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Examining Vodcast's Potential to Improve Canadian Embroidery Skills in the Najran Region for Enhanced Community Sustainability

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Abstract: *The purpose of the current study is to determine whether Vodcast can enhance Canadian embroidery abilities in the Najran region. 60 students who were enrolled in a college of education and in their fourth academic year made up the sample. With 30 students in each group, they were randomly split into the experimental and control groups. The primary study instrument was a card for product evaluation. Results revealed that when it came to the development of Canadian embroidery abilities, students who studied through vodcasts outperformed their peers in the control group.*

Keywords: *Handmade embroidery; vodcast; blackboard; Canadian smocking*

1. INTRODUCTION

Vodcast, often known as a video podcast, is a developing and popular teaching tool. When learning, it might give viewers a visual aid [1-4]. A vodcast is a specific type of e-learning technology that enables students to download video files from the internet onto their mobile devices [5-7]. The element of its presentation that is regarded to improve learning is its multimodal nature [8-10]. A significant and popular art known as "craft of the two hands" is embroidery [11-13], Smocking, on the other hand, is a type of decorative needlework made by making tight pleats in a piece of fabric and stitching them together [14, 15].

Additionally, the results of certain research demonstrated the value of employing podcasts in skill-development programs. For instance, adopting vodcasts enabled students to significantly improve their second language competency and listening abilities as determined by examinations [16-19]. Additionally, foreign students discovered that vodcasts were helpful for them because they gave them the chance to watch replays. They gave them practical skills, but they also helped them develop clinical reasoning abilities based on evidence. They gave them both practical skills and clinical reasoning abilities based on evidence [20-22]. The learner feedback survey and learner Objective Structured Clinical Exam outcomes were analyzed as part of the evaluation process [23-25]. Additionally, the usage of vodcasts altered learners' views and perceptions of their capacity for action as well as the development of fundamental skills for research-based group action [26], as evaluated by the project summative test and a substantive knowledge skills questionnaire.

The art of embellishing fabric or other materials with needle, thread, or yarn is known as embroidery [27]. In essence, it is done for decorative purposes by sewing different kinds of materials into a layer of cloth or fabric to create patterns and designs that typically mirror the beauty of nature [28]. Smocking is a form of contemporary embroidery that is evidently drawn from the smock, a big shirt-like overgarment with pleats controlling its fullness [29]. Smocking designs, patterns, fabrics, and threading combinations vary across different types. In turn, Canadian smocking is described as a form of workmanship, namely as an embroidery method used to increase the elasticity of clothing and control fabric fullness by generating gathers [30, 31]. Although Canadian smocking is a

traditional surface adornment that has been employed on vintage and heritage clothing, this old art is making an unexpected reappearance in contemporary settings. As a result, Canadian smocking is today very well-liked not only in its conventional form but also as an experimental sewing technique for creative sewers and fiber artists [32, 33]. With a variety of themes, this work is favored by fashion enthusiasts in various nations [34]. It is frequently used in costume bodices, cuffs, waistlines, and necklines. Overall, the garment is given depth and substance with Canadian smocking detail tailoring [35, 36]. Further research revealed that Canadian smocking had been used in a variety of textile objects from the Middle Ages to the Present, including pillows, costumes, and curtains [37-39]. Canadian smocking was also useful and adjusted for the form-fitting and elasticity of clothing [40, 41]. However, a thorough effort to use vodcast in the improvement of Canadian smocking skills does not yet appear from a review of related material. Therefore, the goal of the current study is to determine how using vodcasts might improve Canadian smocking skills. In other terms, it seeks to resolve the following two research issues:

RQ1: How much does the use of vodcasts improve Canadian smocking skills?

METHODOLOGY

Participants and experimental design

The potential of vodcast to enhance Canadian mocking skills was investigated utilizing a two-group experimental research design and instructional videos found in the Blackboard system. All participants were split into the experimental and control groups at random. Each group had thirty students. The course was also a prerequisite for graduation, and the same researcher taught both groups. The course's primary goal was to improve the students' Canadian smocking abilities.

Research Settings

During the first week, participants in the experimental group were instructed to check their usernames and passwords on the learning management system (Blackboard). Additionally, they were informed on how to use the available blackboard system and given clarity on how to do so. They were also instructed on how to access vodcasts that covered the course material and the different kinds of assignments they would need to complete or turn in. The thirteen vodcast lectures were uploaded to the blackboard system in the second week and made available to the intended audience. The control group participants attended a 30-minute introductory lecture about the course material and the different types of assignments they would have to complete at the course's conclusion.

Instruments for gathering data (Canadian smocking)

Based on Elfeky, Masadeh [42] and Elfeky, Najmi [43], The five-item printed card was created by the researchers as a way to evaluate student work. Using a Likert scale with five responses, each item on the created card was evaluated. From (1) for "Very inappropriate" to (5) for "Very appropriate," the responses were given. The internal dependability of every item on the product assessment card was calculated using Cronbach's Alpha and was (0.91). Three colleagues from the department of Home Economics were asked to lend a hand and participate in the evaluation of students' final goods using the prepared card at the end of the course, after all students had turned in their assignments. A fourth colleague was also asked to evaluate a random sample of roughly 10% of the student projects in order to assess inter-rater reliability and boost the validity of the results. The fourth assessor and the average evaluation of the other three evaluators agreed 89% of the time. Each student received three scores at the conclusion of the test. The researchers then worked with these results to get the mean score for each student's output. To answer the study's question on the value of using Vodcast to develop Canadian smocking skills, mean scores and standard deviations for all participants were taken into consideration and subjected to analysis.

DATA ANALYSIS

The t test for independent samples was used to determine the difference between the mean scores of participants in the control and experimental groups in order to examine the data collected for the question and, more specifically, to evaluate students' abilities in Canadian smocking.

RESULTS

Independent t-tests were performed to examine if watching vodcasts helped students in the experimental and control groups improve their Canadian smocking abilities. The performance disparities between the two groups of students are displayed in Table 1.

Table 1. Differences in the participant students' scores in both groups for the development of their Canadian smocking skills

Groups	*N*	*M*	*SD*	*t*	*p*

Experimental	30	54.4	3.146	9.14	.031
Control	30	46.5	2.997		

Table 1's findings demonstrate that there were statistically significant differences in the performance of the experimental group's pupils (M=54.4, SD=3.146) and that of their counterparts in the control group (M=46.5, SD=2.997). In other words, students in the experimental group had better Canadian smocking skills than those of the students in the control group. In other words, using vodcasts to teach students Canadian Smocking was more effective than using traditional teaching methods.

DISCUSSION

According to the results, using vodcast helped students learn Canadian smocking skills more effectively than their peers who received traditional instruction. As a result, the findings support those of Elfeky, Najmi [44], It found that encouraging students' skills in handmade embroidery through the use of a computer-supported learning environment was more successful than doing so using traditional teaching methods.

They also agree with Elfeky, Najmi [45] regarding the effectiveness of the online course in fostering learners' original thought in the field of handmade embroidery. On the other hand, the current study's findings are consistent with other research on vodcast use, such as Masada [46] which emphasized the positive effects of vodcast use on both the quality of learning outcomes and student satisfaction in online courses. The ability for students to view lectures in their modules and during their training on laptops, tablets, and phones at different times and in different ways is one intriguing explanation for the effective role that vodcast usage plays. This finding supports the findings of Masadeh and Elfeky [47], who found that using vodcast led to deeper learning traits and improved performance in students.

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