



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Graph. Comm.

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds

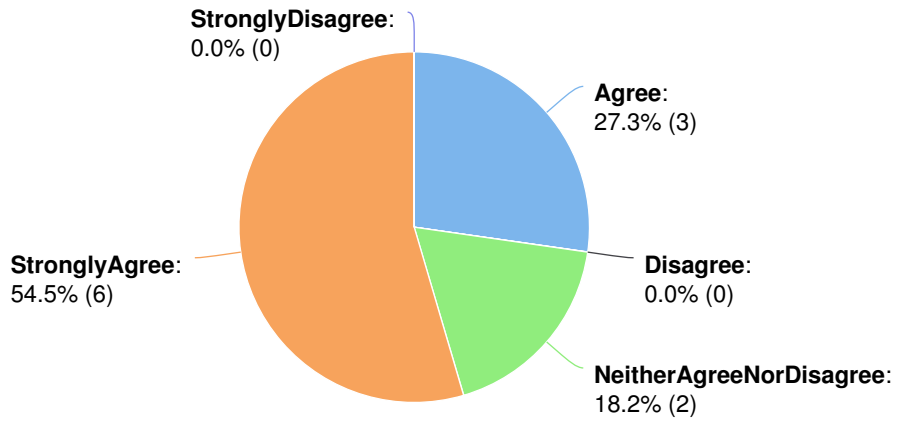


Investing in Your Future

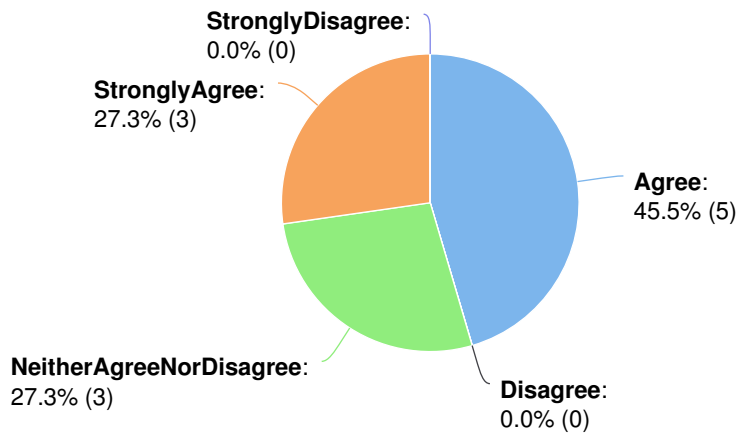
Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	1
Teachers	10
University Lecturers	0
Vocational Education Training Lecturers	0

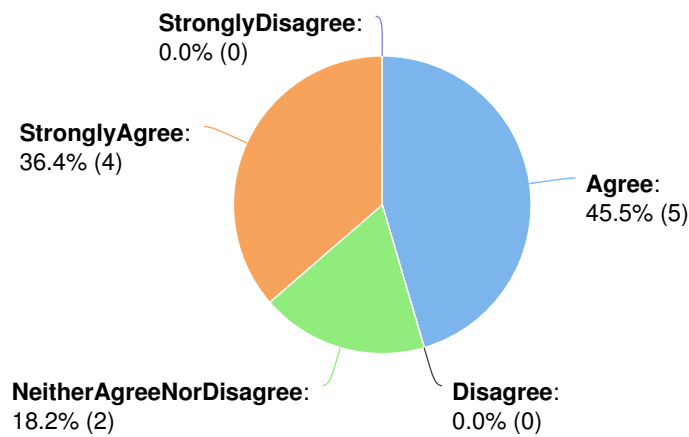
Focused on the learner



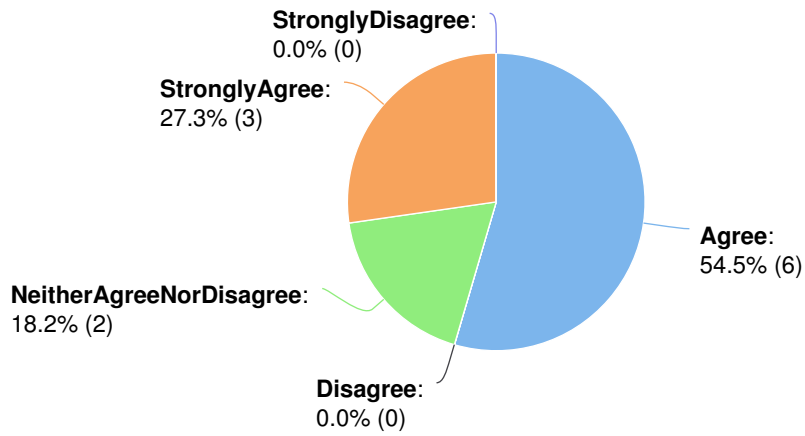
Comprehensive



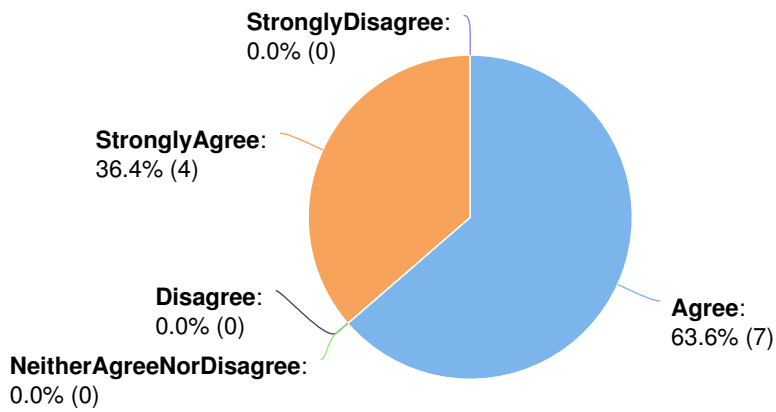
Clear



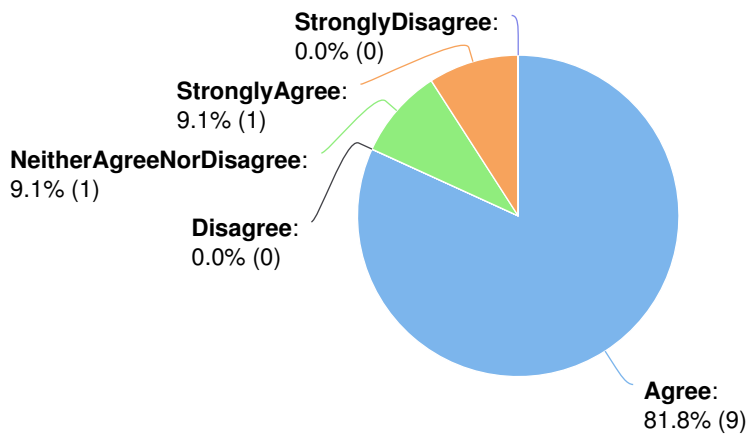
Articulate



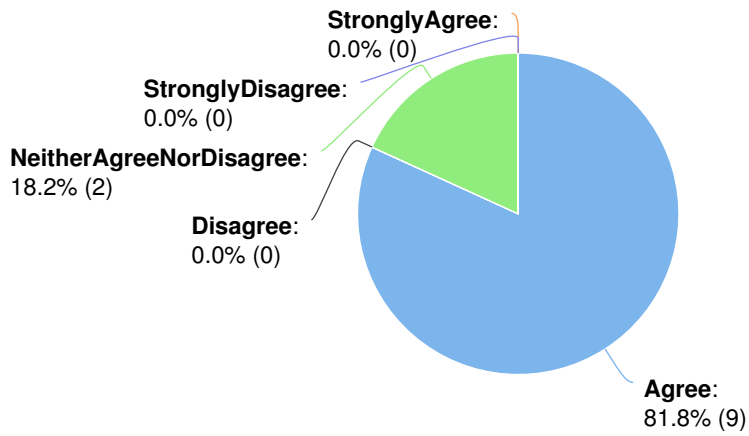
Good for providing direction for learning activities



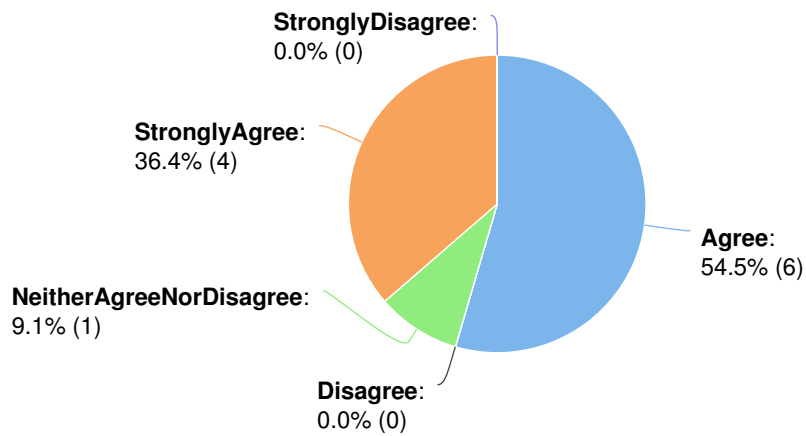
Good guidelines for teaching and assessment



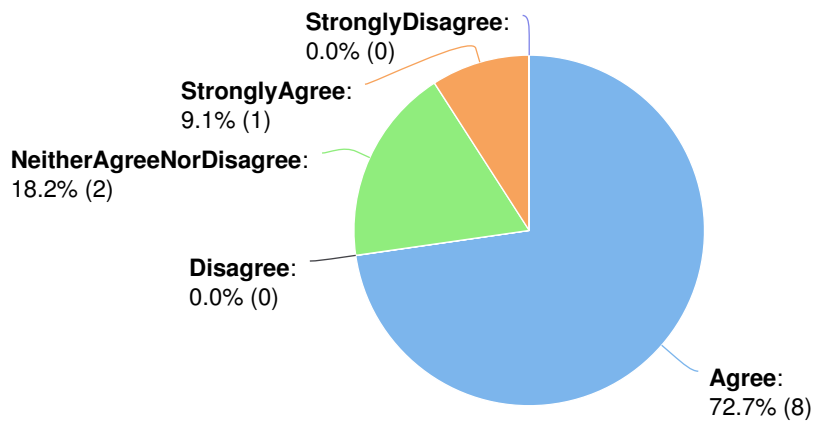
Measurable



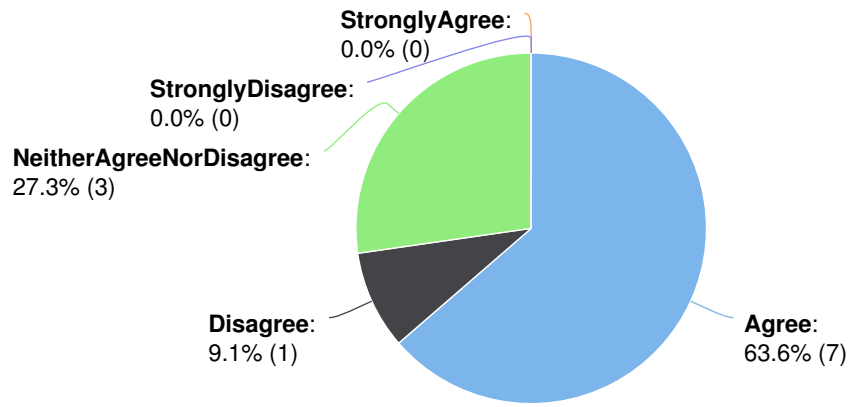
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#6

subject_specialist graph-comm secondary

General comments or concerns about the subject:

The general preview for the future curriculum on offer here seems to be vague to say the least! The general buzz word seems; the use of computer software apart the normal drawings! This introduces a whole new dimension to the subject, where both educators training and class facilities may be lacking!

The time spent for option subjects has lessened by 20min overall, now that most schools adopted the eight lesson day!

The level 8 (introductory) year of this subject seems cramped; too many topics and various drawing interpretations which only lead to confuse the new entries. Students need time and lots of practice to grasp the basics! Emphasis on drawings' orientations is needed to build solid foundations for their progressive development into the subject. In my humble opinion, during the first year they should only be expected to concentrate on 1st angle projections; while the mention of 3rd angle will be just in passing. Topics should be fewer, and each explored to a 'greater' depth. As it is now, it is one race to sail through the end of syllabus.

On the other hand, the following level 9 and 10 seem sparse! Some of the material in level 8 could be re-worked among these latter.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#14

teacher graph-comm secondary state_school

General comments or concerns about the subject:

I can classify students in two main groups: High achievers and very low achievers. This is one reason why I answered neutral.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#17

teacher graph-comm secondary state_school

General comments or concerns about the subject:

Using computer software for graphics. While I think this is the way forward and I am sure that every Graph.Com. teacher had his ways and means to do so in the past, it is the appropriate time to identify the minimum level IT equipment requirements to teach Graph comm Effectively. Instruments such as digital sketch pads, computers equipped with cad software, Photoshop, etc in conjunction with the interactive boards, are essential tools which can enhance and facilitate both teaching and learning. In so doing students will achieve the skills required in real life application of our subject. The introduction of IT tools means also reconsidering the present assessment system. All this being said no system can ever work unless the teacher in class room gets to own it. Ensure that teachers are happy doing their job and eventually their enthusiasm will be passed on to their students

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#19

teacher graph-comm secondary state_school

General comments or concerns about the subject:

I have 16 years experience in teaching graphical communication, both at secondary and tertiary level. I compare the knowledge of graphics with that of language. Graphics link nations coming from different cultures, language and identity. This is facilitated with the use of technology in communication. Therefore I would like to see the introduction of Computer software as part of the teaching and learning process. This enables students to be more prepared to share, develop drawing and ideas more easily.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

- Line tangents : From experience we believe that this topic should be trimmed to tangents related to one circle only.
- Ellipse: one method is enough, preferably concentric circles.
- Flow charts: Same as graphs are overlapping with computer learning.
- Loci Involutes: This topic is not appealing to students. Involutes are used for the creation of gears. This topic can be done for students who take graphical communication at Intermediate or Advanced level.
- Plane and diagonal scales: In today's world not more useful creating with draughting scales.
- Intersection: Needs to be trimmed. Where one of the solids is offset at least not more than two extra points will be given.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Therefore I would like to see the introduction of computer software. The idea to work with varies software to create, and modify, drawings, photos, pictures and publications. Also, the introduction, knowledge and awareness of the machinery used in different sectors where graphical communication is concerned. This can be in printing, architecture, signing, marketing, media, engineering, fashion and other related sectors. Also the introduction of furniture and room design. Students be exposed on what's on the market and develop their own ideas and create designs for particular rooms and needs. These can vary from homes, public places, hospitals, leisure areas etc. More exposure to Architectural drawings. More detail in Electricity. Students to learn more how to reason and plan home circuitry.

#27

teacher graph-comm secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#36

teacher graph-comm secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#37

teacher graph-comm secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#116

teacher graph-comm secondary state_school

General comments or concerns about the subject:

One should consider the time needed for the students to learn how to use the design software when compared to the time available in class.

Some Learning outcomes are too general and do not specify what should be covered.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Solid Geometry:

I can project the true shape of a truncation and deduce the necessary true lengths to construct the surface development of a truncated cone and cylinder.

This would include the other two types of development.

#117

teacher

graph-comm

secondary

state_school

General comments or concerns about the subject:

The main concern is about the time needed to make sure the students learn all the above and the time available.

A question comes to mind about the learning outcome with subject focus: Solid Geometry.... "I can project an elevation from a given development". Does this apply to the cone only or to prisms, cylinders and pyramids as well?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#119

teacher

graph-comm

secondary

state_school

General comments or concerns about the subject:

One needs to consider the time required and the time available for the students to show the required outcomes as well as for them to gain the necessary skills in working with the instruments, different media and computers. One also has to consider the resources available, such as computers with the necessary software, to be able to obtain the above learning outcomes.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#273

teacher

graph-comm

secondary

state_school

General comments or concerns about the subject:

I sincerely hope that "Computer Software" or "Design Software" as used in the document, refers to software which is capable of giving good results, especially when it comes to Orthographic Projections, Dimensioning and International Standards. Most software can be used to design, model and turn 3D objects to help students' spatial abilities but very few follow the Standards that pupils will need to eventually learn if they are to progress in the subject.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

In Design Graphics;Flowcharts, I would remove them. There are far more relevant topics. Seriously.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

In Design Graphics, I would add the study of lines, motion, and their use in Graphic Design. Also, at Level 8, the construction of Triangles from given data can be found. I believe they should be in Level 9, especially the hard ones.
