Role of Experiential Design Workshop Across Remote Clusters

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Abstract— It is time to think futuristic as well as connect remote and indigenous craft learning with young talent to promote sustainable opportunities of learning. The recent Pandemic has forced us to think beyond our physical classrooms and learn in virtual set ups, which is possible due to the recent explorations of technology; it may be taken as an opportunity to reach out to unexplored places and expand horizons of future education system.

The paper is based upon one such experiment conducted for craft base subject in textile design curriculum at NIFT (India), during hybrid mode of learning. The students are made to interact with the artisans, virtually who is based at his workshop in the other state of the country. This session was conducted under the supervision of the subject faculty. The interaction was evaluated with other modes of experiential learning to understand how remote areas can be connected for maximum benefits.

Keywords— Class, Experiential, Global Education, Local craft, Remote learning.

I. INTRODUCTION

PEDAGOGY in academia needs keep to evolving to make students future ready in all times. It is time to think futuristic as well as connect remote and indigenous craft learning with young talent to promote sustainable opportunities of learning. The recent Pandemic has forced us to think beyond our physical classrooms and learn in virtual set ups, which is possible due to the recent explorations of technology and social media. it may be taken as an opportunity to reach out to unexplored places and expand horizons of future education system and still provide experiential learning.

Literature review:

Experiential learning as expressed by Lewis and Williams (1994) is to learn by doing. The methodology provides understanding of the skill by self indulging into it and then come up with self evaluation to strengthen the new earned skill. James W. Gentry (1990) stressed that care should be taken to deliver learning and that too in real environment.

Hoover and Whitehead (1975) added that Experiential learning in virtual environment can successfully be conducted by a responsible expert who can cognitively handle the sessions and affectively deliver inputs by processing knowledge, skills, and attitude. This can be delivered in positive environment to be specific it may be the faculty or

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subject expert.

The guiding points for the experiential learning were to understand and learn the subject by doing which strengthen clarity provided it is conducted in controlled and real environment. Based upon these observations a print design workshop in tertiary education setup at NIFT was planned in April 2022, the time when the world was opening up from the lockdown situation into hybrid mode.

Textile students of National Institute of Fashion Technology, Panchkula (India) participated in a block print workshop in Hybrid mode where the craft expert was interacting through Zoom link from his print studio in Rajasthan (India). The workshop had a prerequisite of knowledge base in print applications and natural dyes so that students could understand the craft terminologies in the actual work environment.

II. OBJECTIVE

-- To understand block print technique and colour application in the actual environment.

--Introduced to green and indigenous production methods prevalent from olden times.

--To know the commercial infrastructure, its opportunities and its limitations.

--Emphasize on interactive and experiential learning.

--Supervise outcome from learning in the presence of faculty experts.

III. METHOD

Across a zoom link student were briefed about pre printing process and preparation of natural colours. Craft expert Mr. Ranamal Khatri, explained the procedure of colour preparation in colloquial language, which was further interpreted by the faculty to ease out understanding. As students were taught in their previous sessions regarding natural dyes as prerequisite, it was expected that the demonstration will strengthen their understanding and help them clarifying doubts during Q&A sessions with the expert.

Demonstration of how colour is to be prepared for block print with required quantity was made in front of the students. This helped them understand difference between the lab and the commercial setup. Students could see the process in actual work environment and their queries were answered by the faculty and the craft expert.

After understanding colour preparation, demonstration of

colour application, wooden blocks was made. Skill of block printed was not only demonstrated by the craft expert but students were also made to practice the swatches in their classroom under the faculty's guidance. This provided learning experience by seeing each other's work and explores printing with limited blocks available. Industry limitation of raw material and price conscious product design was also explained by the craft expert in length.

IV. FEEDBACK

The swatches which were printed during this workshop were shown by the students to the expert craftsmen. Feedback regarding the placement, appropriate pressure while printing, fabric stretching and placement were discussed. As it was online session, interaction and feedback were convenient to share and record for future reference.

A survey was conducted within the restricted students who have attended the workshop so that their learning could be evaluated.

Below data will provide the learning of the students

Various questions which summed up the student's feedback are as below:

V. INTERNET QUALITY

The core requirement of an online or hybrid class is the internet speed and quality connect. In the residential environment, not all students have similar internet availability which may hinder their learning. Individual data network doesn't support long duration of classes based on experiential learning. It was observed during online mode that in order to save data for longer duration of time, students switch off the screen which further restrict interaction while sharing the skill learned during the class. Though most of the time it was also experienced that poor internet is also taken up as an excuse for not attending the session. Institutional internet facility is meant to cater to all the students and hence is much faster. Since all students are available at one place, it's easier to catch up in case someone misses out. Continuous and clear communication is important to establish clarity in learning.

VI. FACULTY GUIDANCE AND Q&A

Controlled guidance by the faculty is important during online or hybrid learning sessions but faculty gets to deliver better during hybrid mode and can also cater to one-on-one guidance with ease. Many skills related instructions are better visible in hybrid mode as physical presence is more impactful. Queries can be answered promptly with demonstration whenever required. Online mode doesn't assure if the student has actually attempted any task wear as hybrid mode provide clarity upon this feature also, any amendment thereafter can be suggested by the faculty.

VII. PEER INTERACTION

Presence of all students at one place and interact, assures meaningful learning among them. Students are from different ethical groups and skills, comparative learning and discussions among the peer members assures better learning opportunities and help in being confident. Possibilities and variety can get enhanced after interactive learning from each other, this facilitates the faculty mentor as well, mistake or best practices of one student can be stated as examples to narrate others regarding possible errors.

VIII. COOPERATION AND TEAM BUILDING AMONG, PEER GROUPS

Making mistakes and learning together helps in strengthening personal relations and make networks for future. Workshops are time bound learning which demands certain output by the end of each session. It may not be feasible by all to generate desired outputs which can be taken care by reaching out to each other which helps in future interactions and learning.

IX. FEEDBACK TO THE STUDENTS BY THE CRAFT EXPERT

Craft expert can share their observations in both the modes of learning but while interacting via online mode there can be unregulated order of appearance due to which an expert may not be able to focus and share appropriate feedback. Hybrid mode provides transparency to each student to know the order of appearance while taking expert's feedback.

X. DISTRACTION LESS LEARNING

Student's environment at home while attending online sessions can be distracting because generally a specific place is not designated as workspace, this results into uncontrolled atmosphere which distracts the students. Other family members sharing the space can prove to be distracting. Attending a family member due to their age or illness and alongside attending a session may prove to be distracting. Hybrid classroom is a controlled atmosphere, speedy internet connection for interruption less learning, guided by the faculty and classmates can help in providing clarity if any gaps emerge.

XI. LEARNING KITS

Appropriate tools and learning kit save time and provide suitable results. A student may not be able to procure the right tool which doesn't provide the desired results, this may hamper his learning and confidence building or exploration of the skill base. Color medium and infrastructure is also not available in online mode of classes. Hybrid mode assures right atmosphere for learning along with appropriate tool kits and right consistence of colour as in the case study given in the research paper.

XII. HYBRID AND ONLINE

Referring to the above observation which was supported by the data collected it is quite evident that it depends upon the situation to conclude which (online/ hybrid) mode to adapt, however if hybrid mod is preferred, it ascertains the learning

process in guided atmosphere. Hybrid mode also calls for investment in appropriate infrastructure for desired results.

XIII. HYBRID AND OFFLINE

Hybrid mode maybe preferred upon online if students can move to the institute but learning certainly strengthen in offline/physical mode for skill base class. It is to clarify at this junction that in case of distant learning where its not possible to be physically present due to some unwarranted circumstances or budget then certainly Hybrid mode of learning can prove to be budget friendly and provide better understanding of the subject. This method can also help approaching such clusters which is unknown to the most populated and known areas, this provides opportunities to learn many linguistic crafts and help them to sustain.

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The author is a faculty with NIFT, INDIA. The core area of research is sustainable thinking and hence the present research is its adaptation in an academic learning.