

Research on the Application of Cooperative Learning Model in the Teaching of Chinese Fashion History

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ABSTRACT

In order to explore the effectiveness of cooperative learning in the course of Chinese Fashion History, this paper first introduces the concept of the cooperative learning model briefly and explains the necessity of a cooperative learning model in the course of Chinese Fashion History. Then this study compares the teaching practice between the cooperative learning model and the traditional teaching class through the three cooperative learning links of lectures: film and television costume analysis of specific dynasties, copying and photography of ancient Chinese clothing, creative fashion design, and so on. By the means of final exam results, comprehensive evaluation, and the questionnaire method, this article explores the effectiveness of cooperative learning in the course of Chinese Fashion History. The results show that cooperative learning model teaching can mobilize students' enthusiasm for learning, improve students' independent learning ability, cooperative participation ability, and competitive consciousness, and effectively improve the teaching quality of Chinese Fashion History. In a word, it is feasible to apply cooperative learning to the classroom teaching of Chinese Fashion History.

Keywords: Chinese Fashion History, cooperative learning model, teaching reform, higher education

1. INTRODUCTION

As the saying goes, if you want to know the law of development, you must know the history. The history of Chinese fashion is the crystallization of five thousand years of the great wisdom of the Chinese nation. The fashion of clothing has a recurring general law. Chinese Fashion History is a compulsory course for students majoring in fashion design. Students can understand the historical evolution of Chinese clothing through systematic learning of the history of Chinese fashion development, which is good for students to grasp the aesthetic concepts and clothing processing techniques of different historical periods that are decisive for the formation of clothing styles at that time function. What's more, it can stimulate students design inspiration and design concepts, and provide reference and basis for future fashion design. "The national is the world", as the saying goes. The Chinese costume culture contains the excellent Chinese culture which is conducive to promoting the construction of socialist fine civilization and the coordinated development of material civilization. And it also provides strong spiritual power for the cultural rejuvenation of the country and the realization of the great rejuvenation of the Chinese nation [1].

1.1. The concept of the cooperative learning model

The concept of cooperative learning was first proposed by an American named Robert E. Slavin in the 1970s, and later this concept was developed into a teaching philosophy and strategy system. This teaching method was introduced to China in the late 1980s and early 1990s and began to spread [2]. At present, the three main methods of undergraduate education cooperative learning model are the co-location communication method, the group learning method, and the teacher-student joint discussion method, as shown in Figure 1[3]. As the name suggests, the co-location communication method refers to two neighbors to discuss the same task. The group learning method refers to the orderly division of the class into several groups. The members of the group have a clear division of labor, actively help each other, and work together to complete the same task. The teacher-student joint discussion method refers to the exchange and discussion between teachers and students, and the teacher guides the students to have a deeper understanding of the knowledge points [4].

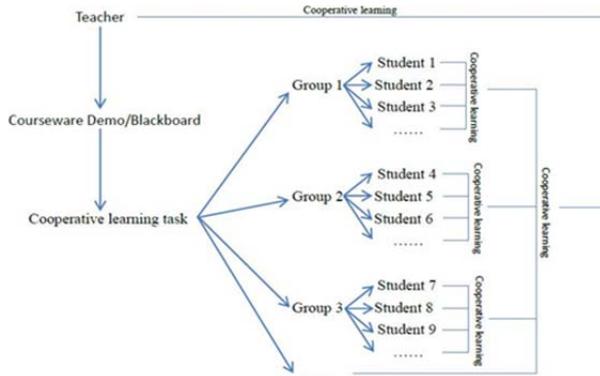


Figure 1. Cooperative learning model

1.2. The Significance of Introducing Cooperative Learning Model

The development of fashion does not exist independently. Its inheritance and transformation are closely related to various factors, such as specific historical regions, politics, culture, art, religion, technology and wars in various historical periods. Because there are many points to memorize, the course of Chinese Fashion History is defined as boring theory course in most colleges. In most undergraduate colleges, the main form of this course is traditional collective teaching. In the traditional Fashion History teaching process, the teacher teaching path is: “knowledge points→teacher description→conversion into concepts→student memory→abstract symbols” [5]. The advantage of this method of teaching is to transfer knowledge points as much as possible in a limited time. The disadvantage is that a single teaching organization makes students become passive receivers of knowledge. Once the course or exam is over, the knowledge memory is easy to weaken or even disappear, and at the same time, this teaching model cannot take into account the differences in abilities among students. Compared with the traditional teaching model, cooperative learning encourages cooperation between individuals (this kind of cooperation can be cooperation between students, cooperation between groups, cooperation between teachers and students). Through the guidance of teachers and cooperation between individuals, the cooperative learning model changes the traditional Cramming teaching model, which can fully mobilize the classroom atmosphere, improve students’ active participation in the classroom, and promote mutual supervision and improvement between students. Therefore, this paper discusses the introduction of cooperative learning model in the teaching of Chinese Fashion History to guide students to change passive acceptance into active learning in class and develop their personality.

2. APPLIED RESEARCH

Since the co-location communication method only needs two people to exchange, it is common in both *the* traditional teaching model and cooperative learning teaching model, and the effect evaluation is difficult to carry out. So in the discussion of the cooperative learning model of Chinese Fashion History, we mainly explored two methods, including the group research method and teacher-student discussion method. In the class that introduces a cooperative learning model, the course of Chinese Fashion History is led by teachers, students as the main part, and cooperative learning is one of the main teaching methods. The cooperative learning is divided into three categories: film and television costume analysis of specific dynasties, copying and photography of ancient Chinese fashion, creative fashion design. The group research method and the teacher-student joint discussion method always run through the two cooperative learning links.

2.1. The Application of Cooperative Learning Model in Chinese Fashion History

We carried out controlled experiments on cooperative learning in the first semester of the 2018-2019 academic year and the first semester of the 2019-2020 academic year. The first semester of the 2019-2020 academic year was the experimental group, which used a combination of traditional and cooperative learning teaching methods. The first semester of the 2018-2019 school year is the control group, using only traditional teaching methods. The students in both classes are sophomore fashion design and engineering students, and they are the first time to learn the course of clothing history.

In the first class of the course, first, introduced the main content of Chinese Fashion History, and divided the history of Chinese fashion into nine periods according to dynasties, and inform students that seven of them need to be grouped to complete lectures on film and television costume analysis of specific dynasties and copying and photography of ancient Chinese clothing and creative fashion design. Then, based on the contents of the seven periods of Chinese Fashion History, the students elected seven group leaders by self-recommendation, and selected the dynasties they wanted to complete cooperative learning. Other students chose the group they wanted, which according to their interests and expertise. Each group has four people. The specific methods of cooperative hours for each link are as follows:

(1) Lectures on Film and Television Costume Analysis of Specific Dynasties. In recent years, a large number of excellent works have emerged in China’s film and television industry. These film and television works are well-dressed and try to restore the appearance of people wearing costumes in various periods. For example, *The Longest Day in Chang’an* is set in the background of the Tang Dynasty, *The Story of Yanxi Palace* set in the

background of the Qing Dynasty, and In the Mood for Love set in the background of the Republic of China. These excellent film and television dramas provide good learning materials for the study of Chinese Fashion History. Each group selected representative film and television works based on the previously selected dynasty, combined with the knowledge points explained in the teacher's classroom, and observed clothing styles, colors, patterns, fabrics, crafts, accessories, and even accessories and wearing occasions. And then analyzed the costumes of the characters, focusing on whether the costumes of the film and television characters are consistent with historical facts, and what aspects should be corrected if they do not. Students in each group were required to prepare in advance and sent a member to give a speech, during which other members can add explanations at any time. Each group's speech lasts for about 15 minutes. Other students can also ask questions at any time during the explanation. After the explanation, the group members will ask other students some questions and ask the students to answer the content of the reorganized speech. Finally, the teacher will comment and summarize. With the help of the analysis and speech on the costumes of popular film and television dramas, on the one hand, the team members' collaboration and oral expression skills are exercised. On the other hand, the organic combination of knowledge points and story scenes can effectively stimulate and mobilize students' interest in learning. Besides, it is beneficial for other group students to deepen their understanding of the costume of the dynasty [1].

(2) Copying and Photography of Ancient Chinese Clothing. According to the characteristics of the costumes of the dynasty selected by the group, each group collected relevant information as much as possible and combined with the teacher's explanation and the content of the group's film and television clothing special lectures, and then each group discussed choosing an article of clothing for 1:1 copy. The team members were required to divide the labor reasonably in the cooperative learning, and restore the form, structure, and pattern of the clothing as close to the historical facts as possible. The explanation can be explained if it cannot be copied due to the materials and craftsmanship. Finally, students need to take a photo of the dressing effect of the copied clothing, and the shooting scene can be selected by themselves. The cooperative learning model is mainly the learning cooperation among members of each group. Reasonable teaching according to the process of knowledge points → structural design → restoration production is helpful to mobilize all the senses of students to explore and solve problems, and can deepen and consolidate the knowledge of different dynasties in the history of Chinese fashion based on reviewing the knowledge learned. The knowledge and understanding of clothing have practical and practical significance.

(3) Creative Fashion Design. The cooperative learning of creative fashion design is based on the earlier knowledge and understanding of Chinese fashion history. The group members discussed with each other, put their heads

together, and jointly proposed creative design topics, design styles, and design elements. Then discussed, as a result, each of them drew about 10 sets of fashion sketches and finally summarized the sketches that they drew. The team members selected sketches that were suitable for the theme, adjusted the overall design style, and worked together to complete a series of fashion designs inspired by Chinese fashion elements or themes (3-6 sets). The final assignment is presented in the form of a series of clothing portfolios, which need to include the inspiration version, the fabrics, crafts chosen, clothing renderings, clothing styles, etc. During the whole process, each group needs to regularly show the staged results to other students in the class. For example, all groups jointly display group sketches, each group explains the design intent, other group students choose their favorite works in the group, and make suggestions, and then the teacher will make overall comments, and the members of the group will make adjustments and modifications based on these suggestions. This method of cooperative learning allows students to hear different opinions, review their works and the works of others with a critical eye, adjust design methods and directions in time, and gradually build confidence in the design. At the same time, the first-year students are public basic courses and have not yet completed the design of a series of clothing. So this cooperative learning link lays a good foundation in the latter part of the class.

2.2. Evaluation Methods and Results of Cooperative Learning Model in Chinese Fashion History

In order to test the effect of the cooperative learning teaching model, we evaluated the effect of teaching reform through final examination results, comprehensive evaluation and questionnaire comparison.

(1) Final Exam Results. At the end of the semester, the traditional model teaching class and the cooperative learning model teaching class had an examination with the same test paper. The comparison of the test scores of Chinese fashion history in the two classes showed that the cooperative learning model teaching class has a higher rate of excellence, and the average score is higher than the average score of the traditional model teaching class by about 4.5 points. And through the comparative analysis of the students' specific answers, it showed that students in the cooperative learning model teaching class have a deeper understanding and memory of the political, economic and cultural background of each dynasty and the relationship between clothing and other characteristics, more than 80% of students answer the questions in detail. In particular, each group has a deeper understanding of the dynasty to which the cooperative learning tasks selected and completed by their group belonged. The specific performance is that they have the deepest memory of clothing styles, colors, and patterns of that dynasty and the content of the answers is more comprehensive. The

drawing questions of ancient clothing styles also showed that students in the cooperative learning model have a clearer understanding of ancient clothing shapes and the drawing styles are more accurate. It can be seen that the cooperative learning model applied to the Chinese fashion history classroom teaching of undergraduate fashion design majors is more than traditional teaching methods, and the theoretical learning ability and understanding and the ability to master knowledge are improved, which can effectively improve the teaching quality of Chinese fashion history.

(2) Comprehensive Evaluation. The performance of the comprehensive evaluation is a percentage system. All members of this performance team are reflected in the team performance. In other words, the comprehensive performance of all members of the group is the same. This score is composed of two parts: teacher evaluation score and student evaluation score. The teacher evaluation score accounts for 60% of the final score, and the student evaluation accounts for 40% of the final score. We strive to provide objective and fair evaluations of students from multiple perspectives. The teacher evaluation link includes students' usual attendance, the participation of each group member in cooperative learning, and the performance of each cooperative learning project. Student evaluation includes individual self-evaluation, mutual evaluation among group members, and mutual evaluation among different groups. It turns out that there is not enough communication between students, even if there are knowledge points that they cannot understand, they dare not communicate with teachers. Through the introduction of cooperative learning model and the adoption of comprehensive evaluation methods, this phenomenon has become less and less. In order to achieve better group performance, promote the formation of a good cooperative learning atmosphere and learning atmosphere between group members, students with strong learning ability help students with weak learning ability, and those with weaker learning ability strive to catch up. In group learning, everyone helps each other, learns from each other's strengths, listens to other people's opinions humbly, and makes progress together, which helps group members be good at listening to others' opinions and helping members of the group to improve together. At the same time, there is a competitive relationship among the groups. When students see other groups accomplishing cooperative learning tasks well, they will have a sense of urgency and will redouble their efforts to strive for better results. The entire class collectively forms a good competitive relationship. Cultivating students' sense of unity, cooperation and competition is a necessary condition for them to enter and adapt to society in the future.

(3) Questionnaire Survey. The questionnaire is mainly formulated for the cooperative learning model teaching class, aiming to find out the attitude of students towards cooperative learning and the influence of cooperative learning on student learning. The results of the questionnaire show that 85% of students hold a positive attitude towards cooperative learning. Most students generally think that the teaching class is more relaxing and

active, which can stimulate students' great interest in new content and continued in-depth curiosity, strengthen their independent learning ability, and accelerate the speed of analysis and problem-solving. The mutual assistance within and between the group members allows each student to analyze and solve problems while learning new content, which promotes students to have a stronger interest in the study of Chinese Fashion History. Once students are interested and curious, they will get better teaching results, and their ability to recognize, understand and master the history of Chinese fashion will be improved compared to before. At the same time, different display links make students more willing to express their ideas.

2.3. Teaching Reflection

There are inevitably some problems in the implementation of cooperative learning model teaching. For example, when assigning groups, students are more inclined to choose to form a group with good friends. This means that some group members are unreasonable. Some group members are students who are less motivated to learn. Through examination results, comprehensive evaluation and questionnaire analysis, the academic performance of these group members are often slightly lower than the average grade of the class, so in the process of grouping, teachers can fine-tune group members appropriately, which will help improve the effect of cooperative learning. Of course, some other issues need attention, such as whether the nature and necessity of cooperative learning content are appropriate? The setting of cooperative learning tasks is conducive to the realization of self-worth among the team members in the process of completing the tasks, breaking through themselves, and strengthening their capabilities? Do teachers provide a harmonious and democratic teaching environment and learning atmosphere for cooperative learning, and fully respect every student [6]? A reasonable evaluation plan is also a necessary condition for the smooth progress of cooperative learning simultaneously. The most important thing is that teachers should keep abreast of students' dynamics, guide students, and evaluate students objectively and reasonably when conducting teamwork learning teaching activities.

3. CONCLUSION

As a compulsory course for fashion design students, the history of Chinese fashion not only narrates the history of wearing clothes and hats in ancient China, but also contains many creative inspirations and its importance is self-evident. The cooperative learning model breaks the traditional "teacher-courseware presentation/blackboard writing-student" model, and turns it into the cooperative learning model of "among group members, among groups, between groups and teachers" through the three cooperative learning links of lectures on film and television costume analysis of specific dynasties, copying

and photography of ancient Chinese clothing, and creative fashion design, the results of the final exam, comprehensive evaluation and questionnaires are used to compare the effects of cooperative learning model teaching with traditional model teaching. It can be seen from it:

(1) The teaching of cooperative learning model enables students to generate an internal drive for learning, which not only activates the classroom atmosphere and enhances students' interest in learning, but also fully mobilizes their enthusiasm, initiative and creativity, and helps students understand the knowledge of fashion history. The achievements of the cooperative learning model in the Chinese Fashion History class are obvious.

(2) Cooperative learning model teaching enables members with different knowledge structures, different ways of thinking to inspire, and complement. It also generates new understanding, and use collective power to complete learning tasks. In the process of completing cooperative learning tasks, students will improve their coordination and cooperation ability and enhance their sense of competition, which will cultivate the necessary abilities and awareness for future students to enter and adapt to society.

Generally speaking, it is feasible to apply cooperative learning to the classroom teaching of Chinese Fashion History for fashion design majors, and it also meets the requirements of the Chinese Fashion History course. At the same time, this teaching practice can also provide a certain theoretical and practical reference for the teaching reform and development of other history courses in undergraduate colleges.

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