



## Advisory notes on the Dimensions of Teaching

(Not to be submitted with the Observation of Teaching Practice Report)

This form is part of the suite of forms available to support the Peer Review of Educational Practice:

### Teaching Practice

1. Observation of Teaching Practice

### Subject Design Practice

1. Assessment for Learning
2. Learning Resources
3. Learning Activities
4. Learning Support

### Course Leadership & Design Practice

Peer Review of Teaching Practice is framed around nine core [Dimensions of Teaching](#). A tenth dimension can be included to provide an opportunity for applicants to prepare a single sentence statement composed for their particular approach to teaching in face-to-face and online teaching environments. The dimensions and descriptors illustrate what is expected to demonstrate effective teaching in face-to-face (synchronous) and online (asynchronous) teaching.

**Applicants should nominate a minimum of six Dimensions of Teaching.**

The range of teaching strategies listed below serves as a guide. While the dimensions are fixed, you may add your own points to expand on any of the dimensions. Charles Sturt University's [Online Learning Model](#) should be used as a resource for evidence of practice in the Interact2 subject site.

### Dimension 1: Students are actively engaged in learning

*Indicative teaching strategies for demonstrating this dimension may include:*

- 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 or contribute to fora or discussions
- using questioning skills or prompts which encourage student engagement
- providing immediate and constructive feedback where appropriate
- demonstrating enthusiasm for teaching and learning
- (for smaller groups) fostering extensive interaction
- (for very large groups) presenting in such a manner as to achieve maximum engagement
- fostering interaction between students and with the content in the online mode through, for example,
  - collaborative small group projects
  - online student interaction strategies/activities (e.g. students responding to each other on the discussion board)
  - online reflective journals including video or audio blogs, allowing peer comments and feedback
  - co-operative inquiry-based or problem-based learning activities
  - co-creation of authentic learning products

### Dimension 2: Students prior knowledge and experience is built upon

*Indicative teaching strategies for demonstrating this dimension may include:*

- being fully aware of and/or determining students' prior knowledge and understanding and developing the learning activities from this perspective

- building on students' current knowledge and understanding, and taking them conceptually beyond this level
- where appropriate, using and building upon student contributions and preparation

### **Dimension 3: Teaching caters for student diversity**

*Indicative teaching strategies for demonstrating this dimension may include:*

- demonstrating an appreciation of the different levels of knowledge and understanding in a group
- addressing, as appropriate, different learning needs and styles within the group
- focussing on building confidence, enthusiasm and intrinsic motivation
- fostering students' responsibility for their own learning, encouraging them towards being self-directed learners (as distinct from 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, at times, 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
- subject site is accessible to students and staff by integrating blended learning, assistive and inclusive technologies

### **Dimension 4: Students are encouraged to develop/expand their conceptual understanding**

*Indicative teaching strategies for demonstrating this dimension may include:*

- 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 the "lecture"/presentation as the 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 summarise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her 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

### **Dimension 5: Students are aware of key learning outcomes**

*Indicative teaching strategies for demonstrating this dimension may include:*

- ensuring students are progressively aware of key learning outcomes
- focussing on learning outcomes at key points in the presentation
- ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
- encouraging each student to accept responsibility for learning issues to follow-up and consolidate
- ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

## **Dimension 6: Actively uses links between research or industry and teaching**

*Indicative teaching strategies for demonstrating this dimension may include:*

- emphasising, where appropriate, links between research outcomes, industry or professional examples and learning
- using research, industry or professional links appropriately, given the level of student conceptual development
- raising students' awareness of what constitutes the needs or priorities of research or industry or the relevant profession
- interaction with the professions

## **Dimension 7: Uses education resources and techniques appropriately**

*Indicative teaching strategies for demonstrating this dimension may include:*

- using IT techniques effectively (e.g. multimedia, audio, simulations, presentations of a professional standard)
- providing relevant online formative and summative tasks
- supplying resources, materials and literature to support student learning
- using, as appropriate, a range of classroom/online resources, tools and strategies to support student learning effectively
- evidence of adaptivity in learning design, online teaching and student support made possible by technologies providing timely data on learners' knowledge, perceptions and study behaviour
- using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives
- interactive learning resources provide a place for experiential engagement and experimentation with content and interaction with peers and teachers
- e-assessment to demonstrate professional practice

## **Dimension 8: Presents material logically**

*Indicative teaching strategies for demonstrating this dimension may include:*

- providing an early brief structural overview of the session
- 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

## **Dimension 9: Seeks feedback on students' understanding and acts on this accordingly**

*Indicative teaching strategies for demonstrating this dimension may include:*

- seeking feedback progressively during the session, for example, through constant observation of interest level and engagement and by using specific questions to test understanding
- modifying the activity to accommodate feedback messages
- subject site provides opportunities for student questions and feedback and teacher responses
- subject site provides opportunities for students to seek feedback from each other
- seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated

## **Dimension 10: Other areas determined by the reviewee**

*An additional dimension may be composed by the reviewee for their particular approach to teaching.*