

TEACHING AND LEARNING POLICY

Revision Number		Accountability	Dean and Principal
Policy Number		Operational Responsibility	Academic Staff
Date of Approval	Dec 2017	Last Reviewed	
Approval Authority	T&LSPC Academic Board	Next Review	Q4 2021

OBJECTIVES

Institutions of higher education need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. LCI MELBOURNE endeavours to provide excellence in teaching and learning and to assist students in acquiring the knowledge and expertise to secure engaging careers and become contributing citizens of the world. LCI MELBOURNE's aim is to support students' professional objectives and to fulfill the needs of the field.

LCI MELBOURNE's Teaching and Learning Strategic Planning Committee is mandated to ensure scholarly and innovative teaching in all programs offered at LCI MELBOURNE, which involves using best practices in teaching, informed by research on teaching and learning, and field experience. The goal of the Committee is to analyse and advise on the different teaching and learning strategies within LCI MELBOURNE's educational priorities, in order to improve the quality of teaching and learning programs.

SCOPE

This policy applies to all LCI MELBOURNE Academic staff, students and Student Support.

PROVISIONS

Teaching and learning at LCI MELBOURNE takes place in an experiential (see Appendix I, this policy - *Experiential Learning Theory*), safe and supportive environment where students often simulate real world problem-solving experiences that model the evolving work environment, using a reflective and iterative process for analysis, interpretation, design and implementation, while balancing 'theory and practice' and 'creativity and business acumen'. Timing of activities within the curriculum proceeds from shorter lower learning risk to longer activities with greater challenges.

SUPPORTING PROCEDURES

Teaching Practices

The following teaching practices are examples of experiential learning activities that are frequently used in the classroom by LCI MELBOURNE Academic staff.

Design Process

- The problem to address and the requirements for student activities are introduced by Academic staff
- Students must take the initiative to question and clarify objectives and expectations
- Self-guided learning such as gathering and analysing market research is expected
- Student analysis is often augmented by part time jobs or industry visits organised by students or Academic staff
- Reflection and multiple iterations of the analysis, design and development phases, adapted from Allen Interactions' Successive Approximation Model (see Figure I), are done, each resulting in the production of refined deliverables such as drawings and written requirements (1)
- The trial and error iterations (or doing and making) cuts unnecessary complexity of deliverables thereby increasing opportunities for success of the project
- Such "fail fast" strategies permit much learning from failure and reflection on improvements; within the time limitations for successful completion of projects
- Academic staff, peers, self or industry evaluations are a part of each phase, again, encouraging reflection and improvement within the project schedule
- Students record and track inspiration, ideas and progress in a journal or sketchbook throughout the process for reflection and analysis of the knowledge and skills learned to apply to future projects.

Successive Approximation Model (SAM)

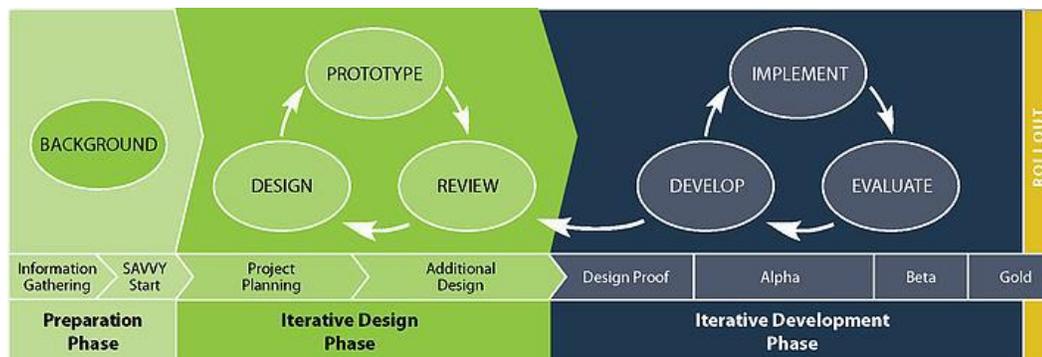


Figure I

SAM is an example of a practical non-linear approach to foster creativity and enhance the learner experience by repeating small steps, rather than perfectly executed giant steps.

Motivation

- Engaging students immediately:
 - During the first class students experience the design process by creating an artifact, illustration, model, research report or short essay and say something about to the whole class. This gives students a flavour of what is to come and Academic staff has an idea after day one how everyone is doing;
 - In the second class, students work in a team to create a concept map, a visualisation of how they envision the field of design. This gives students a chance to be involved and practice brainstorming while learning to work within team;
 - Provide several short-term projects such as creating mood or inspiration boards that lead to results within the time frame of a class to inspire students to immediately participate in the process:

- Reality-based problem solving:
 - Academic staff and students tell stories about real customers and problem-solving situations
 - Students publish work and post online for the instructor, class, industry professionals and internet viewers;
 - Evaluation takes place by Academic staff, peers, self, industry professionals or internet viewers.

Connections with Industry Professionals

- Educational benefits of connections with industry professionals:
 - often the only way that students see certain things;
 - observe a real environment that they might expect to succeed into such as design studios, workshops, production facilities, building sites, retail and wholesale operations;
 - meet people working in the field and hiring managers;
 - connect classroom learning with real work experiences and expectations.
 - Industry-based projects:
Industry and commercial clients are developed through relationships with Academic staff and administration;
 - Industry clients present projects to classes articulating:
 - problem domain, goals and outcomes
 - groupings: individually or in student teams
 - create and build solutions
 - solutions are evaluated by clients and Academic staff

- evaluations contribute to grades in a defined way

Field Activities

- LCI MELBOURNE's Academic staff often weave relevant field trips into the course content to enhance interest and understanding, as a form of primary research as well as to motivate and introduce students to the industry. Examples of field trips include:
 - fashion students going to design studios, technology labs, retail and wholesale agencies, exhibitions, fashion shows, galleries, fashion weeks;
 - interior design students going to building sites, design studios, galleries, home shows and feature commercial and non-commercial buildings or interiors;
 - graphic design-related program students go to galleries, exhibitions, studios and annual field conferences;
 - Educational benefits of field trips;
 - often the only way that students see certain things;
 - observe a real environment that they might expect to succeed into such as design studios workshops, production facilities, building sites, and retail and wholesale operations.
- Meet people working in the field and hiring managers;
- Connect classroom learning with real work experiences and expectations;
- Accountability for field trips;
- Students describe the nature of the field trip, learning outcomes and reporting requirements and demonstrate knowledge with notes, drawings or artifacts produced or gathered and sometimes write blogs share their experiences through social media.

Competitions

Most program areas at LCI MELBOURNE support students in entering competitions either as a class assignment or volunteer activity. Competitions provide opportunities for students to challenge themselves against other students inside and outside their school demonstrate their talent or connect with potential employers in securing internships, scholarships, jobs or exposure to real-world issues.

Volunteer Projects (no grades)

Students volunteer their time to assist industry professionals in various external activities. For example, students assist in an industry booth or greet attendees at a trade exhibition, assist front of house or backstage at a fashion show or assist in industry special events.

Classroom Management

Classroom Management is a process of ensuring that classroom teaching and learning activities run smoothly by creating a motivating and engaging environment where students feel safe and have the space and resources to explore and work with and support others in their learning. The following are examples of Academic staff challenges, as discussed in Diversity and Inclusion in LCI MELBOURNE's Classroom published by Faculty Focus, in creating a successful learning environment:

- Creating a safe and supportive learning environment;
- Establishing a classroom of respect and inclusivity;
- Building a collegial classroom across cultures;
- Managing hot moments: strategies for cooling down tensions;
- Managing micro-aggressions;
- Defusing student resistance. (3)

Staying Current

Academic staff stay current in their field through their own businesses, employment in the field or by attending conferences, special events, working with industry professionals on student projects and undertaking creative activities in their field.

Academic staff also stay current with trends, issues and innovations in design education and classroom management by exploring and experimenting with class presentations and different course evaluation activities for students. A list of educational journals available to Academic staff on the internet, mostly free of charge, can be found in Appendix II, this policy.

FURTHER INFORMATION

- Experiential Learning Theories (see Appendix I, this policy)
- Resources for Academic Administrators and Academic staff – online and mostly free (see Appendix II, this policy)

Accountable Officers

The accountable officers for the implementation and relevant training of this policy are listed below.

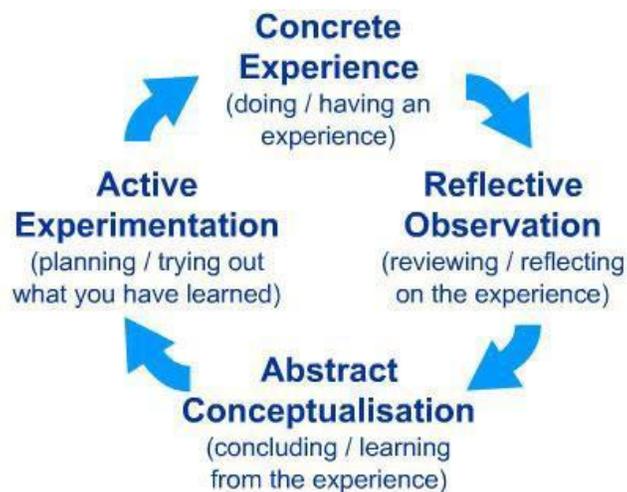
Policy Category	Academic
Responsible Officer	Dean and Principal
Review Date	Q4 2021
Approved by	
Academic Board	
Change and Version Control	

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	New policy – adapted from LCI Vancouver	02.12.2017	13.12.2017

Appendix I

Experiential Learning Theory

“Kolb's (McLeod, 2010) experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases':



Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

1. **Concrete Experience** - (a new experience of situation is encountered, or a reinterpretation of existing experience).
2. **Reflective Observation** (of the new experience. Of particular importance are any inconsistencies between experience and understanding).
3. **Abstract Conceptualisation** (Reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. **Active Experimentation** (the learner applies them to the world around them to see what results)".⁴

Further Discussions on Experiential Learning:

- Experiential Learning Defined:
<https://facultyinnovate.utexas.edu/teaching/engagement/experiential-learning/defined>

- Best Practices in Experiential Learning:
<http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- Experiential Learning Working Group – Report:
<http://www.queensu.ca/provost/sites/webpublish.queensu.ca.provwww/files/files/Reports/Experiential%20Learning%20Working%20Group%20Report%20.pdf>

Appendix II

Resources for Academic Administrators and Academic Staff – online and mostly free

Learning Zone, on Agora: <https://intranet.lasalle-intl.com/content/73743>

Teaching Tips, on Agora:

<https://intranet.lasalle-intl.com/browse/?query=Teaching%20tips&includeArchivedContent=false>

An Instructional Designer's Guide: Five Writing Tips to Grab Your Learners' Attention and Keep it!:

http://content.alleninteractions.com/hubfs/Allen_Interactions_-_eBook_-_5_Writing_Tips_to_Grab_Your_Learners_Attention_and_Keep_It.pdf?hssc=182974713.2.1468854655000&hstc=182974713.c1e43e36807d27eb2d6e9e259fcceb7c.1468854654999.1468854654999.1468854654999.1&hsfp=72877508&hsCtaTracking=de930835-5b5e-4a39-bfbc-57efb1bade39%7Cf711df7d-da4c-4f94-9ab0-2fb93a1d46b8

Sage Publications: <http://online.sagepub.com/>

Canadian Journal of Higher Education: <http://journals.sfu.ca/cjhe/index.php/cjhe/index>

Magna Publications: <http://www.magnapubs.com/>

Early Career Higher Education Research Network: http://www.echer.org/?page_id=66 Policy

Horizons Canada: <http://www.horizons.gc.ca/eng/content/publications>

Access to several hundred journals in academic innovation and effectiveness: <http://www.siue.edu/innovation/Journals.shtml>

Journals for Higher Education (General): <http://www.siue.edu/innovation/Journals.shtml#General>

Discipline-Specific Journals for Teaching in Higher Education:

<http://www.siu.edu/innovation/Journals.shtml#Discipline>

Undergraduate Research and Creative Activities Program: <http://www.siu.edu/urca/>

Academic Exchange Quarterly: <http://rapidintellect.com/AEQweb/>

- (1) Allen Interactions. (2016). *Agile eLearning Development with SAM*. Retrieved July 19, 2016, from <http://www.alleninteractions.com/sam-process>.
- (2) Allen Interactions. (2016). *Agile eLearning Development with SAM*. Retrieved July 19, 2016, from <http://www.alleninteractions.com/sam-process>.
- (3) F Faculty Focus. (2016). *Diversity and Inclusion in the College Classroom*. Retrieved July 19, 2016, from <http://www.facultyfocus.com/free-reports/diversity-and-inclusion-in-the-college-classroom/>
- (4) McLeod, S. (2010). *Kolb - Learning Styles*. Retrieved July 19, 2016, from <http://www.simplypsychology.org/learning-kolb.html>