

How can I make it easier for Bespoke Tailoring students to learn specialist vocabulary?

Creating an image based glossary for Bespoke Tailoring

(and a Pictionary style game)

Maria's PGCert Action Research Project



Background



I'm Maria:

Former international student and alumni
Savile Row Tailor
Lecturer

Bespoke Tailoring Student, 2025:

“Many technical terms and professional expressions were completely new to me [...] At times this made me feel overwhelmed and even question whether I could keep up with the course.”

More than **100 technical terms** taught to the students in the first week!

Bespoke Tailoring: transcending traditional hierarchies

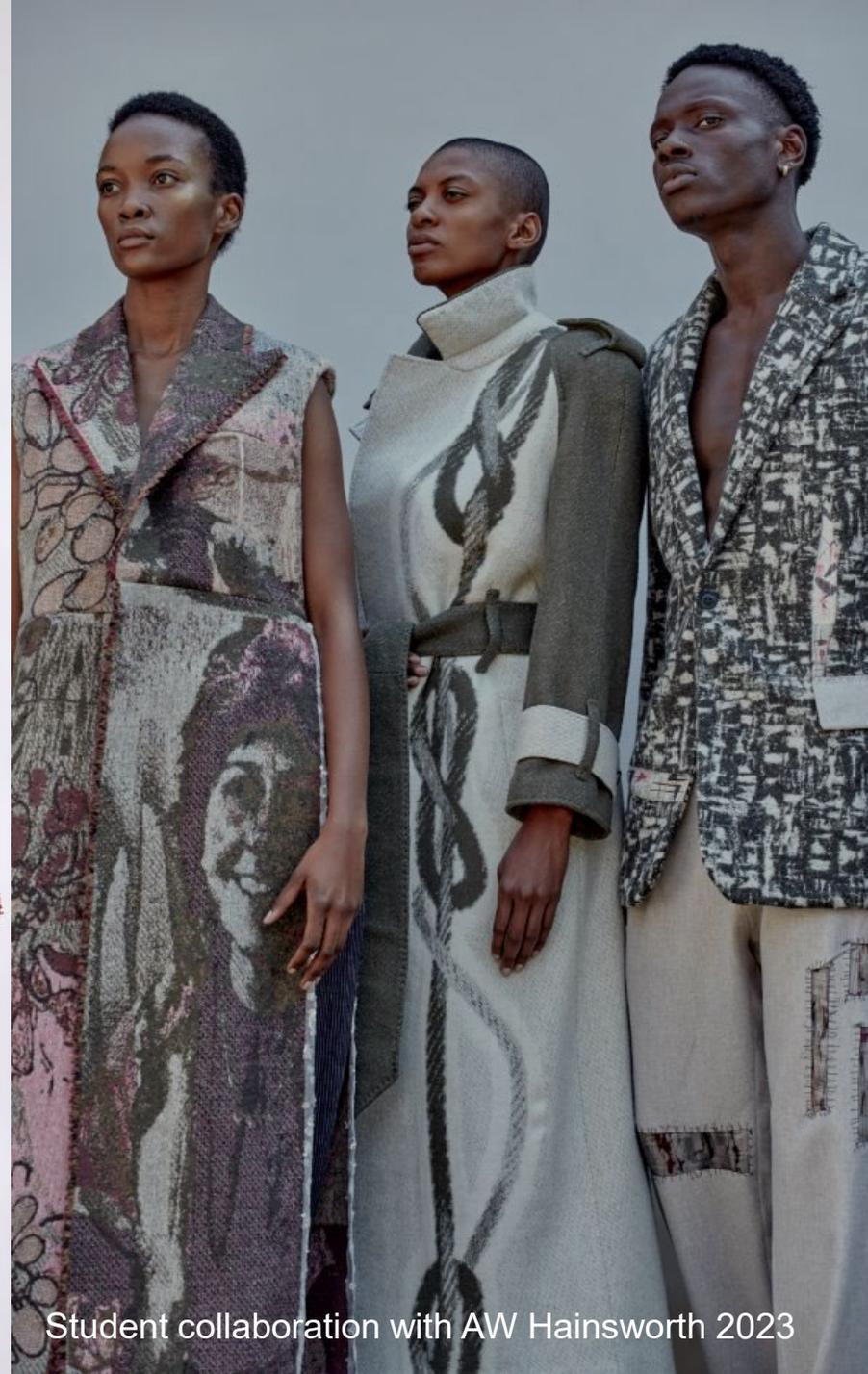


Savile Row Bespoke Association Members

“Savile Row [...] has gained a reputation as a forbidding street for any chap who isn’t a military man, a skilled equestrian or blue-blooded”.
(Sherwood, 2008, pp14)

We must be careful not to reproduce old hierarchies and exclude... almost everyone!

Summer Zhu



Student collaboration with AW Hainsworth 2023

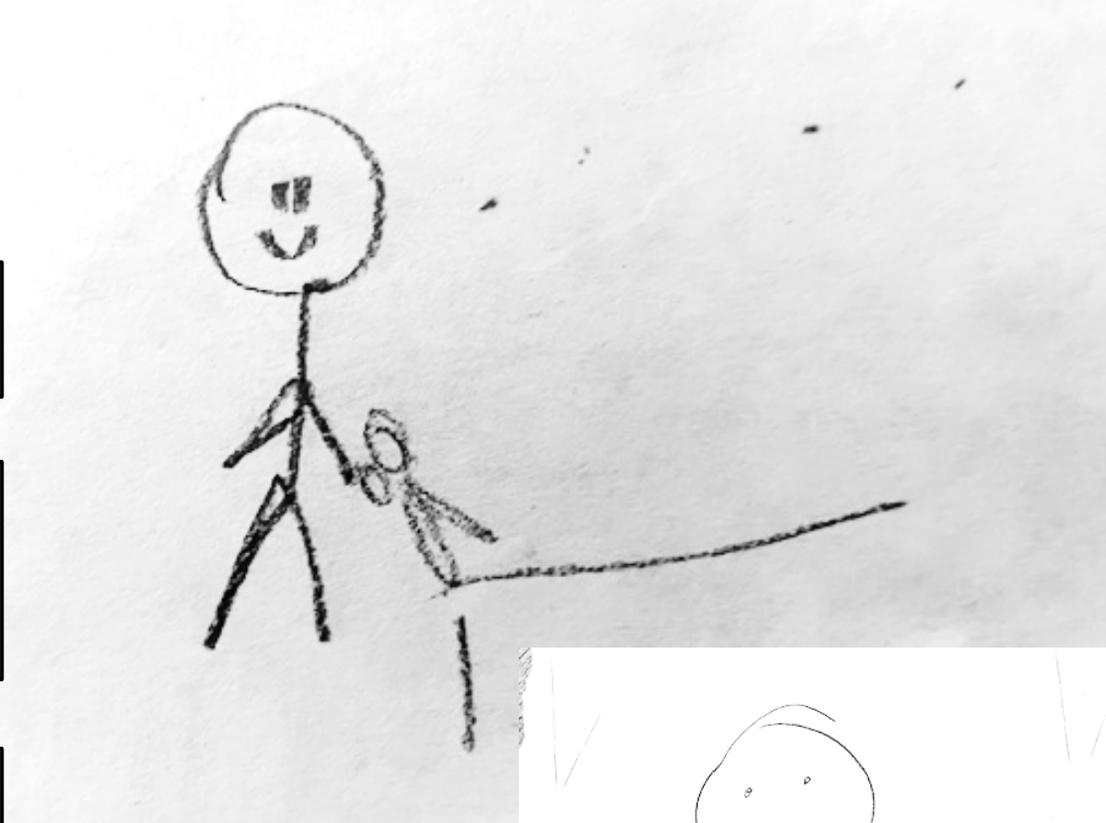
Project Rationale: Cultural Capital

Cultural capital is knowledge, skills, cultural references etc influenced by a person's background.

“Scarcity of social and cultural capital” is one of the factors behind the degree awarding gap for students from “lower socio-economic backgrounds and minority groups” (Banerjee, 2024).

Social, economic and cultural capital is transformational – one can give you the other (Bourdieu in Huang, 2019).

Defining terminology at the beginning of a course makes a significant contribution to mitigating the differences in cultural capital that students can arrive with (Bamber & Jones, 2015).



Drawings of 'tailor' from Pictionary game

Rationale: Intersectionality, community, gamification and co-creation.

Create glossary using images!

- Our student body is very diverse with a richness in linguistic backgrounds, neurodiversity, and socio economic and educational backgrounds. (UAL, 2025)
- Dyslexia, visual learners, English as a second language.

Co-creation!!

- Student agency and flattens the hierarchy.
- Vocabulary from a wider range of environments.
- Distributes the workload.
- Keeping the glossary relevant.

Playing Pictionary!!!

- Drawing enhances memory (Salamon, 2018)
- Promoting community reduces the awarding gap. (Banerjee, 2024)
- Gamified learning increases engagement and motivation (Christopoulos & Mystakidis, 2023)

Team laughing after playing the game.

Action: Image based glossary and Pictionary style game (prototype)

Formats:

- Online
- Printed
- Pictionary style game
- Padlet for co-creation
- Turned into a game app (idea)

Shears



Image based glossary on Moodle

Shears



1

Paper scissors



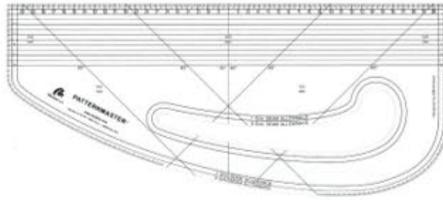
2

Ruler



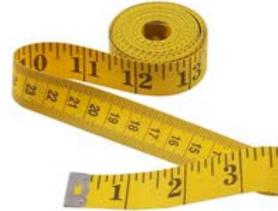
3

Pattern master



4

Tape measure



5

Rubber/Eraser



6

Thimble



7

Tailors chalk



8

Pins

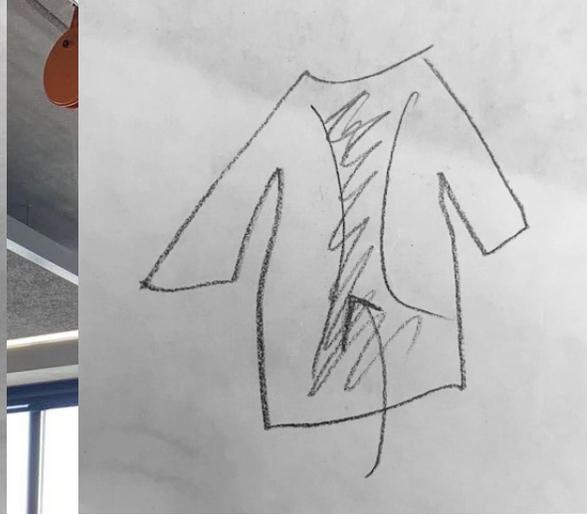
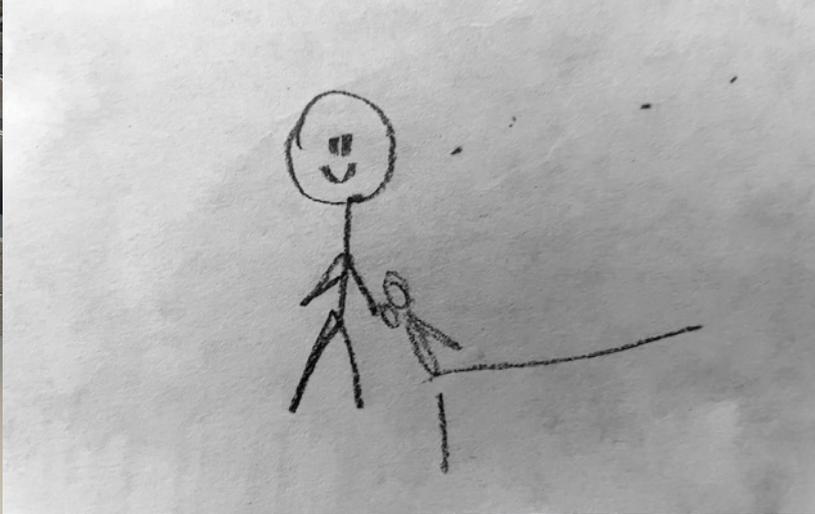


9

Printed cards



Pictionary





Maria Thelin + 2 • 6d

Co-creating an imaged based glossary for Bespoke Tailoring

Please add images and/or words you would like included in the glossary. By adding content to this Padlet you consent to this content being used for research purposes and as teaching material. Participation is voluntary and is not part of your assessment.

Padlet

Tools



Bobbin case



+ Add comment



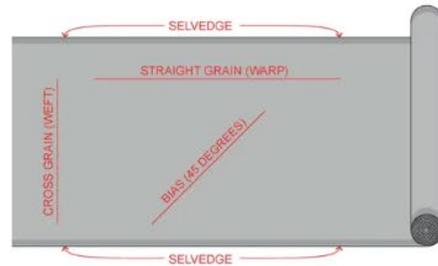
Bobbin



Seams



Grainlines and bias



+ Add comment



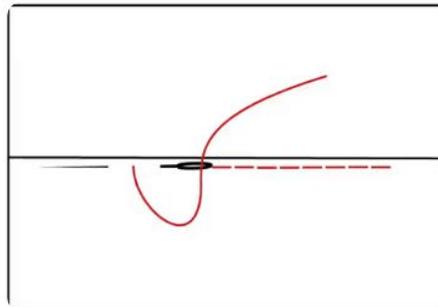
Selvedge



Hand sewing



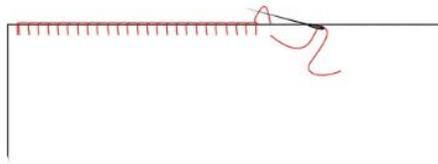
Back stitch



+ Add comment



Blanket stitch



+ Add comment

Materials and trimmings



Lining



+ Add comment



Linen Holland



Game app



Tape measure

Awl

Bobbin case

Shears

A red arrow points from the scissors to the word 'Shears'.

NEW WORD

Select the correct image

Shears



CHECK

Balancing the Complexity of Language with Clarity

Language is a social construction, and words have the meanings that we agree they do. These meanings depend on relationships with other words and the context that they are used in. They also evolve over time (Saussure, 1916). Many words have several meanings, and many things have several names.

Wool



Silesia

Cotton fabric used as pocketing



(Pressing) Ham



Follow on Research:

How can I make it easier for Bespoke Tailoring students to learn specialist vocabulary?

- Brief presentation to the students about the new and existing resources, inc. worksheets, technical presentations, books, Google/AI.
- Short questionnaire, using guidance from Convers and Presser (2011).
- Difficult not to ask leading questions in the questionnaire or have my presentation influence answers!
- Asking my students for help changed the power balance. Humbling and rewarding.
- I analysed data using diagrams and thematic analysis.

3. How did you find playing the Bespoke Tailoring Pictionary?

Themes:

Fun
 Helpful for learning
 Not helpful for learning
 Advice on how to improve
 Other

SP1 (L1): I though it was fun but not very helpful for learning.
 SP2 (L2): It was fun and required deep thinking.
 SP3 (L1): A fun ice-breaker activity but better if you already know the terminology otherwise you don't know what the word/picture means.
 SP4 (L1): Digestible (sic) and fun.
 SP5 (L1): Decent
 SP6 (L1): Have not played it yet, but sounds interesting.
 SP7 (L1): Very helpful. It allowed me to relate the name to the object very quickly.
 SP8 (L1): The most helpful for remembering new vocabulary but maybe not the best for practicing.
 SP9 (L1): Didn't play.
 SP10 (L1): fun, however it wasn't as useful as we did it in the beginning of course leaving me to forget some vocab later on.
 SP11 (L2): I didn't played
 SP12 (L2): -
 Anon 1 (L1): Fun but not necessary educational
 Anon 2 (L1): Interactive and enjoyable
 Anon 3 (L1): Helpful and fun icebreaker
 Anon 4 (L2): Helpful in learning and recalling terms I forget about usually
 Anon 5 (L1): Very good fun way of learning the different components
 Anon 6 (L2): Excellent way to interact and learn. Found it most useful for moulding team work and learn from each other.
 Anon 7 (L2): Helpful and fun.
 Anon 8 (L2): fun, useful

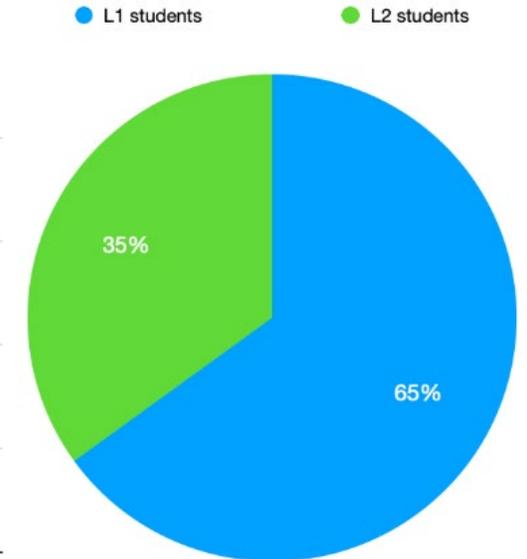
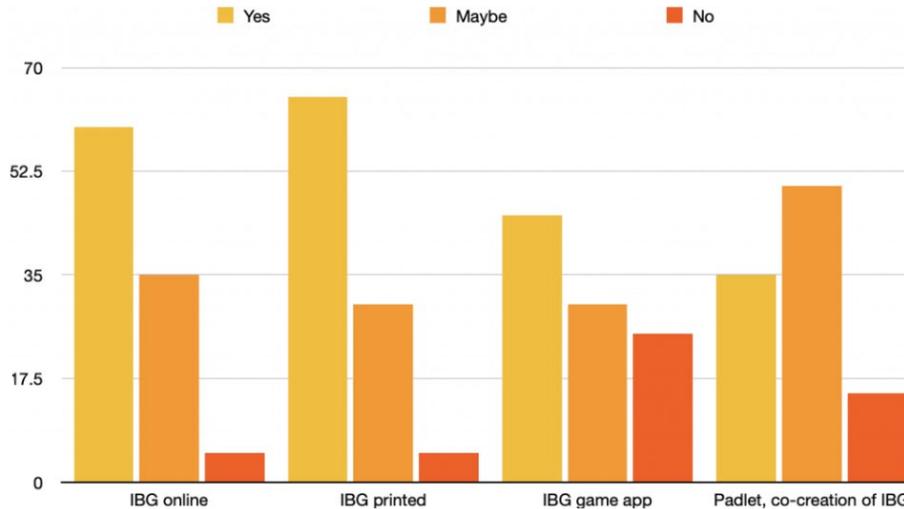
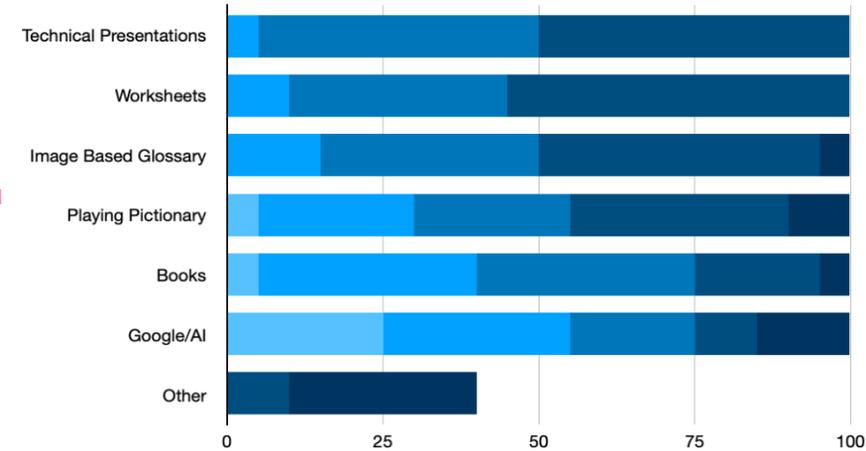
4. What else might help you learn tailoring terminology?

Themes:

Repeated use during sessions
 Other suggestions

SP1 (L1): A sheet picture I can refer to.
 SP2 (L2): Quizzes
 SP2 (L1): Embedding it into technical demonstrations, mentioning the terminology throughout and briefly reminding students of the meaning.

Not helpful A bit helpful Helpful Very helpful Don't Know



Questionnaire

1. Which of the following resources do you find helpful when learning tailoring terminology?
2. Which of the following resources would you be interested in using?
3. How did you find playing the Bespoke Tailoring Pictionary?
4. What else might help you learn tailoring terminology?
5. Do you have any additional feedback?
6. Is your first language English?

Questionnaire - Learning Tailoring Terminology - Draft 2

1. Which of the following resources do you find helpful when learning tailoring terminology?
(Please rate helpfulness on a scale of 0-5, with 0 being not helpful and 5 being very helpful.)

Resource:	Not helpful	A little helpful	Helpful	Very helpful	I don't know
Technical Presentations					
Worksheets					
Image Based Glossary					
Playing Pictionary					
Books					
Google/AI					
Other (please specify in question 4)					

2. Which of the following resources would you be interested in using?

Image Based Glossary Online	Yes	Maybe	No
Image Based Glossary Printed in the Classroom	Yes	Maybe	No
Glossary turned into a game app	Yes	Maybe	No
A Padlet allowing co-creation of the glossary	Yes	Maybe	No

3. How did you find playing the Bespoke Tailoring Pictionary?

4. What else might help you learn tailoring terminology?

5. Do you have any additional feedback?

6. Is your first language English? Yes No

Summary of project findings

Pictionary style game:

Fun! Good ice-breaker.
60% 'very helpful' or 'helpful'.
Will repeat later in the year.

Image based glossary:

65% 'very helpful' or 'helpful'. Positive!
Printed version most popular. Expand!

Existing resources:

95% 'very helpful' or 'helpful'.
Surprise! I will prioritise them.

Padlet for co-creation:

50% would 'maybe' use.
Takes time and effort.
New and not promoted...
Will promote to unleash its potential!
Ask colleagues if they would add to it.

Game app:

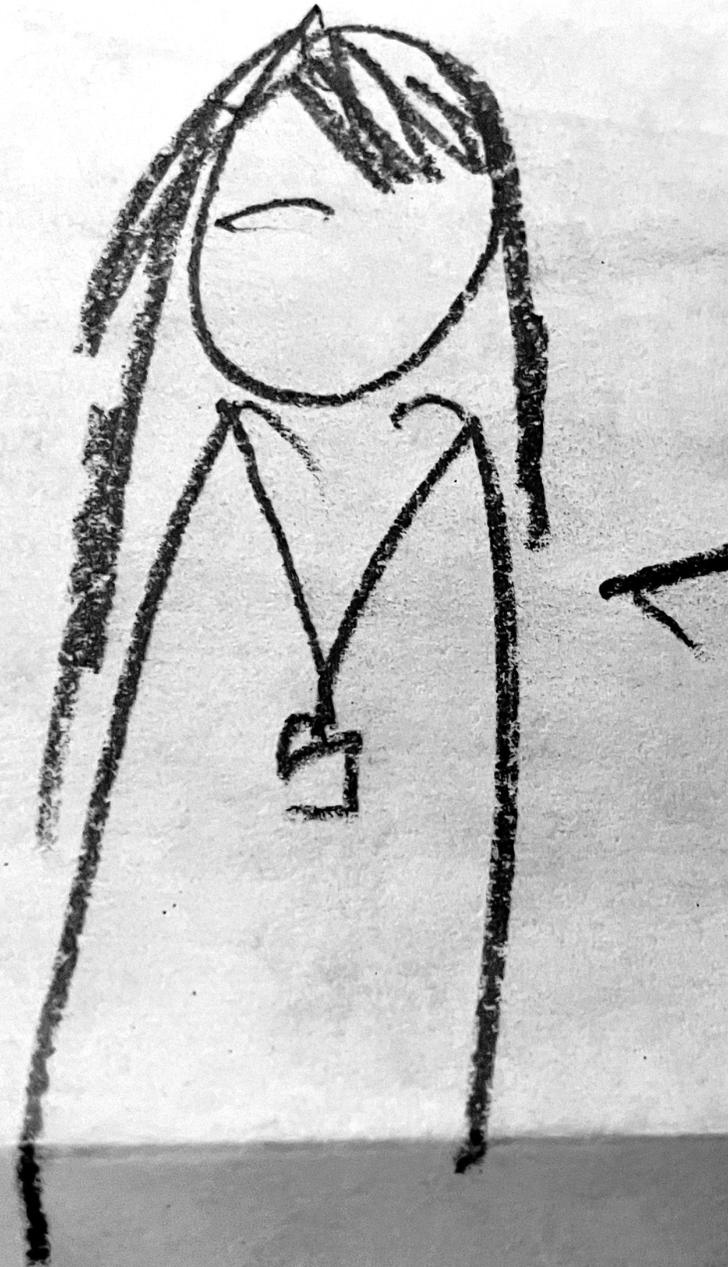
Students only moderately interested.
('yes' 45%, 'maybe' 30%, 'no' 25%)
Considering effort to make, I will wait for now.

Google/AI:

Only 10% 'very helpful'.
Surprise...

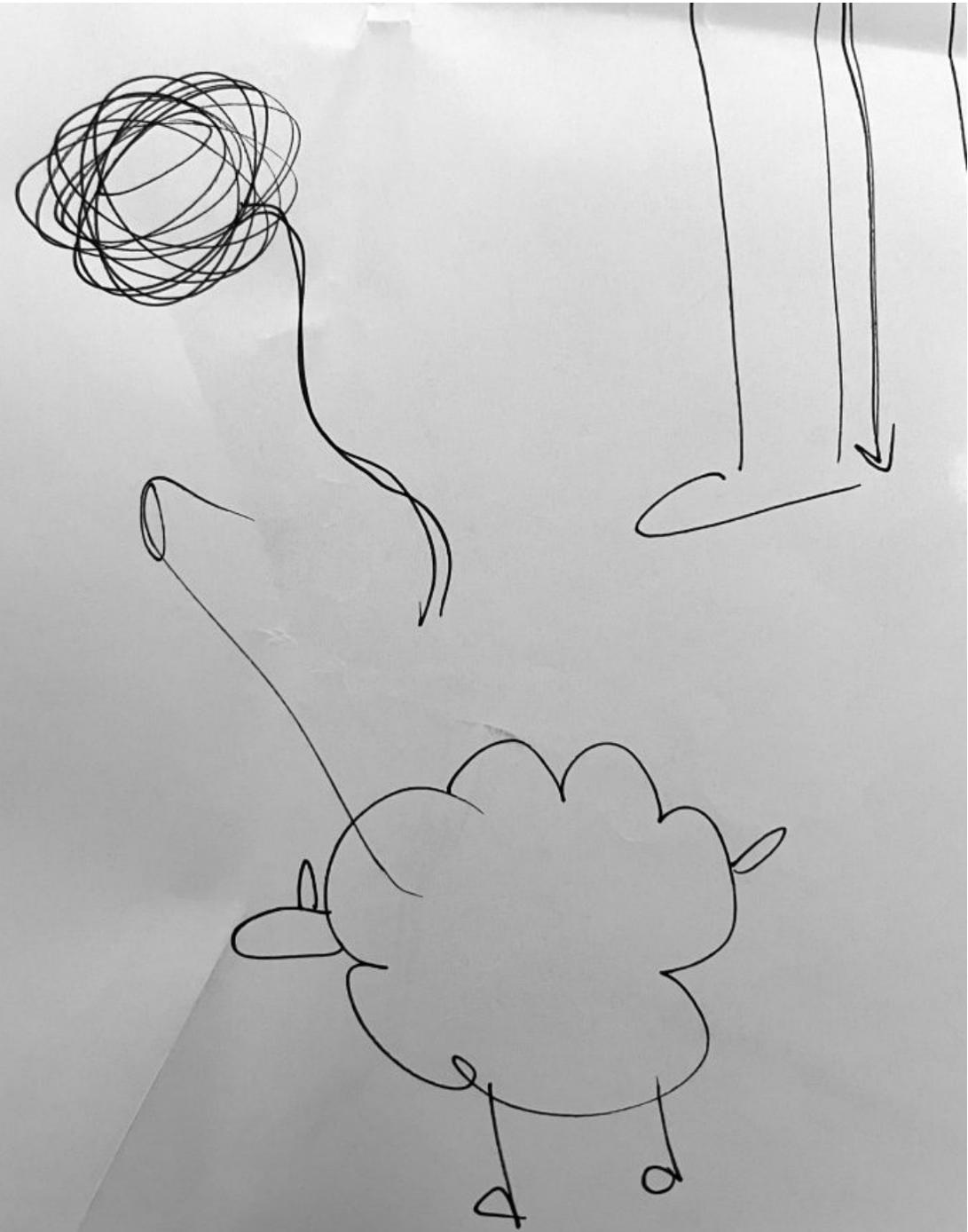
L1 vs L2 students:

L2 students (English 2nd language)
more positive about image based
glossary and using Google/AI.



Reflections

- More in-depth discussions with students would be interesting, for example in focus groups, or interviewing alumni.
- My brief introduction to the new resources might have influenced the answers. Respondents favour the course resources they are most familiar with.
- Underreporting use of Google/AI?
- Respondent profiles: 65% L1 students, 35% L2 students with very good level of English. Small number (20) split into L1 and L2 groups. Make conclusions with caution.
- Students engaged with the image based glossary and enjoyed playing the Pictionary style game.
- We should bring language development into the workroom space and include some element of gamification where possible.



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Questions!

