

Teaching Innovation through the Integration of Service Learning into *“The Social-Psychology of Dress”*

融入服務—學習的「**服裝社會心理學**」：
促進青銀互動與共創的社會實踐



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Fu Jen Catholic University 天主教輔仁大學

106(2) 教師教學成果分享會

輔仁 Fu Jen

《論語》“君子以
文會友, 以友輔仁”

“The superior man on
grounds of culture
meets with his friends,
and by friendship
helps his virtue.”

(Confucian Analects)



輔仁 Fu Jen

“Solidarity”
(inner capacity
by all human
beings to do
good, **做好事**);
to help the virtue
of love (**傳愛**)



The faith in Christ has kept our hearts big.
(基督信德開豁我們的心胸)

輔仁大學 宗旨 Mission

天主教輔仁大學為追求真、善、美、聖全人教育之師生共同體，致力於中華文化與基督信仰之交融，獻身於學術研究與弘揚真理，以促使社會均衡發展及增進人類福祉。

Fu Jen Catholic University is an academic community of students and teachers closely associated in fostering the growth of the **whole person**, on the basis of **Truth, Goodness, Beauty, and Holiness**. Fu Jen is committed to a **dialogue leading to the integration of Chinese culture and Christian faith**; to academic research and the promotion of genuine knowledge; to the development of society and the advancement of humankind.

輔仁大學 願景 Vision

從優良傳統到國際特色的
優質大學

From a university with
tradition to an
institution with an
international feature

華人唯一、卓越的天主
教大學

The only excellent
Catholic university in
the Chinese-speaking
areas.



輔仁大學 目標 Goals

「專業發展」與「人文關懷」並重的「國際化」天主教大學

An internationally renowned Catholic University balancing professional development and humanistic care.



織品服裝學院 College of Fashion and Textiles (CoFT)

Vision and Mission

願景：促進人類**永續**、**創新**與**品質生活**的領導者。

使命：秉持輔仁大學追求真、善、美、聖的精神，培育具有**全球視野**、**專業知識能力**、**人文素養**，及**社會關懷**之人才。



Department of Textiles and Clothing (TC)

Mission

Promote (1) **responsible consumer behavior** (2) **well-being of the family** and (3) **quality of life**, as far as these can be realized by means of textiles and clothing.



Department of Textiles and Clothing (TC) Mission

We extend our influence beyond school and hope to **contribute to the health and welfare of our Taiwan society and culture** as a whole through our graduates imbued with the same sense of mission.



Department of Textiles and Clothing (TC)

Service Learning

TC curriculum provides the **service learning** opportunities for students to be concerned about the **sustainability issues** and the **vulnerable consumers** in the society.



Clothes made by toilet paper



Reused Flags

Department of Textiles and Clothing (TC) Service Learning

TC Fashion Design students created hospice uniforms, “the last garment,” for the residents of Nirmal Hriday - The house of dying (垂死之家), one of Mother Teresa Missionaries of Charity at Kalighat, India.

服務學習

跨海愛衣

2006.6 ~ 2013.6 服飾設計組師生為印度「垂死之家」縫製最後一件衣服



課程名稱：服裝構成學

指導老師：蘇旭
嫻老師

學生：服飾設計
組二年級

執行學年度：自
95學年度下學期
~迄今



Department of Textiles and Clothing (TC) Service Learning

TC curriculum provides the **service learning** opportunities for students to be concerned about the **sustainability issues** and the **vulnerable consumers** in the society.



Knitting project for patients



Knitting caps for elderly

Textile and Fashion Design and Social Engagement around the World in Higher Edu.

Royal College of Art, UK

- Design Our Future Selves

Connell Univ., USA

- [When 18 meets 81](#)

Mississippi State Univ. USA

- Sewing for a Cause

Textile and Fashion Design and Social Engagement around the World in Higher Edu.

Hong Kong Polytechnic University: Troels H. Povlsen Care Apparel Center (綾緻康健服裝中心)

- “Youreable Design” (展才設計)
- “Merry Print”(快樂印秘服務學習)
- “康麗時裝設計比賽”



綾緻康健服裝中心
Troels H. Povlsen Care Apparel Centre



Textile and Fashion Design and Social Engagement around the World in Higher Edu.

Stanford Center on Longevity, USA (史丹佛長壽中心): 史丹佛銀髮設計競賽

- **“USING HAPPINESS TO OPTIMIZE LONGEVITY”**
- **“PROMOTING LIFELONG HEALTHY HABITS THROUGH DESIGN”** 一生之際在健康習慣 [「生理保健」 (Healthy Living)、「社交健康」 (Social Engagement) 和「財務健全」 (Financial Security)]
 - Create well-designed, practical solutions that address key issues associated with **aging**
 - Encourage a new generation of students to become knowledgeable about aging issues
 - Provide promising designers with a path to drive change in the world

Textile and Fashion Design and Social Engagement around the World in Higher Edu.

- Social changes (e.g., aging)
- Sustainability
- Future fashion designers will play a **new role** and need **new skill sets**
 - have traditional academic knowledge and technical skills
 - detect the **problems and issues behind the social and cultural context** to build up the understanding
 - know how to design products that **meet the needs of individual or society for the improvements of quality in human**

Textile and Fashion Design and Social Engagement around the World in Higher Edu.

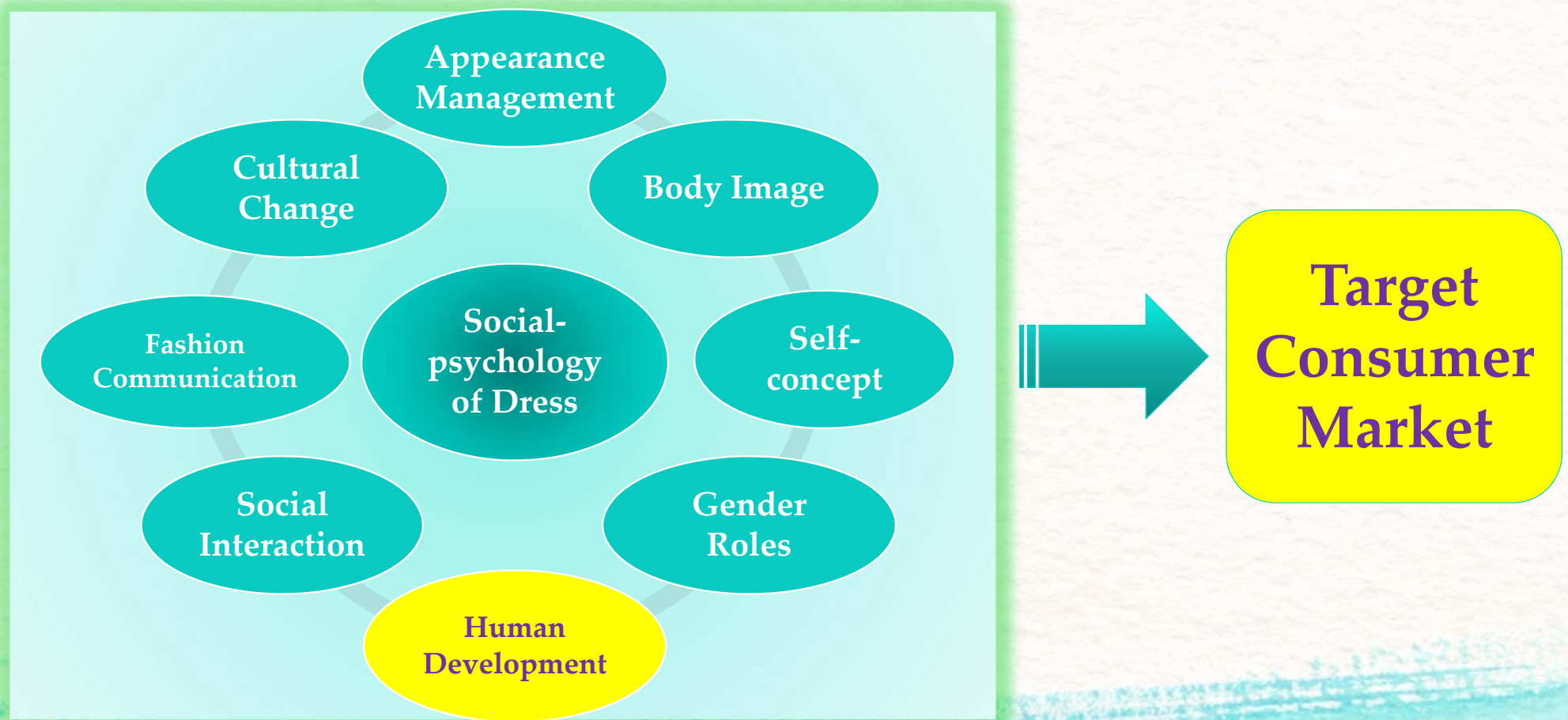
- An evolving education for fashion design (and marketing)
 - Creates **socially engaged** curricula and design (and marketing) projects
 - Design (and marketing) students become future “**agent of change**”
 - Anticipate better solutions for concerns such as the **economic, social, and ecological sustainability** (Faerm, 2012).

Innovation teaching to promote the community engagement with service learning

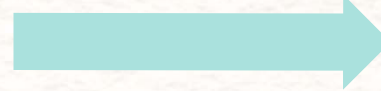
The Social-psychology of Dress (Fashion)

服裝(時尚)社會心理學

The Social-psychology of Dress (Fashion)



Social-
psychology
of Dress



Service-
Learning



The Integration of Service Learning
into *“The Social-Psychology of Dress”*

服裝社會心理學
具服務學習內涵課程

鄭靜宜 老師

Innovative Teaching Strategies

- **The Social-psychology of Dress (Fashion)** was typically taught in classroom with lectures of concepts, models, and theories.
- Beside the in-class lectures, the **service learning projects** were required within the courses.
- Students were asked to apply course concepts or theories to community-based activities in which the **experiential opportunities in real world contexts** were given to students for developing skills of **community engagement** and **marketing analysis**.

Innovative Teaching Strategies

Why older persons?

- Older persons are increasing in numbers worldwide.
- The fashion industry has largely ignored consumers in later adult ages.
- We are under-serving an important market.
- Stereotypes of older persons
- Do our students realize the importance of older consumer?
- Are our students familiar with the older consumer?

Innovative Teaching Strategies

Why older persons?

- Taiwan's Aging Population Pace Breaks World Record:
 - Elderly are more than youth in 2016
 - Become the "oldest" nation in the world in 2050
- Of the 2.8 million elderly people in Taiwan, one in every 10 people suffers from depression



Innovative Teaching Strategies

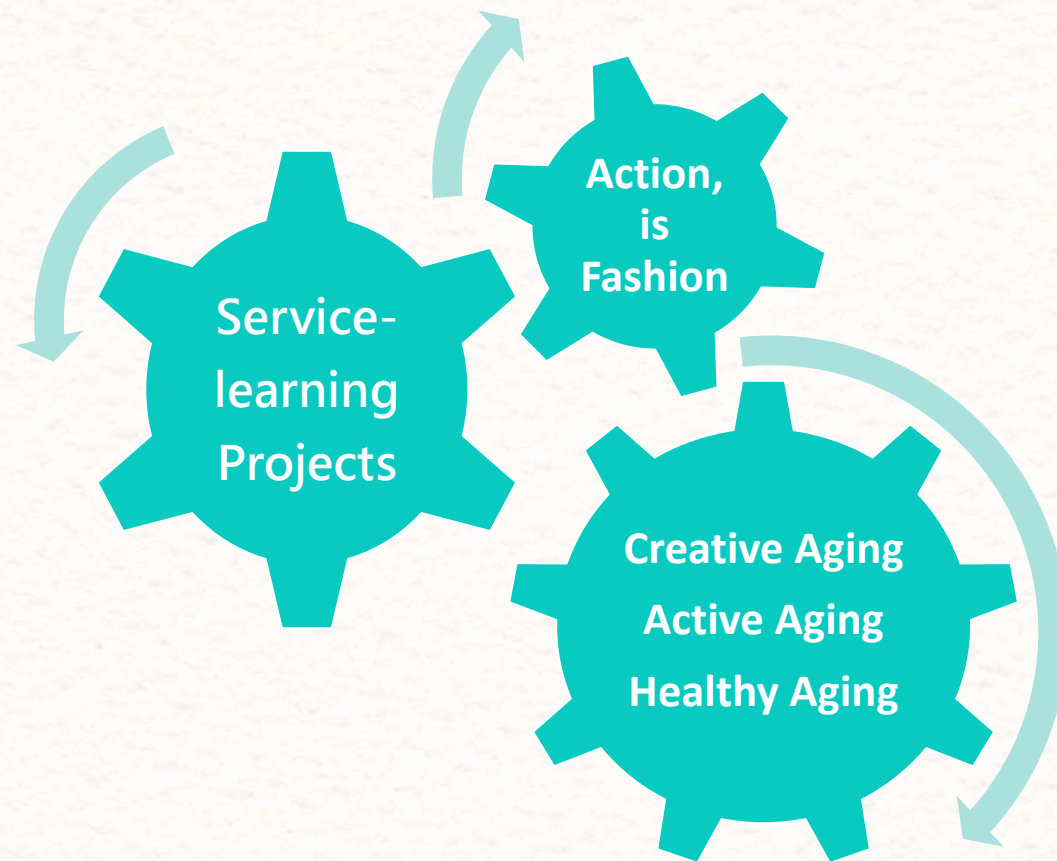
How to serve older persons?

- Service Design + Social design
- The **user-centered design concept** and **community-based activities** were formulated by students, teacher, and community partners based on the **significant needs in the community**, while affording students opportunities to be **creative**.
- Undergraduate students participated in the service-learning for the different communities (e.g., 弘道老人基金會-南港據點, 中華培愛全人關懷協會-新莊 In & Out 繪本館, 泰山奇蹟之家) with the projects related to Dress (Fashion) professions.

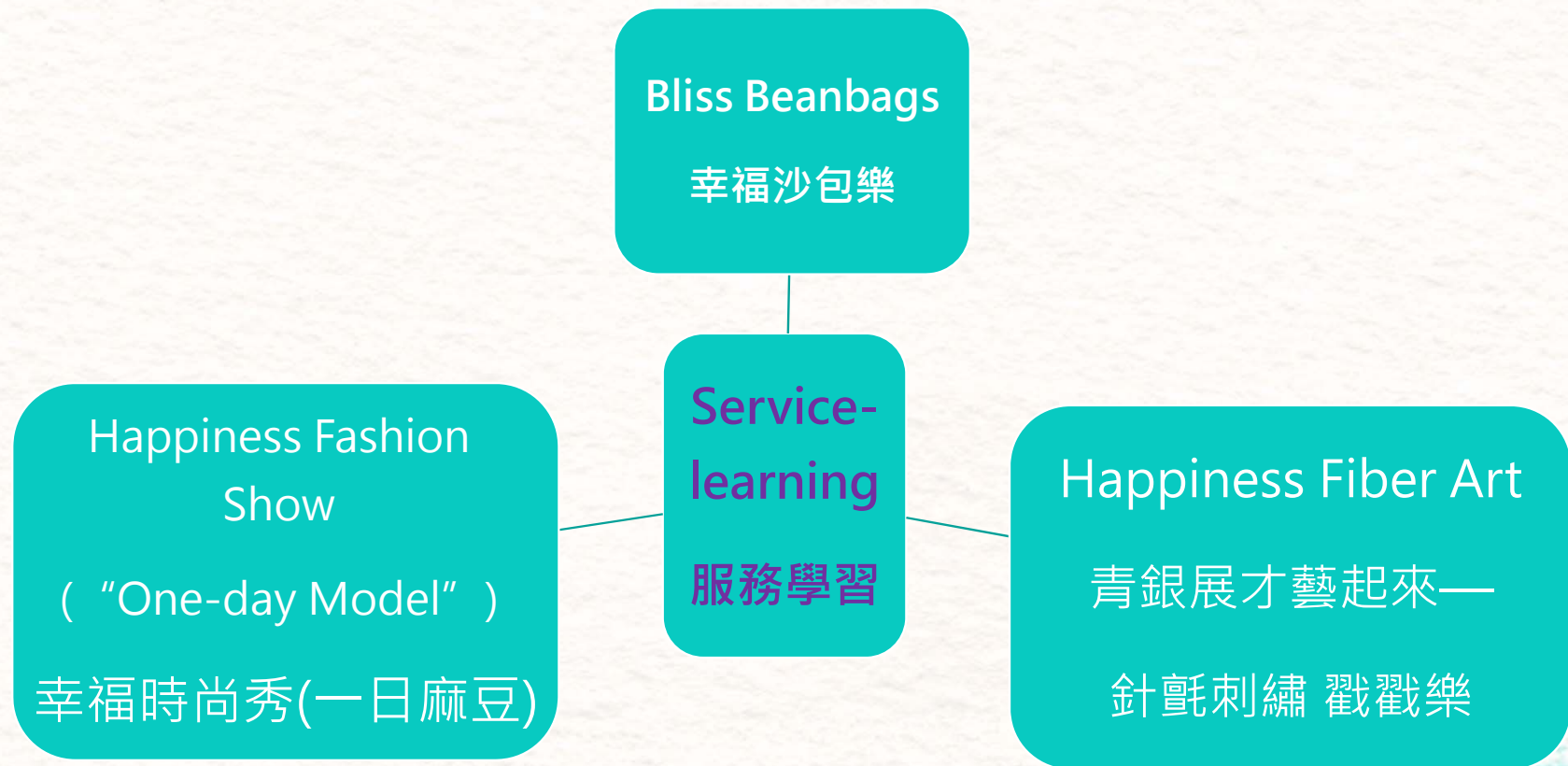
Innovative Teaching Strategies

Service-learning Projects

- 創意老化
- 活力老化
- 健康老化
- 青銀共創



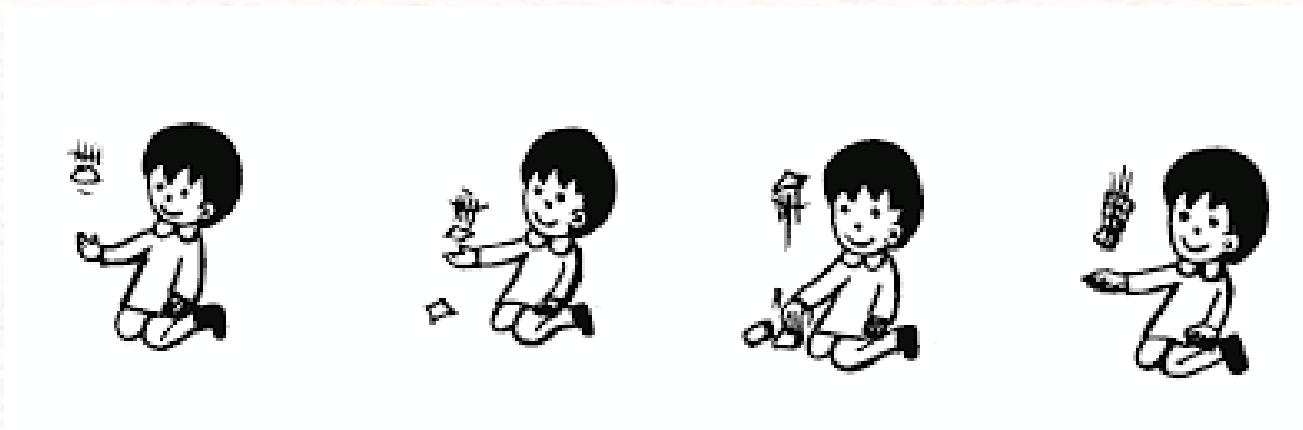
Innovative Teaching Strategies



Innovative Teaching Strategies

Service-learning Projects—Bliss Beanbag with Function and Fun (B²F²) 幸福沙包樂

- Why beanbags?
 - Good for health(骨科權威蔡凱宙醫師推廣手部拋接運動)
 - Good for balance
 - Fun and function
 - Nostalgic



Innovative Teaching Strategies

Service-learning Projects– 幸福時尚秀(一日麻豆)

- Why “one-day model” or “fashion show?”
 - Prevent dementia
 - Self-esteem
 - Creativity
 - Social Interaction



Innovative Teaching Strategies

Service-learning Projects—青銀展才藝起來—針氈刺繡 戳戳樂

- Why “Happiness Fiber Art” ?
- “Art filled occupational voids, **distracted thoughts of illness**”
- “**Improved well-being** by decreasing negative emotions and increasing positive ones”
- “Improved medical outcomes, trends toward **reduced depression**”
- “**Reductions in stress and anxiety; increases in positive emotions**”
- “**Improvements in flow and spontaneity, expression of grief, positive identity, and social networks**”



Innovative Teaching Strategies

Service-learning Projects—青銀展才藝起來—針氈刺繡 戳戳樂

- Why “Happiness Fiber Art” ?
 - **有益發展**：透過創作可以表達內心世界、成功懷舊、統整生命
 - **促進社交**：藝術活動進行時，讓共同創作的團體成員增加人際互動，減少孤獨感。
 - **穩定情緒**：降低焦慮、增加正面情緒。
 - **增進健康**：挑戰腦部、學習新的技巧、發現新的自己、用不同的觀點看世界。



Innovative Teaching Strategies

Preparation 準備

(prior to event)

- Skill needed
- Community needs
- Proposal

Service 服務

(during the event)

- Interview
- Drafts
- Revision
- Final products

Reflection 反思

(post to event)

- Feedback
- Written
- Oral presentation

Celebration

慶賀

(post to event)

- Elderly in Community
- Students in Class

Innovative Teaching Strategies Collaborative Communities

新北市新莊區
中華培愛全人關懷協會



台北市
弘道老人基金會南港據點



Innovative Teaching Strategies Collaborative Communities and Company

新北市泰山區天主教主顧修女會
奇蹟之家



新北市新莊區首行機械股份有限公司



具體教學之成果與評估

Innovative Teaching
Outcomes and Evaluation

Innovative Teaching Outcomes

- 獲得【具服務-學習內涵課程】獎助
- 結合師生專業與業界資源
- 開發「服務參與之課程設計」
- 連結非營利機構之合作
 - 本課程合作的機構包含弘道老人福利基金會南港據點、中華培愛全人關懷協會新莊IN& OUT繪本館、天主教主顧修女會泰山奇蹟之家，透過本課程，從104(2)到105(2)為止，共提供服務人次超過800人次，被服務對象人次超過650人次。
- 促進青銀互動與共同創作
- 將課程教學成果發表於國際研討會
 - 106年5月31日在印尼泗水Petra Christian University 舉辦的第六屆亞太服務學習研討會(The 6th Asia-Pacific Regional Conference on Service-Learning)中進行口頭發表，藉由研討會發表的機會與國際學者互相交流和學習。

Innovative Teaching Outcomes

幸福沙包樂
Bliss Beanbag
with Function
and Fun
(B²F²)



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



高同學說：「藉由丟沙包阿嬤們兒時的回憶，讓他們重新拾起，並讓他們藉此活動得到成就感變得更有活力。」

Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative Teaching Outcomes

Bliss Beanbag 幸福沙包樂



Innovative
Teaching
Outcomes

幸福時尚秀

Happiness

Fashion Show

ONE DAY
MODEL

圓熟齡長者一個明星夢



Innovative Teaching Outcomes

幸福時尚秀 Happiness Fashion Show (ONE DAY MODEL)

- Interview
- Theme Revision
- Accessory
- Styling & Make-up



Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀 (Interview)



Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀 (Interview)



Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀



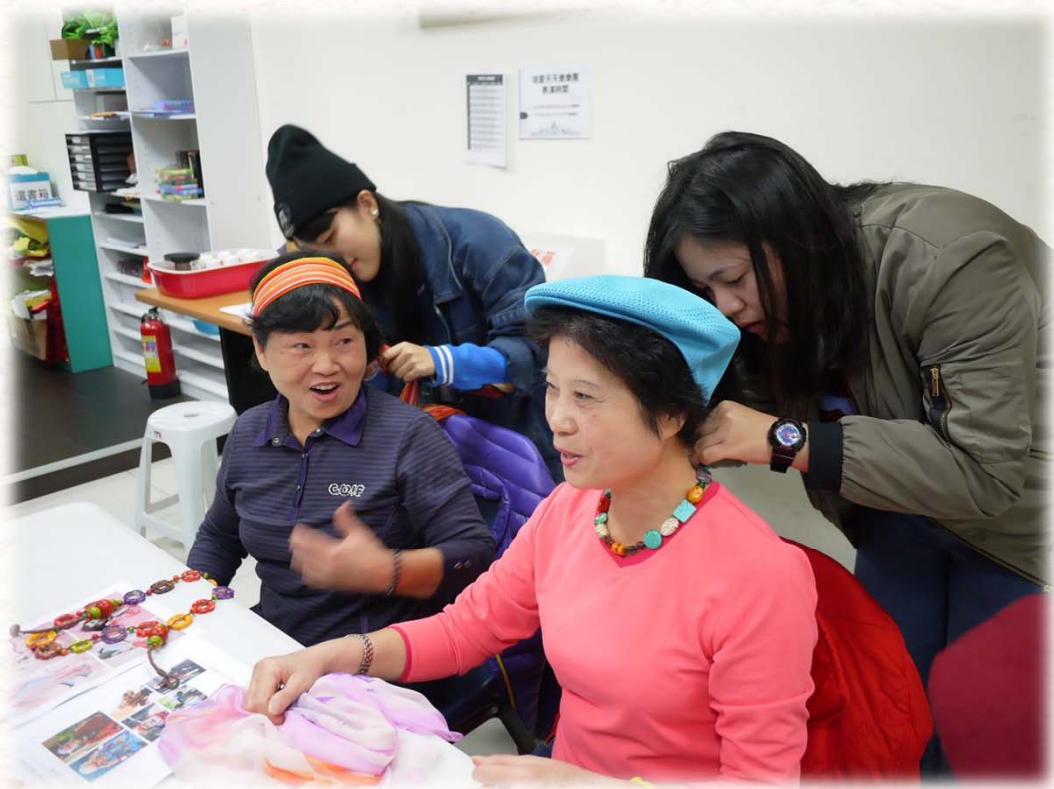
Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀



Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀



Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀



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Innovative Teaching Outcomes

Happiness Fashion Show 幸福時尚秀



Innovative Teaching Outcomes

幸福時尚秀
Happiness
Fashion Show



Innovative
Teaching
Outcomes

幸福時尚秀
Happiness
Fashion Show



Innovative
Teaching
Outcomes

幸福時尚秀
Happiness
Fashion Show



Innovative Teaching Outcomes

青銀展才藝起
來—

針氈刺繡 戳戳樂

Happiness Fiber
Art



Innovative Teaching Outcomes

Service-learning Reflections



開心 溫暖 安慰 深刻的美好回憶
關心 付出 用小小的力量散播大大的愛

Innovative Teaching Outcomes

Service-learning Reflections

透過服務學習，參與到
過的人際責任，個長感
與公眾所提昇。

- 課後進行學生服務學習參與研究調查與回饋：
- 侯同學：「這是一次很特別的活動體驗，平常很少接觸長輩，這次活動之後，發現長輩們都很可愛、很愛玩，造型打扮和擺姿勢也很配合，大家都笑得很開心，我從中感受得到他們的快樂洋溢，這個活動真的非常有意義，因為長輩很需要細心關懷與耐心陪伴，藉由此活動讓他們與年輕人互動同樂，讓身心靈也一起年輕起來!」
-
- 陳同學：「看著阿嬤阿姨們打扮漂漂亮亮好開心，自己也覺得很有收穫。可以實際應用所學相關的技能，帶給人快樂的感覺很幸福!」

Innovative Teaching Outcomes

Service-learning Reflections

- 陳安允：「原本以為服務學習不過就是一堂課罷了，但是藉由自己所學所做能得到發揮，自己所做可以為人喜愛，又經過人與人溫暖的相處，看到她們投入其中及快樂的表情，讓我覺得更有意義，更留下深刻美好的回憶。」
- 沈同學：「服務學習經常是令人感到快樂的，在服務中，總是想起「施比受更有福」，服務中，能看到長輩們露出笑容，打開心談天，是讓人感到萬分愉快的。服務學習中，看到每位長輩背後都有自己的一篇人生故事，這些經歷有的是過往雲煙，只是人生的一點記憶；有的卻是熱鐵烙膚，影響的是他們的一生。從長輩身上看到很多故事，也看到很多對生活的憧憬與執著。」
「過程的結果都讓人很滿意，整個學習的過程是快樂而豐富的。帶給他人歡笑的同時，自己得到更多的快樂與安慰。」

Innovative Teaching Outcomes

Service-learning Reflections

- 陳思穎：「覺得服務學習可以將簡單的手工藝散播大大的愛，學習到課本上絕對學不到的事，感恩珍惜，不在是冰冷的文字，而是身體力行的感動。」
- 陳思穎：「用小小的力量散播大大的愛，我想我們不一定能成大事，但傳大愛是人人都能輕易做到的，只要我們肯花時間，肯用心體會他人的需求，體諒他人的不方便，就能讓這社會更加的溫暖。...如果我們能夠在自己的領域，努力為弱勢的人多做一點點事情，讓他們感覺被關心、被愛。我要如何衡量我的人生？人生的價值不在金錢，不在擁有，而是能夠付出多少——這就是服務學習教我的事。」

Innovative Teaching Outcomes

Service-learning Reflections

- 活動後針對服務機構進行滿意度調查與回饋意見：
- 「泰山奇蹟之家」表示「同學很親切地和長輩互動，長輩很開心共融」、「羊毛氈成品均為個別設計，長輩很喜歡作品」、「服裝時尚走秀，長輩經過同學裝扮之後走秀，非常開心且難忘。」

Innovative Teaching Outcomes

Service-learning Reflections

- Some differences in positive and negative experiences were found during the service among undergraduates and graduate students.
- Challenge and opportunities of community engaged teaching were deliberated to the improvement of teaching strategy that benefits students, faculty, communities, and institutions of higher education.

Service-learning Reflections

- **Skills and Knowledge Discovery**

- Improve professional skills
- Augment academic knowledge
- Realize the importance of professional learning in school
- Develop the more sophisticated professional skills needed to address social issues

- **Relationship Building**

- Learn how to listen and interact with older persons
- Increase interaction with parents or grandparents
- Teamwork with classmates and teacher
- Intergenerational friendships

Service-learning Reflections

- **Transformative experience**
 - Gain new understanding and perspectives on older persons
 - Recognize, acknowledge, articulate, examine and confront the differences between cultures, organizational goals, and priorities.
- **Psychological empowerment**
 - Self-growth
 - Self-fulfillment
 - Happiness
- **Social engagement and future opportunity**
- **Challenges** (e.g., Aware the insufficiency of local dialogue)

For developing future service-learning engagement course

- Seek proper, innovative and professional intermediary
- Facilitate interdisciplinary learning (e.g., TC + Nursing) (TC + Nutrition)

Corkery & Quinlan (2011)

- Prepare Partnership: interaction between students, teachers, and communities
- Focus on continuity and capacity building (e.g., same community, collection of topics)
- Include reflective practice, feedback and evaluation
- Include opportunities for public presentation and exhibition for projects
- Include opportunities for publication and dissemination for projects

Innovative Teaching Applications

the possible market
implications for
fashion industry



Innovative Teaching Applications

the possible
market
implications for
fashion industry



Innovative Teaching Applications

the possible market implications for fashion industry



具服務學習內涵的「服裝社會心理學」

開啟「善念時尚」之窗

當那激起漣漪的
水滴

傳愛輔仁

- 德蕾莎修女曾說過— "*I alone cannot change the world, but I can cast a stone across the waters to create many ripples.*"
- 就如同織品服裝學系創系羅麥瑞修女常勉勵師生的話— "*Together we can make it!*" 一樣，具服務學習內涵的專業課程設計需要更多的師生一起共同投入並長期經營，這樣透過專業教學向善傳愛的力量才能廣播善緣源遠流長!

Service Learning with Love

Not all of us can
do great things.
But we can do
small things with
great love.

*It's not how much we give but how
much love we put into giving.*

Saint Mother Teresa



Service Learning with Love

Together let us
build a chain of
love around the
world!



**I ALONE CANNOT CHANGE THE
WORLD, BUT I CAN CAST A STONE
ACROSS THE WATERS TO CREATE
MANY RIPPLES.**

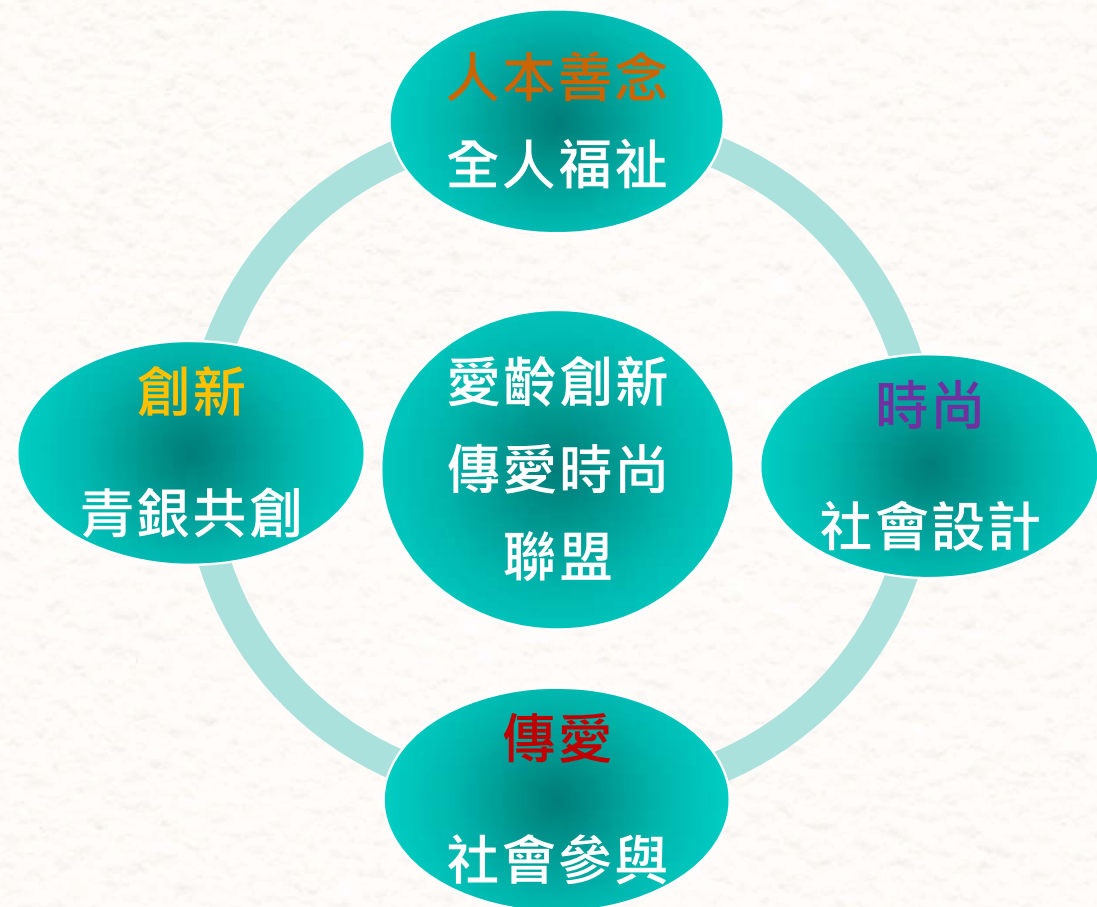
~ Mother Teresa

Future Prospect

未來展望

「愛齡創新傳愛時尚聯盟」

- 人本善念為出發、
- 創新為策略、
- 時尚為載體、
- 傳愛為目標



輔仁 Fu Jen

“Solidarity” (inner capacity by all human beings to do good, 做好事); to help the virtue of love (傳愛)

