# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Contextual and Theoretical Studies 2, Technologies Theme

Size of student group: 27

Observer: Carlotta Ghigi

Observee: Rujana Rebernjak

##### 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 OneObservee 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?**

This is a pre-recorded lecture that is part of cross-school second year curriculum in Contextual and Theoretical Studies in the Design School at LCC. In this unit, students can choose one of nine thematic strands to follow. Each strand has 7 ‘lectures’ that address particular aspects of the topic. This resource is part of the Technologies strand that I designed. It sets out key theoretical debates around technologies/technological development, introducing students to conceptual ideas that help them contextualize digital technologies which is particularly relevant for their design practice/experimentation with digital tools.

After watching the video asynchronously, students then join a 2hr seminar to discuss these ideas further.

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

The unit is delivered in Block 2, and this was the second session of the block, so only 2 weeks. I am also not delivering the weekly seminars for this unit.

**What are the intended or expected learning outcomes?**

Students learn key terms around technology/technological development to be able to critical engage with technology in their practice.

Students question technological ‘progress’ considering it in the wider historical/cultural/political context, questioning the idea that technological development and innovation is always a force for good and considering the unequal impacts of technological development.

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

Students watch the video and read the text, they will further discuss this material in their seminar.

**Are there potential difficulties or specific areas of concern?**

Yes, students may not watch the video –in seminars there is usually half the group who has not watched it ahead of time (but might watch it after the session). Is the language/pace too difficult – slides and transcript are provided but is that sufficient? What else can be done in terms of engagement and accessibility of the material?

**How will students be informed of the observation/review?**

Does not apply – pre-recorded lecture.

**What would you particularly like feedback on?**

As above – it would be good to understand how the material can be made more accessible/engaging. We are currently reviewing this model of delivery with flipped-classroom, pre-recorded content structure, so it would be worth knowing whether it is work keeping it, why, what might be some benefits and what are the challenges.

**How will feedback be exchanged?**

In writing and potential teams meeting.

## Part Two

### Observer to note down observations, suggestions and questions:

Rujana shared with me the link to Moodle, which allowed me to access not only the recording but also the environment in which it is shared with the students. The Moodle page is clearly organised, and slides, transcript and additional readings are listed on the same page as the recording, making them easily accessible.

The recording consists of a slides view, with inset video of Rujana delivering the lecture. This adds an important element of presence, on behalf of the lecturer, which makes the recording more engaging and user friendly. The slides often have highlighted text to focus on the key elements in the text, they are however text heavy at times and it may be difficult to connect the spoken word with the text – ideally the highlighting of the text could be dynamic, and this could be achieved with animation in PowerPoint, or the use of a pointer (which is available in blackboard collaborate, but I am unsure about the availability of such tool on Panopto or PowerPoint).

The lecture includes theory and examples to support the teaching; this allows the students to immediately relate the learning with something more tangible, which will enable them to approach the following seminar with more clarity. Examples are often accompanied by pictures which makes the slide immediately easier to read – in my opinion it would be beneficial to include images on the text heavy slides too, not necessarily to explain or clarify the teaching, but to offer an element that aids assimilation of the knowledge, by connecting an image to a concept.

Rujana’s tone throughout the lecture is calm and friendly, which makes for a reassuring learning experience. There is some background noise throughout the video, which Rujana acknowledge from the beginning. This is a low-level disturbance that does not act as a distraction, but can strangely act as a recall of attention. As an ADHD individual, and I have found my concentration drifting away at times: the banging noises recalled my attention and actually helped me focus on the lecture. I would not recommend including this in lectures on purpose, but I wouldn’t suggest re-recording this one either. Instead, it makes me consider how to include recall strategies in recordings, to keep the audience engaged.

Rujana expresses some concern, in her pre-notes, that a certain number of students often don’t view the recordings before the seminars. This could be lessened by timely reminder emails to students,(the day before?) including direct links to the videos (It is unclear if this is practiced). Engagement is something that can only be encouraged, not secured, so it may help to have a strategy in place to obviate the detrimental effect to students’ participation in the following seminar. It may be helpful to include, in the seminar, an amount of discussion between students, so those who watched the recordings can bring the others up to speed, whilst also clarifying the learning in their minds by speaking it out.

I would support the use of this format – recording before seminar – going forward, because it allows the student to approach the more academic part of the course in a safer and comfortable way, that can be customized to their learning needs.

## Part Three

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