OB2 Peer Observation Report

Session to be observed: Professional portfolios for Visual Com Professionals

Size of student group: 30

Type of activity: 1 hour Online Lecture

Observer: Emil Collins Observee: Shingi Sibanda

Observations, suggestions, and questions

The online session Shingi prepared for students contained a clear breakdown of her departments function, its aims and goals, how the students can interact with the team and the material created for the intended audience.

The presentation encompassed a vast array of knowledge and tips as well as a breakdown of ideas in which the creative audience can use to showcase their own unique visual communication.

The session included definitions, examples, and activities the audience could engage in as well as the avenues for help, advice, and signposting from the senior employability education team.

Midway through the presentation, there was a team/group activity where the students were given some portfolio sites to quickly assess, review and provide feedback on.

The session included suggestions of resources students can use of, both within and outside of UAL - something to consider would be how to consolidate these resources together or make them accessible as a ‘toolbox’ of resources or a checklist.

The acronym ‘SCULPTURE’ was used to highlight accessibility.

Whilst the session encourages the students to use the avenues created, there was a lack of visual stimulants and examples for the multi-hyphenated to gain inspiration from. The session was delivered using a standard UAL template, could this template be amended to a more visually stimulating one?

The session then ended with a Q&A portion. Throughout the presentation Shingi answered questions asked via the chat window.

**Things to consider:**

* Considering the type of audience, would the presentation have benefitted with a more artistic rather than informational approach?
* Would more examples of student-led visualization achieve a greater understanding of preparing a professional portfolio?
* A suggestion could be to integrate some industry experience into the session, although industry feedback was mentioned in passing, formalizing the inclusion of industry and alumni and relaying which elements entice them in the working world when discovering new artists may lead to further engagement.
* One of the main difficulties of online sessions is engagement, how can you ensure the students remain engaged throughout the session?

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