# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: MA Strategic Fashion Marketing Master’s Project Briefing

Size of student group: 80

Observer: Joao Maraschin

Observee: Nina Van Volkinburg

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?

*MASFM Unit Briefing*

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

*10 months as Course Leader*

What are the intended or expected learning outcomes?

*For students to have clarity of what to expect in their MAP*

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

*Students will spend 3 months to produce a dissertation, business report, or practice based project*

Are there potential difficulties or specific areas of concern?

*N/A*

How will students be informed of the observation/review?

N/A

What would you particularly like feedback on?

*Communication style, clarity, structure of session*

How will feedback be exchanged?

*Online*

## Part Two

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

Thank you for inviting me to review one of your sessions. I really enjoyed delving into your course through the online brief.

You asked for feedback on the communication style, clarity of delivery, and the structure of the session. Overall, I found the session to be clear, objective, and engaging right from the start. Your friendly and warm tone set the perfect atmosphere, and the icebreaker on how everyone was feeling using metaphors and familiar examples at the beginning was inviting and humanizing. It created a positive space to kick off the session.

The agenda slide at the beginning was helpful in providing direction for the session and giving clarity on what to expect. Your slide presentation was well-designed with a good font size, and the use of bold text effectively highlighted core elements. Your clear introduction to the main unit documents was beneficial. The use of Padlet for students to ask questions anonymously was encouraging and inclusive, particularly for those who might not feel confident enough to come forward. To enhance engagement further, you might consider showcasing some responses to the brief from previous students and incorporating images to break up the text-based presentation.

Additionally, mentioning the availability of a checklist for students to review their work before submission, along with further unpacking of the learning outcomes and criteria, could be valuable. When discussing the topic slide, providing examples to students could be insightful. Before diving into the criteria, a pause to allow students to brainstorm potential topics they're excited about could be beneficial.

Your mention of academic support reassures students that additional assistance is available. However, submission information may not be necessary at this point; a brief mention that submission will take place online and that more details will be provided closer to the date might be enough. Unpacking highlighted statements on each criteria to demonstrate them in practice when discussing learning outcomes could be helpful. Incorporating examples and images can break up the text-focused delivery as mentioned before.

Streamlining the text when discussing the relationship with supervisors or encouraging students to review the document in their own time for accessibility could be considered. While the mandatory documents are well-presented, a change in pace might be beneficial, perhaps through another contemplation exercise or visual to refresh the session before jumping back into the explanation.

Lastly, the idea of groups of writing is excellent, and the list of common problems is invaluable. When discussing practice-based projects, showing examples on screen can enhance accessibility and illustrate how others have responded to the brief.

## Part Three

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