# OF1 Pre-Observation Form

Session to be observed: Box Making Workshop (3.3.23)

Size of student group: 7 students mixed years and courses

Type of activity: Practical Workshop

Observer: John O’Reily 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 Box Making Workshop designed to introduce students to the different styles of boxes, and teach the concrete skills needed to make a box from scratch.

This is the only session I teach, which I have planned, organized and deliver alone, and I have selected it 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 to college-wide students. I email each student as they sign up to check that they have a project in mind that they plan to use the skills for during the term, as it is easy to forget the process and is best practiced immediately.

* 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 brand 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 to make an A5 tray style box. The intention is that they leave understanding the basic mathematical formula needed, and have the tactile skills required, to apply both to 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 box styles, and flows from there into an explanation and instruction of the mathematics needed to create a box. From there the workshop runs with sequenced demonstrations of the material skills of the physical making.   
The observation will take place during the instructional phase when students are shown a skill and are sent to their workstations to carry out this instruction.

* Any potential difficulties or areas of concern:

Almost every workshop one student gets one cut wrong. I am interested to see if this is an issue with their own attention, or if I can mitigate this more.

* 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 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 the attention?

* How will feedback be exchanged?

Peer Observation Form