COVENTRY UNIVERSITY
TEACHING OBSERVATION FORM (VERSION: OCT 2016)

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

Lecturer's Name	Faculty/School/Dept.	Course Title	Year
Toby Mountain	FAH – Media and Performing Arts	A302MC Professional Film Production (Level 6)	3
Observation Date Monday 19th November 2018 Room: ETB10 Time: 16.00 – 18.00hrs	**Observer's Name** Stephen Dawkins	**Session Type** *(e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.)* Workshop / Screening / Tutorial	

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

This is my 1st lesson observation at Coventry University

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

Student groups (x6) are scheduled to be screening 1st drafts of their short films (3 min each)
The session will be used to:
- Monitor progress, ensuring all groups remain on target to complete their short film productions, ready for the submission deadline (Friday 7th December)
- Give tutorial feedback and peer assessment to each production group – With focus on how key elements of film form: macrofeatures (narrative, genre, representation, audience) / microfeatures (Cinematography, Mise-en-scène, Editing, Sound, Performance) have been embedded to create meaning – (Production groups will have 2 weeks to respond to feedback ahead of final submission)
- Discuss any issues identified related to production documents (risk assessment / storyboard / script etc)

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.)*

Students should be able to:
- Respond to feedback - identifying areas and opportunities to improve outcomes for their short film production
- Engage in the peer assessment process
- Make progress with all production documentation and fully understand requirements / expectations
- Be motivated to ensure they remain on target to complete all required elements (production / written) ahead of submission deadline

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

- Managing groups (including ability to motivate) HE learners
- Facilitating opportunities for peer to peer assessment
- Providing tutorial support within a positive and inclusive learning environment
- Promoting opportunities for differentiation
- Setting clear session objectives and expectations
- Student engagement

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	**Satisfactor**	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

General feedback - *consider aspects such as appropriateness of level, is the content up-to-date, accurate use of examples, research-informed, lecturer's subject knowledge, etc.*

Overall, this was a good session.

- You came into the room ahead of time. It is always a good idea to get to a session early so that you can both manage the furniture in the room and be in there to welcome students. It also means that you are ready to go dead on the time that the session is meant to start. You did that immediately and got the students into their production groups quickly in a clear and assertive manner.

- As a screening, there was little taught element to the lesson but what was there was at the beginning was clear and appropriate in level. The Powerpoint gave some sense of what the session was about but you probably did not provide enough detail/explanation, especially around the *medal, medal mission* activity.

- When trying to get order or explain something, don't try to talk over people: it gives them 'permission' to carry on doing this. Adopt strategies for getting their attention so that they are all on-task when you need them to be.

- *Medal, medal mission* process was a good idea. The pack was handed out before explanation: often a good idea to hand it out afterwards to reduce distraction of students looking at the pack while you are explaining. Explanation was only partial. If you want them to look at it, make them stop doing what they are doing and guide them to look at it.

- Explanation of the Group Marking Form was also a little unassertive: you actually said "How does this work" out loud when you go it up on the screen. Always understand it fully before you hand anything out, especially if you didn't devise the teaching materials.

- Moving around the class was good as was sitting at the back of the room during the feedback. This is, in my experience, a more effective way of making them feel that the lesson is in the whole room rather than, as many people do, standing at the front with the attention facing forward.

- Liked the manner that you dealt with the group who did not have anything to show. Threw it open to the group to help and prompted rest of the group to help. Praise those who helped!

- Students clearly had a good sense of process and ways of getting over problems (i.e. the church group)

- Student work was strong for groups with little or no film production experience and as a rough-cut screening.

Strengths - *identification of strengths and best practice, e.g. internationalisation, use of technology to enhance teaching, innovative practice, etc.*
- Liked the *medal, medal process* and the way you used the same technique for students to assess the module as they had used to assess each other's films.

Suggested Areas for Development

The session was good overall but there are some areas that you might want to think about in order to maximise your effectiveness as an educator:

Generally:
- Manage the room: you allowed groups to sit at the back/at benches which reduced the feel of a coherent learning environment and allowed them to have their backs to the screen (although most of them turned round fully when the groups were presenting). Put the furniture where you want to them to work and in the manner that allows it to happen.
- Give clear rules for a session: there was quite a bit of mumbling from groups/people looking at laptops while people were screening their work, which felt disrespectful, or when feedback was happening.
- Assertiveness: don't be afraid to direct the learning environment more, especially about talking while you are explaining. The session felt a little aimless in parts. Students didn't really know what to do. For example, when group 1 were ready to go, people were talking. When you were addressing the students talking when they shouldn't be, you prefaced every intervention with 'sorry' but you do not need to be sorry: you are managing the learning environment.
- Don't talk to individual groups while you are explaining something to the whole group. It enables the rest of the group to drift off.
- Don't ask for volunteers: give numbers or use another more engaging method ('the pen of doom')
- Don't speak first or at length when you have opened the floor to feedback: it often stops students speaking! Feedback is not an opportunity for the educator to show everything that they know but for everyone to learn from each other. Tools like Padlet/Socrative can be really useful in a screening as it allows all students to be active. If you need to give detailed feedback on the work, do it in another from (e.g. written)

In a screening:
- Have a very explicit process for the screening: i.e. a checklist of what they need to present. There was a real variability in the stuff that the different groups presented.
- Get all of the films sent to you before the session so that there is no problem with people using their own machines, which takes time set up and is distracting, and it gives you the opportunity to check everything works prior to the session as well as enabling you to formulate appropriate and focussed questions for the wider group to focus the feedback they give to the production group.
- Have a clear feedback process for students to feed back. For the first film, you threw it open to the floor but only took one comment and then didn't respond to that by, for example, asking "What did you like about the camerawork?". The *medal, medal process* was good but the first medal (What elements of the production planning have been done well?) was difficult to answer as it was not clear if groups had not been instructed that they had to present their paperwork. Groups did not know how long they had, if they should talk among themselves and the audience were not really given prompts as to the kind of things they should be looking for. Do paperwork/discussion first and then ask for verbal feedback?

Part 3 – (Outcome)

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

Continue with developing strategies and teaching methods appropriate for HE environments – This is a learning process which continues within gaining my PG Cert qualification

Lecturer's Comments

I find the observer's feedback to be completely fair and very constructive.
Some ideas such as preparing the room in advance of the session are dependent on timetabling – There is another lesson in that room right up until 4pm so I don't usually have time to prepare in advance. However I like the idea of taking time at the beginning to ensure the room is laid out in the best way to encourage learning – This also allow time for the start of the session to breath whilst everyone arrives, settles and is ready to begin.
The idea of asking students to submit their productions in advance of the session is perhaps more of an ideal as I'm aware that some students were working right up to the deadline – However I agree that I could have been clearer in my expectations for exactly what work students would be showing. Had I explained this earlier in the semester I think it could have been possible to expect students to submit ahead of time – This is something for me to consider in future.
I think I need to ensure that I am very clear with my expectations and when conveying instructions – I am pleased this has been identified as an area for development as it gives me something to reflect on and develop.

I look forward to using ideas such as 'the pen of doom' or 'Wheel Decide' to add an element of fun to the process of deciding who will present rather than leaving it for the students to organise.

I think the idea of exploring the exact purpose of feedback is really interesting – Rather than just engaging in feedback as an exercise, I really need to consider what are the benefits of the feedback process / what am I needing students to gain from the feedback and how best can this be implemented?

Lecturer's Signature: Date. 28/11/18

Observer's Signature: S.Dawkins   Date. 20/11/18

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)