

Fashion futures
and
“Legs 11”

Alison James
Head of Learning & Teaching
Rob Lakin
Director of Part Time
Programmes

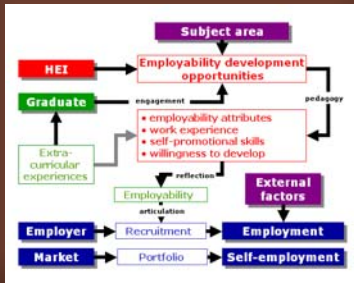
London College of Fashion



Employability* ‘is having the skills and abilities to practice professionally. Life skills which include: emotional intelligence, self-efficacy; confidence, team-working, communication; being enterprising – a way of doing that enables students to act in the world.’

*UAL PPD Network definition

Figure 2: A model of graduate employability development, after Harvey



INFLUENCES ON LEARNING	REFLECTION/EMOTION IN PROFESSIONAL NARRATIVES
Impacts of shocks/mistakes	Critical incidents, turning points, associated emotions
Past experiences of learning	History, background, antecedents leading to present situation
Rewards and punishments	Consequences of actions; invited, expected or otherwise
Impact of tutor, peers, subordinates	Social interaction, relationships, environment
Awareness of learning process	Interiority, the protagonist's voice
Recognition of need	Revelation, development of self knowledge

(James, 2008, 2009. Adapted from Honey & Mumford 1992:6)

The emotions...

...respond to changes in well being

...a cognitive operational mode [which] generates action readiness (Frijda,1986)

...judge situations according to previous standards, expectations and goals (Ortony et al 1988)

Conceptual framework of emotions*

- A. Dominant emotion reported
- B. Cause of the emotion
- C. Object/focus of concern of the emotional response
- D. Reported emotional intensity
- E. Way the emotional response evolved
- F. Effects on aspects of learning

*Austerlitz et al (2002), following (Ben Ze'ev 2000)

- A. Dominant emotion reported
- B. Cause of the emotion
- C. Object/focus of concern of the emotional response
- D. Reported emotional intensity
- E. Way the emotional response evolved
- F. Effects on aspects of learning

"I wrote in my journal the hardest part is removing the makeup (B). I get stressed out (A,D) trying to do it which therefore ruins my flow (F). I realised that the only way to overcome my problem was to not panic (C) and keep practising (F) until the movement becomes natural. I made it easier for myself (E) by breaking each step down into smaller steps, which as a result stuck in my memory better (F). As I began to remember the steps and the movements my confidence grew immensely (F)."

Aspects of learning to be professional, revealed through applying the emotional framework

- acquiring skill
- interactions with others
- pace of teaching and learning
- self-improvement as learners
- self-mastery and gaining emotional control
- growth in capability and independence
- personal maturing and coping with challenges
- understanding of the profession.
- Attainment of goals
- Review of experiences

The Reflective Pod

