Reviving the Development of Hypermedia Resources for Historic Dress Courses

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Purpose. The purpose of this paper is to revive the dormant discussion about hypermedia resources for historic dress courses. We argue that hypermedia resources, and image-based resources in particular, should be developed and utilized by instructors to assist students in mastering content. Historic dress courses are content-heavy and present information organized in style periods; students must visually identify style features and communicate correct terminology and historical context. It is important to follow the work of other scholars (e.g., Lee, 2010; Marcketti, 2011) and continually evaluate the way in which historic dress content is delivered and studied by students.

What is hypermedia? Hypermedia is defined as everything one sees, hears, and interacts with on the internet (Chou, 2013). A review of the literature revealed that hypermedia as a pedagogical tool was a trending topic of research in the late 1980s and 1990s; many of the influential findings were published during this time. Hypermedia and historic dress instruction was addressed by a few scholars, including Frey and Farrell-Beck (1995). Researchers have actively experimented with several options that incorporate hypermedia across the clothing and textiles curriculum, such as video response systems, simulation games, and social media sites (e.g., Childs & Yurchisin, 2015; McClure & McAndrews, 2016). Many classes now also have online study aids (e.g., McGraw-Hill's Connect or Pearson's Online Portal) that are provided if an access card is purchased in addition to the textbook. The sixth edition of *Survey of Historic Costume* includes a STUDIO component that includes quizzes in text and video format, museum collection images, and timelines.

Justification for revival. There are a few key reasons to revive hypermedia for historic dress courses. While there are studies that address the use of hypermedia in historic dress learning, limited studies have been conducted and none more recent than about 20 years (e.g., Frey & Farrell-Beck, 1995). New technology and resources have been created in the time since these studies were conducted. Despite continual emergence of new technology, few studies have been undertaken to measure their application in the historic dress subdiscipline. Historic dress courses have few interactive study aid options, associated with a textbook or otherwise. The few options available are not priced economically and are not customizable. Feedback from students in the authors' course has consistently indicated that the STUDIO component for *Survey of Historic Costume* is not sufficient for their study needs.

Reasons for hypermedia use. Technology is ever present in the classroom for a variety of reasons, including that most students are part of the tech-savvy millennial generation and the integration of technology (including use of the internet) has been found to increase student engagement (Berg, 2010). The authors have observed that their students regard flashcards as a useful study method and often create a physical set. Therefore, students are likely to respond positively to a resource that incorporates their preferred study method in an internet-based format. It is also important for students to know how to use such resources effectively. The authors have observed that students favor using internet resources for assignments and studying, but typically don't know where to look for useful and/or reliable ones. These anecdotal observations echo the findings of Abner and

Baytar (2016), who found that students often become overwhelmed by the vast amounts of information available on the internet. Students can also become overwhelmed by the vast amount of information to study for this content-heavy course. Hypermedia resources can be used to create structure for studying content through the review of targeted information that has been carefully curated for students; in this way, the resource serves as a digital study guide. This curation includes allowing the instructor to build the resource and customize to fit the needs of the class, as well as meet the needs of student learning styles through various formats. The use of existing programs and websites (e.g., Quizlet and Google Forms) to curate content also has the added bonus of providing feedback to the student and/or instructor in real time. Instructors can use this information to track student understanding and possibly review frequently-missed questions or topics in class.

A new hypermedia resource for a history of dress course. A website containing historic dress hypermedia resources was developed by the authors because it is important to begin the revival. It can be accessed from computer or mobile devices, which provides a high level of flexibility and convenience. The study resources are interactive in both flashcard and image quiz formats. The flashcards can be used to aid in learning vocabulary and text descriptions. The image quizzes aid in the practice of visual identification. The content is embedded in a single website (Weebly.com) for easier access from other sources (e.g., Quizlet and Google Forms). The decision to embed was made because the authors did not have sufficient knowledge of website building and HTML. Existing websites had to be used to create and host content. Forty-two students in the Fall 2016 historic dress course at a Midwestern university had the opportunity to use the hypermedia resource and provide qualitative feedback. Initial review of the data has indicated that students found the website and the content formats useful. More students specifically mentioned the value of the image quizzes over the text-based flashcards in qualitative responses. Several students also mentioned the ease of access as a strength, as well as the variety of quiz formats.

Next steps. The feedback data discussed above will be formally analyzed and a list of recommendations for the next iteration of hypermedia resource development will emerge. As the use of hypermedia increases, faculty will need to be made aware of the options available for their development. Trainings can be created to address these options and how to seamlessly integrate the resource in to the course. Additional formats for both the content and resource itself can be considered, including video quizzes and a resource app. The authors also advocate for the exploration of students assisting in the creation of resource content as part of a course assignment.

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