

COVENTRY UNIVERSITY
TEACHING OBSERVATION FORM (OCTOBER 2016)



Part 1 – (to be completed by lecturer before the observation)

Lecturer's Name Gemma-Rose Turnbull	Faculty/School/Dept. FAH, School of Media and Performing Arts, Photography Department	Course Title - 269MC Photography and Narrative - Level Two	Year 2017
Observation Date 17 March 2017	Observer's Name Paula Murarescu	Session Type (e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.) Workshop	
Reflection on previous observations (your reflections on your previous observation) N/A			
Session Purpose and Aims (a brief outline of the purpose of the session being observed and the student profile) This day-long workshop on finding photographic narratives aimed to encourage students to complete two photographic assignments, and give peers feedback on their responses. This is part of a series of workshops examining the stages of building a photographic narrative—finding, making and sharing.			
Session Learning Outcomes – (indication of what the lecturer expects the learner to be able to do by the end of the session i.e. knowledge, skills, understanding, etc.) The learner needs to leave the classroom with the group, as well as individually, and complete a photographic assignment. Both focus on having the learner respond to a photographic brief—proving creative thinking, strategy. A secondary focus is the giving of feedback to peers on their assignment responses—demonstrating use of visual taxonomy to provide constructive criticism to assist development. Learners should also be able to have fun in the finding of different images.			
Observation Focus – (what aspects of your teaching would you like the observer to focus on and provide feedback?) The efficacy of facilitating new experiences, particularly by moving the students outside of the classroom environment, and the effectiveness of peer interaction, and feedback.			

Part 2 – (observer to complete and to discuss with lecturer)

<i>Please underscore as appropriate</i>					
Preparation, planning and organisation	<u>Excellent</u>	<u>Good</u>	Satisfactory	Poor	n/a
Session aims/objectives/outcomes	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Teaching methods and approaches employed	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Quality of the teaching/learning materials	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Learner engagement, participation and interaction	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Use of technology (where appropriate)	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Delivery (style, pace, audibility, presence)	<u>Excellent</u>	Good	Satisfactory	Poor	n/a

Management of the learning experience (student integration and classroom management)	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Delivery adapted to student group	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Checking that learning is taking place	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
Intellectually stimulating, inspirational/passionate teaching	<u>Excellent</u>	Good	Satisfactory	Poor	n/a

Please refer to the following page(s) for comments on the observation

General feedback - *consider aspects such as appropriateness of level, is the content up-to-date, accurate use of examples, research-informed, lecturers subject knowledge, etc.*

Thoroughly impressed with the teaching style and energy in delivery. Gemma certainly cares a lot about her students and this comes across in her interactions with them.

Gemma has thoroughly considered the student experience and planned the session to accommodate a change of environment that students really welcomed. Flexible and responsive time management was demonstrated with tasks and meet-up points clearly communicated both verbally and through social media, which students are strongly encouraged to use. Gemma was a great facilitator ensuring the smooth running of the exercise. Students' participation both in the outside activity and afternoon workshop reinforces the session's efficacy and Gemma's ability to communicate objectives and aims clearly.

The peer interaction workshop and feedback changed the room dynamic and created a buzzing atmosphere that contrasted well with the briefing earlier in the day. I believe that students really enjoyed receiving feedback from their peers. This session fostered trust and independent thinking and encouraged students to expand their thinking.



Strengths - *identification of strengths and best practice, e.g. internationalisation, use of technology to enhance teaching, innovative practice, etc.*

- The use of “candy bucket” in class promotes an informal and trusting environment.
- Recapping is very well conducted and helped set the scene for the session.
- Session is clearly structured and learning outcomes explained in the context of the module. Students know what to expect from the day.
- Use of technology is varied, relevant and deeply ingrained into teaching and helps promote active engagement. It is also a great way of gauging student understanding of tasks. Encouraging them to post on social media, in a public facing environment makes them more accountable for their actions.
- Transparency and creative freedom is promoted; Gemma is open to sharing her personal research interests and creative process as a way of incentivising students to do the same—teaching by example.
- Content is not overbearing and transitions between different stages are punctuated with music and humorous remarks—this is conducive to a relaxed and creative atmosphere.
- Very good body language that is open and inviting with genuine positive reinforcement of students' abilities. Tone of voice, pace and engagement with students through formative questions throughout are all very well considered.
- Very good balance between structure and freedom. Tasks aren't presented as rigid systems but rather require student participation and invite individual interpretation. This incentivizes students to take ownership of own work. Rules are explained and walked through at a good pace—interaction from students is encouraged.

Suggested Areas for Development

I haven't identified any areas of improvement in terms of teaching. The only very minor suggestion would be with regards to the rather large text-box width on some of the slides which might make reading difficult. Otherwise, presentation slides present key information without distracting students from what is being said and the overall design is vibrant, crisp and clear.

Part 3 – (Outcome)

Further Action (this should be jointly discussed and agreed by the observer and lecturer) Some readability refinement of lecture presentation needed.		
Lecturers Comments I am pleased that Paula was able to observe this very special module—we have a lot of creative freedom within the content of the material, and delivery, which allow a flexible delivery. It is important to note that while this module is about playing with photography, the skill acquisition and learning outcomes are designed specifically to support the transition of our level two Photography students to their level three year. It was a pleasure having her in class to observe, and I will certainly take the design tips on board.		
Lecturer's Signature:	 Gemma-Rose Turnbull	Date 31 March 2017
Observer's Signature	 Paula Murarescu	Date 23 March 2017

Part 4 – (Observer to complete and to discuss with lecturer as necessary)

Institutional Feedback for Action a) quality of the learning environment / accommodation for teaching and learning —The room at Herbert Museum provided a nice change of environment from the student's usual place in Ellen Terry and the layout of the class fostered a good sense of community. The lack of desks made the space versatile, but might prove potentially challenging for different sessions.
b) Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share) —Use of technology to enhance learning and promote ownership of students' own work.