

COVENTRY UNIVERSITY

TEACHING OBSERVATION FORM (VERSION: OCT 2016)



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

Lecturer's Name Toby Mountain	Faculty/School/Dept. FAH – Media and Performing Arts	Course Title MAPA184 Reflecting on Creative Practice (Level 4)	Year 1
Observation Date Thursday 24 th January 2019 Room ET130 12:00-13:00hrs	Observer's Name Christopher Day	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 1 st 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 1 st 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.) <ul style="list-style-type: none"> 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)

	<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.

I really enjoyed observing this session, you made me want to get involved and I have left thinking about how I would use LEGO to represent my CV (and how I could use it in training sessions!). The way you talk to and interact with learners was brilliant – it was personal and focussed without feeling intimidating.

Preparation, planning and organisation – this was perfect. A lot of thought had gone into the session, it's suitability and the different ways that it could be approached.

Session aims/objectives/outcomes – not only were the learning objectives (LO) made clear and explained, their place within the module framework was also made explicit and the appropriateness of LEGO as a way to learn. The LO were also revisited rather than only being mentioned once at the beginning. Acceptable 'behaviour' was also made clear at the beginning; such as the importance of listening to one another and that there was no need for devices or coats. Setting such boundaries at this point means it is easier to challenge deviations later in a session (albeit in a pleasant way).

Teaching methods and approaches employed – the variety was a really good way of keeping the session interesting. There was the standard method of 'lecturing' at the beginning but this was brief and included asking questions to ascertain level of understanding so it was interactive. Throughout the tasks the gentle reminders of what needed to be done, along with the times was well done, and the Socratic questioning was a great way to get learners to expand on their presentation. The move from standing at the front to the 'back' of the room, because the screen was not being used, worked well – it stopped it being a standard teaching space.

Learner engagement & interaction and Delivery adapted to student group – this was done very confidently and was only something I was aware of because I was following the teaching plan. The restraints of time and the size of the group meant that what would have been presentations from each person after each task, which would have been tedious listening to that many people, became a couple from each table. Changing the second build task to a collaborative one in pairs was a clever move to save on time and create more interaction. It worked better than expected because groups began to talk amongst themselves about their complimentary 'CV' and combine models.

Delivery & Management of the Learning Experience – good mix of encouraging and cajoling learners to get involved and present their creations. The use of humour and complimenting their models was a great way to show an interest in what they each had to say, as was asking more questions and offering positive feedback. With those that were more reticent you made a concerted effort to ask if they wanted to be involved without making them feel obligated to do so which is a great skill to have.

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

Spontaneity – flexible and adaptable (such as revising the second task half way through the session to fit with schedule)

Presence – genuine, engaged and approachable. Your desire to engage with the learners was obvious and made it easier for them to get involved.

Suggested Areas for Development

Quality of teaching/learning materials – The point of the session was the use of LEGO and this was a really innovative approach to take in getting learners to think about their CV. The only things I would suggest changing are the Power point slides. These were too busy, if there are a lot of words learners will spend time reading them and not listening or they will ignore them because there is too much, so you may as well have left them off. Keep their focus on what you or they are doing. Maybe use more graphics that you can explain, and only put concise instructions or important information on there that you can elaborate. I also really liked the use of timers for the tasks and the example of a novel CV was excellent because it really demonstrated the point you were making.

Learner engagement & Delivery adapted to student group – this is something that we spoke about, much of the group were quite shy which could be a cultural thing or a result of being such a large group; the amount of people at each table meant some learners could blend into the background. Your delivery was tailored to the group but I think that if you anticipate a similar mix of learners in future you could adapt the delivery of the task by finding a way to make sure there are more tables so that there can be smaller groups. Another thought maybe that LEGO may not be as well known in other cultures (or even be a children's toy that elicits nostalgic joy?), so being a less familiar object could cause a level of uncertainty or anxiety; it may help to explain what it is or does at the beginning (at the same time as explaining what a CV and metaphor is)

Management of the learning experience – Socratic questioning was used well with most of the students that presented their creations but not all. As we spoke about after the session, this is because you were very aware of everything that was going on around the room, trying to determine the level of engagement from the whole room distracted your efforts, but this is something that would be less of an issue the more you use this method. Reflecting on it, by delving deeper into some learners through questioning, but not others, COULD have come across as slightly dismissive (I don't think it did with this group, and I know that was not the intention, but it may be something to be aware of in future.)

Checking that learning is taking place – while you did check understanding throughout, within the limits of the rules of running a LEGO session, at the end you showed the learning objectives and said that you had got the impression that these had been achieved. Although your time was further constrained because someone else wanted to close the session, I think that you could still have spent the 5-10 minutes exploring what learners would take away from the session. It would have meant you had

immediate feedback about what was/wasn't successful and, even if this did not match your expectations, it would be beneficial for future sessions and self-reflection.

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 24.01.19

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

This was fine but for such a large group there would need to be more tables (there were lots of chairs) so that such a task could be achieved in manageable groups that were more inclusive to everyone attending.

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