

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed:

Size of student group: 13

Observer: Augusta Akerman

Observee: Natalia Zwardon

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?

-Session for Year 2 Interior Design Course: Unit 7 on Atmosphere. This session aims to introduce the concept of atmosphere and its integration into visual representations within students' projects.

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

-Since September 2023 weekly meetings

What are the intended or expected learning outcomes?

-Use of different media to represent atmosphere in their project

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

-In the 2nd part of workshop, students will quickly put together a paper model, then use phone to take a picture and tweak them in Photoshop or any other application. They'll aim to capture their atmosphere and play around with lighting effects.

Are there potential difficulties or specific areas of concern?

-Lack of student engagement

How will students be informed of the observation/review?

What would you particularly like feedback on?

-The engagement aspect of the session

How will feedback be exchanged?

-Discussion feedback

Part Two

Observer to note down observations, suggestions and questions:
Augusta Akerman watched video sent by Natalia Zwardon 07/02/24

Notes written whilst watching video:

Appreciated the organisation of the pallet visual showing it to students to encourage them to look at it and become familiar with it.

Excited by the following weeks - introduction to VR and Metaverse reminds students of what is to come.

Tutor is encouraging as to the type of work students could make; animation video etc making it seem accessible reminding them of the help they have access to best to express their project.

Constant helpful reminders that the staff are there to assist and can help the student with any possible issues to do with the development of their work. They can help with showing student how to edit video for example. In stating this upfront I think this would be appreciated by students who may be feeling overwhelmed.

2 mins in and tutor is asking questions of students encouraging them to participate

Reminder of 1 to 1 tutorials – practical and something they should take advantage of, a really great place to discuss ideas and developments. Not an interrogation but a conversation.

Love the wish list! Great idea to get students to interact and even help expand on the courses subject matter.

7:00 - Tutor dealt with the comments in a very practical way and brought it back to how to maintain professionalism when applying what they are taught to working with clients in the real world.

General Observation:

When students are asked any questions, they seem to clam up and not want to speak. Perhaps they need access to an introduction to the session beforehand, something short asking them to come to the session with some ideas on atmosphere and the part it plays in Interior design.

Perhaps each student putting up an image on the pallet that inspires atmosphere prior to class?

Could this be done?

Room set up - perhaps students are too far away (realise this could be due to several factors; room design, making appropriate for this recording etc)

What would be the perfect set up for this class? A space where both the digital and hands on aspects can be serviced.

Our recent Microteaching object based learning session showed me that even just having a small amount of hands on elements can 'open up' conversation. Objects that create atmosphere in the centre of a table where student can sit around and can also see the screen.

Real lights/ lamps battery operated to stop wires all over the place, different wattage of bulbs, texture samples of soft furnishings, hard tiles matt and gloss, mirror samples smoked, aged etc

Ask student what materials do they like putting together to create certain atmospheres, any materials they are averse to? Does this bring up ideas of sustainability and responsibility?

Also smell, candles, room fragrances as well as sound, music, background noise. Sensory environments.

Appreciate that tutor is continuously asking questions and trying to get students to become engaged and excited by the subject. Pulling on their own memories and experiences of atmosphere.

Nice range of artists, filmmakers and designers illustrating the subject matter in a variety of environments.

Fantastic idea showing the initial drawings- showing how an idea develops through hand and eye drawing vs memory.

Potential Suggestions:

Involvement:

5:08 Students seem reticent to speak up and tutor could begin to feel awkward when asking open questions to the room. Perhaps the tutor could ask students to quickly type their responses - even if it's only a few buzz words onto a note taking app or similar. I sometimes find an open honest approach can work to encourage students to 'play along'

As it looks like the tutor would appreciate more student interaction perhaps something could be said at the beginning of the sessions to encourage this.

For example: "During this session I will be introducing atmosphere as a point of design, showing you examples on monitor and talking through the subject.

Every so often I will be asking you questions as I would like to encourage engagement within this session so please feel free to ask me questions as I talk. I really do want to hear your responses and your experiences of how you have interacted with the subject matter in the past."

Or

"I will be asking questions as we progress through the class and I'm keen to hear your responses and reflections. I therefore suggest opening a Notes app or blank document to record your thoughts to help encourage the sharing of information. I will then ask you to share your thoughts with us all, doesn't have to be much, can be a sentence or some words you feel best describe what we have been discussing. In this way at the end of the session you will have a document that will be of use to you when reflecting on this session."

Or even getting students into groups of two or three to come up with words or phrases sparked by tutor's questions.

This would mean having breaks within the pdf to allow for this discussion.

Added content:

11:16 FILM: During the introduction to Interior atmosphere in film; tutor could find a video online (YouTube etcpre prepared or saved in a YouTube channel) that represents this and the importance of how set design creates atmosphere. Eg: Top 10 Movie Sets or something cut together by tutor or slide show of images playing on silent whilst the tutor talks and gestures to image on screen to indicate point. Before carrying on with the pdf. This could 'wake up' students at this point in the presentation and get them to perhaps recognise a film and break up the static slides of the pdf. I realise later tutor does use video (1980 Strand and Netflix) and found this had a successful change of pace.

Take away:

Overall I thought the session was well paced and thought out. I can see how this would lead onto a more practical hand's on workshop creating small environments and atmospheres. Ultimately, I think what is lacking and perhaps frustrating for the tutor (understandably) is more student involvement. This could be changed with a change of environment for this session, a more studio space with a horse shoe formation so student can interact with physical objects on the table in from of them as well as seeing a screen.

It sits somewhere between a lecture and a workshop which I think is quite an interesting place. But perhaps altering the room layout might lend itself better to this. I think the tutor would thrive in an atmosphere where she is able to handle materials and encourage others to do the same.

Part Three

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

In my next teaching session, I'll take the feedback I received and implement several strategies to enhance student engagement and learning. First, I'll continue to use visual aids like the pallet to help students grasp what's going on more effectively. Additionally, I'll explore incorporating more interactive visuals (mirror) to further engage their interest and understanding.

I'll maintain future topics such as VR and the Metaverse to keep students intrigued and looking forward to what's ahead. By emphasizing the versatile aspect (video, 3D, making etc) of projects and reminding students of the support available to them, I'll encourage them to express their ideas freely and seek help when needed.

To encourage participation, I'll actively ask questions and create opportunities for interaction during the session. I'll also introduce pre-session activities to prompt students to come prepared with ideas or responses.

The value of one-on-one tutorials will be reinforced, emphasizing them as a supportive environment for discussing ideas and project development. Interactive elements like the wish list will be maintained to foster a sense of ownership of the curriculum within the class.

I'll optimize the physical learning environment to facilitate both digital and hands-on activities. By setting up a space where students can interact with physical objects while engaging with digital content, I aim to create a more immersive learning experience.

Introducing sensory elements such as smell, sound, and texture samples will further enhance the atmosphere and engagement. I'll experiment with different techniques to encourage student interaction, such as using note-taking apps for quick responses or group discussions to spark engagement.

Supplementary content like videos or slideshows will be introduced to break up the session and provide real-world examples of concepts being discussed. Reflection exercises will also be incorporated to encourage students to reflect on their learning.

Finally, I'll consider adjusting the room layout to better facilitate interaction and hands-on activities. Perhaps adopting a studio space setup will encourage physical engagement with materials and foster a more dynamic learning environment.

By taking these actions, I aim to create a more engaging and interactive learning experience for my students, ultimately enhancing their understanding and enjoyment of the subject matter.
