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	MAPA184 Reflecting on Creative Practice (Level 4)	1
Observation Date Thursday 24th January 2019 Room ET130 12:00-13:00hrs	**Observer's Name** Bernadine Jones	**Session Type** *(e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.)* Workshop – Design Thinking and Problem Solving	

Reflection on previous observations *(your reflections on your previous observation)*
This is my 1st lesson observation for this Module

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

This is the 1st session of the module this semester and therefore an introductory session which should outline the course structure and engage students to start thinking about the principles of design thinking and problem solving. The session will focus on the principles of Playful Learning and students will be encouraged out of their traditional lecture comfort zones to engage in hands on Lego Serious Play session which should open up lateral thinking opportunities for future planning and reflection.

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 will engage with the Lego 'learning through play' process to develop metaphorical CVs
- Students will be able to reflect on their own Lego creations and use their creations to construct an individualised narrative based on skills awareness and opportunities for further development
- Students will be less inhibited within the learning environment, willing and able to actively engage and discuss / share findings during the session

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

Everything! Especially student engagement / clarity of instruction – clear objectives and expectations / teaching methods

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

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.*

Overall, this was a fun, engaging lesson that fits nicely into the 184MAPA syllabus. Students were all engaged with the Lego and most got the point of Serious Play. It's set at the right level, and incorporates innovative teaching methods to teach an innovative learning method!

The lesson itself was ambitious, well planned, and you got the right pace once the lesson got going. The start seemed a little fast though, and I think that caused concern with some students not understanding the "point" to the Serious Play. The learning objectives were skimmed over twice: once at the start, students were still organising themselves into groups and so missed them due to distraction and noise. Then at the end the LOs were on the screen and spoken about but not really broken down. I know modelling the Serious Play is against the rules, but for a class like this, this needs to be very clear what is required, why it's required, and how to go about it (even if you don't model exactly what you want it to look like). The class doesn't always have to start with the LOs as formally as that – leading in with an example, or a discussion of how you're going to meet them might allow students to approach them in different ways. Also linking these LOs to their wider module / course / career would be helpful too.

Signposting each section of the lesson would also manage pace a little better, like "here's the history", "here's the rules", "here's why we're doing this", "here's what we're going to do", "now do it", "now reflect". Modelling what you want them to do (like at the end, showing your CV before they show their CVs) might help a bit with the silences. Exploring reasons why and how the Lego will be used would also be useful BEFORE the Lego itself comes out, because explaining this while the students focus on "what's in the box" means they are distracted and don't always focus on the discussion.

Having said that, your classroom management is very good, you're very personable and approachable. This is an excellent lesson idea and it can fit in in other areas of the course (not just in terms of teaching them about Serious Play but also using Serious Play to understand the theory).

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

You are very personable with a genuine, visible passion for teaching. Moving in and out of the class, rather than just standing at the front, enables a really nice group atmosphere. Very good engagement with students and nice mediation, and explaining back what students have said, and drawing out further explanation was good too. You inspire a good quality learning space and a safe space too, enabling students to share their learning in a friendly atmosphere. The request for feedback and the organisation of that was also nicely delivered.

Suggested Areas for Development
One of the main issues with this lesson was, I think, the pace at the start of the lesson. Students missed the LOs and the reasons why you were doing this with them, because of the noise of moving around into groups. Pausing for everyone to quieten down, or controlling the noise a bit more, and allowing them to change gears, would have helped with this I think.

The outcomes and rationale in general could have been a bit clearer, as well as a clearer explanation of "metaphor" – maybe some more examples. Some of the comments I overheard included "it's fun, but how is this related to media" and "why are we doing this". So, there's obviously an excellent rationale for using Serious Play and teaching it in this way, but exploring the LOs in a clearer, multimodal, and specific way would probably help with these issues. Once there was a tie up at the end of the session, students felt much clearer about the task, so I think stronger LOs at the start would help with this in future.

Part 3 – (Outcome)

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

Lecturers Comments

Lecturer's Signature: Date

Observer's Signature   Date

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)