

No.	Observation	Link to the resource	L&T Dimension	Description
1.	Structure of the course (total estimated time 20 min)	<p>Introduction to the course - please refer attached excel file for the course format (estimated time 3 min):  <a href="#">INSERT Course link</a></p> <p>Example of introduction to a section - Measurement of earthworks weeks 1-3 (estimated time 2 min):  <a href="#">INSERT Course link</a></p> <p>Example of introduction to a session - Measurement of roadwork, concrete, water and wastewater mains (estimated time 2 min):  <a href="#">INSERT Course link</a></p> <p>Introductory video of the course - (8 mins):  <a href="#">INSERT Course link</a></p> <p>Introductory video of each week, example week 8 - students must watch this video prior to the lecture (5 mins):  <a href="#">INSERT Course link</a></p>	2A 2B 8A 8B	<p>I have divided the course into 4 broader topics (I will call these 'sections') based on the aim, learning outcomes and content to be covered. Each topic is delivered over 3 weeks, building upon students' prior knowledge in Quantity Surveying as they have an introductory course in their 2<sup>nd</sup> year (Quantity Surveying Practice 1). I am adding new knowledge based on the previous week's work as well as other sections covered so far. You can observe how each section is linked to the previous sections (please refer observation 2a) and how each week is linked to the previous week. Each section is linked to a case study project (please refer observations 2b &amp; 3) and I use them mainly during the tutorial to provide a real-life context to my simulated (classroom based) project environments and the learning tasks performed by students. First three sections are also linked to three continuous assessments (observation 4) and we discuss these in the tutorial class.</p> <p>The structure of the course is purposely designed to link lectures, tutorials, case study projects and continuous assessments around the teaching of concepts that simulates a project environment. Under each section there are four sub-sections: lectures, tutorials, continuous assessment (only for sections 1-3), and additional reading. I use a PPT slide (pdf) and an excel table under introduction to provide the overall structure of the course in addition to an overview under each section/sub-section.</p>
2.	Lecture (total estimated time 20 min)	<p>Example of a real-life video included in lectures when teaching complex construction operations - students must watch this video prior to the lecture – I selected the smallest video clip (only 30 seconds)  <a href="#">INSERT Course link</a></p>	2A 2B 6A 6B 6C 6D	<p>My lectures are conducted via zoom and I have included few examples that you can observe within a lecture recording. If there are any complex construction operations to be discussed, I include a video clip to be watched in advance. I incorporate learning activities throughout my lecture, either using a real-life construction project (as you can see in the lecture recording) or</p>

		<p>Zoom lecture recording of week 10 - Commercial management of projects.</p> <p>(a) Example of introduction to a section (<b>First 5 min</b>).</p> <p>(b) Example of using case study projects in the lecture and allowing students to reflect the concepts learned using hands-on activities based on the case study (28th to 34th min of the same video recording – <b>6 min</b>).</p> <p>(c) Student engagement via chat box and summarizing each stage of the session and allow students to reflect and generate discussions (47<sup>th</sup> to 52<sup>nd</sup> min of the same lecture recording – <b>5 min</b>)</p> <p>(d) Summary of the session (1hr 47<sup>th</sup> to 1hr 48<sup>th</sup> min of the same lecture recording – <b>2 min</b>)</p> <p><b>INSERT Course link</b></p>	<p>6E 8A 8B</p>	<p>simulated case study. I teach the concepts first, allow students time to undertake the learning activity, then I discuss the answer. I try to encourage questions/discussion from students during my lecture and while they do the learning activities.</p>
3	<p>Tutorial (<b>Total estimated time 12 min</b>)</p>	<p>Tutorials for weeks 6-9 are based on the Case Study Project C (<b>2 mins</b>) <b>INSERT Course link</b></p> <p>The project documents could be found here (<b>5 mins for an overview</b>) <b>INSERT Course link</b></p> <p>I try to continue the same case study (wherever possible). For example, Week 11 uses Case Study C and extend it to Payments. Students can use the</p>	<p>2A 2B 6A 6B 6C 6D 6E 8A 8B</p>	<p>The simulated case studies or real-life projects sourced from the industry as discussed above is used for my tutorials. I could suggest few observation points as examples.</p>

		<p>calculations already done in previous weeks and extend it to the concepts in this week's tutorial (5 mins)</p> <p><a href="#">INSERT Course link</a></p>		
4	<p>Continuous assessment (Total estimated time 8 mins)</p>	<p>In continuous assessment 2, for example, students prepared a price bid for the concrete framed structure of a 10-storey building. (8 mins)</p> <p><a href="#">INSERT Course link</a></p>	<p>6A 6B 6C 6D 6E</p>	<p>These assessments are directly linked to first 3 sections (weeks 1-9) of the course, and we discuss it in every tutorial class. They are also directly related to the learning tasks and graduate qualities. For me they are more than assessments. They are part of an important learning tool. Students do these assessments in a group maximum of 4 (some do it in smaller groups). The assignment is a simulated project and students are expected to perform certain learning tasks. They bring their queries to the class and we discuss those towards end of the tutorial class. The amount of time spent in discussing the continuous assessment is low in weeks 1 and 2 but high in week 3. I adjust the tutorial questions accordingly.</p>

## \* Dimensions of L&T

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

Indicative teaching strategies for demonstrating this dimension may include (eg):

- being fully aware of and/or determining students' prior knowledge and understanding - **2A**
- building on students' current knowledge and understanding, and taking them conceptually beyond this level – **2B**
- where appropriate, using and building upon student contributions and preparation – **2C**

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

Indicative teaching strategies for demonstrating this dimension may include (eg):

- 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 – **6A**
- relating theory to real life situations, including personal, professional, industry and research contexts (or applications). – **6B**
- facilitating learning activities that include simulated or real-life scenarios, e.g. case studies. – **6C**
- 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. – **6D**
- linking learning to professional values and ethical conduct within the discipline. – **6E**

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

Indicative teaching strategies for demonstrating this dimension may include:

- providing an early brief structural overview of the session – **8A**
- developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session – **8B**
- providing time for reviewing at key stages, including closure – **8C**
- establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings – **8D**