EDVT11022 *Textile Technology*
Term 2 - 2022

Profile information current as at 26/04/2024 02:20 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 Textile Technology processes and production skills and knowledge are applied to creatively respond to textile design challenges. It engages with practical, theoretical and pedagogical aspects of Textile Technology as appropriate discipline content knowledge for teaching Home Economics and Design and Technologies 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 - 2022

- 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 Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 20%
3. **Portfolio**
Weighting: 30%

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 survey

Feedback
Include a recycling textile project

Recommendation
Strengthen sustainability content

Feedback from Student survey

Feedback
Adjustment to assessment tasks

Recommendation
Review assessment tasks as adjust as required

Feedback from Student survey

Feedback
The residential school was excellent for learning practical skills and meeting my peers face-to-face.

Recommendation
Continue to provide a practical textile learning experience for students

Unit Learning Outcomes

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

1. Design and create textile products
2. Apply theories and pedagogies to teach textile technology
3. Explore innovative textile processes and production skills and knowledge
4. Investigate ethical and sustainable textile contexts
5. Adhere to 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 - Written Assessment - 20%		•		•	
3 - Portfolio - 30%	•	•	•	•	

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					

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
Copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

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

Orientation Week (Pre-Week 1) RESIDENTIAL SCHOOL - 04 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
4-day Residential School (all days compulsory) Monday 4 July 2022 to Thursday 7 July 2022 Venue: The Rockhampton Grammar School	Available in Moodle: Instruction booklet, sewing kit list to be purchased and pattern booklet to print. Bring to Residential School: • Full list of items in the sewing kit • Pattern Booklet and cut out patterns • Bucket Hat pattern • Textbook • Appropriate foot wear and attire • Morning tea and lunch	Assessment Task 1 will be completed by the final day of the Residential School. **Portfolio of Textile Techniques (Residential School)** Due: Orientation Week Thursday (7 July 2022) 3:30 pm AEST

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

Foundations of Textiles Design and Technology	Textiles designers and design thinking Textbook Nelson: Textile and Design, page vii, "Preparing for your study of Textiles and Design"	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with the Australian Curriculum	Design briefs, general capabilities, cross-curriculum priorities and aligning assessment Requirements for writing an effective design brief Embedding the Australian curriculum into textiles content and assessment	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Digital Literacy in Textiles: Web 2.0 Tools & ICTs	Web 2.0 Tools & ICTs and how to incorporate them into teaching practice in the textiles learning environment Working safely and ethically with ICTs in schools	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Educate, Advocate & Inform	The role of a textiles educator Exploring Aboriginal and Torres Strait Islander and/or Asian textile techniques, ideas and concepts in culturally appropriate ways	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Creative Minds & Creative Classrooms	Creating creative learning environments for students in the textiles classroom Structuring a textiles classroom space to ensure student creativity, productivity, safety and efficiency	Weekly Moodle learning activities contribute to development of assessment task solutions

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working in a Creative and Diverse Environment: inclusion / inclusivity / inclusive	Embedding critical and practical thinking strategies into textiles classrooms and assessment Enacting inclusion, inclusivity and inclusive student management into textiles classrooms	Weekly Moodle learning activities contribute to development of assessment task solutions **Design Brief & Educational Textiles Blog** Due: Week 6 Monday (22 Aug 2022) 11:45 pm AEST

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Fashion History & Fabric Characteristics	Historical developments impact contemporary textiles Identifying the properties and characteristics of fabrics and fibres	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 8 - 05 Sep 2022

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 learning activities contribute to development of assessment task solutions

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Consumerism, Cradle to Cradle	Re-imagining 'ethical consumerism' in textiles and fashion using the 'cradle to cradle' concept What is an 'ethical consumer'?	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Alternative Approaches to Teaching Textile Technology	Using textiles to engage youth and help them find inspiration	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Physical Textiles Environment & Makerspaces	Creating challenging and engaging textiles spaces for students and school communities	Weekly Moodle learning activities contribute to development of assessment task solutions

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Being a Creative Instructor of Textiles Technology	What are creative teaching strategies in the textiles classroom?	

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Designed Solution: Creative Portfolio & Textile Product Due: Review/Exam Week Friday (14 Oct 2022) 11:45 pm AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio of Textile Techniques (Residential School)

Assessment Type
Practical Assessment

Task Description

Task Description

During the 4-day intensive Residential School you will use a wide range of textile skills and techniques to construct samples for display in a creative multimodal portfolio. The portfolio must be suitably communicated for use as a classroom learning and teaching resource. In addition to building your confidence to manipulate textile materials and equipment, you will learn strategies to organise, manage and teach in this high-risk environment through an experience of a school-based textiles classroom. All practical tasks and portfolio construction will occur during the 4-day workshop. Practical tasks include, however, are not limited to:
1. Sewing samplers:

- Darts
- Zips

- Gathering – interfaced band
- Set in sleeve
- Front and neckline facing
- Front hip pocket
- Hems
- Buttons

2. Wearable technology
3. Denim bag
4. Bucket Hat
5. Felting
6. Fabric Printing
7. Tie Dying
8. Beading and Sequinning
9. Creating a "feltie" pattern and product
10. Mixed media surface design
11. Embroidery – hand stitching and freehand machine techniques
12. Applique
13. Multimodal creative portfolio

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

Assessment Due Date
Orientation Week Thursday (7 July 2022) 3:30 pm AEST

Return Date to Students
Week 2 Thursday (21 July 2022)

Weighting
50%

Minimum mark or grade
Pass

Assessment Criteria

- Demonstrate a range of textiles related practical skills
- Create textiles samplers and products using a range of techniques and materials
- Select designs, materials and techniques to satisfy task requirements
- Communicate information and instructions suitable for secondary school audiences
- Use time management and organisational skills
- Select and use resources sustainably
- Apply Workplace Health and Safety procedures.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
Marking will be conducted progressively throughout Res School. Final portfolio presented for marking by 3:30pm final day.

Learning Outcomes Assessed

- Design and create textile products
- Apply theories and pedagogies to teach textile technology
- Explore innovative textile processes and production skills and knowledge
- Investigate ethical and sustainable textile contexts
- Adhere to Workplace Health and Safety considerations when engaging in textile technology production.

2 Design Brief & Educational Textiles Blog

Assessment Type
Written Assessment

Task Description

Write a Design Brief

Write a design brief that is reflective of the current Australian curriculum. This design brief must demonstrate a range of skills and techniques (minimum of 5). As an example, skills and techniques suitable for a Year 10 Design and Technologies Design Brief might include:

- Investigation of Aboriginal and Torres Strait Islander or Asian designs and techniques
- Fabric printing, mixed media design or natural dyes
- Upcycle or repurposing (ethical and sustainable)
- Sewing techniques (for example, hem, zipper, pocket, sleeves)
- Embellishments (appliqué, beading, ribbon, embroidery)

You must identify your intended audience and ensure the assessment instrument is developmentally appropriate for either Year 7, 8, 9 or 10 students.
Additional support on how to write an effective design brief appropriate for the Australian Curriculum will be provided in Moodle.

Create Marking Rubric

Create a marking rubric to accompany the design brief that aligns with current Australian Curriculum requirements.

Educational Textile Blog

Use ICTs to create an educational textile blog that scaffolds the teaching of the design brief. The blog is intended as stimulus material for the target audience to guide students to create and construct their own designed solution to the design brief.
Weekly learning activities in Moodle will guide the headings and content of your blog entries. Your blog will be a collection of statements, pictures, links to textiles websites, interesting and inspiring images and textile projects. Your blog may also include links to instructional YouTube videos or “conversation starters” about specific textile related design brief topics. How you present your blog is up to you; however, all listed topics in Moodle must be covered. Your blog will become a “resource bank” and interactive online environment for your students to safely explore textile technology in schools. Your blog will demonstrate your ability to engage with ICTs and web 2.0 Teaching Tools.
Your blog should:

- Demonstrate a passion for education and textiles
- Be a collection of textile resources and educational tools to support learning
- Reflect your genuine interest in developing experiences that will inspire students
- Document your own learning journey about teaching and textiles.

Assessment Due Date
Week 6 Monday (22 Aug 2022) 11:45 pm AEST

Return Date to Students
Week 8 Monday (5 Sept 2022)

Weighting
20%

Minimum mark or grade
Pass

Assessment Criteria

- Develop an assessment instrument suitable for the current Australian Curriculum
- Use a variety of ICTs to communicate information and instructions in multimodal formats
- Construct teaching and learning resources that facilitate student creativity and designed solutions
- Select and apply teaching tools to plan, structure and sequence student success.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Apply theories and pedagogies to teach textile technology
- Investigate ethical and sustainable textile contexts

3 Designed Solution: Creative Portfolio & Textile Product

Assessment Type
Portfolio

Task Description

Construct a Textile Product with accompanying Creative Portfolio

You are to create a designed solution to the design brief submitted in Assessment Task 2. The textile product will demonstrate your application of technical and practical textiles skills. The creative portfolio will communicate and provide evidence of your application of design thinking including knowledge, understanding, processes and production skills. The purpose of this assessment task is to create a model assessment response of a design brief for use as a teaching and learning tool for students in schools.
To create a designed solution with an evidence portfolio, it is essential that you know and understand your design brief. As you develop your textile project and engage in the design process - investigate, generate, design, produce, evaluate - update your AT2 Educational Blog with any additional relevant information, videos, resources or instructions that you think would assist your future students to complete a design brief as an assessment task at school.
Your creative design solution portfolio must:

- Identify design brief constraints and considerations (for example, budget, time, resources, target audience etc)
- Investigate opportunities to create an authentic designed solution that meets a human need or problem
- Analyse and make judgements about characteristics and properties of materials, tools and equipment that can be used and combined to create your design solution
- Include a component in your design that addresses sustainability challenges
- Incorporate Aboriginal and Torres Strait Islander and/or Asian techniques, concepts, ideas into your design
- Create a moodboard for your project as a source of inspiration
- Develop your design thinking by including concepts covered in weekly Moodle content such as the Elements and Principles of Design, fabric and fibre properties, colour psychology, fashion forecasting
- Include sketches to demonstrate your original ideas
- Use annotations to justify decisions made about specific techniques used and selection of materials and resources
- Construct a project plan to manage your project including time, cost, risk assessment, equipment, processes and production
- Take photos of your work in stages that demonstrate application of safety procedures to safely make your design solution (for example, ironing, machine use, needle work)
- Create a step-by-step guide with images that communicates clearly how to replicate your textile product
- Photograph the final textile product with attention paid to construction details and presentation.

Process and Product Evaluation

Evaluate the product and processes used to create your designed solution. Critique your designs, skills, time management, and your ability to develop evidence for each element of the design process from concept to product. Use the rubric created in AT2 and mark your product and creative portfolio against the criteria and standards.

Self-reflection

Include a page in your creative portfolio that is a personal reflection on your textiles learning journey.

What to submit

Choose one of the following options for constructing and submitting your creative designed solution portfolio:

1. extend your Assessment Task 2 Educational Blog by adding clearly marked webpages of your creative portfolio, OR
2. create a hardcopy A3 portfolio, then take clear photographs of each page and submit as one .pdf.

Further instructions are available in Moodle and discussed in weekly tutorials.

Assessment Due Date
Review/Exam Week Friday (14 Oct 2022) 11:45 pm AEST

Return Date to Students
Exam Week Friday (21 Oct 2022)

Weighting
30%

Minimum mark or grade
Pass

Assessment Criteria

- Design and create a textile product that demonstrates a range of practical skills and techniques
- Create a portfolio that communicates design thinking processes and procedures
- Investigate a textiles solution for an authentic human need or problem
- Select and apply teaching and learning methods, strategies and resources
- Embed Australian Curriculum general capabilities and cross-curriculum priorities into a designed solution
- Plan and manage a substantial textiles design project
- Evaluate and reflect on professional practice.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload a Word document with Title Page and live link to your webpage OR a .pdf via the Moodle Submission Portal. If a single .pdf is too large for submission to Moodle, divide the .pdf in two documents and upload.

Learning Outcomes Assessed

- Design and create textile products
- Apply theories and pedagogies to teach textile technology
- Explore innovative textile processes and production skills and knowledge
- Investigate ethical and sustainable textile contexts

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