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Assesing Fashion Design Students' Attainment in Learning Outcomes Identified in Bologna Process

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Abstract

The problem statement of this research was identified as “Is the courses' learning outcomes identified in Bologna Process to be reached in fashion design education?”. According to this, the aim of the study is gauging students' perception of their attainment of the intended learning outcomes at the end of the courses. The survey data was obtained by using the likert type scale developed by the researchers from fashion design students in Selcuk University. Gained data were analysed by using the statistical methods. As a result of statistical analysis of survey data, fashion design students' level of reach to the learning outcomes identified in Bologna Process have been found out. In this study it has been found that fashion design students reach to the learning outcomes identified in Bologna Process in a lot of courses. At the end of the assessment out of 73 learning outcome in 59 of these students found to have advanced proficiencies and in 14 of them found to have moderate magnitude competence. None of proficiencies have been found possessing mean ratios such as too bad, bad and excellent mean ratios.

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Keywords: Fashion design; Bologna Process; learning outcomes.

1. Introduction

Turkey is involved in Bologna Process in 2001 and there have been many legislative regulations within Bologna Process since 2001. The applications of Bologna Process are organized by Council of Higher Education (CHE) in Turkey. CHE is involved with decisions related to the applications of Bologna Process in universities in Turkey on a national scale (CHE2010).



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In many universities in Turkey, studies are conducted for curriculum development with in Bologna Process. In this process;

- Developing clear, explicit and assessable outcomes for programs that base on field competences and National Qualifications Framework for Higher Education in Turkey (NQF-HETR),
- Making relations between program outcomes and National Qualifications Framework and Basic Field of Education,
- Checking whether program outcomes provide a national competency and field competency,
- Determining a curriculum that involves the program outcomes,
- Determining clear, explicit and assessable learning outcomes, contents, teaching methods, evaluation methods and course credits for each course,
- Making connections between program outcomes and learning outcomes of a course and checking whether it is achieved to provide program outcomes defined in the curriculum,
- Publishing all details of programs and courses in the Internet pages of higher education institutions,
- Studies are conducted to establish institutional quality assurance systems for these processes developed,
- Departments of fashion design in Turkey also renew their course plans, learning outcomes, teaching and evaluation methods within Bologna Process.

2. Problem Statement

Is the courses' learning outcomes identified in Bologna Process to be reached in fashion design education?

3. Research Questions

- Do the fashion-design students reach the courses' learning outcomes identified in Bologna Process?
- What level of courses' learning outcomes identified in Bologna Process do the fashion design students reach?

4. Purpose of the Study

The influences of the practices made under the Bologna Process to learning-outcomes and quality of education & training constitute one of the wondered and discussed issues. This present research based on self-assessment of fashion design students over the vocational courses during Bologna Process intends to reveal determined learning outcomes accomplishment processes.

5. Research Methods

In the determination of Fashion Design department student’s access levels to professional courses learning outcomes scanning technique was utilized. Selcuk University, Art and Design Faculty, Fashion Design division in 2015-2016 spring half-term enrolled to vocational courses 30 students 1st class, 30 students 2nd class and 30 students 3rd class totally 90 students used to collect research data. In the education year of 2015-2016, included into the research sample out of 1st class students for 4 vocational courses, from 2nd class students for 3 vocational courses, from 3rd class students for 6 vocational courses they were requested to submit their evaluations. Under the research scope in the entire education and instruction programs on different levels for totally 13 courses encompassing 73 learning outcome students performed self-assessment. Self-assessment refers to a person’s judgment of learning process associated success level and results, personal assessment of an individual (Taşdemir, 2014).

Courses and number of students within the scope of the research sample group is given in Table 1.

Table 1. Courses and Number of Students within the Scope of the Research Sample Group

	Courses	Number of learning outcomes	Number of students enrolled to the courses	Number of Students included to the sample
1 st class	1 Basic Art Education II	5	36	30
	2 Figure Drawing II	5	40	30
	3 Pattern Making I	4	35	30
	4 Fashion Atelier I	6	38	30
2 nd class	1 Fashion Illustration II	6	40	30
	2 Pattern Making III	7	36	30
	3 Fashion Atelier III	4	35	30
3 rd class	1 Draping II	2	34	30
	2 Computer Aided Fashion Design	5	36	30
	3 Pattern Making V	6	38	30
	4 Decoration Design	5	33	30
	5 Fashion Atelier V	6	38	30
	6 Ready Made Clothing	12	35	30
Total	13 -	73	-	90

Out of totally 13 courses in 73 outcomes student comparison level was assessed based on 5 point likert- type scale (Too bad, bad, on average, good, excellent). From the students for each learning outcome depicting their own knowledge and skill levels requested to label the depicting option. Total score of every learning outcome varies in the range of 30-150. Learning outcome total score having been closer to 30

points refers to student's failure to have adequate learning proficiency, being closer to 150 points refers to student's accomplishment to generate that competence identified by learning outcome, having score closer to 150 points refers student's advanced magnitude of that proficiency. Data originated from the students considering the fundamental components of fashion design program, classified as courses oriented to design and drawing proficiency, courses oriented to pattern -making sufficiency and fashion atelier and courses oriented to stitching proficiencies. Research data were analyzed by the use of SPSS 15.0 (Statistical Package for Social Sciences) computer package program.

6. Findings

For a fashion designer the most important thing relies on possessing creative intellectualism. Drawing is an important tool for the designer to express the designs in his imaginations. Fashion designer expresses designs throughout handmade or computer associated illustrations, technical drawings. In the designs elaborates visual design associated information. In due course, in fashion design education programs design and drawing courses are the basic courses.

The access level of the students to the learning outcomes of courses related with design and drawing proficiency competence is given in Table 2.

Table 2. Student's Access Level to the Learning Outcomes of Courses Related with Design and Drawing Proficiency Competence

Learning Outcomes		Total Score	Mean	Standard Deviation
Basic Art Education II	1 Adopts the original design concept	128	4,266	1,080
	2 Makes three-dimensional designs	126	4,200	1,399
	3 Makes texture workings in visual design	126	4,200	1,186
	4 Makes symmetric designs, asymmetrical designs, comments in visual expressions, deformation, stylization, and abstraction	122	4,066	1,311
	5 Knows the relations of size, rate, material, color, tone, and texture in three-dimensional designs	120	4,000	1,174
Figure Drawing II	1 In the perception of three dimensional objects, defines perspective rules	128	4,266	,868
	2 In the designs, concentrates on form-depth-counter relations and explore the content of that unification	126	4,200	,846
	3 In the design adjustment based on ton, value and frame concepts associations are identified.	126	4,200	,846
	4 In humanitarian figure drawing state out the significance of balance and proportional ideologies, allows explanations concentrated on stable and mobile drawing properties.	124	4,133	,730
	5 Introduces to plenty of drawing methods associated and materials figure formed drawings art monuments and identifies drawing specifications.	122	4,066	,868

Fashion Illustration II	1	Gains competence in terms of drawing and painting methods	116	3,866	,507
	2	Performs different materials based formations and color images.	122	4,066	,449
	3	Draws the moving figures and attire them	122	4,066	,784
	4	Prepares designs according to conceptual subject	122	3,733	,784
	5	Attire the designs on female, child and male silhouettes then colorize them	122	4,066	,449
	6	Makes color and texture studies in accordance with the fabric and model features; prepares collections	108	3,600	,813

Table 2's cont'd..

Learning Outcomes			Total Score	Mean	Standard Deviation
Decoration Design	1	Makes decoration design according to the kinds of garments	102	3,400	,813
	2	Chooses suitable decoration materials.	100	3,333	,884
	3	Chooses suitable decoration techniques	100	3,333	,711
	4	Decorates the garment	110	3,666	,711
	5	Controls decoration quality	102	3,400	,723
Computer Aided Fashion Design	1	Recognizes the fashion design programmes aided computer that are used in sector	90	3,000	1,114
	2	Prepares garment designs on the computer programmes	92	3,066	1,142
	3	Makes technical drawing of garments	104	3,466	,730
	4	Colorizes the designed garments and creates a pattern on the computer	108	3,600	,723
	5	Uses the fashion design system's hardware and software on computer	88	2,933	,944

N: 30, Minimum Total Score: 30, Maximum Total Score: 150

When the Table 2 is examined, in fashion design department's courses intended to design and drawing qualifications likewise Basic Art Education II and Figure Drawing II courses learning outcomes were diagnosed to have been accessed in greater magnitude by the students. Whereas principally, learning outcomes of Basic Art Education II course having elevated standard deviations also proofs the spread outs in between the student sufficiency levels and approaches.

Considering the Computer Aided Fashion Design course's learning outcomes, students compare to learning outcomes in that group anticipates as if gaining lower access. Lowest total scores and mean are encountered in the learning outcomes of that mentioned course. In various learning outcomes despite the dispersed scores when the mean rates are examined students in the 26 learning outcomes in that group, in 18 of them identified to possess adequate level, in 8 of them to have middle level proficiencies.

Esthetical and functional properties of a garment are associated with the compatibility level of that garment to the body. A garment well adopting to body in aesthetic manner as well as giving good appearance at the same time from the point of the person wearing also enables maximum comfort and movement ability. Although there are wide-spread of functions allowing well-fitting of the garment to body most importantly accurate pattern preparation is concerned predominantly (Metz, 2001). Therefore, pattern-making is one of the most crucial stages in fashion industry. A pattern prepared professionally is the

predominant stage in the manufacture of product in compliance with product design. Thus, it constitutes one of the components in fashion design training programs.

The access level of the students to the learning outcomes of courses related with pattern-making competence is given in Table 3.

Table 3. Student's Access Level to the Learning Outcomes of Courses Related with Pattern-Making Competence

Learning Outcomes		Total Score	Mean	Standard Deviation
Pattern Making I	1 Takes the necessary body measure to prepare the female skirt and pants pattern. Calculates the measurements.	108	3,600	1,220
	2 Prepares basic and practical models women skirt patterns.	110	3,666	1,212
	3 Prepares basic and practical models women pants patterns.	104	3,466	1,279
	4 Controls basic and applied patterns in two and three dimensional models.	96	3,200	1,186
Pattern Making III	1 Knows the children body anatomy, have knowledge about obtaining measurements.	112	3,733	,944
	2 Knows growth and body anatomy in children according to their gender and age	110	3,666	,958
	3 Recognizes the children body measurement system and uses the standard size tables.	106	3,533	,819
	4 Prepares basic pattern for children wear	110	3,666	1,422
	5 Makes the model applications on the basic body pattern	116	3,866	1,332
	6 Gives seam allowance to prepared patterns	122	4,066	1,362
	7 Controls the prepared patterns	109	4,066	1,311
Pattern Making V	1 Knows the required measurements to take and applies the methods of measurements Applies the applications related to national and international measure tables, the national and international measurement standards and the measurement tables that are using in sector	116	3,866	,730
	2 Prepares the patterns of basic trousers, jacket , shirt, vest, coat, overcoat with two kinds (male-female) according the given systems	100	3,333	,958
	3 Prepares patterns of men's shirts, pants and vest in different models	114	3,800	,924
	4 Applies required marks and symbols on patterns and also checks the patterns whether they are suitable for body and model or not	118	3,933	,868
	5 Makes the grading process that required for the production by preparing cutting, sewing and template of marking	122	4,066	,784
	6	104	3,466	1,431
Draping II	1 Sets up the theme and makes the artistic garment design appropriate to theme.	104	3.466	1.166
	2 Makes artistic draping applications and decorates in accordance with the decoration features.	86	2.866	1.041

N:30, Minimum Total Score: 30, Maximum Total Score:150

When the Table 3 considered, in fashion design department oriented to proficiency to pattern-making courses' students out of 19 learning outcomes in 13 of them proved to possess advanced level proficiency in 6 of them found to possess middle level proficiency.

Fashion designer remaining in charge of being proficient to compose experimental productions of designed products or must be competent to accompany to realization. An efficient fashion designer to all

details must be capable to dressing processes and apply. Thus, another component of fashion design educational program is related to sewing courses and clothing production.

The access level of the students to the Learning Outcomes of courses related with clothing production and sewing competence is given in Table 4.

Table 4. Student’s Access Level to the Learning Outcomes of Courses Related with Clothing Production and Sewing Competence

	Learning Outcomes	Total Score	Mean	Standard Deviation
Fashion Atelier I	1 Designs Skirt-Pants Models.	118	3,933	1,142
	2 Make the selection of the necessary materials and fabrics for skirts and pants	120	4,000	1,231
	3 Prepare the skirts and pants cut plan	120	4,000	1,114
	4 Cut the fabric according to the prepared cutting plan	130	4,333	1,093
	5 Decided to Sewing work plan	126	4,200	1,063
	6 Sewing Skirts and Pants Using Other Suitable planting techniques	116	3,866	1,105
Fashion Atelier III	1 Children garment designs are realized	134	4,466	,730
	2 Daily fashion trends associated children are followed	116	3,866	,819
	3 Diagnoses children bodies and classifies as per bodies	110	3,666	,958
	4 For children dresses realizes fabric and dress selections, stitch, embellishment, ironing and quality control operations	114	3,800	,996
Fashion Atelier V	1 Male dress models are designed, compose male dressing collections in desired qualities	88	2,933	1,080
	2 Selects garment and materials for male dress production	94	3,133	1,041
	3 Proficient in male dress production and stitch methods and realizes	112	3,733	1,014
	4 In male dress production knows applied private machines and use	76	2,533	1,105
	5 For male dress finished products using appropriate methods makes the ironing	102	3,400	,968
	6 Executes finished products quality controls for male dressing sorts	110	3,666	1,028
Ready Made Clothing	1 In ready-made clothing knows applied sewing machines and switches and may be able to apply them	92	3,066	1,311
	2 Knows the ready-made clothing manufacture process may compose sewing plans	94	3,133	,973
	3 In ready-made clothing knows the applied stitch methods and deals with stitching	102	3,400	,968
	4 In ready-made clothing knows the applied pocket types and stitch	104	3,466	,730
	5 In ready-made clothing knows the applied coverage methods and applies	112	3,733	,784
	6 In ready-made clothing knows the applied collar types and stitch	114	3,800	,664
	7 In ready-made clothing applied by different methods knows and stitch the shelf operations	108	3,600	,813
	8 In ready-made clothing knows and sewing the cuff, arm vent and arm attachment types.	110	3,666	,711
	9 In ready-made clothing knows and stitch applied plenty of waist cleaning methods and belt attachment types	106	3,533	,819

10	In ready -made clothing based on applied methodologies may stitch zipper and skirt vents	102	3,400	1,101
11	Knows fabric spreading and serial production compatible band systems installing	92	3,066	1,257
12	Produces flat and narrow skirts in compliance with ready-made clothing production methodologies	126	4,200	1,063
N:30, Minimum Total Score: 30, Maximum Total Score:150				

In the analysis of Table 4, in Fashion Atelier-I and Fashion Atelier-III courses student's level of gaining access to learning outcomes found higher than other clothing production and sewing proficiency courses. In association with clothing production and sewing out of total 28 learning outcome, in 19 learning outcomes students are found to have advanced competence, in 9 learning outcomes found to have moderate level competence.

7. Conclusions

As one of the fundamental component of fashion design students education programs design & drawing, pattern-making and clothing production & sewing fields consisting 13 vocational courses 73 learning outcomes were evaluated. At the end of that assessment out of 73 learning outcome in 59 of these students found to have advanced proficiencies and in 14 of them found to have moderate level competence. None of proficiencies have been found possessing mean ratios such as too bad, bad and excellent mean ratios.

Bologna Process aims to create a measurable, competitive and transparent higher education area. The most important point that requires attention in Bologna Process is that higher education institutions complete their integration process without reducing their present quality levels.

The present research under the scope of Bologna Process as a result of education program sophistication efforts tried to reverberate the access levels to learning outcomes specified for vocational courses that are provided for vocational courses by student's self-assessment method. That research outcomes are the determinant of Bologna Process with reference to accomplishment in the course of providing a competitive, comparable, transparent training goal. Because at the end of Bologna Process to the constituted learning outcomes student's accessibility level strived to be calibrated.

Precisely in the present research assessment in association with preferred students' ideologies encompasses some weak properties. Bologna Process predominantly searches out to student centered education system construction and concentrates on professional competences students possess. The present research when conceptualized from the angle of student's assessment of their own knowledge and skill levels remains compatible with Bologna Process philosophy. Student's levels to gain access to their own

learning outcomes is objected to have been gauged also objective grading methods may be applied (exam, project, homework etc).

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Assessment of Student Outcomes in Mechanical Engineering CRITERION 3. STUDENT OUTCOMES A. Student Outcomes Our program curriculum and processes are designed to ensure the achievement of our program educational objectives. Toward this end, strategies and actions, probable program outcomes 1, relevant ABET (a-k) criteria, and assessment methods/metrics for each of the program objectives are tabulated as follows. The assessment methods/metrics indicate where the affiliated student outcomes are documented. Trade-Offs in Assessment Design: Examples. Accountability Versus Instructional Guidance for Individual Students. The first example expands on the contrast between classroom and largescale assessments described above. In this example, the chief state school officer wants to know whether students have been studying the topics identified in the state standards. (Actually, by assessing these topics, the officer wants to increase the likelihood that students will be studying them.) But there are many curriculum standards, and she or he certainly cannot ascertain whether each has been studied by every student. Implementing Bologna in your institution. Using learning outcomes and competences. C 3.4-1. Given that one of the main features of the Bologna process is the need to improve the traditional ways of describing qualifications and qualification structures, all modules and programmes in third level institutions throughout the European Higher Education Area should be (re)written in terms of learning outcomes. Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement.