



**MODULE CODE: ECPT6003**

**ASSESSMENT COMPONENT: A2**  
**Professional Observation**

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**STUDENT NUMBER: 2003649**

Word Count Including Action Plan (excluding quotes): 2,575

## Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.       | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

## AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

For this essay, I will be reflecting on three observations of Lecturer's A and B with Fine Art: Studio, Site & Context 2<sup>nd</sup> year Students across six hours. The observations are broken down in two hours with Lecturer A and B together and two hours each with Lecturer A and B individually.

Over the course of the three 2-hour observations, I will denote within this reflection, there to be beneficial lessons and techniques that I will endeavour to embrace within my own teaching practice. In Observation 1, When observing lecturer's, A and B who are both present I found there to be a great class energy, in comparison to when there is only one lecturer present as seen within Observation 2 and 3, with which I will detail further on in this essay. I found by both lecturers being present within this session, it allowed for a more dynamic form of teaching with the positives of both lecturer's being able to build off each other's points whilst equally creating an environment of conversation between both students and lecturers as reflective of Race and Pickford regarding 'team teaching' "... can open up a whole range of possibilities for debate and the presentation of different perspectives." (Race and Pickford, 2008, p.65). Another advantage of this is the usage of multiple perspectives on a specific topic, in this case the introduction of a new module and clearly going over what is expected of the students as of outcomes. Lecturer's A and B clear laying out of the marking specifications and criteria within the lesson, provides means to make clear and accessible to students what is required and expected of them ahead. The lecturer's provided examples of past essays, ranging from high graded papers to lower graded papers, along with an example of a past student using Ai. Lecturer's A and B emphasis as they reflect on past student works, that it is not to judge the past students but instead iterating the importance of formatting and presentation of their writing and best practice and what to strive for, Thompson et al further emphasis this point "Cultivating an environment where high expectations are the norm helps learners to see that the teacher believes in their ability, which in turn supports belief in themselves." (Thompson et al, 2024, p.25).

As seen within all observations is the reassuring to all students that everyone learns at different paces by both Lecturer's A and B, and in turn emphasise the important of asking questions and lecturer's making themselves approachable and available to

students as reflective of both professional standard “Demonstrate commitment to learners, their learning, safety and well-being” (Welsh Government, 2023, p.11) and further underscored within Race and Pickford writing “It can be important not to allow students to worry too much about ‘not understanding’ something especially when difficult concepts or ideas are involved” (Race and Pickford, 2008, p.34). This recognises that equally that every student learns and understands at their own speed, and this is something I will endeavour to recognise and instil within my own teaching practice.

Being present within these lectures, I found fascinating as the shift in positions from being once a student to now a student lecturer, I began to witness the effect even the smallest of actions the lecturer says and does can have on a student, and the positive atmosphere I saw created by both Lecturer’s A and B. As seen in Observation 1, through team teaching, there is the ability of one lecturer, being able to catch-up late arriving students whilst not breaking the progression of the lesson as another lecturer continues with the discussion prior to students arriving. This is important as it maintains flow of the lesson, but equally reflects the importance of respecting learners have lives outside of the classroom, and seeing the Lecturer’s warmly greet the late arriving students instead of reprimand them, it showed a care for all learners present coinciding with professional standard “Demonstrate dignity, courtesy and respect towards others” (Welsh Government, 2023, p.11). With this, I found it sets a positive precedence within the classroom space, where students can trust their lecturer’s, and there is a mutual respect between each other. This blurring of hierarchies where respect and dignity for all learners comes first, can be reflected within Feifer writing “Relevantly, hooks argues that this kind of shallow reliance on so-called hierarchies of authority can actually diminish the efficiency or effectiveness of work accomplished in its name.” (Feifer et al, 2025, p134).

One aspect I found strange and confused me was a large factor of students being reluctant to answer questions with long moments of silence being a regular occurrence, though some students within the group would respond. As seen in observation 2, I found lecturer A made multiple attempts using various teaching strategies such as visual demonstrations and handout sheets for students to read

aloud from, with this using open ended questions as to attain students' knowledge and personal response to their opinion of artwork that is being reflected upon; and with this consistently providing positive reinforcement and emphasising there is no wrong answers, thus building a repertoire between lecturer and student, but there was sadly a greater majority not responding. This may perhaps be due to nerves, or lack of confidence of answering questions in a class setting, one aspect that could be for the lack of answers as stated by Freire (1970, p.69) "...language nor thought can exist without a structure to which they refer.", as of which I posit Lecturer A provided the students with the necessary structure as to gauge and critically analyse the topic at hand, but nonetheless, there was a hesitation or refusal to respond. In contrast when observing Lecturer B with the same group I noticed that, even though they were the same in being reluctant to answer questions posed to them, I observed that conversations and later answers from students did occur when Lecturer B used buzz groups as a teaching strategy. Where lecturer B acted as a facilitator to student centred learning, through peer-to-peer discussions occurred as reflective of Malcolm Knowles Humanist centred perspective of learning through "Setting the Learning Climate is for helping adult learners become comfortable, relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive, open, authentic, human, pleasurable, and fun." (Knowles et al, 2025, p.206). With this, following "Blooms Taxonomy" (Thompson et al, 2024, p.200) it can be stated that the students are analysing the information at hand, through using Buzz groups this has then placed the learning on the students, where they had been given incrementally more difficult questions, thus encouraging students to engage more within this class setting. I will look to incorporate the use of Buzz groups within my own teaching.

Whilst equally I am aware that silence can equally not be a negative aspect within the classroom setting as highlighted by Thompson et al:

"Employing waiting time is essential, but it can be a balancing act. If too much time is given interest may wane and if too little time is given learners may feel as if they have failed"

(2025, p.72)

Thus students silence can be daunting but as seen with both observation 2 and 3, both lecturer's handling of silence by allowing enough time for an answer and their isn't one they move on, as it was highlighted to me by both lecture's is that though they may not answer that it doesn't mean they aren't thinking, and recognising that each group will be different and it is then too adjust accordingly.

One detail highlighted to me by lecturer A is the importance of time management within the classroom setting as to consider the attention span and important of not exhausting or losing your students especially when a subject matter may be more conceptual or requiring more time spent delineating each detail of the subject with time included for student responses and group discussions. As of such, lecturer A highlighted that 30-40 minute blocks of learning with 10-to-15-minute breaks can allow students to maintain energy and focus within the lesson. Furthermore, this can be seen to reflect professional standard "Plan and deliver effective learning, teaching and assessment" (Welsh Government, 2023, p.11). With this, one detailed that I found enabled access of information and equality of opportunity for all students was Lecturer A's usage of various visual aids from bringing examples of reading material relating the subject that is being discussed within the specific lesson, printed handouts of information regarding the lesson as to allow students to take away from the session to refer back to within their research: to the recreation of a conceptual piece of Art, in this case, Micheal Craig-Martin's 'An Oak Tree' (1973) which consisted of a glass of water on a glass shelf. This recreation of such artwork provided a visual stimuli and prompt for the students, with the Lecturer B, enquiring with students what their first impression of this work and its title of 'An Oak Tree'. Further reflective the presence of the Professional Standard "Know how to use evidence and research to improve my practice." (Welsh Government, 2023, p.11). This usage of various visual aids leads me to consider how and when best suited I can incorporate this within my own teaching.

One aspect I found aided discussion was Lecture B's usage of PowerPoint with which they had integrated questions within the PowerPoint as to act as both visual aids and prompts for students to respond too and discuss in groups, with questions which increased in difficulty of subject. Lecturer B used intervals of 5 to 10 minutes

between asking for responses, with this Lecturer B observing that the discussion had between students is staying on task and not going off topic too just general conversation. One aspect that I think could be considered, in the creation of groups Lecture B asked for students who are sitting around them to work in groups, but equally I posit that it may be more beneficial to mix student groups around, as reflective by Race and Pickford (2008, p.57) to "Re-arrange group membership now and then. This can be done randomly.". This can equally act as a way to break down 'cliques' and encouraging discussions between students mya or may not talk to each other as regularly, and thus this can further peer-to-peer learning and potentially create a more responsive class overall if there is a visible divide within the classroom which might be effecting the learning of the group. But equally it is important to consider when re-arranging group members as to not place students who don't get along next to each other as this may lead to an issue that can be avoidable. Furthermore, this underpins the lecturer's position and following of the professional standard too "Enable learners to share responsibility for their own learning and assessment" (Welsh Government, 2023, p.12). This is something I will endeavour to achieve within my own lessons as this can equally create a 'community' as reflective of hooks "we must build "community" in order to create a climate of openness and intellectual rigor." (1994, p.40) for students to feel confident and safe to work within, whilst also aiding in assessment and ability to ascertain students' knowledge and response to what is being taught.

One detail I observed with both Lecturer's was their positioning of themselves within the classroom setting, alternating between a standing stance when presenting of information to the class to a more relaxed, seated position when conversing with students. I found this relaxed demeanour to create a more an informal learning environment where the lecturer is in a position where they can observe whilst still in a relaxed stance as reflective of Avis "it is important to ensure that all student learners are involved and the lecturer is in a position to assess progress" (2019, p.137.). During Observation 3, Lecture B posited the question "Do we still see the impact of the male gaze today? If so, how?" in response to this an older male student in a manner that was said to be controversial and spark reaction, whilst

equally reflected a potential internal bias or sexist attitude, states that “men have less rights now in comparison to women”. Lecturer B handles this student questions, which was aimed as being provocative and ill-informed, was handled in a manner as to challenge the concept and inappropriateness through reflecting the writing of Carol Thompson through challenging the concept whilst also setting a positive precedence by:

“Pro-social modelling describes the specific behaviours of positive role models such as, developing good relationships, modelling desired behaviours, using effective reinforcement and communicating attitudes in thinking.”

(Thompson et al, 2025, p.15)

With this lecturer B’s challenging of the question through throwing, it back to the group as a question for discussion, this allowed for all student’s voices to be heard and allowed the behaviour to be challenged in an effective manner as too further the groups own knowledge whilst equally standing as a positive role model in challenging inappropriate or disruptive behaviours

In conclusion, these observations have enabled me to gain a beneficial insight into the working practice of two skilled lecturers whose methods and techniques I will endeavour to include within my own lessons and practice. Upon reflecting on these three observations, I have laid out 3 targets as to improve upon following the SMART strategic plan, please refer to below for a comprehensive action plan.

#### Action Plan:

| Target | <i>Specific</i> | Measurable | Achievable | Realistic | Time-bound | Professional Standard |
|--------|-----------------|------------|------------|-----------|------------|-----------------------|
|        |                 |            |            |           |            |                       |

|                                                                                                                   | Steps                                                                                                                                                                                                                                                                                     | What                                                                                                                                                                                                                                                                                                       | How                                                                                                                                                                                                             | Why                                                                                                                                                                                                      | When                                                                                     |                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing questions for lessons to ask and engage students to both challenge students and assess their learning. | To develop my questions for lessons I will look to carry out test questions with peers and friends to assess the complexity and effectiveness of questions. Other ways I will develop this target is through observing other lecturers and the type of questions they use within lessons. | To make this measurable through keeping a notebook of previous questions asked in lessons both by myself and observed lecturer's as to refer too and critically think about as to develop further for future lessons; along within carrying out research through sources such as a Ted talks and Journals. | To make this achievable through continuing with questions that look to challenge and engage students within my own taught lessons and participating when applicable within shared lessons to develop my target. | This is realistic as a target as asking critical and engaging questions to students can lead to further develop their own skills and this can aid in both formative and ipsative assessment of learners. | By March 2026<br><br>But equally this is an ongoing target to maintain and improve upon. | 7) Plan and deliver effective learning, teaching and assessment<br><br>11) Demonstrate commitment to learners, their learning, safety and well-being |
| Developing usage of technology and platforms such as                                                              | To develop my own knowledge surrounding my target I will observe                                                                                                                                                                                                                          | To make this measurable I will use technology integration models such as                                                                                                                                                                                                                                   | To make this achievable through employing it within taught session                                                                                                                                              | This is realistic as a target as technology when used appropriately                                                                                                                                      | By March 2026                                                                            | 9) Enable learners to share responsibility for their own                                                                                             |

|                                                                                                 |                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                              |                                                                                                                                                                              |                                                                                          |                                                                                                                        |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| PowerPoint and mentor-meters in lessons.                                                        | how other lecturer's integrate digital tools and platforms within their lesson to further the content of their subject and keep record of this within a notebook. | TPACK, RAT and SAMR to critically assess the appropriate and beneficial usage of integrating digital platforms such as Mentormeter within a lesson than can further what is being taught and keep record of such for future lessons. | during my placement along with carrying out mock presentations with peers to test the effectiveness of digital tools such as mentor meter.                   | in aid of pedagogical and content knowledge can further students learning and can aid different types of learners within the classroom setting.                              | But equally this is an ongoing target to maintain and improve upon.                      | learning and assessment<br><br>5) Maintain and update knowledge of my subject(s) and how best to teach and assess them |
| Develop ways to manage and support quiet student groups within classroom to become more active. | To develop ways to manage and support groups which are quiet I will look to carry out various teaching strategies such as group discussions, think, pair          | To make this measurable I will carry out research observing lecturer's techniques of approaching quiet groups. With this, I will endeavour to use icebreakers and/or various teaching strategies to                                  | To make this achievable by researching from both academic journals and the course reading materials provided and come up with ways to use this within my own | This is realistic as a target as within a class setting it can be beneficial for students to develop connections and this can equally aid in student-to-student learning and | By March 2026<br><br>But equally this is an ongoing target to maintain and improve upon. | 8) Build positive and collaborative relationships<br><br>4) Demonstrate dignity, courtesy and respect towards others   |

|  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                    |                                                                                                                                         |                                                                                                                                                                       |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>and share, and buzz groups as to aid in student-to-student dialogues. If it is a new group I will look to experiment with various icebreakers, such as “two truths and a lie”. Other ways that I will look to carry out my target is through constant reassurance to learners too create a safe space for students to ask questions.</p> | <p>enable open communications within a classroom setting and for students to feel more comfortable and to contribute to class.</p> | <p>specialism, such as using drawing as an icebreaker such as collaborative drawings to create better connections between students.</p> | <p>sharing of information outside of the lecturer – student structure, which can aid further in their critically evaluative analysis of discussions and research.</p> |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Reference List:

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Race, P and Pickford, R. (2008) *Making Teaching Working: 'teaching smarter' in post-compulsory education*. Sage Publications Ltd.

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## Appendices:

### **University of Wales Trinity St David**

#### Practitioner Observation Form 1

|         |                                                             |
|---------|-------------------------------------------------------------|
| Teacher | Alexander Duncan (Lecturer A) / Holly Slingsby (Lecturer B) |
|---------|-------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tues 30 sept – 2pm – 4pm, 2 hrs.     |
| Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Level 5 semester 1, 2 Year Fine Art, |
| Topic/Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Research in Context,                 |
| Notes on this lesson:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
| <p><b>Prior to lesson:</b></p> <p>Lecturer A and B considering student group experience and current knowledge through the choice of publications that are scholarly and academic in nature but equally not as “dense”</p> <p>considering contemporary art<br/>conscientious of students preexisting knowledge</p> <p>intersectionality as key understanding for student to be able to interlink various topics and ideas</p> <p>Lecturer A’s emphasis on humour and positive interaction of learning materials within the class setting, considering smaller details such as using an extremely large book that is both relevant to the lesson but equally comedic in scale as to provoke a humorous reaction, thus this attention to smaller details create a more personal flair as a way to create and strengthen teacher/student relationship through creating a more playful, positive environment within the class setting and method of learning.</p> <p><b>In Lesson</b></p> <p>positive discussions on deciding of books and references for students<br/>considering of student’s previous lessons.</p> |                                      |

listing the intersectional nature of theory with connection to foundations for essay writing,

lecturer A, making clear how students can access different documents related essays and criteria.

Lecture A & B having clear to and through, having equal chances to equally share knowledge, making clear each year is interlinked regarding course expectations and level of work.

Lecturer A being conscious of student's visibility and accessibility to seeing and reading the board, considerate of lighting too, creating a comfortable learning environment.

Making clear that students can approach lecturers and ask questions regarding

Lecturer B reflecting own experiences regarding the importance of not taking for granted general knowledge, obvious isn't obvious till it is.

Lecturer A stopping to ask students for any questions, and making sure there is no doubt

Lecturer B highlighting current issues regarding usage of Ai in students work and essay writing,

Lecturer B referring to students' previous lessons/classes,

Lecturer A and B Usage of interjecting humour of highlighting spelling mistake to

Lecturer A & B - Highlighting what is expected within the lesson, emphasising of intersectionality, the nature of how everything is connected, rhizomatic in nature,

Lecturer A considering students own perspective, such as how they may be perceiving the current info, in case it may be overwhelming or complex,

Lecture A and B - Discussion, critique and awareness of theory and research, clearly highlighting what is expected regarding the marking criteria, and importance for students and transparency of what students are being marked

Lecturer B, highlighting the various sources and academic rigour attached to these sources and emphasising best practice for research and analysis.

Lecturer B, outlining and providing explanation regarding potentially complex terminology i.e. Epistemology – forms of knowledge

Emphasis of creativity and visual consideration regarding what students can input within the essay to making information

Lecturer B, warmly greets and catches up late coming students, as to not let the students fall behind regarding what is expected of the lesson, and what has been covered so far, whilst lecturer A continues with discussion on what can be included within essays as to keep momentum of class and not cause unneeded disruptions.

Lecturer B highlighting the importance of interlinking between the students practice and research, as to making this

Lecturer A and B, going through reading references, having the physical copies to show the accessibility of academic research, giving reflection of writers of certain topics such as feminism such as Bernardine Evaristo and this link to writers such as bell hooks, emphasising places of where the students can access books e.g. fine art reading room, online, and UWTSD SA1 library, highlighting various anthology research books such as Whitechapel Documents of Contemporary Art,

Lecturer A and B highlighting that it is not required for the students to have to read the entirety of a book, but instead use them as a form of academic bungee, so to

speak, using accessible language as for students to understand how they can view research, thus taking that “serious” tone of what is expected of research.

Lecturer A including personal experience of reading and research thus reflecting their own practice and importance of making their research apart of their everyday, thus taking this act of research and placing it more in the everyday, e.g. Ali Smith book publication, stitching together both the usage and interlinking of art within more personal areas and being communicated a grey area of a book which is both novel but also artistic research, along with writers/singers such as Kae Tempest.

Lecturer B – the importance of note taking, usage of language, specific words, within someone’s research

Lecturer B highlighting the importance of where research is being produced from.

Lecturer A reflecting on contemporary issues regarding the importance of each own experiences and impact, such as indigenous, gender, and race and this intersectionality, considering their own gender and emphasising the presence of the alternative voice, consideration of the writer of each publication, thus digging deeper

Lecturer A and B consistently stopping to consider and allow for any student’s questions, providing students chance to breath

During break, Lecturer A and B are both enquiring with students to be able to know where students are at within the course that may require specific aid or help, being considerate of part time students and their different schedule in regards to fulltime students.

Lecturer A and B going through previous essay papers, examples of passes, fails, usage of Ai Essays, importance of essay conventions such as legibility, particular terms used for the essay, such as list of figures, introductions etc,

Lecturer A and B good too and throw, going through essay structures, importance of and interlinking of artist reference and artworks to specific theories and question created for essay, and emphasis of this evolution into the later students practice, emphasis on correct language to be used for essay e.g. formal language.

Lecture B emphasise good scholarly reference points

Lecturer A emphasising on students to further their research if they find info, but the source may not be per se professional or academic in nature, considering that the student then furthers or connect

Lecture B complimenting/positive affirmation for enquiring question,

Lecturer A and B both emphasising when being critical of past student essay, which was an example of a fail, and highlighting that it is not being per se critical of the student themselves, but instead saying how they have considered their essay itself, that has not been formatting correctly, as to not then damaged the student-lecturer trust, but instead highlighting best practice and encouraging students to achieve and aim high within their work.

Lecturer A, reflecting their own reading and recognising of students and their personality, in regards to the act of assessing students

Lecture B considering the importance of students to come to sessions and not relying on areas such as ChatGPT, as to

Lecture A and B using visual and interactive methods for students to visually understand the connection on a more literal nature of a more theoretical subject, such as intersectionality, by usage of spider-diagrams

Lecture A using examples of social media reference regarding the lone tree, survived 2011 earthquake tree, and highlighting an 'apparent voice of knowledge'

but in reality showing the complex and tricky area for a source of research and the subjectivity, in reality the tree actually died, thus this text stating that the tree 'that has been saved' through complex technology, but in reality this entirely false, thus this pitfall can catch up students if they happen to use a source such as this, and the factual accuracy, the cultivating of critical thinking,

Usage of recent contemporary writers and artists such as Hito Steryl, through sources such as Freize, and their series the 'ideal syllabus' and the connection of various other books out in the world, and the writer creating a reading list as to

Lecture B call back to article "In defences of the poor image" - Hito Steryl, thus furthering and reflecting their own knowledge and research as for students to use similar methodology and structures for students to apply to their own research

Lecture A being considerate of the student's potential own experience of the lesson

Lecturer B describing and aiding students in understanding of task as to make accessible,

Lecturer A keeping consideration of lesson time and student attention span and interest.

Query to oneself, how does the lecturer call on students who may be less inclined on their interaction, without calling out/pointing out/choosing that student but instead taking more indirect fashion whilst still achieving the same outcome of encouraging a response. Or is it more of allowing students their own autonomy within the lesson and not expecting such responses. Is a quiet class, a productive class?

Lecture A considering how the material themselves can be linked to the thematic and theoretical link to the question themselves, thus providing an alternative way to consider way

Lecture B highlighting a possible tool such as brainstorming and numbering to aid in the students own research,

Lecturer A really driving home the importance of student's presence in lessons is key to further emphasise the connection of each subject in their practice.

Lecture A and B Positively affirming the students concentration and consideration regarding the lesson itself, thanking everyone, reaffirming the access of reading material too, highlighting what next session looks like too, what lecturer will be leading the group etc,

**Question** raised with lectures a and b, how do you approach cliques or groups within the greater classroom environments

The usage of groups, as ways to interact, can be positive as it is good to develop social connections but not at the behest of groups dominating discussions and/or ostracising other students, creating divides.

### **Pro**

The cultivation of social groups within class can potentially strengthen student relationships and engagement

By placing in alternating groups, students may have chance to create new connections and friendships,

Placing students in groups relating to their chosen area of interest or subject relating to essay may provide an opportunity for students to student development and cultivation of conversation and discussion in chosen subject etc

## **Con**

Not everyone will be in a group, and if placed in a group, that group can leave people out potentially if not fitting if clique or friend group

There will be those who will not wish to interact in a new group if there is an ongoing conflict within the group

**Question** How does the lecture approach conflicts within the class/group setting if that may be hindering the learning of others and progression of subject/lesson?

**Regarding usage of technology in class setting** - Lecturer A, suggested in between break of alternative method of class interaction through usage of platforms such as vevox that offer the ability for students to interact via scanning a QR to then input answers on the electric board, this can allow for students who may be less inclined to interact or answer question in front of the group to be able to input their thoughts and answers

## **Pros,**

incorporate usage of technology, taking on contemporary more interactive method of learning,

Offering everyone a chance to answer within class setting for those who may not be confident or willing to share their knowledge, opinion, ideas,

A possible digital record to be able to be shared on platforms for students to refer too.

Can aid in future lessons as a beginning point for students to expand upon.

**Cons.**

Access to Wi-Fi in spaces, digital limitations and access to devices, may reflect a potential disparage possibly between those with access to tech etc.

A removal of personal interaction,

A heavier emphasis of interaction without confidence growing maybe in interacting in a class setting as not all classes may have this method of interaction, a possible reliance on a option that may not be present in other settings,

If the student answers anonymously may remove the ability of the student to further discuss a point perhaps in a class setting if that student may not feel comfortable to discuss,

Not everyone will interact and learn with digital platforms and digital tools and may prefer more hands-on approach to learning such as group discussions.

**What I have learned:**

Clearly explaining course expectations, deadlines, making clear accessible places for students to be able to access for course materials, familiarising students and knowledge

Constructive alignment, matching assessment task to learning outcomes and objectives.

Students Usage of 'overlay app' to visually aid in reading and seeing

Freeland's sign up to reading offers useful areas to explore and read about

Lecturer B being aware that students may have issues or not feel comfortable to talk in front of the class, so at the end of each slide per se, they are creating very specific questions relating to what they have learned, to then ask the students in small groups to discuss about as a way to emphasis critical conversations and group discussion and the importance of this within the syllabus, thus each methodology the reflects the learning outcome,

Lecturer B "there is no silly questions!" positive affirmation towards student approaching and question

Vevox possible accessible technology? Recommended by lecturer B. To be researched further into.

Targets to improve my own practice (mapped to professional standards):

**Plan and deliver effective learning, teaching and assessment –**

Through the sharing and setting out of marking criteria and assessment as to show what is to be expected of students for their hand in, with this, consistently providing opportunity for students to ask questions and allow for open discussion along with making themselves available for students if they need assistance or queries.

**Build positive and collaborative relationships –**

Positive affirmations and showing of best practice and examples of past students essays as to show them the correct ways of formatting to correct ways of researching and citations.

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| Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Alexander Duncan (Lecturer A)        |
| Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Thu 2 Oct – 2pm – 4pm, 2 hrs.        |
| Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Level 5 semester 1, 2 Year Fine Art, |
| Topic/Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Concept and Process                  |
| Notes on this lesson:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |
| <p>Lecturer A introducing lesson covering principles of what is expected through session, study sessions, providing what is expected through equipment and methods of recording such as sketchbooks, laptops etc</p> <p>Lecturer A providing a rough an idea of how the sessions may play out such as the incorporation and development of student work and practice also offering chances for feedback to be given and group discussions</p> <p>Lecturer A's usage of a physical object and example to provide students with a visual representation e.g. Michael craig martin 'an oak tree'</p> <p>Providing physical reading material as to provide students the opportunity to refer to within a research and discussions</p> <p>Lecturer A enquiring with students if any student would like to volunteer to read out the sheets, to have an open dialogue</p> <p>Lecturer A usage of humour of through a chosen work embodying both the nature of the work whilst also highlighting how a work can be both conceptual in nature which can be used to dig further into theoretical nature of work, whilst equally not be taken to serious which can often, tongue in cheek/ critique of the potential pretentiousness of art</p> |                                      |

Both positive researched, providing students the opportunity to reflect and provide their own unbiased opinions, providing questions such as 'what does the work lead us to think over our own experiences as a human', to use the students points to be able to 'jump off', to reflect

Providing a visual cue, and comparisons to potential

The giving of weight to the meaning of an object that otherwise may be considered for their literalness, is there something that defines it,

Referring back to both conceptual and historical figures in the art world such as Michael Craig Martin to surrealist figures such as Marcel Duchamp, with

Providing research and psychical reference such as artist publication to reflect other areas of the artist practice to show and reflect how a student can understand how their practice can be varied in their nature and evolve in various directions,

Students consider a potential connection between the substance of the material of water within the artwork, and the possible literal connection with the substance coming in contact with a literal tree, thus considering

'a liquid object, something necessitates that' the changing of substance, the changing of meaning

Positive reaffirming of student who answered, especially in an area they may have not been confident in the answer

Lecturer A referring back to previous class research such as artist Giuseppe Penone, and previous discussions to highlighting the interconnected nature of an artwork, and their meaning both materiality and equally

Kant and the cutting of the hammer, the loss of function of the object, relation to 'thing theory'

Highlighting the integral nature between the artwork and the reading material to provide a deeper reading of a work be

The literal reading of 'an oak tree' in the shipping of an artwork to Australia, thus creating an anecdote,

Lecturer providing examples such the 'cloud' and the transmitting of images, the organising of life's through both the digital devise, religion, other interconnected nature between both the artworld and the everyday, the

Quandary, what are ways to encourage discussion within a group that may be resistant or hesitant in responding within the group discussions, why does the student come to a lesson with a key focus on discussion to then not wish to talk, I understand the nature of

Encourage of students to let their guards down, to allow for the work to wash over oneself, to be open when we may not be open to something, to realise the subjectivity of artwork, to provide their own experience of interacting and witnessing

Comforting students in the awkward silent moments, usage of humour to break the potential fear the student may

Student quandaries in relation to the work, reflecting their own reading and learning of a work, and nature of such, thus To gaslight the viewer through the creation of an artwork, through the stating, to be obliged to see an oak tree, if you do not perceive this, you are missing out, The envy of the controlled, the envy of a person who is connected to something that you may not believe in,

Lecturer A calling back to other interlinked artworks relating to the specific session, highlighting the lecturer's knowledge and experience emphasising the importance of a lecturer speciality and knowledge in a specific subject,

Lecturer A usage of visual medias to diversify ways with which students can learn, such as the usage of examples of interpretation of a play relating to the work, thus showing both the evolution of an artwork but equally the underlying concept that things are both meaningless until established meaning, the development and how can we expand upon our research, the usage of various medias, such as 'robin hood prince of thieves', the felling of the sycamore tree, the senseless,

Lecturer A usage of an antagonist to enable a reaction from students, what is so special of the felling of the sycamore tree over any other tree, the tree as a symbol, the relationship with nature, the idea of an image, the belief in something,

Lecturer A emphasis on wanting to hear the students' opinions, the act of sharing, the encouragement of

The sublime in the landscape, the sexualisation of the landscape, Lecture A, expression of discomfort in discussing of a subject regarding the sexualisation by men of objects, interesting point of when the lecturer may not want or feel comfortable

Lecturer A usage of notes to refer back too to aid in lesson flow and time keeping, such as the referring to quotes and court cases regarding and questioning of art forms, the likeness of object to its namesake. Court cases Brancusi against US government and customs, Michael Craig Marten vs Australia Government and Customs, the interlinked nature between the questioning of meaning, through the public and government in the control and defining of media, the act of titling of an artwork.

Lecturer A highlighting that playfulness of creating is equally important as the more academic and conceptual rigour than can also go into the act of creating.

Lecturer A comforting the students act of making notes, as positive reaffirming that even though the act of class discussion though important, the act of note making is

equally important and reaffirmed as such for doing so; as creating a best practice for students.

The preconditioning of the viewer, the challenging of this becomes key, thus emphasising the act of interrogating, the act of interpreting and critical thinking.

Lecturer A driving home the importance of linking these sessions with other lessons and essays, showing the interconnected nature of subject matter and concepts.

Lecture A positive reinforcement and complimenting students for their responses and input both within the session along with providing positive reaffirmations at the end of the lesson; along with making sure if students have any other questions.

What I have learned:

Michael craig marten in regarding to art teaching (research into), 'you cannot teach art'

30-45 mins is good time to teach within to then allow for students to not be overwhelmed and bored, to allow for 10-15 min break,

Intention, the important of intention, our intention in the act of creation, the act of teaching and the act of learning,

The usage of various visual stimuli and aids as to prompt students and direct discussion.

Targets to improve my own practice (mapped to professional standards):

**Build positive and collaborative relationships –**

Such as the usage of students reading out information and switching between each student present within the class to encourage students to feel more comfortable speaking within a class setting and aiming to carry over these learning skills.

**Demonstrate a commitment to sustainability –**

Within my own lessons as noted within Lecturer A's lesson that only printing out the nescaery amount of a physical handout for the lesson as to not waste materials and maintain a sustainable teaching practice in doing so.

## Practitioner Observation Form 3

|                                                                              |                                                      |
|------------------------------------------------------------------------------|------------------------------------------------------|
| Teacher                                                                      | Holly Slingsby (Lecturer B)                          |
| Date                                                                         | Tuesday 7 <sup>th</sup> Oct 2025, 2pm to 4pm, 2hrs   |
| Group                                                                        | Level 5, Semester 1. (2 <sup>nd</sup> Year fine art) |
| Topic/Context                                                                | Research in Context, ADAD5003                        |
| Notes on this lesson:                                                        |                                                      |
| Lecturer B, introducing lecture students, outlining and going into specifics |                                                      |
| Other gazes, other bodies – subject                                          |                                                      |

Considerate and pre-emptive (trigger warning) of lesson covering, reproductive health, sexual violence, nude imagery,

Lecturer B considering the alternative gaze, usage of setting the scene/or context through use of historical reference, enquire with students to question a painting by Zoffany, historical reference to life drawing, providing context how gender bias and discrimination occurred in learning spaces within historical example

Reference to contemporary writer Jennifer Higgy publication along with example text/quote Linda Nochlin, why has there been no great women artists (1972),

Lecturer B usage of highlighting the quick sweeping notion of contemporary western art history and link to male gaze, art made by men for men, objectivity and pleasure,

Lecturer B usage then of modern historical links to abstract expression how the act and association of gender going beyond the figurative represented within the work, but instead then construction of the notion of the figure making the work, taking on a macho, manly man, presence within the artwork,

Lecturer b looks to then counter the narrative set out in first half of introduction through the usage of

Plurality of voices, richer dialogues and voices often unheard, providing literary references, Griselda pollock, katy Hessel etc

Lecturer B usage of playful subversion through reference to feminist artists who began to question the toxic male space, how these women artists began to use an antagonistic approach, lecturer B highlighting the feelings and potential emotive undertones in the actions of the female artist, going beyond the

Lecture b, reflection of Schon theory, recognising overlapping unintentional detail present between two examples of alternative works, thus highlighting the

In morning and in rage, Susanne Lesle, lecturer B usage of their own knowledge within performative arts, to reflect how other artists approach to particular theoretical aspect in alternative formats outside of painting, into performance, to conceptual and installation based practice, such as Mary Kelly post partem document, Merle Laderman Ukeles, washing of steps Lecturer B highlighting the various areas present and often go unseen,

Note on class response to work, 9 writing making notes, 4 staring, no note making, ?

Lecturer b, Schon again, recognising that it may be difficult to view an image due to scale, so goes closer to describe what is present within an image, thus both prompting the visual language at play within the image, but also to aid any visual impairment, (helen chaswick)

Lecturer b instead describing what is present on the screen, instead breaks rhythm by enquire with students to consider and reflect upon what they are seeing on the screen, to alternate between which voices are being heard, but equally being able to prompt and jump off voices being heard on

Lecturer B move from the feminist to dialogue of the black feminist, to then the queer voice,

Lecturer B then enquires with students to question and compare between a previous artwork in the session and a current artwork, from in ci

Encouraging the students to become opinionated,

Usage of the electric board and simple questions 'which artworks stood out for you and why',

Students to go into groups of 2-3 people, to discuss, to development critical dialogues / conversations, equally this is done to then encourage conversations whilst equally breaking away from the class group discussion, to discuss out in front of the class, to note, some conversations from what I can hear are meandering off into the general chit chat, not on topic per se, but equally a larger majority

Students recalling own experience potentially in relation to artworks, Dettol and sick,

How do artworks impact on how we see ourselves and each other,  
Heard - To feel validate feelings, to give permission, aspects such as endometriosis, uterus

Students seem to have positive reaction to this group discussion methodology, to break from the typical talking and listening structure, instead the lecture informs the topic of discussion but instead gives the 'role of discussion' then to the smaller groups, not interjecting other than the shifting of questions,

To then return to the larger group discussions, lecture b then enquires with each group to discuss their reaction

Vulnerability in the creative process and within the topic,

Positive affirmations on reflections of artwork,

Lecturer B not judging a response which may be consider more less serious in nature but instead using this as a jumping off piece to discussing the nature and relationship of the time

Lecturer b instead of standing in front of the students, instead takes a seat, this physical relax in stance I wonder if they may put the students at ease, as they are

sat themselves, does this breaking of the physical position, alter how the student interacts within the discussion,

New question posed by lecturer B "Which bodies and gazes are missing from this selection?", enables students to use both own knowledge base whilst also taking on a critical approach to what has been discussed so far to consider what has and hasn't been discussed within the session.

Introduction to subject and examples of artworks, 2:00 to 2:45, breaking for ten minutes roughly going over, students to be placed into groups, 3:00-3:30, roughly every 10-minute intervals, changing the question,

Gaps in the narrative,

Do we still see the impact of the male gaze today? If so, how?

Lecturer b usage of antagonist initial question opposing the initial question,

Older male Student picks up on the question, stating that the sides have switched stating a parodied in gender, and that there is more female learning than male, further adding that men have less access and rights than women now to spaces and learning, the student's statement feels ill-informed and reflective of a potential internal bias or opinion,

Lecturer B throws the question back to the group asking if there is a disparage of men having less access than women, This sparks discussion with several students arguing, and thus correctly informing the older male student, that women still experience prejudices and still have less access to learning and rights, I find there is a slight uncomfortable feeling in the air after this group discussion.

One student states that even within car manufacturing that the creation of crash test dummies has historically been designed around male body types, not considering the female body response within a crash scenario. Following this fact, the same

older male student that ignorantly jokes that it is ironic as “women are the ones getting in crashes the most”, this inappropriate and quite frankly sexist comment is called out by Lecturer B as not being appropriate and they should consider what they say before speaking.

Lecturer b reemphasising the importance of critical discussions and conversations, encouraging student to student dialogues following this.

What I have learned:

To highlight the Sensitivity of a particular topic prior to beginning of lesson as to pre-empt students of sensitive documents to consider students own experience, as to not potentially harm or trigger student. Giving the students opportunity to leave if they felt the content would be triggering.

Often in performance art, performers will often set a task to do,

<https://www.nytimes.com/2025/09/23/arts/design/art-velazquez-immersive-attention.html>

The contrast between previous session where lots of information is being covered in the session VS indepth specici conversation of particalr topic then

the issue of sharing of the slides, due to students possibly picking and choosing subjects and lessons to whther they wish to attented session etc

Targets to improve my own practice (mapped to professional standards):

**Value and promote diversity, equality of opportunity and inclusion -**

Consideration of the students own experience within the lesson and discussion, to not overwhelm them, whilst acknowledging the nature of the intersectionality and nature of the subject at play,

Challenge unacceptable behaviour from students who are looking to offend others by what they are saying

**Demonstrate dignity, courtesy and respect towards others –**

Within my lessons allowing for all students to have the opportunity to share their opinions,

**Maintain and update knowledge of my subject(s) and how best to teach and assess them –**

As reflected within Lecturer B's lesson their usage of a wide cross section of references and artists related to the specific subject at hand and the reflection and sourcing of quotes for the lesson is something I aim to reflect and carry out within my own lessons and aiming