

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Branding Lecture

Size of student group: 40 plus online

Observer: Lee Mackinnon

Observee: Joanne Glover

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 is for the employability part of the AD Course

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

It was a guest lecture

What are the intended or expected learning outcomes?

Learning more about building a portfolio applying for grad jobs and employability, improving their websites etc.

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

Portfolio / website / showreel

Are there potential difficulties or specific areas of concern?

They may not have CV / Portfolio to build on

How will students be informed of the observation/review?

It was a recording so n/a

What would you particularly like feedback on?

Making the lesson engaging

How will feedback be exchanged?

Via ROT form and email

Part Two

Observer to note down observations, suggestions and questions:

The lecture from Jo contains some very interesting insights into the world of art design for the arts and museum sector. This included working for some leading organisations; working

to briefs and curating a portfolio. There is certainly a sense of 'bringing stories to life' from history through art design practice.

Jo has a wonderful sense of calm about her and the capacity to make things seem entirely possible. I can imagine that the students have gained much from her presentation, her approachability and her breadth of experience. She give great insights into connecting with professional organisations on social media and approaching people in order to network. These were important tips for those preparing to move forward in their careers.

Given these qualities, Jo has an excellent capacity to inspire and encourage young designers to try different things and diversify their portfolio. From this learner's perspective, Jo provides a great insight into all of the invisible labour that goes into creating an audience for a museum (NHM), or a blockbuster art show (Tate).

Slides of the main presentation were beautifully clean and well-designed.

There is some good emphasis on the fact that 'the coolness' of brands is down to art design and promotional abilities that are brilliantly demonstrated here.

When Jo was screening the showreels and speaking at the same time, it was impossible to hear her if watching online. The show reel is extremely professionally produced and impressive in terms of its scope and design. I think it might be helpful to allow the audience to watch the show reels, and to speak about what they contain either before they start or after they have finished, not least because there is a lot of visual/ audio information for the viewer to take in. As it is so well produced, there seems little need to distract from this, or compromise the broadcast quality by adding another layer of complexity to an already laden wifi/ collaborate connection?

Some really fascinating projects are discussed.

The idea of 'following the meridian line' is an exciting one, but I have to admit that I had to look that up because I only had a very vague sense of what it was! Perhaps some introductory comments, or even asking the students whether they know what the meridian line refers to may be helpful?

You might consider breaking up the presentation with student discussion? For example, asking students to give an idea of their own ideal work placement may be helpful in breaking the ice, helping them to feel more confident to participate in question sections.

Part Three

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

1. I'll Speak to she showreel after they've watched as it was difficult to hear online and consider online viewers more
 2. I'll break up the presentation with student discussion maybe a padlet link to what jobs they'd like
 3. If I'm doing the portfolio session again I'll explain what the Meridian line is.
 4. Add an ice breaker like the PG Cert cats at the beginning
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