

## Subject Description Form

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| <b>Subject Code</b>                            | ITC2S02  |
| <b>Subject Title</b>                           | Community Engagement through Expressive Textile Arts and Fashion   |
| <b>Credit Value</b>                            | 3  |
| <b>Level</b>                                   | 2  |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | N/A  |
| <b>Objectives</b>                              | <p>The objectives of this subject are:</p> <ol style="list-style-type: none"> <li>a) To introduce the concept, theories, and practice of expressive arts, textiles arts, and expressive textile arts;</li> <li>b) To develop students' practical skills of developing expressive textile artworks, and its application for contemporary fashion;</li> <li>c) To enable students to use expressive textile arts making process as a healing medium to help needy people in a wider community;</li> <li>d) To enhance students' skills of problem solving, communication and teamwork in the context of art and design;</li> <li>e) To introduce the concept and practice of service-learning for needy people locally and overseas; and</li> <li>f) To nurture students' sense of social awareness, responsibility and engagement.</li> </ol> |
| <b>Intended Learning Outcomes</b>              | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Recognise the concept and theories of expressive arts, textiles arts, and expressive textile arts in different contexts;</li> <li>b) Develop and implement the skills and techniques of practicing expressive textile arts as a healing medium and its application in contemporary fashion;</li> <li>c) Effectively link the service-learning activities with the academic content of the subject;</li> <li>d) Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen; and</li> <li>e) Demonstrate empathy for needy people and develop a sense of social awareness, responsibility and engagement.</li> </ol>  |
| <b>Subject Synopsis/ Indicative Syllabus</b>   | <ol style="list-style-type: none"> <li>1. <b><u>Concept and Practice of Service-learning</u></b> <ul style="list-style-type: none"> <li>• Definition and principles of service-learning</li> <li>• Benefits of service-learning</li> <li>• Responsibilities, attitudes and ethics in service-learning</li> <li>• Planning and delivering the service-learning project</li> <li>• Reflecting on the service-learning experience</li> </ul> </li> </ol>  |

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|   | <p><b>2. <u>Concepts, Theories and Practice of Expressive Textile Arts</u></b></p> <ul style="list-style-type: none"> <li>• Theory and principles of expressive arts, textile arts and expressive textile arts</li> <li>• Skills and techniques of practicing expressive textile arts as a healing medium and as a multi-dimensional experience for people suffering from mental and/or physical discomforts</li> <li>• Using colour, textures and patterns in expressive textile artworks to interpret recipients’ memories and personal narratives for self-discovery and healing</li> <li>• Appreciations of expressive textile arts on contemporary fashion</li> <li>• Basic expressive textile arts techniques, such as stamping, fabric collaging, hand embroidery and painting</li> </ul> <p><b>3. <u>Project-Specific Concepts and Practice</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the background of service recipients</li> <li>• Health, safety and other issues relevant to service project</li> <li>• Moral and ethical concerns specific to the project and beneficiaries</li> </ul>   |
| <p><b>Teaching/Learning Methodology</b></p> | <p><b>1. <u>e-Learning Module</u></b><br/>The e-learning module is developed and delivered by the Office of Service-learning at PolyU. The module consists of readings, exercises and assessments that are related to the basic concept and practice of service-learning. Students are required to successfully complete the e-learning module within the first four weeks after the commencement of the subject.</p> <p><b>2. <u>Discipline-Specific Lectures and Workshops</u></b><br/>Lectures are structured to convey the knowledge and skills specific to expressive textile arts. Interactive studio sessions will be conducted to encourage discussions and practical exploration of the skills and techniques required in the context of art and design.</p> <p><b>3. <u>Project-Specific Seminars and Workshops</u></b><br/>The project-specific seminars and workshops are designed to develop students’ understanding of the targeted service recipients and other issues related to the service-learning project. Trainings in planning and delivering the service project for students will be provided. Experts will also be invited to share their valuable experience of service-learning as appropriate.</p> <p>Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops, and successfully complete the required assignments prior to participating in the service project.</p> <p><b>4. <u>Service-learning Project</u></b><br/>The service-learning projects are designed to develop students’ practical skills of developing expressive textile arts together with the service recipients, who are people with special needs, such as underprivileged children and women, single parents, ex-mentally ill persons, etc.. The</p> |

students will gain basic skills and techniques of creating expressive textile arts and its applications for contemporary fashion. Finally, they will co-design and co-develop expressive textile artworks with the service recipients and a photography session will be arranged to record all of the artworks.

The subject will be offered twice in each academic year. The schedules are as follows:

For the course offered in Semester 1+2 (Overseas):

The discipline-related lectures/workshops and project-specific seminars/workshops plus review tutorials will be covered in Semester 1. The planned duration of the overseas service delivery will be 7 days in early to mid January. Students will be expected to spend 40 hours in 5 days in direct contact with the recipients. A styling presentation with photo-shooting sessions will be conducted as part of the service rendering and the service recipients will model their own expressive textile artworks during the presentation.

For the course offered in Semester 2+3 (HKSAR):

The discipline-related lectures/workshops and project-specific seminars/workshops plus review tutorials will be covered in Semester 2. The planned duration of the local service delivery will be 5 weeks during Summer term. Students will be expected to spend 40 hours in 5 weeks in direct contact with the recipients.

The photo records of artworks developed overseas and the actual artworks developed locally will be jointly presented in a mini fashion show and/or static exhibition in Hong Kong during summer term. In the case of a mini fashion show, the local service recipients will model their own expressive textile artworks and their personal expressions and inner confidences can be further encouraged.

**5. Reflective Journals and Report, and Review Tutorials**

Students will be required to write reflective journals and reports both during and after 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 tutorials will also be held both during and after the service-learning project.

**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 |
| e-Learning Module and Project-specific seminars and workshops | 10%          | √  |   |   | √ |   |
| Group Performance in rendering service                        | 20%          | √  | √ | √ | √ | √ |
| Individual Performance in rendering service                   | 20%          | √  | √ | √ | √ | √ |
| Quality of the deliverable                                    | 20%          | √  | √ | √ | √ | √ |
| Reflective journal and report                                 | 30%          | √  | √ | √ | √ |   |
| <b>Total</b>  | <b>100 %</b> |  |   |   |   |   |

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

The e-Learning Module and Project-specific seminars/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 of expressive textile arts (ILO a), and their understanding of their role and responsibilities in society (ILO d).

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 in a wider community (ILO c), their sense of civic responsibility, (ILO d) and their empathy for needy people (ILO e), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO a & b).

The quality of the deliverable including expressive textile artworks and styling presentation or mini-fashion and/or static exhibition will reflect the students' understanding of the discipline-specific concepts (ILOs a & b), and their role and responsibilities as a professional (ILO d), their ability to communicate effectively and empathise with their service recipients (ILOs c & e).

Students' reflective journals and report, and their presentations and discussions during the reflection will testify to the students' reflection on

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|                                      | 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, expressive textile arts (ILO a, b & c), and their ability to reflect on their role and responsibilities in the society (ILO d).   |          |
| <b>Student Study Effort Expected</b> | <b>e-Learning Module</b>  | 10 hours |
|                                      | <b>Class contact:</b>   |          |
|                                      | Discipline-related Lectures and Workshops   | 16 Hrs.  |
|                                      | Project-Specific Seminars and Workshops   | 16 Hrs.  |
|                                      | Reflection and review tutorials   | 6 Hrs.   |
|                                      | <b>Other student study effort:</b>  |          |
|                                      | Readings, self-study, planning and preparation for the service project  | 14 Hrs.  |
|                                      | Direct rendering of service   | 40 hours |
|                                      | Reflection and review   | 15 hours |
|                                      | Total student study effort  | 117 Hrs. |
| <b>Reading List and References</b>   | <u>Books</u> <ul style="list-style-type: none"> <li>• Cress, C.M. (2013). Learning through serving: a student guidebook for service-learning and civic engagement across academic disciplines and cultural communities (2<sup>nd</sup> Edn.). Sterling, Virginia: Stylus.</li> <li>• Nicol, K. (2012). Embellished: new vintage. London: A &amp; C Black Publishers.</li> <li>• Rogers, N. (1993). The creative connection: expressive arts as healing. Palo Alto, CA: Science &amp; Behaviour Books.</li> <li>• Rubin, J.A. (Ed.). (2016). Approaches to art therapy. Theory and techniques (3<sup>rd</sup> Edn.). New York: Routledge.</li> </ul> |          |

