

Record of Observing my Peer

Session/artefact to be observed/reviewed: Teaching Practice

Size of student group: 4 one-to-one tutorials

Observer: Kuljeet Sibia

Observee: Adrian Allen

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?

The session is a student presentation of their final concept as a triage session with two days before submission of their unit 9 final year project. This is a self-chosen project that is a continuation from. Their contextual studies project, which served in some capacity as a starting research document that contextualized their self-written project brief, focus and hypothesis.

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

I have been working with the students since September 2024 from the start of their project as a stage lead offering both group and individual tutorials.

What are the intended or expected learning outcomes?

The session is a lastminute direction session to help the students make the most out of the final few days before their unit 9 formative submission.

LO1) Interpret, connect and critically frame researched material to generate an agenda and direction for design activity to frame a self-identified product design project (AC Enquiry)

LO2) Systematically document and illustrate the iterative design and research process in a self-directed project demonstrating sound judgement in navigating conflicting demands. (AC Process)

LO3) Structure, illustrate and defend a complex argument through a range of appropriate design media in in written, visual and material formats (AC Communication)

LO4) Undertake and realise an extensive, self-identified projects that have relevance to current developments in the subject. (AC Knowledge)

LO5) Effectively manage your own learning to realise a successful project outcome evidencing contextual and technical information (AC Realisation)

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

The output is an action plan of what they can do to best meet the learning outcomes, considering where they are at that time and what their level of competence in their field.

Are there potential difficulties or specific areas of concern?

Time, time management and mental state.

How will students be informed of the observation/review?

They were asked if they would be happy to have the observation take place in general a week before as a year group and individually as they arrived for the session.

What would you particularly like feedback on?

Teaching and feedback recommendations and suggestions.

How will feedback be exchanged?

Verbally with the student taking notes. The students displayed their models and their portfolios on a large screen.

Part Two

Observer to note down observations, suggestions and questions:

The one-to-one tutorial format adopted in this session, held in a small room with the opportunity for students to showcase their portfolios on screen, proved highly effective. Taking place two days before submission, the session provided students with a structured space to reflect on their progress, identify gaps, and clarify their final steps. This format facilitated a more personalised and focused approach, allowing students to receive tailored feedback and support.

Adrian's teaching approach was centred on encouragement and guidance rather than prescriptive instruction. Notably, several students sought direct confirmation on whether their work met submission requirements. Rather than providing a definitive answer, Adrian skilfully redirected the conversation towards their portfolio, helping them critically assess their progress. This approach fostered independent judgment, ensuring students could make informed decisions about how best to use their remaining time. By emphasising methods of production and realistic time management, Adrian enabled students to set clear, achievable goals in alignment with their deadlines.

A particularly effective strategy employed by Adrian was the encouragement of self-reflection. For instance, he suggested one student take a short break from their work to reassess it with fresh eyes. This simple yet impactful recommendation reinforced the importance of critical distance in the creative process, enabling students to engage with their work more objectively. Additionally, Adrian consistently provided clear direction, often using prompts such as "talk me through it," which encouraged students to articulate their thought processes and reflect on their decisions. This method not only enhanced student engagement but also enabled them to develop a stronger understanding of their own creative choices.

Throughout the session, Adrian maintained a calm, direct, and concise demeanour, which proved beneficial in alleviating student stress. His ability to provide constructive yet measured feedback ensured that even students who appeared initially uncertain left the session feeling more confident and clearer about their next steps. By highlighting specific areas of concern and posing questions about feasibility, he encouraged students to evaluate their proposals critically without imposing rigid solutions. Instead, he presented options that allowed students to retain agency over their work while making well-informed decisions.

Adrian's feedback was carefully tailored to each student's ability and needs. For a student who was particularly struggling, he provided minimal but pointed feedback that allowed them to focus on refining their work without feeling overwhelmed. For another student whose intended outcome had not materialised as planned, Adrian persistently encouraged them to consider alternative solutions. While respecting the student's reluctance to invest additional effort, he provided clear guidance on feasible adjustments within the given timeframe, ensuring that their submission remained viable.

Overall, Adrian's teaching approach was highly effective in fostering student autonomy and confidence. The session was successful in achieving its aims, equipping students with the tools and mindset necessary for a productive final push towards submission. A few key questions for Adrian to consider in further refining his approach:

- When guiding students through decision-making, what factors should be considered in deciding whether to encourage self-assessment or provide more structured direction?
- In situations where students resist change, what additional strategies could help them reframe their approach without disengaging?

Part Three

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

The feedback that Kuljeet has provided is very welcome in terms of detail and consideration of both my teaching, learning and developmental practice.

It would have been ideal if more observation dates could have been added to this unit so that more varied feedback sessions could have been observed, analysed and commented on as much of my teaching is more contextual, technical and tailored to the individual student and their specific needs and that of their project. As they are developing work before the last 48 hours before project submission.

Additional strategies when students resist change that I generally employ are to encourage peer-feedback in session and I encourage students to meet outside (Before and or after sessions as a group) so that more learning, conversions can happen naturally without the pressure of presenting to a tutor and the group in a more relaxed and natural environment.

I will work to ensure students feel empowered to have agency and have more opportunity to consider the opinions of their peers as they work through their project process.

I will work to ensure students get even more opportunities to not only have a wide range of tutor and expert feedback through the project process but to also help them understand and practice agency and confidence from the understanding that though we offer a varied range

of expert and peer feedback that they make the final decision and help them build the applied agency and confidence to try things out and that our expert opinion are, should be varied and they are empowered to apply varied knowledge in whatever way they see fit. As a practice to trial, error, discovery and growth of their personal development and practice.
