Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Teaching session
Size of student group:31 students
Observer: Victor Gullien
Observee: Ignacia Ruiz

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 One
Observee 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?

This session falls on the first week of part 3 of the course, where students write a personal project proposal (PPP) to research and execute for the remaining 8 weeks of the course. Students have written a draft of their personal project proposal that is being reviewed with 1 to 1 tutor feedback and are using the week to test their ideas in studio before the final hand in on the following Monday.

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

I've been working with this illustration group since November 2024.
I am the lead tutor seeing them 2 days a week – They have an AL lecturer seeing them 1 day a week.

What are the intended or expected learning outcomes?

- Act upon received 1 to 1 feedback by tutor on their proposal draft prior to hand in.
- Work independently during the session testing proposal with a self-initiated action for the week. This can include drawing, writing, photographing etc.
- Receive and reflect on feedback on their test done during the week by their peer group in an informal crit format.
- Draft a plan of action for the following week using feedback as a starting point (materials to bring, questions they have ahead of hand in)

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

- Tests from the week (this could be any format they deem appropriate: a set drawings, photos, sketchbook planning, initial research, material samples etc)
- A reviewed draft of their personal project proposal.
- An action plan for the following week

Are there potential difficulties or specific areas of concern?

Mainly that I will be focused on 1 to 1 tutorials and students need to be more self-led for the session.

How will students be informed of the observation/review?

I will verbally inform them at the beginning of the session, saying that there will be a colleague in the room, clarifying that it is part of my PGCert and that they are not being observed or graded in any way.

What would you particularly like feedback on?

Mostly if peer to peer learning is happening while I focus on tutorials, something that has been more challenging for me this year.

How will feedback be exchanged?

Ideally written by email so I can have a record of it.

Part Two
Observer to note down observations, suggestions and questions:
Hi Ignacia

Thank you for letting me join your project planning session (tutorials) at Lime Grove. You were interested in peer to peer learning while you focused on tutorials, and I've commented below on how you set up and monitored this plus your interactions during the tutorials as the focus of my observation was what you did rather than what the students. I also commented in a couple of areas that I felt was worth noting.

Peer-to peer learning

While I didn't observe peer-to-peer learning as a structured activity during your tutorials, you did signpost peers as sources of help at the start of the session and you briefly walked around in between tutorials, which reinforced your presence in the room and it may have encouraged students to stay focused.

There was a 'buzz' in the room while you were doing the tutorials, but I couldn't really tell if all the discussions were related to the project. The students sitting at the table closest to me seemed to engage in some form of cooperation (e.g. showing each other what they were doing) and discussion, though this was not in English, so I couldn't tell what they were saying 😊

If you wanted to provide more structured peer-learning, you could set up a paired or small group task such as 'show and tell' and provide them with a checklist to work towards something concrete, and then present their proposal/ideas/work to each other. You could also spend a couple of minutes longer monitoring in between tutorials to ensure they stay on task, but it didn't seem to me like there was an issue in terms of the group dynamics while you were doing the 1:1 tutorials.

Creating a Supportive and Purposeful Learning Environment

You began the session by setting expectations, explaining the purpose of the session and their next steps. Your introduction included key reminders and updates, helping students stay on track with deadlines and coursework. Additionally, you encouraged students to engage beyond the classroom by asking (*e.g. Who's going to the event?*). This not only fostered a sense of community but also encouraged students to take advantage of learning opportunities outside of class.

Your use of slides to present key points provided a visual anchor for students, reinforcing your verbal instructions and catering to different learning styles. The combination of verbal guidance and written prompts helped ensure students clearly understood the objectives for the session. Throughout the session, you maintained a supportive and inclusive atmosphere, making yourself approachable for questions and ensuring that students knew where to find additional help, including signposting peers as resources. This promoted independent learning and collaborative support within the class.

Facilitating 1:1 Tutorials

Your 1:1 tutorials offered individualised guidance tailored to each student's project. You engaged students in meaningful conversations about their Personal Project Proposals (PPP), using active listening skills such as nodding, maintaining eye contact, and pointing to specific elements of their work. You balanced praising students' strengths with constructive suggestions, often encouraging critical thinking and reflection (e.g. *Do you want to work more with narratives, telling a story?*). You also provided practical advice, including strategies to approach the project (e.g. Make it broader to leave you more space if things change, or modelling language *You can say something like I want to experiment with….*), while also encouraging student agency by presenting these as options rather than directions. You also guided students to connect their work to external resources and industry practices. Your recommendation to visit the V&A Museum and explore specific collections reinforced the importance of research and inspiration from external sources. You encouraged students to align their work with course requirements, rephrasing more complex or abstract language into more accessible versions that included examples (e.g. *How will you make sure your project is on track? This could be through workflow, reflection, talking to your tutor, or discussing with peers.*). You also guided students in setting clear goals for the following week, ensuring they had a structured approach to organizing their time and materials. Your reminders (e.g. *This week, focus on initial sketches, and next week, begin developing your project.*), encouraged students plan their workload effectively.

I thought the session was very engaging and this encouraged a lot of interaction. Students responded well to your directions and engaged actively during the tutorials, answering your questions, responding to your comments and asking questions too.

Part Three
Observee to reflect on the observer's comments and describe how they will act on the feedback exchanged:

It is always valuable to receive feedback from someone that is not regularly in contact with the Foundation environment and that can have an outside perspective to what happens in the studio when I'm teaching.

I was curious if peer to peer learning was happening organically in the session, however I cannot expect everyone to engage with it without some guidance. Victor suggested to set a more structured task of peer-to-peer learning if this is something I'm interested in encouraging and I agree with this. It can be something short that lays out their intentions and allows them to see if they have similar questions they can ask as a group later.

Although individual tutorials happen on tight timeframes, having a walk around in between them would ensure I can check on the students in the room and give myself a break before engaging with a new student 1 to 1. The session is long enough to break from tutorials and remind students that there is a tutor they can refer back to.

It is encouraging to hear that the feedback I was giving to the students 1 to 1 seemed personalized, that it clarified doubts and signposted external sources. Upon reflection, I now realize that at that stage of the project many students have similar questions about the proposal form and that I should have addressed the whole cohort to clarify them after detecting this pattern.

It is reassuring to hear that the atmosphere in the studio was positive and seemed like there was a sense of community. Creating an environment where students want to belong to is important to me and I have noticed that it increases attendance, leading to better results.