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Exploration on the Teaching Method of Professional Fashion Performance Based on the Model of Capstone Courses

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Abstract
The major of fashion performance is an emerging discipline, and the mode of talent training is still undergoing the process of exploration and improvement. The fashion performance major aims to cultivate talents with diversified abilities and a sense of social responsibility in the field of fashion or arts. In order to achieve this objective, the research proposes integrating the teaching mode and educational philosophy of the Capstone Course into fashion performance classes. The research employed case studies to analyze, compare, and summarize related cases, synthesizing the mode of the Capstone Course, which is highly integrated in terms of "knowledge, ability, and practice." Through deduction, induction, and feasibility analysis, it is demonstrated that the application of the Capstone Course to teaching fashion performance is both practicable and advantageous. The research results offer suggestions regarding the teaching model for fashion performance majors. It may have theoretical guiding significance for the follow-up of the capstone course in the fashion performance major.

Keywords
Artistic talent; capstone course; fashion performance; practice teaching.

1. Introduction

With the rapid progress of the fashion industry, the demand for employment in the fashion industry, such as the "fashion actor/fashion model," is also increasing. More than 50 colleges and universities, including junior colleges in China, had established fashion performance majors by 2022. The author consulted all colleges and universities in China that had established fashion performance majors, and analyzed and summarized the context of their majors, discovering that some colleges and universities classified fashion performance as a subordinate major of the performance discipline, while others classified it as a subordinate major of the fashion design discipline. Despite the fashion performance being collectively referred to as "fashion performance," the suffix of the phrase indicates a distinction in training direction. fashion performance, fashion performance and advertisement, fashion performance and business etiquette, fashion performance and fashion media, fashion performance and fashion director, costume design and performance, fashion performance and fashion marketing, fashion modeling art, etc. which fall roughly under the categories of performance discipline and costume design discipline. It is evident that there is no uniform pattern or standard for performance in fashion course design. However, after consulting the talent training programs of various colleges and universities, the most common descriptive terms are "innovative application-oriented talents," "practical ability," "senior practice-oriented specialized talents," "comprehensive talents," and "practice-oriented talents." Although different colleges and universities train fashion performance majors in distinct manners, they all emphasize "practice" [1]. As a burgeoning field of study, it seeks to cultivate high-caliber individuals who possess both theoretical knowledge and practical skill in fashion performance, as well as good professional ethics, humanistic qualities, and correct value orientation [2]. According to the author's summary of teaching practice, it is believed that in the process of talent training, fashion performance majors should not only teach professional knowledge and skills, but also focus on the cultivation of comprehensive qualities, such as a sense of social responsibility and professional ethics. And students should be guided to have the ability of career planning for personal development direction.

Due to the uniqueness and novelty of fashion performance majors, however, many colleges and universities are still adjusting their teaching approaches.

Teachers of the relevant majors pointed out the following problems in fashion performance major teaching: Firstly, some of the teaching contents are detached from social practice. The teaching of fashion performance is closely related to the current market development, but at this stage, the problem of detachment between teaching and social practice in the teaching of fashion performance is still relatively serious, with traditional teaching methods and lack of foresight. Secondly, the teaching methods are rather backward. At present, the teaching methods adopted by most colleges are still mainly based on traditional lessons, without specific analysis based on the actual needs. Thirdly, the content of teaching and learning is relatively homogeneous, with over-reliance on teaching books. Students lack an effective understanding of the current state of international market development and industrial needs. It is difficult to improve their own skills, and the knowledge structure they have mastered still needs to be adjusted [3]. In 2022, Feng further proposed that the main problems in the

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fashion performance major concern teaching methods, first and foremost a singular teaching method and insufficient interaction of teaching subjects. The second factor is the lack of depth of knowledge, of distinction in teaching content, and of the ability to teach students in accordance with their aptitude. The third is that the classroom integration of quality education is insufficient, and the fourth is that the discipline construction is not systematic.

Based on the actual teaching experience, and through a comprehensive comparative analysis of domestic and foreign fashion performance research, the current fashion performance professional teaching needs a set of systematic teaching methods, which is in-depth, covering multiple fields of knowledge, and can be integrated with practical projects.

Based on this purpose, after analyzing the teaching methods advocated by the current academic fields, the research proposes that professional fashion performance majors should cultivate fashion talents with professional knowledge and skills, practical ability in the fashion industry, social responsibility, and professional ethics. Numerous studies have revealed that the original purpose of the capstone course is consistent with the direction of talent training for the fashion performance major. By integrating the capstone curriculum into discipline teaching, students' ability to accrue knowledge assets can be enhanced, diverse creative thinking can be fostered, their capacity to address social problems and practical skills can be honed, and they can also develop correct professional ethics [4][5].

There have been some studies on the combination of capstone courses and other majors, such as engineering, computer science, medicine, physical education, and design, whereas few studies have been conducted on the combination fashion performance specialty. The purpose of this study was to explore the operation mode of capstone courses and the viability of grafting capstone courses into the professional teaching of fashion performance courses. After reviewing a large body of literature, this study summarized related research on capstone courses and used a series of logical methods, such as case analysis, comparison, and deduction, to propose the operation mode of grafting capstone courses into the fashion performance specialty, thereby offering objective recommendations for grafting.

2. Literature Review

Robert H. Todd, Cad D. Sorensen, and Spencer P. Mauleby founded the Capstone Course in 1990 at Brigham Young University (BYU). This course was subsequently introduced into higher education in many countries and had a significant impact on the curriculum reform of various higher education majors [6]. Capstone is an architectural term that refers to the stone placed across both sides of the apex of an arch bridge, arcade, window, etc., in order to reinforce the overall structure. Additionally, the word has been extended to mean "the pinnacle, notably of achievement." Thus, it can be understood as the "finest ultimate accomplishment" or "plan, intention, design" [7].

Literally, the term "capstone" refers to a challenge in learning or research. The original objective of the capstone course was to enhance students' practical experience and communication skills. On a capstone course, teaching methods are continuously evaluated and implemented. It evolves from simply enhancing practical experience to knowledge integration: In 1993, Wagenaar conducted a series of studies on the integration, reflection, and application of learned knowledge and found that experience guidance and integrated thinking can improve students' ability to master knowledge and skills [8]. Dunlap concurred with this viewpoint and also mentioned in his 2005 paper that the capstone course was based on real-world practice, teamwork, and problem-solving introspection, hence, it was considered a catalyst for boosting students' self-efficacy. Y. Ryu [9] further elevated the "capstone course" education model into an educational plan, and proposed that the "Capstone Course" refers to problem-solving planning and design. Through the promotion, production, and implementation of the project, students can cultivate the ability to tackle problems and experience the education of a series of processes, such as production and design [10]. In light of this, the following are significant advancements in the capstone course: Moore proposed that in addition to knowledge, skills, and practical ability, students should be encouraged to develop pertinent social responsibilities during the implementation of the capstone course [11]. In other words, "theme" or "concept" is added to the development of the capstone course, which furnishes the course with an ideological sublimation. So far, the relevant education model of the capstone course has the embryonic form of systematic teaching. In 2012, Xiong Dajun evaluated the capstone course as an "evaluative teaching mode" and concluded that its specific operation mode is as follows: it is the comprehensive process of accomplishing a discipline-related project, including its design, planning, production, and final result. In the course practice of participating in the design of the capstone course, students can develop an evaluative teaching model with self-evaluation results [12]. It emphasizes students' self-evaluation and course evaluation and enhances the capstone course's teaching design.

Under the influence of macro-teaching ideas, the research on the teaching mode of the "capstone course" can be summarized into three categories:

(1) Research on the advantages of the capstone course. In 2010 Liu Xiaoqiang believed that the purpose of teaching a capstone course was to improve students' strengths to discover, communicate, and solve problems, and work as a team during the course. He achieved remarkable results in communication ability, knowledge, and skill application ability [13]. Eun et al. elaborated on how the capstone course improved students' abilities: through teamwork, where students are encouraged to improve their ability to cooperate with one another, and through multiple proposals with customers, their communication

skills are enhanced [14]. On the basis of a professional knowledge reserve, multiple professional knowledge, professional skills, and practical ability are interconnected through the design enhancement [15].

(2) Research on capstone courses: there are two techniques for initiating the capstone course. The first technique is to incorporate it into regular teaching. It can be regarded as a process of teaching that combines theoretical knowledge with practice after its mastery, and the integration of single-subject courses should also be included. For instance, 29 students are enrolled on a 16-week professional course designed to integrate the capstone project practice into the learning cycle of professional knowledge [16]. Tuukka M et al. teach a virtual reality (VR) capstone course every year with an emphasis on integrating VR into professional courses [17]. The second application of the capstone course is internship courses for students who are about to graduate with the objective of training talents [18] who can enter the workforce without undergoing retraining [19]. Consequently, the application scenario of the capstone course can be interpreted in two ways: first, as the integration of academics, and second, as preparation for the "real world." The difference between the two is that the former requires students to look backward in a reflective and integrative manner (past learning experience), whereas the latter encourages students to look forward after completing their studies. It can be summarized as a "trinity" teaching mode: first, it focuses on students' past learning experience and integrates the relatively fragmentary professional knowledge into a unified whole; second, it creates real scenarios, applies the knowledge and skills previously learned in practice, and guides students to adapt to the future professional life; and third, it provides open programs to enhance students' understanding of ethical and social issues in the profession.

(3) Research on the evaluation of the teaching effect of the capstone course. In the process of implementing the capstone course, in order to verify whether the teaching effect meets the original teaching expectations, the research evaluation dimension of the project can involve technical challenges, teamwork, event planning and negotiation with customers [20]. However, there are also relevant studies that have confirmed the positive effects of this teaching method through the evaluation of the effect of the "capstone course" in specific majors, and further put forward the point of view of curriculum improvement, advocating sustainable project development as a fixed-point course for implementation of the theoretical framework [21].

Through the above-mentioned induction and analysis of the educational research status of the capstone course, the following is obtained: (1) Scholars have conducted research on the teaching methods of the capstone course from different perspectives, and have achieved fruitful results. Moreover the relevant experience is worth learning. However, the capstone course remains an abstract concept, and there is no format standard for its development and implementation. Different disciplines and majors can design the operation mode and function of the capstone course in accordance with their knowledge and the characteristics of their respective professional fields [22]. (2) The supporting environment and teaching programs are important guarantees for capstone education. First of all, a supportive environment is the basis for carrying out capstone education, including subject background, practical projects and practical resources. Secondly, it is necessary to prepare students for project-inspired inquiries that come from real life and integrate multidisciplinary knowledge.

Therefore, in this study analyzed several teaching cases, summarized the operation mode of the capstone course, and then discussed its integration with the teaching of fashion performance. Focusing on the core concept of the capstone course, drawing on its typical teaching model, and starting from the following three levels: students' innovation and inquiry ability training, teacher-student activities and teaching environment, we constructed a curriculum model of fashion performance professional teaching with "interdisciplinary integration", "ability training", "process experience" and "problem solving" as the core. At the same time, it is expected to promote the integration of capstone courses and art courses as well as provide a valuable reference for the practical application of the capstone course.

3. Case Study

Several case studies were applied to validate this study. The case study is one of the social science research methods that can be used to investigate "how," "why," "what," and other questions. Yin R. K. proposed two steps of a multi-case study:, intra-case analysis, and cross-case summary, to organize, summarize, analyze, and analogize all cases and reach a conclusion [23]. This study analyzed three selected cases. The first is the teaching case of Brigham Young University, the institution that established The Capstone Course. The latter two cases represent the fashion design major's capstone course development technique, which is closely related to the fashion performance specialty. Currently, the available relevant cases are all from South Korea.

Simultaneously, case description and in-depth analysis were undertaken. The relevant content was subjected to key coding, after which the summary was generated and the model interpreted. Later, the three case models were combined to conclude the operation concepts of the capstone course, which can provide illuminating suggestions for the arrangement of the capstone course for the fashion performance specialty.

Case 1: Targeted competencies developed by the capstone course

Brigham Young University, the pioneer of the capstone course emphasizes that "students are required to have five skills at the end of the capstone course". Firstly, teamwork skills: understanding and using effective team processes; optimizing the

use of team members; and assisting the team in making the correct decisions [24]. Students should accept and perform tasks effectively; teachers or tutors should provide direct and effective guidance. This link is mainly to inspect and improve the teamwork skills of students and the guidance skills of teachers. The second is presentation and communication skills: formulating effective and concise written reports and project plans, tracking actual progress, multiple exchanges and effective communication with team members, employers, teachers et al. The third is the ability to solve problems, that is, the process of problem analysis, the process of proposing solutions or strategies, the implementation of specific methods or strategies, and method verification. This process can examine students' accumulation and the practical ability of relevant professional knowledge and skills. **Figure 1** provides a detailed chart of the process.

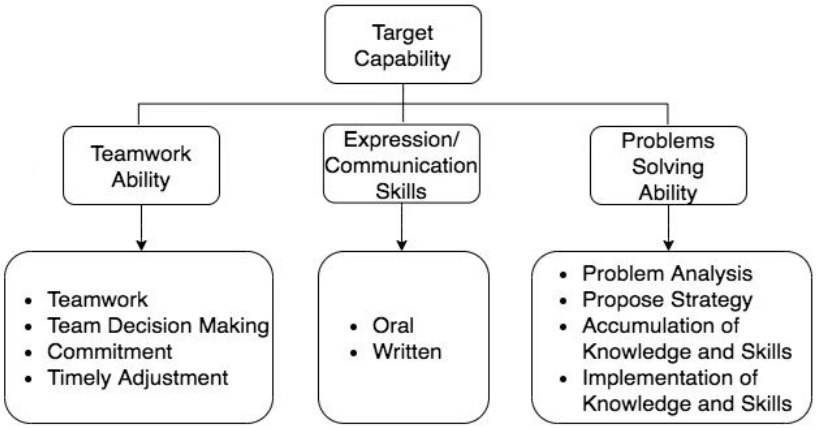


Fig. 1. Target competencies developed by the capstone course model

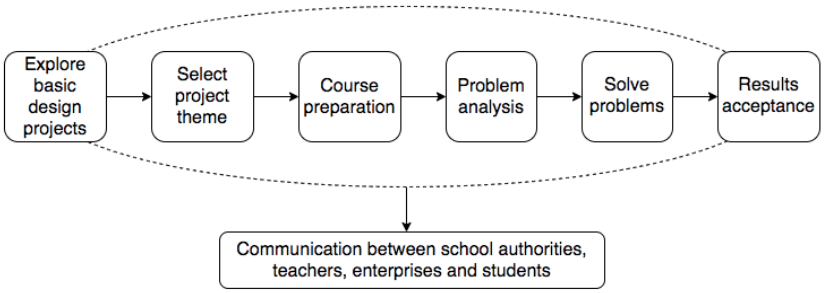


Fig. 2. Basic procedure of capstone course development in Case 2 (summarized and plotted by the author)

This case illustrates the desired competencies of the model for the capstone course but does not describe its implementation. The two cases that follow illustrate how the capstone course can be implemented, namely the basic capstone course model and the capstone course model that requires full student participation.

Case 2: Basic Capstone Course Model

40 sophomores majoring in fashion design at Soongui Women's University in South Korea participated in a business capstone course geared at resolving the challenges of ordering from multiple manufacturers. Before the course, the school contacted the business and requested feedback on its demands in order to conduct a task analysis based on those needs. In the end, three companies specializing in women's clothing products were chosen for cooperation, and the objective was to meet the needs of the partners based on the orders entrusted by the three brands. Company A acknowledged that recently popular and effective use of colors had become the highlight of the new season's products, but it did not develop the clothing specifics adequately. Brand B desired to create design elements that were distinct from competitors, specifically in terms of color and positioning. The primary focus of Company C's business is simple and comfortable home wear, necessitating the creation of vibrant and fashionable gorgeous style printing patterns. After the project task was released, students formed groups based on their own interest goals and style preferences through interviews with tutors. Students then developed course planning direction and time allocation and divided responsibilities among team members. Team members performed the investigation and discussion, and the client's core requirements were reviewed and confirmed. The assigned company's competitors, market status, and domestic and international trends were investigated. Following the presentation of the specific design concept, development and design was carried out in accordance with the applicable planning scheme. Participants altered and enhanced the original design. In the second meeting, company representatives, teachers, and students revised and enhanced the design. Later, they determined whether the client had accepted the proposed design and held an evaluation meeting.

The procedure of the course in Case 2 can be summarized into six stages, as shown in **Figure 2**. The first stage of the project is excavation. After identifying suitable partners, the school enters the second stage, which entails the project implementation, by searching for companies or brands to collaborate with. Included during this stage are theme selection, problem solving, and communication. The third stage is the course preparation stage, which involves time planning, course setting, group labor division, course grading, tasks, etc. The fourth stage is to analyze and discuss the problems or tasks of the project, as well as collect the corresponding data and perform other preparatory tasks. The fifth stage is the "problem-solving" stage, which entails putting the solution into practice. The final stage is the admittance

of results. From project implementation to admittance inspection, there are four communication dimensions between students and students, students and teachers, students and businesses, and businesses and the school. It will improve students' communication and teamwork skills, increase their learning enthusiasm, and facilitate their integration into teams and practice projects from the perspective of course design. However, in the design for the capstone course of Case 1, the times of communication are limited, and there are no multiple feedback processes. If feedback nodes can be added, students' capacity for critical thinking and self-reflection can be enhanced.

Case 3: The capstone course model that fully mobilizes student participation

Case 3 is the capstone course for juniors at Hansei University in Korea who major in textile fashion design. The course includes sustainable fashion education and problem-driven design arrangements for the capstone course. As teaching objectives, the university selected three units. After coordinating time allocation and corporate values, it picked and approached a trading company. This project addressed sales trends and fashion design strategies. A 15-week capstone course was conducted by 5 teams comprised of 29 students over the span of 15 weeks. The client introduced fall/winter 2014/15 products and sales trends, as well as design problems, identified the problems to be resolved and project themes, and then analyzed the solutions that should be sought. To this end, the students were encouraged to consider the cause and effect of problems as well as potential solutions; the study content and study topic were clarified, and a practice plan developed. Each group proposed a solution to the first problem, reported, discussed, and gave feedback.

Implementation procedure of the capstone course in Case 3 provided feedback on the initial solution to the rest of the team, teachers, and partner companies. The practical actions were disseminated, ideas generated, and plans were modified and implemented. The group proposed the second solution, and other team members, teachers, and partner businesses reviewed and provided feedback on it. The group then proposed the final solution, and the cooperative companies and teachers provided feedback after reviewing it. Attendance, class participation, the outcome of the capstone design project, as well as communication skills, oral presentation, and written reporting, were evaluated to determine the outcomes. The researchers summarized the course's content and drew up the table below to illustrate the course's general development process: Following the open coding of Case 2, the researchers summarized the fundamental mode and procedure of the course arrangement as depicted in Figure 3. The project was comprised of five major processes: teaching implementation, problem raising, problem analysis, problem resolution, and achievement acceptance. In Case 1, unlike in Case 2, when the questions are posed, the teacher will organize students to complete the pre-project discussion and motivation steps, which will assist them in extending their thinking and enhancing their understanding of the course's values and themes. Second, in this instance, two group discussion activities were conducted, the subjects of which included other team members, teachers, and cooperative companies, which provided their respective feedback. Students modified the results based on this information, which allowed them to examine their abilities and ideas from an objective standpoint, thereby enhancing their problem-solving skills and practical knowledge. In addition, the school established a theme for the capstone course, namely sustainable fashion, which can enhance students' social responsibility in the professional field and echo the views expressed in the preceding literature analysis section. The shortcoming is that it failed to evaluate the improvement of students' skill sets.

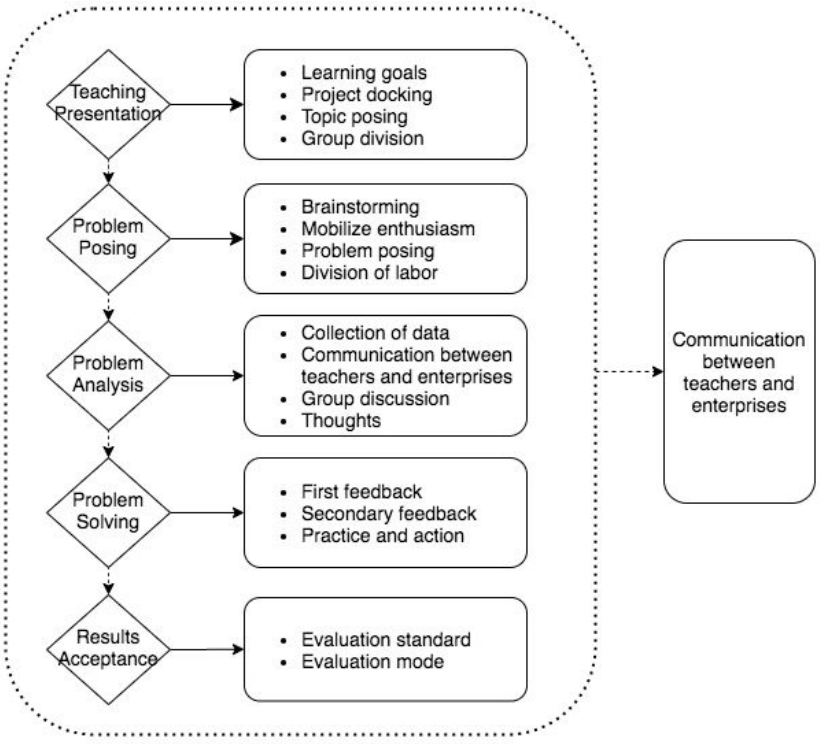


Fig. 3. Implementation procedure of the capstone course in Case 3

To sum up, from the perspective of the iterative cycle, link connection and student participation, this study combines the methods proposed in Cases 1, 2, and 3, and proposes a basic framework for implementing the capstone course teaching model with fashion performance major education.

4. The course mode that combines the capstone course with the costume performance major

4.1. The key factors in the course integration process of the fashion performance major

Since the fashion performance major mainly cultivates "three-dimensional" talents in the fashion field, there are many types of professional courses for fashion performance, which are relatively fragmented. At present, the courses offered by relevant universities in China around the major of "fashion performance" are roughly as follows:

"Fashion performance, Dance fundamentals, Performance practice, Cultural broker management, Fashion management and branding, Fashion performance choreography and directing practice, Camera performance, Fashion communication and public relations, etc." - Beijing Institute of Fashion Technology

"Physical training, Music fundamentals, Dance fundamentals, Fashion show choreography, Performance art appreciation, Fashion photography, Clothing painting, Fashion design, Fabric material science, etc." -Donghua University

"Fashion performance, Foundation of film and television performance, Performance creative thinking, Advertising creativity, Chinese and foreign fashion history, New media stage and display design, Journalism and communication, Fashion planning and directing, Fashion operation management, etc." -Guangdong University of Technology

Universities should cultivate all-round talents with theoretical knowledge and practice of fashion performance, fashion design and marketing, so as to ensure that professionals can engage in related work in this professional field, such as designers, performance directors and training lecturers; Secondly, universities should cultivate specialized talents who meet the needs of society and have comprehensive artistic accomplishment. Thirdly, universities cultivate applied senior talents in the fields of fashion performance, fashion design, choreographing and directing models, and image design.

Therefore, the curriculum needs to be interdisciplinary, covering multiple dimensions such as theory, skills, and application, with courses on different disciplines. Due to the particularity of majors and the diversity of courses, a set of systematic thinking and planning is required to effectively integrate and connect fragmented knowledge.

Utilizing the capstone course to teach the fashion performance specialty will provide a more effective solution to the problem of knowledge integration. In the previously proposed operation mode, the surface capstone course focuses primarily on "asking questions, analyzing problems, and solving problems" and repeatedly emphasizes the communication-reflection-improvement-feedback process. It can be viewed as the Receive-Relate-Reflect-Refine-Reconstruct process, depicted in **Figure 4.**

Receive: the acceptance of projects, activities, and experiences, or the undertaking of problems in the capstone course's setting. This experience may be promoted by the project's initiator or designer, or it may be the result of the participants' active acceptance and consideration of issues that arise during the learning or experience process [25] [26][27][28].

Relate: during the analysis and resolution of problems or projects in the capstone course, students will connect experience with prior knowledge and combine experiential practice learning with course theory, compelling them to identify the organic relationship between knowledge and knowledge, skills and skills, and knowledge and skills. Unifying disparate subject knowledge is not only the goal of this step, but also the objective of the capstone course. This step is known as "focusing."

Reflect: in the "communication-reflection-improvement-feedback- process and adjustment, students can reflect and understand somewhat, reflect on their shortcomings, realize their interests and learning ability, explore their strengths, and encourage teaching, which are the characteristics of experiential education.

Refine: in the process of the capstone course, it is necessary to integrate knowledge, skills, theory, and practice, as well as to engage in self-reflection. This refinement process can stimulate further thought, prompt students to draw inferences from a single example, and actively enhance the applicability and interconnectedness of the knowledge.

Reconstruct: based on students' accomplishments, experience, knowledge, and abilities are integrated into their comprehensive qualities to further improve and consolidate the knowledge system learned in school, and students then master the ability to think independently, work in a team, communicate, and solve problems, so that improvement and progress can be made in a more realistic social context [29]. These five steps can be learned and constructed repeatedly, linking knowledge and ability together. They possess the attributes of inter-disciplinary learning and are able to effectively integrate and apply fragmented knowledge or skills.

4.2. The construction of the capstone course model of the fashion performance major

The researchers integrated the advantages of the three cases, added the theoretical foundation of the previous literature review, and summarized the mode of operation for integrating the capstone course in the fashion performance specialty. As depicted in **Figure 5**, the process of the entire mode consists of "teaching implementation," "project undertaking or problem raising," "problem analysis, design scheme or solution proposal," "problem solving, including improvement of the design, strategy, scheme, or product," which "result in acceptance and evaluation."

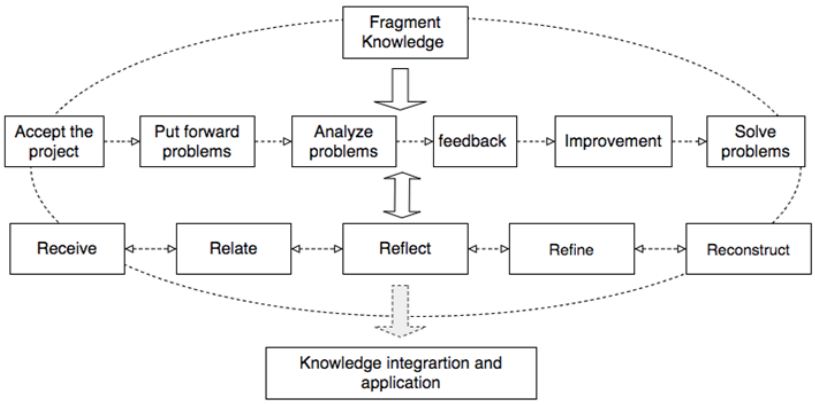


Fig. 4. Integration of knowledge by the capstone course

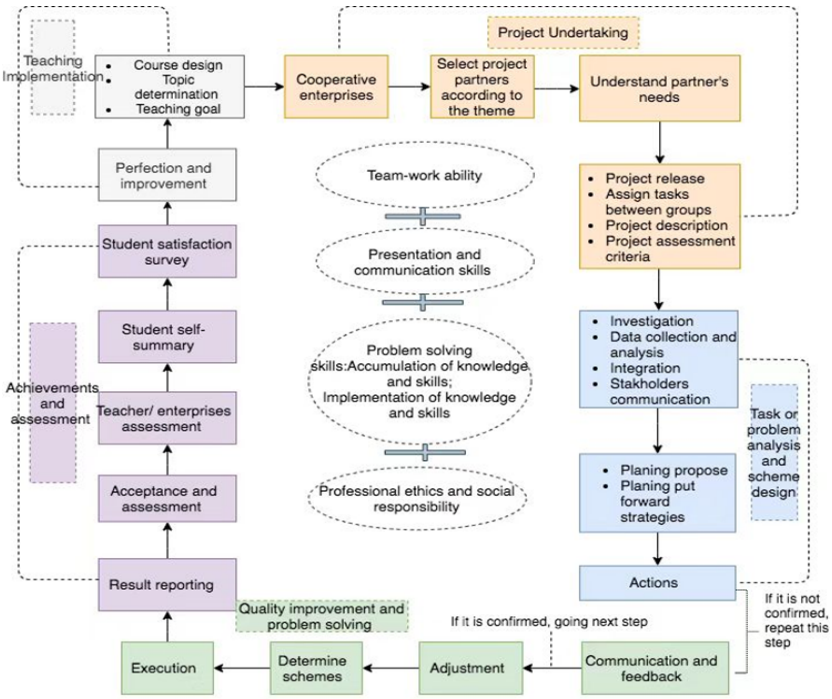


Fig. 5. Operation mode of the capstone course (summarized and plotted by the author)

The key to the model construction of the capstone course for costume performance is to highlight the attributes of the capstone course: focusing on "problem-solving ability", "communication ability", "interdisciplinary thinking" and "process experience". Based on the above analysis, students' activities are the main body of the whole model with a core of cultivating students' communication ability, unity and cooperation ability, innovation ability, learning ability and knowledge integration ability. Students mainly act as "inquirers", "designers" and "practitioners".

The specific course design revolves around "problem-proposing, analyzing and solving". The first step is teaching design, which determines the teaching theme and teaching objectives, the direction of the project to be investigated and the application ability of students' professional knowledge. Step two, is take on the challenge, where the partner puts forward specific task requirements, clarifies the main problems, proposes evaluation criteria, and plans the specific tasks for the team members. The third step is to analyze and explain. Students should collect information as much as possible, such as market research, stakeholder research, resource integration, data analysis, group discussions, discussions with teachers, discussions with project entrusting parties, etc. They should also analyze the main stakeholders and various influencing factors involved in the project, integrate the knowledge learned, and formulate planning methods or strategies. The fourth step is implementation and improvement. Through further research on challenges and problems, students form a group as a unit to carry out a series of implementation activities to acquire the knowledge and methods needed to complete the task, that is, entering the investigation cycle, acquiring interdisciplinary knowledge, and improving communication skills and problem-solving skills through repeated communication and practice.

This link repeatedly focuses on the "communication-reflection-feedback" process, which is the accumulation and superposition process of knowledge and experience [30]. Meanwhile, the students' response to problems should be focused on, namely whether they are able to deal with them adequately, their positive values reinforced, and their sense of professional ethics and social responsibility enhanced. This method facilitates the mobilization of a sense of social responsibility and the mission of "educating new people, revitalizing culture, and developing image". Teachers and project entrusting parties should objectively evaluate students' achievements, and put forward suggestions and feedback for improvement. In this link, students can self-summarize and again.

The final stage is acceptance and evaluation of the achievement. The final results can be presented verbally, through academic lectures, in writing, on video, in an exhibition, etc. Teachers and project clients should evaluate and provide feedback on students' accomplishments; at this stage, students can summarise and reflect once more. Later, teachers or school administrators conduct surveys of students, and they are required to select measurement and evaluation methods that correspond with teaching objectives

so that students can evaluate the course. The primary focus is on the evaluation and satisfaction with the capstone course, as well as whether knowledge has been attained, which aspects of ability have been enhanced, and the course's shortcomings. This link can assist the school in continuously adjusting, enhancing, and refining the capstone course, thereby enhancing its ability to provide students with knowledge-based services.

4.3. Teaching Cases Proposed

During the design stage of the capstone course, teachers, schools, or relevant departments should formulate curriculum plans, including course duration, time arrangement, and course nodes. Second, the theme and direction of the capstone course are determined by analyzing and summarizing a topic, phenomenon, or tendency relevant to society and the profession field, such as hot topics about fashion feelings, social hot spots, and humanistic care. This process can also be acknowledged as the implantation of values.

The project client can be a company, a brand, an individual, a platform, etc., when undertaking a project. If students have the right connection, they can also make independent choices. When choosing a client for a project, it is essential to pay close attention to the communication of specific details. The assignment topic should align with the professional scope of the students and the values of the subject. After contacting the project's entrusting party, subject division and group division are carried out depending on the needs of the entrusting party or course arrangement, including the assignment of tasks to group members.

Courses can span in duration from two to four months and be conducted in teams. The following types of projects can be grafted:

1. Hold a fashion show. In the fashion industry,a fashion show is the most predominant and direct practice of presentation. For students majoring in fashion performance, a fashion show is a form of practical activity to which they are most exposed, involving various aspects: theme, keynote choice, costume collocation/design/presentation, makeup and modeling design, stage design, stage management, model presentation, lighting, music, sound, duration, model, costume planning and arrangement, field control, publicity, etc. The organizers of fashion performances must possess not only concepts and creativity, but also design, coordination, communication, practical, and management skills in order to ensure that the ideas can be realized. Courses related to it include Fashion show, Dance and Body Principles, Etiquette, Makeup and Modeling, Lens Display, Photography, Media and Public Relations, Stage Design, Broker Management, Stage Director, Fashion Design, Fashion Color, Fashion Painting, Fashion Pattern, Three-Dimensional Cutting, etc. The theme of the fashion show may be determined by the students or by the client's requests. For instance, the theme may be based on a particular aspect of traditional Chinese culture, and students are encouraged to design, produce, or create a collection of clothing in accordance with the theme. Students may also organize their own fashion performances. From the initial planning, design, and implementation to the final stage presentation, they are required to complete the project as a team rather than as "T stage models," hence they must engage in independent learning, creation, and production, hold a fashion show and invite related teachers or seasoned professionals for the acceptance, evaluation, and feedback of the final product.

2. Platform live broadcast. The development of technology leads to the incessant emergence of new media e-commerce platforms; therefore, platform live broadcasting has become a popular marketing strategy. The e-commerce consumer market is dominated by short video content of new media and experiential consumption of live e-commerce [31], and the market for live broadcast platforms in China is expanding and growing continuously [32]. In such a social context, providing students with an internship and practice opportunity is highly beneficial in enabling them to choose their journey of growth and employment. This includes live broadcast with sales, live broadcast with makeup teaching, live broadcast with education, live broadcast with publicity, etc. Under the premise of promoting correct social values, live broadcasts of a single category, a single platform, or multiple categories and multiple platforms should be conducted through teamwork. Relevant professional skills applicable to platform live broadcast include photography, video production, video editing, makeup and modeling, performance, public relations, fashion trend awareness, market analysis, fashion literacy, eloquence, public speaking, etc. This project's implementation process entails communication and exchange in the links of product selection, logistics, marketing, and after-sales service, which can significantly test the abilities of students, particularly those majoring in fashion performance and fashion media. Teachers can also conduct online observation or invite an informed external consultant to provide evaluation and feedback, as well as adjust strategies promptly to promote the students' rapid development.

3. Brand marketing or promotion planning. Brands, companies, or individuals for project docking are selected, and marketing plans or brand promotion plans for them based on the requirements of the entrusting party are developed. Courses in creative thinking, advertising creativity and performance, overall image design, comprehensive design foundation, communication foundation, fashion planning and directing digital photography, fashion operation management, fashion marketing, and fashion management are interlinked. Additionally, students can promote and publicize them as models based on their physical attributes. In addition to enhancing students' practical skills and knowledge integration abilities, it can also expand their industry experience. Therefore, it is beneficial for students majoring in fashion design, fashion marketing, fashion design, and brand promotion.

Role	Job content	Achievements
Teachers	Actively engage resources to provide practice opportunities for students; Mentor in challenging and complex environments; Supervise the progress of students' work; Offer professional guidance according to the actual situation; Treat each student with fairness; Possess a sense of responsibility; Provide students with tranquility and encouragement, as well as professional experience and expertise; formulate result acceptance and evaluation criteria.	Enhance teaching experience in the profession; Make a career that gives you a sense of accomplishment, and cultivate greater excellence in students. Obtain performance incentives; improve the transfer of knowledge and skill.
School authorities, teaching departments	Coordinate work and resources; Create a training program for the capstone course; Manage time effectively; Actively dock resources; Provide support and assistance for the course's development. Develop result acceptance and evaluation criteria.	Cultivate more excellent students, improve the reputation and influence of the school, enhance social services, and expand the influence of the industry.
Company, brand, individual, platform, and other project counterparts	Put forward their needs and solve their own issues as much as possible as the basis of their schoolwork; Provide students with practice opportunities; Select reserve abilities; provide assistance and feedback to students.	Gain popularity for student recruitment and talent screening; Continue to collaborate with their universities and institutions to enhance social services and expand social influence.
Consultant	The consultant needs to provide effective support and assistance for the arrangement of the capstone course, define roles and scope of involvement, offer professional guidance, provide professional advice, and conduct an objective evaluation.	Educational accomplishment; social or professional influence.

Table 1. Division of labor and achievements of each role (summarized and plotted by the author)

Although the projects described in the preceding links are differentiated, they all revolve around "asking questions, analyzing problems, and solving problems". Students should collect as much information as possible during the problem analysis phase, including market research, stakeholder research, resource integration, data analysis, group discussion, discussions with teachers, and project clients. This mode establishes multiple communication and feedback links during the problem analysis and resolution process. If the teacher or project client does not approve of the proposal, there will be repeated communication, feedback, and revisions until it is accepted. This link repeatedly focuses on the "communication-reflection-feedback" process, which is the accumulation and superposition process of knowledge and experience. Meanwhile, the students' response to problems should be concentrated on, namely whether they are able to deal with them adequately, the students' positive values reinforced, and their sense of professional ethics and social responsibility enhanced. This method facilitates the mobilization of a sense of social responsibility and the mission of "educating new people, revitalizing culture, and developing image".

The final stage is acceptance and evaluation of the achievement. The final results can be presented verbally, through academic lectures, in writing, on video, in an exhibition, etc. Teachers and project clients should evaluate and provide feedback on students' accomplishments; at this stage, students can summarize and reflect once more. Later, teachers or school administrators conduct surveys of students, and they are required to select measurement and evaluation methods that correspond with teaching objectives so that students can evaluate the course. The primary focus is on the evaluation and satisfaction with the capstone course, as well as whether knowledge has been attained, which aspects of ability have been enhanced, and the course's shortcomings. This link can assist the school in continuously adjusting, enhancing, and refining the capstone course, thereby enhancing its ability to provide students with knowledge-based services.

In addition to students, teachers, schools or relevant departments, project partners, and consultants are also involved in the course implementation process. They have their own tasks and responsibilities, but there are also corresponding achievements. The specific work arrangement and achievements of each role are shown in **Table 1**.

The course always focuses on improving students' overarching quality, cultivating their teamwork ability, expression and communication skill, problem-solving skill (thinking ability, professional knowledge and skill reserve, knowledge and application skill), etc. Helping students develop correct values, professional ethics, and social responsibility is the core teaching goal of the capstone course in the fashion performance specialty teaching curriculum.

5. Discussion

Additionally, the implementation of this course provides the following three advantages:

1) From the perspective of students' career development, the capstone course can directly assess students' knowledge mastery, effectively encourage students majoring in fashion performance to complete basic courses with care, and strengthen their knowledge mastery of professional knowledge. By incorporating the capstone course into the teaching of fashion performance, students are able to play their roles and utilize their strengths in the course, as opposed to being limited to modeling. Through the capstone course platform, it is also possible to improve personal ability and overall quality, adapt to the working environment and working state in advance, engage in self-promotion, and increase employment.

2) From the perspective of the mental health of the students, during the learning process, students can also discover their interests, correctly recognize their abilities and advantages, increase their self-confidence, and promote the healthy development of their body and mind, so that they can develop correct professional ethics and social responsibility and become individuals who can contribute to society.

3) From the perspective of talent cultivation, schools can explore and develop students' potentials according to their aspirations and aptitudes, which is conducive to transitioning from a talent cultivation mode that focuses solely on "performance/performance practice" such as "competition, endorsement, and appearance rate" to a multi-layered professional personnel training mode that integrates "image", "professional skills, professional knowledge, professional ability, "practice ability" and "fashion quality, the spirit of innovation, and healthy personality", as shown in **Figure 6**, so as to cultivate truly interdisciplinary talents to meet the demand of fashion development.

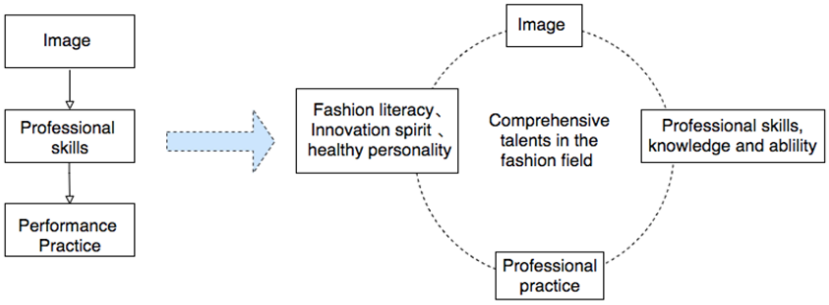


Fig. 6. Transformation of fashion performance talent cultivation mode

6. Conclusion

In this paper, the case analysis method was used to codify and systematically analyze the capstone course model, and comparisons and summaries were made based on the characteristics of each case. The operation model of the capstone course applicable to the fashion performance specialization was then combined with the three cases. There are numerous courses in the fashion performance specialty, and knowledge is dispersed; therefore, students can integrate their knowledge by referencing the teaching method of the capstone course. The setting of the capstone course can increase the variety of fashion performance specialty teaching methods and play a positive role in promoting the cross-integration of cross-direction teaching and establishing the professional characteristics of balanced development of humanistic literacy and practical skill. With innovation and entrepreneurship, humanistic care, morality, and temperature, as well as real professional and practical talents as the development paradigm and thinking, it aims to cultivate "three-dimensional" fashion talents that meet the needs of the fashion industry, can constructi literary and artistic teams, and adapt to social development. Therefore, it is beneficial to incorporate the capstone course into the costume performance specialty curriculum.

(1) Content innovation: This study explored and discussed the integration of the capstone course in fashion performance specialty teaching, systematically summarized the operation mode of the capstone course, and put forth the feasibility and necessity of integrating the capstone course in fashion performance specialty, described how the course was implemented and elaborated the positive significance of integrating the capstone course in fashion performance specialty.

(2) Practical contributions: This study enriches the fashion performance specialty teaching methods. It can promote the current talent training mode of fashion performance specialization from a single "performance practice" to a talent training mode emphasizing "professional practice" ability. In the meantime, it offers theoretical guidance and objective recommendations for the development of the capstone course in costume performance teaching and the enhancement of teaching methods in other art fields.

Declaration of conflicting interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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