

## Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed:

Size of student group: 25 approx.

Observer: Tim Stephens

Observee: Gab Brambilla.

Please complete part one and part three.

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*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 One

Observee 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?

During Unit 7, students have to produce a video to describe an atmosphere related to a place.

Accordingly, the lessons on the digital part were elaborated for video production in different ways. In this lesson the theme is about stop motion.

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

Since October, as a lecturer in digital design

What are the intended or expected learning outcomes?

Learn the theoretical and practical basics of stop motion.

Use Photoshop to make a simple stop motion, understand how to set up the file and use it as a tool for different types of video making.

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

A short stop-motion sequence at the end of the class to practice what has been learned.

Are there potential difficulties or specific areas of concern?

The classroom is not used for this teaching and does not have the capacity to accommodate all the students, but it is the only place available.

This makes it increasingly challenging and stressful for me and the students to deal with the class.

How will students be informed of the observation/review?

Were notified at the beginning of the class

What would you particularly like feedback on?

I am interested to see what is noticed by an external person.

How will feedback be exchanged?

email

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## Part Two

Observer to note down observations, suggestions and questions:

Key to write up...I tend to write up the observations in a way that allows you to remember the session yourself, so you can reflect on the detail...

Text in “ “ are actual words text in [ ] are my comments or observations.

10.37

[Presenting examples from Video of stop motion, from Bench and the model, fingerprints etc.

[Then the paper cut out example...

[You are explaining the simple technique..of collage

[You tried to explain this video whilst playing...bit hard to hear you...you pause and explain about sound.

[Everyday objects, also intro whilst you talking over...

[You have a sip of water...

[You talk again over the paper cut out video example...from Moleskine

“Use of lego – very briefly shown

[Is the pace of the examples a little fast in the circumstances?

“Models, and Corraline example

“Pixilation example, explain we are going to do this today...something about 19<sup>th</sup> century, not clear..

[People example, explaining about adding things in Photoshop

“We have seen many different examples...

“This is another one...we going to watch without sound...

“How important is sound?

“This one is a lot like painting....imagine this without sound [you turn off sound. This was a great experiment – well done for even thinking of separating modalities of sensory experience]

[You turn it back on, and again speak..

“Using the city as a background to the drawing...

“Ok, so now we going to open photoshop on the digital padlet...I've put a folder with a sequence of images...[This was great to pre-prepare all the images for the session beforehand]

“What we're going to do is a sequence using stop motion, going to take 10 minutes...allow us to understand...afterwards work on our own ...portfolio...[You explain the task really clearly so that it is obvious to us all what we need to do – even right at the back!]

“I'm going to wait a few minutes, do you all have photoshop? You can work in groups if you don't have your own one...

“If you have any problems with Photoshop let me know...

“First thing we need to do is change the workspace into motion,...

“Each of these applications have different things, [You explain some of the main software..InDesign Photoshop...

“Usually...the timeline is here on the bottom, on the rights and all the adjustments on the right...

“Can you upload these photos...we are going to import all the photos and create a sequence...

“Can you all upload the photos?

“Next thing is ..

[You demonstrate file, load and drop down menus...

“You mention to them that you have Tonya (?) as a teaching assistant..? Who moves between students...

[You have a handout which you give to her to distribute...I found out that she designed it afterwards, might have been good to say that to the students, that is one way of raising the status of our teaching assistants or AL's to give them credit and speak publicly about their expertise, it helps the students also to respect their opinion and want to talk to them.]

“We look for images we want and select all of then and now we do OK..

“Ok we can see files..

“In the layer panel, it is importing...

[You go and check with someone, they respond and you say, 'good point' [about what, not sure?]] [If someone makes a good point sometimes we can announce it to the room, it's also a way to give the student credit for a good contribution]

“Are we all at this step?

[You walk around the room and go to each person or table in turn...[This is great hovering, helicoptering, or monitoring type teaching...]

“It looks like there is a problem...so I'm going to ....

"I'm going to upload the images so you don't have to unzip it, which may be easier...[You solve the problem almost immediately! Great work

"Ok, you should be able to upload...I think there's a problem unzipping folder from mac, for some of you...

"The next step is to import all these layers to make...from layers...

"Can you all see the timeline, change the workspace into motion...

"2 different types of timeline...[you explain the similarity to Première from last week...

"We click on the four lines in the option. Make frames from layers...

"Play one second with the frame and I'm going to go around...

[St.s appear to be working individually or in pairs, occasional asking each other, a bit shy or perhaps unfamiliar with each other...

"Ah that's good, [giving affirmations also as you go round...this is also very good practice to praise and encourage when we are in this mode of teaching a large group, and see people focussed, on-task and also progressing

[You go back to the front and now explain the frame animation. Very clear demonstration, well-structured and clear speech and presentation mode.[This seems to be an improvement on the earlier section where you were sometimes competing with the video; this is great, nice work...

[You are explaining the decision to add text or other...

"Image of the dog, how to add it, to drag it...how to remove the dog from all my frames... Now...we want to add the dog just in this one...create a mask...place the amazing dog ...I can duplicate it, turn it off, and one, in those two layers...try and add something else, it doesn't have to be the dog...

"Then you are going to try you own one...

"You can use something on your desk...moving...really silly one, a dog just moving...so try to add something else, then we going to see how to export it...

"Right now, when we import something, we have this amazing thing...[you explain about the automatic selection function within photoshop...

"When I was a Student we didn't have this option...

"Any image with a white background..doesn't have to be photoshop will recognise it...try to add something else If you need help...

[You start to move round the room again and help individuals or small groups...

[You move to back table..

How's it going? Oh nice...Did you manage to import it...[However, you didn't check everyone on the table...maybe time limited, or other?

[You move back to the front...

"Let's now have a look at how to export...[You explain the options for export, render;and you are keeping up the pace and energy of the session! This is hard work and takes a lot of energy – well done, it is really keeping people focussed]

"We are exporting it as a video, select a folder, here we have quality, size of document is basically size of image...

"What does it say about frame rate...32 per sec we can leave it like that....

"This is our amazing video...you play on repeat...

"How do we export, we use the Gif or Giph...we go save for web...here we have different options, jpeg, or we have gif...doesn't have sound...whereas a video can...

"When we see a gif its always a stop motion...we see the gif file as an image...its much better on a website if we want ....as an image...[explain sizes] unless we want sound and video...these are the 2 different ways we can export in photoshop

"Is it clear how to export, any questions [no pause – often best to wait or ask another sub-question, more specific or a different angle]

"Now we have about half an hour more...we aim for 8 seconds...[You are organising the learning space and telling them about timekeeping, good practice

"You can team up with your friends...you can team up, or work by yourself...you can use our superstar, our dog, [Nice touch of humour too – great to add these type of comments to get people's attention] ...or try to be creative hat you put on top...here someone touching something...[You demonstrate on the wall/ the wood panelling] or you have object..work on your desk...you have the freedom of creating what you want...anything that we've seen today... [Your invitation to them is very open and free...can they all take the challenge? You know them better than me...so it could be a very well pitched task, in terms of level/ability

"I'm going to be here and go round...just have fun...

"I will say, work by tables...and at the end we can all upload, be good to have a screening of all the different tables..[This is a kind of informal offer...so I/we are not 100% sure if people are working individually, in pairs or tables and whether the work is going to be shown at the end/or not...bit ambiguous

[You step out of room for a moment

[Table nearest me, do not seem to gel or chat to each other...not sure why...

[You go to the table with two boys, at the back, and ask about the sequence...and give them some ideas/examples..." with Bottle" for instance,

[You come to the table near me of four girls and this, eventually, gets them talking...! You go round to other side of table and quickly ask if they're ok. [This perhaps does not account for shyness or time it takes for them to ask you something. One native English speaker perhaps, American, talks about her laptop not charging....]

[You go to the front and say...

“Another thing that could be useful the stop motion app, could be useful for taking photos...this could be a good option if you're working on taking photos...

Then you continue to walk round and check in with people...[I notice you kneeling now, at eye level? If I saw correctly.

11.40

### Summary and key points:

This was a well attended session with lots of attention paid to you and the process by the students. The students clearly like and respect you, there was a relaxed and friendly atmosphere.

Observations are always “partial” and we do, as observers have an impact on what we see, so these reports are never objective or even representative of what you do. Remember this as we discuss.

I ‘may’ have had an impact on you and you may have felt more nervous, because I think your ‘pace’ picked up and you went a bit faster after I arrived...?

This presented a problem at a few key points, mainly when showing examples. When we show an example, in this case, of a video, it is usual and even best practice to ask students a couple usually only one, or two, questions, or point out some things that you would like them to notice or observe, or think about whilst they watch. Otherwise, they will watch for their own entirely personal reasons, and also if you do not ask them afterwards, you will not know what they got from the viewing experience. Sometimes you mentioned key points after the video.

The other issue here was that in your rush to get through, you were ‘talking over’ the video’s soundtrack and it was very hard to hear clearly what you were saying....!  
At least this was probably true for those at the back of the room, where I was. Perhaps at the front they would have heard you better.

When you went round the room, you sometimes rushed with each person or table, and they didn’t have much of your time.

Your resources were wonderful! You had loads of really great clips and videos with all sorts of interesting features and skills and issues raised. This was great preparation and provided a strong narrative-story to the session. See above for how to make the most of these experiences of sharing good material with students.

There was a moment at the end of the presentation when you were setting the task; and it was almost as if there were too many options! They could work alone, in pairs, or by table...so it was unclear how long they had exactly and what was the end result/purpose? A show of finished work..? Was this possible in the time...and did it get done, by some/all?

Some students didn’t gel very easily...(back tables, this is a common occurrence) how can you give them some options of “how to talk to each other”, what to say or do, and make this a bit clearer? If you give them too many options, and too much freedom of choice it makes it difficult for them to know whether they “have” to work with each other, or not!

Great session though Gab, and very engaging; with lots of students doing the work they needed to do, and following along. I wish I could have stayed to see the end results!

Please complete Part Three below and Part One at the top!

Thanks!

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### Part Three

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

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*Thank you very much for your comments and description of how the class was run.*

*The observation that seems to me to be most recurring, and also the weak point of the lesson, is time management, knowing how to wait for the right time to say something or say it at the wrong time (such as during or after a video).*

*Sometimes I think I was rushing to keep their attention, making mistakes and many times not being very clear.*

*Students' attention is always very precarious, and usually if there are breaks, it is very easy for them to get distracted and stop following. Perhaps this unconsciously also fueled my talking over some videos and skipping parts of the lecture.*

*I think it's true that your presence slightly agitated me, but another thing was the fact that what we were dealing with wasn't exactly my area of expertise.*

*I usually design 3D modeling software applied to interior design, so it was new to me that day as well.*

*As a result, what was done in class was to be tested with the students.*

*The other thing is to give well-defined tasks without giving too much room for choice.*

*Choice works for students who are willing to experiment and put themselves out there but not for those who are already struggling to express and expose themselves.*

*Having a rigid, well-defined outline of what they had to produce is something that was lacking.*

*I could have given them 2 options (e.g., working with photos or images from the internet) and then a duration in seconds of the stop motion to produce.*

*The end result was good because everyone practiced what was done in the class but they could have done more and experimented with new ways of combining the techniques they learned.*

*I think the presentation part was well structured and interesting, maybe though; I could have integrated the exercises during the presentation? so you could try more of those techniques shown and not give the choice at the end.*