# Subject Description Form

| Subject Code | ITC 2S01 |
|---|---|
| **Subject Title** | **Engaging Fashion as a Communication Media for the Needy** |
| **Credit Value** | **3** |
| **Level** | **2** |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | The objectives of this subject are,<br>a) To introduce the concept and practice of service learning.[Link with ILO(d)]<br>b) To develop students' practical sense of fashion design, styling and garment fabrication. [Link with ILOs(a-c)]<br>c) To enable students to apply knowledge and skills in fashion trends, design and styling to help needy people to build inner confidence through utilizing their personal creativity and enhancing their personal fashion image. [Link with ILOs(a-c)]<br>d) To enhance students' generic competencies of innovative problem solving, communication and teamwork. [Link with ILOs(e-f)]<br>e) To nurture students' sense of social awareness, responsibility and engagement. [Link with ILOs(g-h)] |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>**a.** Interpret fashion trends and forecasts to style fashion and create photography images according to the needs of the users.<br><br>**b.** Exercise effective judgment to formulate an action plan to transfer fashion design, styling, and garment making-up skills according to the needs of the target service users.<br><br>**c.** Demonstrate effective and professional communication and presentation skills to articulate both the creative works and the needs of the service users in the format of a fashion show and exhibition.<br><br>**d.** Link their service learning activities and experiences with the academic content of the subject<br><br>**e.** Work effectively in teams to solve problems encountered in planning and delivering the service<br><br>**f.** Communicate effectively with clients and/or other stakeholders |

| | |
|---|---|
| | **g.** Demonstrate empathy for people in need and reflect on the relationship between social responsibilities and their education. |
| | **h.** Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen. |
| **Subject Synopsis/ Indicative Syllabus** | The topics in the course syllabus cover three major areas:<br><br>**1. Concept and Practice of Service Learning:**<br>• Principles, concepts and myths of service learning<br>• Benefits of service learning to students, the university and the community<br>• Ethical issues in service learning<br>• Basic concepts and theories of social problems, developments and justice<br>• Social responsibilities of global citizens as intellectuals and professionals<br>• Proper attitudes and behaviors in service delivery<br>• Developing a service project proposal/plan<br>• Effective team work and problem solving skills in service-learning projects<br>• Reflection as a tool for learning<br><br>**2. Fashion Design Concepts, Issues, Skills and Making-Up Process.**<br>• Fashion creativity as communication media.<br>• Psychological and sociological influences of fashion such as social perception and social influence of fashion on community.<br>• Professional practice of service provider.<br>• Fashion trends.<br>• Fashion sourcing.<br>• Fashion design and styling for different lifestyles and body shapes.<br>• Method of taking body measurements.<br>• Basic garment pattern and fitting techniques, and sewing sequences for the making of a completed garment.<br><br>**3. Project-Specific Concepts, Issues and Skills**<br>• Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities<br>• Health, safety and other issues relevant to the service project<br>• Moral and ethical concerns specific to the project and beneficiaries |

| | |
|---|---|
| **Teaching/Learning Methodology** | **1.  e-Learning Module**<br><br>The e-learning module is developed and delivered by the Office of Service Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning.<br><br>Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.<br><br>**2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops**<br><br>Lectures are structured to convey the knowledge and skills specific to this subject. Interactive tutorials and studio sessions will be conducted to encourage discussions and practical exploration of the fashion design with styling knowledge and skills.<br><br>**3. Project-Specific Seminars, Tutorials and/or Workshops**<br><br>The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients/ underprivileged community, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Office of Service Learning, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.<br><br>Students are required to attend <u>all</u> of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service learning project.<br><br>**4. Service Learning Projects**<br><br>As the service clients are Cantonese-speaking people, students who can communicate in Cantonese will have an advantage.<br><br>The service learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement.<br><br>The needy people that students will be serving in this course are the elderly, the disabled and/or ex-mentally ill people from the NGOs. The students will gain basic fashion design knowledge, pattern and garment making-up skills to help them assist the service recipient to create and |

style an outfit for the mini fashion show and for a photography/exhibition session. The students are expected to conduct the services to the recipients after attending all academic lessons and e-learning modules. During the delivery of the design service, students will be supported by lecturers for pattern cutting, sewing and garment fitting. The photography session will be supported by a professional photographer. Each service recipient will be assisted by a team of students, who will assist the service recipient to design and to make fashion outfits.

The academic lessons and the delivery of the service will take place within the university. The logistics are as follows:

- The academic concepts will be covered in seven lectures, to be held during Semester 1
- The service delivery will be held during Semester 2.

An exhibition and a mini fashion show will be held at the end of the course. Students' reflective journals will be integrated into the exhibition display. Students are required to attend the exhibition which will be held at PolyU and the fashion show will be held either at a public venue within Hong Kong or within the university.

## 5. Reflective Journals & Report and Review Sessions

Students will be required to write reflective journals and reports both <u>during</u> and <u>after</u> the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both <u>during</u> and <u>after</u> the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.

| **Assessment Methods in Alignment with Intended Learning Outcomes** | Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows: |
|---|---|

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A | b | c | d | e | f | g | h |
| e-Learning Module and Project-specific seminars and workshops | 20% | | | | √ | | | √ | √ |
| Performance in rendering service | 30% | √ | | √ | | √ | √ | √ | |
| Quality of the deliverable, including final fashion exhibition and fashion show | 20% | √ | √ | √ | | √ | √ | √ | |
| Reflective journals and report. | 30% | | | | √ | | | √ | √ |
| Total | 100 % | | | | | | | | |

Students must obtain a pass in all of the components in order to pass the subject.

*Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:*

The e-Learning Module and Project-specific seminars and workshops will include assignments and learning tasks that are designed to assess students' ability to link service learning with the academic content of the subject (ILO d), their empathy for the underprivileged community (ILO g) as well as their understanding of their role and responsibilities in society (ILO h).

The students' attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaboration with other students, and interactions with the service recipients and/or

collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO f), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO g and h), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO a, b, c and e).

The quality of the deliverable, including the final fashion show and exhibition, will reflect the students' understanding of the discipline-specific concepts (ILOs a-c), their ability to apply their knowledge to the service project (ILO d), their ability to work in a team (ILO e) and to communicate effectively and empathize with their clients (ILOs f, g).

Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, will testify to the students' reflection on their learning experience, and the breadth and depth of their learning. This assesses their ability to link service learning and the academic content of the subject (ILO d), their empathy for the less fortunate people in the society (ILO g), and their ability to reflect on their role and responsibilities in the society (ILO h).

The reflective report and final fashion exhibition with fashion show will allow the students to reflect upon their experience and consolidate the knowledge and experience gained to be showcased in a professional manner and effectively disseminated to a mass audience.

| Student Study Effort Expected | e-Learning Module | 10 hours |
|---|---|---|
| | **Class Contact** | |
| | • Discipline-related Lectures, Tutorials, Seminars and/or Workshops | 10 hours |
| | • Project-Specific Seminars, Tutorials and/or Workshops | 10 hours |
| | • Reflection and review tutorials and sessions | 5 hours |
| | **Other student study effort:** | |
| | • Readings, self-study, and planning and preparation for the service project | 30 hours |
| | • Direct rendering of service | 40 hours |
| | • Reflection and review | 25 hours |
| | Total student study effort | 130 hours |

| Reading List and References | Books<br>1) Cress, C.M., Collier, P.J., Reitenauer, V.L. & Associates, Learning Through Serving – A Student Guidebook for Service-Learning Across the Disciplines. Sterling: Stylus.<br>2) Dingemans,J. (1999) Mastering fashion styling, Basingstoke: Macmillan.<br>3) Faux.S. (1999) Wardrobe solutions: a total system for dressing with style and confidence. London: Marshall.<br>4) Jacoby, B et al (2009) Civic Engagement in Higher Education. San Francisco: Jossey-Bass.<br>5) Keers, P. (1987) A gentleman's wardrobe: Classic clothes and the modern man. London: Weidenfeld & Nicholson.<br>6) Rasband, J. (1996) Wardrobe strategies for women. Albany, NY: Delmar.<br>7) Rubenstein, R.P. (2001). Dress codes: meanings and messages in American culture, 2nd Ed., Colorado: Westview Press.<br><br>Magazines<br>Vogue<br>So-en<br>Numero<br>LOVE<br><br>Websites<br>www.wgsn.com<br>www.style.com<br>www.showstudio.com<br>http://thesatorialist.blogspot.com |