EDVT11022 *Textile Technology*
Term 2 - 2020

Profile information current as at 15/05/2024 08:50 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: *8*
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 - 2020

- Mixed Mode

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 and Written Assessment**
Weighting: 50%
2. **Practical 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

The design process for the creative product needs further explanation

Recommendation

Develop new learning materials that scaffold the design process and creative product creation.

Feedback from Student Evaluation Survey

Feedback

Some aspects of assessment task 2 were unclear

Recommendation

Refine assessment task 2 for clarity

Feedback from Student Evaluation Survey

Feedback

Attending Residential School and the textile materials are expensive

Recommendation

Residential School and the textile portfolio are essential for this unit. Encourage students to seek funding assistance through the scholarship team.
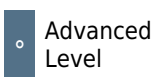
Unit Learning Outcomes

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

—	N/A Level	○	Introductory Level	●	Intermediate Level	●	Graduate Level	○	Professional Level	○	Advanced Level

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

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	○	○	○	○	○
2 - Problem Solving	○	○	○	○	○
3 - Critical Thinking	○	○	○	○	○
4 - Information Literacy	○	○	○	○	○
5 - Team Work	○	○	○	○	○
6 - Information Technology Competence	○	○	○	○	○
7 - Cross Cultural Competence	○	○	○	○	○
8 - Ethical practice	○	○	○	○	○
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 50%	○	○	○	○	○	○	○	○		
2 - Practical and Written Assessment - 50%	○	○	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

EDVT11022

Prescribed

Nelson Textiles and Design Preliminary and HSC
Second Edition (2013)
Authors: Lynda Peters, Christine Castle
Nelson Cengage Learning Australia
South Melbourne , Victoria , Australia
ISBN: 9780170210713
Binding: Paperback

Additional Textbook Information
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code). eBooks are available at the publisher's website.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jay Deagon Unit Coordinator
j.deagon@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Foundations of Textiles Technology and Design	Textbook Nelson: Textile and Design, page vii, "Preparing for your study of Textiles and Design"	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Educate, Advocate & Inform	What is the role of a textile educator?	Weekly Moodle activities contribute to development of Assessment Task 2.

Week 3 - 27 Jul 2020

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.

Week 4 - 03 Aug 2020

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 - 10 Aug 2020

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 - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

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 - 31 Aug 2020

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 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sustainability	Investigating sustainable fashion and textiles. Textbook *Nelson: Textile and Design* 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 - 14 Sep 2020

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 - 21 Sep 2020

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

Week 11 - RESIDENTIAL SCHOOL - 29 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
4 day Residential School (all days compulsory) Tuesday 29th September to Friday 2nd October Venue: Rockhampton TBA.	Available in Moodle: Instruction booklet, sewing kit list to be purchased and pattern booklet. Bring to Residential School: • Full list of items in the sewing kit • Pattern Booklet and cut out patterns • Textbook • Appropriate foot wear and attire • Morning tea and lunch	Assessment Task 1 will be completed by the final day of the Residential School.

Week 12 - 05 Oct 2020

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. **Educational Blog, Design Brief, Textile Product and Creative Folio** Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Educational Blog, Design Brief, Textile Product and Creative Folio

Assessment Type
Practical and Written Assessment

Task Description
The design process, sewing skills and using ICTs in the classroom are integral components of contemporary Home Economics and Textile Technology. The purpose of this assessment is to develop educational resources (physical and online) that include a textiles technology website, an assessment task, a textile product, and a portfolio of your creative process that captures and displays 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 learning and teaching resources. Weekly activities contribute to the development of Assessment Task 2.

The Tasks:

1. Build an Educational Textiles **Blog**
2. Write a **Design Brief** suitable for a Home Economics or Textile Technology class (years 7-10)
3. Construct a **Textile Product** that responds to your own Design Brief specifications
4. Create a hard-copy and online **Creative Folio** that documents the development and construction of your textile product.

A detailed description of these four tasks is available in Moodle.
Progressive development of this assessment will require weekly participation in Moodle activities, and independent research and practical tasks.
There is no set word limit for this assignment task; however, your assessment should demonstrate sufficient evidence of the design process including annotations, research, collection, sorting and display of data.
You must apply APA style referencing conventions to your work including reference lists, and in-text referencing in your physical and web-spaces.
Weighting 50%

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Return Date to Students

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
Pass

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
- 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
- Evaluate and reflect on professional practice
- Demonstrate a range of practical textiles skills

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Eportfolio as instructed in Moodle

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

2 Portfolio of Textile Techniques

Assessment Type
Practical Assessment

Task Description
During the 4 day intensive Residential School you will construct sewing samples and use various textile techniques to gather and display a creative portfolio. This portfolio will be suitable as a classroom learning and teaching resource. In addition to building your confidence to manipulate textiles and equipment, you will be provided with strategies to organise and teach textiles classes. During Residential School you will be working in a school textile and sewing workroom. A series of practical tasks will to be undertaken over the duration of 4 days, and recorded in a creative portfolio.
These practical tasks include; however, are not limited to:

- Sewing samplers:
  - Darts
  - Zips
  - Gathering – interfaced band

- - Set in sleeve
    - Front and neckline facing
    - Front hip pocket
    - Hems
    - Buttons
    - Zippers
  - Wearable technology
  - Denim bag
  - Boxer shorts
  - Felting
  - Freezer Paper Fabric Printing
  - Ribbon effects
  - Tie Dying
  - Beading
  - Sequinning
  - Creating a paper pattern – for a feltie
  - Mixed media surface design
  - Embroidery – hand stitching and freehand machine techniques
  - Applique

You will be supported in development of each element by your tutor at Residential School.
Weighting 50%

Assessment Due Date

Week 11: Skills, knowledge and techniques progressively assessed over the 4 day Residential School. Completed creative portfolio due Friday 4:00PM

Return Date to Students

Results and feedback for Assessment Task 1 will be provided 2 weeks after submission

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 7th Edition (APA 7th edition)](#)

Submission
Offline

Submission Instructions
Complete portfolio handed to tutor for marking and photographing by Friday 4:00PM

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

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