



Dimensions of Teaching Context Comparisons

Peer review 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 to document your observation of the class. Charles Sturt University's [Online Learning Model](#) should be used as a resource for evidence of practice in the Interact2 subject site.

Face-to-face or synchronous online teaching	Asynchronous online subject
<p>Dimension 1: Students are actively engaged in learning <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> • fostering a supportive, non-threatening teaching/learning environment • using questioning skills 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 	<ul style="list-style-type: none"> • using prompts which encourage active student engagement • providing constructive feedback where appropriate • fostering interaction between students and with the content in the online mode through, for example: <ul style="list-style-type: none"> ○ 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
<p>Dimension 2: Students prior knowledge and experience is built upon <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> • being fully aware of and/or determining students' prior knowledge and understanding • clearly establishing any expectations related to prior knowledge and class preparation 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 	<ul style="list-style-type: none"> • being fully aware of and/or determining students' prior knowledge and understanding • clearly establishing any expectations related to prior knowledge and class preparation and developing the learning activities from this perspective • providing opportunities for building on students' current knowledge and understanding, and taking them conceptually beyond this level • providing opportunities for building upon student contributions and preparation

Face-to-face or synchronous online teaching	Asynchronous online subject
Dimension 3: Teaching caters for student diversity <i>Indicative teaching strategies for demonstrating this dimension may include:</i>	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) • 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 <i>Indicative teaching strategies for demonstrating this dimension may include:</i>	
<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 the session as the stimulus for individual study/learning • challenging students intellectually, for example, 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 	<ul style="list-style-type: none"> • helping students bridge the gap between their current conceptual understanding and the next "level" • helping students to become aware of what the next levels are • encouraging students to become self-directed learners by designing activities that stimulate individual study/learning • challenging students intellectually, for example, by extending them with question/ answer/ discussion components where students' conclusions must be justified • 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

Face-to-face or synchronous online teaching	Asynchronous online subject
<ul style="list-style-type: none"> clearly demonstrating a thorough command of the subject matter working cooperatively with students to help them enhance understanding 	<ul style="list-style-type: none"> clearly demonstrating a thorough command of the subject matter
<p>Dimension 5: Students are aware of key learning outcomes <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> 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 students to accept responsibility for their learning and to consolidate their learning ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate 	<ul style="list-style-type: none"> ensuring students are progressively aware of key learning outcomes highlighting learning outcomes at key points ensuring a synthesis of key learning outcomes is emphasised as the students near completion of the learning activities encouraging students to accept responsibility for their learning and to consolidate their learning ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate
<p>Dimension 6: Actively links theory and practice through research, industry, professional or discipline examples <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> emphasising, where appropriate, links between research, 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 	<ul style="list-style-type: none"> emphasising, where appropriate, links between research, 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
<p>Dimension 7: Uses learning environments, education resources and techniques appropriately <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> using IT techniques effectively (e.g. presentation or multimedia of a professional standard) using, as appropriate, a balance of classroom/online resources, tools and strategies to support student learning effectively supplying resources, materials and literature to support student learning 	<ul style="list-style-type: none"> using IT techniques effectively (e.g. multimedia, audio, simulations, presentations) providing relevant online formative and summative tasks using a range of 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

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	<ul style="list-style-type: none"> • 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
<p>Dimension 8: Presents material logically <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Dimension 9: Seeks feedback on students' understanding and acts on this accordingly <i>Indicative teaching strategies for demonstrating this dimension may include:</i></p>	
<ul style="list-style-type: none"> • 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 • seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated 	<ul style="list-style-type: none"> • subject site provides opportunities for student questions and feedback and teacher responses • subject site provides opportunities for students to seek feedback from each other
<p>Dimension 10: Other areas determined by the reviewee <i>An additional dimension may be composed by the reviewee for their particular approach to teaching</i></p>	