| Teaching Environment/ Element(s) |
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**Worksheet 9 Dimensions of Teaching (Some areas to Consider) (Draft 2016) – with Rationale**

[drawn from Dale Wache (TIU) 2015 sheets, and Observation Sheets- amended by Deb Moulton (NBE)

| Dimensions of Teaching | What do I currently do now & why? | How can I show evidence of this? |
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| **Dimension 1: Students are actively engaged in learning**<br><br>Indicative teaching strategies for demonstrating this dimension may include:<br>• fostering a supportive, non-threatening teaching/learning environment<br>• encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur<br>• using questioning skills which encourage student engagement<br>• providing immediate and constructive feedback where appropriate<br>• demonstrating enthusiasm for teaching and learning<br>• (for smaller groups) fostering extensive interaction<br>• (for very large groups) presenting in such a manner as to achieve maximum engagement | **Provide students with Projects which require high levels of engagement. Although using a mixture of didactic, active and discursive learning techniques, emphasis is placed on the active or 'hands-on' approach to ensure students learn, and can demonstrate, an understanding of what is required.**<br><br>Project 2 is an example of how I help foster an environment of extensive interaction. Project 2 focusses on teaching some technical skills (CAD/CAM (Computer Aided Design/Computer Aided Manufacture)) which are central to the course. Students are led through a specific CAD/CAM workflow framework designed to support their learning as they are introduced to these new skills.<br><br>A combination of online resources, demonstration videos, theoretical seminars, project briefs, workshop tours and in-class discussions all help students understand and orientate themselves whilst they acquire these new technical skills. A combination of didactic, active and discursive teaching methods are used throughout.<br><br>Although students are guided through these new skills, there still exists scope for them to synthesise ideas and apply their knowledge through designing a physical artifact which demonstrates their understanding of the underpinning concepts.<br><br>A major component of this project is an in-person moulding session which uses experiential learning techniques to solidify not only the concepts taught, but also gain a true understanding of the processes involved. This is reinforced through student presentations and class discussions. | **Project Brief:** This document makes up the most didactic style of teaching during this project. It provides students with a comprehensive overview to the Project and clearly articulates the Project aims as well as the design constraints and opportunities students will need to navigate.<br><br>**Seminars:** Seminars are used in-place of traditional lecture styles. I use rich-media presentations with embedded videos and 3D models to help animate these concepts for students. They are more informal in nature and students are encouraged to participate whenever they feel they require more information or have something to share themselves. These are recorded and are available on the course LearnOnline.<br><br>**Slack Channel:** This is a digital workspace used to encourage a discursive teaching environment. Students are encouraged to participate in the 'student-led' #discussions channel. This proves a useful resource for students as they make their way through the project and are able to share knowledge and ask each other questions about the project. Staff monitor this channel to ensure appropriate information is being shared and discussed. Evidence of this discursive learning is clearly shown when students uploaded their recorded presentations to help generate a safe and inclusive environment where they can gain insights from others.<br><br>**In-Person Moulding Session:** In combination with the preceding design workshop sessions each week (tutorial sessions), this session makes up the most active learning component of the Project. Students get hands-on with the materials in a safe environment where they explore the applications of the theory presented during the seminars. Students are actively engaged in the process and receive instant feedback on the success of the design – as they ask themselves - is it able to be removed from the mould?.<br><br>**Class Discussion:** (LearnOnline): To help support the findings presented via the Slack Workspace, at the conclusion of Project 2, I lead a class discussion and encourage students to share some of their newfound knowledge. This is recorded and is available for students to re-listen should they have missed the session. |

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| **Dimension 2: Students' prior knowledge and experience is built upon**<br><br>Indicative teaching strategies for demonstrating this dimension may include:<br>• being fully aware of and/or determining students' prior knowledge and understanding<br>• building on students' current knowledge and understanding, and taking them conceptually beyond this level<br>• where appropriate, using and building upon student contributions and preparation | **Taking advantage of relatively small class sizes to closely monitor each student's progress through the course to help determine the best and appropriate design challenges for each student.**<br><br>Project 3 is an example of how student's knowledge is built upon throughout the semester. As discussed above, Project 2 introduces students to a range of CAD/CAM processes. Whilst working with students during their design stages in Project 2, observation in the in-person moulding session and finally assessment of their work, I am able to be build an accurate picture of each student's knowledge and help them build on their understanding throughout Project 3.<br>This determination of student's knowledge and understanding helps frame my conversations with them as they apply this knowledge with more freedom in Project 3. By the beginning of Project 3, I have a good understanding of each student's unique capabilities and I encourage them to explore different dimensions of the project based on their ability and preparation. | **Student outcomes in Project 3** |
| **Dimension 7: Uses educational resources and techniques appropriately**<br><br>Indicative teaching strategies for demonstrating this dimension may include:<br>• using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard<br>• using, as appropriate, a balance of IT and other strategies<br>• using available classroom resources to support student learning effectively<br>• supplying resources, materials and literature to support student learning<br>• using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives | **Throughout the course I employ a wide variety of educational resources including rich-media style presentations, concisely edited demonstration videos, industry style documentation, discursive digital workspaces and set-readings.**<br><br>I have been experimenting with innovative rich-media style presentations with carefully curated and edited video which supports and illustrates the process being discussed – this has proved extremely engaging for students and has helped stimulate discussion based on what they have seen and heard discussed.<br><br>I have produced several concisely edited demonstration videos guiding students through some of the more technical aspects of the CAD/CAM processes. These are intended to help students understand the task-at-hand but also presented in such a way that they can apply these techniques in later projects in the course and later throughout the Program.<br><br>I have curated a set of readings to help students understand some theoretical aspects of graphic design to help them guide them whilst working on their report layout. These are staged in such a way that it is manageable for students to keep up-to-date and participate in in-class discussions which helps further reinforce these ideas.<br><br>The course Slack Workspace is a useful tool to help manage a discursive teaching strategy. Students are able to share their work, participate in discussions and upload their presentations. This has proved to be an effective way to help students troubleshoot, share experience and prepare for class discussions.<br><br>Finally to help students prepare for industry, I introduce some of the technical information via industry standard technical drawings to provide the opportunity for students to practice this method of working. | **Demonstration Videos:** LearnOnline<br><br>**Recorded Seminars:** LearnOnline<br><br>**Industry Style Documentation:** LearnOnline<br><br>**Digital Workspaces:** Slack<br><br>**Readings:** LearnOnline |