# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Technical Workshop

Size of student group: 15

Observer: Tim Stephens

Observee: Navin Patel

##### 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 OneObservee 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?

A technical workshop

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

Six months, as a specialist garment technician

What are the intended or expected learning outcomes?

How to construct a pair of trousers with waistband finishes

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

Pair of trousers

Are there potential difficulties or specific areas of concern?

Yes, this is a new workshop which I have never delivered before.

How will students be informed of the observation/review?

I have told them in advance but will remind them on the day,

What would you particularly like feedback on?

If you feel I need to add more information to give to students

How will feedback be exchanged?

Through this form or any extra information that can support

feedback

## Part Two

### Observer to note down observations, suggestions and questions:

I will give feedback in three parts. The first part will be about the demonstration, the second part will be about teacher student interaction, and the third part will be about knowledge skills and process.

*Demonstration- Masterclass*

You used the method called modelling where the tutor demonstrates a particular skill or specific process to a group. This is sometimes called a demonstration and is common in technical workshops. This is also however a type of “master class” because the knowledge communicated is obviously a type of specific expertise gained from years of practice. In this way, there is absolutely no difference between what you are doing and what the most expert teacher does in this scenario. You showed a very high level of skill indeed. You had set up the task extremely well and very thoroughly for a master class to take place. You had pre prepared the trousers to show the differences between types or what you called the ‘world of’ workwear, world of denim world of tailoring etc. You had also pre-prepared the paper, all of the tools, rulers, chalk, etc and prepared the bundles for the students which you described as Easter presents, and had preprinted the handout pack on waistbands. This level of detailed preparation is what makes a demonstration successful because all the materials and tools are ready to hand.

You interacted with the students using the objects in front of you, the full set of four trousers. This enabled all of the students to get into the task, get to know the material, become familiar with the vocabular,y even make judgments, comments and interact on the differences and types of trousers that you had on display. This was a wonderful way to warm up the students to the task itself. Other reasons why this was successful will be described below in terms of your interaction and communication with students. The specialist knowledge you were sharing with the students was done very effectively by comparing the branded tailored trousers with the Primark trousers and pointing out the differences between them. This was also a successful Masterclass in the sense that you followed a step by step process that was clearly visible to all the students. Success is not always judged by what we do in a classroom situation it is best judged by how engaged the students are with what they are watching. In this case all of the students without question were very engaged in the demonstration, watching your every move, some of them recording parts of the process but all of them leaning in and engaged. No one in the group seemed distracted, uninterested or disengaged. This is a wonderful achievement*.*

*Teacher-Student Interaction*

One of the reasons why the demonstration was so successful could be down to a few characteristics on interaction. Firstly, you created a situation of warmth where you were joking with them, playfully stretching them to learn more (the pocket task), obviously concerned for their well-being (when someone stepped down from the table) and learning; and even at one point giving out the materials as Easter presents which also added to your natural manner and warmth with the students. Secondly, your verbal communication was extremely clear. Your voice was loud enough for everyone to hear it, the pace of your talk was slow enough for those who first language was not English to understand, and your style of talking was very direct and clear. In a successful demonstration we narrate each of the actions we are doing so that the students can see and hear what it is that is happening at the same time, you did this very well. Also, you followed through with a set of processes around the design, of the type, the choice of zip, the gendered garment, the industry context, the reason for the measurements, and seams, and generally made the demonstration very interesting for them. You also played with the possibility that they look at their own clothes to see how they are made. The students were smiling and laughing and enjoying your comments, they were happy to ask questions. You also gave plenty of opportunities for them to contribute, clarify, check their understanding, slow the process down, or ask for more help.

*Knowledge skills and process*

This is the more complex aspect of teaching where you showed a very high level of skill and capability as a teacher. You were not only giving instructions and explaining some of the basic concepts, you were also sharing your professional expertise and demonstrating a culture of how to work in the industry, at industry and MA, standard. Sometimes this is seen as a form of ‘apprenticeship learning’ where a much more experienced person makes a demonstration to those new to the profession of how to do things. This is not only learning about what to do it is also a way in which the culture of a profession is communicated to apprentices. They learn so much more than the process and techniques, but how to treat the material, certain values and attitudes about respect, about boundaries, about why certain things are done in a certain way, are all explained through a sophisticated demonstration. Yours was an example of a very good masterclass. Well done, it was extremely enjoyable.

Summary

You may want to think about different types of questions you might ask students. Especially when you want to check their understanding. More specific questions can really help in this context so instead of saying “do you understand”, “is that clear”, “are you OK” which are generally good open questions, you can also say “can anyone tell me why”, “do you understand the reason for..”, “can anyone explain how…” and so on. This is a type of formative assessment where you are informally getting an understanding of whether they have understood what it is you have explained. Summative assessment is the demonstration of their knowledge for instance through making the garment after your demonstration. You have a truly wonderful sense of rapport with your students you seem to be extremely popular and well liked, and I can understand why they find the learning with you so valuable.

Thank you for letting me observe a demonstration of such high quality and I very much enjoyed the experience.

## Part Three

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

I really valued the feedback I have received as this was a new workshop which I was delivering. I can take some of these comments to improve it for the future to allow students to stop and think and ask question and to challenge the process more. I'm glad you found the class warm, fun, and open to discussions as I think this is the way I would like to be taught if I was a student.