

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: BA Fashion Pattern Cutting, Year 1, Group A
Size of student group: 12
Observer: Bernadette Deddins
Observee: Steve Johnson

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 One

Observee 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?

An introduction to Adobe Illustrator, for making Technical Drawings

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

Tutor for 1 years

What are the intended or expected learning outcomes?

- Understand the importance and relevance of Adobe Illustrator for making line drawings for Technical and Presentation purposes
- Use Adobe Illustrator to make line drawings

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

A Digital Adobe Illustrator line drawing following a Worksheet

Are there potential difficulties or specific areas of concern?

The different levels of expertise of students mean I need a range of material. I need to identify what material works for each student.

How will students be informed of the observation/review?

Verbally on the day.

What would you particularly like feedback on?

Student engagement due to the different levels of expertise.

How will feedback be exchanged?

Verbally

Part Two

Observer to note down observations, suggestions and questions:

I sat in on a class where Steve was teaching Adobe Illustrator skills for technical drawings to FDD students. It was a small group of students. Steve seems really comfortable in his role as a teacher, he is calm and approachable.

The class was well organised and structured and teaching and learning methods were appropriate for the level and class. It was inspiring to see how you start with a physical activity to activate the mind and body and only after that allow students to switch on the computer for their digital drawings. This method of teaching, activating the students physically is very effective in engaging students, all students participated with the lesson.

I liked how you included some object based learning in the class, again, bringing in a physical object in a 'digital space' like you did with the drawing. This constant linking of the digital with the physical allows students to experience how these worlds come together and support each other.

You teach students from a wide variety of courses, by bringing in the shirt and being able to talk about the shirt you make the teaching relatable, purposeful and also reliable, the students trust you to teach them something that's relevant to them.

Students feel comfortable to ask questions, raise it when they struggle and engage in dialogue with you. This is a sign of a functioning classroom. You're reassuring students and once brought up your own experiences and challenges with illustrator when you learned to use the program which is an empathic approach.

Teaching aides such as worksheets are very comprehensive and engaging, some are set up to work with in the software you were teaching. As students were introduced to the basic workings of the software the previous week you were able to get them to draw a shirt based on this previous knowledge.

You had concerns about working with students who are at various levels of experience with the software yet you excellently supported students at all levels. Some needed to be acquainted with last weeks' material and you patiently talked them through. Others were working on the drawings you asked for and got last week's worksheets out as a reference and you demonstrated the blend tool for students who are a bit further ahead and ready to use this. By doing this at the front of the class on the big screen other students who may not be at that stage yet can pick up this knowledge as well.

The room facilities and resources -although set up for it- feel inadequate for IT teaching. Students sit behind large screens which makes it difficult to connect with them. There are 5 presentation screens yet 4 can't be fully seen by anyone.

You navigate the space well and ensure that students are least affected by it.

I did express my surprise that there are no trackpads available as these are industry standard for the type of software you teach about.

Thank you for allowing me to observe the class.

(504 words)

Part Three

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

Thank you Bernadette, I am glad to have positive feedback and affirmation in several areas in which I was unsure about my teaching, including my emphasis on the importance of mixing the Analogue and Digital realms, and how I navigate the different levels of students' experience in the session.

I agree that the room facilities and resources feel inadequate for IT teaching. The main presentation screen is unreliable, and the 4 others cannot be seen fully by any students, and indeed are a distraction to those sitting next to them. The students' screens are too large and their faces are obscured so I am constantly checking visually to see that students are engaged.

I would like to teach Digital skills in a multi modal way, in a room flexible enough to be set up for different ways of teaching. Unfortunately I have not found any rooms at East Bank which would be appropriate.

I am thinking of trialling a questionnaire for students which I would send before the start of a group of sessions, to ascertain the students' levels of experience with software, and also whether they have a laptop – if they bring their own devices, we may be able to use a room which is more conducive to enhancing students' Digital skills through multi modal teaching. But I need to be aware of students' Diverse backgrounds, some may not be able to afford laptops so this would need to be confidential or indeed inappropriate.

Tablets and Styluses are crucial for students to use, as they are industry standard Design tools. The BA Textile department have 20, but are not allowed to lend them to other courses, so there is a precedent for purchasing them, I will ask for capital funding again.