

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed:

Size of student group:

Observer:

Observee:

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?

This 'collaborative mid-point discussion' session is part of the students Unit 3 Collaboration Unit, which they have started at the beginning of the spring term and are currently in their 5th week working on interdisciplinary collaboration in response to one of the four briefs with external partners.

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

I have been teaching on this MA course design for social innovation and sustainable futures since 2022 and have been teaching this cohort since they joined the course last September. I have also been leading one of the four collaboration brief called 'rooted togetherness' in partnership with a regenerative veganic farm.

What are the intended or expected learning outcomes?

Process: 1. Demonstrate initiative and personal responsibility in researching collaborative opportunities and developing them at a professional level through networking, negotiation, research and planning skills;

2. Demonstrate both independent and collaborative working required for personal and professional development through planning, negotiation, project management.

Knowledge & Enquiry: Critically engage in an agreed collaborative learning project that will demonstrate advanced research, application of theoretical approaches to proposed issues / scenarios and a comprehensive analysis of them.

Realisation: Demonstrate the learning gained from multi-disciplinary collaboration through a high-level critical self-reflection that contributes to personal and professional development.

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

The session has been designed to weave together different teams to allow for generative and critical reflections on their collaborative journeys so far. The students are anticipated to leave the session today with insights, feedback on their project to steer the direction of their next five weeks of the collaboration.

Are there potential difficulties or specific areas of concern?

In a big class (50+ students on our course) plus 26 students from the service design course (as part of one of the four collaboration briefs), sometimes it is difficult to gauge students' engagement in the collaborations – particularly a lot of times the process takes place outside of class time. Pairing up individual teams hopefully could break down some of these barriers and allow the quieter students to speak up and share their opinions.

How will students be informed of the observation/review?

I have informed the students verbally prior to the session starts.

What would you particularly like feedback on?

Face-to-face feedback always preferred; if time doesn't allow that any forms of written feedback also welcomed.

How will feedback be exchanged?

Email?

Part Two

Observer to note down observations, suggestions and questions:

I found the printed programme given to the students, which outlined how the session would be conducted, very useful.

In a very simple way, a timetable was given and some roles for the students to play to make sure these rules were followed.

Xiyao explained to me the content of the lesson and what was going on in the classroom, my first observation was immediately in the complex logistical preparations that were made to carry out this activity.

I understood the complexity of it because I follow externally the planning of the collaborative unit at Camberwell and Chelsea, and I was pleasantly impressed to see so much clarity in the way the collaboration between classes and the management of activities was conceived. It would also be interesting for us to create these sharing meetings between the various groups who collaborate on very similar topics and can benefit from sharing and comments from their peers. I wonder if this activity, where students are mostly independent in creating conversation, would also be possible in a BA class, where we often find it more difficult to establish constructive conversation in autonomous activities.

From what has been observed, the role of the instructor in the room is to facilitate student exchange in several ways.

The first is to check that the "rules" to be implemented are adhered to, that therefore there is adherence to timelines, that notes are taken on what is said.

Then there is the teacher's observation of what is being covered by the students. The teacher goes around among the different groups, listening and lingering for between 5 and 15 minutes per group, both listening and bringing new insights to the students.

This fringe action is effective because it encourages students to have a greater sense of autonomy and consequently also to develop more independence in developing the project.

In this way, both the independent and collaborative roles of students are thus demonstrated, where their participation can take place in different ways while also helping them to understand their strengths in collaborating with other colleagues.

The only question I have is whether the students have to prove in any way what came out of the conversation with the other groups. Would it be helpful to give a form where they have to analyze what was discussed?

Part Three

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