# A close up of a logo AI-generated content may be incorrect.Observation of Teaching/Supporting Learning  Form

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| **Name of Teacher** | Dr. Green |
| **Name of Observer** | Dr. Blue |
| **Unit Code, Name and Level** | CULT5431 |
| **Title of Observed Session** | Feminism and the Media |
| **Session Learning Outcomes** | * To identify key concepts in feminist theory * To apply key concepts from feminist theory to examples from the media as a group * To locate suitable examples from the media and conduct a textual analysis individually |
| **Date / Time of Observation** | March 2025 |
| **Number of Students:** | 10 |

**Guidance on Completing an Observation of Teaching/Supporting Learning**

Participating in an Observation of Teaching/Supporting Learning offers the opportunity for both those being observed (the teacher) and those observing (the observer) to discuss and reflect on teaching and learning practice. This contributes to continuing professional development in teaching for both observer and teacher and contributes to the enhancement of student learning. The following form has been designed to capture the observer’s feedback on the teaching encounter, focussing on both what the teacher (participant) does and what the students do in the session.

Observations of teaching can be completed for ‘face to face’ sessions and/or teaching encounters that take place online in real-time (synchronously) or at different times (asynchronously). A pre-observation discussion is recommended.

This form should be completed electronically by the observer and sent to the teacher and should form the basis of discussion of a post-observation discussion between the two.

The comment boxes have been based around the **Areas of Activity** criteria in the [Professional Standards Framework (PSF 2023):](https://documents.advance-he.ac.uk/download/file/document/10539)

* A1: Design and plan learning activities and/or programmes
* A2: Teach and/or support learning through appropriate approaches and environments
* A3: Assess and give feedback for learning
* A4: Support and guide learners
* A5: Enhance practice through own continuing professional development

 When commenting on these criteria you should also make explicit reference to where the relevant PSF **Core Knowledge** dimensions have been demonstrated and identify which **Professional Values** dimensions underpin the participant’s academic practice:

**Core Knowledge**

* K1: How learners learn, generally and within specific subjects
* K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
* K3: Critical evaluation as a basis for effective practice
* K4: Appropriate use of digital and/or other technologies, and resources for learning
* K5: Requirements for quality assurance and enhancement and their implications for practice

**Professional Values**

* V1: Respect individual learners and diverse groups of learners
* V2: Promote engagement in learning and equity of opportunity for all to reach their potential
* V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
* V4: Respond to the wider context in which higher education operates, recognising implications for practice
* V5: Collaborate with others to enhance practice

**Observer’s Feedback & Suggestions**

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| **Focus of observation**  (The focus of the observation could be agreed beforehand – for example, following submission of a lesson plan, online teaching/learning materials, or emergent during the observation.)  The focus of the observation is on the use of technology (K4) and other materials for teaching and supporting learning in the classroom (A2). The secondary focus is on how well the Lecturer is able to engage an incredibly small group, for whom English is not their first language (V1, V2), in complex theoretical and political debates around Feminism and the media (K1). The observation will take place during a face-to-face seminar (A4). |
| **Design and plan learning activities and/or programmes** **(PSF A1)**  (For example, clarity and appropriateness of the intended learning outcomes; nature, selection and sequencing of content; appropriateness of the learning activities for synchronous/asynchronous online learning.)   The session topic was ‘Feminism and the media.’ I was supplied with a set of clear ILOs in advance of the session:   * To identify key concepts in feminist theory * To apply key concepts from feminist theory to examples from the media as a group * To locate suitable examples from the media and conduct a textual analysis individually   The Recap started with question-and-answer session, targeting previous learnings and reminding students of the relevance for the summative assessment (A3). This was good evidence of constructive alignment (cf. Biggs) (K2).  The tutor had developed a Power-point Presentation with clear intended learning outcomes, and most slides contained useful and appropriate images / models with direct relevance to the session objectives / outcomes (K4, A1, K2).  Hand-outs had been prepared in advance and printed for students (V1), and these were used in evidence to support topic content (A2, K2). |
| **Teach and/or support learning through appropriate approaches and environments (PSF A2)**  (For example, appropriateness of approach/methods/activities/experiences, organisation, timing/delivery pace, use of resources for synchronous/asynchronous online learning.)    Tutor had very good eye contact with learners, offered regular supportive comments to check were ‘keeping up’ and ‘on track’ with the session content (K2, K3, V1).  Tutor used explicit images of American advertising media campaigns to expand upon issues discussed previously – the tutor was enticing the learners to assess the impacts / negative aspects upon society. (K1). This was set up with a ‘trigger warning’ and students were given a chance to excuse themselves if they did not want to participate. No student exempted themselves. (V1, V4). This was an interesting activity which challenged students to think critically, and one which exposed the cultural differences within the cohort (K1, K3, V1, V4) The tutor demonstrated a clear commitment to respecting and valuing the diverse learning community present within the cohort and to dealing with sensitive topics carefully and respectfully (V1 and V2).  Mid- session quiz – ‘spot the difference’ – Unrealistic Bodies. Nice example of active learning and gamification – students were engaged in the activity working in pairs, co-constructing knowledge (K1, K3).  Textual analysis of music video - Tutor handed out the pre-printed lyrics to the session music video, useful and conducive for learning (of international students) to read in context (as opposed to trying to understand American English audio in the video). Linking and applying theory of N. Wolfe (as covered in previous session) – strong pedagogical practice of active learning, thus well engaged learners (cf. Gibbs 1992) (K2, K3).  Tutor summarised the Robin Thicke ‘Good Girl’ music video with several model answers displayed via the presentation slide. Tutor could have used the reveal tool (in PowerPoint) and asked the learners direct questions – probing for the models answers before revealing them (K4, K2).  Kahoot Quiz in plenary / summary with reflection upon the key learning outcomes of the session. Promoting engagement of the topic through a mobile device, capitalising upon the learner’s digital skills, thus helping to support their digital literacy development (K4). The tutor could consider setting Quizzes as post-seminar work (cf. Cook and Babon 2016). |
| **Assess and give feedback for learning (PSF A3)**  (For example, assessment of prior knowledge, assessment of learning within a synchronous/asynchronous online session, nature of feedback to students and student group within learning environment(s).)   Enthusiastic and vibrant feedback, good use of NVC and positive gesturing. Students responded well to tutor feedback.  Mid-session quiz – ‘spot the difference’ – using handout of advertisements which depicted photoshopped or ‘Unrealistic Bodies’. This activity gave the learners a chance to guess the differences in pairs and then feedback to the whole class, receiving immediate verbal feedback from the tutor. Learners were able to apply the theory and consolidate the main reasons ‘why’ these things happen in the media industry (sound pedagogical methodology) (K1, K2, K3).  Assessing of prior knowledge at the start of the session in the recap was useful and linking the ILOs to the summative assessment (e.g., the choice of essay question) was also helpful. This was good evidence of constructive alignment of learning activities with the assessment (cf. Biggs).  Hint: more of this immediate feedback on activities throughout the session would certainly help international learners grasp of topic and language. |
| **Support and guide learners (PSF A4)**  (For example, use of teaching and learning activities to support diverse learning preferences, and meeting individual learning needs in the learning environment, providing support to learners to enable them to develop specific skills, such as research, writing, referencing or presentation skills; modelling inclusive practice by guiding learners in using appropriate cultural and social protocols (eg use of pronouns, correct forms of address).)  Standard seminar room, tutor used an appropriate ‘U’ shape layout to create a traditional ‘didactic’ approach. Appropriate for small groups such as this.Feedback on tutors use of technology to enhance learning can be found throughout this form.Some students had reduced English language skills, and the tutor tried to create an effective learning environment for them by checking vocabulary and asking students to share definitions of words in pairs and then feeding back to whole room. This helped students with weaker language skills not to feel ‘singled out’ and to co-create learning with their peers (V1, V2, K2, K3, A2).Hint: Larger group size could have used a ‘table’ approach to better support group work, allowing ‘sets’ of learners to have some autonomy to develop their ideas and form deeper communication channels within the peer group. |
| **Other comments and things to consider for the future**  (For example, the overall quality of the session/provision, PSF Professional Values which underpin the participant’s academic practice, particular issues/areas to be addressed and/or staff development requirements. Please also add here any reflections on your own learning/CPD as a result of observing the participant.)   * A well-planned seminar, adhering tightly to the unit curriculum. * Tutor used appropriate theory to help underpin the topic, with clear signposting to academic content and the importance of this at the level of study. * Used media to exemplify the point of the ‘feminist’ Discussion and impact (negative aspects) upon society discussed with relevance and aplomb. * The tutor may wish to seek some training on the uses of the Interactive Whiteboard, which might help support their practice |
| **Response from the Teacher**   The teacher should respond to the comments provided by their observer. These comments should form the basis for an action plan for developing future academic practice. The following questions should be used to guide you:   * What did you feel were the most important points to emerge from your interactions with the observer? * What changes, if any, will you make as a result of your engagements with your observer and your subsequent reflection?   + to the particular session   + to your teaching more generally * Any other comments about the observation   **The most important points to emerge from my discussions with the observer and from their feedback centre around my use of technology to enhance learning. I will seek some training on using the Interactive Whiteboard to full effect, and implement better use of the tools on the Whiteboard in my subsequent teaching** |