THE UNIVERSITY OF MELBOURNE

Induction in teaching and learning

Dr Stefan Popenici

TEACHING & LEARNING IN ARCHITECTURE

"...architecture is a throwback to an epistemology older than the one around which the modern university was formed." (Schön, 1985)

T & L in architecture and design

a. **Authenticity of experience**
   - Authentic problem based learning –the studio experience reflects authentic architectural practice.

b. **Student Experience**
   - Studio based teaching –> educational and social interactions;

c. **Collaborative and Group Work**
   - Studio teaching & Constructivism: "*the notion that meaning could not be imposed ... but that knowledge had to be created by the learner through the transformation of personal experience* " (Fisher, 2004)

NINE PRINCIPLES GUIDING TEACHING AND LEARNING

Principle 1	**An atmosphere of intellectual excitement**
Principle 2	**An intensive research and knowledge transfer (engagement) culture permeating all teaching and learning activities**
Principle 3	**A vibrant and embracing social context**
Principle 4	**An international and culturally diverse learning environment**
Principle 5	**Explicit concern and support for individual development**
Principle 6	**Clear academic expectations and standards**
Principle 7	**Learning cycles of experimentation, feedback and assessment**
Principle 8	**Premium quality learning spaces, resources and technologies**
Principle 9	**An adaptive curriculum**

Teaching and Learning Unit

View | Edit | Revisions

Contact

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The Teaching and Learning Unit (TLU) provides ABP academic staff with academic resources and advice on teaching and learning matters including: curriculum development, assessment, course reviews, peer review in teaching and learning, innovation and change in teaching and academic practice, effective e-learning design, applications for teaching awards, and alternative strategies for student engagement. Please contact us for assistance.

Resources and Useful Links for Sessional Staff

- Resources and useful links for Sessional staff

Activities

- Undergraduate Tutor Induction Workshop
- Sessional Staff Training
- Teaching Excellence Awards
- Projects

New resources

Writing Learning Outcomes. A practical guide for academics

This handbook is designed to:

- provide an introduction to the main concepts related to learning outcomes and course design, such as aims, goals, taxonomies, learning objectives, learning outcomes and constructive

The role of the tutor is…

- To:
  - facilitate the exploration of resources, solutions;
  - facilitate effective interaction and group dynamics for learning;
  - guide students to become independent and effective learners;
  - provide students with ongoing constructive feedback;
  - analyse and clarify concepts covered in lectures, answer student questions, and provide students with the opportunity to actively engage with the course material and apply what they have learned;
  - not only help students understand and apply material introduced in lectures, but also teach students how to solve problems;
  - clarify the linkages between different learning activities / parts of the course;
  - identify students at risk – and provide guidance;
  - guide your students through the semester (refer them to correct sources of information: LMS resources, etc…);

Suggestions

- Work in team with the course coordinator(s)
- Keep a professional relationship with students
- Use student feedback/evaluations to improve teaching
- Engage and inspire students – maintain their motivation
- Ask for help if needed!

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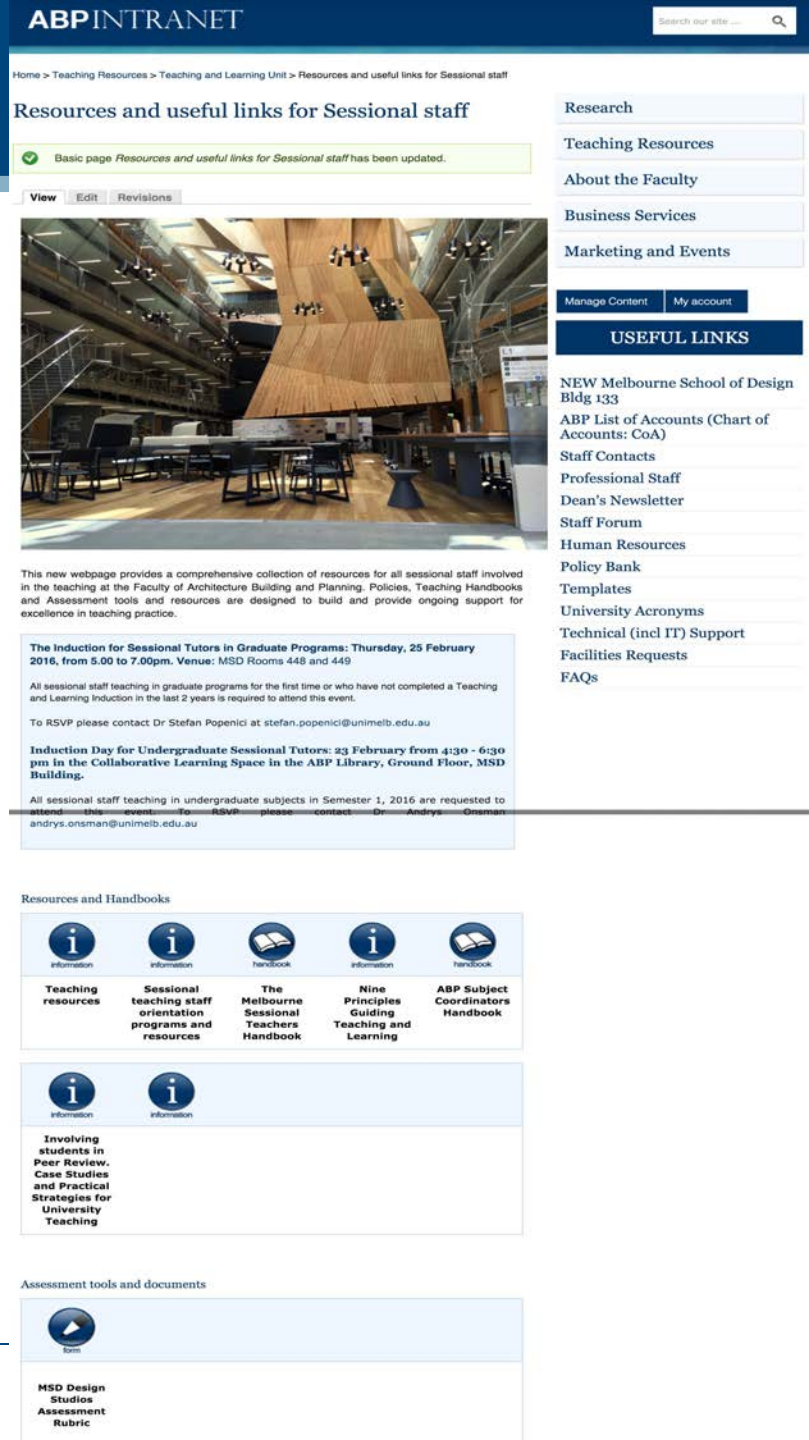
Resources

- Log-in on ABP Intranet
- or use the generic log-in:

Username: studiotutor

Password: ABPstudiotutor



http://unimelb.libguides.com/APA6

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ABP Citation Guide: Home

Bachelor of Environments & Melbourne School of Design students use many specialised sources for their academic work

This guide outlines how to create citations using the APA 6th referencing system. It shows examples of resources that students from the Bachelor of Environments & Melbourne School of Design use regularly in their research .

APA 6th is an author-date referencing style. It requires citations of the author of a book, article, etc, and the publication date to be made in the text of a document, and an alphabetical list of references at the end of the document. Using a citation style ensures that you reference material in a consistent way, making it easy for whoever is reading your work to find the information to which you refer.

The PDF below gives examples of how a document using the APA style might look.

Please consult re:cite in conjunction with this guide.

- APA Example document

Choose one of the tabs below for example sources cited in APA 6th style

Conference Papers | Theses | Technical Documents | Journal/Magazine | Australian Bureau of Statistics (ABS) | Books | Lecture | Websites | Images | Maps | Standards | Government Documents | Video

Conference paper (online)

Author, A., & Author, B. (Year, Month date). *Title of paper*. Paper presented at Title of Conference: Subtitle of Conference, Location. doi:10.XXX/XXXXX.XX.

or

Author, A., & Author, B. (Year, Month date). *Title of paper*. Paper presented at Title of Conference: Subtitle of Conference, Location. Retrieved from http://xxxxxxxxxxxx.

Noguchi, M., Altan, H., & Han, L. (2014, 28 July - 1 August). *Occupants' Behaviour And The Impact On Home Energy Consumption And Indoor Environments: Demonstrated Through An Affordable House Selected In Scotland*. Paper presented at the Grand Renewable Energy International Conference, Tokyo, Japan. Retrieved from http://www.grand-re2014.org/eng-conf/conference/index.html.

Conference proceedings published as a book

Author, A., & Author, B. (Year, Month date). Title of paper. In Editor, A. Editor, B. & Editor, C. *Title of Published Proceedings*. Paper presented at Title of Conference: Subtitle of Conference, Location (inclusive page numbers). Place of publication: Publisher.

Ham, J. J., Luther, M. B., & Schnabel, M. A. (2013, January). Building systems integration, design studios and a social learning cloud. In *ANZAScA 2013: Cutting edge: Proceedings of the Architectural Science Association 2013 international conference* (pp. 71-80). Sydney: ANZAScA.

Conference proceedings published regularly (like a journal)

Author, A. & Author, B. (Year). Name of conference paper. *Title of proceedings*. Volume(Issue), pages. Retrieved from http://xxxxxxxxxxxxxx.

Ford, K., Khan, M. R., & Shparlinksi, I. E. (2010). Geometric properties of points on modular hyperbolas. *Proceedings of the American Mathematical Society*, 138(12), 4177–4185. Retrieved from http://www.jstor.org.ezp.lib.unimelb.edu.au/stable/41059155.

"Assessment should be clear, transparent and measurable"

Assessment criteria

(aims, UoM graduate attributes)

Learning outcomes

The MSD rubric

Projects | Exams | Crits | Group work

ASSESSMENT

- "*Assessment defines what students regard as important, how they spend their time and how they come to see themselves as students and graduates*"
  Brown, S. & Knight, P. (1994). Assessing Learners in Higher Education. London: Kogan Page
- Assessment ***of*** learning
  - Summative assessment
  - Summative / Portfolio assessment
- Assessment ***for*** learning
  - Formal feedback

    ("*Coaching artistry flourishes in a setting like the architectural studio with its physical arrangements for doing and making things, its patterns of organization, and its cultural traditions*" – Schön, 1985).
  - Informal progress feedback
  - *Self-* and *peer*-assessments / evaluation

Assessment - general recommendations

- involve students in their own assessment
  - ✓ …because students are already self-assessing and peer-assessing as a natural exercise.
  - ✓ …because tutor assessment is not always sufficiently contextualised or transparent and sometimes students are better placed to assess their own or each other's work.
  - ✓ …to deepen students' learning experiences.
  - ✓ …to familiarise students with the assessment culture.
  - ✓ …because this takes some weight off your shoulders.

The assessment rubric

MSD DESIGN STUDIOS: ASSESSMENT RUBRIC

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STUDIO NO: ..... STUDENT'S NAME: .....

STUDIO LEADER: ..... PROJECT TITLE: .....

LEVEL: ..... EVALUATOR'S NAME: ..... DATE: .....

DESIGN / RESEARCH INFORMED DESIGN (50% of grade)							Did not sit
An ability to develop to a sophisticated level a complex and coherent design resolution, in response to critical and intensive research and analysis of an identified issue	10	8	6	4	2	0	☐
An ability to show rigor in the pursuit of an original design resolution, in response to an independently identified "brief" and "context"	10	8	6	4	2	0	☐
An ability to make a convincing design resolution with reference to and understanding of broad philosophical and theoretical positions	10	8	6	4	2	0	☐
The project deliverables incorporates experiences from classes, field studies, as well as personal study and experiences into the studio work	10	8	6	4	2	0	☐
A proven ability to engage into experimentation oriented towards generating solutions which are creative, unique and innovative	10	8	6	4	2	0	☐

Notes

Total

CULTURAL CONTEXT (20% of grade)							Did not sit
An ability to show how the work of others informs design	5	4	3	2	1	0	☐
An ability to make considered judgement regarding a design resolution"within the scope and scale of a wider social, urban or landscape environment"	5	4	3	2	1	0	☐
An understanding of integrity and professionalism in design practice	5	4	3	2	1	0	☐
An ability to reflect on cultural and social implications of the project	5	4	3	2	1	0	☐

Notes

Total

COMMUNICATION / PROFESSIONALISM (15% of grade)							Did not sit
An ability to independently prepare and present a complex design resolution in a varety of media	5	4	3	2	1	0	☐
An ability to make a coherent and structured argument regarding a design resolution, duly collated from appropriately developed research and analysis	5	4	3	2	1	0	☐
An ability to respond coherently to the views and opinions of others and to make independent, and suitably self-critical judgement in the design process related to a complex issue pertaining to the built environment	5	4	3	2	1	0	☐

Notes

Total

The assessment rubric

MSD DESIGN STUDIOS 2014

THE UNIVERSITY OF MELBOURNE | msd Melbourne School of Design | FACULTY OF ARCHITECTURE, BUILDING AND PLANNING www.msd.unimelb.edu.au

STUDIO NO: STUDENT'S NAME:

STUDIO LEADER: PROJECT TITLE:

LEVEL: EVALUATOR'S NAME: DATE:

TECHNOLOGY AND ENVIRONMENT (15% of grade)							Did not sit
An understanding of how identified building and material technologies intimately influence the design of a complex architectural proposition	5	4	3	2	1	0	☐
Appropriateness of design and technological solutions related to functionality, aesthetic, sustainability and environmental impact of the project	5	4	3	2	1	0	☐
An ability to resolve in detail and incorporate / integrate specific building, environmental and material technologies in a complex design proposition	5	4	3	2	1	0	☐

Notes

Total

GENERAL FEEDBACK:

MSD Design Studios		Aggregation Scores
Primary Grade	Gloss	Primary Grade
HI	Excellent	80-100
H2A	Very Good	75-79
H2B	Good	70-74
H3	Satisfactory	65-69
P	Pass	50-64
N	Fail	0-49
DNS	Did not sit	0

FINAL SCORE

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