

COVENTRY UNIVERSITY
TEACHING OBSERVATION FORM (VERSION: OCT 2016)



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

Lecturer's Name Bärbel Göbel-Stolz	Faculty/School/Dept. FAH / MPA / MC	Course Title - 105 MAPA: Understanding Media Configurations - Level 1	Year 2018
Observation Date Monday, Dec 3	Observer's Name	Session Type Seminar/Lecture	
Reflection on previous observations Particular Module has not been previously observed Previous observations inquired about lacking movement on slides (which is in response to student needs, so limited on slides)			
Session Purpose and Aims Session is meant to set up students with key elements for their coursework 2 - Understanding key concepts: nation / audience / media industry As their coursework is about YA/teen programming creation, the focus lies on teen/consolidation audiences / internationally accessible teen fiction / and the notion of young adult as feasible audience segment as it relates to national identifiers and context			
Session Learning Outcomes – By the end of the session the students should ideally be equipped to clearly define the audience they want to address, consider national/international context in the program they intend to pitch, grasp the industrial requirements for such a program's creation on a surface level, and feel confident to begin their group work, using a shared understanding of industry / national / and audience for the task at hand			
Observation Focus – I am happy about any input, suggestions, red-flags			

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

<i>Please underscore as appropriate</i>					
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.

You allowed time for students to arrive and the room to settle but the start was disrupted by an unplanned Student Rep meeting. There were issues with the lighting in the room which were beyond your control
The session included a short screening (Barbie stop motion animation) with clearly stated purpose = How does it target teenage audiences?

The session was delivered almost like a lecture. There were opportunities for Q&A but limited opportunities for smaller group work and discussions which I would associate with a seminar session.

Most students engaged and remained focused on the content, however some (noticeably 3 at the back were talking to each other and one student was continually on Facebook Messenger. Another student (Daniel) spent the whole session playing a computer game on his laptop) There was a tendency for one student (Stephen) to answer all questions at the start of the session
The content was appropriate and linked to learning objectives and coursework requirements

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

Confident delivery – confident with content and class management
Friendly and approachable to all students encouraging regular opportunities for Q&A

Suggested Areas for Development

All delivery was from the front of the room. Could there be opportunities to move around the room to fully utilise the space and adjust student focus away from the screens and onto you / each other during group discussions and Q&A – This could also prevent students from disengaging as they can see you moving around the space and you could end up standing next to them.

One of the deliverables for the coursework is a group pitch – the grade is based on the pitch and presentation rather than the project – Could there have been an opportunity to screen examples of good and bad pitches (Apprentice / Dragons Den) – Open up for group discussions related to what makes a good / bad pitch

Some students asked questions about coursework expectations at the end of the session – Could you consider setting up a group Padlet 'Question Board' – Students could post questions (even anonymously) as they think of them away from the session – These questions could then be addressed and answered at the beginning of the session – This could link well to embedding an initial assessment process to clarify understanding at the start of each seminar.

You asked questions to the entire cohort such as 'What works and what doesn't?' "What type of audience is this for?" "Why do you think the teen market is profitable?" "What do you spend your money on?" "Locate what is hot and not for teen audiences" I wonder if at times these questions could open up an opportunity to break the session up with small group work – Using sheets of A3 paper to mind map the answers and share them with everyone – This would also enable you to move around the room and ensure everyone remained engaged in activities related to learning outcomes

Part 3 – (Outcome)

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

Lecturers Comments

Thank you for your valuable input. It is not always easy to hear what can be improved, but I have taken to heart the suggestions of giving students an opportunity to engage not just via QA but mind-mapping and for lack of a better term doodling to allow students to participate in a variety of forms. I already include quizzes, fishbowls, online tech such a kahoot! In my classes, but not in the session you witnessed. Bringing in tangible materials, I think, will be quite good an addition to those strategies in place. ☺

Lecturer's Signature:



Date: 08.01.2019

Observer's Signature



Date: 03.12.2018

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)