Induction in teaching and learning

Dr Stefan Popenici
“...architecture is a throwback to an epistemology older than the one around which the modern university was formed.” (Schön, 1985)
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)
| 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

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…);
• 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!
• Log-in on ABP Intranet
• or use the generic log-in:
Username: studiotutor
Password: ABPstudiotutor
ABP Citation Guide
Naomi Mullumbi - naomim@unimelb.edu.au

http://unimelb.libguides.com/APA6

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.

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

Conference paper (online)


or


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.


Conference proceedings published regularly (like a journal)


Assessment should be clear, transparent and measurable

Assessment criteria
(aims, UoM graduate attributes)

Learning outcomes

The MSD rubric

Projects
Exams
Crits
Group work
“Assessment defines what students regard as important, how they spend their time and how they come to see themselves as students and graduates”

- 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
• 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

<table>
<thead>
<tr>
<th>Studio No:</th>
<th>Student’s Name:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Studio Leader:</th>
<th>Project Title:</th>
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<table>
<thead>
<tr>
<th>Level:</th>
<th>Evaluator’s Name:</th>
<th>Date:</th>
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### Design / Research Informed Design (50% of grade)

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<thead>
<tr>
<th>Did not sit</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
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<tbody>
<tr>
<td>An ability to develop a sophisticated level of complexity and coherence in design resolution, in response to critical and intensive research and analysis of an identified issue.</td>
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<td>An ability to show rigor in the pursuit of an original design resolution, in response to an independently identified “brief” and “context.”</td>
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<td>An ability to make a convincing design resolution with reference to and understanding of broad philosophical and theoretical positions.</td>
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<td>The project delivers tangible experiences from classes, field studies, as well as personal study and the creation of the studio work.</td>
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<td>A passion to engage into experimentation oriented towards generating solutions which are creative, unique and innovative.</td>
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### Cultural Context (20% of grade)

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<th>Did not sit</th>
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<tbody>
<tr>
<td>An ability to show how the work of others informs design.</td>
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<td>An ability to make considered judgement regarding a design resolution within the scope and scale of a wider social, urban or landscape environment.</td>
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<td>An understanding of integrity and professionalism in design practice.</td>
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<td>An ability to reflect on cultural and social implications of the project.</td>
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### Communication / Professionalism (15% of grade)

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<tbody>
<tr>
<td>An ability to independently prepare and present a complex design resolution in a variety of media.</td>
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<td>An ability to make a coherent and structured argument regarding a design resolution, duly collated from appropriately developed research and analysis.</td>
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<tr>
<td>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.</td>
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**Total**

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**Notes**

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The assessment rubric

MSD DESIGN STUDIOS 2014

STUDIO NO: STUDENT’S NAME: PROJECT TITLE: EVALUATOR’S NAME: DATE:

TECHNOLOGY AND ENVIRONMENT (15% of grade)

An understanding of how identified building and material technologies intimately influence the design of a complex architectural proposition

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Appropriateness of design and technological solutions related to functionality, aesthetic, sustainability and environmental impact of the project

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An ability to resolve in detail and incorporate/integrate specific building, environmental and material technologies in a complex design proposition

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</tr>
</thead>
</table>

Notes

TOTAL

GENERAL FEEDBACK:

<table>
<thead>
<tr>
<th>MSD Design Studios</th>
<th>Aggregation Scores</th>
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</thead>
<tbody>
<tr>
<td>Primary Grade</td>
<td>Gloss</td>
</tr>
<tr>
<td>HI</td>
<td>Excellent</td>
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<tr>
<td>H2A</td>
<td>Very Good</td>
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<tr>
<td>H2B</td>
<td>Good</td>
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<tr>
<td>F3</td>
<td>Satisfactory</td>
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<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>N</td>
<td>Fail</td>
</tr>
<tr>
<td>DNS</td>
<td>Did not sit</td>
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</tbody>
</table>

FINAL SCORE