COVENTRY UNIVERSITY
TEACHING OBSERVATION FORM (OCTOBER 2016)

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

Lecturer's Name
Paula Murarescu
	Faculty/School/Dept.
	FAH
	School of Art and Design
		Course Title
		
		- Module Title
		  112AAD Visual
		  Communication 1
		
		- Level 1
			Year
			
			2017

Observation Date **23 October 2017**	**Observer's Name** **Susan Bray**	**Session Type** *(e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.)* *Lecture*	

Reflection on previous observations *(your reflections on your previous observation)*

My previous observation suggested implementing a group notation system to enable students to share more across table-groups. This is something I consciously built on during this session.

"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" (Previous Observer Karen Bull)

Session Purpose and Aims *(a brief outline of the purpose of the session being observed and the student profile)*
Student profile:

Level 1 Graphic Design students with limited experience of design as a critical and process-driven subject. Students come from a wide range of backgrounds and carry different levels of course specific skills.

The aim of this module is to enable students to undertake experimental and critical approaches to design. They are encouraged to question, research and be productive through the use of techniques and mediums. The module provides a challenging and achievable level of learning through visual and theoretical explorations.

Purpose of session:

The session entitled "Ways of Seeing" seeks to further enforce the theoretical principles introduced in previous weeks of teaching, as well as consolidate the use of a structured and critical approach to design. The session punctuates these ideas via concrete examples. The examples rely solely on sculptural works— a seemingly irrelevant subject in relation to the course. The reason behind this choice is to work with student's existent knowledge of design within an unfamiliar setting as a way of tackling their pre-conceived notions of what design might be and enable them to see different, but crucial perspectives. By making parallels between design and sculpture, I hope that students will embark on a journey of discovery and participate in active learning as they seek to apply the theoretical principles I exemplify to graphic design works.

Students are encouraged to participate using their mobile devices during class. This would replace note-taking which is individual, and instead foster anonymous collaboration amongst students as they work together towards creating a collective pool of knowledge on Top-Hat.

Lesson Plan:
Lecture (10:00-11:00)
      Recap of previous lectures
      Aims of lecture
      Present digital platform (Top-Hat) and encourage anonymous engagement in class for the duration of the lecture
      Delivery of theoretical principles with examples
      Review of student observations and comments
      Summary
      Conclusion and references

Workshop (group A 11:00–13:00 and group B 14:00–16:00)
Practical application of theoretical principles.
Space for students to undertake abstract conceptualization and develop concrete experience.

The lecture as well as workshop guidelines and tasks for next are all available on Moodle.

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.)*

—develop a structured form of thinking that enables deep learning via reflective observation and sheds light on individual pre-conceptions
—develop a critical view of design and visual representations
—develop a framework that can be applied to decoding visual representations
—discover methodologies that enable the development of strong design ideas
—use digital technologies to confidently articulate ideas

Observation Focus – (*what aspects of your teaching would you like the observer to focus on and provide feedback?*)

-   Ability to engage students in active learning while still offering traditional lecture elements
-   Overall teaching style and approach

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

	Please underscore as appropriate				
Preparation, planning and organisation	**Excellent**	Good	Satisfactory	Poor	n/a
Session aims/objectives/outcomes	**Excellent**	Good	Satisfactory	Poor	n/a
Teaching methods and approaches employed	Excellent	**Good**	Satisfactory	Poor	n/a
Quality of the teaching/learning materials	**Excellent**	Good	Satisfactory	Poor	n/a
Learner engagement, participation and interaction	Excellent	**Good**	Satisfactory	Poor	n/a
Use of technology (where appropriate)	Excellent	**Good**	Satisfactory	Poor	n/a
Delivery (style, pace, audibility, presence)	Excellent	**Good**	Satisfactory	Poor	n/a
Management of the learning experience (student integration and classroom management)	Excellent	**Good**	Satisfactory	Poor	n/a
Delivery adapted to student group	**Excellent**	Good	Satisfactory	Poor	n/a
Checking that learning is taking place	Excellent	**Good**	Satisfactory	Poor	n/a
Intellectually stimulating, inspirational/passionate teaching	**Excellent**	Good	Satisfactory	Poor	n/a

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

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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 was quite a challenging group both in size and in composition. It is always worth having a run through to iron out any of those small technical problems but of course this is not always possible.

The summary you should at the end might have been displayed at the beginning as well? This re-enforces the message

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

You were very composed and professional throughout.

 I thought you dealt with the interruptions effectively. I thought walking up to the group and addressing them indicated you were taking control of those who had interrupted you.

You had obviously put a lot of thought in to preparing the session.

Suggested Areas for Development

I think when using 'Tophat' it would be more effective to shorten the cap between the questions and answer element as I think there was too much of a delay. These technologies work best when they are punchy and used quickly to assess rather than as part of a prolonged exercise.

As this was a new first year group only a few weeks in to being a University I think you need to give information and then say it again as they have a lot to take in and they may have lost the main message you were hoping to put across.

Part 3 – (Outcome)

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

- Experiment with the use of digital tools but use it in short bursts
- Allow time for students to familiarize with new tools
- Be more sensitive of student's ability to assimilate complex associations and don't assume they'll catch on just because I expect it to be so
- Carry on building on the positive comments

Lecturers Comments

I agree with all of Susan's points. This was indeed a difficult session for me due to various reasons. This observation happened 5 weeks in my student's experience of university and the lack of familiarity affected my composure slightly. The large cohort in a room too small to accommodate everyone meant that the space got too hot and noise levels were slightly overboard during active learning. I do think I managed to assert myself but not without a lot of effort. I have learnt to balance out the size of my student group against the complexity of the task and allow for more time and space for assimilation of new concepts. I agree a summary would have been beneficial at the beginning of the session and that the Top Hat experiment would've worked better if kept contained and not running throughout the lecture. I usually do use digital software in short bursts as suggested, but decided to try something new on the day that theoretically sounded plausible. I've learnt that I cannot fully control or predict my student's behaviour or reception of new tools and that I should better prepare myself to deal with unexpected events. This means being more flexible in my planning and less rigid—this would make me less stressed and give students time to acclimatize. Overall, I am content with my experience and the comments received and will definitely put the advice given into practice.

Lecturer's Signature: Paula Murarescu   Date: 14th Nov 2017

Observer's Signature: Susan Bray   Date: 8th Nov 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

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