

# Transforming a Fashion History Course through Team-Based Learning (TBL)

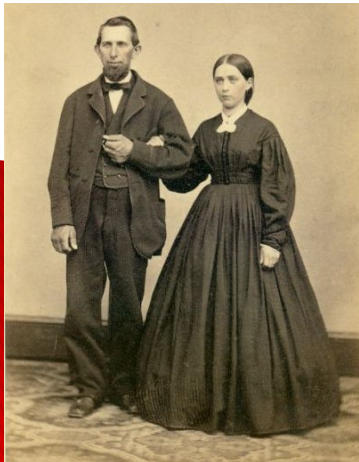
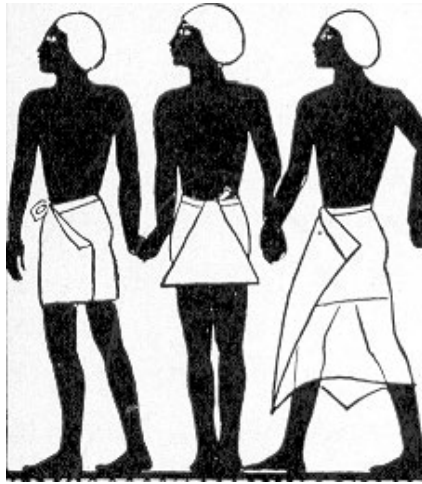
Jennifer Banning, Ph.D.

Department of Family and Consumer Sciences

*CTLT Teaching and Learning Symposium*

*January 6, 2010*

# The course- FCS 361: Fashion History I (5,000 B.C. to 1900 A.D.)





# FCS 361- Fall 2007

- ▶ Course makeup
  - Lecture (85 minutes, twice weekly)
  - 14 chapters of study
  - 4 exams (50 Q each)
  - Comprehensive final exam
  - 2 individual projects
- ▶ Student performance
  - 50% A's & B's; 50% C or lower
- ▶ Student feedback
  - \*\*NEGATIVE—teaching method, topic
- ▶ No time to make it relevant!!



Jeune Dame de Qualité en grande Robe coiffée avec un Bonnet  
ou Poul' elegant dit la Victoire.

# Team-Based Learning (TBL)

- ▶ **“Wouldn’t it be great if your students predictably held each other accountable for coming to class prepared?”** (Michaelsen & Sweet, 2008)
- ▶ *Team-Based Learning: A Transformative Use of Small Groups in College Teaching* (2004)
  - **Larry Michaelsen**, Arletta Bauman Knight, & L. Dee Fink
  - “how to implement” in a variety of teaching situations

# FCS 361- Fall 2008 & 2009

- ▶ Team Based Learning
  - Teams of “Fashion History Consultants”
  - 4 students per team
  - Teams formed first class; heterogeneous
- ▶ Six units of study
- ▶ Three sets of grades
  - Individual grades (6 quizzes, 2 projects, final exam)- 38% grade
  - Team grades (6 quizzes, 11 activities)- 50% grade
  - Team maintenance (2 team evals)- 12% grade

# FCS 361- Fall 2008 & 2009

- ▶ Course makeup
  - Unit quiz (10 Q): individual, team
  - Brief lecture over missed questions
  - Authentic assessment applying what was learned in unit
- ▶ Student performance
  - Mostly A's & B's
- ▶ Student feedback
  - \*\*POSITIVE—teaching method, topic



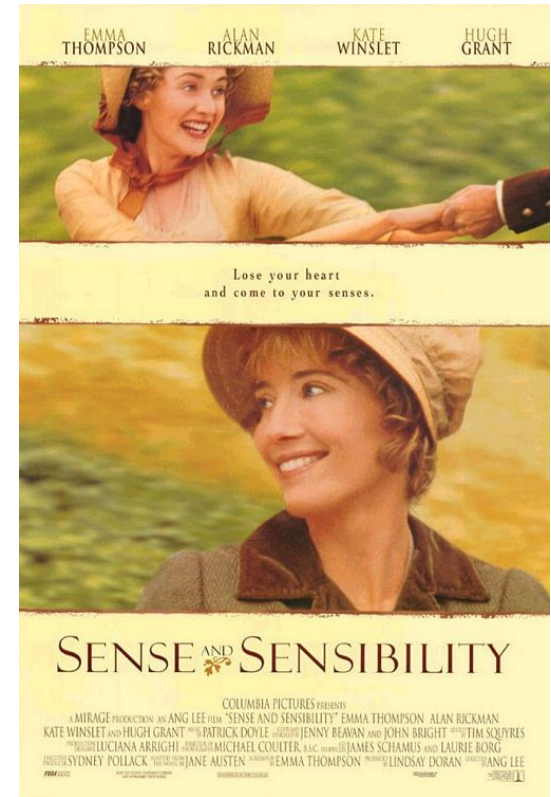
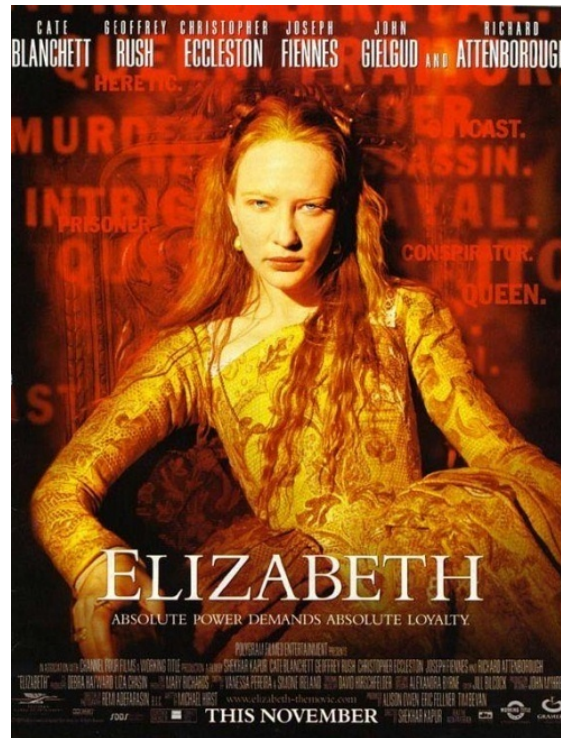
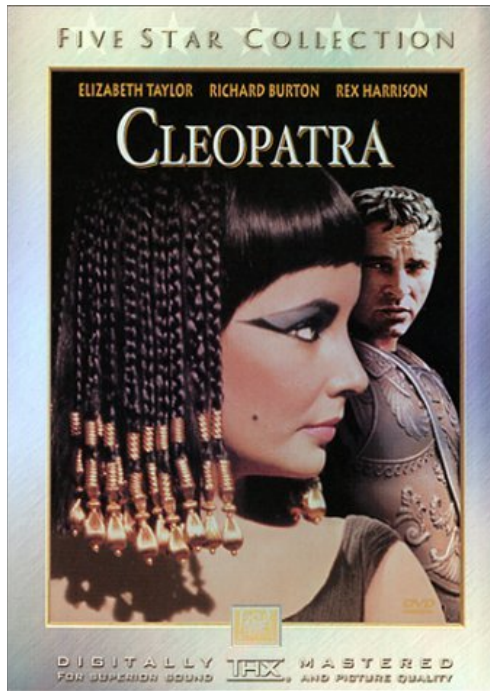
# Authentic Assessments

- ▶ Designed around “real-life” issues in the apparel world
  - Apparel design
  - Merchandising
- ▶ 1 to 2 class periods long (85 min each)



# Authentic Assessment Examples

- ▶ Critique period movies for accurate dress





# Authentic Assessment Examples

- ▶ Analyze period artwork for accurate dress details



# Authentic Assessment Examples

- ▶ Plan an educational museum exhibition



*"The Age of Nudity,"*  
Kent State University Museum



# Authentic Assessment Examples

- ▶ Date 19<sup>th</sup> century photos based on dress



# Authentic Assessment Examples

- ▶ In-depth study of a 19<sup>th</sup> century garment from the *Lois Jett Historic Costume Collection*



<http://www.corsetsandcrinolines.com/timelinepix/1890/vicdress9.jpg>

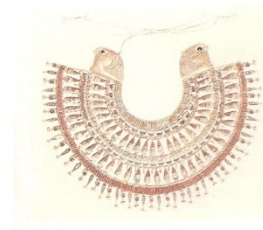


# Individual Application & Accountability

## ► Fashion History Projects



Chapter 2 – The Ancient Middle East – Egyptian Collars

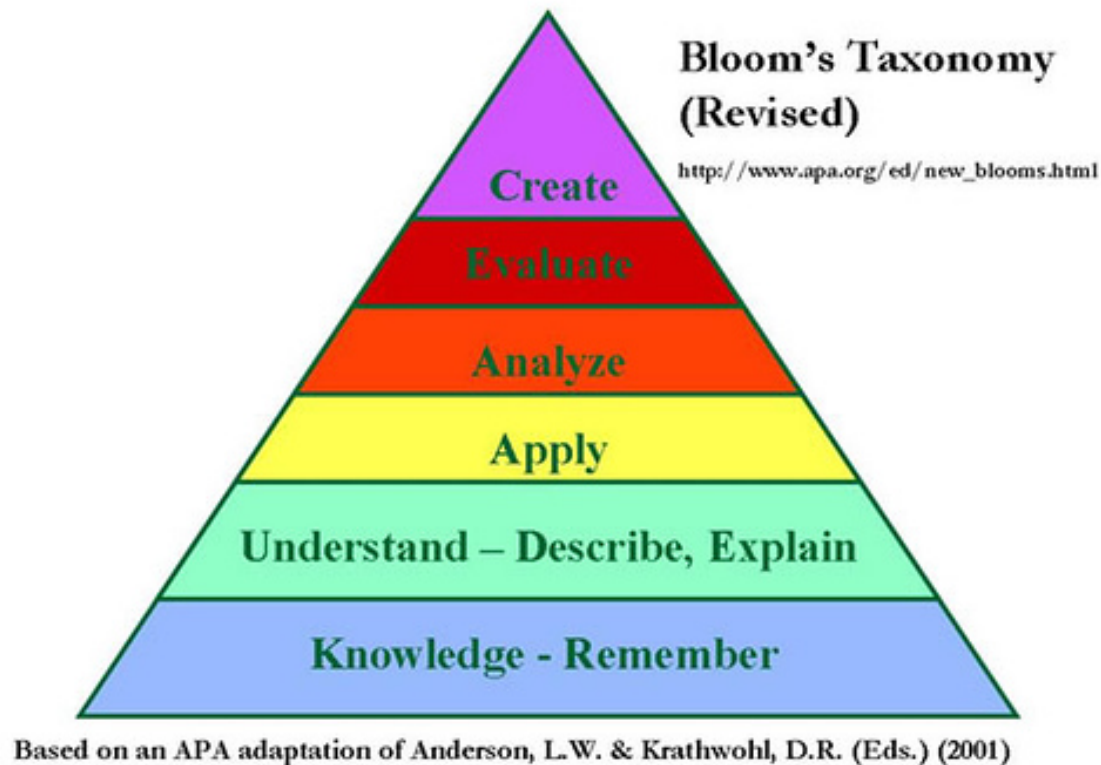


(historic) #1: Davidson B, Marshall. The Horizon Book of Lost Worlds. American Heritage Publishing Co., Inc. 1962. P. 71

#2: Davies, Vivian and Friedman, Renee. Egypt Uncovered. British Museum Press. 1998. Title page.  
(contemp.) In Style. Aug. 2007 issue. Aug. 2007, p. 183

# Benefits of TBL

- ▶ Higher levels of learning



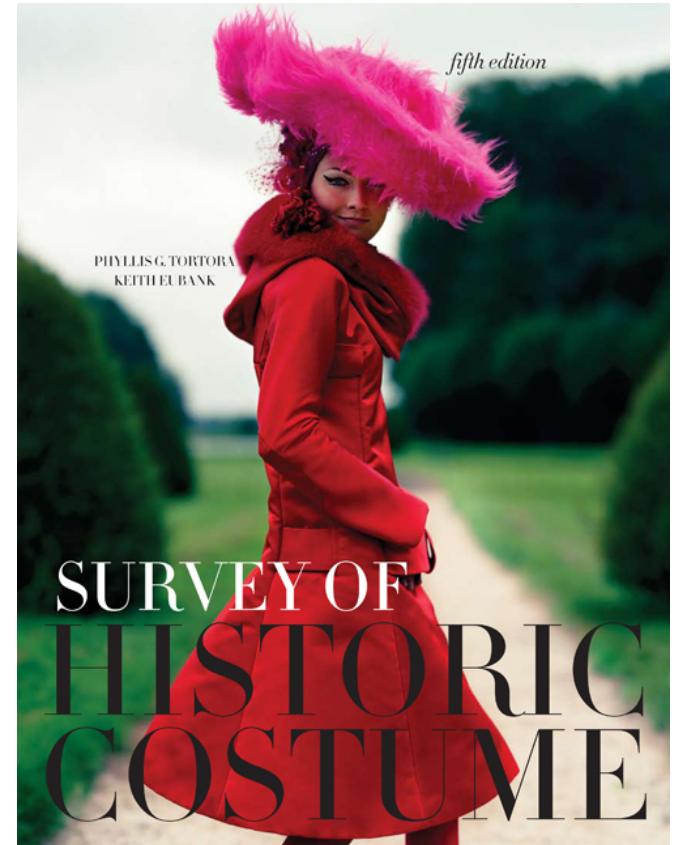
# Benefits of TBL

- ▶ Variety of learners succeed (Univ. Des. for Learning)
- ▶ *Appreciation for topic*
- ▶ All work done in-class



# Challenges of TBL

- ▶ Students do NOT like all the individual reading
- ▶ Limited number of quiz questions
- ▶ Impact of one strong team member
- ▶ Depth over breadth of topics
- ▶ Grade inflation??





# Student Feedback (Fall 2009)

- ▶ TBL enhances team skills:
  - “The class time and continued work with a team are more indicative of a work setting.”
  - “I think it (TBL) helped me be more comfortable expressing my ideas and opinions in a group setting and learning to work with others.”
  - “I feel working in teams now sets a good foundation (for a career).”

# Student Feedback (Fall 2009)

- ▶ Why activities are helpful:
  - “Hands-on activities helped apply knowledge and material better.”
  - “I feel I gained and attained information from these activities because they were all different.”
  - “(The activities) were informative in learning about the century and were activities that were performed by professionals in the field.”

# For More Information

**Jennifer Banning, Ph.D.**

**Assistant Professor**

**Dept of Family & Consumer Sciences**

**Campus Box 5060**

**Illinois State University**

**Normal, IL 61790-5060**

**(309) 438-5960**

**[jbannin@ilstu.edu](mailto:jbannin@ilstu.edu)**

# Resources

- ▶ Michaelsen, L. & Sweet, M. (2008, June). Team-Based Learning. *NEA Higher Education ADVOCATE*.