

The Dick and Carey(s) Model Applied: How to Sew a T-Shirt Quilt
Instructional Design Project

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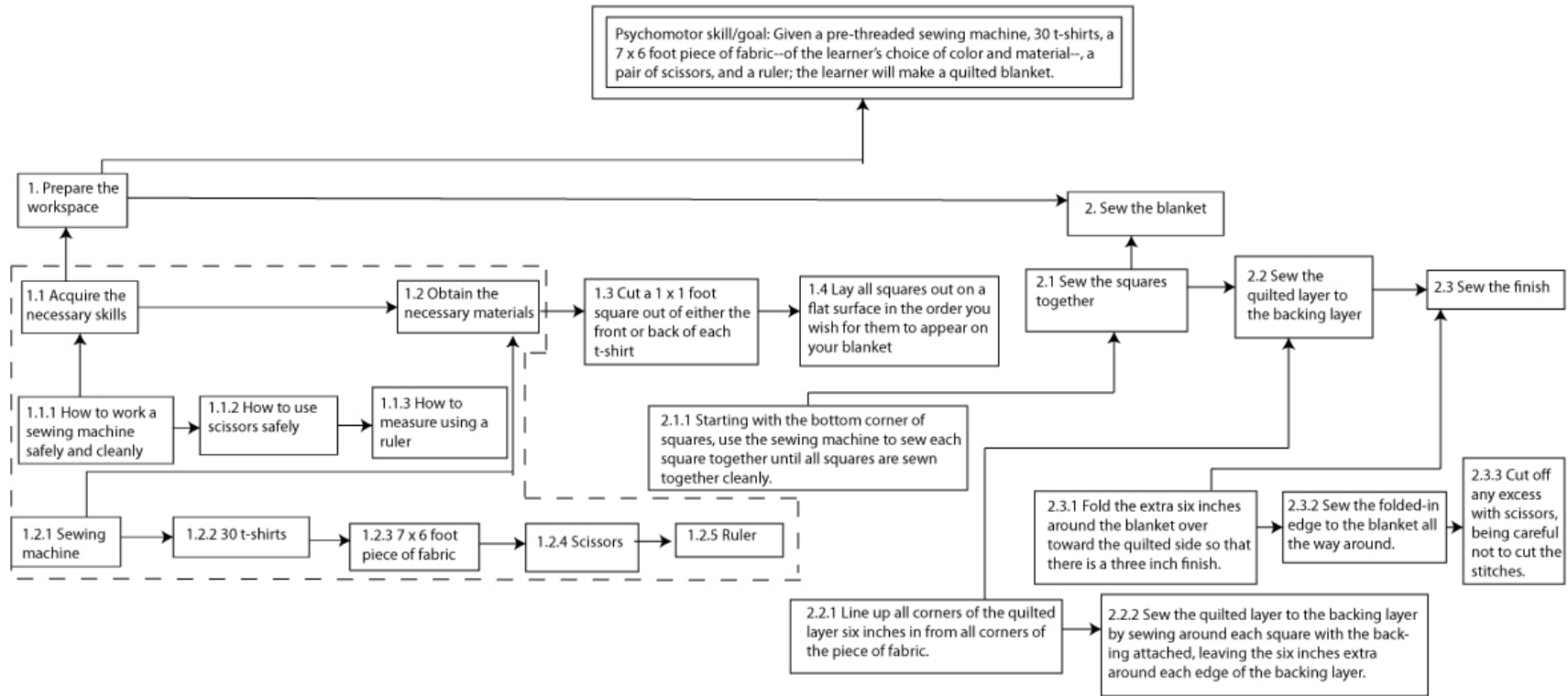
Needs Assessment

Many undergraduate students become actively involved in clubs, organizations, teams, and other communities during their time in college. One cliché of involved students is that they leave college with more t-shirts than they will ever wear in their lives because almost every event attended, every club joined, and every volunteer initiative taken on gives out and/or sells t-shirts as a keepsake of the event or as marketing for clubs and organizations. As stated, these t-shirts pile up fast. Often, students leave college and go on to join their profession—in a work environment that requires business and/or business casual dress, leaving students with a pile of un-worn t-shirts and nothing to do with them except donate. Turning the t-shirts into a quilt will give students (and others who have somehow acquired many t-shirts over the years) a way to commemorate their college years and make use of their keepsake t-shirts.

Instructional Goal

Given a pre-threaded sewing machine, 30 t-shirts, a 7 x 6 foot piece of fabric—of the learner's choice of color and material—, a pair of fabric scissors, and a ruler; the learner will make a quilted blanket.

Instructional Analysis



Learner Analysis

Entry Behaviors

1.1 Prior to starting the lesson, the learner will have acquired the following necessary skills:

1.1.1 How to work a sewing machine safely and cleanly

1.1.2 How to use scissors safely

1.1.3 How to measure using a ruler

1.2 Prior to starting the lesson, the learner will have obtained the following necessary materials:

1.2.1 Sewing machine

1.2.2 30 t-shirts

1.2.3 7 x 6 foot piece of fabric

1.2.4 Scissors

1.2.5 Ruler

Entry Characteristics

The learner will have experience with crafts and sewing, and will have at least entered high school, if not graduated.

Performance Objectives

1.3 The learner will cut a 1 x 1 foot square of either the front or back of each t-shirt, giving the learner 30 squares.

1.4 The learner will lay all squares out on a flat surface in the order in which he or she wishes for them to appear on the blanket.

2.1 The learner will sew the squares together by starting with the bottom corner of squares and using the sewing machine to sew each square together until all squares are sewn together cleanly.

2.2 The learner will sew the quilted layer to the backing layer by first lining up all corners of the quilted layer six inches in from all corners of the piece of fabric. The learner will then sew the quilted layer to the backing layer by sewing around each square with the backing attached, leaving the six inches extra around each edge of the backing layer.

2.3 The learner will sew the finish around the blanket by first folding the six inches around the blanket over toward the quilted side so that there is a three-inch finish. The learner will then sew the folded-in edge to the blanket all the way around, and then cut off any excess with scissors, while being careful not to cut the stitches.

Assessment

Criterion-Referenced Tests

Entry Skills Tests. The entry skills listed in the Learner Analysis section of this document will be assessed in different ways. To assess whether a learner has acquired the ability to operate a sewing machine safely and cleanly (1.1.1), the learners will be given two small pieces of fabric and will be told to sew them together using their sewing machine. If the operation was safe and the project was clean, the learner will be considered to have acquired that skill. The skill of how to use scissors safely (1.1.2) is a skill acquired in younger grades of the education system, and should not require assessment because one of the entry characteristics is that the learner have at least entered high school, which presumes that they have been through and passed all lower grades of education.

The final group of entry behaviors, to collect all necessary materials (1.2), will be assessed by way of checklist. Each learner will be given a checklist, on which they will go down the list and check off all items they have acquired. If any items are missing, the learner will be instructed to obtain them, and will then be given the checklist again.

Practice Tests. Throughout the lesson, learners will be given small practice squares of fabric to practice on before performing it on their t-shirt quilts. These will be considered practice tests, of which will be used to assess the instructor performance and give data on whether to slow down or speed up the lesson, as well as give learners a chance to practice what they've learned without messing up their own t-shirt quilt.

Posttests. Because this lesson is intended to be project-based, that is, the learners will end the course with a final project that the lesson revolved around, the post-assessment will be the project itself. The end-result (each individual t-shirt quilt) will be assessed based on how well the learner followed directions as well as how neatly they performed the objectives.

Instruction

Instructional Strategy

The t-shirt quilt lesson will have an initial delivery based on the traditional model. While sewing machines often come with basic “How to Sew” manuals, when sewing something specific it often requires details easier explained by showing. That is the case for this project. As stated, the lesson will be delivered face-to-face via the traditional model; however for later reference and practice, the instructor will post videos of each objective online to be accessible by all learners in the course so as not to slow down the flow of the course by going back during class time.

Instructional Materials

The lesson will require all materials listed under entry behavior 1.2 in the learner analysis section of this document as well as the following:

- a classroom with adequate seating and tables for the learners and the instructor,
- a projection system in the classroom so that learners can see what the instructor does on his or her own sewing machine,
- a first-aid kit in case of needle-related injuries,
- a learning management system such as Desire 2 Learn, Georgia View Vista, or Moodle for posting of the syllabus and after-lesson videos,
- a video camera for recording after-lesson videos, and
- a captioning system such as YouTube for captioning after-lesson videos