

Tutor - Record of Observation

Session/artefact to be observed/reviewed: Cross Studio Pin-up Presentations

Size of student group: 7 students

Observer: Kwame Baah

Observee: Kuljeet Sibia

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 the second and final pin-up presentation ahead of the students' portfolio submission for their second design unit.

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

This will be the first time I am working with the students, as we are undertaking cross-studio pin-ups, and the students will be from a mix of two studios.

What are the intended or expected learning outcomes?

The session is intended to focus on encouraging the students to work through last-minute blocks to have a resolved design they can then translate into a portfolio of work. It is a moment for fresh tutor perspectives and to hear from peers across different studios.

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

A pinned-up narrative of work from enquiry to proposal, showcased through drawings and models.

Are there potential difficulties or specific areas of concern?

Attendance has historically been low with the students I am seeing, and therefore, it is expected to be low again out of the 14 students I have been allocated. Many of the students have struggled to engage with the project as per the brief expectations, and there is an expectation of low quantum and quality of work, which will require sensitivity in reviews. The focus will be to support and encourage students to present and reflect positively on their work whilst addressing any gaps to ensure they are meeting the learning outcomes in their portfolio.

How will students be informed of the observation/review?

I will introduce the observer to the students and confirm that I am being observed and not them.

What would you particularly like feedback on?

I'm open to all feedback and would appreciate notes on how well I was able to engage with the students and any thoughts on encouraging peer-to-peer feedback.

How will feedback be exchanged?

Via email

Part Two

Observer to note down observations, suggestions and questions:

Kwame Baah – Tutor (on behalf of Victor)

The observation took place in a studio space that provided a good reflection of a well-subscribed studio in CSM.

I was impressed with your approach of familiarising yourself with each student via register confirmation, in a space where students seemed to be occupied with their projects. In addition to that contact point you held the space with presence and purpose for the duration of period I was present. Despite not being their regular tutor, they gave you their complete attention within a few minutes of the first supported critique. It was clear to me that you have a very good grasp of the subject and ways of getting students to focus on their work as a collective entity.

I did question, at the beginning, whether there was a prior opportunity for the course leader to notify students of the critique session and its intended schedule. This would have afforded you better cohesion shortly after arriving, if the students knew they had to be ready before your arrival. However, you answered my question with great organisation skills of managing collective student peer support.

The sessions were engaging and your encouraging approach made the students feel comfortable. There was empathy and supportive critique that enhanced student thinking about different aspects of their work and its purpose. It is not often that students feel supported in crits, thus the hesitancy that occurred occasionally. In a studio that was busy and segmented into three learning spaces it was a pleasure to see such cohesion amongst the students and with you, supported by peers at each stage, in a crit session that made good use of 360 feedback to enhance ideation for each presenting student. This was a big step away from hierarchical approaches for facilitating learning and I thank you for the privilege.

Part Three

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

I'm grateful for the positive feedback from my tutor's observation, particularly their recognition of how I was able to connect with each student early in the session through register confirmation. It was also reassuring to hear that my approach of maintaining presence and purpose throughout the session helped engage the students quickly, even though I wasn't their regular tutor. The fact that students felt comfortable with the supportive critique style I adopted is particularly encouraging, as I believe empathy in critiques fosters an environment where students are more willing to reflect on their work with less hesitation.

However, the feedback on the lack of prior notification about the critique session has highlighted an area for improvement. I'll work on ensuring students are better prepared ahead of time by coordinating with the course leader to provide clear communication.

This could be as simple as confirming expectations and deadlines in advance, which would help the students engage more effectively from the start.

To build on the positive aspects of this session, I plan to refine the way I communicate critique expectations. Ensuring that students are clear on the session's structure and their role in it will help them arrive prepared and make the most of the opportunity. I also plan to continue using the 360-degree feedback approach, which I see as a powerful tool in encouraging peer support and collective ideation. As Nicol and Macfarlane-Dick (2006) suggest, feedback should be an integral part of the learning process, enabling students to better understand and regulate their learning. By ensuring that the feedback process is as collaborative and inclusive as possible, I aim to create an environment where students feel more empowered to take ownership of their work and their development.

Reference:

Nicol, D. and Macfarlane-Dick, D. (2006) 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education*, 31(2), pp. 199-218.
