Reflective Teaching portfolio

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* Statement of teaching philosophy:

After working in the fashion industry for over 30 years, I have learned the ins and outs of all aspects of the fashion business. By training numerous staff throughout my fashion career, I realized that the importance of giving students a well rounded design knowledge is crucial to their career development. There are disconnects between creative school training and the day to day business and workplace needs. The student’s talents should not be measured one way, our society and our technologies are rapidly changing and it is essential to encourage the students to develop skills that are grounded yet flexible so they are able to blend the acquired knowledge with the current trends and needs. Propel students to think independently and encourage their innate hunger for intellectual and artistic growth.

Guiding them to a realistic way to execute an actual final product is equally crucial. I lead them to clone the skill set that is required to succeed in their job duties, but I also do not limit their creativity.

An inquisitive mind is the most precious gift to treasure for both myself and my students, so I encourage students to ask questions, research, self-assess when problems arise, and work with one another to learn how to solve problems. Help them to find what they are passionate about and direct them to showcase their strength.

* Summary of teaching responsibilities in FIT fashion design department throughout the years:

Digital flats and floats

Design development, digital communication and management

Tailoring

Computer pattern making

Lifestyle collection design

* Successful lessons:

Most memorable class is in Design Development Digital Communication and Management class; this particular class is scheduled in the evening and the student group is a blend of full-time daytime students and students that have full time employment.

Our group project calls for: designing a collection for a diffusion line for a major retailer and collaborate with a designer. The core working hypothesis of the project is that students can learn to alter their design and fabric selection to maintain the brand aesthetics through this workshop exercises and still meet a business profit goal.

In this particular class it had a wonderful learning outcome due to the fact that some of the students had job experiences or various business backgrounds and were able to use their skill sets and synthesized with the group’s talents to develop a great collection, with well thought out market research and price point balance.

The students enjoyed this process very much, and our class is conducted in a conference format which promotes individual input and problem solving, everyone can learn in an enjoyable environment.

* Challenges:

The face-to-face format for group discussion is harder to duplicate at the current upcoming class due to students learning remotely and from different time zones. By embracing the new technology training, I will alter my syllabus to suit students needs and use voice thread sessions, padlet and discussion board for group discussions.

I hope to create the experience of group interactions but without students relying on one another’s synchronized responses.

Working remotely will require to use some of the new techniques that I am not yet used to while teaching synchronously. It will need to give pause for the student to react, and some of them have WIFI connection problems, that might need further instruction for them to catch up to speed.

By using videos created by screencast -o- matic, will keep detail instruction for the students to reference to. For example Plm demonstration could be break up in to small video instruction for each lecture.

As for my digital flats and floats, besides giving detail instruction video for excel

Spec sheet , will also use wacon tablet to correct students sketches on our one on one section .

In addition to above new on line teaching technique will use Collaborate Ultra in black board and break up class and small groups to create interaction and group discussion , beside voice thread and padlet.

Some other issues arise when students do not turn on their cameras on during remote lecture and there is no way of knowing if they are engaging in the lecture fully and there will also be a need to develop check points to see their progress after demonstration.

Organize the class and only have online interactions sometimes is a factor in losing a human touch, I will try to create a bond with the students through remote learning and making sure everyone participates. For example, to cultivate a class community, I will make sure students introduce themselves through voice threads and include everyone. I might also will try to create a class community social media account for them to share post and keep each other in touch. The students will give feedback and online support to the teacher and one another. This will be a great checkpoint for how students receive the online lecture.

Understand the challenges of the current situation with online information overload and the mental stress that we all face at the current pandemic environment and to encourage students to leave the computer at times to find inspirations from their surroundings.

Teaching method:

-giving students a complete outlook on the fashion industry, since I taught a few different courses, and each class requires emphasis on different parts of the skill set in fashion, my teaching methods vary based on my students needs.

-overall I teach the entire class on the overview process, enable them to see a complete picture, then I do hands on demonstrations, by breaking the students up into small groups for them to develop habits of working in a team environment. I give the whole class individual assignments also teach them the process of continuity and how to proceed.

I will add instructional video demonstrations for remote learning

-based on different lesson plans I will insert videos of the related design process and

how it is done in the manufacturing end of the spectrum.

For example, factory site videos showing the process of how fabric, garments or sweaters and embellishments are made, giving students a virtual experience of the fashion cycle.

-the next process will be reviewing their work individually, once they submit their homework, I will critique and encourage them to update corrections and resubmit their edits for better grades.

Help them with one on one lessons and zero in on what their individual needs are.

Common mistakes most students made will be addressed and demonstrated and reviewed with the entire class.

Video record class session to share it with students in different time zones.

On bigger projects I will have each student present their work and ask for group and peer evaluations of the project, I also will create a bestseller vote to reward the best collection. This also imitates the working in the industry where your line is always competing with other collections in the marketplace.

Overall my method is not only teacher led but also students-directed, one important group project is to design a collection together. Having students develop a working calendar, to learn how to be disciplined for deadlines and everyone’s input will affect the total outcome of the group project and to learn how to respect one another. How to sort out the strengths of each other and combine talents to achieve group objectives of a well designed collection.

Teaching effectiveness:

-through my teaching methods, I will dwell deeper into helping my students translate their design beyond the sketching format and elevate it to a level that uses the right constructions to reproduce.

-direct them to understand the market they try to cater to and select fabrics and materials that fit the pricing and comfort structure of the target market

-review sketches so students know how to apply the right seams or constructions to

relate their design to the fabric selection and give the actual product the element of comfort in fitting,

-teach them to apply the right finish to the garment and to sketch the construction correctly

-teaching students how to design a collection that is well merchandised, able to mix and match with a balance assortment and also to not overdesign.

-students feels positive on the learning outcome, they learn how to work with different cross-functional teams in the industry and are able to understand each department’s needs, thus will pave a way to be a well-rounded designer,

who understands the market needs and pays attention to maintain the design integrity that will both give thought to aesthetics, comfort and also meet price point profit margins.

-teaching students how to present their collection to the class, as we all know presentation is everything at work. Teach how to convey the design and also to expressing their broader conceptual perspectives of the design but also help them with learning how to present all this in a way that will spike interest with the audience and using the right terminology and language that is related to the industry and the cross functional departments, it is a must have skill set in the work force.

Students appreciated the practice sessions and benefits to each other by observing their presentations.

I am passionate about teaching, and this sparks a great report with my students,

They feel comfortable to ask for my guidance on their work and extend it to the philosophy in life. I was very fortunate to see my students join different parts of the fashion workforce, and it is always extremely rewarding to run into my students in the industry and seeing their work on social media and getting invited to their fashion shows or the opening of their showrooms.

They often voice the opinion to thank me for how I prepared them for the industry, seeing them grow and watching them becoming successful is most rewarding to me.