UniSA Summative Peer Review of Teaching - 9 Dimensions of Teaching Worksheet

Dimensions of Teaching	What do I currently do now……& Why??	How can I show evidence of this? Where?
Dimension 1: Students are actively engaged in learning Indicative teaching strategies for demonstrating this dimension may include (eg) • 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 • (for smaller groups) fostering extensive interaction • (for very large groups) presenting in such a manner as to achieve maximum engagement		
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 • 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 (eg): • 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		
Dimension 4: Students are encouraged to develop/expand their conceptual understanding Indicative teaching strategies for demonstrating this dimension may include (eg): • 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 eg 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 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 • providing immediate and constructive feedback where appropriate		

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 (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 • 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 professional values and ethical conduct within the discipline. • linking learning to current research and disciplinary scholarship.		
Dimension 7: Uses educational resources and techniques appropriately Indicative teaching strategies for demonstrating this dimension may include: • using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard • using, as appropriate, a balance of IT 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		
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 eg through constant observation of interest level and engagement and by using specific questions to test understanding • modifying the presentation to accommodate feedback messages • seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated		