

# Lecturer in Visual Culture & Contextual Studies for Visual Communications

Griffith College Dublin  
Faculty of Design

## Job description 1

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### Visual Culture & Contextual Studies for Visual Communications - Lecturer Job Description

Applications are invited for the position of a part time Visual Culture & Contextual Studies for Visual Communications lecturing role in the Faculty of Design for Level 6, 7 and 8 of Graphic Communication Design, Fashion Design, Interior Design programmes. We are looking for a Lecturer who is enthusiastic and passionate, not only about Visual Culture & Contextual Studies for Visual Communications - but also about the opportunity to share their knowledge with the Designers of the future.

<b>JOB TITLE:</b>	Visual Culture & Contextual Studies for Visual Communications
<b>REPORTING TO:</b>	Faculty Head / Programme Director
<b>HOURS OF WORK:</b>	As per course requirements, additional hours as may be required in line with the needs of the service.
<b>PURPOSE:</b>	The primary focus of this post will be to play an active role in the academic direction of your module including teaching, assessment and administration.
<b>Employing:</b>	Griffith College
<b>Location:</b>	Dublin
<b>Website:</b>	<a href="http://www.griffith.ie">http://www.griffith.ie</a>

Informal queries can be made to the Design Faculty Dublin

Email: [deirdre.doherty@griffith.ie](mailto:deirdre.doherty@griffith.ie)

For more information on the Faculty of Design see <https://www.griffith.ie/faculties/design>

<b>Advertising Date</b>	1 <sup>th</sup> July 2022
<b>Closing Date:</b>	Monday 15th August 2022
<b>Interview Date:</b>	Monday 22 <sup>nd</sup> August 2022

Griffith College is an equal opportunities employer

All candidates applying for teaching posts must undergo a mock lecture before being interviewed; they may be asked demonstrate ability via portfolio.

#### Required Qualifications

Candidates will be expected to have a Level 9 Qualification or equivalent in Art & Design History or in a cognate discipline such as Visual Culture, Graphic Design; proven teaching excellence and ability to support curriculum development; demonstrated leadership and problem solving skills; excellent interpersonal skills; and the ability to build relations and to work collaboratively. Membership of a Professional body and any record of research, scholarship and publications are an advantage.

**Successful applicants should have the following attributes:**

- Recent proven teaching excellence, an ability to support curriculum development and excellent communication skills
- Demonstrated leadership and problem solving skills;
- Excellent interpersonal skills; and the ability to build relations and to work collaboratively.
- A keen interest in Visual Culture & Contextual Studies for Visual Communications covering classical to vernacular to contemporary and a broad knowledge of Design disciplines.
- To design, develop and produce learning and teaching material and deliver the module at Level 6, 7 and 8 of the Faculty of Design programmes.
- Lecturers will ensure the efficient and effective delivery of teaching programmes in accordance with the College strategy, policy and procedures, contribute to activities which influence leading edge practice and may also undertake research activity.
- Have experience of working in a positive, flexible manner.
- Willing to arrange student trips and site visits.
- Have experience of openly exchanging information and supporting colleagues
- Have an understanding and be able to demonstrate a commitment to Equal Opportunities and Diversity.

### **Guidelines for Mock Lecture**

As part of the interview process, candidates are required to give a 5 – 10 minute mock lecture, regarding the interview panel as students.

The lecture should cover an item (or items) of the candidate's choice from an existing (or proposed) course offered by the Faculty or Department.

The candidate is free to use whatever medium and teaching aids are appropriate, including laptop and projector, but is encouraged to use new technology.

The lecture should not be the first lecture in a course, nor should it be an overview of a course.

The lecture will focus on explaining a particular aspect of the course to students who are unfamiliar with the topic.

The lecturer should begin by outlining any previous information that the students are expected to know (e.g. "I'm assuming you know how to ..... which we covered last week").

Questions will be asked of the lecturer, either during or after the lecture.

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