# OF1 Pre-Observation Form

Session to be observed: Paper Prototyping Workshop (9.3.23)

Size of student group: 15-20 students mixed years and courses

Type of activity: Practical Workshop

Observer: Joel Simpson Observee: Tilly de Verteuil

**Observee to complete the following in brief and discuss with observer prior to session:**

* Why have you chosen this session for observation?

My teaching role mixes practical workshop teaching, and one-to-one bespoke teaching, to introduce college-wide students to the practical skills for bookbinding and box making, and develop these skills in relation to students projects as and when needed, in a shop-like format. For the observation I have chosen the Paper & Prototyping Workshop designed to introduce students to three different bookbinding structures, and sets a foundation of concrete skills needed to make a books from scratch.

I have selected this session to gain some feedback on the flow of the workshop, as well as my teaching delivery and style. I am interested to see if there is a gap in the information that I could better explain, that I am missing due to the tacit nature of the skill. Am I missing signs of student engagement or disengagement? Are there other approaches that might fit this workshop style better?

* What is the context of this session within the curriculum?

This session is a sign-up session open college-wide to students. Students sign up in a self-initiated context, and it is up to them what they do with this knowledge post workshop.

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

This session is a sign-up session open to college-wide students. Each group is a new set of students. Sometimes they have come to discuss their projects beforehand and I have some understanding of what they plan to achieve. Often, they have done a workshop in Book Arts before and I know their names/faces but am not yet familiar with their project.

* Intended or expected learning outcomes for this session:

This session is a three hour practical workshop designed to teach the students three book structures. The intention is that they leave understanding the basic techniques needed, and have the tactile skills required to inform the design and creation of their own work outside of the taught session.

* Anticipated outputs from the session (anything students will make/do):

The three hour session begins with a discussion and presentation of various book structures, and flows from there into an explanation and instruction of the first binding. From there the workshop runs with sequenced demonstrations of the step-by-step skills of the physical making of each book.   
The observation will take place during the final instructional phase when students are introduced to the final, most complex binding of the session. Each student will leave with 3 different books made in the workshop.

* Any potential difficulties or areas of concern:

There is a portion of the workshop that often takes a long while to get through, resulting in us running overtime. I am interested to see if this is an issue with student attention, or if I can mitigate this more in the structure of the teaching.

* How will students will be informed of the observation:

I will inform the students prior to the observers arrival that the session will be observed, and that it is me that is being observed not them. I will be meeting most of them for the first time and do not want them to become too self-conscious that the session is being monitored, but I will feel ‘thrown off’ to introduce an observer mid-session.

* What you would particularly like feedback on:

I am interested to see if there is a gap in the information that I could better explain, that I am missing due to the tacit nature of the skill. Am I missing signs of student engagement or disengagement? Are there other approaches that might fit this workshop style better? As attention ‘drops off’ is there something I can do to keep this attention on the work?

* How will feedback be exchanged?

Peer Observation Form