Review of Teaching Practice

Session/artefact to be observed/reviewed: Pattern cutting workshop and presentation.
Size of student group: 18
Reviewee: Gabriele Gabija Raudonaityte
Reviewer: Hannah Refaat

Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.

Part One
Reviewee to complete in brief and send to reviewer prior to the review

What is the context of this session/artefact within the curriculum?

BA (Hons) Fashion Design Development Year1 – Product Development unit

In this unit, students explore their personal identity through clothing. They will began critically analysing their own "uniform" and garments that interest them, researching the cultural, social, and fashion significance of these garments. Students are requested to develop a capsule collection designed for an identified consumer or group, demonstrating their ability to design for others. For their capsule collection they need to physically make one outfit.

The Sample Room lectures, that I will be delivering are embedded within this unit to support student project. During the sessions students will be taught different pattern cutting and draping techniques that they could use for their final garments. These lectures aim to straighten student pattern cutting skills and ability to translate garment 2D and 3D designs into patterns for garment construction.

How long have you been working with this group and in what capacity?
It is my first time delivering this specific content to FDD Y1 students. However, I previously worked with this student group during the draping workshop that I delivered.

What are the intended or expected learning outcomes?

By the end of this session, students will be able to:

- Apply arrange of pattern cutting techniques to develop and modify trouser designs
- Demonstrate and understand trouser terminology and its correct application within pattern cutting

What are the anticipated outputs (anything students will make/do)?

Students will produce a series of half-scale trouser patterns demonstrating different trouser styles, created through application of pattern cutting techniques introduced at the beginning of the class.
At the end of the lesson, I will share various trouser design photos, where students will have the ability to choose one of the designs and replicate it using pattern techniques learned.

Are there potential difficulties or specific areas of concern?
As my previous teaching experience was delivering pattern cutting lessons using digital pattern cutting software such as Gerber or Lectra and by sharing my computer screen, this will be my first time delivering manual pattern cutting lesson. Transitioning from screen-based demonstration to hands-on presents main concern:

- Visibility and accessibility of the presentation. As teaching space is not equipped with over-head cameras, students will have to observe the presentation directly on the pattern cutting table. This may limit student ability to clearly see the presentation, especially in a bigger group setting.

How will students be informed of the observation/review?
The observer will be presented to the class before the lesson.
Students will be informed that observer is observing my teaching for my PgCert studies and will not observe their work. Students will be asked not to interact with observer.

What would you particularly like feedback on?

I would like to get a feedback on:

- Pace of the lesson
- Clearance of the presentation
- Student engagement during the class

Any additional feedback is welcome.

How will feedback be exchanged?
The feedback will be exchanged in the written format, as well as verbal if suitable for both observer and reviewee.

Part Two
Reviewer to note down observations, suggestions and questions.
What was good about what you reviewed? What worked well, and why?

- Good introduction. You mentioned me peer reviewing and announced that photos would be taken.
- You asked students if they were following the method and whether they had any questions, keeping them engaged.
- Clear illustrations of patterns on the presentation, shown alongside a physical 3D garment so students could visualise the sections clearly.
- Using ½ scale blocks saves time and paper. Good for initial practising, especially as they are first years with limited experience.
- Good structure: overview by presentation followed by practical workshop. You demonstrated how to cut and measure different trouser fits (Drain Pipe, Wide Leg, Leg with Flair). Students completed the making after each style was shown, so they were not overwhelmed with information. There was evaluation after each leg style.
- You went around the class to check everyone was following. Some students were late and missed the example, but you caught them up.
- You explained darts and dropped crotch in the next trouser wide leg example. You asked students questions such as how much they should take in, keeping them engaged and thinking.
- You gave students the option to work in pairs, alone or in groups, depending on what they felt comfortable with**.**

Did you notice anything your peer might want to consider developing or changing?

- There may have been too much writing on the screen, and it was quite small. However, it was good that you explained it alongside and had a physical trouser example to refer to.
- There were options for the drain pipe, wide leg and flair that students could choose from. However, as they had not been shown this as an example, it may have been difficult for them to fully understand different styles and where to pleat and fold.
- Students ended up grouping on tables and doing the same design. Most chose the simplest version that was most like your example. This may suggest they could all stick to the example shown.
- It was acknowledged that this is not the usual workshop room. As there was no camera, students had to gather around the small table. Some students' view may have been obstructed, or they may have been too far away to follow.

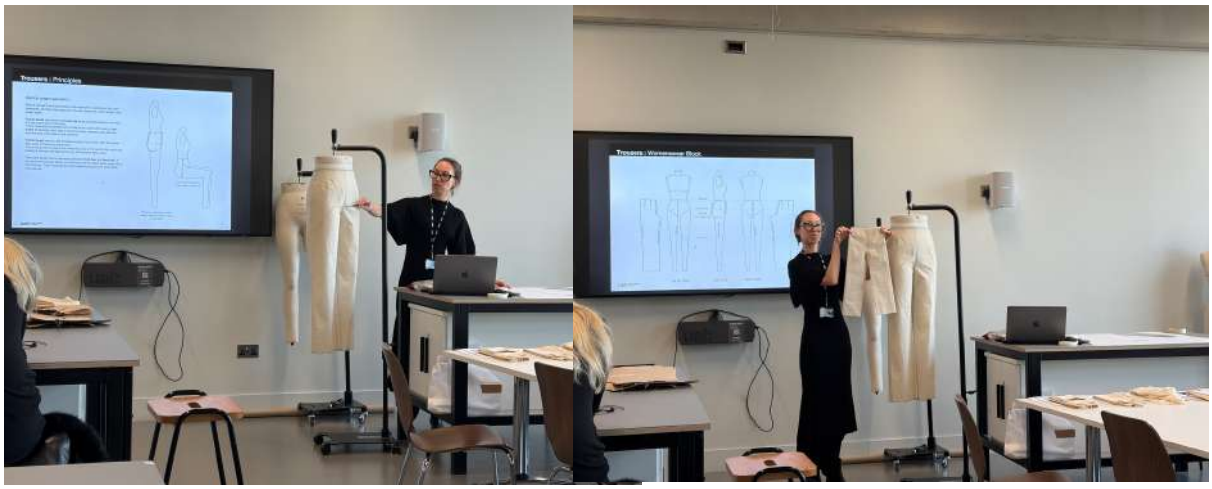
Suggestions

- Suggest that students take photos during the demonstration so they can refer to when making, especially if their view is obstructed.
- Using a bigger table may allow students to spread out and see better.
- Encourage students to spread out and use all tables more evenly, as there were 8 students on one table and only 2–3 on others 2 tables.
- As students previously learned about pleats and folds (on skirts, not trousers), consider whether all students should complete the example you demonstrated, rather than freestyling pleat and fold distances, which may be challenging with little experience.
- Show an image of the finished block you are working on, so students can visualise the pattern in fabric/3D form.

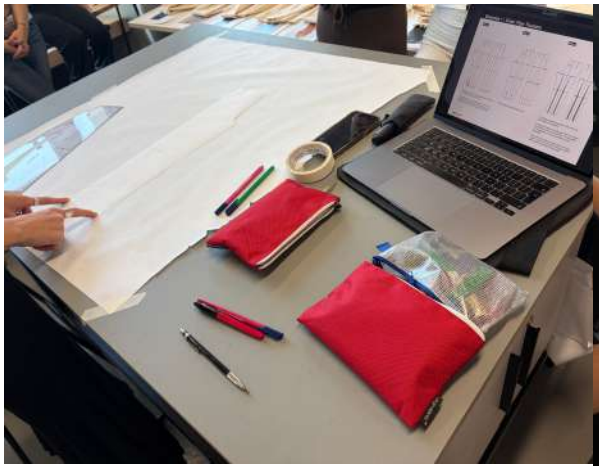
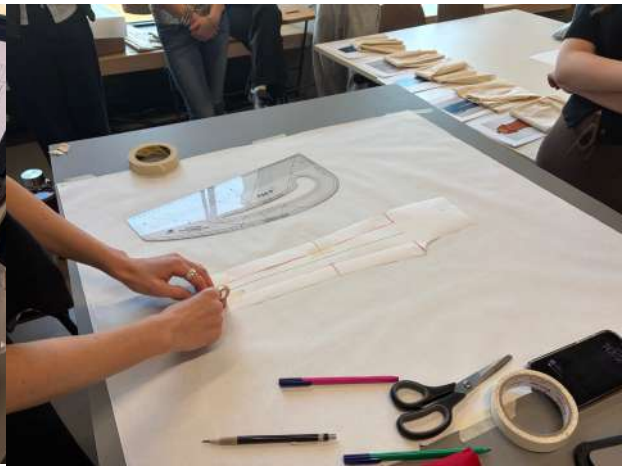
Part Three
Reviewee to reflect on the reviewer's comments and describe how they will act on the feedback exchanged. Reviewee should return this to the reviewer once complete.

I started the lesson by introducing Hannah as observer, informing students that photos will be taken for study purposes, explaining the structure of the lesson and learning outcomes.

I shared slides on trouser construction and terminology, demonstrating sewn calico block on the mannequin alongside a half-scale calico version. I explained that the lesson will use half-scale block and that these can later be scaled up to a full size when needed.



Following the general presentation, I introduced different trouser silhouettes, starting with the drain pine and pattern-cutting demonstration. I provided step-by-step guidance (also shown on the slides) and demonstrated how to manually cut this silhouette using half-scale block. To keep students engaged, I asked questions such as how much would they reduce the leg width and where would they slash and close the design. I also checked if students had any questions.

Unfortunately, the lesson was held in the unusual classroom and lacked suitable pattern-cutting tables, except the small one next to the screen, which I used. Some students gathered around it and had obstructed view. Following feedback, I should have chosen a bigger table to allow a better visability. In the future, I will inform students that they can record demonstration and take photos for reference, especially if their view is limited.

After demonstration, students used half-scale trouser blocks to pattern-cut their chosen drainpipe designs in pairs or groups of three. They had different examples printed out on A4 pages alongside half-scale calico samples. I presented each design and explained its complicity. Students had 30minutes to complete the task. I circulated to support them, some worked independently, while others collaborated. I also introduced latecomers to the task and asked them to join the groups.






Based on collegue's experience, who taught the same lesson earlier in the week, I adapted my approach. Instead of requesting to pattern cut front and back legs, which took too much time for the previous group, I allowed students to choose either one. Faster students were encouraged to complete second leg or add additional details such as pleats and gathers.

As Hannah observed, many students chose the simplest design for the drain pipe and gathered at the same table. In the future, I will encourage students to spread out and guide students towards more challenging designs based on their abilities. However, students chose a wider range of designs for the second exercise.

After the first task, I introduced the second silhouette (wide leg) and repeated the process until all three leg designs were completed: drain pipe, wide leg and leg with flair.









Based on feedback, I will reduce the amount of text on slides. I will also include a calico example or image of the base design I am pattern-cutting to support visual understanding. Hannah suggested asking students to replicate the demonstrated style, which I might incorporate alongside more complex designs. My colleagues previously requested all students to complete the same design, which led to the disengagement, which is why variety of designs have been introduced to this lesson.

Overall, the lesson structure and pace was good. I covered all planned material and allowed sufficient time for students to complete their work. At the end of the lesson, I answered final questions and reminded students where to find this presentation on Moodle for future reference.