

# A Comparison of a Pattern Cutting Module for First Year Students between UK and Korean College Course

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## ABSTRACT

본 논문은 현재 패턴구성 과정에 있는 1년 차 영국과 한국 학생들의 교육체제를 연구·비교 하므로써 그 차이점을 알아보고 궁극적으로 나아가야 할 방향에 대해서 연구되었다.

우선 두 나라의 교육체제에 관해 간단한 배경 설명 후에 학제의 시작이 두 나라 사이에 큰 차이점이 있음을 강조하였다. 본 논문은 일차자료와 이차자료를 모두 이용하였으며 설문지 내용은 지면 할애상 생략하였다.

본문에서는 첫 번째로 강의 방법에 대해 알아보았으며 두 나라간의 교수 형식으로는 큰 차이를 볼 수가 없었다. 그 다음으로는 교수의 자격 요건 이었으며 연령대가 다른 차이점 이외에는 큰 차이점을 볼 수 없었다. 또한 교수법에 있어 가장 중요한 열정과 동기부여 등을 강조하였다. 이론적인 수업은 한국의 대학에서 강조된 반면 영국에서는 실질적인 부분을 강조함을 알 수 있었다. 그리고 한국의 경우 대부분의 학생들이 수업의 진행을 위해 교과서를 구입해야 하는 반면 영국 학생들의 경우 자세한 설명이 첨부된 복사물을 받아 수업을 받고 있었다. 그 이유는 학생들의 수업능력 차이에 있으며 또 한가지는 경제적 문제라고 할 수 있다. 한국의 학생 정원은 40명이었으며 대부분의 학생들이 거의 포기하지 않고 졸업을 하는 반면, 본인이 조사한 대학의 경우, 25명의 정원으로 시작하였으나 여러 가지 개인 사정으로 조사 당시 15명의 인원수만 남아 있었다. 적은 수의 학생수는 곧 수업의 질과 연관됨을 알 수 있었다. 두 나라의 학생수업 능력과 학생 수가 많이 달라 영국 학생들의 경우 선생에게 의지하려는 경향을 많이 보인 반면 한국학생들은 독립적인 특징들을 보였다. 두 나라 학생들 모두 과제물을 많이 받고 있었으며 2학년 말에는 의상발표회를 하는 공통점을 보였다.

평가 방법상에서는 큰 차이가 보였다. 영국의 경우 평가에 관한 사항을 아주 세분화하여 공식적으로 책자를 만들어 그 규칙을 철저히 지키도록 한 반면, 한국의 경우에는 정해진 세부사항 없이 크게 ABCD체제의 방식과 출석상황, 중간고사, 기말고사, 과제물 완성도 등을 퍼센티지로 나누어 평가하고 있었다. 학생들에게 주어지는 균등한 기회나 평등의 문제도 학생들의 자격, 신분 등이 거의 다르지 않은 한국에서는 그리 중요한 사항은 아니었으나 다민족 국민으로 이루어진 영국의 학생들에게는 아주 민감한 사항임을 알 수 있었다

**Key Words :** fashion education, Comparison, Korea & UK, Pattern Cutting, Student, Instructor

## I . INTRODUCTION

### 1. Background

Adult education curricula in the UK exist based on their aims and ideas to reach their final rationale. I found two kinds that are BTEC Course handled by EDEXCEL and LOCN by in one college near London. One College that I have been practicing teaching in the Fashion Department was running a LOCN and BTEC at the same time. However, according to a member staff, the school would change from LOCN Course to BTEC from next year, due to the request from their sponsoring institution. The reason for this is the publicity of the education system. Because, most of colleges are running BTEC Course, the government body would manage easily many colleges with one education system. However, the staff in the college regretted that flexible system for students would be vanished.

One of the big differences between two countries is the time of commencing term which are September in UK and March in Korea. As a result, two groups of students are not in the same situation. The UK students are at the end of a term when the Korean students are beginning of the semester a semester.

### 2. Data Collection

The data for two researches were collected from primary sources such as observation and questionnaire to the students and secondary sources which are book references, college internet and the documents.

The observation that I took part in was teaching practice. It was a form of diary and quick, fragmentary jottings of key words/symbols while I was helping students during the lesson.

### 3. Cultural differences

One interesting fact was found in survey that is Korean college students are composed of the same age level except few students. However, the students in UK Colleges were very different ages. It is assumed that the College program in UK has more flexible aspects for students who have different backgrounds than Korea. Especially the college that I have researched has adjustable structure.

The College which I have researched in Korea is a junior college in Higher Education. High school graduates and those who have equivalent academic backgrounds may apply for junior colleges.

## II . Main

### 1. Comparison of Teaching and Learning

#### 1) Lecturers

The lecturers in UK colleges are well experienced and organized whereas the lecturers of College in Korea colleges are young but active at their working. Minimum personal requirement for staff delivering or assessing learner evidence is ① relevant qualification in Fashion & Clothing ② A teaching Qualification or working towards ③ Job experience in the Fashion & Clothing Industry. Merit for young lecturers in Korea is that they all have recent industrial experience so they are able to teach utilizing the latest experience.

The most conspicuous properties good lecturing commented on the lecturer's ability are to pitch material at the right level, to provide a clear structure and to maintain appropriate pace. The most striking aspect of comments from students related to the effect of a lecturer's on a student's approach to learning, enthusiasm and his or her ability to provide good explanations<sup>(1)</sup>.

<Table 1> Comparison of Teaching and Learning

Country Title	U.K	Korea
Lecturer's subjects	*Pattern Cutting, Garment Construction, Sample Cutting *Garment Construction, Wholesale Cutting, Pattern Modeling	*CAD Pattern Drafting, Pattern Drafting, Fashion Specialist, Fashion Design Theory *Fashion Design, Fashion Collection, Fashion Illustration *Fashion Design, Fashion Illustration, Collection
	*Provisional Lecturers : Fashion Design	*Provisional Lecturers Pattern Cutting, Trend Research, Apparel Construction, Colors and Design
Method	*Demonstration and student practice *Tutor exposition, Recap *Lectures, discussion, handouts and exercises *Practical work *Homework	*Demonstration and student practice *Tutor exposition, Recap *Lectures, discussion, handouts and exercises *Practical work(Fashion Show) *Homework

UK : LOCN Course handbook for students 2004/05  
LOCN program submission document

Korea : Fashion Design Department Orientation Booklet 3 March 2005  
Internet document www.\*\*\*.ac.kr

In addition to this, motivating students is essential role of a lecturer. We know motivation is important even without any specific agreement on the concept's definition. We know that if we match two people of the same exact ability and give them the same exact opportunity and conditions to achieve, the motivated person will surpass the unmotivated person in performance and outcome<sup>(2)</sup>.

### 2) Practical and Theoretical Lesson

From the table above, the UK college concentrates on practical lessons such as Pattern Cutting, Garment Construction, whole sale cutting which are needed more time to work in contrast with Korea. Korean College focuses on the theoretical lesson such as Basic Fashion theory and Fashion Trend. It was considered that theoretical lectures are included in Fashion Design subject in UK, whereas practical lessons are contained in Pattern Drafting in Korea.

I think that subjects which each college concentrates in depend on the each college's rationale in order to reach their aims.

### 3) Textbook and Handouts

More interesting thing is about students' reference. Students in Korea usually buy necessary reference books rather than handouts. Therefore, teachers in Korea do not need to prepare handouts for students and can make use of their time in other necessary work. However, the students in UK seldom buy their reference books, which means they use handouts that their teachers prepare. All handouts which I examined were very detailed and accurate. The reason between two groups is considered to be the differences between their basic ability and economic situation. Scrutinizing the table of Entry Requirement mentioned above, there is no formal requirement to enter the UK College, even taking in ac-

count on the "Be aged 14-19" in BTEC Course. However, the students in Korean college should take formal national examination or acquire necessary qualification equal to reach their college level. Therefore, Korean students are expected to learn independently. Additionally, one other reason is that the price of subject book is too high to buy for them.

#### 4) Number of the Students

Even though the age limit is not mentioned in the table, if not all the time, students are over 18 years old when they start junior colleges. One more thing I would like to mention is the number of the students, that are 25 students at maximum in UK College and 40 students in Korea. The reason is stated by national statistics that "High rates of failure and drop out at Level 1. Naturally there may be reasons other than academic for any dropout. However, there is no doubt that reasons include learners being placed on unsuitable programs and being unable to deal with the demands of the level"<sup>(3)</sup>. At present 15 students are left while 10 students failed to continue whereas few students are dropped at the end of the semester in Korea. For this reason, teachers in UK could make effort to individual students rather than Korean teachers.

#### 5) Independency

UK students have a tendency to rely on their teacher for all tasks in the UK College. In contrast, the students in Korea seem that they are struggling with their problems by themselves and then go and ask their problem to the teachers. Problems and problem-solving are an essential part of the education process. In this sense, problems can be seen as opportunities to learn<sup>(4)</sup>. I believe that effect of teaching depends on how well the teacher make

learners recall their learning, combine parts of lesson together, make judgments based on learning, synthesize, extrapolate, apply, and use it to be innovative and creative.<sup>(5)</sup>

For instance, Korean college does not have sewing lectures in contrast with UK. The sewing lesson is accompanied by pattern drafting or grading lectures when they learn pattern cutting. Therefore, sometimes students do not know exactly how to do when they meet problems in sewing. The lecturer provides all equipment and fabric which are all prepared and cut for students. The students are able to put together with seams by recognizing with notches without any guide line which were done by the lecturer before the lesson starts. Nevertheless, the students so much rely on their teacher to provide equipment and fabrics including markings on pattern. I observed that they were embarrassed when they met unexpected situation. I wanted to make them understand with advice that the discrepancy of cutting pattern happens so often. Most of the students seemed they understand working situation. Effectiveness of learning increases when they learn through their problem solving process.

#### 6) Learning and Teaching method

Learning and Teaching method is similar between two countries. Teachers in UK and Korea give a short review on last week's lesson and recap and then explain the procedure of making design draft and pattern in Pattern Cutting Lecture. The students in UK are stick to the whole process at one time. The objective of completing one pattern is superb effect for their understanding from my experience. Despite of the good effect, the whole practice is taking too much time within 2-hour lesson. Sometimes they are not able to finish another unit. In Korea, in case of empirical lecture, the lesson

time allocation is minimum 3 hours which is enough time to experience their trial.

In addition to the length of the lesson time, students in UK and Korea colleges have so much homework to finish pattern course. A common factor with two countries is that learners usually can not finish their assignment within specific time. For that reason, they need more time which means over 1 hour at Students are having a fashion show to exhibit what they have learned at the end of final term in UK and Korea. They would learn so much more than before through the whole process by making their own designed costumes from draft to finished one. The experience which includes curiosity, exploring, embarrassing, interesting, depressing, and satisfaction is extremely valuable for each student as a person to begin their real career.

<Table 2> Subject work hours at home

Hours	1-2	3-4	5-6	More	No answer	Total
UK	3	2	2	1	1	9
KOREA	0	2	1	5	0	8

<Table 3> Comparison of assessment

Curriculum	LOCN	KOREA
Assessment and Grading	<ul style="list-style-type: none"> <li>* Timing &amp; frequency of assessment; Formative assessments take place as soon as possible after completion of work. Summative assessment is carried out after completion of a whole unit or integrated assignment</li> <li>* Arrangements for recording assessment &amp; achievement; Lecturers are supplied with assessment sheets is listing all the criteria and learners work s assessed against these</li> <li>* Authenticity: Great care is taken to ensure authenticity. The college ensures that all assessment work is either carried out in college or that it is viewed in-process by members of the assessment team</li> </ul>	<ul style="list-style-type: none"> <li>* Record System : A+, A, B+, B, C+, C, D+, D, E+, E, F</li> <li>* Total 100% Attendance 10%, Middle exam(formative): 30%, End of Term Exam(summative) : 40%, Assignment 20%</li> <li>* Cultural Subjects : Relative Evaluation Examination, attendance, report</li> <li>* Special Subjects : Absolute Evaluation Depends on the style of lecturer</li> <li>* Absence ratio 40% of one term : failure</li> </ul>

## 2. Comparison of Assessment

Assessment is a valuable and essential part of the educational process<sup>(6)</sup>. LOCN course has Delivery and Assessment information for the program in general. If arrangements differ from parts of the program, they would follow that assessments are carried out by lecturers in the course of teaching team. Conditions under which assessments is organized are as below. LOCN and Korean assessment all include the characteristics of effective assessment which are Validity, Reliability, Authenticity, Recency, Sufficiency and Fairness.

- Validity refers to the ability of the test to do what it is supposed to be.
- Reliability means you can trust the test.
- Authenticity is vital when evidence is brought forward for the accreditation of prior learning, to have ways of checking for authenticity.
- Recency refers to the currency of the material being presented for assessment.
- Sufficiency is that enough and convinced materi-

al covers the range of applications.

-Fairness is open equal opportunity, same rules to everyone and competent assessor<sup>(7)</sup>.

Lecturers who I observed for the last few weeks assessed all assignments with compiled files and considered authenticity seriously. The evaluation day was formative assessments. They ticked assessment sheet listing all the criteria and learners' work by checking what they had done and decided pass or fail. Also they provided to the student comments sheet with level/grade, date achieved, assessor and internal verifier. After that, they gave chance to the students who did not finish until assessment day, whether they need supplementation or don't complete at all. All teachers who performed assessment encouraged the students to finish achieving their final goal. One of the lecturers said that one or two students have possibility of failure if they would keep absence from then on for maximum 4 weeks without any notice.

Assessment of Korea College is done by lecturer's own sheet. They set the basic rules which are 7 grades of scoring system. (A+, A, B+, B, C+, C, D+, D, F) The formal examination includes formative 30%, summative 30%, and Assignment 20%, attendance 20% which then makes total 100%. The rest of points are the lecturer's own discretion.

There is no Comments sheet as UK College does. This is easy to understand for students as well as the method of discuss with each other rather than arranging all marked score numbers. However, due to the number of students and time allocation in Korea, teachers are not able to discuss individually. For these reasons, teachers tend to choose formative assessment that every once a week they check last week's works of students and

give them homework what they have to supplement. Because most lessons are so practical, teachers will not be able to manage the lesson schedule unless the students understand.

When treating learners, UK lecturers encourage students when they work or submit their files rather than criticize. One of lecturers in UK said that, first of all, teachers should respect their personality and encourage equal opportunity because of their diverse educational experience and achievement, class, ethnicity, nationality, sexual orientation, self-perception, goals, abilities and disabilities, language skills and so on. This diversity inevitably shapes their learning<sup>(8)</sup>.

We have to encourage them whether they are excellent or poor and try to find their strong points. The advice was so much impressive so I decided to be an encouraging teacher if I would have a chance to be a lecturer in Korea. Discrimination entails negative effects upon the attitudes and expectation of students and teachers. From this point of view, I am sure that all teachers should spend a great deal of time thinking about and evaluating how well they are performing their work, both with particular regard to their classroom teaching as well as other aspects of their work in general. Reflection and evaluation is necessary in the job.

However, the lecturers in Korea are inclined to have more objective point of view due to avoiding the partiality to specific student. It is assumed that they prefer fixed positions of 100% in total from the same reason.

### 3. Comparison of Equal Opportunity

From the table above, the dissimilarity is found between UK and Korea. UK document has presented such detailed items while the Korean one

<Table 5> Comparison of equal opportunity

Curriculum	LOCN	KOREA
Equal Opportunity	* The College creates an environment recognizing the diversity of students and allows everyone to play their part in promoting equality of opportunity. * No one should be discriminated against because of age, disability, color, race, ethnic origin, nationality, gender, religious affiliation or sexual orientation * All students are required to maintain an individual Learning Plan	* Not mentioned in specific context * This college takes students with special, individual selection for equal opportunity.

has not stated specifically. It was found that basic cultural background is extremely different. The Korea is a racially homogeneous nation whereas UK is not. Furthermore, as I mentioned in cultural differences, all Korean students have similar background such as education, age, color, race and nationality excluding one or two exceptions. It is regarded that Korean education system must be prepared for equal opportunity issue which is necessary for International Communication.

In case of employment, the College in Korea gives the students opportunities to get jobs by order which they set a basic rule. The first year students in UK are not ready for the employment yet<sup>(9)</sup>.

### III. Conclusion

Comparing the Colleges in UK and Korea, several interesting facts were found which are differences in lecturers, lesson style, reference, number of the students, independency and teaching and learning method, assessment and equal opportunity. Originally, education background was so different because the education system was also totally different from primary school.

Notwithstanding the cultural difference, I have found that the most important of all is originated in motivation. Apart from rationale, aims and objectives

of schools, the role of lecturer is so important that we would be much more willing to give our best effort when we know that our learners are giving their best effort as students. Instruction with motivated learners can actually be joyful and exciting, especially for learner. Therefore, It is essential not to forget the reciprocity of this relationship and our responsibility to initiate it<sup>(10)</sup>.

It seems that motivation tells everything about teaching, learning and assessment. The one thing we have to consider to give motivation to students is individual concern. From the questionnaire analysis, half of the Korean students answered with question of assessment type, "I want to be assessed with personal ability, attitude and sincerity." In contrast with the answer, most of the students in UK are satisfied with it. They would be happy with their assessment even though the result was not satisfactory if their teacher knew that they did their best.

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