

Changing Perspectives; from Passive Viewing to an Active Experience

Description:

The focus of this project is to provide the demonstration phases of learning in the same perspective viewed by the student. We find that if you experience learning from your own perspective you are more prone to comprehend and retain concepts, skills and techniques. In a traditional classroom setting, basic skill sets are demonstrated by the expert to the student/viewer, the tasks are presented in a perspective that is opposite to the students' perspective. By changing the perspective for the student we hope to give them an opportunity to see how the task is completed through the eyes of the instructor actually demonstrating the skill sets. This allows the student/viewer to follow the directions of the demonstrator from the same perspective i.e. left vs. right, line direction in pattern drafting, draping, and stitching.

As instructors, our goal is to help the students view and experience the demonstration from the same perspective. It is our hope that the experience of same perspective will allow them to understand and acquire the knowledge so they can implement at a higher success rate. Recorded demonstrations are not a new teaching method; it has been around since the start of recording devices, however, changing the perspective of the student/viewer in those recordings is rare. According to a study by Slocum and Beard 10 years ago (2005), students preferred Computer-Aided-Instruction and 10 years later we are still using traditional demonstration methods. Those who do use recorded demonstrations use the same perspectives as the traditional instruction. We want to provide new digital video recordings for students demonstrated in the perspective viewed and experienced by student thus turn their passive view into active, experiential learning. In a test survey we conducted in class, we learned that a majority of students watching online tutorials or how-to videos, first watch the entire video then repeat the video to follow the steps. This is something we are not able to do in class due to lack of time in the classroom. As has been proven time and time again, repetition is the best way to learn and spacing the learning out over a longer period of time in a distributed learning pattern, as discussed by Benedict Carey in his book "How We Learn", will help the students retain the knowledge better.

Methodology: To start this project we will record multiple test videos of the demonstration of one technique using different recording devices to see what works and gives the best and truest feeling in regard to the perspective of the maker. These test videos will be shown to 3 instructors in the field and 3 novices to be evaluated and ranked for proficiency in perspective and focus of the project. Once the best perspective and recording device(s), have been established we will start planning for the first 5 demonstrations. The first 5 demonstrations will then be recorded and edited to be ready for class testing. To get the most accurate understanding of the results of the project, we aim to create a pre- and post-test to see what was learned and how this impacted the knowledge gained. We also plan to have a survey after 2 demonstrations have been viewed to see if the student notices the change of perspective and if they at that point feel it benefits the learning experience. These results will then be compared and evaluated to be reported on in presentations and a manuscript.

Goals:

The goal with this project is to further the research on the optimized learning situation for students in practice-based classes in fashion design or other practice-based fields. These classes are hands-on, experiential learning classes where the students traditionally view a demonstration conducted by the instructor in the classroom, then practice the skill sets individually. To improve the learning situation for the student we are creating a scenario where the perspective of the student changes from a viewer watching a demonstration to experiencing the demonstration through the eyes of the instructor. Therefore,

this project offers a more realistic and experiential learning environment for all the students in the classroom.

Impact:

First and foremost the results of this project will impact all the Fashion Design students in the fashion school as these are courses required by all fashion design majors. Additionally, this information will be shared both through conference presentations and journal articles. It will be accessible to other educators in the field of pattern making and draping and this new form of same perspective experiential learning can be utilized in other fields of skill-based instruction.

Activities and Timeline:

This request is for a 5-week grant shared between 2 faculty members:

The timeline would be as follows:

Pre-grant planning:

- Pre-survey of FDM 20153 Flat Pattern & FDM 20154 Draping students to create a base level for the skills acquired in these classes using traditional demonstrations.
- Plan technique for the first round of testing, Identify different recording devices to test as well as angles for cameras.
- Create a semester-long plan for what demonstrations need to be done.
- View and analyze existing video demonstrations on the subject.

Week 1

- Record the first technique using different recording devices and angles to get the best perspective.
- Edit first test video
- Pre-plan and prepare materials needed for sample recording.
- Distribute the first testing videos to 3 instructors and 3 novices for viewing and critique

Week 2

- Review comments from instructors and novices regarding first video
- Plan each recording and write script.

Week 3

- Record demonstrations
- Start arranging sites for students to access videos.

Week 4

- Edit videos.

Week 5

- Edit videos and evaluate process and outcomes.
- Finalize surveys for class

After 5 Weeks

- Prepare for classroom use
- Actualizing the project through classroom integration
- Survey collection and analysis
- Manuscript preparation

Communication Plan:

An important part of this project is to learn from the experience and to be able to communicate what we have learned to others in our field. We plan to present the results of the project through internal and external conferences such as the UTC conference in the Fall as well as the Creative Cut Symposium (international symposium held in the UK focused on approaches to patternmaking and draping) in February 2016 and International Textile and Apparel Association November 2015. We also plan to publish an article on the topic in International Journal of Fashion Design, Education and Technology.

Evaluation Plan:

The evaluation of this project will be based off of the pre and post surveys conducted in the classes to evaluate success based on skills and perception. We also plan to do a mid-semester evaluation to see how students are adapting to the new approach of video demonstrations. Throughout the semester we will meet with all the instructors teaching these course sections to discuss student performance, retention, and success rate.