Student Responses to Fashion LibGuide Projects

Virginia Rolling and Autumn Johnson, Georgia Southern University

Keywords: Fashion, LibGuide, Projects

LibGuides are considered Content Management Systems (CMS) that act as a sharing platform

often used by library and information science (LIS) professionals in the creation of web-based

content (Bergstrom-Lynch, 2019). Since LibGuides can be a collaborative tool for both LIS

professionals and teaching faculty, this platform facilitates the co-creation and sharing of open

education resources (OER; Mishra, 2017) online. Therefore, OER is an excellent resource for the

fashion discipline that relies on costly textbooks using mostly proprietary and copyrighted

content.

In addition to LibGuides being useful for LIS professionals and teaching faculty, this platform

lends itself to learner-centered assignments (Bergstrom-Lynch, 2019). In this way, students

become the co-creators of their own knowledge through using open pedagogy (Hilton et al.,

2019). This allows student-created resources to be reused in future courses, and open pedagogy

has the capability for student work to potentially be free to access, reuse, revise, remix,

redistribute, and retain (Hilton et al., 2019). Therefore, student work can maintain its value by

not being considered disposable assignments (Wiley & Hilton, 2018). As such, this study fills a

gap in the literature by expanding on the currently limited research on LibGuides, OER, and

Open Pedagogy used in fashion courses.

This case study showcases a LibGuide based open pedagogical fashion assignment. Eleven

student groups were divided up by decades (e.g., 1900s, 1910s, 1920s, and so forth up to the

2000s). A Fashion History LibGuide was developed to feature a Fashion History timeline created

by students who were tasked with finding two open access images, assigning attributions to each

image, and then writing a brief description connecting the two images. The first image featured a

decade’s historical event, item, or person which had influenced a certain fashion from the decade

featured by the second image. A survey using Hilton et al.’s (2019) questions on perceptions of

open pedagogy was given to students so they could share their responses to this open pedagogy

project. Afterwards, student survey response averages were reported.

According to the results, there were a total of 54 participants. The majority (77.78%) of students

had not participated in a similar assignment in another class. The educational value of this

assignment was rated as better than traditional learning (e.g., writing papers, taking quizzes) by

64.81%. The majority of students (64%) felt they mastered more academic content than

traditional learning activities. The majority of students (52.17%) felt they became a more

collaborative learner, and 50% of students felt this assignment helped them become better critical

thinkers and problem solvers than traditional learning activities. The majority (60.87%) helped

with more effective learning than traditional learning activities.

In conclusion, the results of this study showcase the importance of LibGuides, OER, and Open

pedagogy in fashion courses as the majority of students felt this LibGuide project was overall

better than traditional learning. Students especially felt this project helped them master academic

content, become collaborative learners as well as critical thinkers and problem solvers, and

helped with more effective learning. Implications from this study are that fashion courses should

integrate Open pedagogy through the use of LibGuides and OER as student responses were

favorable to this form of learning.

References

Bergstrom-Lynch, Y. (2019). LibGuides by design: Using instructional design principles and

user-centered studies to develop best practices. Public Services Quarterly, 15(3), 205-223.

Hilton, J., Wiley, D., Chaffee, R., Darrow, J., Guilmett, J., Harper, S., & Hilton, B. (2019).

Student perceptions of open pedagogy: An exploratory study. Open Praxis, 11(3), 275-288.

Mishra, S. (2017). Open educational resources: Removing barriers from within. Distance

education, 38(3), 369-380.

Wiley, D., & Hilton Iii, J. L. (2018). Defining OER-enabled pedagogy. The International Review

of Research in Open and Distributed Learning, 19(4).