

TRANSCENDING CONVENTIONAL ASSESSMENT IN THE TEACHING OF DRESSMAKING

by:

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The shortcomings of conventional evaluation techniques are becoming more and more apparent in the dynamic field of dressmaking education. This is especially true for vocational courses like dressmaking, where creativity and practical abilities are essential. Conventional evaluation methods, which sometimes involve written tests, find it difficult to measure the practical skills and creative ability required by the industry. As a result, the necessity for creative evaluation techniques that complement dressmaking's practicality is becoming increasingly apparent.

Research findings from Prestoza (2018) revealed that dressmaking teachers employ various teaching techniques, including setting due dates for projects, capturing students' attention when necessary, correcting errors, and using concrete examples in lessons. Additionally, dressmaking teachers utilize strategies such as orienting students in machine maintenance, guiding proper use of tools, providing motivation through credits for timely completion, demonstrating drafting and cutting, and assisting students in their work. These techniques and strategies significantly contribute to the students' success in their studies.

Since dressmaking is a practical and artistic skill, evaluations must go beyond the parameters of conventional tests. As viable options, practical projects and portfolios let students demonstrate their problem-solving, inventiveness, technical proficiency, and attention to detail. Students can show their competence in design and clothing production through practical projects, giving a more realistic picture of their abilities. Portfolios,

which include reflections and documentation of finished work, provide a thorough picture of a student's development throughout time.

In dressmaking instruction, simulated runway displays offer a distinctive and captivating method of performance evaluation. With this method, students may demonstrate not just their technical expertise in making clothing, but also their ability to market and promote their designs, which is a crucial part of the fashion industry. In line with industry standards and expectations, simulated runway shows incorporate a practical element into the evaluation process.

Collaborative design tasks augment the dressmaking education assessment environment even more. Since dressmaking frequently requires teamwork, posing collaborative problems fosters traits like communication, adaptability, and teamwork while also evaluating individual skills. Students gain experience navigating the collaborative and team-oriented nature of the fashion industry by working together on a creative project, which equips them for future career challenges.

Dressmaking education is further enhanced by the innovative use of peer and self-assessment. Peer feedback encourages students to offer constructive criticism, which promotes a culture of diversity in viewpoints regarding design concepts and craftsmanship. Additionally, self-assessment encourages students to consider their own work and pinpoint areas for development as well as positives. This procedure promotes a proactive approach to skill development by giving them a sense of control over their learning.

It is impossible to overestimate the transformative potential of utilizing non-traditional assessment techniques in dressmaking education. In addition to aligning evaluations with the dynamic and creative nature of the topic, the incorporation of practical projects, portfolios, simulated runway shows, collaborative design challenges, and peer/self-assessment also helps students get ready for the many challenges of the

fashion business. By adopting these cutting-edge techniques, dressmaking instructors may guarantee a more accurate assessment of their students' abilities and support the all-encompassing growth of aspiring fashion designers, giving them the tools and perspective necessary for success in this dynamic and cutthroat industry.

References:

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