

OB2 Peer Observation Report

Session to be observed: Alternative teaching review.

Size of student group: 30

Type of activity: Draft presentation for students

Observer: Shingi Sibanda

Observee: Emil Collins

Observations, suggestions, and questions

The session Emil prepared for students was succinct, clear and met the learning objectives intended for students.

The presentation has a clear beginning middle and endpoint and offered a mixture of media forms for students to engage in (text and mp4), which supports different students learning styles, and allows for there to be pauses for Emil, or other facilitators delivering the session.

Both learning objectives;

LO 1 Conduct primary and secondary research in a journalism context by researching the chosen documentary subject (enquiry);

LO 2 Evidence an awareness of, and a developing competence in, essential journalistic and content creation skills including creating broadcast content (process, communication);

Were met successfully, the session includes definitions, examples and activities students/participants can engage in to develop their competencies in journalistic and content creation skills as well as providing students with insights on a holistic film process, resources and/or tools needed to enable students to explore or produce their own docuseries.

The session includes activities and templates students can use - something to consider would be how to consolidate these resources together or make them accessible as a 'toolbox' of resources or a checklist.

Whilst the session encourages students to be curious or explore what their approach would be to filming a short documentary, there was an absence of obvious points for peer review or for team/group activity - is this an element which could be embedded in the session? How can there being formative feedback/learning embedded from either Emil or amongst students and/or peers attending the session?

Things to consider:

- How could an introductory activity help to introduce the learning objectives and which topics or themes could be explored?
- Email included sources / references for docu-series type style content (mainly vice) could there be any benefit in inviting students to share their references also? If so - how could this be included as an activity and/or created and shared as a resource during the session?
- The session is designed for a cohort which has an existing relationship - how can the students share insights with each other on their existing practice (or lack thereof) on documentary style content? How could this session be most useful to students with varying degrees of competency and experience of documentary style content creation?

Reflection on the observer's comments and ideas to follow up:

Thanks for the very constructive feedback Shingi, it was very useful.

Addressing all the points raised:

I acknowledge that peer review is something that I need to integrate more into my lecture sessions but unfortunately suffer from the broadcast portion of each lecture shoehorned in to around 20-30% of the lecturing time. We actively promote peer review on the course and try to include it wherever we can. A solution I am going to use going forward is to create a self-directed study portion and add peer review to it.

In my broadcast sessions, all the activities are group activities, unless specifically highlighted, this is highly encouraged as it promotes conversation, collaboration, and techniques such as empowering and encouraging the more adept students to help other students practically both inside and outside of the classroom-based session. Although not specifically highlighted in the lecture, the students will always be expected to work in groups as filmmaking in its nature is a group activity, even though technology has changed the scope of solo working, the best work tends to always be a collaboration.

This is especially evident in my video editing classes where I ask the students to not only assist each other but to feedback to me the task using informal tutorials before the next lecture for analysis and then review.

I agree that it is a very good idea for the students to introduce their own sources initially and this is something that I used to do. The issue I had was when previously asked, the sources the students presented tended to be very visual and light on actual journalism. I made the decision to set the standard by introducing them to content that was to the scope and levels of output that are required for the deliverables.