

BTXF200 Designing Textiles and Fashion Lessons

ECTS Value: 5 ECTS

Overall Objectives and Outcomes

This unit will help course participants to establish what curriculum planning is in relation to the Textiles and Fashion vocational education subject. Learners will explore the following teaching models and techniques: Learning by practicing (Trial and Error), Learning by drafting and sketching, Learning through experimentation, Learning by reflecting and Learning through playing games. Learners will be encouraged to think, debate, discuss, implement and adapt these models as well as other alternative techniques when designing their lessons. These are designed to elicit a particular type of thinking and response in students and achieve the specific learning outcomes.

The unit will focus on the following topics:

- The role of the teacher and the learner.
- Organisation of time and space.
- Acquiring and learning skills teaching models: Direct Interactive teaching, Demonstration and Mastery learning
- Acquiring concepts teaching models: Enquiry, Concept attainment and Visualisation
- Constructing Knowledge teaching models: Constructivism, Group problem solving, role play and dialogic teaching.

By the end of this module, the learner will be able to:

Competences:

- a. develop a student-centered pedagogical approach to encourage motivation and engagement;
- b. create a classroom environment which stimulates learning by using diverse researched pedagogical techniques which include learning by practicing, learning by drafting and sketching, learning through experimentation, learning by reflecting and learning through playing games;
- c. using the gradual release of responsibility model to allow learners to move from teachers focused activities to more independent work;
- d. demonstrate the ability to use an enquiry-based approach to sewing, clothing, textiles and apparel;
- e. collaborate in teamwork to enhance knowledge and ideas in creating and producing a textiles and fashion product;
- f. critically evaluate the traditional demonstration pedagogical approach in creating design in textiles and fashion.

Knowledge:

- a. Determining the range of roles, a teacher can take within the same lesson such as 'high structure' and 'low structure';
- b. Creating a culture of learning by maximizing the use of physical space;
- c. Systematically identify teaching models such as:
 - i. Learning by practicing (Trial and Error);
 - ii. Learning by drafting and sketching;
 - iii. Learning through experimentation;
 - iv. Learning by reflecting;
 - v. Learning through playing games which will help learners to acquire the skills to construct knowledge, give peer-feedback on each other's garments or designs, understand the use of technology when sewing or creating a fashion design collection, and be innovative in the design and creation of garments and original textiles item.

Skills:

- a. recognize methods which facilitate learning such as teaching and learning in groups, computer based teaching and learning, and adjusting the physical learning environment to gain active student engagement;
- b. organize time by creating learning experiences which make maximum use of the time available in class;
- c. create practical lessons which motivate and enhance students' capabilities in areas such as designing a garment, sewing a garment, and creating a design in order to produce an original item using creative techniques such as batik, tie and dye and printing.

Assessment Methods

This module will be assessed through: Assignment (40%); Portfolio (60%)

Suggested Readings

Core Reading List:

1. Ambrose, S. (2010). How learning works. Chichester, United Kingdom: John Wiley and Sons Ltd.
2. Anne, S., 2016. Learning to Teach in the Secondary School. Routledge.
3. Gregson, M., 2015. Reflective Teaching in Further, Adult and Vocational Education. Bloomsbury Publishing.
4. Lucas, B., Spenser, E. and Claxon, G. (2012). How to teach Vocational Education: A theory of vocational pedagogy. UK: City & Guilds Centre for Skills and Development.

Supplementary Reading List:

1. Cohen, L. and Cohen, L. (2010). A guide to teaching practice. London: Routledge.