



MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A2
Professional Observation

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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.

Introduction;

In this essay, I will be analysing different lectures that I have observed and reflected on. This essay will explore the good practice and professional standards of four separate lecturers and their classes that I have witnessed. My aim is to assess various techniques and skills used in teaching that were used by the lecturers. I will be discussing strategies and how they are applied appropriately depending on the lesson aims and outcomes, as the techniques used by each lecturer have different plans to increase student engagement. My aim is to discuss how when appropriately used; each have their individual benefit (Pask, G. 1988). The lecturers will be referred to within this essay as Lecturer A, B, C and D. This essay will discuss each lecturer individually and how each effectively uses strategies to deliver their classes. I will be considering how they will influence my teaching in the future and their connection to the professional standards of teaching. I will be using the David Boud reflection model (Boud, D., Keogh, R. and Walker, D. 2015) to assess each lecturer's delivery of their lesson. I used Boud's model as it is specifically effective in reflecting on experience-based learning (The Open University. 2026).

Lecturer A;

I observed two classes delivered by Lecturer A. The first lecture discussed AI in the illustration industry and was delivered to first year BA illustration students. The second lecture was about business within graphic design and was delivered to second year BA graphic design students.

Experience;

Lecture one was a short discussion on how AI affects the illustration industry. During the class, Lecturer A made a conscious effort to sit with the students whilst delivering information. Discussing information whilst among the students creates an environment of trust and respect for learners, allowing them to both actively listen and contribute. This focuses on collaboration for the students, which has benefits for improving student engagement (Schulte, A. 2018). Lecturer A continued the lesson by consistently addressing the students directly whilst delivering information on AI. An aspect of Lecturer A's teaching that influenced me was their reaction to late arriving students. During the lesson, Lecturer A reacted to late students by greeting them and providing a brief description on what had been previously stated within the

class, again building a respectful place which prioritises student emotions (Mendler, A.N. 2001) which better their learning.

The second class was focused on Business in Graphic Design. Lecturer A discussed the current design industry with the students and how they can market themselves as designers whilst studying in university. Lecturer A approached the subject with openness and consistently asked for student input and engagement but emphasised comfortability to the students by stating they do not have to participate if unwanted.

This was an effective way to prioritise students' comfortability which positively increases student engagement and learning (Tusseyev, M. et al. 2021)

Additionally, Lecturer A positively reinforced any student contribution with positive reinforcement, further creating a safe and respected environment for the learners.

The consistent positivity and welcomeness in again provide students with security and support in a professional and civil way (O'Brien, M. and Blue, L. 2018).

Reflection;

Lecturer A's approach to their classes displayed high levels of respect to the students. He engaged with the students throughout the lessons and built a friendly environment. Direct conversation with students creates respectful connection to the learners whilst maintaining professional relationships (Mendler, A.N. 2001), further developing student engagement. Referring to Lecturer A's reaction to disruptions/lateness, Lecturer A paid respect to the learners' time whilst assuring they understood the subject discussed in the class. This was effective in creating a welcoming place for learners, which helps the learners become receptive to receiving information (Thompson, CS. 2018). In both classes I observed, Lecturer A addressed each student with a high level of respect and understanding.

Learning;

This lecturer taught me the importance of respect in higher education, as Lecturer A displayed respect to the students which proved beneficial in students' response to engagement (Mertz, C., Eckloff, T., Johannsen, J. and Van Quaquebeke, N. 2015.). This connects to the professional standards of teaching by demonstrating dignity, courtesy and respect to others (Addysg Cymru. 2020).

Additionally, the use of constant Q&A built positive and collaborative relationships (Addysg Cymru. 2020).

Lecturer B;

Lecturer B 's class was delivering a new module to second year graphic design students. The module was centred around political and impactful design.

Experience;

Lecturer B began their class by addressing the class by discussing/ reflecting on their previous knowledge about graphic design, allowing for students to recall knowledge which refreshes students' minds and improves cognitive thinking (Allen, R.M. and Casbergue, R.M. 1997). They continued the class by presenting information using the teaching strategy of lecturing whilst addressing the students with informal language. This fosters a friendly environment for teaching and actively build an affective teaching domain (Teachers Institute. 2025). The effective strategies used to create an affective teaching domain helps present a comfortable environment to the students, which built a place where the students could be challenged later in the class discussion without judgement (William Glennon, Aaron Hart & John T. Foley. 2015). Lecturer B continued by presenting the new module. This included delivering a large amount of information by using digital resources and providing further links to research for the students to look over outside of the classroom, allowing students to take responsibility for their own education which betters learning engagement (Bacon, C.S. 1993). The subject of the module was creating a challenging statement using graphic design. The lecturer continued to describe the module by using visual examples of design that fit the brief, allowing students to better visualise their goal, which bettered their understanding of what requirements they need to meet the brief (Eilam, B., Gilbert, J.K. 2014). The lecture continued with Lecturer B challenging students on their political and social beliefs to gain an outlook into how political the module is. The lecture referred to the assignment as challenging mindsets and purposefully provoke the students' outlooks on political issues. This tactic assists in building resilience in the students whilst developing their critical analysis skills (Kelly, L. and Stonequist, S. 2023). Lecturer B continued by providing further visual and auditory examples of how they could approach the subject. The class ended with a brief Q&A discussion and

recap of the session. This improves retention and reinforces learning in the students (L. Wilson, R. (2025).

Reflection;

Lecturer B's class was information heavy, which made it difficult to maintain student engagement. Student engagement is difficult to maintain when lecturing and can lead to issues with lacking attention from learners (Bajak, A. 2014). Lecturer B made good use of Q&A and visual examples to make the delivery of information more interesting and attention grabbing for the students. Having varied teaching strategies helps keep students' attention high and allows for students to contribute, helping the learners to be engaged in the discussion (Loer, M. 2022).

Additionally, Lecturer B was up to date on all information used in their class and used modern visual examples. This maintained knowledge of subjects and how best to assess them, keeping to professional standards (Addysg Cymru. 2020). Maintaining the professional standard of delivering current information to the students provides them with the appropriate knowledge for their industry and properly prepares them for their work after they leave education (Addysg Cymru. 2020).

Learning;

Observing Lecturer B's class taught me how to deliver information on a challenging subject to students whilst maintaining engagement. Lecturer B's use of Q&A and other teaching techniques gave me insight into how to better gain the attention in a productive and appropriate way (Bajak, A. 2014) and will influence my future lesson plans in how I use teaching strategies. Lecturer B helped me gain insight into how to challenge students' mindset on a difficult subject (such as politics) in a respectful manner. Similarly to lecturer A, both had a major focus on respecting students' emotions and outlooks, however Lecturer B's emphasis of critically thinking was more appropriate for presenting the module to the students.

Lecturer C;

Lecturer C delivered a class on modern technology and its effect on the illustration industry to year one BA illustration students.

Experience;

Lecturer C's class began with the lecturer directly addressing the students on attendance and lateness due to a large amount of student's tardiness for their lecture. It created an awkward atmosphere, but it respectfully communicated the issue and made an atmosphere of honesty and openness with the learners (Sjoerdsma, R.D., 2018). Creating a space for honesty and critique in a learning environment is important for helping the learners develop their professional communication whilst furthering their critical thinking in confrontational situations (Sjoerdsma, R.D., 2018).

Lecturer C continued by describing the history of technology in art and discussing how it was perceived. The discussion with the students showed that many had a negative view of AI and how it will affect the illustration industry. Lecturer C compared the current negative outlook of AI to the negative view of photography when it was first introduced. Lecturer C challenged students' viewpoints on AI by comparing previous knowledge to help gain better comprehension of how technology affects the illustration industry. This strategy was effective and appropriate for the session as it challenged students' mindsets whilst referring to realistic examples that are relatable to the students (Kharbach, M. 2024). This helped the students to critically think on AI's effect on the industry, further challenging them on their negative outlook (Green, C. 2025). Lecturer C actively used a cognitive domain (Ruhl, C. 2025), focusing on the information and rational thinking on AI and disputing heavy emotions on the topic. This was beneficial in this specific discussion as it allowed students to disconnect from their personal opinions and develop a pragmatic view on the subject, again furthering their development in critical thinking (Green, C. 2025).

The lecture continued with Lecturer C separating the class into two groups for a debate on AI. Using the debate strategy helps build resilience in the students, develop their skills in research and furthers their ability critically discuss issues of AI (Hallam University. 2025). This strategy proved extremely useful in this class, as it improved student engagement and built a collaborative atmosphere for the students (Hallam University. 2025).

Reflection;

Lecturer C's use of teaching strategies was appropriate and well thought out for the subject that he was discussing with the students. Lecturer C both challenged the minds of the learners whilst delivering up to date information on AI in the industry.

Learning;

I learnt from Lecturer C techniques on how to help students digest information and have respectful levels of confrontation with the learners whilst maintaining professional standards. This displayed effective strategic leadership and governance, maintaining professional standards (Addysg Cymru. 2020). I will apply this to my teaching in the future.

Lecturer D;

Lecturer D delivered a class on career advice and support for year 2 BA graphic design students. Lecturer D was discussing the current graphic design industry and how to begin development in their future careers after their time studying at university.

Experience;

Lecturer D began their class by directly addressing the students and asking them each different questions on the industry. Lecturer D discussed industry specific goals with each student and continually asked for contributions on what the students are currently pursuing. The students seemed quiet and did not want to answer many of the questions. Constant use of Q&A was affective in gaining student engagement, despite hesitation from the students (EduCorpus. 2025). Similar to Lecturer B, Lecturer D discussed aspects of the industry that students could research in their own time that was current in the industry, further keeping to professional standards. Lecturer D continued the class by further discussing career opportunities, local networking opportunities and online courses for the students to research. The lecture was considerably shorter than the previous observations discussed. However, Lecturer D provided a valuable amount of information and displayed a high level of care for the students and their futures.

Reflection;

Lecturer D used current information and constant Q&A to build a strong and trustworthy relationship with the learners (EduCorpus. 2025), sharing important information on the industry. This made good use of the professional standards of maintaining up to date knowledge of the subject (Addysg Cymru. 2020) and enabling students to be responsible for their learning (Addysg Cymru. 2020).

Learning;

During this lecture, I learnt and observed how to keep up to date with information that is important to the students and how to share that information whilst allowing them to take responsibility for their education.

Conclusion;

In conclusion, each lecturer assessed their subject matter and adapted their teaching strategies and domains to appropriately teach. Each strategy was used effectively and professionally, despite many challenges that occurred during the lessons (such as late students, lack of engagement etc.). The lecturers adapted quickly to the situations calmly. Through these observations, I learnt many skills that connect to professional standards whilst remaining appropriate for the learning outcomes and objectives of the lectures. Please see appendices for my action plan and Teaching observation forms.

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Action Plan

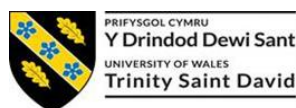
Target	<i>Specific</i> Steps	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>	Professional Standard
Create a respectful environment for students with courtesy and consideration.	Approach situations with respect and understanding and not make assumptions.	A thoughtful attitude towards students. Actively listening with no judgement to learners.	Using verbal and visual reminders to keep myself in check to build a consistent habit.	Able to use visual/verbal at any time to build the habit over time.	ASAP.	Build positive and collaborative relationships
Use various teaching techniques within my lessons.	Reflect on my subject and how I could improve engagement with students by picking an appropriate technique. Research how various techniques are used	List/ notes on teaching strategies that I refer to when making lesson plans.	Research information on techniques and create notes to use and reflect on future lesson plans. Additionally, can discuss techniques with	Access to research through student library and can email current lecturers at any time.	When writing my next lesson plan.	Critically reflect on own skills to improve learning

	and their effectiveness.		current lecturers to view their opinions on how to apply lesson plan.			
Challenge students with the subjects delivered.	Challenge students' viewpoints and how they approach subjects in a respectful manor.	Approach difficult situations/ lessons with care and understanding whilst encouraging them to develop critical thinking.	Reflect on how I approach students and how I deliver assignments to the students/ the content of the assignments. Reflect on my previous lessons and see how I can better challenge mindsets by	I can improve my confidence in challenging students over time and actively reflect throughout my time in my classes.	By the end of the course.	Effective strategic leadership and governance

			adjusting my teaching style.			
Maintain up to date information in my subject that is relevant to my students.	Create and produce lesson plans and resources for the students that develop and remain relevant for the industry.	Produce resources that are up to date with current events that develop overtime with further research.	Consistent and active research into the industry that is specific to my learners.	I can keep up to date using websites, social media and job sites and can develop it over time.	When next discussing industry work with students.	Maintain up to date knowledge of my subjects and how best to teach them
Create flexible but strong lesson plans.	Develop my skills in lesson planning by adjusting my lesson planning depending on what's appropriate for my lesson.	Cohesive lesson plan that is able to adapt to any challenges that occur during my future classes.	Reflect on my previous lessons plans and adjust my future on what I felt was successful/ unsuccessful. Ask current lecturers/ teachers on how they write	Can be developed using future modules.	When writing my next lesson plan.	Plan and deliver effective learning, teaching and assessment

			their lesson plans.			
Building confidence.	Reflecting on positive aspects in my teaching experience and reassuring myself in my skills.	Productive and constructive mindset about my teaching.	Creating verbal and visual affirmations to make good habits.	Can see/ say affirmations/ reminders at any time, including during classes.	As soon as possible	Critically reflect on own skills to improve learning

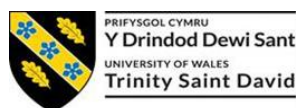
Teacher Observation Form



Teacher	Lecturer A
Date	6/11/25
Group	Year 1 Illustration University Students
Topic/Context	AI in Illustration
Notes on the lesson:	
- The class followed Lecturer A discussing generative AI with the students and how it will affect the illustration industry. Ian gave several examples of how AI can be helpful to the students. - Used Q&A strategy throughout the class - Challenged the students view on artificial intelligence – prof standards	- Addressed all learners with respect and treated all contributions with respect and positivity, even if they disagreed with his viewpoint. - Provided visual examples and sources for all information presented in the class. - Sat with the students and opened the discussion to the learners, building a productive, professional and friendly environment. - Provided further information and links for students to research outside of the classroom.
What I have learned:	
I have learnt that challenging students can be done in a friendly and welcoming environment and having disagreements with students helps start a constructive conversation.	- I have learnt specific techniques and strategies to make a friendly environment. - I have learnt how to maintain professional relationships and conversations with the students.
Targets to improve my own practice (mapped to professional standards):	
Asses my actions in my classes to maintain respectful relationships whilst building	Keep up to date on my subject's industry using online resources and assess how best to teach it to my students.

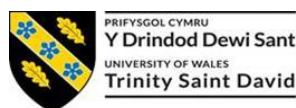
**collaborative and positive
connections by critically
reflecting on my teaching.**

Teacher Observation Form



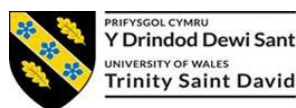
Teacher	Lecturer A
Date	12/11/2025
Group	Second year Graphic design university students
Topic/Context	Business in Graphics
Notes on the lesson:	
- Lecturer A used Q&A to discuss the class current knowledge and used positive reinforcement to all contributions made by the students. - Built off of information given by the students to expand their knowledge. - Providing information and links for the students to research outside of the classroom.	- Was respectful and kind to all students' contributions. - Gives the student realistic expectations of career goals. - Refers often to up to date information on the graphic design industry and provided resources for possible networking events.
What I have learned:	
I have learnt how to build off of student contributions and expand/ adapt what information I present depending on their needs/ goals.	I have learnt to remain up to date on industry events/ networking to better help my students in their career outside of classes.
Targets to improve my own practice (mapped to professional standards):	
Research events for my industry and recommend them to my students to provide them with current information.	Use my skills to build on students' contributions to foster a collaborative and respectful environment.

Teacher Observation Form



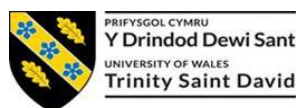
Teacher	Lecturer B
Date	13/11/2025
Group	First year graphic design students
Topic/Context	Introduction to a new module
Notes on the lesson:	
• Uses informal language to address the students, building a friendly and fun atmosphere. • Focus on emotions and reassuring students. • Delivering a heavy amount of information to the students using a lecture-based teaching strategy. • Using a lot of digital resources and visual examples for the students to understand the brief. • Provides links to further research for the students for them to look outside of the classroom, having them be responsible for their own education. • Setting reasonable expectations for the students. • Heavily political and challenging subjects are presented very kindly.	
What I have learned:	
• I have learnt how to build a fun atmosphere whilst tackling a difficult subject. • I have learnt how to help students visualize a task using digital resources. • I have learnt how to deliver a large amount of information to a class whilst maintaining engagement.	
Targets to improve my own practice (mapped to professional standards):	
• Asses my actions in my classes to maintain respectful relationships whilst building collaborative and positive connections by critically reflecting on my teaching. • Demonstrate dignity, courtesy and respect towards others by providing a nonjudgemental environment for the students to feel safe to contribute to.	

Teacher Observation Form



Teacher	Lecturer C
Date	25/11/2025
Group	First year illustration university students
Topic/Context	AI in Illustration
Notes on the lesson:	
- Asking for engagement directly to the students and communicating issues with lateness to the students – creating an honest environment. - Begins class by discussing AI with the students and gathering opinions – mainly negative. - Cognitive teaching domain. - Heavy focus on critical analysis – asking students to have a different view on AI to see benefits to the industry (the students reacted negatively but eventually saw some benefits). - Used a debate strategy to get the students to build resilience and think critically. - Finished the class with Q&A and recap.	
What I have learned:	
- How to discuss a subject with students that have a negative opinion on the subject. - How to deliver information using a cognitive domain and focusing on information rather than emotions. - Using different teaching strategies to build cognitive thinking where appropriate, helping my with possible future lesson plans.	
Targets to improve my own practice (mapped to professional standards):	
Have confidence to demonstrate effective strategic leadership and governance by engaging critically to develop skills in leadership.	

Teacher Observation Form



Teacher	Lecturer D
Date	12/11/2025
Group	Second year graphic design students
Topic/Context	Careers advice for Graphic Design
Notes on the lesson:	
• Short lecture – difficult to fit a lot of information in. • Interacts with the students early on – asking questions on student’s previous experience in the industry. • Use positive reinforcement with all student contributions. • Giving resources to all of the students to research outside of the classroom, allowing them to take responsibility for their own education. • Providing up to date information on the industry and providing networking opportunities to the students. • Very respectful to student’s career choices. • Setting realistic expectations – using SMART.	
What I have learned:	
• I have learnt how to deliver a large amount of information in a short amount of time whilst maintaining student engagement. • I have learnt to provide students with possible tasks outside of classes to improve students’ cognitive thinking. • How to set and deliver realistic expectations for students using SMART throughout the class.	
Targets to improve my own practice (mapped to professional standards):	
• I would like to better review my impact on students using support by critically reflecting on my own values, knowledge and skills to improve my learning. • I also want to work on taking an active role in providing guidance for learners so that I can build a positive and collaborative relationships with my students.	