

**COVENTRY UNIVERSITY**  
**TEACHING OBSERVATION FORM (OCTOBER 2016)**



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

<b>Lecturer's Name</b>  Paula Murarescu GS302	<b>Faculty/School/Dept.</b>  FAH-AD	<b>Course Title</b> - Module Title 114AAD Design Practice 1  - Level	<b>Year</b>  2017
<b>Observation Date</b>  21 <sup>th</sup> March 2017	<b>Observer's Name</b>  Dr Karen Bull	<b>Session Type</b> (e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.)  Lecture with exercises	
<b>Reflection on previous observations</b> (your reflections on your previous observation )  NA – First observation in order to support PGCERT activities.			
<b>Session Purpose and Aims</b> (a brief outline of the purpose of the session being observed and the student profile)  <b>Purpose:</b>  <b>Student profile:</b> Students come from a variety of backgrounds and have presented a fluctuating level of abilities applicable to this module at the start of the new semester. The aim of this module was to enable students to capitalize on the more experimental tasks in the first semester and bring in a real-life approach to briefs. The aim was to provide a challenging and achievable level of learning through explorations of conceptual design strategies for print and web. The module focuses primordially on coding abilities and all students have been supported in either learning the language from scratch or further developing on existing abilities.  <b>Purpose of session:</b> As one of the last in the series of lectures aimed at promoting a balanced overview on contemporary design with a digital facing, the session focuses on the idea of designing apps as a way of expanding from the familiarity students with the web design. The lecture aims to provide a current and relevant glimpse into an ever-expanding facet of the graphic design industry, whilst guiding students through the mechanisms of designing for apps in a tangible and accessible manner.			
<b>Session Learning Outcomes</b> – (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.) <ul style="list-style-type: none"> <li>• understand the difference in function and aim between apps and websites</li> <li>• gain knowledge about the use of convention as the basis for effective app design</li> <li>• learn about the pragmatic (function, user experience) and hedonic (form, emotion) aspects of app design and understand that good app design is about creating an intuitive user experience</li> <li>• observe the mechanism behind apps and approach them from a critical rather than consumer perspective</li> <li>• apply these observations practically and adopt best practice methods in the creation of own work</li> <li>• develop the ability to analyse and reflect on own work from an objective standpoint</li> </ul>			
<b>Observation Focus</b> – (what aspects of your teaching would you like the observer to focus on and provide feedback?) <ul style="list-style-type: none"> <li>- Ability to engage students in active learning while still offering traditional lecture elements.</li> <li>- Overall teaching style and approach</li> </ul>			

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

<i>Please underscore as appropriate</i>					
Preparation, planning and organisation	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Session aims/objectives/outcomes	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Teaching methods and approaches employed	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Quality of the teaching/learning materials	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Learner engagement, participation and interaction	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Use of technology (where appropriate)	Excellent	<u>Good</u>	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)	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Delivery adapted to student group	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Checking that learning is taking place	Excellent	<u>Good</u>	Satisfactory	Poor	n/a
Intellectually stimulating, inspirational/passionate teaching	<u>Excellent</u>	Good	Satisfactory	Poor	n/a
<i>Please refer to the following page(s) for comments on the observation</i>					

**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.

*This session is a recap session for about 70 students around 'printed matter'. Students were seated in groups. Accommodation was appropriate and generally well set out but one or two students sitting with back to screen.*

- Session began with a Q and A on what student remembered about previous learning followed by a discursive introduction. Relevance of the session given to 'employability'. (John Maeda – quote... students prompted to find out more about his view on 'unfinished' design. Structure of the session set out with lecture and activities in a balanced manner. Topic keywords for exploration given at start of the session to help set the scene.
- PPT was used to cover keywords e.g. the relationship between Apps and printed matter is 'tactility' which is an engagement experiential factor of design. Well presented and paced – text size good for audience with graphically balanced and highly appropriate imagery.
- Students attentive to begin with and engaged in conversation but none really taking notes – a reminder to keep some notes would be good. Some students arrived quite late which was a little disruptive but not a significant issue in the overall session. Some students did miss intro though.
- Talk for 20 minutes and then exercise: groups of six. Paula summarised the outcomes of the activity in relevance to the themes presented in the lecture.
- Does ethics or data privacy come into this design process at all – probably not relevant to this topic but got me thinking.
- Further reading highlighted with links to go to for prototyping [www.draw.io](http://www.draw.io).

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

- The session was well planned and enjoyable with appropriate introduction and goals for the session. Instructions to students made clear.
- Paula has an engaging and informed delivery style which involves students through questioning and prompting with positive body language. She has a personable style of explanation. Pacing really good with terms/themes explained alongside examples and images.
- Session balanced theory and activities [activity to explore requirements for an App design centred around a persona]
- Paula had positively organised activities that used props to get people thinking about disability issue around the activity in question. Perhaps a short video could help this young group get a sense of the range of user issues. Expanding this usability exercise and use of prompts would be interesting.
- Paula went around the room and pulled out features discussed in the activity. There was a positive engagement but some notation of ideas would have been good to get students sharing more across groups. Flipchart etc.
- Really useful incorporation of images, videos, music, examples to reinforce ideas. Engaged students in 'social networking' as a means to demonstrate flow and gamification. Students liked this. Paula ended the session with reinforcing amongst students the need to push boundaries and engage creative mindsets in a more interactive way. What would steve have done....? Students related to this.
- Good round up to session to check learning and see what students took away from the session – keywords from groups and individuals

### Suggested Areas for Development

- Although students supposed to sit in groups they did not always interact amongst themselves – it may help to reinforce a group based approach at the start of the session. Maybe putting props around the room with group numbers – possibly with a warm up activity to get them thinking like a peer group and to encourage a team focus. E.g. perhaps a team quiz to start of the session and get them to then raise questions from the quiz that were tricky.
- In places students seemed very familiar with materials or examples which was useful but in some moments students seemed less inspired because they gave the impression of knowing the material. Really interesting aspects around experiential engagement perhaps could have been pushed further to check students knowledge. E.g. Perhaps getting students to take a more leading role in the communication - presentation of key principles of design in their group context.

- With the activity it might be good to have some paper/digital or a way of presenting the outcomes so you can pick on a 'wordmap' or 'sketch' for example to gain more practical productivity from the session – this might then give opportunity for further comparison of ideas. E.g. collating keywords/ideas as part of the activity. Perhaps Paula might have noted some of the keywords on a slide or board to show the breadth of ideas coming from the group. There are online tools 'top hat' online mapping tools/google docs etc that could be adopted in future activities to do similar thing.
- It might have been good to get the students in their groups to have brought some of their own persona work to the session (in prep terms) and some idea boards around user engagement. These could then be deconstructed making the session more workshop focused.

### Part 3 – (Outcome)

**Further Action** (this should be jointly discussed and agreed by the observer and lecturer)

- Adopt some quiz, hybrid learning techniques into similar sessions so that they arrive with some materials to compare/evaluate during the lecture recap.
- Experiment more with some of the digital tools to collate ideas/factors from student groups. Get students to post up information on online communication tools and have it displayed digitally e.g. virtual flip charting (maybe) DMLL may be a good starting place to identify appropriate tools. As this session was centred on the digital it would have been good to engage in that during the process.
- It might be useful to have a tip sheet to distribute at end of session – maybe via Moodle. This would be a good design check sheet and reminder for coursework or design activity. There is a lot to remember even in a recap.

#### Lecturers Comments

The feedback above pertinently observes areas of improvement that if tackled could lead to better student engagement and knowledge transfer. I am keen students get the most of my sessions and will therefore look into addressing the following points in future lessons:

- Integrate quizzes, virtual flip charting and live social media commentary during lectures—although students engage in weekly Top-Hat quizzes every Monday to recap information presented the week before, integrating such techniques during the actual lecture would help consolidate key points and check student understanding more efficiently. On the same note, I will look into offering groups a more leading role into the discovery and articulation of design principles, rather than offering out the answer.
- Emphasize group work through the use of props and better facilitate group engagement. I will be looking at warm-up exercises before the start of a lesson to ensure participation. Additionally, I am keen to experiment with pre-session tasks as a way of better fostering a group mentality and responsibility over own learning.
- Provide students with tip-sheets at the end of session as a summary of lecture. Although key lecture elements are discussed or practiced during the seminars and workshops following the morning lecture, offering out a handout will prove beneficial to verbal learning types.

Lecturer's Signature:



Date 21<sup>th</sup> March

Observer's Signature



Date 21<sup>th</sup> March

### 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

Good

b) Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share)