

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



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

<b>Lecturer's Name</b> Selma Porobic	<b>Faculty/School/Dept.</b> FAH/School of Art and Design	<b>Course Title</b> Interior Architecture and Design - Module Title 101IND - Level 4	<b>Year</b> 2017-2018
<b>Observation Date</b> Monday 04 <sup>th</sup> December 2017 14:00	<b>Observer's Name</b> Paula Murarescu	<b>Session Type</b> (e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.) Lecture and practical demo	
<b>Reflection on previous observations</b> (your reflections on your previous observation)  <ul style="list-style-type: none"> <li>I have introduced mini activities as clear learning checkpoints.</li> </ul>			
<b>Session Purpose and Aims</b> (a brief outline of the purpose of the session being observed and the student profile) This session aims to introduce the importance of measured survey in Interior Architecture and Design to L4 students.			
<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>By the end of session students should be able to recognise importance of measured survey in Interior Architecture and Design.</li> <li>Students should be able to measure spaces (rooms/buildings) and record their measurements.</li> </ul>			
<b>Observation Focus</b> – (what aspects of your teaching would you like the observer to focus on and provide feedback?)  Delivery of lecture and practical demonstration for 60 students.			

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

	<i>Please underscore as appropriate</i>				
	Excellent	Good	Satisfactory	Poor	n/a
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
<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.

- A very thorough and well-paced session that started on time and introduced key threshold concepts in interior design to level 4 students.
- A considered introduction that allowed students to understand the session's aim and intent and how it constructively aligns with the rest of the course.
- Selma managed a difficult learning environment very well. Level 4 lectures happen in the same shared space as Level 5 students' studio area. Whilst the noise levels were quite disruptive at the beginning of the session, Selma maintained a clear and confident delivery until they naturally diffused. The majority of the students seemed captivated and interested despite the unconventional set-up of the room. Selma's attitude showed she is very much in tune with student's behaviour.
- Prior to the first exercise, Selma clearly recapped the main points and allowed space for questions.
- Just before the practical task, Selma re-inforce accountability in students by photographing those who borrowed expensive measuring tools—an effective and appropriate intervention for Level 4 students.

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

- Selma did an excellent job at presenting theoretical matters in an engaging and passionate way.
- Excellent pace of delivery, punctuated by frequent pauses to check that learning is taking place.
- The content and teaching materials were well considered and timed. I particularly liked how Selma included an image in the presentation whose meaning was revealed much later in the delivery of the session. This enables students to make important connections and frame the newly acquired knowledge.
- Very good way of engaging students by quizzing their existing knowledge and sharing personal anecdotes and humorous remarks. I found the light-hearted use of language on some of the slides to be an effective way of relating to students and relaying the topic of surveying in an approachable and accessible manner (one of the room plans had the following labelling: Dodgy House, 2 Misery Rd. Hell).
- The learning atmosphere was relaxed, yet focused. Students value and respect Selma's opinion and don't feel intimidated to ask her direct questions.
- Selma made the content matter approachable as she related it back to things students were already familiar with and she reinforced key concepts via questioning and space for feedback.

### Suggested Areas for Development

- I would suggest walking around the class a bit more to make sure that students at the back get the same experience as those electing to sit at the front. One student sitting towards the back seemed particularly distracted during the whole session and pacing around the room whilst using the pointer to navigate the slides might have captured his attention. That being said, Selma recognised this to be an atypical incident for this student and consciously elected not to interrupt the session to approach him and instead offer her assistance at the end of class. The decision not to react is commendable and a testimony of Selma's supportive nature and close knowledge of her students—Selma definitely has a student-centred approach to teaching that is caring and empowering.

## Part 3 – (Outcome)

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

To discuss with team members and students how to manage better noise from Year 2 cohort.

### Lecturers Comments

The studio is excellent space for the second part of the session that is practical. I agree that noise from Year 2 cohort will have to be managed better.

I usually tend to walk a lot around studio whilst talking; however, on that particular day I was not. Will be more aware of my movements in the future.

Lecturer's Signature:

*Selma Porobic'*

Date: 20<sup>th</sup> December 2017

Observer's Signature :

*[Handwritten Signature]*

Date: 20 December 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

Learning environment was problematic but very well managed by Selma. This is due to the limited spaces we have in relation to the number of students.

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