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### Abstract

Denim with different fashion effect is very popular recently. However, no systematic teaching and learning approach is identified to equip students with such techniques. This paper presents a case study of a pilot course dedicated to different methods of teaching of denim washing techniques in an undergraduate fashion studies programme. Concepts from social constructivism had been considered. Observation of students' behavior and their learning outcomes suggested that those approaches are effective in teaching denim washing techniques. It implied that students can obtain new knowledge by constructing their experience and interactions between the teacher and the peers are essential for effectiveness learning.

**Keywords: denim, fashion effect, washing techniques, knowledge, experience**

### Content:

A subject called "Denim Fashion" is aimed to provide student knowledge on using different technical skills to create innovative denim design. Students are required to learn different technical skills. Concepts from social constructivism approaches had been consider in teaching the students to have the technical skills for making denim design effects.

Using social constructivism approach, the following three stages would be discussed:

- (i) Level of actual development – In this stage, the students had the basic technical knowledge about denim. Students may also have the knowledge about denim design because they are wearing denim daily. In fact, they knew all basic technical skills for treating denim to have design effect but the skills are not built systematically and are based mainly on their own experience.
- (ii) Potential development – In the seventh lesson, the students are required to create their own denim design with the different technical skills. In the first lesson, the students did not have any idea to create their own denim design themselves. Therefore, it created a zone of proximal development for the students for generating knowledge related to the technical skills for making denim design with different effects throughout first to sixth lessons.
- (iii) Zone of proximal development (ZPD) – This is the core part of the learning development. The sequence of different technical skills would be introduced to the

student for them to create denim design effect. In the ZPD, the following points were observed:

Scaffolding – In order to teach the students relevant technical skills, well-structured lecture note and real samples were prepared so that the students may have good cross-references between pictures in lecture note and real effects. This is to scaffold the students' knowledge systematically.

Removing the scaffold – After teaching the lecture note and real samples, the students were assessed individually with quiz and case study to evaluate their progress. Individual feedback would be provided to enhance the students' knowledge. The feedback is very important because it was observed that students had different performances in the quiz and case study. Some students could apply their knowledge in solving the case but some may find difficulties.

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