Review of Teaching Practice

Session/artefact to be observed/reviewed: *Year 1 seminar 'Seminar 8' for (BA (Hons) Fashion Marketing and Consumer Behaviour course)*
Size of student group: *30 students*
Reviewee: *Lucy Donelly*
Reviewer: *Gaia Crocella*

Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.

Part One
Reviewee to complete in brief and send to reviewer prior to the review

What is the context of this session/artefact within the curriculum?
Year 1 seminar. The penultimate week of a 9-week unit called 'The Principles of Fashion Marketing'. This is a cross-course unit for the 1 st years and is to all the Marketing Degree first years. They will have just had a lecture on the subject of 'the extended marketing mix' and this is a seminar to dig deeper.

How long have you been working with this group and in what capacity? *I am their Course leader and the unit leader for this. I have been teaching them every week since they started in September.*

What are the intended or expected learning outcomes? *They will do an activity to ensure they understand the concept of the lecture, and this is also an element of the summative assessment submission which is due in two weeks.*

What are the anticipated outputs (anything students will make/do)?
Just work towards their final submission which is a visual report on a sports brand analysing their marketing activity using the marketing mix.

Are there potential difficulties or specific areas of concern? *No*

How will students be informed of the observation/review? *I will inform them*

What would you particularly like feedback on? *I don't mind*

How will feedback be exchanged? *Using the form and verbally.*

Part Two

Reviewer to note down observations, suggestions and questions.

Observing Lucy Donnelly's teaching was inspiring and insightful. Her lecturing style demonstrated passion for the subject and openness towards the students. The first part of the session adopted a more lecture-like style, relying on the screen and on Lucy summarising previous lectures' content, while the second part of the seminar (Fashion News - my favourite part, where the room came to life) was more interactive, where students actively participated in the conversation.

I appreciated how clearly Lucy opened the session, stating the agenda before showing it on the slide. Each concept was explained thoroughly using a variety of media including slides, bullet points, videos, QR Codes surveys, images and in person discussion, making the session feel dynamic and accessible. The combination of written text, icons and verbal explanation ensured accessibility and clarity. This made me reflect on how, in architecture, we often rely on fewer media, whereas she revisited content across formats effectively.

I loved seeing the energy, tone and body language Lucy brought to the room. I was inspired by how spontaneously Lucy interacted with students, being genuinely herself, acknowledging mistakes and sharing personal reflections. This felt aligned with hooks' reflection on teachers' vulnerability enabling engaged pedagogy (1994, p.21), using honesty and openness to create a more inclusive and empathetic learning environment. When teachers are open, acknowledging uncertainty and sharing experiences, students recognise that learning is a shared, human process. This openness invited students to bring their own authentic selves into the classroom. Lucy voiced her views, then invited students to express theirs, acknowledging valid points and building collective reasoning.

Lucy reiterated requirements and checked in with the room throughout. Initially few questions emerged publicly; later students asked more questions, seeking clarification privately at their desks, where they seemed more comfortable. This tendency for students to wait for 1:1 time I encounter in my own teaching, and it leaves me questioning how we, as tutors, can foster an environment where students feel confident to ask questions openly, not only at the end. Using both public and 1:1 time to engage, Lucy made the teaching session inclusive, responding to diverse needs.

Although the *Fashion News* and "nepo babies" discussion energised the room, with high participation, the engagement across the room varied by position: tables closer to Lucy were more attentive and vocal, while students seated further away seemed more distracted. With laptops and phones on everyone's desks, it was difficult to distinguish note-taking from (dis)engagement. I kept reflecting on the room layout. The cabaret-style tables created pockets 'of attention'. I wonder whether experimenting with tables positions, perhaps testing a bigger central table at the front, could help shift these dynamics and prompt more consistent engagement.

Another option could be being more dynamic in the room: walking through and across tables with a remote clicker, inviting discursiveness and gently draw quieter students into the discussion. Furthermore, given the reliance on prompt discussion, including short written reflections or quick activities during the session could give quieter students thinking time before speaking.

The hour passed quickly, and we reached only the introduction to the Extended Marketing Mix activity, which was introduced but not completed together. Introducing the activity earlier may allow time for individual or group work in class, followed by a collective sharing with the wider group.

Witnessing Lucy's teaching left me energised and full of ideas. Her clarity, openness and passion crated a warm learning space. I learnt a lot from observing her and I look forward to weaving these insights into my own teaching and the support I bring my students.

References:

hooks, bell (1994). Teaching to Transgress, Education as the Practice of Freedom. [online] New York, London: Routledge , p.21. Available at: https://commons.princeton.edu/eng574-s23/wp-content/uploads/sites/348/2023/03/hooks-Teaching-to-Transgress.pdf.

Part Three

Reviewee to reflect on the reviewer's comments and describe how they will act on the feedback exchanged. Reviewee should return this to the reviewer once complete.