

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Circularity and your Brand
Size of student group: Seminar group of up to 30 students
Observer: Sonia Vega-Perez
Observee: James Venning

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?

This is a seminar session for Week 18 of the Circular Product Development Unit for the BA in Fashion Buying and Merchandising. The Seminar follows a lecture given by another colleague that day on circularity and should help build on this and help them apply it to their Summative submissions in June for this Unit.

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

This Unit forms part of the 1st year's block 2. It started 13th February so is relatively early in block 2 but I have been working with this year group on other units since the beginning of the academic year.

What are the intended or expected learning outcomes?

These are the formal learning outcomes for the Unit:

LO 1 An understanding of how the Buying and Merchandising teams research and analyse data, KPIs (key performance indicators) and trend indicators to make informed and effective decisions 2 to produce a commercial range (enquiry);

LO 2 A comprehension of fibres, fabrics, silhouettes and components used in the construction and production of fashion garments demonstrated using creative software as applied in a relevant context (knowledge);

LO 3 An appreciation of complex global sustainable supply chains, international sourcing, ethical fashion and critical path management (process);

LO 4 Professional engagement and practice in a collaborative setting. Actively participating in a group outcomes relevant to an industry standard (communication).

For the seminar these are the following learning outcomes:

Brand Values recap - on Brand purpose and target audience
Primary / Secondary research

Consumer profiles recap

Making circularity an opportunity

Case study 1: Stella McCartney

Case Study 2: Circle Sportswear

Group work – applying this to their group summative assessment.

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

Work towards their group summative assessment:

- Define three brand values
- Think of some primary research questions for your target audience
- What Circular approaches best suit your brand and their products?
- Technical (recycling) or biological (regenerative) loop?

Are there potential difficulties or specific areas of concern?

The session has been planned and written by a colleague so will be more challenging working with someone else's material.

How will students be informed of the observation/review?

I will tell them at the start of the session.

What would you particularly like feedback on?

My delivery and exchange with the students.

How will feedback be exchanged?

Written through this form and we have time together post the session to discuss Sonia's observations so can use some time to receive some verbal feedback.

Part Two

Observer to note down observations, suggestions and questions:

It was great joining the seminar session. A few points I picked up on below:

- I very much liked how you set the tone from the start, getting everyone settled in and providing a clear context for what was happening during the session.

- You opened the teaching part by linking the contents to the previous lecture, and checking for any follow-up questions, which I thought it was very helpful to reinforce the links between both sessions as a context for this seminar.
- It was noticeable that most of the group was engaged with the material, following your teaching on the big screen. While attention dropped a little occasionally, your use of examples and guidance helped bring everyone back on track.
- It was impressive how much ground you covered in just an hour, maintaining a light pace without sacrificing depth in your explanations.
- Your use of examples –i.e. the customer profiles- was very effective. Your explanations on why those were good examples to follow, and giving tips by highlighting the positive elements on them made the task even clearer.
- Moving on to the activity, you explained it clearly, and the group responded instantly and engaged in their groups.
- There weren't many questions from the group at class level. However, everyone seemed comfortable and positive, which speaks to how approachable you come across. You actively checked on everyone in the class at some point and managed to check in on each group in the first few minutes of the activity, making sure everyone was happy and clear with the task.
- I appreciated how you made every piece of content and conversation relevant to the assessment and kept the energy relaxed and flexible.
- Giving a heads-up a few minutes before wrapping up was helpful, and most groups started closing their discussions with enough time to move on from the activity. I thought that this evidenced that you were in good control of the timings all throughout the seminar, despite the challenging amount of content and the multiple discussions you assisted.
- Your wrap-up to the session was clear and concise, providing a solid overview of the key points and what comes next.

Some suggestions:

- Time allowing, checking in with the whole group more regularly could help keep them more consistently engaged during the teaching part –i.e. maybe throwing out some questions to gauge or encouraging them to connect the dots themselves, rather than just presenting all the content.

I hope this is useful. Thanks for inviting me to join! I really enjoyed it, and it was very helpful for my own practice.

Part Three

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

It was a great opportunity to have one of my peers join me in a Seminar session. Having not met Sonia beforehand I felt a little apprehensive on what to expect and obviously some slight nerves knowing someone would be there to observe me and my session. However, on meeting Sonia at the start of the session she made me feel comfortable and then allowed me to settle into the seminar lesson more easily.

Following the session Sonia and I were able to sit down so I could get feedback in the moment and face to face which I found very helpful and meant when receiving the feedback comments above I had a chance to have already reflected on them.

The positive feedback that sat with me the most was understanding how approachable I come across in a session which is great to be aware of and in my role as year lead also good that I project that accessibility. Also, to have someone able to check student engagement which can sometimes be hard when running a session on your own. This also led me to think about how I might better have moments in my teaching to check student engagement and look at exploring teaching tools to do that going forward.

I'd also like to look at how in these sessions I can get my first year students to feel more confident to open for more questions at class level and feel the confidence to do that. I may consider having an anonymous Slido option in sessions should questions arise that students don't feel confident to publicly voice. I also Like Sonia's suggestion above around how and when to pose questions.

Overall, this was a very enriching experience and found it to be a useful part of my development on this Unit.
