



Dimensions of teaching to be observed

The following section 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 the effectiveness of each of the dimensions

Dimension 1: Students are actively engaged in learning

- 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

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

- 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

Dimension 3: Teaching caters for student diversity

- 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

Dimension 4: Students are encouraged to develop/expand their

- 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

Dimension 5: Students are aware of key learning outcomes

- 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

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

- 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.

Dimension 7: Uses educational resources and techniques appropriately*

- 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

* 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.

Dimension 8: Presents material logically*

- 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

* 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.

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

- 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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