

EXCELLENCE IN TEACHING AWARD

Submitted for the 2024 Excellence in Teaching Award, the Center for Teaching and Learning

**#Technology Literacy #Learning by Doing #Growing Together
#Student-Centered Instruction**



Jeongah Shin, Ph.D. Candidate (Shinj@uga.edu)
Dept. of Textiles, Merchandising, and Interiors
College of Family and Consumer Sciences



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College of Family and Consumer Sciences

Textiles, Merchandising & Interiors

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College of Family and Consumer Sciences
Department of Textiles, Merchandising and Interiors
January 15, 2024

Dear ETA Selection Committee:

The Department of Textiles, Merchandising, and Interiors is proud to nominate Ms. Jeongah Shin for the Excellence in Teaching Award in 2024. She is recognized for her unwavering dedication and consistently outstanding teaching record. Jeongah demonstrates excellence within the classroom and also extends her exceptional capabilities beyond the classroom. As her major advisor and graduate coordinator, I have had the privilege of observing Jeongah's journey as a student, teacher, researcher, and colleague. Her exceptional qualities make her the ideal candidate for this prestigious award. I am writing to express my enthusiastic endorsement of Jeongah's application for the 2024 UGA Excellence in Teaching Award (ETA).

Jeongah joined our program as an MS student in Spring 2018. Since then, she has been an invaluable asset in assisting several classes, including Trend Analysis and Forecasting (4000 level), Fashion Product and Brand Management (5000 level), UX/UI Design Applications in Fashion Branding (4000 level), FYOS Inside the World of Fashion, and the 2022 FACS London Study Abroad Program. Jeongah received an average TA rating of 4.9~5.0 out of 5.0 from the students in these classes.

After a few years as a TA, Jeongah served as a Co-Instructor for TXMI 5220 Fashion Product and Brand Management, a required course for Fashion Merchandising Majors in Brand Management Emphasis across two semesters (Summer 2022, Summer 2023), and taught it as an Instructor of Record one semester (Spring 2023). In the Spring 2023 instructor evaluation, Jeongah was praised for her deep understanding of course material, well-organized presentations, and continuous effort to enhance her teaching. Students also expressed appreciation for every aspect of the course, from its format and class activities to the overall course structure. Students described her as caring, supportive and helpful. Jeongah received an instructor rating of 4.8/5.0.

In Fall of 2022 and Fall of 2023, Jeongah served as a Co-Instructor for TXMI 4900 UX/UI Design Fundamentals in Fashion Branding. Notably, she played a crucial role in creating this innovative new course in our department, developing its content and an eye-tracking app. Collaborating with a company and securing special funding from the college, Jeongah and I created an eye-tracking mobile app to enhance the curriculum with hands-on experiences. This approach, rooted in innovation, fostered critical thinking, adventure, and an openness to innovation. Jeongah's excellence in the classroom is evident in her consistent patience, support for students in learning technology, and creativity in designing innovative teaching modules. The impact of her dedication and creativity was clearly reflected in the evaluation, where she received a perfect score of 5.0/5.0. Students admired her teaching skills, caring attitude, and anticipation of her future success as a



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teacher. Her engaging lectures and expertise in the subject matter left a lasting impression on students, with many expressing a desire to take another class she teaches.

In June-July 2022, she was a Graduate Assistant for the FACS London Study Abroad Program. The program included coursework and six weeks of internships in London. A total of 37 students went on this trip. The program (and students) have faced challenges, such as living without air conditioning during the most severe heatwave in UK history, an extensive rail strike interrupting the day trip, and fewer internship partners available in the aftermath of the COVID-19 pandemic. Ultimately, Jeongah played a pivotal role in addressing students' concerns and devising strategies to resolve the issues. She also spent numerous hours per day revising course content and materials in response to program itineraries and schedule changes. Moreover, she provided substantial assistance to each student in completing their assignments. Throughout the entire program, she displayed remarkable endurance and perseverance. As a graduate assistant, she has developed an excellent rapport with students. Jeongah was honored with heartfelt gratitude from all participating students.

Furthermore, Jeongah is passionate about mentoring students. As a doctoral graduate assistant, she was a devoted mentor to undergraduates and Master's students. My undergraduate and Master's students who engaged in research projects or thesis work with me often learned about the research process from Jeongah. She guided them through the research process (e.g., IRB application prep, Qualtrics survey development, data collection and analysis, etc.) and was always available to assist. She motivates and inspires students through her engaging communication style and innovative coaching methods. Every student praised her for the endless help she provided. Jeongah also served as a project manager for my outreach initiatives, catering to high school students in the community. Among her responsibilities, she recruited high school students, assisted with training workshops, and developed learning modules. Jeongah's effective collaboration with students at various academic levels, such as undergraduates, graduates, and even high school students, is evident. Her involvement in various roles demonstrates her versatility and adaptability in education.

Jeongah was selected as a UGA Future Faculty Fellow (3FP) last year (2023) for her unwavering commitment to being an outstanding teacher. Being selected for this program clearly confirms Jeongah's proficiency as an instructor and her genuine dedication to teaching excellence. Her commitment is further highlighted through her active participation in TA Cafés and CTL seminars and successful completion of the UGA Interdisciplinary Certificate in University Teaching Program (She has fulfilled all the requirements and intends to submit her packet to the Graduate School this semester, anticipating graduation in Summer 2024.).

She has demonstrated her leadership skills, holding multiple leadership roles at different levels. In 2020, she served as a mentor for the Women in Science Mentoring Program. She served on the UGA International Student Advisory Board (2021-2022) and was the department's Graduate Student Association Social Program Chair (2022-2023). She has been delivering multiple guest lectures to students at ChungBuk National University in S. Korea since 2020. As a member of our area's most renowned professional association, International Textile and Apparel Association (ITAA), she serves on the graduate student liaison social media sub-committee. Her leadership roles in various



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organizations, such as the ITAA and the UGA International Student Advisory Board, demonstrate her impact not only within the university but also on an international scale.

Her dedication to teaching excellence is evident through her outstanding record and innovative and impactful contributions within and beyond the classroom. Jeongah Shin's multifaceted contributions, commitment to student's success, and continuous pursuit of teaching excellence make her the best candidate for the Excellence in Teaching Award. Jeongah Shin is a most deserving candidate for this award, and I wholeheartedly support this nomination.

Sincerely,

Yoo-Kyoung Seock

Yoo-Kyoung Seock, Ph.D.

Professor and Graduate Coordinator
Textiles, Merchandising and Interiors
College of Family and Consumer Sciences
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Personal Statement

I am writing to apply for the Excellence in Teaching Award in 2024 through the University of Georgia Graduate School. I am a 5th year PhD Candidate in the Department of Textiles, Merchandising, and Interiors. Since I joined the master's program in 2018, I have served as a Graduate Teaching Assistant on the following courses: TXMI 4210 Trend Analysis and Forecasting, TXMI 5220 Fashion Product and Brand Management, FYOS 1001 Inside the World of Fashion, FYOS 1001 Fashion Meets Technology: AR, VR, and XR in the Metaverse. Additionally, I played a crucial role in developing a new course titled 'UX/UI Design Application in Fashion Branding' and as co-instructor under the supervision of a faculty mentor, Dr. Yoo-Kyoung Seock. In Spring 2023, I taught a brand management class as a sole instructor.

Under the theme of 'bringing the technology into the classroom,' I have consistently strived to integrate new technologies into the learning experience for fashion merchandising students. The fashion industry has always been at the forefront of innovation with the growth of technology. Recognizing the pivotal role of technology in the fashion industry, I provided lectures on cutting-edge technologies such as virtual reality, augmented reality, artificial intelligence, and the metaverse. Through thoughtfully designed in-class activities and projects, students not only learned about these technologies but also had the opportunity to define and apply them in the context of the fashion industry.

With my enrich in-class experiences, I actively pursued opportunities to share my experiences and insights with other graduate teaching assistants both within and outside department. I led the effort to help other teaching assistants to make a quick transition to an online learning environment via eLC. Also, I created a grading template for future teaching assistants in TMI department. For outside of departmental teaching responsibilities, I facilitated two TA café session as 2023 future faculty fellow with my cohorts. I introduced online teaching experiences and grading template during TA café session. Additionally, I developed an experiential learning activity brainstorming worksheet to help other TA's instruction development. I am currently participating 2023-2024 GradeTech Certificate cohort program to learn more about effective college teaching and share the insight with other peers. My commitment to sharing experiences and resources highlights the significance of building a strong teaching community for mutual learning and growth among graduate teaching assistants.

I expect to earn an Interdisciplinary Certificate in University Teaching Certificate issued by the Graduate School at the University of Georgia in May 2024. I took seven teaching-related courses and participated in the UGA teaching symposium. All of this training has prepared me to become an effective and self-reflective instructor and supported me in strengthening my professionalism in teaching and learning. I believe that all my teaching related experiences, which is grounded in a strong relationship with students, innovative teaching methods, and real-world connections, will serve both me and my students well across a range of topics and courses in fashion marketing and merchandising. I appreciate your consideration of my application for the Excellence in Teaching Award.

Sincerely,
Jeongah Shin

Teaching Philosophy Statement

My pedagogical philosophy is to create an active learning environment with competitive teaching materials and opportunities to develop professional skills. Throughout my enriched in-class experiences, I have learned that teaching is much more than a one-way sharing of knowledge. Ultimately, my goal is to support students in building competitive career paths by demonstrating their competence in the real world based on what they learned in class. With these goals in mind, I play around with a lot of ideas for my teaching material while taking courses for my degree program and always try to utilize the knowledge gained to develop creative teaching materials. For example, I wanted students to learn about user experiences in mobile fashion apps. As I learned about app design tools and theory, I contributed to develop an eye-tracking mobile application through many meetings with a professional company and applied it to a UX/UI design class. In addition, I developed an algorithm that scrapes users' reviews from the App Store for this class. By analyzing real-world data, students explored the strengths and weaknesses of the current fashion mobile app. Through this course, students were able to apply their knowledge and critique fashion websites' user experiences. The experiential activities help students make a better connection between the knowledge acquired in the classroom and a real-world situation. I would like to continue tinkering with innovative ways to teach in a class by collaborating on creative teaching ideas with people within and outside of the school.

Furthermore, my pedagogical philosophy involves providing constructive feedback grounded in my interdisciplinary coursework and industry experiences. Since spring 2020, I have strategically taken classes outside of my department to apply various sources of knowledge to my teaching skills. For example, in brand management class, most students always bring up marketing strategies through social media to promote a new product line. To provide meaningful and actionable suggestions, I took the 'Social Media Marketing Strategies class from the department of marketing'. Based on the knowledge that I gained from this class, I was able to give the students in-depth feedback, such as the pros and cons of social media marketing, the feasibility of their proposed strategies, limitations, etc. I strongly believe that developing knowledge from various disciplines and diverse academic perspectives has aided me in providing constructive feedback to students. I will continue to learn and keep fresh eyes to accumulate information and knowledge as a teacher.

Lastly, I believe that it is critical to establish a positive relationship and mentorship for an inclusive teaching environment. This is because a harmonious relationship between an instructor and their students is directly related to a positive class environment. Communication is especially emphasized as crucial in an online teaching environment. I organized regular virtual group meetings to see if students had developed a good understanding of the online lectures and to check their performance with their assignments and projects. I provided feedback based on their previous work so that students could improve the quality of their final project. I realized that students develop a better understanding and are more actively engaged with feedback when it is given verbally rather than solely as written feedback. After gaining experience in both online and offline teaching, I learned that the instructor should offer the most suitable communication method depending on the situation. I will prioritize building a trusting relationship with students in order to create a positive learning environment and best foster the academic development of my students.

Professional Activities, Development, and Training related to Teaching

TEACHING HONOR/AWARD/CERTIFICATE

- **Interdisciplinary Certificate in University Teaching** In-Progress
- **2023 Outstanding Teaching Assistant Award**, Department of Textiles, Merchandising, and Interiors, University of Georgia 2023
- **2023 Future Faculty Fellow (3FP)-Completed** 2023
**A year-long professional development program with an interdisciplinary cohort of 15 experienced graduate teaching assistants with a demonstrated commitment to innovation and teaching excellence.*

INVITED GUEST LECTURE/PANELIST

- **“Experiential Learning: Hands-on Learning Inside and Outside the Classroom”**-3FP TA Café facilitator 10/3/2023
- **“What I wish I knew when I was a new TA”** -Fall 2023 Teaching Assistant Orientation Panelist, UGA 8/15/2023
- **“The potential applications and challenges of the Metaverse in the classroom”**- CTL’s 2023 Spring Teaching Symposium, UGA 4/5/2023
- **“Dr. Gradelove: How I Learned to Stop Worrying and Love Grading”** - 3FP TA Café facilitator. 3/30/2023
- **“Eye-Tracking application in fashion product development”** -Department of Textiles, Merchandising, and Interiors, UGA. 11/13/2023
- **“The future of consumers’ life with advanced technologies”** -Department of Consumer Sciences, Chungbuk National University, South Korea 3/21/2023
- **“All about South Korea: how South Korea managed Covid-19”** -Global Youth Ambassadors Program, Atlanta, GA. 3/14/2021
- **“Social issues and cultural awareness in South Korea”** -Global Youth Ambassadors Program, Atlanta, GA. 12/6/2020

STUDENT RESEARCH/PROJECT MENTORING, Dept. of TMI, UGA

Undergraduate Students

- Victoria Lam (2024); Education App Development Project
- Skylar Perez (2023); Outreach Project Mentoring.
- Alexandra Lee (2022-2023); Research Design, IRB Application Process, Data Collection, & Data Analysis Mentoring.
- Savannah Serafini (2021-2022); Outreach Project Mentoring.
- Kathleen Ryan (2019-2020); Survey Development, Data Collection, Data Analysis, & Research Presentation Mentoring.

Graduate Students

- MaryJohn Collier (2022); Thesis Data Analysis Mentoring.
- Amy Smith (2021); Research Design, Survey Development, Data Collection, & Data Analysis Mentoring.

GRADUATE ASSISTANT FOR STUDY ABROAD PROGRAM

- 2022 FACS Study Abroad in London
- 2021 FACS International Virtual Internship
- 2020 TMI Maymester Study Tour

PEDAGOGICAL COURSEWORK

- GRSH 7770 Graduate Teaching Seminar (2 Credits) Spring 2019
- LLED 7769 International Graduate Internship II (3 Credits) Spring 2019
- EDIT 6170E Introduction to Instructional Design (3 Credits) Fall 2020
- EDIT 6000 Special Problems in Instructional Technology (1 Credit) Fall 2020
- WIPP 7001 Pedagogy of Writing in the Disciplines (1 Credit) Spring 2021
- EDIT 6500E Video Production for Teaching and Learning (3 Credits) Summer 2021
- EPSY 6800E Foundations of Cognition for Education (3 Credits) Spring 2022

UGA PROFESSIONAL DEVELOPMENT AND TRAININGS

UGA Center for Teaching and Learning (CTL) & Active Learning Trainings

- 2024-2023 GradTeach Certificate Cohort Meetings-10.5 hours completed 2024-2023
- Preparing for the Job Market-Writing your Teaching Statement-1.5hours 10/12/2023
- Introduction to Inclusive Excellence in Teaching-1.5hours 9/29/2023
- TA café: How, When, and Why to Implement Peer Feedback in Your Classroom-1 hour 9/7/2023
- The Active Learning Summit-5 hours 2/14/2023

2023 Future Faculty Fellows Professional Development

- Final Gathering for Reflection -1.5hours 12/16/2023
- Teaching Matter, The Role of Teaching in the R1 setting-1.5 hours 11/3/2023
- The unlearning curve: Mitigating Student Resistance to Learning with Student Development Theory-1.5 hours 10/20/2023
- Panel: Lily Teaching Fellows; Transitioning from Graduate Student to Junior Faculty-1.5 hours 10/6/2023
- Panel: Ungrading-1.5 hours 9/22/2023
- From the Initial Interview to Job Negotiations-1.5 hours 9/8/2023
- The emergence of Generative AI/ChatGPT in the Classroom-1.5 hours 8/25/2023
- 3FP Fall Retreat-12 hours 8/10-11/2023
- 3FP Spring Retreat-12 hours 5/15-16/2023
- Course Design II-1.5 hours 4/14/2023
- Course Design I-1.5 hours 3/31/2023
- Panel: Teaching Outside the Box-1.5 hours 3/17/2023
- Mid-Semester Check-in, Time Management-1.5 hours 3/3/2023
- Cover Letter Development-1.5 hours 2/17/2023
- Panel: Career Paths for PhDs-1.5 hours 2/3/2023
- Individual Development Plans and Goal Setting-1.5 hours 1/20/2023
- 3FP Kick-off Retreat -12 hours 1/5-6/2023

PROFESSIONAL TRAINING OUTSIDE OF UGA

- **Lectra Ideation 2023: Rebuilding the Industry's Future Together**, November 15-16, New York, NY
- **NFTE 5 Entrepreneurial Education Summit**, July 10-11, Fort Lauderdale, FL.
- **National Retail Foundation Big Show**, Jan 13-15, New York, NY

Description of Courses Taught & Evaluation

INSTRUCTOR OF RECORD/CO-INSTRUCTOR

TXMI 4900-UX/UI Design Application in Fashion Branding (3 Credits)

Course Description: This course is designed in two parts; lecture and UX design lab. Through the lectures, students will learn principles of human factors, usability, and user experience in Computer-Mediated Environments. With the understanding of the concept of UX/UI design, students exercised to create efficient and high-quality user interface design for the current fashion brand.

- **Fall 2023; Co-Instructor; 8 undergraduate students.**

Responsibilities: Updated and expanded course materials; delivered lecture; designed and led in-class activities and semester-long project; graded students' activities and projects.

Course Evaluation: 5.0/5.0 (Participation Rate 7/8)

Selected Comments:

- Jeongah Shin is an amazing teacher! She truly cares about her students and wants to see them succeed. Having her this semester was great because I learned so much! I believe she will make a wonderful teacher in the future.
 - She did an amazing job teaching us content! I knew nothing about UX and now I have so much knowledge!
- **Fall 2022; Co-Instructor; 16 undergraduate students.**
- Responsibilities:** Conceptualized and developed the content of this new course; developed an eye-tracking mobile application; led in-class activities and semester-long project; graded students' activities and quizzes; invited guest speakers from industry.
- Course Evaluation:** 5.0/5.0 (Participation Rate 15/16)

Selected Comments:

- She was so well prepared for every class and was super knowledgeable in every area of the class. She cares so much for every student and she is so fun to be around. She goes to the extremes to help every student and set them up for success.
- Jeongah excelled at teaching this course. Her lectures are so engaging and she clearly has great knowledge of the subjects she teaches. I would love to take another class taught by her.
- There was such a great, cohesive, learning experience that it really felt like everyone was learning and growing in this new area together. My favorite part about this course was getting to re-design the Carter's mobile app, as a class. It was really valuable and rewarding to have a final project that was not only a great learning opportunity, but was also applicable to the real world and helped a real retail brand!

TXMI 5220(E)-Fashion Product and Brand Management (3 Credits)

Course Description: An overview of the fashion product development process and brand management tactics used in fashion industry. Integrating hands-on activities and projects, methods by which apparel companies create and manage their fashion products for the target customers will be discussed.

- **2023 Spring; Instructor of Record; 45 undergraduate students.**

Responsibilities: All aspects of the course; updated and expanded course materials; delivered lectures; designed and led in-class activities and semester-long project; graded students' activities and projects.

Course Evaluation: 4.8/5.0 (Participation Rate 40/45)

Selected Comments:

- Jeongah knew this materials so well! Her presentations and lecture notes were always organized and well throughout. It was obvious that she put a lot of time and effort into making them relevant and cohesive to the course. She was always looking for ways to improve and do better as a professor. I loved having her this semester and loved the format of this course. From the Flat design quizzes to the final project - every detail was perfect!
- She was so easy to contact and talk to about anything going in the class that I was struggling with. She was so helpful and did everything she could to get me back on track when I was falling behind. She is so understanding and willing to help all of her students to the best of her ability!
- **2019-2022 Every Spring; Teaching Assistant**
Responsibilities: Graded all assignments and provided detailed feedback; Hosted office hours; Led group meetings for final project; Developed in-class activities.
- **2019-2023 Every Summer; Teaching Assistant/Co-Instructor**
(Note: This course is offered as an online course during the summer semester.)
Responsibilities: Assisted instructor with setting up all online course materials; Hosted virtual office hours; Graded students assignment and quizzes; Led group meetings for final project.

GRADUATE TEACHING ASSISTANT

TXMI 4210-Trend Analysis and Forecasting (3 Credits)

Course Description: An overview of forecasting in the apparel, textiles, and home interiors industries at the design and merchandising level. Students critically analyze color, fabric, and trend forecasting, and design and research concepts using multi-media and observational primary research.

- **2019-2023 Every Fall/Spring; Teaching Assistant**
Responsibilities: Graded all assignments and provided detailed feedback; Hosted office hours; Led group meetings for final project; Developed in-class activities.

TA Evaluation (Fall 2023): 4.84/5.0 (Participation Rate 33/38)

Selected Comment:

- She was very willing to help with any problem or questions that came up. My group specifically needed help with a title and she gave us good ideas and continued to think on it and ask the professor for additional ideas. She went above and beyond to help us with such a small task!
- So sweet and really motivated to give us good and well-rounded feedback in order for us to grow and learn!

TA Evaluation (Fall 2022): 4.9/5.0 (Participation Rate 29/45)

Selected Comment:

- Jeongah Shin was a wonderful TA and one of my first true "teaching assistants" that has aimed to make a personal connection. Jeongah was always prompt to respond to questions or emails. I appreciate her willingness to work with the students in order to

provide further detail and information to help us succeed. Jeongah provided great feedback and even gave tips on how to accomplish that change if needed. I really enjoyed having Jeongah as my TA and think that she embodied the role really well! She is teaching one of my courses next semester and I am excited to see what she brings to the table as a lead professor. I am excited to work with her again!

FYOS 1001-First-Year Odyssey: Fashion Meets Technology: AR, VR, and XR in the Metaverse (1 Credit)

Course Description: This course explores the intersection of fashion and technology. Students learn and explore the cutting-edge technologies in the context of the Metaverse, and how they have changed the way fashion brands interact with their customers and showcase their products.

- **2023 Fall; Teaching Assistant**

Responsibilities: Conceptualized and developed the content of this new course; delivered lectures; developed hands-on activities and discussion prompts; led in-class activities.

TA Evaluation (Fall 2023): 4.9/5.0 (Participation Rate 10/16)

Selected Comment:

- “Easy to talk to personality and eagerness to teach and talk with students kept class engaging. Helped class run smoothly.”

FYOS 1001-First-Year Odyssey: Inside the World of Fashion (1 Credit)

Course Description: An introduction to the dynamic world of fashion and the fashion business. Students will learn about fashion houses and brands, the history, current happenings, and issues in the fashion industry.

- **2020-2022 Every Fall, Spring 2021; Teaching Assistant**

Responsibilities: Developed course projects (“Wear Your Magic Box” and “Fashion Movie Festival”); Graded class activities and projects.

TXMI 3210-Fundamental of Fashion Merchandising

Course Description: Introduction to the trends and influence of fashion in society and review of the international and domestic fashion resources. Identifies the various product categories in fashion merchandising and discusses the innovative processes that sustain the fashion business. Analysis of how fashion is conceived, marketed, and sold.

- **Fall 2019, Spring 2020: Teaching Assistant**

Responsibilities: Assisted an instructor to prepare as class; Graded students’ activities, exams, and assignments, Led the discussion session.

2022 FACS Study Abroad Program in London

Enrollment: 37 undergraduate students (Summer 2022)

Director of Program: Dr. Yoo-Kyoung Seock

Graduate assistant for the following the courses:

- **TXMI 5710 British Fashion and Visual Merchandising (3 Credits)**

Course Description: Students will explore British fashion and visual merchandising through field experiences and assignments/projects.

Responsibilities: Attended the class; contributed to course development; Graded the activities and projects.

- **FACS 5711 Study Tour (3 Credits)**

Course Description: The course includes lectures, field trips, out of town day trips, museum visits, evening theatre performances, and other activities.

Responsibilities: Offered one-on-one meetings to help students create a personal portfolio.

- **FACS 5915 International Internship (3 Credits)**

Course Description: To gain experience interning in a major international city with a business, industry, or organization related to your field of study.

Responsibilities: Supported students for internship placement; Graded weekly internship log and final report.

Selected comments:

- “My TA Jeongah was a tremendous aid to me as I struggled at times with the transition and she showed me nothing but kindness and attention”
- “I would also like to say a huge thank you to our Teaching Assistant, Jeongah Shin. She provided us with a welcoming presence while staying at The Stay Club in Camden Market. She was always around if any of us needed something and was quick to have us smiling again. I don’t believe my summer would have been as amazing without her there.”

Sample of Teaching Materials & Students’ Work




#Student-Centered Instruction for Inclusive Learning Environment

- **Student ver. fill-in-the-blank lecture notes**

Description: Developing engaging and effective lecture notes is a crucial aspect of my teaching approach. In Spring 2023, I utilized Notion to create student-friendly lecture materials for TXMI5220 class. Key concepts are highlighted in bold on the lecture slides, while students' notes feature blanks. As they attend the class, students refer to the lecture slides and fill in key words in their notes. This unique format encourages active participation during lectures as students fill in the blanks, fostering heightened focus and engagement. Following the result of mid-semester formative evaluation report (MSFE), student feedback consistently highlights the effectiveness of this approach in facilitating a more interactive and enriching learning environment.

2005 – Present: Fast Fashion, E-Commerce, and Corporate Social Responsibility

- Fast-fashion companies continuously introduce **new products** in small quantities with little or no replenishment and depended on these factors:
- **Vertical integration** (controlling many stages of the supply chain)
- Designers working alongside production and marketing
- Making design and production decisions based on **consumer demand**
- Offering consumers limited quantities of multiple styles
- The ability to produce merchandise in weeks instead of months

Example of lecture slide (TXMI 5220, Spring 2023)

2005 – Present: Fast Fashion, E-Commerce, and Corporate Social Responsibility



Fast Fashion

Fast-fashion companies continuously introduce (_____) in small quantities with little or no replenishment and depended on these factors:

- (_____) (controlling many stages of the supply chain)
- designers working alongside production and marketing
- making design and production decisions based on (_____)
- offering consumers limited quantities of multiple styles
- the ability to produce merchandise in weeks instead of months

What is Fast Fashion?

Example of student version lecture note

- **Visual oriented teaching materials & Active learning experience**

Description: I recognized that traditional formats, such as tables with text descriptions of historical events, can be challenging for students to digest. For the better delivery, I


integrated visual elements and mini activity. An illustrative example includes presenting the evolution of Nike and Zara logos since their establishment and conducting a brief 2–3-minutes activity where students vote for the best brand logo. This mini activity effectively captures their attention. Also, I actively incorporated ‘Mentimeter’ as an active learning tool. Mentimeter allowed students to respond using their smartphones and generated a real-time wordcloud based on students’ answers. Prior to learning about fast fashion, students independently defined the concept and discussed it with the wordcloud.

1890–1950: Growth of the Ready-to-Wear Industry

Historical Events 1890-1950: Diversification and Incorporation

- 1862 Orlon *acrylic* is introduced; by 1966, over 70 million Orlon sweaters are sold
- 1866 Mary Queen opens her boutique, *Russet*, in London
- 1896 Sordahl's Center, the first enclosed shopping mall, is built in a Minneapolis suburb to serve shoppers. Dayton's serves as an anchor department store
- 1908-09 To the benefit of intimate apparel, hosiery, and swimwear companies, DuPont introduces the first synthetic fiber
- 1940 Hanes-Milla Sales Corp. becomes the first national sock manufacturer to distribute its products through wholesalers
- 1940 American Apparel Manufacturers Association (AAMA) is founded
- 1942 Dayton's opens its discount store chain, *Target*
- 1942 Sam Walton opens the first *Wal-Mart* discount store; the company incorporates as Wal-Mart Stores Inc. in 1969
- 1949 The *Cheap* opens in San Francisco, selling records, cassettes, and Levi's. The store claims its name from the "generation gap"
- 1949 Target opens its first distribution center in Fridley, Minnesota
- 1972 Nike brand footwear debuts
- 1973 John T. Malloy's book, *Dress for Success*, is published
- 1976 The first *Zara* opens in Oviedo, Spain
- 1978 Ice Cube, Inc. is created and later grows to be one of the largest US women's apparel companies
- 1978 The nation's first major warehouse retailer, *Price Club*, opens in San Diego
- 1979 The Amalgamated Clothing Workers of America union merges with the Textile Workers of America and the United Shoe Workers of America unions to form the Amalgamated Clothing and Textile Workers Union (ACTWU)

- Mass fashion, casual clothing and sportswear were expanding segments of the fashion industry.
- Textile industry grew as new synthetic fibers were introduced and influenced fashion.





Example of lecture slide (TXMI 5220, Spring 2023)

Example of students’ work: Definition of Fashion Fashion (TXMI 5220, Spring 2023)

• **Role-play for effective peer evaluation**

Peer assessment helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.” -Center for Teaching Innovation, Cornell University

Description: Through a teaching seminar, I learned about the importance of peer evaluation. For the effective peer evaluation, I developed ‘role-play peer evaluation form.’ for FYO 1001 class. I provided peer evaluation instruction with the following assumption: “*As a panel of Fashion and Technology Innovation Contest, you need to evaluate and decide the winner of competition. Please evaluate each tech-based service following the criteria.*” Students took on the role of an investor and actively evaluated peers’ ideas and provided constructive feedback rather than passively listening to classmates' final project presentations. It helped students actively and enjoyably engage in the final project presentation day. I also shared this approach with other graduate teaching assistants in TA café seminar (“How, When, and Why to Implement Peer Feedback in Your Classroom”) and had positive comments.

Criteria	Score
Innovativeness	The uniqueness and novelty of the proposed service
	1 2 3 4 5 6 7 8 9 10
	Comment: Very interesting. Idea and very consumer centered
Feasibility	The practicality and viability of implementing the proposed service
	1 2 3 4 5 6 7 8 9 10
	Comment: The focus on sustainability may limit the ease of technology integration
Potential	The potential growth of the proposed service
	1 2 3 4 5 6 7 8 9 10
	Comment: Sustainability may lower the ceiling for growth
Beneficial	Consumer aspect: How much the proposed service is beneficial to enhance the customer experience?
	1 2 3 4 5 6 7 8 9 10
	Comment: The style quiz is perfect for interactivens and consumer experience
	Business aspect: How much the proposed service is beneficial to increase brand power?
	1 2 3 4 5 6 7 8 9 10
	Comment: The style quiz will bolster name recognition
Limitation/Concern of proposed service	Comment: I fear the current focus on sustainability may hurt the company in the long run
A Final Investment Decision	
<i>Based on your evaluation result, would you consider investing in this company?</i>	
Yes	No

Sample of student’s work (FYO 1001, Spring 2023)

#Technology Literacy Enhancement

- **Self-introduction with Avatar**
Description: Avatars are digital representations of users in the metaverse environment. The unique characteristic of an avatar is to allow individuals to express a sense of identity, community, and engagement within the metaverse. Following an understanding of the metaverse and the role of avatars, students created personalized avatars that effectively reflected their situations and current statuses. The creation of personalized avatars not only demonstrated an understanding of the metaverse and the role of avatars but also showcased their ability to express their identities and situations in a creative way within this immersive digital realm.



Because coming to college is a entirely new experience, I created the Avatar like this to represent my current self. Since I am slowly adjusting to a new environment, I feel like an alien in a new planet. Life in college feels totally different than how my life was at home. To represent this, the alien avatar's features are also opposite to what my own features are. I chose pink hair and purple skin because these are unordinary colors for skin and hair to represent how we are new to college and are slowly learning the ways of UGA!

*Sample of student's work
(FYO 1001, Fall 2023)*

- **Fashion trend forecasting with ChatGPT**
Description: After attending the seminar on "The Emergence of Generative AI/ChatGPT in the Classroom," I firmly believe in the importance of educating students about generative AI. It is crucial to ensure they have a clear understanding of its capabilities and limitations. This knowledge is essential for them to effectively utilize generative AI as a valuable tool for their learning. In a practical application, students were asked to predict upcoming fashion trends using ChatGPT and evaluate the results. Through this activity, they not only assessed the potential of generative AI but also reflected on the limitations of the ChatGPT.

1. Open ChatGPT (<https://chat.openai.com/>)
2. Interact with ChatGPT: Engage ChatGPT in a conversation specifically focused on S/S 2024 fashion trends. Discuss the following aspects:
 - **Theme:** Inquire about the overarching theme or style trends for S/S 2024.
 - **Textiles/Fabrics:** Ask ChatGPT about the materials and textiles expected to be prominent.
 - **Colors:** Explore the color palettes forecasted for S/S 2024.
 - **Silhouettes/Outfits:** Discuss the anticipated silhouettes and outfit styles.

Tip: Feel free to ask follow-up questions to ChatGPT to gain a deeper understanding of each trend element.
3. Share the Chatbox Link: After the interaction, copy the chatbox link by clicking the icon at the right side of the top.
4. Summarize the S/S 2024 Trend: Compile the information gathered from ChatGPT and summarize the S/S 2024 fashion trends.
5. Reflect and evaluate the result.
 1. What insights did ChatGPT provide about the fashion trend category? Were the predictions consistent with industry trends and observations?
 2. What are the limitation of ChatGPT?
 3. How can AI-powered trend forecasting be valuable for fashion businesses and consumers?

*In-class activity instruction
FYO 1001 (Fall 2023)*

<https://chat.openai.com/share/0d04cf94-08b5-4f01-9be8-33aced0aff87>

- 1) I asked ChatGPT to predict anticipated outfit styles for the S/S 2024 season. ChatGPT provided insights on the potential trends. The predictions were consistent with industry observations because ChatGPT predicted the resurgence of past trends. ChatGPT predicted comebacks of "nostalgic vibes" by wearing trends reminiscent of 90's and the early 2000's. Some of ChatGPT's predictions were the return of trends from a few years ago such as neon colors and bohemian aesthetics. I also asked ChatGPT to elaborate on its prediction about "Tech-infused clothing" as this was something new I had never heard before. ChatGPT was able to explain what already exists in this area and also predicted how the existing creations can be improved.
- 2) The limitation of ChatGPT is that it may often provide incorrect conclusions and has limited knowledge. When asked to make a prediction, ChatGPT only has the knowledge until September 2021 on which it makes it provides its responses.
- 3) AI-powered trend forecasting can be valuable for fashion businesses and consumers because it can give a analysis based on the current and past trends without including a personal opinion. AI could analyze what items are popular among consumers and this could provide important data for fashion businesses in determining what to sell in the future.

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*Sample of students' work
FYO 1001 (Fall 2023)*

#Mentoring and Growing Together

Description: I actively pursued opportunities to share my experiences and insights with other graduate teaching assistants both within and outside the department. I created a grading template for future teaching assistants.

According to Carlee Stephens (master's student in the dept. of TMI, 2023), "*the grading template was very helpful in understanding TA duties and grading effectively.*" I introduced this template during TA café session. Additionally, I developed an experiential learning activity brainstorming worksheet for 2nd TA café. My commitment to sharing experiences and resources, along with active participation in teaching workshops, highlights the significance of building a strong teaching community for mutual learning and growth among graduate teaching assistants.



Explanation of Innovative Teaching Projects and Roles

#Bringing Technology into the Classroom

Under the theme of “Bringing technology into the classroom,” I have completed three innovative teaching projects under the direction of Dr. Yoo-Kyoung Seock (*Professor, Dept. of Textiles, Merchandising, and Interiors*). The series of the teaching projects aimed to incorporate advanced technologies into the teaching and instruction to enhance students’ learning experience.

- **Project 1. Wear Your Magic Box (2021-2023)**
- **Role: Graduate Teaching Assistant (FYO 1001)**
- **Summary:** The adoption of VR technology for teaching in college classrooms is still in a primitive stage despite the growing popularity of and need for new technologies. This project aims to make implications for retail and merchandising educators to utilize innovative technologies in a class. The learning objectives of this project were (1) to understand technology adoption in the fashion industry, (2) to explore the different types of advanced technologies and their use in the field, (3) to gain an experience inside the virtual world using VR headset and share their vivid reflections with peers in class. **This project was presented at 2022 International Textiles and Apparel Association Conference and introduced ‘XRbooster Company’ in Japan.*

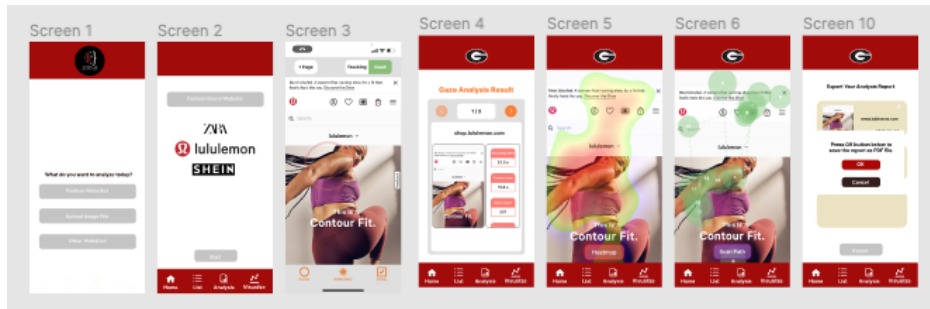


Outcome: The project “Wear Your Magic Box” made the learning process more engaging and provided a unique learning experience in the class.

Selected comments from students:

- “Using VR was very cool, and I enjoyed learning in a new and different way.”
- “This was actually my first time using a VR headset. I liked this activity because it made the videos of the progression of fashion more immersive than simply watching the video on the screen in the classroom.”
- “I enjoyed watching the videos using a VR headset. I thought it was a fun and unique experience that we don't get the opportunity to do in a lot of classes.”

- **Project 2. E.Y.E Lab (Eye-Tracking) App Development Project (2022-2023)**
Role: Graduate Teaching Assistant/Co-Instructor (TXMI 4900)



E.Y.E Lab App Prototype

Summary: This app enables students to analyze fashion brand websites or mobile apps with visualized data, including AOI, gaze-plot, and heatmap. By testing their mobile app designs using this tool, students received valuable data on how users perceive and engage with the design. This data-driven approach allowed students to refine their designs based on user feedback. **This project will be presented at UGA 2024 Spring Teaching Symposium.*

Outcome: The E.Y.E Lab App not only allows students to analyze fashion brand websites and mobile apps with visualized data but also facilitates a data-driven design approach. By testing their designs and obtaining data from actual users, students refine and finalize their design project following a data-driven and user-centric design process.

- **Project 3. Talk in Metaverse (2023)**
Role: Instructor of Record (TXMI 5220); Graduate Teaching Assistant (TXMI 4210)

- **Summary:** Students will face a whole new world when they walk out into real-world industry. All the experiences students have in the classroom impact their lives tomorrow. Therefore, this project was designed to provide students with learning opportunities, further experience the metaverse. Students created their own avatars, explored the virtual classroom, presented their class projects, and communicated with their classmates in the Metaverse. **This project was presented at UGA 2023 Spring Teaching Symposium.*

Outcome: We explored the definition of the metaverse from the students' perspectives, the effect of the Metaverse on education and learning experience, and potential applications and challenges in the context of active learning through this project.

