

Subject Description Form

Subject Code	SFT2S03
Subject Title	Inclusive Design for the Community through Adaptive Clothing and Accessories
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: ITC2S01
Objectives	<p>The objectives of this subject are,</p> <ul style="list-style-type: none"> a) To introduce the concept and practice of service-learning; b) To introduce the concept and practice of accessible clothing and wearable solutions including adaptive clothing and accessories used in daily activities; c) To develop students' practical skills of developing adaptive clothing that address the specific needs of and with the people with limited mobility and special clothing needs; d) To enable students to apply the knowledge and skills in fashion trends, design and styling to help the needy people in a wider community; e) To enhance students' generic competencies of innovative problem solving, communication and teamwork; and f) To nurture students' sense of social awareness, responsibility and engagement.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) recognize the concept and theories of adaptive clothing design for solving problems of contemporary life and enhancing well-being; b) articulate and empathize with the difficulties and challenges faced by the people suffering from various kinds of limitations with special needs on apparel products; c) effectively link their service-learning activities and experiences with the academic content of the subject; d) apply problem-solving and project management skills to address the complex apparel and healthcare needs, and the technical challenges of adaptive designs and materials used to formulate desirable accessible clothing and/or accessories; and e) reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>The topics in the course syllabus cover three major areas:</p> <ol style="list-style-type: none"> 1. <u>Concept and Practice of Service-Learning:</u> <ul style="list-style-type: none"> • Definition and principles of service-learning

	<ul style="list-style-type: none"> • Benefits of service-learning • Responsibilities, attitudes and ethics in service-learning • Planning and delivering the service-learning project • Reflecting on the service-learning experience. <p>2. <u>Concepts, Theories and Practice of Inclusive Design in Adaptive Clothing and Development</u></p> <ul style="list-style-type: none"> • Theory and principles of various accessible clothing and wearable solutions including adaptive clothing and accessories in daily activities • Skills and techniques of adaptive clothing design and making-up processes for people suffering from various limitations with special needs on apparel products • Understanding the needs and limitations of the end-users with different backgrounds and abilities in relation to creating and designing personalized and customized apparel products • Basic skills and techniques of adaptive clothing design and making-up processes including pattern design and construction, stitching, tufting, braiding and hand knitting. <p>3. <u>Project-Specific Concepts and Practice</u></p> <ul style="list-style-type: none"> • Understanding the background and special apparel needs of service recipients • Concepts, approach of inclusive design, considerations and technical challenges for developing accessible clothing, adaptive designs and textiles accessories to address the complex apparel and healthcare needs of service recipients • Health, safety and other issues relevant to the service project • Moral and ethical concerns specific to the project and beneficiaries.
<p>Teaching/Learning Methodology (Note 3)</p>	<p>1. e-Learning Module The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning.</p> <p>Students are required to successfully complete the e-learning module <u>within the first four weeks</u> after the commencement of the subject.</p> <p>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops Lectures are structured to convey the knowledge and skills specific to this subject. Interactive studio sessions will be conducted to encourage discussions and practical exploration of the skills and techniques required in the context of design and making-up processes.</p> <p>3. Project-Specific Seminars, Tutorials and/or Workshops The project-specific seminars and workshops are designed to develop students' understanding of the targeted service recipients and other issues relating to the service-learning project. Training in planning and delivering the service project for students will be provided. Experts will be invited to share their valuable experience of service-learning as appropriate.</p>

Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops. They are also required to meet with their subject teachers for consultation regularly throughout the subject. Students can discuss their service experiences, feelings, challenges, and progress in the design and making-up processes. Subject lecturers will discuss and guide students to develop their reflective thinking skills. Contractual learning is to be used to monitor the learning progress and ensure that students are engaged in the service within the designated time frame.

4. Service-Learning Projects

The service-learning projects are designed to develop students' practical skills of design, pattern development and making-up techniques of apparel products and/or accessories for the people with special needs, such as the elderly, and the people with physical limitations, ischemic stroke, diabetes mellitus, etc. Students may even co-design and co-develop apparel products and/or textile accessories with the service recipients. A photography session will be arranged to record all of the apparel designs and products.

The discipline-related lectures/workshops and project-specific seminars/workshops plus review tutorials will be arranged in Semester 1. The planned duration of the local service delivery will be arranged during Semester break and/or Semester 2 (for a duration of around 10 weeks). Students will be expected to spend 40 hours in 10 weeks in direct contact with the recipients. Student groups in size of 5-6 will be assigned to each service recipient. Each group will work with their subject lecturer as a team to discuss with the officer in-charge of the service site to obtain a mutually agreed arrangement. Through communication, students can better understand the needs and limitations of the service recipients and identify their real-life challenges in design and making-up processes of adaptive clothing.

The photo records of apparel products and/or textile accessories will be jointly presented in a static exhibition. Students may also make video footages (or in other formats) throughout the design and/or co-design processes with the service recipients.

5. Reflective Journals & Reports and Review Sessions

Students will be required to write reflective journals and reports both during and after the service-learning project to demonstrate their ability to: (a) link their service-learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas for future improvements, and (c) reflect on their roles and social responsibilities.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service-learning project.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e		
e-Learning Module (Individual)	10%	✓				✓		
Group performance in rendering service	20%	✓	✓	✓	✓	✓		
Individual performance in rendering service	20%	✓	✓	✓	✓	✓		
Quality of the final deliverable (Group)	20%	✓	✓	✓	✓	✓		
Reflective journals and reports (Individual)	30%	✓	✓	✓		✓		
Total	100%							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The e-Learning Module will include assignments and learning tasks that are designed to assess students' understanding of service-learning, their sense of civic responsibility, and their understanding of their role and responsibilities in society (ILO e).

The students' attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaboration with other students, and interactions with the service recipients and/or collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders, their sense of civic responsibility and their empathy for people in need (ILOs b & e), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILOs a, c & d).

The quality of the final deliverable including adaptive clothing and accessories and static exhibition will reflect the students'

	<p>understanding of the discipline-specific concepts (ILOs a, c & d), their role and responsibilities as a professional, their ability to communicate effectively and empathize with their service recipients (ILOs b & e).</p> <p>Students' reflective journals and reports, and their presentations and discussions during the reflection will testify to the students' <u>reflection</u> on their learning experience, and the breadth and depth of their learning. This assesses their ability to link service-learning and the academic content of the subject in adaptive clothing and accessories (ILOs a, b & c), and their ability to reflect on their role and responsibilities in the society (ILO e).</p> <p><i>The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions.</i></p>	
<p>Student Study Effort Expected</p>	<p>e-Learning Module</p>	<p>10 hours</p>
	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Discipline-related Lectures, and Workshops 	<p>16 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Project-Specific Seminars, Workshops and Consultation 	<p>16 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Reflection and review tutorials 	<p>6 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Readings, self-study, and planning and preparation for the service project 	<p>14 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Direct rendering of service 	<p>40 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Reflection and review 	<p>15 Hrs.</p>
<p>Total student study effort</p>	<p>117 Hrs.</p>	
<p>Reading List and References</p>	<p>Books</p> <ul style="list-style-type: none"> • Barboza, R., Carvalho, M., Ferreira, F., Xu, B. (2017). Main characteristics and anthropometrics of people with Down Syndrome – impact in garment design. In Di Bucchianico, G., Kercher, P.F. (Ed). <i>Advances in Design for Inclusion: Proceedings of the AHFE 2017 International Conference on Design for Inclusion, July 17-21, 2017, the Westin Bonaventure Hotel, Los Angeles, California, USA.</i> (pp. 417-427). Cham: Springer International Publishing. • Chowdhary, U. (2002). Functional clothing, body comfort, and special needs. Mount Pleasant, MI: Central Michigan University. • Cress, C.M. (2013). Learning through serving: a student guidebook for service-learning and civic engagement across academic disciplines and cultural communities (2nd Edn.). Sterling, Virginia: Stylus. 	

	<ul style="list-style-type: none"> • Nicol, K. (2012). <i>Embellished: new vintage</i>. London: A & C Black Publishers. <p>Papers</p> <ul style="list-style-type: none"> • Seram, N., Mataraarachchi, R., Jayaneththi, T. (2021). Adaptive clothing features to support daily exercising needs of muscular dystrophy victimized women in Sri Lanka. <i>Research Journal of Textile and Apparel</i>, 25(2), 170-191. • Lee, H., Jin, H.J. (2019). Conceptual design framework as a model for wheelchair users' sportswear comfort. <i>Fashion and Textiles</i>, 6(1), 1-13. • Curteza, A., Cretu, V., Macovei, L., Poboroniuc, M. (2014). Designing functional clothes for persona with locomotor disabilities. <i>AUTEX Research Journal</i>, 14(4), 281-289.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.