Abstract
This study aims to facilitate the learning of sewing skills by blending teaching methods. The researcher combined film-watching (F), explanation (E), demonstrations (D) and object-observing (O) methods and propose a student oriented teaching model, FEDO model. Under the FEDO blending teaching model, students are allowed to develop their own learning path. Some students prefer to watch and follow the film step-by-step, while other students prefer learning by examining the step-by-step samples. In addition, students with different skill level could accomplish the project efficiently, so it does for the students who miss the class. Teacher demonstration still pay important role for students to see and feel the sewing operations right at the scene that is irreplaceable by the electronic-aid-teaching instrument.

Keywords: Sewing skills, Blending teaching methods, Tactile teaching
Introduction

Clothing construction class in the college at Taiwan was designed for students to learn
the clothing pattern making, to learn the industrial sewing machine and to compose a
garment project. Conventionally, explanation and demonstrating were the most
adopted methods to teach students learning the sewing skills. The teacher usually first
explains and demonstrates how a garment can be composed. Students then imitate
teacher’s steps and practice the skills. However, according to researcher’s over a
decade teaching experience, students tend to encounter learning difficulties before put
the sewing into practice. First, it’s not easy to remember every steps that the teacher
has demonstrated. Secondly, it’s hard to closely look up and examine teacher’s
operation since the teacher does not demonstrate face-to-face but teacher-to-group.
Therefore, the purpose of this study was to develop a teaching model by blending
multiple teaching methods to facilitate college students learning the sewing skills.

Sewing a garment

Sewing a garment involves a series of cognitive processes, which include
acknowledgment of the relations among garment pieces, the machine operations, the
seam types and the material characteristics. In addition, sewing requires high tactile
skills that include controlling the sewing machine, managing the materials tensions
and locating the stitches on the proper places. In other words, sewing a garment
involves multi-tasks and requires well managing cognitive activities together with the
eye and hand activities.

Teaching sewing skills-FEDO model

Because only clothing design majors in the higher education offer the sewing courses,
not many researchers pay attention to study how and what teaching strategy could
improve the teaching or learning the sewing skills. Based on the literature from sport
field(Harrison, Blakemore, Richards, Wilkinson, & Gilbert, 2004), giving instruction
of a skill or providing practical problem for student to solve (the tactical instruction)
would both significantly facilitate students’ skills and learning slopes. This gave the
researcher an idea that to provide the skills instruction sheet and explanation how the
skills can be applied into a garment would benefit the students learning.

Besides, Reese (2002) indicated that every individual has its own learning style. Some
individual would learn best from written language, such as text books, blackboards
and class notes, while others like to learn through oral language, such as group
discussion, audio-message or lectures. Physical activity and movements aid the
tactile/kinesthetic learner. Therefore, researcher also consider the variety of learning
styles, while developing a teaching model for teaching sewing skills (Caudill, 1998).

The researcher combines four teaching methods into a FEDO teaching model, while F
refers film/audio teaching method, E refers lecture/explanation, D means
demonstration and O means observation.
Method

To execute the FEDO model, first, lecture teaching method is used to explain what sewing skill is involved in a project or how a garment should be sewed. Each student also receives an instruction/evaluation sheet describing how a garment project can be processed/evaluated. Second, the researcher takes a film of how a sewing or a garment need be operated. This film allows the teacher to stop or repeat the film to explain the sewing sequence as well as emphasize or to remind the “watch out” area. Third, the researcher demonstrates the garment construction and sewing sequence in person. Finally, the researcher provides step-by-step samples that students could examine the seam and garment construction. The figure is an outline of this model.

![Diagram of FEDO teaching model]

Fig1: FEDO teaching model: A combination of four teaching methods

Conclusion

The researcher has adopted FEDO teaching model for clothing construction class over two years. The researcher has found three advantages.

1. FEDO teaching model allows students to develop their own learning path. Some students prefer to watch and follow the film step-by-step, while other students prefer learning by examining the step-by-step samples.

2. Students with different skill levels can accomplish the project efficiently, so it does for the students who miss class.

3. Save teacher’s energy from repeatedly explaining the sewing skills that allows teacher to pay more attention to the slow learner.

In addition, this study also found that no matter how convenient the electronic instrument has been developed now, demonstration by teacher personally still plays an important role for students to watch and learn the tactile skills. This finding is also supported by the previous study (Kim & Lundberg, 2016)
References


**Contact email:** cyang@ntnu.edu.tw