline.
- Education and Pedagogy Research
  - Systematic study of a strategy or intervention in teaching.
  - Results in peer-reviewed work.
  - Grows knowledge base of teaching and learning practices.
- Papers in this track should offer innovative ideas and methods for teaching and learning strategies as applied to textiles and apparel curricula.
- Studies should be **rigorous**, make **conceptual and empirical contributions** to the literature, and clearly **offer implications for educational and pedagogical practice** specific to the field of textiles and clothing.
- Readers looking for ways to revise or enhance courses or teaching strategies should be able to go-to papers published in this track as vital resources.

# CLOTHING AND TEXTILES RESEARCH JOURNAL

SHAPING THE  
DISCIPLINE

JAN 2026  
VOL. 44 | NO. 1

Fashioning the Future: Exploring Technological  
Innovations and Implications for Fashion  
Businesses, Consumers, and Education

Guest Editors: Hyejune Park, Seeun Kim,  
and Yingying Wu



International Textile and Apparel Association

[journals.sagepub.com/home/ctrj](http://journals.sagepub.com/home/ctrj)

ISSN: 0887-302X



## Q & A

---

Thank you!

Please consider submitting your  
next Education / Pedagogy-focused  
paper to CTRJ!