

Gallery Walk: An Activity in Flat Patternmaking for Practice and Critical Thinking about the Application of Darts and Dart Equivalents

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Key words: Gallery Walk, flat patternmaking.

Innovative Strategy

The innovative strategy was to incorporate a Gallery Walk for students to practice applying their knowledge of darts and dart equivalents as an in-class exercise. A Gallery Walk permits students to analyze texts or pictures as a kinesthetic activity by requiring students to move around the classroom to view the information (Facing History and Ourselves, 2016). This strategy was added to an existing flat patternmaking course, where students are introduced to darts and dart equivalents through lecture and the utilization of the patternmaking textbook (Joseph-Armstrong, 2010).

Purpose

The purpose in introducing the Gallery Walk in the flat patternmaking class was to engage students in critical thinking and problem-solving about darts and dart manipulations. Critical thinking (Craig, 2016; Head, 2016) and problem-solving (Marzano, Norford, Paynter, Pickering, & Gaddy, 2001) are vital to student success. This Gallery Walk displayed pictures of darts and dart equivalents for students to identify. This allowed student to analyze the similarities and differences of darts and dart equivalents and determine the correct placement of the pictures within the gallery.

Implementation

To prepare for using the Gallery Walk technique in-class, the instructor followed the steps from Facing History and Ourselves (2016): (a) the selection of photos or text, (b) the photos or text are placed around the room to create a gallery atmosphere, and (c) viewing instructions are provided to students as to how to proceed with the activity. The instructor researched pictures for darts and dart manipulations and prepared each poster ahead of time. There were a total of five posters: darts (Figure 1), gathers, pleats, tucks, and flares. Each poster included pictures representative of the topic with the exception of one purposefully incorrect photo.

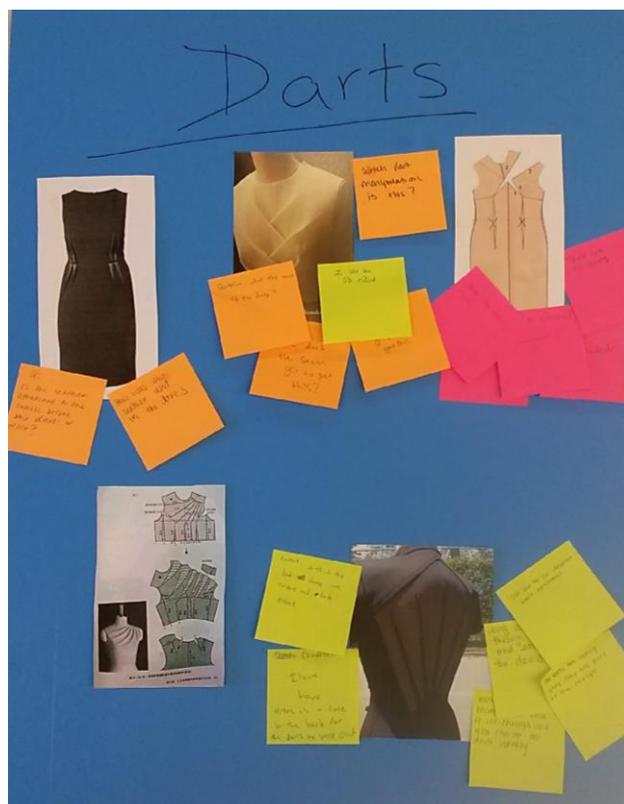


Figure 1 Darts Poster

In class, the instructor first delivered a PowerPoint lecture on Dart Manipulation. Then, the Gallery Walk activity was implemented. Instructions (adapted from Project LEA/RN™) were shown using an overhead projector and each student was given three colored Post-it® notes. The instructor designated the Post-it® note colors as follows:

- **Hot Pink** – Write the reason you think a picture *does NOT belong* in a group on the Post-it®. Then stick the Post-it® beside the picture.
- **Orange** – Identify a picture you have a *question* about. Write your question on the Post-it® and then stick it next to the picture.
- **Lime** – Find the picture that *most intrigues* you. Write a comment about how you could use the patternmaking idea you see in the picture. Then stick the Post-it® beside the picture.

The students were to walk around the room, view the posters, write on the colored Post-its® and place them next to the selected pictures on the poster(s) of their choice. Students were required to be prepared to account for their answers in the class when randomly called upon by the instructor. To complete the activity, a discussion session was led by the instructor after the Gallery Walk to address questions and misconceptions about darts and dart equivalents.

Description of Effectiveness and Future Plans

The Gallery Walk was assessed through instructor observation in the class. After the completion of the activity, the students filled out a Student Thinking Assessment, a handout of prompts and questions to assess student thinking allowing for further instructor assessment. The instructor also compiled an inventory of the Post-it® comments after the class to review and assess student understanding of darts and equivalents. The findings revealed the Gallery Walk helped student better define darts and dart equivalents, recognize variations “when using dart equivalents in garment designs,” and ways to “utilize dart equivalents in my original designs.”

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