



EDVT11022 *Textile Technology*

Term 2 - 2017

Profile information current as at 04/05/2024 11:49 am

All details in this unit profile for EDVT11022 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The unit provides a practical 'hands on' learning context through which content knowledge in Textile Technology is presented. It engages with practical and theoretical aspects of textile technology as appropriate discipline content knowledge for teaching Home Economics in secondary schools.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 50%

2. **Practical and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation survey

Feedback

This course allowed the application of theory/knowledge to practical aspects to teaching.

Recommendation

Maintain practical and theoretical components.

Feedback from Student evaluation survey

Feedback

Communication between staff and students needs to be improved.

Recommendation

Encourage students to use Moodle discussion forums to communicate with staff to ensure quicker and more efficient response times.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Design and create textile products.
2. Apply theories of textile technology.
3. Experiment with textile technologies.
4. Apply relevant textile facility maintenance processes and procedures
5. Adhere to appropriate Workplace Health and Safety considerations when engaging in textile technology production.

Nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical Assessment - 50%	•	•	•	•	•
2 - Practical and Written Assessment - 50%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Textbooks and Resources

Textbooks

EDVT11022

Prescribed

Nelson textiles and design: preliminary and HSC

Edition: 2nd edn (2013)

Authors: Peters, L & Castle, C

Cengage Learning Australia

South Melbourne, Victoria, Australia

ISBN: 9780170210713

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jay Deagon Unit Coordinator

j.deagon@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pre-week 1 is the 4 day Intensive Residential School Tuesday 4th July to Friday 7th July 2017 Residential School venues: Rockhampton: Emmaus College, 362 Yaamba Rd, North Rockhampton. Brisbane: Stuartholme School, 365 Birdwood Terrace, Toowong.	Bring to Residential School: 1. Full list of items in the sewing kit 2. Pattern Booklet and cut out patterns 3. Textbook 4. Appropriate foot wear and attire	Assessment Task 1 will be completed by the final day of the Residential School.
Week 1: Foundations of Textiles Technology and Design		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Educate, Advocate & Inform	What is the role of a Home Economist? Source a reading about 21st Century Home Economics.	Weekly Moodle activities contribute to development of Assessment Task 2. Develop a blog site.

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Physical Textiles Technology Environment Being a Creative Instructor Using Textiles Technology	What are creative teaching strategies in the textiles classroom?	Weekly Moodle activities contribute to development of Assessment Task 2. Create a Pinterest account.

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Web 2.0 Tools	What are Web 2.0 Tools and how can they be incorporated into teaching practice in the textiles learning environment?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Creative Minds & Creative Classrooms	How do we create creative learning environments for students in the textiles classroom? How do we structure a textiles classroom space to ensure student creativity, productivity, safety and efficiency?	Weekly Moodle activities contribute to development of Assessment Task 2.

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working in a Creative and Diverse Environment Inclusion/inclusivity/inclusive behaviour management	How can educators embed critical and practical thinking strategies into textiles classrooms and assessment?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fashion History & Fabric Characteristics	What historical developments impact contemporary textiles? Exploring fabric characteristics.	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sustainability	Investigating sustainable fashion and textiles. Textbook <i>Nelson: Textile and Design</i> Read Pages 194-197 and 326-336 How is 'sustainability' defined in textiles?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Consumerism, Cradle to Cradle	How can we re-imagine 'ethical consumerism' in textiles and fashion using the 'cradle to cradle' concept? What is an 'ethical consumer'?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Alternative Approaches to Teaching Textile Technology	How can we use textiles to engage youth and find inspiration?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Makerspaces & ICTs	Creating challenging and engaging textiles experiences using Makerspaces and ICTs.	Weekly Moodle activities contribute to development of Assessment Task 2.
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Working with the Australian Curriculum	General capabilities, cross-curriculum priorities and aligning assessment.	Weekly Moodle activities contribute to development of Assessment Task 2.
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
		Online Educational Resources: Design Brief, Solution & Creative Process Journal Due: Review/Exam Week Monday (9 Oct 2017) 9:00 am AEST
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Pre-Week 1 of Term 2, 2017:

4 day Intensive Residential School (Compulsory) - Tuesday 4th July to Friday 7th July 2017.

Residential School Venues:

Rockhampton: Emmaus College, 362 Yaamba Rd, North Rockhampton.

Brisbane: Stuartholme School, 365 Birdwood Terrace, Toowong.

Mandatory equipment to bring to Residential School:

Items to purchase: On Wednesday 7 June 2017 at 4:26pm all students (enrolled at that time) for EDVT11022 Textile Technology, and all Home Economics 1st year students, were emailed a list of sewing and textile items that need to be sourced prior to Residential School attendance. The complete sewing toolkit is a mandatory requirement for the Residential School. If you do not have a copy of the sewing kit list to purchase, please refer to the Moodle site or email the unit coordinator.

Pattern Booklet to print: Included in the email to all students was a Pattern Booklet for printing x 2. 1 copy is to be double sided and bound - this copy is your teacher resource. The other copy you need to cut out the patterns BEFORE you arrive at Residential School. Patterns to be cut are to be photocopied onto A3 for your assessment sewing sample tasks. If you do not have a copy of the Pattern Booklet for printing, please refer to the Moodle site or email the unit coordinator.

Professional attire: Make sure that you have appropriate clothing to wear to the Residential School. Workplace, Health and Safety requirements must be followed. You need closed-in (preferably leather) shoes, long pants and T-shirts or Polo shirts.

Textbook: Please bring to Residential School the prescribed textbook: *Nelson: Textiles and Design*.

Your Teaching Team:

Unit Coordinator: Dr Jay Deagon - j.deagon@cqu.edu.au

Lead Tutor and Rockhampton Residential School Facilitator: Alice Nelson - a.nelson@cqu.edu.au

Brisbane Residential School Facilitator: Nicole Bradford - nbradford@stuartholme.com

Assessment Tasks

1 Portfolio of Textile Techniques

Assessment Type

Practical Assessment

Task Description

Rationale for this Assessment:

During the 4 day intensive practical workshop you will construct sewing samples and use various textile techniques to gather and display a physical and virtual portfolio suitable as a teaching and learning resource in classrooms with students from Year 7 to 12. In addition to building your confidence to manipulate textiles and equipment, you will be provided with strategies to teach textiles classes including how to make teacher judgments, provide student feedback, working with difference contexts for learning, selection and sequence of learning activities and teaching strategies. During the Residential School you will be working in a school textile and sewing workroom. A series of practical tasks will be undertaken over the duration of 4 days, and recorded in your Creative online portfolio (process journal) which will also contribute to Assessment Task 2.

These practical tasks include; however, are not limited to:

Samplers:

- Gathering to an interfaced waist band
- Inserting a zip (no invisible zips)
- Set in sleeve
- Neckline facing (including iron on interfacing)
- Self-trim for neckline
- Hems
- Darts
- Pockets
- Buttons
- Practical stitches and seams

Felting

Creating textile mediums - being sustainable

Mixed media surface design

Graffiti

Tie Dye

Simple garment construction using a block pattern

Bag construction

Embellishments

You will be supported in development of each element by your tutor at Residential School.

Assessment Due Date

Friday 7 July 4pm: progressively assessed over the duration of the four day intensive Residential School

Return Date to Students

Week 2 Friday (21 July 2017)

Results for Assessment Task 1 will be confirmed by the end of Week 2

Weighting

50%

Minimum mark or grade

Pass

Assessment Criteria

- Demonstrate knowledge of the design process and create products using a range of skills and techniques
- Select appropriate designs, materials and techniques to satisfy task requirements
- Demonstrate effective time management and organisational skills
- Apply critical thinking skills to justify decisions
- Demonstrate effective use of resources
- Perform a range of practical skills to a satisfactory standard
- Demonstrate appropriate Workplace Health and Safety procedures

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Assessed over the duration of the four day intensive Residential School

Learning Outcomes Assessed

- Design and create textile products.
- Apply theories of textile technology.
- Experiment with textile technologies.
- Apply relevant textile facility maintenance processes and procedures
- Adhere to appropriate Workplace Health and Safety considerations when engaging in textile technology production.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Online Educational Resources: Design Brief, Solution & Creative Process Journal

Assessment Type

Practical and Written Assessment

Task Description

Rational for this Assessment:

The design process and using ICTs in the classroom are integral components of contemporary Home Economics and Textile Technology. The purpose of this assessment is to develop online educational resources that include a creative process journal to capture and display the design process in action. This assessment is designed to support and build educator confidence to interpret and implement the Australian Curriculum and use a variety of ICTs including online tools to construct creative, innovative and fun Textile Technology teaching and learning resources. Weekly activities on the unit Moodle site all contribute to the development of Assessment Task 2. This assessment task will become a vital resource for your future Home Economics and textiles teaching practices.

Assessment Task 2 has three parts:

Part 1: Create a substantial educational online textiles website that addresses specific headings, topics and activities explored in weekly Moodle content; and

Part 2: Write a textiles design brief suitable for the Australian Curriculum; and

Part 3: Develop and construct your solution to the design brief, and create an online creative portfolio (process journal) to accompany your design brief solution.

Clarification and development of Assessment Task 2 will be scaffolded and supported by your tutor, participation in weekly Moodle activities, independent research, and independent practical tasks.

Research and Referencing

There is no set word limit for this assignment task; however, your educational online textiles resource and online creative portfolio should demonstrate evidence of research, including the collection and sorting of data. You must apply APA style referencing conventions including reference lists, and in-text referencing in your web-spaces. Guidance on how to apply APA referencing is available on the Moodle site.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2017) 9:00 am AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- Know and use various ICTs and computer software packages that engage student learning
- Develop online teaching and learning tools that support the safe, responsible and ethical use of ICTs in learning and teaching
- Select and sequence learning activities and teaching strategies for a target audience
- Know and use the Australian Curriculum
- Develop a range of assessment strategies to assess student learning and make judgements
- Use creative teaching tools to plan, structure and sequence student learning and content
- Reflect on professional practice
- Demonstrate a range of practical textiles skills

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit a cover-sheet with a live web-link to online space. Also submit a Word document which includes details of design brief assessment task, design brief solution including creative portfolio, and evaluation.

Learning Outcomes Assessed

- Apply theories of textile technology.
- Experiment with textile technologies.
- Apply relevant textile facility maintenance processes and procedures
- Adhere to appropriate Workplace Health and Safety considerations when engaging in textile technology production.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem