### Table 7.1: A table unpacking the sequence of transformative teaching in a first-year studio context

#### ACTIVITY

| ELEMENTS OF || INPUTS TOWARDS SUCCESSFUL ARPL1000 LEARNING |
|-------------|-----------------------------------------------|
| TRANSFORMATION ALIENATION MODEL | | EVERY EDUCATIONAL TASK INVOLVES ALL PLANES OF LEARNING |
| | | TEACHER KNOWLEDGE & SKILLS PEDAGOGY |
| | | STUDENT ENGAGEMENT |
| | | COURSE CONTENT |
| | | PERSONAL |
| | | SOCIAL |
| | | ACADEMIC SKILLS |
| | | ARCHITECTURE |

#### 1. APPLICANT SELECTION

- **selection scores >15 not selected, but with future potential**
  - advice on developing potential
  - briefing meet current students
  - university exposure
  - reading, journaling job shadowing / job

- **applicants selected**

#### 2. ACADEMIC ORIENTATION WEEK - whole class, before formal teaching commences

- **contextual briefing**
  - support available
  - importance of individual identity
  - sustainable self-care and survival
  - meet student mentors

- **establishing social connections and attitudes**
  - opportunities to mix and meet
  - studio group activities
  - recognition of alternative values to cultural capital
  - **briefing**
    - awareness of internalised constructs

- **introducing academic and field-specific skills**

- **ENGAGEMENT**
  - briefing on the importance of deep engagement at all these levels

- **STUDIO**
  - briefing on the value of studio at all these levels and establishing studio groups

#### 3. FIRST QUARTER ACADEMIC TEACHING AND ASSIGNMENTS

- **checking on problems & filling in gaps**
  - establishing basic foundations of knowledge, skills and attitudes

- **students present own ID**
  - establishing equal value of diverse cultures
  - personal support from mentors

- **facilitating group discussions**
  - projects with group interactions
  - exposure to diverse cultures
  - establish class feedback & respond to it

- **address social biases at class level**

- **1. skills introduced in orientation guided and practised, embedded in coursework**
  - dominant language establishment

- **exposure to urban diversity**
  - teach and practise basic vocational skills
  - add and iterate new design outcomes
  - teach basic knowledge, diverse cultural examples
  - key concepts through experiential learning

- **7. Build up vocabulary within the field**

#### 4. SIX-WEEK PROGRESS INTERVIEW ALL STUDENTS AFTER FIRST CRITIQUED ASSIGNMENT ASSESSMENT

- **confirming & supporting eliminating problems early**

- **listen to students respond to feedback support/refer personal problems**
  - discuss academic problem areas and set up personal support action plan

- **constant feedback from class reps on group experiences**

- **personal advice on academic skills, attitudes and strategies**

- **1. feedback to class in lectures on general problems**
  - set up extra tutorials on problem areas- invite all
  - add in lectures on knowledge gaps

- **ongoing and iterating foundations**
  - guiding social development

- **open door for individual discussion**

- **ongoing development of critical skills**
  - exposed to wider activities and discourse

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- **pro-actively connecting skills, knowledge and practice**

#### 5. MIDYEAR REVIEWS OF DESIGN PORTFOLIOS

- **PERSONAL, SOCIAL, LEARNING ATTITUDES AND BASE KNOWLEDGE ESTABLISHED**
  - concentrate on design development

- **personal warnings and recovery strategies to underperforming students**

- **exhibition of semester s work**

- **academic skills establishment complete, gradual removal of scaffolding introduction of research and review**

- **basic lectures complete more time discussing application of this material in critiques**

#### 6. SECOND SEMESTER ACADEMIC TEACHING AND ASSIGNMENTS

#### 7. FIRST YEAR OUTCOMES TESTED IN FINAL PORTFOLIO REVIEW

- **outcomes not met return to step 3**
  - personal counselling on second-attempt success
  - incorporation in orientation of new first-years

- **outcomes met proceed to second-year**
  - basic skills and knowledge established
  - cohesion, inclusion, support and peer-learning established
  - students to develop to their potential

- **basic studio**

- **playing field levelled for all**

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**Note:** The table and diagram represent a structured approach to teaching and learning, emphasizing the importance of different planes of learning and the role of both teachers and students in fostering an engaging and effective educational environment.