# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: BA(Hons) Fashion Jewellery Y3 Design

Size of student group: 21

Observer: Steve Johnson

Observee: Bernadette

##### Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.

Part OneObservee to complete in brief and send to observer prior to the observation or review:

**What is the context of this session/artefact within the curriculum?**

This is week 8 of Final Major Project unit, a 60 credits, 16 weeks long unit.

Students are working towards the formative crit of 13 March as well as towards the Finetuned competition finals that take place on 7 March. This is an internal competition embedde in FMP unit.

During FMP students have Design and Studio for a full day, I co-teach with Husam El Odeh. I cover Design teaching, he covers Studio teaching.

This class starts with a mindfulness exercise passing a ballon around the room for about 10 minutes. I explain afterwards that it relates to being present in the room with each other, noticing what happens and responding to that. In essence it relates to peer feedback.

This is followed by a short recap of the Finetuned competition deliverables and how to present their work on an A2 poster for the competition. I set a 15 minuets task for students to map out their presentation poster considering layout and content as well as identifying what they’ve already sone and what needs doing. This is followed by a peer discussion.

I check back in with them on this in the afternoon.

While students are working on the task and continue working on the realisation of their FMP collection I will see them for tutorials in groups of 2. The focus of these tutorials is to consolidate their design narrative, ensuring that materials, objects and ideas work well together within their collection.

**How long have you been working with this group and in what capacity?**

I have been teaching this group weekly since September 2023, the start of their final year. I have previously taught them occasionally.

**What are the intended or expected learning outcomes?**

For Finetuned competition students will have made a start thinking about their presentation and have identified the work left to do.

For their FMP they receive feedback on how to progress with their work.

**What are the anticipated outputs (anything students will make/do)?**

Progress with their FMP work

Feeling more prepared for the competition finals as they’ve started to think about their presentation.

Resolving design problems and sticking points in the design narrative

Identifying research that needs to be conducted to support the design development.

By doing tutorials in small groups I hope to foster further peer learning and a sense of community. The small groups are engineered in such a way that we pair together students who work on a similar subject or share processes.

Are there potential difficulties or specific areas of concern?

Language barriers prevent students from getting the feedback they need

Students sometimes come ill-prepared which affects the usefulness of the feedback they get

I have limited time with students, I see 21 complex projects on a design and studio day. I set the timer at 8 minutes, then it’s time to round up. Students have to come to the front of the room for the design tutorials which takes time, there’s insufficient space at the desks to join students there.

How will students be informed of the observation/review?

I will tell them in the morning when we start. I will explain that I am the one being obesrved

What would you particularly like feedback on?

How will feedback be exchanged?

## Part Two

### Observer to note down observations, suggestions and questions:

The room was a practical workspace, students sat at workstations facing the tutor’s desk and screen. It was quite warm considering it was the start of the day; I wondered if it would get too warm as work started and students had spent some time in the room.

There were only 4 students on time at the beginning of the session. Others arrived over the course of the hour, and during the presentation.

Your warm up exercise involving a balloon to encourage student interaction was a good idea, but the students were quite spread out and it was difficult to maintain their interest as it was hard for them to reach the ballon when it was their turn. I wondered if the students could be gathered together away from their desks for this exercise, perhaps at the front with you (and me?). Perhaps just by taking the students away from their desks (where they spend the majority of that day?) might promote more engagement, particularly when you give a presentation or more formal information? In particular, you mentioned that 94% of your students are international, with varying degrees of skill in English, so if they were closer to you they may hear you more clearly.

The aims of the session were set out clearly. Your presentation about the Competition was very straightforward and well presented, with action points and timings for the students. You are very knowledgeble and spoke confidently and clearly.The students were attentive and you checked regularly that they understood.

Perhaps you could have showed again some previous examples of the Poster to remind the students of the visual requirements. I sometimes use printed examples on a table to promote student discussion and understanding, inviting peer-to-peer discussion.

When the other tutor arrived about 15 minutes in to the session, I thought the focus for the students was less clear; you may want to discuss the sharing of the session with him.

Your tutorial with 2 students was very focussed and they were engaged, with little language barrier. Your Feedback on their projects was detailed, encouraging and positive, and you promoted discussion with both of the students. You ensured both students were involved, giving time for peer-to-peer discussions too, which worked well. Action points and ongoing support were agreed, to end a very fruitful discussion.

I wondered whether your tutorials could be conducted in another room which was smaller for more focus, without any potential distractions instead of a workspace with attendant noise?

## Part Three

### Observee to reflect on the observer’s comments and describe how they will act on the feedback exchanged:

Thank you Steve for Observing my session.

The day certainly didn’t fully go as planned. I was quite frustrated and somewhat put off by the fact that students came late and I had just 4 students at the start. I have 2 groups in Y3 of 21 students each, the previous day was excellent and students engaged with all aspects of the teaching and learning, with the Wednesday group things are always a bit more challenging.

Because of the large number of students to see in day for design tutorials I make it clear from the start of the year that introductions to classes start promptly at 9:30, I offer tips on punctuality and relate it to industry practice. Also, coming late affects class morale.

I like the idea to take students away from their desk for the balloon exercise. It hadn’t occurred to me. The previous day when I did the same thing, I asked students to get up, as there were students in all corners of the room the exercise worked out very well. The exercise played a role in the session in the way that passing a balloon relates to feedback: being present, paying attention and responding when it’s your turn.

I sadly had no previous examples of the poster. I tried to make one up out of student work on the Monday night but that wasn’t working and felt inauthentic. I photographed students’ posters and presentations at the competition finals to serve as examples next year.

I see your point about conducting tutorials in another room. I agree that the acoustics and noise in the room can be a distraction. Actually on days when I’m feeling quite stressed the noise particularly effects me. Students can retreat from it in their headphones and they can use the shared Open Access facilities as well as our teaching studio. Though there are several reasons why they take place in the studio.

1. If it’s a tutorial in another room most students wouldn’t use the workshops to progress their work.
2. There is no suitable space available to conduct tutorials.
3. We often evaluate the session with students at the end of the day, discussing plans and achievements
4. Our teaching resources are in this room which are pulled out when relevant to a student’s project.

I wish I had asked you to observe a tutorial with students who do have a significant language barrier as this is one of the main obstacles on my course. Perhaps something to pick up later.