**OB2 Peer Observation Report**

**Session to be observed:** BAP2 Filmmaking Workshop (28/02/23)

**Size of student group:** 102 Year 2 Cohort – 9-10 students

**Type of activity:** Practical Workshop

**Observer:** Tilly de Verteuil **Observee:** D. Wiafe

**Observations, suggestions and questions**

I arrived during the initial demonstration with 9 students in the room. All were seated and you were discussing an overview of what you would be teaching that morning, with a welcome title slide up on a monitor in the back.

Quickly you engaged the students by asking them all to stand up and to come around the table in the center of the room with you, and a display of three cameras. This way you were able to point out features that you wanted them to be aware of, before allowing them to touch the equipment.

You split the group into three’s, with the students standing next to them. I do not have context as to whether they were already in working groups, but this seemed a natural way to split the group, and every student seemed comfortable to work with their peers.

You did a demonstration of setting up a tripod and how to attach the camera correctly, and they did the same along with you. At this point, you let the students know that at any moment in the session, you were available for questions, and not to be hesitant if they wanted to ask something.

During the demonstration, and discussion of why to choose this tripod for video, you frequently showed an example of good practice with the equipment, displaying to the students the issue or problem they might face with setting up, and then showing how to correct this. This then gave the students an element of ownership of their process and showed a trust from you that they would follow the instructions and not mishandle the equipment.

There was then time for you to check each group tripod set-up. It seemed as though you wanted the students to pay attention to what each group did wrong or right, and how this was corrected, however, as soon as you began to make adjustments the first groups set-up, the other two groups lost focus and began to look again at their own tripods. I wonder if this element of the teaching was intended, but it could be a great moment for the students to learn from each other as you could ask the other groups if they could identify what each group had done wrong.

You did however notice the groups messing with their set-ups, and reigned this back in, explaining to them that they were racing ahead to look at camera options , and that you would get to these bits later.

During this movement period, you had quick catch ups with each group and identified a question that would be answered later in the session, as well as another student discussing the same thig in another group. You picked the first student out by name, creating a familiar environment, and asked him to repeat his question. He had forgotten what he asked and the group laughed, adding to the informal and comfortable nature of the class. You were then able to remind him, and bring attention to the second student, who had the answer. This then led you very naturally on to the next part of your demonstration, validating both students knowledge, and bringing them all along to the next part of the session.

After this set-up the students were asked to go back to their seats, with their cameras so they could take notes, and sit if needed, but could also follow along with the rest of the lesson on the cameras. The space was a bit cluttered with tripod legs, and I wonder if there could be an encouragement from you to spread out, and make better use of the space, so that there were no trip hazards or placements in which only one student could control the camera.

As soon as the students were sitting, the display screen switched to a live feed from your camera. This immediately engaged all of the students, as the camera was pointed on them.

You discussed the technical knowledge you were about to go through in relation to setting up cameras for use, and told a cautionary tale, encouraging the students to pay attention to what otherwise seems like “boring” information.

You then shared your camera display screen, so that the students could see exactly what they needed to do as you were explaining.

The rest of the session followed this routine of discussing a technical aspect, showing the students how to do it with the shared screen, and then discussing the difference between different options and how they would affect the quality of the video produced, and answering student questions throughout.

I would say that mostly the students were really engaged with the teaching, and the content delivered. I think the friendly and informal approach really assists in this, creating and keeping a comfortable environment for students to ask questions as and when they come to mind.

I noticed that some students in the groups disengaged only slightly, more of a ‘coasting’ rather than fully disengaging. But the commonality between these students was that they were in a group with a clear ‘leader’ who was in control of the camera, and they were more observing their peers. I wonder if directing the students to take it in turns to change the settings would aid this?

I noticed when you picked one student by name to answer a Question, (M) while looking at another student, catching her off guard brought her back into the space. This was a jovial way to reengage a student, and also to remind them that you are checking who is paying attention.

One student arrived very late (40 mins) and as you were in the middle of a demonstration, you smiled and welcomed her in to the space, and quickly continued with the discussion. However, for some time she was left floating around the space, unsure of where to go. Unattached to any group or camera, she became disengaged very quickly, looking through her phone instead of engaging with the class. I anticipated that once you were finished speaking you would assign her to a group, but when there was a small break and you offered her a chair, she refused and said she was happy to stand. This continued the ‘floating’ and she continued to look around the space and play on her phone rather than integrating herself into the class. I wonder if a stronger approach here would have helped to draw her into the class, as she was unable to get involved in any of the teaching (while I was present, and before the physical work began.) She might have been intimidated to ask the other students if she could look at their cameras and having you publicly direct her to join a group would perhaps allow for a comfortable integration.

Due to the short break in the session, a few students returned late. With no cut-off time, there was no indication of when they would return, and you continued teaching. Again, I wonder if a slightly stricter approach would be beneficial here. Is there a way to do this that can still feel informal and friendly, but gives the context that you will continue to teach the others if they return late?

**Summary:**

Your teaching style is highly engaging and effective, as you employ a playful approach that encourages students to feel comfortable asking questions and participating actively in class. By providing context for their learning and relating it to real-world scenarios in a professional environment, you create a sense of relevance and practicality that helps students to better grasp and retain the material.

Additionally, you demonstrate a keen awareness of the needs and progress of your students, frequently checking in with them to gauge their understanding and offer support. This helps to foster a safe and inclusive learning environment, where students feel free to voice their questions and concerns without fear of judgement or ridicule.

One of the strengths of your approach is the way you weave personal anecdotes and stories from your own professional practice into the curriculum. This not only makes the material more engaging and relatable, but also provides valuable insights into the expectations and standards of the industry. By sharing your experiences with students, you help them to better understand the practical applications of what they are learning and the potential career paths that lie ahead.

Overall, your teaching style is highly effective, providing students with a dynamic and engaging learning experience that is both informative and enjoyable. Your ability to create a safe and inclusive learning environment, while also sharing valuable industry insights and personal experiences, makes you a truly exceptional teacher.

**Reflection on the observer’s comments and ideas to follow up:**

It’s useful at this stage of Block Two to be provided with a thorough observation of a practical workshop. Due to fatigue from a substantial workload, there is a tendency to slip into carelessness and this I feel was noticed in the reference to a late comer, use of space as well as students who might disengage if they are not actively working with the demonstrated filmmaking kit. Moving forward, I will add return times and exercise prompts about all group’s members participating in activities to both my presentation slides. This will hopefully provide guide guidance to the students but also a reminder to me about notices for the session structure and expectations of engagement.

It was a shame that the observation took place outside of my own designed teaching studio a few doors down. It is a less cluttered, cleaner and well-lit space that invites a professionalism for both myself and students. That said, I will pick up on the point to suggest that the smaller groups find space to avoid trips hazards of preventing access to the kit.

The personalised teaching approach was developed as a response to NSS feedback that lectures and contextual studies seminars often felt cold and disengaging. It is pleasant to hear then, for the most part this was effective at fostering a supportive and participatory learning environment. Even moreso, that the use of camera display and vision mixing immediately piqued the interest and engagement of students as teaching with digital tools is a pedagogic model I wish to develop further in the future.

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