

## FACULTY OF FINE ARTS PEER TEACHING REVIEW

<b>FACULTY MEMBER: Robert Truskowski</b>	<b>CLASS: ART 270</b>
<b>DATE: Tues., January 15<sup>th</sup>; 11:30 am</b>	<b># OF STUDENTS: 8</b>

Using the items below for general guidelines, comment on your observations in the following areas:

**Category 1 - Organization:**

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| <ul style="list-style-type: none"> <li>• Begins class on time, in an orderly, organized fashion</li> <li>• Paces the lesson appropriately</li> <li>• Summarizes and distills the main points at the end of the class</li> </ul> | <ul style="list-style-type: none"> <li>• Makes a clear statement of the purpose of the lesson and defines the relationship of this lesson to previous and future lessons</li> <li>• Presents topics in a logical sequence and flow</li> </ul> |
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**Comments:**

I observed the class for one hour of 2.5 hours. Rob began class promptly and introduced the subject at hand (intaglio printing) very clearly. The pace and flow of the class was very smooth and each step was explained clearly. Rob created a procedures guide for the students which he handed out and which he informed them was also posted on UR Courses along with images of what they were learning. He taught by doing the procedure step by step and gave students opportunities to try the various steps.

**Category 2 – Content**

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| <ul style="list-style-type: none"> <li>• Presents material appropriate to student knowledge and background</li> <li>• Demonstrates command of subject matter</li> <li>• Presents material appropriate to the stated purpose of the course</li> </ul> | <ul style="list-style-type: none"> <li>• Presents divergent viewpoints where appropriate</li> <li>• Selects examples relevant to student experiences/course content</li> <li>• Cites authorities to support statements and makes distinctions between fact and opinions</li> </ul> |
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**Comments:**

Rob has an expert’s command of the subject matter. He clearly presented the “why’s” behind each step of the intaglio process and provided health and safety information. He demystified the many details and steps of the process by letting students know when taking a break or stopping could be done without hurting the work when they were working on the steps on their own. He used personal experience as well as the experiences of previous students to illustrate his points. He spoke about historical methods in comparison to what the students were doing. Rob has an open, friendly demeanor and often incorporates humour in his delivery of information. The students were attentive and there was a relaxed feeling in the classroom. Rob was open to questions and answered each question respectfully.

**Category 3 – Presentation**

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|--|---|
| <ul style="list-style-type: none"> <li>• Speaks audibly and clearly</li> <li>• Presentation style facilitates note taking, if appropriate</li> <li>• Carefully explains instructions for practical work</li> <li>• Relates new ideas to familiar concepts</li> <li>• Uses appropriate instruction materials</li> </ul> | <ul style="list-style-type: none"> <li>• Communicates a sense of enthusiasm and excitement toward the content</li> <li>• Selects teaching methods appropriate for the content</li> <li>• Presents examples to clarify points</li> <li>• Varies explanations for complex and difficult material</li> </ul> |
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**Comments:**

Rob is a highly enthusiastic and encouraging teacher. He states his love of printmaking, but it is very clear from his attention to detail and frequent anecdotes that illuminate his impressive experience. He has a wealth of information to impart to students, but he disseminated the perfect amount for this first level class who might feel a bit overwhelmed by the many steps involved in intaglio printmaking. Rob demonstrated to the students what they were expected to do and gave them a chance to try out what he was doing. He made the process clear and made gave students time to ask questions. He told them when they could take breaks at certain points in the process. I thought this was excellent information as it is realistic in that students often don't have time to complete all the steps in one work period, or need to take a break when learning a new process. Without knowing that certain steps do not have to be done in one session gives students a sense of control and options as to when they do their work. Rob sets students up for success by speaking to them respectfully and making the process of printmaking clear and accessible.

**Category 4 – Rapport/Interaction**

- Encourages student questions and discussion
- Listens carefully to students' comments
- Respects diverse points of view
- Maintains student attention
- Treats all students in a fair and equitable manner
- Stimulates students in studio work by providing cues, constructive criticism and encouragement

**Comments:**

Rob has excellent rapore with students. His approach is focussed, yet casual and he uses humour to lighten the complexity of the printmaking process. He treats students with respect and invites questions and dialogue. He treats students in an equitable manner. He is very encouraging and gives clear direction in a supportive way. He encourages questions and creates a relaxed yet serious atmosphere in the studio.

**Category 5 – Dossier Materials**

- Uses appropriate and current materials in course outlines, syllabuses, reading lists, texts, study guides, handouts, etc.
- Assignments and student assessments are appropriate to the stated purpose of the course and the level of the students.

**Comments:**

Rob's course materials are very current and include his knowledge of the diversity of printmaking methods including his passion for letterpress and Japanese printmaking methods and attitudes. His assignments are appropriately challenging to the level of study as well as being imaginative and directed towards students' interests. He posts his instructions and assignments on UR Courses and has information in appropriate places in the studio as reminders for students.


**Additional Comments:**

I am aware of Rob’s success as a teacher from the many student projects I have seen come from his class as well as the extended conversations about pedagogy I have had with him. As well, I have worked with many of his students in my classes. To put it simply, the students respect and adore Rob. He gives students confidence in their ability to function in a highly specialized print studio as well as supporting their creativity with concrete critical feedback and expert technical guidance. Rob creates a very positive working environment in the printmaking studio and it is a place students gravitate to and enjoy being in, even outside of class. The printmaking studio is seen as a safe place where students can belong and be supported by peers. Rob has worked hard to make the print studio a welcoming respectful and exciting place to be and students have figured that out. I have often seen students in there working outside of class on assignments or taking a nap on the couch. It’s a place of rigorous work, but it’s also a place where students can relax. Rob gives his students opportunities to demonstrate printmaking in the community, attend international conferences, and to show and sell their work. His enthusiasm for printmaking is contagious and his knowledge of printmaking techniques ranging from intaglio to lithography, to silkscreen, to block printing, and letterpress is impressive. In addition to the above, Rob’s classroom is a non-toxic environment; something that is very rare in printmaking.


Leesa Streifler

Professor, Dept. of Visual Arts

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**Reviewer’s Name**

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**Reviewer’s Position**

(received email copy March 2019)

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**Reviewer Signature**