

'TEACH TECH TO THE TEACHER'



CONTEXT OF PROJECT:

'TEACH TECH TO THE TEACHER'

Students: Level 3 Fashion & Textiles

Staff: Emily Streatfeild- Course Director

Using Flipped learning, the Fashion Textiles students were the teachers, demonstrating how to use modern tech apps/ social media tools such as Tik Tok & Instagram Reels that they already use in their day to day lives to record the processes and outcomes of a workshop session. As a class we then discussed the impact and benefits of this considering how this could be used to improve the records and presentation of their project work.

We have previously used video within the Fashion Textiles course as a way for students to record the independent development of final outcomes and have found that some students like to use a range of time-lapse videos for this, whereas others have embraced apps such as Tik Tok as they can utilise photos as well as video material in the final video outcome. This research project allowed the students to teach us how to use Tik Tok and a range of other apps to create video records and share the knowledge they have developed using these different apps. I also used this as a chance to explore whether this might be useful within individual lessons to record the planning, progress, and outcomes instead of photos with typed analysis.

ACTIONS TAKEN DURING THE PROJECT:

Year 1 workshop/questionnaire handout:

<https://docs.google.com/document/d/1vLHfjSNYnYuiTitjtG9ds3aE9aJASsnG/edit?usp=sharing&oid=115606129591756572447&rtpof=true&sd=true>

Year 1 were tasked with working in groups of 2-3 and recording a range of ink experiments using photos, videos and then creating a final video using the app of their choice. The students were also asked to demonstrate their knowledge of how to use these apps.



Year 2 workshop/questionnaire handout:

<https://docs.google.com/document/d/1m9gfkDRIOXguI8BiovHAXNDckTxo3u8t/edit?usp=sharing&oid=115606129591756572447&rtpof=true&sd=true>

Year 2 were tasked with recording the progress of independent fabric sampling experimentation using photos, videos and then creating a final video using the app of their choice. The students also discussed and demonstrated the apps and digital skills they feel would be most useful for their project and future careers.



OUTCOMES AND IMPACT OF PROJECT:

Year 1: From our session exploring different video apps I found that most of the year 1 students preferred Tik Tok due to its ease of use. The students demonstrated how to use Tik Tok and I really liked how you could add both videos and photos into this, add text (with an option for this to be voiced) and also as you record each clip you can add yourself in and you can voice record over the top so you could record your analysis.

We discussed how they could use this to easily record the processes as well as outcomes from workshop sessions, the health & safety requirements and even link in images of artists work to make comparisons to their own work. There is an option to also voice record over the top so they could add spoken critical analysis of the work from the day instead of having to type this onto their slides. A lot of the students mentioned they prefer to type their analysis and would not feel comfortable voicing this into a video, but for those who struggle with typing, this may be a good alternative option.

Year 1 Questionnaire Replies: <https://drive.google.com/file/d/1fAWz-Tx00XvPtcsDa0e-7fupVD0gcj0p/view?usp=sharing>

Year 1 Tik Tok Video examples from workshop:

<https://drive.google.com/file/d/1Cn0E@Mx092-05vazZ35tGNxEMrPR0e1X/view?usp=sharing>

https://drive.google.com/file/d/1RJZbU02Fbwc3de0G0ZgKIn9WjBs9_dKn/view?usp=sharing

Staff Tik Tok video example from student guidance (learning to use Tik Tok):

https://drive.google.com/file/d/1bMdhTySo2fwN5i06_xLReoZeEp_47h1/view?usp=sharing

Year 1 Group Discussion & Teacher Thoughts:

https://docs.google.com/document/d/1YZ1@c3NPDpmef7fe7HKH2YXM_Dd5Dn40/edit?usp=sharing&oid=115606129591756572447&rtopof=true&sd=true

Year 2: From our session it became apparent that year 2 are much more hesitant to test out a new tech tool at this stage of the course. I found that most of the students much preferred using time-lapse videos to record the processes they were exploring and demonstrate the development and refinement of their work. They found that having to edit imagery and videos into a Tik Tok outcome added more frustrations, rather than making the process easier.

We also discussed the use of apps and tech in the future of the creative industry, focussing on skills that may become important moving into the next stages of their career, either at university or in employment. We debated the pros and cons of Instagram, how this may become an important tool for them to network, promote work and source creative inspiration. We already ask students to set up an Instagram account at the start of the course, however the year 2's mentioned that they could not always understand how their college work would be useful on Instagram and would benefit from lessons on how to effectively promote and use this app.

Year 2 Questionnaire Replies: <https://drive.google.com/file/d/1IwRey9bNvUgm032aTdV1-sZdAUjPbIca/view?usp=sharing>

Year 2 Designer Instagram examples:

<https://www.instagram.com/laurenfashiontextiles/>

<https://www.instagram.com/phoenixntextiles/>

Fashion Textiles Course Instagram:

https://www.instagram.com/lch_fashiontextiles/

Year 2 Group Discussion & Teacher Thoughts: <https://docs.google.com/document/d/1-YmpybCsrPWSZAMMVzKmmUCD0hZtA4pR/edit?usp=sharing&oid=115606129591756572447&rtopof=true&sd=true>

FUTURE ACTIONS AS A RESULT OF PROJECT:

From testing out the use of video apps such as Tik Tok within a focussed workshop session, I have concluded that students would struggle to apply the use of these to single sessions, however when applied over a task that takes several days or weeks, this is a really useful tool to record, authenticate and demonstrate the amount of work undertaken by the students. This is especially useful within Fashion & Textiles as part of their 'Order of Make' wherein they need to record the construction of their final outcomes which can take 1-3 weeks to produce.

Due to this conclusion we are planning to implement:

- Teaching our new year 1 cohort at the start of the 2022/23 academic year the use of Tik Tok as a tool they can apply within their workshop sessions and independent developments each project to record their ideas, progress, development and refinement of work.
- Using the Tik Tok app as the tool for the new year 1 students to meet 'LO3 criteria: Develop skills within 4-dimensional creative practices' within unit 2 in the 2022/23 academic year.
- Actively encourage the current students to consider using Tik Tok, alongside time lapse videos, normal videos or any other apps to record their 'Order of Make' for their current Final Major Project.
- Also teaching both year 1 and year 2, the use of Instagram and how to effectively engage with this app to help to network, promote work and source creative inspiration, rather than just post ongoing work.

