


THEME: Professional identity motivating engagement – I am interested in X because it captivates my professional identity

COMBINED - Enhancement of digital skill motivating student engagement - (Diversify skills) *

I felt this workshop could help me with learning new skills as well as learning new functions I would use for my other assignments. (Q1)

The Image

(My Story, My Culture)


The dress I designed in '16 as the drape & form project. 
The garment is the only draped garment so put on magazine


WORKSHEET – The

Image

For Modaris developments.

(Q1)

I RECENTLY STARTED USING LECTRA  AND I'VE FOUND IT SUPER INTERESTING, SO I THOUGHT IT WOULD BE GREAT OPPORTUNITY TO LEARN MORE. (Q1)

 AS WELL AS TRY TO USE LECTRA MORE RATHER THAN DRAPING THE GARMENTS PHYSICALLY. AND USING THINGS LIKE DIGITIZING INSTEAD. (Q4)

4. What aspects of the workshop will you use going forward?

With digitizing, grading, 3D part on it. (Q4)

Professional awareness informs decision-making

→ AT FIRST I LIKED IT FOR ITS PATTERN ...FAVOURITE SKIRT" (Q1)
→ IT'S 100% WOOL, SO GREAT QUALITY FOR WHAT IT COST ME. (210).
WORKSHEET – The Image

Professional progression holds sentimental value *

+ THE IDEA OF HAVING A PATTERN OF MY FAVORITE SKIRT SOUNDED GREAT. (Q1)

I RICKED THIS DRESS BECAUSE IT HOLDS A SPECIAL MEMORY OF MY TEEN YEARS THIS MOMENT WAS ABOUT CELEBRATING THE END OF EXAMS, AND BEING ON A NICE LOOKING A WEAR A
WORKSHEET – The

Image

The dress I designed in '16 as the drape & form project.

I was Sensitive when I saw the technique showing
The garment is the only draped garment so put on magazine

WORKSHEET – The

Image

THEME: Skill development creates satisfied learners– if it's fun but I didn't learn something new, that's no use

Experiential learning resulting in satisfaction of learning

2. What changes would you make to the workshop?

More mediais development

3. Going forward, what aspects of the workshop would you like us to take forward within teaching?

Mac

4. What aspects of the workshop will you use going forward?

With digitizing, grading, 3D part on it.

“More with digitising...” Q1,Q2,Q3

Micro-processes (un-related to one another) for better cognition - retainment of information

(Participant 1) “I felt this workshop could help me with.....learning new function (Question 2) I felt that I have learnt so from this workshop I have no notes on any changes... (Question 4) I will definitely be using functions like ‘shrinkage’ tool” Q1,Q2,Q3

LEARNING ABOUT DIFFERENT THINGS YOU CAN DO IN LECTRA THAT ARN'T TECHNICALLY ABOUT THE LESSON. FOR EXAMPLE, BEING ABLE TO CHANGE THE COLOUR OF THE FABRIC IN 3D, WAS COOL TO LEARN THAT.

Q3

I LEARNT ABOUT HOW TO LAY PLAN WITH PATTERN FABRIC AND HOW TO CHANGE THE SIZING OF THE PATTERN. AND CHANGING THE COLOUR OF THE FABRIC + ADDING TEXT/LOGO.

Q4

pleating

Bias cutting / draping

Drafting

WORKSHEET – Pattern Cutting Techniques

THEME: Academic identity holds sentimental value – I hold my practice in high regard

Professional progression holds sentimental value *

+ THE IDEA OF HAVING A PATTERN OF MY FAVORITE SKIRT
SOUNDED GREAT.

(Q1)

I picked this dress because it holds a special memory of my teen years
this moment was about celebrating the end of exams, and being
... .. on a nice looking a wear a

WORKSHEET – The Image

The dress I designed in Yr1 as the drupe & form project.

I was Sensitive when I saw the technique showing

The garment is the only draped garment to put on manequin

WORKSHEET – The Image

Desire to build community & connection to peers (Learning about others through their way of thinking)

And learning about people cultural connections to their
garments and how they would make it on lectra.

(Q1)

OTHERWISE LEARNING TO RECREATE OTHER PEOPLES
GARMENT WOULD HAVE BEEN INTERESTING.

(Q2)

Code Frequency

Question 1: Motivation for engagement

- Professional awareness informs decision-making X1
- Professional progression holds sentimental value X1
- Enhancement of digital skill motivating student engagement X3
- Desire to build community & connection to peers x1

RESULTS: ENHANCEMENT OF PROFESSIONAL KNOWLEDGE

Question 2: Feedback for the session

- Experiential learning resulting in satisfaction of learning x1
- Desire to build community & connection to peers x1

RESULTS: MORE EXPERIENCIAL LEARNING AND COMMUNITY

Question 3: Desired learning environment

- Experiential learning resulting in satisfaction of learning x1
- Learning micro-processes x1
- Physical visualisation to improve cognition

RESULTS: EXPERIENTAL, VISUALISATION AND MICRO PROCESSES

Question 4: Personal/professional aspirations

- Enhancement of digital skill motivating student engagement x2
- Learning micro-processes x2

RESULTS: ENHANCEMENT OF SKILL

Worksheet - The image: Sentimental value

- Professional awareness informs decision-making x1
- Professional progression holds sentimental value x2
- References to self-image providing confidence x2

RESULTS: SELF IMAGE AND PROFESSIONAL IDENTITY

Worksheet – Pattern Cutting Techniques: Problem solving techniques & Skill

- Learning micro-processes x1
- Physical visualisation to improve cognition x3
- process based thinking x2

RESULTS: PROCESS, VISUALISATION & MICRO-PROCESSES