

Effects of instruction timing on the basic sewing skills and products: From the subjective evaluation of the fifth graders and objective evaluation

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Abstract

Fifth graders who owned sewing boxes were given two types of lessons in order to plan and create a useful daily item using one piece of cloth. Two different settings were given as follows; (1) Children plan their works before (Class A) or after (Class B) learning basic sewing skills, and (2) During an initial stage, a teacher demonstrated and taught basic knowledge and skills (Class B) or children taught each other such skills (Class A). Children in Class A demonstrated lower levels of knowledge in basic sewing (64.9%) than those in Class B (95%). Differences in the subjective and objective evaluations between girls and boys were found in Class A, but not in Class B. That is, higher evaluations were obtained in Class B than in Class A. We used Principal component analysis to examine the factors affecting children's satisfaction of the products. "Design," "gender gap," and "sewing" were extracted in Class A, whereas "design" and "comfortableness for the usage" were extracted in Class B. It can be concluded that these differences were caused by children's own judgment to be "almost good." For these fifth graders, higher levels of instructions are necessary. We also found that the presentation levels increased children's product satisfaction and skills.

Key words; hand-stitch, primary schoolchild, a timing of instruction, objective evaluation, subjective evaluation