# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Filmmaking II: Introduction to Motion Graphics– MA Global (Online session)

Size of student group: 16 (8 students from UAL and 8 from Kyoto Institute of Technology)

Observer:

Observee: Sara Massieu

##### 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 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?

The session is for the Year 1 students of the MA Global Collaborate Design Practice. Which is a hybrid 2 year Master's program between UAL and the Kyoto Institute of Technology in Japan.

This is the second session of a 4 week sprint course I designed on introduction to filmmaking, responding to the students' brief "Designing for transitions". The brief consists of: Mapping the wicked problem of consumption and waste, identifying intervention points, co-creating prototypes and curating action ecosystems to design for transitions. One of the outcomes of this project is a proof of concept prototype that intervenes in the consumption and waste problem, presented through a short film.

This session will be an introduction to Motion Graphics through After Effects. It will cover a reminder on the software interface and some basic animations to get them started.

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

I have worked with this year group since their first term with another sprint 5 week minicourse I designed "Introduction to Editorial Design".

This was a hybrid course as the first 2 sessions were online, and the middle 2 were on site, as the Japanese students were in London. The last week of tutorials was online.

What are the intended or expected learning outcomes?

1. Get familiar with the Adobe After Effects interface
2. Learn how to import files into After Effects (images, videos, audio, Photoshop and Illustrator)
3. How to work with precompositions
4. Learn how key frames work
5. Learn the basic animation of the software: position, scale and opacity
6. How to make an object follow a path
7. Get a general understanding of the potential of the software
8. Get students ready to work and follow the next session

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

The students will work on creating a short title indent for a video that includes:

* They will have to add a video
* Mix video with text
* Make a text move in the screen
* Make an object follow a path

Are there potential difficulties or specific areas of concern?

The course I designed last year for this program consisted of four three-hour sessions, while this year, I was asked to do three two-hour sessions. This change makes me a bit nervous about how to adapt the most relevant content to the sessions. I feel unsure if I’m aiming for too many outcomes, which could make the session feel rushed and create a heavy cognitive load.
I don’t want the session to be hard to follow and students getting lost/behind.

How will students be informed of the observation/review?

I will mention that I’m doing the Pg.Cert. And that I will send the recording to a college to review my performance. I will make it clear that it is not to evaluate them in any way, but that if they feel uncomfortable, they should let me know so I can make the proper adjustments.

What would you particularly like feedback on?

I would like feedback on the overall session. But also on the cognitive load, and if it feels too heavy.

I also wanted to know if I am doing the sessions too fast, as my brain is usually running at 200km/h.

Also, if you have any other suggestions, I’m more than happy to read them, everything helps.

How will feedback be exchanged?

I think we haven´t discussed this, but happy to have your written notes if it’s easier for you. We can also meet online to have a chat. Let me know! Sometimes go from really slow to very fast – just watch regulating speed. Really clear demo of Moodle

Really great short video as a link. I am going to show you. You can stop me at any time

## Part Two

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

This was an unusual and interesting session facilitated by Sara in Teams.

The two cohorts from different countries (UK and Kyoto, Japan) just highlights the possibilities we now have of offering online sessions in our teaching spaces, and the intercultural/ international richness that this can bring. Apart from these logistical reasons I think this worked really well as an online session because it enabled students to engage and follow along with some of the techniques Sara was using in real time.

Sara created a lovely warm atmosphere as people entered the online classroom welcoming people by name asking questions. People seemed alert and engaged from the beginning. There as a mix of cameras off and on at the beginning and some students were happy chatting while others silent. There are questions Sara asked about whether her speech was oo fast or too slow. This is something I struggle with too- I actually think I speak too slowly often because of my background teaching international low level students. I found Sara’s pacing generally good. I did notice at times there was a shift from very slow speech to quite rapid speech when Sara got excited about something, so perhaps this is something to consider. I did wonder if checking in a little more often asking concept questions about understanding. E.g. ‘Could anyone tell me what the most important concern is that I just mentioned?’ ‘What might be a difficulty adopting this approach?”

This kind of question throughout the session might perform 2 functions- checking understanding and also signalling that it is not OK to just switch camera off and disengage but that Sara may well ask follow up questions.

Sara you asked an open question – “how are you doing with the project?” This type of question is great but will always get the most confidence answering and others feeling they are allowed to stay silent. If you would like greater responses, you could say something a bit more focused e.g I’d like you to each write one or two sentences in the chat about where your project is at and if you have any questions. Another way to check in and build quick engaging feedback in is to encourage students to use emojis at different times to express their understanding./ feeling.

Sara’s online presence and pacing was great. You were clearly very confident and professional in the space, moving between different screens, demonstrating the fascinating build up of a multilayered video and how you put that together and giving excellent tips on things to look out for. I love the way you explain why you use the settings you use. It was really interesting where Sar showed abruptness in one point of the video and then showed us how to fix it. Could this learning point be made more interactive through questioning? E.g “Can you see anything wrong with this video at this point? How might it be improved?”

Sara asked ‘Did you watch the video I sent you? In case you didn’t watch it...’ This type of thing is always tricky – sometimes the people who do watch it get annoyed by those who didn’t, but I think Sara handled it well, and there was good pacing, although I don’t necessarily think silence indicated they did watch it! If they know there will be a small task at the beginning of each session based on the ‘homework’ it is always a good motivator to complete it.

So fascinating to see the whole process put together. I do wonder if they will remember or follow everything as there was so much to learn, but they can rewatch the video which is useful.

Sara asked once “Any questions”? It did feel as if you moved on quite quickly here and there was an expectation that there would be none. Don’t be afraid to embrace silence a little longer and signal that you are really open to questions through that time. This is particularly important for students whose first language is not English as those questions take longer to formulate.

To sum up a really engaging unusual and interesting online demonstrate of some quite complex technical software, taught in an engaging and scaffolded way.

If more elements of active learning and engagement for the students were to be added some ways might be:

* finding different ways to elicit feedback and understanding;
* giving more focused tasks and using the chat and emojis more to perform those tasks;
* taking more time to pause after eliciting questions.

Thanks for inviting me to a tremendously interesting and engaging session.

## Part Three

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

* I am happy to hear that I could create a welcoming environment at the beginning of the session. I feel that I have always managed to create a light and friendly environment with the students in this course. Since I started teaching on it, these students have been the ones who have asked more for support and the ones who have been sending updates on their projects, and with the ones that the tutorials feel the more friendly and light. I wonder how to achieve the same rapport with other courses and year groups. But I also wonder if it’s because they are Master’s students and they are more mature.
* I agree with the feedback about asking more specific questions to students and not just general “how are your projects going?”. I liked the suggestion to ask them to write 2 sentences in the chat. It reassures them that using the chat is more than welcome if they don’t want to say it out loud.
* To be more comfortable in giving a bit more time for them to ask a question after I ask if they have any is definitely something that I can do, but in this case, I didn’t wait that long because I saw the nods of the students that had the camera on, and also the thumbs up emojis coming up in the screen. Even tho, I agree that always giving a bit more time just in case someone is typing or trying to turn their mics on would be good.
* I have also struggled to keep students engaged in this type of session, but I appreciate the idea of asking more interactive questions. Now that I’ve read it in the feedback, it seems quite obvious, so I find it amusing that I had such difficulty thinking of a way to do it. This can strengthen college teaching relationships as a “gathering around a subject matter” which “opens up an endlessly rich and engaging community of learning for teacher and student alike and reminds us that the fundamental reason for teaching (both of teachers and students) is to engage with the world through the subject studied.” (Hobson, J. & A Morrison-Saunders, 2013)
* On this note, about me asking if I was talking too fast or too slow and then ending up doing both because I wanted to be clear but also super excited, I thought of the “Passionate thought” defined by Anna Neumann in 2009. They experience “passionate thought” as peak moments of flow in their scholarship, which they describe as exhilarating, obsessive, and exciting. These emotions occur both in solitary scholarship and as shared experiences with colleagues or students (Quinlan, 2016).

**References:**

Hobson, J. & A Morrison-Saunders. 2013. “Reframing teaching relationships: from student-centred to subject-centred learning.” Teaching in Higher Education, 18 (7).

Quinlan, K.M., 2016. How emotion matters in four key relationships in teaching and learning in higher education. *College Teaching*, 64(3). Available at: [Research gate](https://www.researchgate.net/publication/297675673_How_Emotion_Matters_in_Four_Key_Relationships_in_Teaching_and_Learning_in_Higher_Education)

I am happy to hear that I could create a welcoming environment at the beginning of the session. I've always managed to establish a light and friendly atmosphere with the students in this course. Since I began teaching it, these students have consistently sought support and shared updates on their projects, making the tutorials feel particularly engaging and relaxed. I wonder how I can achieve the same rapport with other courses and year groups, and I also ponder whether their maturity as Master’s students plays a role in this dynamic.

I agree with the feedback about asking more specific questions to students rather than just general inquiries like “how are your projects going?” I liked the suggestion to have them write two sentences in the chat; this approach reassures them that using the chat is a welcomed alternative if they prefer not to speak out loud. I know that I can be more comfortable giving additional time for them to ask questions after I invite them to do so. In this particular session, I didn’t wait long because I noticed nods from the students who had their cameras on, along with thumbs-up emojis appearing on the screen. However, I acknowledge that allowing more time could be beneficial, especially accommodating anyone who is typing or trying to turn their microphones on.

I have also struggled to keep students engaged in this type of session, but I appreciate the idea of asking more interactive questions. Now that I’ve read it in the feedback, it seems quite obvious, so I find it amusing that I had such difficulty thinking of a way to do it. This can strengthen college teaching relationships as a “gathering around a subject matter” which “opens up an endlessly rich and engaging community of learning for teacher and student alike and reminds us that the fundamental reason for teaching (both of teachers and students) is to engage with the world through the subject studied.” (Hobson, J. & A Morrison-Saunders, 2013).

On a related note, I found it interesting to reflect on the feedback about my speaking pace—how I asked students if I was talking too fast or too slow, yet still ended up doing both! I realised this was driven by my desire to be clear and enthusiastic. It made me think of the “Passionate thought” defined by Anna Neumann in 2009. They experience “passionate thought” as peak moments of flow in their scholarship, which they describe as exhilarating, obsessive, and exciting. These emotions occur both in solitary scholarship and as shared

experiences with colleagues or students (Quinlan, 2016).