

UniSA Summative Peer Review of Teaching - 9 Dimensions of Teaching Practice Worksheet

The following table summarises the indicative teaching strategies that can be used to demonstrate each of the 9 Dimensions of Teaching. Please note that this is not an exhaustive list of strategies, and other strategies may be used to demonstrate effectiveness for each of the Dimensions of Teaching.

Dimensions of Teaching	What do I currently do and why?	How can I evidence my practice?
<p>Dimension 1: Students are actively engaged in learning</p> <ul style="list-style-type: none"> • Fostering a supportive, non-threatening teaching/learning environment • Encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur • Using questioning skills which encourage student engagement • Providing immediate and constructive feedback where appropriate • Demonstrating enthusiasm for teaching and learning • Fostering extensive interaction • Presenting in such a manner as to achieve maximum engagement 		
<p>Dimension 2: Students' prior knowledge and experience is built upon</p> <ul style="list-style-type: none"> • Being fully aware of and/or determining students' prior knowledge and understanding • Understanding and building on students' current knowledge, and taking them conceptually beyond this level • Where appropriate, using and building upon student contributions 		
<p>Dimension 3: Teaching caters for student diversity</p> <ul style="list-style-type: none"> • Demonstrating an appreciation of the different levels of knowledge and understanding in a group • Addressing different learning needs and styles within the group • Focusing on building confidence, enthusiasm, and intrinsic motivation • Fostering students' responsibility for their own learning, encouraging them towards being self-directed rather than teacher-directed learners • Using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed) • Recognising the need for teacher-directed strategies such as explaining, and being able to implement these effectively • Exercising balance between challenging and supporting students • Designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning • Providing examples or opportunities for discussion that cater for cultural diversity 		
<p>Dimension 4: Students are encouraged to develop/expand their conceptual understanding</p> <ul style="list-style-type: none"> • Helping students bridge the gap between their current conceptual understanding and the next "level" • Helping students become aware of what the next levels are • Encouraging students to become self-directed learners by using synchronous classes / discussions as a stimulus for individual study/learning • Challenging students intellectually, e.g., by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on?"; "Why?"; "What if?" etc. • Encouraging students to internalise or "construct" their individual conceptual understanding (ultimately the learner must be responsible for their own learning) • Encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning • Working cooperatively with students to help them enhance understanding • Clearly demonstrating a thorough command of the subject matter • Providing immediate and constructive feedback where appropriate 		

<p>Dimension 5: Students are aware of key learning outcomes</p> <ul style="list-style-type: none"> • Ensuring students are progressively aware of key course learning objectives or program learning outcomes • Focusing on learning objectives at key points in the presentation • Ensuring a synthesis of key learning objectives is emphasised towards the conclusion of the session so that individual student follow-up work is well focused • Encouraging each student to accept responsibility for learning issues by motivating them to follow-up and consolidating knowledge • Ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate 		
<p>Dimension 6: Actively uses links between research or industry and teaching</p> <ul style="list-style-type: none"> • Providing opportunities for reflecting on the relevance of their discipline to industry, their profession and everyday life using research links appropriately, given the level of student conceptual development • Relating theory to real life situations, including personal, professional, industry and research contexts (or applications). • Facilitating learning activities that include simulated or real-life scenarios, e.g., case studies. • Contextualising graduate qualities within disciplinary and professional contexts. • Providing examples from professional, disciplinary, industry or personal contexts. These may include images, videos, texts, biographies, products, artefacts, and guest presenters. • Supporting students' engagement with research at a developmentally appropriate level. • Providing opportunities for research activities which are appropriate to the students' level of understanding, e.g., critiquing a journal article, designing interview or survey questions. • Linking learning to current research and disciplinary scholarship. 		
<p>Dimension 7: Uses educational resources and techniques appropriately*</p> <ul style="list-style-type: none"> • Using IT techniques effectively, e.g., PowerPoint or multimedia resources of a professional standard • Using, as appropriate, a balance of online learning and other strategies • Using available classroom resources to support student learning effectively • Supplying resources, materials, and literature to support student learning • Using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives <p>* To be assessed against Dimension 7, the Reviewee must have either directly developed, or led the development of educational resources within the course being reviewed.</p>		
<p>Dimension 8: Presents material logically*</p> <ul style="list-style-type: none"> • Providing an early brief structural overview of the lesson • Developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session • Providing time for reviewing at key stages, including closure • Establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings <p>* To be assessed against Dimension 8, the Reviewee must have either been directly involved in, or led the constructive alignment planning of the course being reviewed.</p>		
<p>Dimension 9: Seeks feedback on students' understanding and acts on this accordingly</p> <ul style="list-style-type: none"> • Seeks feedback progressively during the session, e.g., through constant observation of interest level and engagement and by using specific questions to test understanding • Modifying the presentation of content to accommodate feedback from students • Seeks feedback towards the conclusion of the session to assist students to determine individual work that needs to be consolidated 		

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