

Record of Observation or Review of Teaching Practice

Session: Create Your Own Future – Insights Widening Participation

Size of student group: 25

Observer: Lindsay Jordon (Tutor), Andrew Fisher (Peer)

Observee: Rafin Jannat

Date: 06/03/2024

Part One

What is the context of this session within the curriculum?

This session is created for secondary school students as part of the widening participation scheme at UAL – to inspire students to consider creative education and career opportunities.

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

Entirely new cohort of students – I have worked with students of similar age groups before.

What are the intended or expected learning outcomes?

- To know how you can shape your future through university / creative pathways.
- To know how the fashion industry operates.
- To understand how fashion can be a sustainable and profitable career choice.
- To develop a fashion look suitable for the consumer profile assigned.

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

- Create a prom look for intended target audience.
- Group discussion and peer feedback.

Are there potential difficulties or specific areas of concern?

- Ensuring students stay engaged for the duration of 2h.
- Behaviour management.

How will students be informed of the observation/Review?

It will be mentioned at the beginning of the session – presence of observers.

What would you particularly like feedback on?

- Appropriateness of teaching methods.
- Relative success of activities.
- Extent of how engaging/disengaging this session is.
- Pace and time keeping.
- Is the lesson student centered or teacher centered.

How will feedback be exchanged?

Written and verbal communication.

Part Two

I really enjoyed observing this session you led, and you had my admiration even before you started as I don't possess a natural rapport with students of this age! Additionally, I wasn't familiar with UAL Insights and its agenda for widening participation, so this was a bonus for me.

It was noticeable that you preserved your smile throughout a long session, and maintained your interest in the ideas and thoughts of the students. You began by asking them all what colour they 'felt' today, but you avoided making it daunting by not asking them to explain their choice. You introduced yourself and made the session aims clear.

It was good that, with the students in an unfamiliar environment, you instructed them to discuss in groups so as to facilitate a shared responsibility, and it meant that yours was not the only voice being heard. This also gave you the opportunity to tour the tables (still smiling!) to establish more contact with your class. You appeared to interact very naturally, comfortably, and with evident interest in their responses. When students shared their ideas, it might have benefited the class if you had repeated what they said as they mostly spoke a little too quietly for the size of room (you did do this sometimes later in the session).

The level of engagement noticeably rose when Annalese spoke about the jacket she was designing, and I sensed a definite 'ooh!' when she told the class that the trousers she was wearing are her own design. This made me very aware that these were the only fashion items presented to the students: the classroom is quite sparse, and it could have been really good to have had a handful of items (ideally works by Foundation and BA students) for the students to view when they first came in. Such things might have to be 'untouchable', but it would also have enhanced the students' experience if there had been a haptic element (the input on object-based learning in the PG Cert is on my mind!). The first half of the session, whilst following a very logical progression, was dominated by talk (not only yours, but the students too) and slides. Having some fabrics to touch and discuss, perhaps along with photos of them being used in designs, could have broken this up a little. If these materials had been scattered around the room, it could also have got the students out of their seats and moving around.

Another thought I had at this point was that Annalese was being underutilised as a resource (sorry if that sounds dehumanising). She could have supported you during discussions, touring the tables. If there is a DBS issue, this should be addressed for all the Outreach Ambassadors.

All of this led beautifully into 'The Fashion Challenge'. This was a well-designed activity complete with interesting Client Profiles for the students to consider. Every student seemed to be fully engaged in this. Some were able to get designing immediately, with others needing to think for a moment, but everyone had produced something by the close of the task. Both during the design and the sharing, your interest in their designs and your encouragement were obvious.

It had become apparent early on that there was one student (the only male student) who was completely disengaged. You must have noticed this yourself because you did spend around a minute talking directly with him. Sadly this didn't have any positive effect, and I think you were right not to spend any more time with him than you did. It is worth noting that after your intervention, one of the class's teachers came to speak with him also, but likewise to no avail. What was very interesting is that when you gave out the materials for the Fashion Challenge,

this student immediately took pencil and pens and got to work. When this phase was over and you were facilitating the sharing of their designs, he took no interest but continued on his own design throughout!

I'll now briefly address the particular points you requested feedback on:

- **Appropriateness of teaching methods** – at no point did I feel that any of your approaches were inappropriate. Slides may not be the most exciting form of conveying information, but they were efficient for you to introduce yourself and Annalise, LCF, and the wider university, and also to be able to leave instructions on view.
- **Relative success of activities** – each activity seemed to have clear aims, and these were achieved.
- **Extent of how engaging/disengaging this session is** – you maintained the students' attention throughout. Every teaching session of length (this was around 2 hours) will have fluctuations in the level of engagement. As mentioned above, adding something visual or tactile in the first half could help sustain concentration.
- **Pace and time keeping** – generally very good. There were some isolated moments early on which felt a little slow, but it is difficult getting feedback from a young class that you are new to.
- **Is the lesson student centered or teacher centered** – your remit is not an easy one, as you need to 'evangelise' how wonderful we are, and this necessitates conveying information. Under these limitations, you did well in achieving a largely student centered session, especially with the Fashion Challenge.

Thank you for allowing me to come and see the work you are doing; I certainly gained much from doing so. Your enthusiasm for fashion and for UAL is obvious, and the students should have left the session with a positive feeling not only about us, but more importantly about themselves.

Part Three

Thank you for taking the time to observe my teaching practice and provide feedback. It was such a pleasure to be observed by you last Wednesday and I am very glad that you ended up staying for the whole session 😊. I would like to also thank you for being so present and helpful during the session (arranging the tables/ chairs, tidying etc.).

I am at loss of words for how insightful and well written your feedback is ... also thank you for being so speedy with this!

I truly appreciate your wise insights and will take them into consideration as I continue to grow and improve as an educator. Your observations have given me valuable areas to focus on and work on in order to create a more effective and engaging learning environment for my students.

I look forward to implementing the suggestions you have made and continuing to develop my teaching skills. I shall take a bit more time to fully absorb this and I will get in touch with you if I have any further areas I would like to clarify. Next time we have lessons or in between, I would love to share my reflections over a cup of tea if you are up for it.

Thank you so much again for your feedback and support.