

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: **Preliminary materials for a new module on Social Justice**

Size of student group: 51

Observer: **Jo Glover**

Observee: **Lee Mackinnon**

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?

A New unit on Social Justice: Materials from introductory seminar and first lecture.

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

I previously gave 2 lectures last term. This is a new unit that I am leading.

What are the intended or expected learning outcomes?

1. Demonstrate a critical engagement with ideas of collaboration in the development of a project (Enquiry; Knowledge)
2. Demonstrate independent research skills (Process)
3. Communicate your ideas and research effectively and clearly in a written essay or in an essay film, adhering to academic conventions (Communication; Realisation)

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

A written essay or an essay film.

Are there potential difficulties or specific areas of concern?

New terminology (in lecture notes, the new terms are often highlighted in bold, to unpack).

How will students be informed of the observation/review?

I informed them in the first session (teaching remotely).

What would you particularly like feedback on?

Overall coherence; suggested areas for improvement.

How will feedback be exchanged?

Written, or a recorded conversation.

Part Two

Observer to note down observations, suggestions and questions:

The new unit on Social Justice feels very well prepared, organized and set up within the curriculum. I feel like I could lead the lecture from these materials because it's so clear who is speaking when and the prep for the introductory seminar and lecture are also very well set up. Unit assignment is included and very clear from the outset for the students, too

The intended or expected learning outcomes will be met because Lee has enabled the students to demonstrate a critical engagement with ideas of collaboration in the development of a project (Enquiry; Knowledge) by introducing a wide range of tools e.g. essay, PDF Lecture with engaging images and also padlet.

Students will learn to demonstrate independent research skills (Process) via the case studies from multiple tutors, which are great examples of how to conduct research for them.

The briefing for the written essay or film will enable the students to communicate their ideas and research 'effectively and clearly', adhering to academic conventions (Communication; Realisation)

The anticipated outputs – the written essay or an essay film.

Particularly enjoyed Lecture 1 Aesthetics and Politics which included:

The European Avant Garde: An Aspect of Modernism

Gustav Courbet (1849) The Stone Breakers and Marcel Duchamp (1917)

Fountain, Pablo Picasso Still Life with a Bottle of Rum 1911, Hoch (1919) The Beautiful Girl and Dziga Vertov (1929) Man with a Movie Camera to name a few works.

Romanticism

Casper David Friedrich (c. 1808) Monk by the Sea and Tommy Robinson 'We Will remember them'

Bertolt Brecht 1898-1956 Bavaria

And the

Motto:

In the dark times, will there also be singing?

Yes, there will be singing.

About the dark times.

(Bertolt Brecht)

The new terminology in lecture notes, highlighted in bold, helped us to unpack.

The Lesson plan and clear PDF, Essay, and 'Ideas in Practice brief' create coherence, as does the pack with the lecture notes.

Only suggestions for improvement could be for things like the following questions:

Can you think of the inventions during this period which made it seem 'modern'?

in PDF page: The European Avant Garde: an aspect of Modernism

Modernism is generally considered the period from 1800-1970.

Another example

- *What are aesthetics? Think about this for a moment. What comes to mind? We might all have a slightly different idea.*
- *How might aesthetics relate to political ideas?*

Introduce the sandbox or padlet so they can write responses live (including those online) or to get into groups and use post its / mind maps together to create further engagement and exploration around the questions and to enable live discussion. I know this has been covered already for some of the other questions. QR codes could be added to take them direct to the learning tools from the PDF if they come to it from a recording or miss the lecture.

The lecture notes were particularly helpful, is there an even shorter summary of acronyms like the LCC ones? A Glossary explaining in more depth the meaning of words like 'ableism' and 'binary' *racial (whiteness); sexuality (heterosexuality); gender (binary); bodily (ableism).*

Part Three

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

The feedback was very helpful. I think QR codes sound a very interesting way to link into tools- I will definitely look into how that's done.

I appreciate the idea of getting live feedback too. In the lecture theatre, the students did feedback their answers as part of discussion, but I like the idea of a padlet or sandbox that can hold student responses and include more students, especially those who may feel awkward speaking in public.

I am going to create some glossary's for each lecture: that is a brilliant idea. I will start the lecture next week with the glossary from last lecture. This is also a great way of seeing how much we (students+ staff) have learned. Many thanks!

Nb. I am conscious that, due to not having my lecture recording in time, I may have sent too much info for observers to look at. As a result, I created too much room for interpretation of elements, rather than focussed, precise feedback. However, this was a helpful lesson for future observations! I am very grateful to observers.
