

Design Document Part 1

Project Overview

Module Topic:

Learn to Sew: No sewing machine required

Delivery method:

Interactive tutorial with eBook Sewing Guide

Sewing has been called a dying art. However, we continue to wear and utilize items and products that have been sewn by machine or by hand. There are many benefits of learning to sew such as having a valuable daily living skill to repair mend or alter your own clothing, or create accessories for your home or as gifts for others. Sewing is a skill that can be learned by people who have the ability to problem solving, follow a set of steps, and pay attention to details, while making in the moment adjustments as needed. In some cases individuals associate learning to sew with requiring a sewing machine. This module will take the “*new to sewing*” learner through a series of steps that will equip them with a beginner *sewing tools and equipment kit* that will allow them to sew items by hand with a needle and thread. The supplies that will be discussed are considered the basic sewing kit and will form the foundation of continued learning as the student progresses in skills.

I will be approaching this project from the perspective of **subject matter expert (SME)**. As an instructor, I am always excited to pass my knowledge on to my students regardless of their experience level. However, I will be focused on approaching this instructional lesson from the students' eyes and writing more performance and task based objectives, steps, subordinate steps, as well as identifying the entry skills most helpful for learners to have the most success.

Commented [WY1]: Suitable approach!

This goal of this learning module **will be to perform the steps to measure, cut, and sew a pin cushion** while also identifying when and how to use the tools, such as scissors, thread, needle, fabric chalk, seam rippers, thread cutters, and measuring tools, from their sewing kit in relationship to where they are progressing in the procedures. While this may sound like a simple and quick project, learners will need to recall, analyze, and apply math, problem solving, and skills they likely have learned in the past but have rarely used on a regular basis. Initial lessons may seem “*ill structured*” as defined by (Dick and Carey, Chapter 3, page 51), since learners may make personal adjustments on some steps in the process. As the procedures advance into “*well structured*” problem solving, it will become more critical for learners to follow the procedures as they are presented. These are the steps that have fewer options for the “how to” to get to desired results. While we encourage and intend to create a fun learning environment, the goal is not to finish quickly, as much as it is to achieve the highest mastery level possible, and the most accurate outcome in demonstrating the stitches within the scope of the project.

Commented [WY2]: What skills is your module going to teach? Intellectual skills? Psychomotor skills or attitudes?

Commented [WY3]: Who can perform? Who are learners?

Lessons, instructions, and assessments will be conducted by using a variety of instructional resources to address multi-modalities learning styles. Online computer assessments requiring students to select and match appropriate definitions and labels will tap into their verbal

information as they will have to recall information discussed orally during instruction. The steps and sequences of activities learners will be required to demonstrate will require them to apply a combination of intellectual and psychomotor skills by doing what is modeled by the instructor or dictated by the resource guide. Likewise, they will be expected to utilize problem solving skills that require them to decide how to make adjustments and corrections. These domains of learning as outlined in chapter 3 (Dick and Carey Systems, page 50) are embedded in the performance tasks students will have to demonstrate at the end of the training. In addition, the subordinate skills, which are relevant tasks that “must be achieved to learn higher level skills after transfer of learning for the higher skill takes place.” (Dick and Carey, page 50).

A discrepancy was noted in the number of students that buy a sewing machine because they want to learn to sew and those who don't register for introductory classes because they are unaware of the abundance of sewing opportunities without a sewing machine. It is noted that while prospective students have downloaded my sewing guide, 80% of them have not chosen to interact with me for personal or live instruction. It is inherent that questions arise about supplies, material selections, and execution of the instruction and procedures and rules for beginner students. Below highlights the current needs and the next steps for moving students forward while increasing the number of students that attend sewing class to learn to sew without a sewing machine.

Gap Analysis Diagram

Desired Status	Actual Status	Need
Beginner students will be able to demonstrate basic home level sewing skills using technical hand stitches to produce a pin cushion	<p>New to sewing students:</p> <ul style="list-style-type: none"> • <u>assume</u> a machine is needed to produce sewn projects. • lack knowledge of basic sewing tools and equipment for hand sewing • have little experience with instructional materials appropriate to teach themselves to sew • have not been introduced to basic sewing concepts, jargon, and rules 	<p>New to sewing students require:</p> <ul style="list-style-type: none"> • opportunity for interactive tutorial for step by step instruction to complete pin cushion project • introduction on how to use eBook effectively • using resources to troubleshoot project issues and questions • introduction to creating a beginner sewing kit

Commented [WY4]: The actual status in the diagram was explained in four areas. However, not all of them were mentioned or discussed in the project overview. It would be better to write the narratives in your overview and list them in the diagram.

2. Identification of your Instructional Goal

Beginner students will be able to demonstrate basic home level sewing skills using technical hand stitches to produce a pin cushion that is 5"x5"x5"x5".								
Identify tools and supplies needed in a basic sewing kit for sewing by hand.	⇒	Analyze printed sewing resource directions to measure fabric pieces for pin cushion. 2	⇒	Identify cutting area and demonstrate marking techniques to label cutting line. 3	⇒	Apply pin basting technique to hold fabric together and use cutting procedures to achieve desired sizes for pin.	⇒	Execute hand sewing techniques using needle and thread. 5

Beginner sewing students will utilize sewing tools, such as scissors, seam rippers, needles, thread, thread cutters, fabric chalk, and measuring tape or rulers to performance tasks for measuring, marking, cutting, and sewing fabric pieces together to make a pin cushion. Learners will be using recorded videos to practice and reinforce skills introduced and performed by the instructor as well as listed in the resource eBook sewing guide. Students assessment will include identifying when and how to use tools based on their place in the process. Likewise, students will be assessed in the beginning of the module on the supplies and tools that they may not be familiar with.

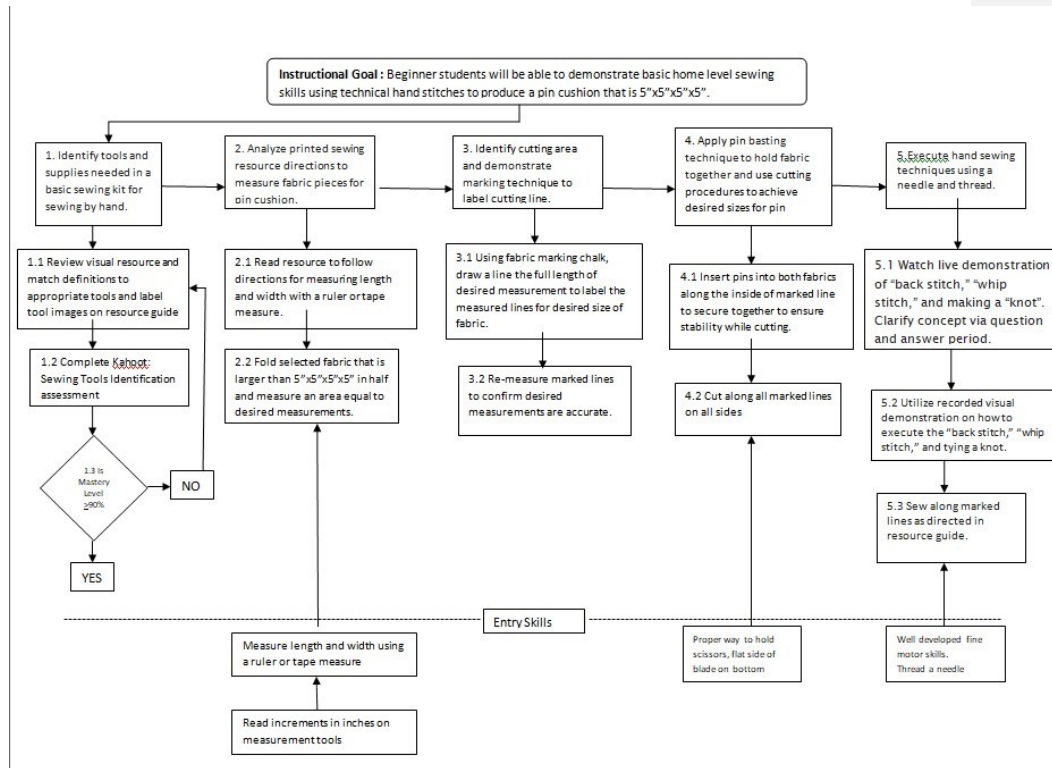
3. Creation of a Goal Analysis Diagram including:

Commented [WY5]: The assessment happens at last to evaluate whether the students learned the skills after learning your module.

Commented [WY6]: In this goal analysis diagram, we specify the main steps and sub-steps to acquire a skill. We will start describing the steps with "action verbs". Please refer to this document to reference [Blooms_Taxonomy.pdf \(wisc.edu\)](#).

Commented [WY7R6]: The arrows from the sub-step to the main steps should be upward which means one has to finish the sub-steps first before completing the main steps.

Commented [WY8R6]: The skills can't be "read something, watch something..."



4. IDer Reflection

This project has been a combination of excitement and frustration. Exciting because I am actually enjoy the content and concepts being discussed and analyzed. I find the subject matter quite relatable to the lesson planning I do currently, (and I have even gained enough knowledge already about how I would like to approach my planning next year using the methods and information provided), however, it is quite challenging to process it all. The text, the discussions, the videos, is all quite a bit to absorb in such small amount (or what seems like a small amount of time.)

Commented [WY9]: Instructional design is never an easy job!

I have found the peer feedback to be great for thought. I just wish I had more time to review it all and put it all together. I feel so rushed and would rather turn in the assignment rather than be late, even when I felt there was more I could add or revise for more clarity in my work.

Commented [WY10]: Glad to hear peer feedback helps!

From the peer reviews, I was able to address the concept map Jason recommended to connect the intellectual skills more efficiently. I also added 2 more entry skills. Those questions

helped me look a little deeper at the needs of the beginner to meet the criteria for certain steps.

Olivia also asked about entry level skills which I stated above were increased by 2. She also asked would the instruction be in person. The class will not be in person, but it will be presented in real time online. There will also be recorded videos for students to have access to during “practice time” within the session. While the goal is to get all learners with a completed pin cushion at the end of the training, its understood that students may work at their own pace with in the training.

I did not address Yan’ s question about the fabrics or how to remove stitches. Removing stitches is inherent in sewing. And there are tools to introduce and address those skills. We will not discuss fabric selection, but it did bring up the idea of providing a basic sewing kit with appropriate fabric preselected, that students would pick up or receive in the mail prior to the start of class. This way everyone will have the same thing and will all be looking at the same items as me.

Commented [WY11]: As you specified the final project- a pin cushion, fabrics will not be an issue here.

~~Felicia Alston~~

Design Document Part 2

Sewing has been called a dying art. However, we continue to wear and utilize items and products that have been sewn by machine or by hand. There are many benefits of learning to sew such as having a valuable daily living skill to repair mend or alter your own clothing, or create accessories for your home or as gifts for others. Sewing is a skill that can be learned by people who have the ability to problem solving, follow a set of steps, and pay attention to details, while making in the moment adjustments as needed. In some cases individuals associate learning to sew with requiring a sewing machine. This module will take the “*new to sewing*” learner through a series of steps that will equip them with a beginner *sewing tools and equipment kit* that will allow them to sew items by hand with a needle and thread. The supplies that will be discussed are considered the basic sewing kit and will form the foundation of continued learning as the student progresses in skills.

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A discrepancy was noted in the number of students that buy a sewing machine because they want to learn to sew and those who don’t register for introductory classes because they are unaware of the abundance of sewing opportunities without a sewing machine. It is noted that while prospective students have downloaded my sewing guide, 80% of them have not chosen to interact with me for personal or live instruction. It is inherent that questions arise about supplies, material selections, and execution of the instruction and procedures and rules for beginner students. Below highlights the current needs and the next steps for moving students forward while increasing the number of students that attend sewing class to learn to sew without a sewing machine.

Gap Analysis Diagram

Desired Status	Actual Status	Need
New to sewing students will be able to demonstrate basic sewing skills using technical hand stitching, given introductory sewing tools,	<p>New to sewing students:</p> <ul style="list-style-type: none"> assume a machine is needed to produce sewn projects. 	<p>New to sewing students require:</p> <ul style="list-style-type: none"> opportunity for interactive tutorial for step by step

supplies, and fabric to complete beginner level project using . an online interactive eBook tutorial	<ul style="list-style-type: none"> • lack knowledge of basic sewing tools and equipment for hand sewing • have not been introduced to basic sewing concepts, jargon, and rules 	instruction to complete eBook project <ul style="list-style-type: none"> • introduction to creating a beginner sewing kit • practice time during group tutorials
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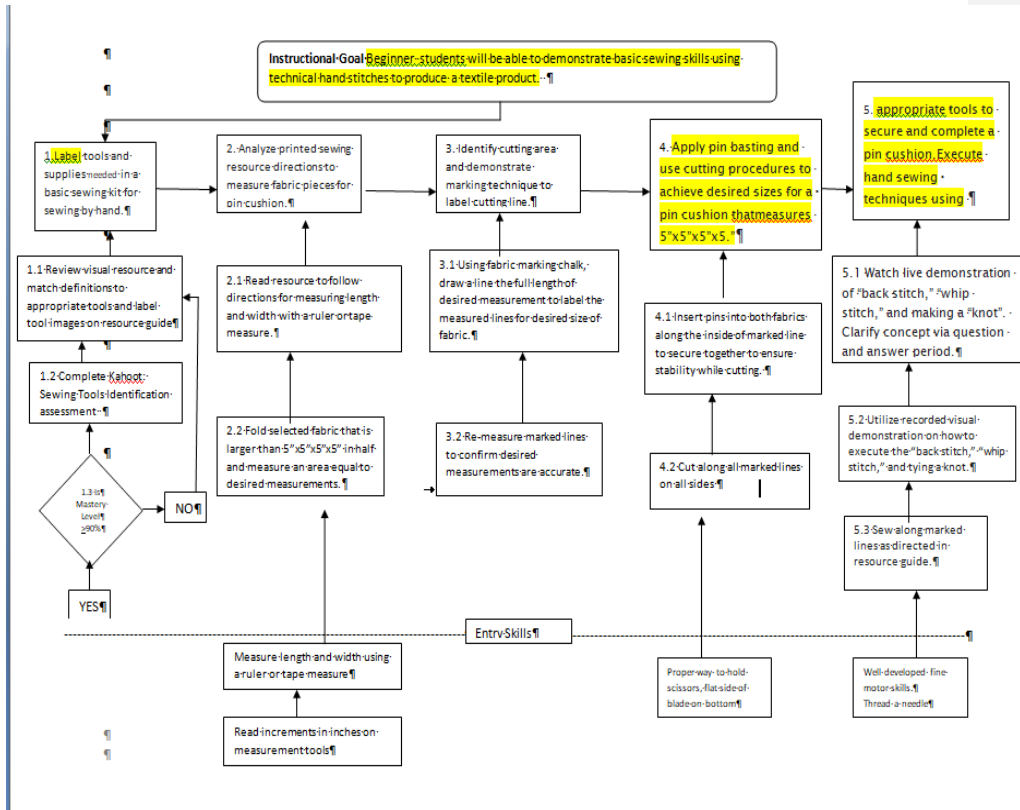
2. Identification of your Instructional Goal

Beginner students will be able to demonstrate basic sewing skills using technical hand stitches to produce a textile product.								
Label tools and supplies needed in a basic sewing kit for sewing by hand.	⇒	Analyze printed sewing resource directions to measure fabric pieces for pin cushion.	⇒	Identify cutting area and demonstrate marking techniques to identify cutting line.	⇒	Apply pin basting and use cutting procedures to achieve desired sizes for a pin cushion that measures 5"x5"x5"x5."	⇒	Execute hand sewing techniques using appropriate tools to secure and complete a pin cushion.
7		2		3		4		5

Commented [WY12]: 1?

Beginner sewing students will utilize sewing tools, such as scissors, seam rippers, needles, thread, thread cutters, fabric chalk, and measuring tape or rulers to performance tasks for measuring, marking, cutting, and sewing fabric pieces together to make a pin cushion. Learners will be using recorded videos to practice and reinforce skills introduced and performed by the instructor as well as listed in the resource eBook sewing guide. Students assessment will include identifying when and how to use tools based on their place in the process. Likewise, students will be assessed in the beginning of the module on the supplies and tools that they may not be familiar with.

3. Creation of a Goal Analysis Diagram including:



Learner Analysis

Commented [WY13]: A paragraph or two is needed to give an overview of the learner's characteristics.

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Information Categories	Data Categories	Learner Characteristics
Entry Skills	Survey Form Students were emailed a survey to complete with an incentive of a free sewing session if completed by a certain date.	Most students have a variety of entry skills. However, each student may or may not recall exactly how to use those skills or the steps involved during application.
Prior Knowledge	Interviews 1 on 1 New students are asked to complete an enrollment questionnaire once registered for classes	Student interviews reveal a combination of exposure to sewing skills by way of a high school class, a family member (usually grandma or auntie), or a organization like girl scouts.
Attitudes Toward Content	Google Reviews Adult students and guardians of youth students are sent a link to our google review page for feedback	Students have high interest in sewing for a variety of reason. Youth students are creating items to sell to friends Teens and young adults are looking to design their own unique one of a kind apparel. Working adults and senior use these the most for reasons to learn: something to do to relieve stress, health benefits (fine motor active brain) and because its been on their bucket list for more than 5 years and now they are retired. All students believe sewing is a valuable skill to learn as a daily living skill and recognize the potential as an income producing opportunity as well.
Motivation		Motivated students come based on affordability and time constraints. When the price and schedule are convenient for their busy work and parenting and van mom life they will use discretianry income.
Educational and Ability Levels		Students have average reading and math skills necessary to download eBook and apply reading skills

Commented [WY14]: Since the data was collected before the design, use the past tense in this column.

Commented [WY15]: What are the entry skills? List them.

Commented [WY16]: This is the questionnaire, not an interview.

Commented [WY17]: Since students haven't learned your course, how can they review it and provide feedback? In the learner analysis part, we collected data to identify learners' traits so we could design a course to meet this requirement and facilitate their learning.

Commented [WY18]: The data in the middle column are needed for all aspects. There are different data collection strategies, such as interviews, surveys, records, observations, and questionnaires.

<p>Attitude Toward Organization</p>		<p>Students have been looking for sewing lessons and feel My Crafty table offers an much needed service on the underserviced south side of Chicago</p> <p>Many potential clients feel the current schedule is not extensive enough to service many residents</p>
<p>General Group Characteristics</p>		<p>The class offerings currently are attended mainly by women and youth and teen girls. There are less offerings for men on the current schedule. Each season has been 1 men's class to 3 women and youth classes.</p>

Learning Context



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Information Categories	Data Source	Learner Characteristics
Number/Nature of Sites	Observations Training is delivered in a Zoom elearning class.	Students attend class online. The Zoom online class is convenient for many who has difficulty traveling. Zoom connection have to be accessible and addressed by the attendee..
Site Compatibility with Instructional Needs	Observations Students receive supplies fabric, tools, supplies, in sewing kit.	Students attend class from the comfort of home. Recommendations are made to be in a quiet space free from noise and distraction. Students are muted to minimize interference from surrounding noise.
Site compatibility with Learner needs	Observation Many students select eLearning as an option to reduce travel time.	Online classroom is convenient way for learners to access the training. Reduced travel may ensure more opportunities to attend class as scheduled.
Feasibility for simulating workplace/Performance Site	Site Observation The online classroom is set up for instruction only. However, recommendations are made for how they can set up a sewing area at home.	This sewing module does not offer a simulation or serve as a performance site. Many learners use these skills in home based sewing activities and projects. Students are exposed to entrepreneur opportunities that are related to sewing.

Commented [WY19]: Is it the right title?

Commented [WY20]: We only observe what is happening. You had gotten the data before you decided to use Zoom so the data collection method could not be observation.

Commented [WY21]: Since the instructional site is ZOOM, here we should talk about how you decided to use Zoom as your instructional site. From what data do you conclude Zoom is a good option? For example, in your survey where you asked whether everyone can access Zoom? Anyway, provide the data sources from which you made a decision to use Zoom.

Performance Context

Information Category	Data Resources	Performance Site Characteristics
Managerial/Supervisory Support	Interview/ Observations Class is taught and managed by lead instructor.	Students receive direct instruction from lead teacher during module training.

Physical Aspects of Site	Observation Students need access to laptop or ipad	Learner needs to have internet access to connect laptop or ipad. Student will need to download and access project ebook.
Social Aspects of Site Revelance of Skills of Workplace	Observation: Students will be on a group Zoom Call during training	Students will interact in whole group as well as peer evaluators in chat rooms.

Commented [WY22]: The performance context is different from the learning context here. **Performance context is where the skills can be used after the students take your class.**

Performance Objectives

Instructional Goal	Terminal Objective 1
Beginner students will be able to demonstrate basic sewing skills using technical hand stitches to produce a textile product.	During online workshop(CN), beginner students will be able to identify necessary components (B)of a basic sewing kit (CR).
Main Step 1 Identify components of a sewing kit.	Performance Objective During online workshop, and given a set of tools, supplies, and a visual vocabulary and definition sheet located in their downloaded eBook (CN), learners label (B) each component of a basic sewing kit .(CR).
Subordinate skills	Subordinate Objectives

Commented [WY23]: The main steps and subordinate skills should be exactly the same as those in the diagram.

Commented [WY24]: The terminal goal is the final goal of your class. Do you only want students to identify the necessary components of a sewing kit?

Commented [WY25]: There are five steps in your diagram. Make sure the steps and the objective for each step match exactly.

1.1 Label tools for a sewing kit	Given a set of sewing tools, supplies, and visual vocabulary/definition sheet (CN), students will use the worksheet to identify the items (B) in their preselected program kit and apply (B) the appropriate labels to each item.
1.2 Match tools with their functional purpose	Students will match (B) the labeled items with their functional definitions and be able to complete an online assessment by matching tools to correct name and function with 80% mastery.(CR)
Main Step 2	Performance Objective
Identify tools and steps for preparing a fabric sample to construct a pin cushion	During online workshop, using downloaded eBook and visual vocabulary sheet (CN), students will identify and utilize appropriate tools (B) to measure, pin, mark, cut, and sew a pin cushion that will have a seam allowance included to conclude finished measurement of 5x5x5 inches on all sides after pin cushion is completed.
Subordinate Skill	Subordinate Objective
2.1 Students will apply steps from ebook to prepare a desired sized cut piece of fabric.	Given a 12x12 inch piece of fabric(CN) (provided in program kit), students will review and apply (B) directions from eBook project page to select appropriate tools (CR) and supplies to measure mark and pin fabric in preparation to cut desired size from larger piece of fabric.
Main step 3	Objective
Given a sewing kit and piece of fabric (CN), learners will select appropriate tools and materials to measure, cut, and pin fabric (B) to create a 5"x5"x5"x5" pin cushion(CR)	During online workshop, using sewing kit and fabric (CN), learners will appropriately utilize correct tools to measure cut and pin fabric (B)to have a piece that will measure 5"x5"x5"x5" after construction.(CR)
Subordinate skill	Objective

Commented [WY26]: Match your 2.1 in your diagram.

Commented [WY27]: This is objective instead of step 3.

3.1 Select appropriate tools to measure and pin fabric to prepare to cut.	During workshop students will work in pairs in Zoom breakout rooms (CN), to utilize the tools from their sewing kits(b), to demonstrate measuring, cutting, and pinning processes to produce a finished cut sample that includes a ¼ inch seam allowance after pin cushion is sewn together.
Main Step 4 Using precut fabric (CN), learner will select appropriate tools (B) to sew the pin cushion with accurate .25 inch seam allowances (CR).	Objective Student will present to the group in pinned view (CN),to identify the necessary tools for sewing the stitches in the fabric (B), to construct the appropriate ¼” seam allowances on the pin cushion.(CR)
Subordinate Goal	Objective
4.1 Orally identify appropriate tools for construction step.	While in pinned view on screen during workshop (CN), learners will(orally present(B) the appropriate tools needed for the construction of the pin cushion(CR)
4.2 Identify hand stitches to use for construction	While in pinned view on screen during workshop (CN), learners will identify 4.3stitches selected (B), to construct their pin cushion with ¼” seams. (CR)
4.3 Evaluate accuracy of measurements after construction	While in pinned view on screen during workshop (CN), learners will turn fabric inside out and measure finished piece(B) to evaluate accuracy 5”x5”x5”x5”(CR)

Commented [WY28]: Same as above.

Assessment Plan

Entry Skills Test

Students will complete a short series of informal tasks to assess students ability to demonstrate applications necessary that will be necessary for the

Commented [WY29]: Since you sent a survey to know the learner’s entry skills, do you think you still need an entry skill test?

Commented [WY30]: ?

Practice Tests

Students will be given practice evaluations during the instructional classes. Students will evaluate each others progress to provide feedback before final group presentations

Commented [WY31]: Peer feedback is a learning strategy, not a type of assessment.

Posttests

Students will be given opportunities to present their projects and give an oral description of materials and supplies necessary to complete the task and a visual presentation describing the construction process and and criteria for evaluating their final product for accuracy of expected goal.

IDER Reflection

This section of the design document was brutal. While I don't feel I have a full grasp on all the components of the product to this point to work independently, I do believe I understand how they fit together. Glad I bought the book pdf download for easier reference and highlights, notes, and tabs. I have recognized ways to rethink my lesson planning and unit planning using these methods of identifying objectives and ensuring that the objectives, instructional strategies, and assessments are concisely in alignment. However, I continue to get confused when writing the instructional and terminal goals. Several times I reread my charts and wonder do I still have to many objectives in 1 goal. Do I need to further reduce the expectations within the original goal. I am sure I am missing some components in this product today, but I feel I have included most of the components that I am sure about. I will elaborate more on assessments and my analysis charts after this submission. Trying to get the feedback from my clients and circle of friends who have used my services or want to has been daunting.

Commented [WY32]: I see a lot of effort has been put into revising the diagram. You are making progress! Hang on there!

Design Evaluation Chart (Goals/Objectives/Assessments)

Goals	Performance and Subordinate Objectives	Assessment
Instructional Focus 1. Label tools and supplies needed in a basic sewing kit for sewing by hand.	Performance Objectives 1 Given a printed handout(CN), learners will identify tools and supplies (B) needed for a basic hand sewing kit.(CR)	Assess Instructor will ask questions to assess the quality of the instruction based on student responses to the mini survey. Students are given time to respond in writing to 4 open ended questions. Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery. Students complete sewing tools and definitions handout 2 to identify which items DO NOT belong in the <i>beginner sewing ki</i>

Commented [WY33]: You can give a survey at the end of the workshop to collect data for future improvement However, test items refer to how you evaluate the skills learned in each step. For example, you can use multiple choice questions, short answers, fill-in-blanks, matching the definition with the statement, true or false statements. Think about what kind of test items you encountered in your final exams. You do can use a survey for Test (not for feedback) but you have to grade the survey for testing purpose.

Commented [WY34]: Handout provides information. If you want students to do something on it, it is a worksheet.

	<p>Subordinate Objective 1.1 Given a link to the website(CN)during the online session, Learners will complete the interactive Kahoot: Sewing Tools Identification pre-assessment task(B), to determine background knowledge level.(CR)</p>	
	<p>Subordinate Objective 1.2 Given a set of sewing tools, supplies, and visual vocabulary/definition sheet (CN), students will use the worksheet to identify the items (B) in their preselected program kit to eliminate inappropriate items for beginner level sewing. (CR).</p>	
	<p>Subordinate Objective 1.3 Students will match (B) the labeled items with their functional definitions and be able to complete an online assessment by matching tools to correct name and function with 80% mastery.(CR)</p>	
<p>Instructional Focus 2. Analyze printed sewing resource directions to measure fabric pieces for pin cushion.</p>	<p>Performance Objective 2 Given an instruction sheet (CN), learners will implement the directions (B), to measure fabric pieces for pin cushion with a ¼ inch seam allowance (CR).</p>	<p>Assess Instructor will administer visual assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure</p>

Commented [WY35]: Presentation is a suitable assessment method since you want your learners to present what they have learned.

		<p>accuracy that will ensure successful outcome for the culminating steps.</p> <p>Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.</p>
	<p>Subordinate Goal 2.1 Given a piece of fabric(CN) (provided in program kit), students will use ruler or tape measure to identify area to be marked on fabric (B) to determine the fabric size excluding the ¼ inch seam allowance. (CR)</p>	
	<p>Subordinate Goal 2.2 Using the pre-cut fabric from previous step (CN) students will mark the seam lines on the fabric (B) to identify seam allowance accuracy (CR)</p>	
<p>Instructional Focus 3. Identify cutting area and demonstrate marking techniques to identify cutting line.</p>	<p>Performance Objective 3 Given fabric with pre-marked seam lines and tape measure or ruler (CN), learners will identify and mark cutting line (B) to show a ¼ inch seam allowance. (CR)</p>	<p>Assess: Instructor will administer assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure accuracy that will ensure successful outcome for the culminating steps.</p> <p>Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.</p>

Commented [WY36]: Same as comment 1.

	<p>Subordinate Objective 3.1 During online workshop in Zoom breakout rooms (CN), students will work in pairs to identify the tools needed to demonstrate measuring, and cutting, process to produce a finished cut sample that includes a ¼ inch seam allowance.(CR)</p>	
	<p>Subordinate Objective 3.2 During online workshop in pinned view (CN), students will identify the tools needed to demonstrate measuring, and cutting, process to produce a finished cut sample that includes a ¼ inch seam allowance.(CR)</p>	
<p>Instructional Focus 4.Apply pin basting and use cutting procedures to achieve desired sizes for a pin cushion that measures 5”x5”x5”x5.”</p>	<p>Performance Objective 4 During the online workshop(CN) students will apply pin basting to hold fabric together(B) to cut accurate fabric size.(CR)</p>	<p>Assess Instructor will administer assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure accuracy that will ensure successful outcome for the culminating steps. Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.</p>

	<p>Subordinate Objective 4.1 Given pins and pre-marked fabric(CN), learners will pin baste the fabric pieces(B) to identify the cutting line.(CR)</p>	
	<p>Subordinate Objective 4.2 Given pins and pre-marked fabric (CN), learners will indentify the cutting line (B) and cut out the accurate piece of fabric to include ¼ inch seam. (CR)</p>	
<p>Instructional Focus 5. Execute hand sewing techniques using appropriate tools to secure and complete a pin cushion.</p>	<p>Performance Objective 5 Given the premeasured and precut fabric (CN), learner will construct the pin cushion (B) using appropriate tools to maintain a ¼ inch seam allowance. (CR)</p>	<p>Assess Instructor will administer final assessment for students to demonstrate application of skills to final project to assess accuracy.</p> <p>After individual assessment, students will complete the online final tools assessment.</p> <p>Student will be given multiple choice assessment to select appropriates sewing skills to apply to the task.</p> <p>Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.</p>
	<p>Subordinate Objective 5.1 Using stitch identification guide, (CN) students will select appropriate stitch to sew along marked seam lines (B)to construct a pincushion with ¼ inch seam allowance.(CR)</p>	

Commented [WY37]: Is this multiple choice assessment included in the above-mentioned online final tools assessment?

	<p>Subordinate Objective 5.2 Using stitch identification guide, (CN) students will discriminate between 2 stitches for hand sewing (B)to construct a pincushion with ¼ inch seam allowance.(CR)</p>	
	<p>Subordinate Objective 5.3 Using stitch identification guide, (CN) students will compare 2 stitches for hand sewing (B)to construct a pincushion with ¼ inch seam allowance.(CR)</p>	

Instructional Strategy Alignment (Lesson Plans)

Instructional Plan 1

Instructional Focus 1. Label tools and supplies needed in a basic sewing kit for sewing by hand.

Focus points: As part of the sewing kit, identifies all 12 components accurately: pins, needles, scissors, thread, thread nippers, needle-threader, marking chalk, seam gauge, iron/ironing pad, thimble, seam ripper.

Performance Objectives 1 Given a printed handout (CN), learners will identify tools and supplies (B) needed for a basic hand sewing kit.(CR)

Subordinate Objective 1.2 Given a set of sewing tools, supplies, and visual vocabulary/definition sheet (CN), students will use the worksheet to identify the items (B) in their preselected program kit to eliminate inappropriate items for beginner level sewing. (CR).

Commented [WY38]: Handout?

Subordinate Objective 1.3 Students will match (B) the labeled items with their functional definitions and be able to complete an online assessment by matching tools to correct name and function with 80% mastery.(CR)

Introduction/Explain

Instructor will welcome students to course and share welcome video. Instructor will facilitate conversation ice breaker with examples supporting why sewing is a good skill to learn to reinforce students choosing to take the class. Instructor can share personal learn to sew story and how it has been used in the real world. Discuss the goals of the class and introduce performance and Subordinate objectives that will be assessed at the end of each cluster lesson and at the end of the course.



Rubric: RubricConstruction Of A Pincushion.html

Share video: <https://youtu.be/tZ8oZ2EpGeM?si=PQ9V1ctrsS9qji13>



Handout: Sewing Tools and Definitions# 1.pdf

Demonstrate: Instructor will demonstrate which and how tools from the sewing kit is used as part of the fabric preparation. Students will make observations to answer discussion questions that require students to discriminate between the objects in the tool kit for specific functions within and throughout the process.

Practice: Instructor will divide students into breakout rooms to practice the skills just modeled in the main room. Here instructor visits each break out room and makes observations and provides feedback. Meanwhile students may ask clarifying questions, to the instructor and peers and also provide feedback to each other when working in collaborative groups.

Review: Instructor will bring students back to the main room and review the skills models and important points students should make note of. Instructor will give another opportunity to ask questions that are still unclear, as well as provide feedback on observations.

Assess Instructor will ask questions to assess the quality of the instruction based on student responses to the mini survey. Students are given time to respond in writing to 4 open ended questions.

Students complete sewing tools and definitions handout 2 to identify which items DO NOT belong in the *beginner sewing kit*.

Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.

Instructional Plan 2

Instructional Focus 2. Analyze printed sewing resource directions to measure fabric pieces for pin cushion.

Performance Objective 2

Given an instruction sheet (CN), learners will implement the directions (B), to measure fabric pieces for pin cushion with a ¼ inch seam allowance (CR).

Focus points: As part of the construction process description, learner identifies all 6 of these steps: right sides together, measure, mark, pin, cut, sew.

Subordinate Goal 2.1 Given a piece of fabric(CN) (provided in program kit), students will use ruler or tape measure to identify area to be marked on fabric (B) to determine the fabric size excluding the ¼ inch seam allowance. (CR)

Subordinate Goal 2.2 Using the pre-cut fabric from previous step (CN) students will mark the seam lines on the fabric (B) to identify seam allowance accuracy (CR)

Explain: Instructor introduces next lesson by explaining next cluster of performance and subordinate goals. Instructor will highlights points of the rubric that will be assessed at the end of the course. Examples will be provided as to why this step is critical to the accuracy of the finished product. Instructor will show skill video to give lesson focus.

<https://youtube.com/shorts/tS39OR8Sih1?si=97-LJaM7Eqvfd1E>

Demonstrate: Instructor will model how to fold the fabric with right sides together. Instructor will ask students which sewing tool they recommend for the identified step the instructor gives. This formal assessment helps those who are still unsure of the function of each tool, while keeping the information fresh in their minds, and keeping student's attention by interactive participation.

Practice Instructor will divide students into breakout rooms to practice the skills just modeled in the main room. Here instructor visits each break out room and makes observations and provides feedback. Meanwhile students may ask clarifying questions, to the instructor and peers and also provide feedback to each other when working in collaborative groups.

Commented [WY39]: A questionnaire only include questions for participants to answer. A survey include both question and other data collection tool (e.g.5 point Likert Scale) for overall data analysis. In addition, feedback is not a type of assessment. It is an instructional strategy. Revise all the following accordingly,

Commented [WY40]: A handout to used to provide information and a worksheet is used to complete the exercises.

Commented [WY41]: Rubrics are constructed in a matrix (table) with different levels of performance explained for each specific criteria within the matrix (Table 1). A rubric differs from a grading sheet as the rubric provides details for each performance level for each criterion.

Commented [WY42]: This is not an assessment. It is an instructional strategy: demonstration.

Review: Instructor will bring students back to the main room and review the skills models and important points students should make note of. Instructor will give another opportunity to ask questions that are still unclear, as well as provide feedback on observations.

Assess Instructor will administer visual assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure accuracy that will ensure successful outcome for the culminating steps.

Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.

Instructional Plan 3

Instructional Focus 3. Identify cutting area and demonstrate marking techniques to identify cutting line.

Focus points: Pincushion measurement between seam line and cutting line equals 1.25 inches on all 3 sewn sides.

Pincushion measurement between seam line and cutting line equals 1.25 inches on all 3 sewn sides.

Performance Objective 3

Given fabric with pre-marked seam lines and tape measure or ruler (CN), learners will identify and mark cutting line (B) to show a ¼ inch seam allowance. (CR)

Subordinate Objective 3.1 During online workshop in Zoom breakout rooms (CN), students will work in pairs to identify the tools needed to demonstrate measuring, and cutting, process to produce a finished cut sample that includes a ¼ inch seam allowance.(CR)

Subordinate Objective 3.2 During online workshop in pinned view (CN), students will identify the tools needed to demonstrate measuring, and cutting, process to produce a finished cut sample that includes a ¼ inch seam allowance.(CR)

Explain Instructor will introduce the lesson with intro videos to highlight the focus for this part of the module.

<https://youtube.com/shorts/PsEuOcCSOAw?si=vDSQa43agAhF8FkH>

Demonstrate Instructor will demonstrate using appropriate tools to carry out the lesson focus. Students can present questions and note observations to clarify any steps that may be previously reviewed step or if there are various views of the demonstrated needed. Students will be given time to identify their next steps by reviewing the demo prior to going into breakout rooms for independent practice.

Practice: Instructor will divide students into breakout rooms to practice the skills just modeled in the main room. Here instructor visits each break out room and makes observations and provides feedback. Meanwhile students may ask clarifying questions, to the instructor and peers and also provide feedback to each other when working in collaborative groups.

Review: Instructor will bring students back to the main room and review the skills models and important points students should make note of. Instructor will give another opportunity to ask questions that are still unclear, as well as provide feedback on observations.

Assess: Instructor will administer assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure accuracy that will ensure successful outcome for the culminating steps.

Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.

Instructional Plan 4

Instructional Focus 4. Apply pin basting and use cutting procedures to achieve desired sizes for a pin cushion that measures 5"x5"x5"x5."

Focus points: Pin cushion measurement between seam line and cutting line equals 1.25 inches on all 3 sewn sides.

As part of the construction process description, learner identifies all 6 of these steps: right sides together, measure, mark, pin, cut, sew.

Performance Objective 4

During the online workshop(CN) students will apply pin basting to hold fabric together(B) to cut accurate fabric size.(CR)

Subordinate Objective 4.1 Given pins and pre-marked fabric(CN), learners will pin baste the fabric pieces(B) to identify the cutting line.(CR)

Subordinate Objective 4.2 Given pins and pre-marked fabric (CN), learners will indentify the cutting line (B) and cut out the accurate piece of fabric to include ¼ inch seam. (CR)

Explain Instructor will introduce lesson focus and show highlight video for the skill focus. Instructor will review previous skills and answer questions that would hinder students from moving along in the lesson. Students will complete mini survey to assess previously taught information and to surface questions that may have been missed during the previous lessons.

https://youtu.be/td-QOptlXvg?si=dW_93AHP_vhj7La0

Demonstrate Instructor will demonstrate discriminating between the stitch line and the seam line. Students will present questions or feedback about the lesson.

Practice: Instructor will divide students into breakout rooms to practice the skills just modeled in the main room. Here instructor visits each break out room and makes observations and provides feedback. Meanwhile students may ask clarifying questions, to the instructor and peers and also provide feedback to each other when working in collaborative groups.

Review: Instructor will bring students back to the main room and review the skills models and important points students should make note of. Instructor will give another opportunity to ask questions that are still unclear, as well as provide feedback on observations.

Assess Instructor will administer assessment for students to model their finished products to assess accuracy. Students will be allowed to self correct by sharing their screen for instructor to evaluate their process and make necessary adjustments or identify proficiency to ensure accurate fabric piece going into the next cluster. This is a critical point in the course and more time can be allotted as needed to ensure accuracy that will ensure successful outcome for the culminating steps.
Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.

Instructional Plan 5

Instructional Focus 5. Execute hand sewing techniques using appropriate tools to secure and complete a pin cushion.

Focus points: Pincushion measurement between seam line and cutting line equals 1.25 inches on all 3 sewn sides.

Performance Objective 5

Given the premeasured and precut fabric (CN), learner will construct the pin cushion (B) using appropriate tools to maintain a ¼ inch seam allowance. (CR)

Subordinate Objective 5.1 Using stitch identification guide, (CN) students will select appropriate stitch to sew along marked seam lines (B) to construct a pincushion with ¼ inch seam allowance. (CR)

Subordinate Objective 5.2 Using stitch identification guide, (CN) students will discriminate between 2 stitches for hand sewing (B) to construct a pincushion with ¼ inch seam allowance. (CR)

Explain Introduce Bloom stitch handout and hand stitch video to introduce lesson focus. Students are at the end of the course and have to put all the steps together. At this point the instructor will facilitate a visual assessment for group evaluation. Student will be allowed to respond in the chat for an in Zoom survey to serve as real time assessment of where the class

ranks overall for understand to this point. Students will be identified so instructor know who to revisit in breakout rooms.



Handout HandSewingBasicStitches-1.pdf

Demonstrate: Instructor will demonstrate stitches in pinned mode for students to evaluate the process of executing the stitches properly to ensure accuracy. Students will be reminded of points to be assessed on their rubric and to review videos, handouts, or present questions or request for direct assistance in the chat.. After the demonstration students will receive minimum time in the breakout room for the instructor to come into and answer final questions

Practice: Instructor will divide students into breakout rooms to practice the skills just modeled in the main room. Here instructor visits each break out room and makes observations and provides feedback. Meanwhile students may ask clarifying questions, to the instructor and peers and also provide feedback to each other when working in collaborative groups. Students will also use this time to prep all their fabrics and tools for finish assessment.

Review: Instructor will bring students back to the main room and review the rubric evaluation and point process. This time is now used for students to present on camera and demonstrate their construction from start to finish individually for assessment. After individual assessment, students will complete the online final tools assessment.

Assess Instructor will administer final assessment for students to demonstrate application of skills to final project to assess accuracy.

After individual assessment, students will complete the online final tools assessment.

Student will be given multiple choice assessment to select appropriate sewing skills to apply to the task.

Students will be given a mini survey to give feedback for evaluation of instructional materials and delivery.

Implementation Plan (Test Run)

Prior to launching my course, I will test my module with 3 working female adults (friends and family) that have no sewing experience but have expressed an interest in learning to do alteration and simple jobs around the house and for their spouse. Lady !A is a 30 year old teacher with no children who will serve to focus on the clarity of the skills being addressed in the instructional activities. Lady B is 50 year old manager in a retail store with 2 teen boys. She will serve to evaluate the clarity of my mini surveys that evaluate course feedback. Lady C is 55 and works part time as a waitress. She is previously retired and has grown children

Commented [WY43]: The three pilot testers have similar experience regarding the sewing skills. Maybe you can think of finding someone more experienced in sewing so she can provide you with some feedback as an expert on the content knowledge. In addition, since you will have the lesson via Zoom, you can also talk about whether your pilot testers have prior learning experience through Zoom and whether they have stable WIFI connection or laptops.

and school age grand children. She will serve to provide feedback on the quality and interest level of the videos and graphics within the visual portion of the presentation. Her goal will be to give feedback on if the module maintains interest and attention throughout the lecture and demonstration periods.

Evaluation Plan (Rate the Course)

I will utilize the pilot test data to determine where areas of improvement are needed. I will give each person a note pad with questions about their assigned portion of the module to assess so that I receive specific feedback that I would like to have as well as an area for their general feedback or recommendations for adjustments.

IDER Reflection

This has been the most challenging, nerve wrecking, and rewarding project that made me think at week 2 “why didn’t someone talk me out of this,” and now at week 7 I’m thinking “I think I could learn to like this!” I don’t think I have worked on, looked at, or revised or spent this much time on any assignment for 1 class EVER in my life! While I found it difficult to juggle the pace with the output, once I got a hardcopy of the book, I found my footing. Not complete footing, but enough to keep up. Lol

I do find the value in the student feedback whether its confirmation about the path I’m following or the questions to help me redirect my focus or thoughts. I definitely made sure this is part of my module as an instruction benefit. I have already spoken with some of my grade level team about how I will approach my personal instruction by writing and planning my lessons using this instructional design system. While I don’t know how it will affect the progress of my diverse learners, I know it will improve how I plan my instruction to include more data and thinking about how my students learn, how they will perform the information they learn and where they will apply it outside the class. Likewise, as I think about designing online sewing courses (as I have had request for them for 2 years), now I have a more professional vantage point for how the courses will be designed to ensure more success for the learner which means an increase in the number of people the course will serve successfully. Lastly, I am still overwhelmed thinking about the development of the instructional materials and resources. I decided to register for a free trial for Articulate and hope it will be user friendly. Again, this has been the most challenging yet rewarding class and project I’ve ever had. I hope this wasn’t the easiest of my 3 certificate classes! Lol

Commented [WY44]: How will you get these data? Through one-to-one interview or a focus interview with all pilot testers? Or will you request your pilot testers to fill out an online questionnaire? Specify it.

Commented [WY45]: The pilot test will be conducted online or in-person?

Commented [WY46]: What specific questions do you ask?

Commented [WY47]: Looking back on my study journey, I found this course is very practical and useful!