Post Graduate Certificate in Academic Practice 2020-21

MODULE 1: PEDAGOGICAL DEVELOPMENT & CLASSROOM MANAGEMENT

REFLECTIVE PRACTITIONER

ASSIGNMENT-1

REFLECTION ON OBSERVATION OF A PEER

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The following essay is a reflective writing towards teaching and learning in higher education. The writing highlights peer observation followed by a critical reflection, and how the observation will influence my own practice. It aims to help develop pedagogic skills through observation, reflection and application.

Contents

1. Introduction.

An interior designer by profession I have been part of the design industry for over 15 years. While my core education was in design, teaching happened to me spontaneously. It was never a part of the larger plan that I had drawn. During my time in the master's program in interior design, I was introduced and subsequently fascinated by the idea of design research. My thesis mentor, on seeing my interest, pushed me to take up a role as Visiting Faculty to explore possibilities in my areas of interest. With this started my journey as a teacher, It has been 9 years since; from visiting faculty to a full time teaching professional to the role of being a Course leader. Through this time I've been fortunate to have met many multifaceted people including professionals, students, and teachers. They have challenged and inspired me to be a dynamic educator. They have shown me that learning is a lifelong pursuit and motivated me towards that goal.

"Learning and teaching are constantly interchanging activities. One learns by teaching, one cannot teach except by constant learning" (Eble, 1976, p. 8)

My teaching pedagogy has been built on my learnings from personal and classroom experiences. I believe that every student is a unique learner and this means that every classroom environment will be different. To be an effective teacher there is a need to develop, evolve, and restructure teaching pedagogy to adapt to the students. Education has seen a rapid change over the past years. "We work in surroundings that our colleagues of thirty years ago would not recognize." (Ramsden, 2003, p. 3). Not only have teaching methods evolved, but the last few months have also seen a drastic shift in classroom formats. As per UNESCO, over one and half billion students were on remote education when the covid-19 pandemic was at its peak. (UNESCO Service Press, 2020) Therefore a teacher needs to be equipped and aware of the right methodologies to create effective teaching and learning environments.

Pearl Academy has always focussed on improving teaching and learning experience. They run multiple training programs for faculty development, enhanced pedagogic and curriculum delivery. One such initiative, PGCAP has been planned to empower all faculty to develop expertise in the pedagogical and adaptive space (PGCAP, Program handbook, 2020, pg. 1). It aims to support faculties to become well informed, reflective, and active academic practitioners.

I have worked closely with the past scholars of PGCAP. Their approach towards teaching and understanding of the smaller nuances of the profession truly intrigued me. The many discussions that I have had with the PGCAP Graduates inspired me to look beyond my sphere of teaching. They encouraged me to **pause and reflect** on who I am as a teacher and where do I intend to be, thus sowing the seeds of **self-reflection.**

1.1 Reflective practice (Self Reflection)

The process of reflective practice commonly put as self-reflection stems from the very concept of human survival. It is a practice of learning through observation. There cannot be a better example of this than the year 2020. A difficult year that brought along challenges and made sure we observed, analysed, and adapted.

Reflective practice can be "understood as the process of learning through and from experience towards gaining new insights of self and/or practice" (Finlay, 2020, p. 1)

David Kolb (1984) developed a system of learning from experience where reflection was the core element of learning. The experiential learning (Fig. 1) cycle as suggested by Kolb has four stages. Appropriate usage of the four stages qualifies for effective learning.
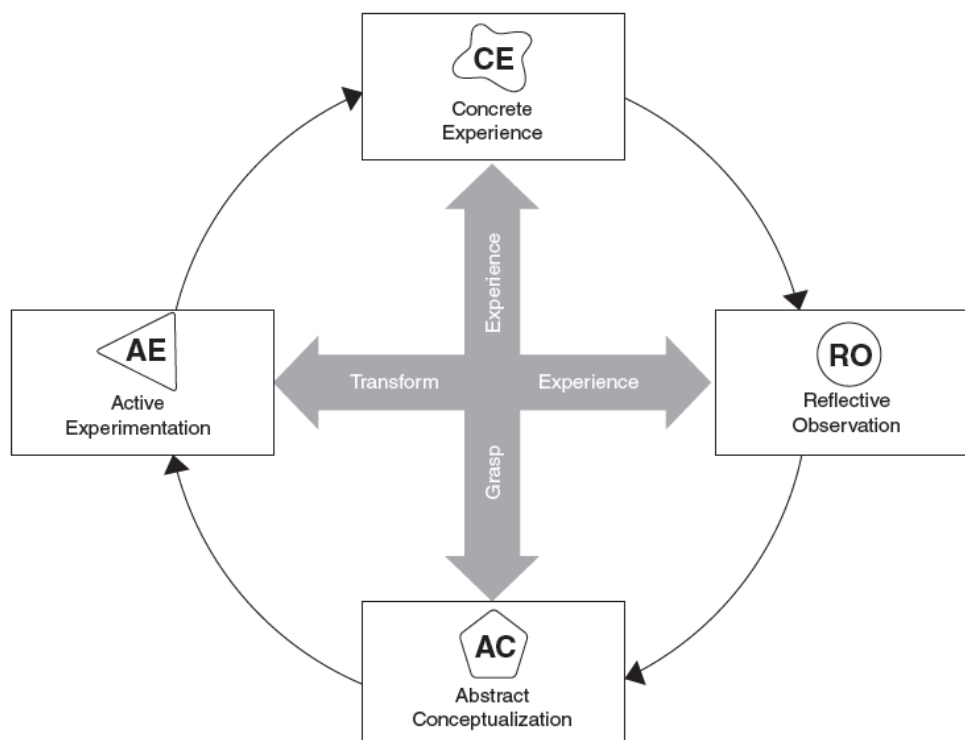

Fig. 1 Kolb's Experiential Learning. Source: (Kolb, 2015, p. 51)

Another popular model of reflection based on Kolb's experiential learning cycle (Fig.1) is **Gibbs' Reflective Cycle** (Fig 2). I have used this model as a guideline to support my process of reflective practice. It suggests that learning happens when we make experiences; understand and evaluate the experience, analyse it to conclude, and thereafter make a plan to act on it. (Finlay, 2008).
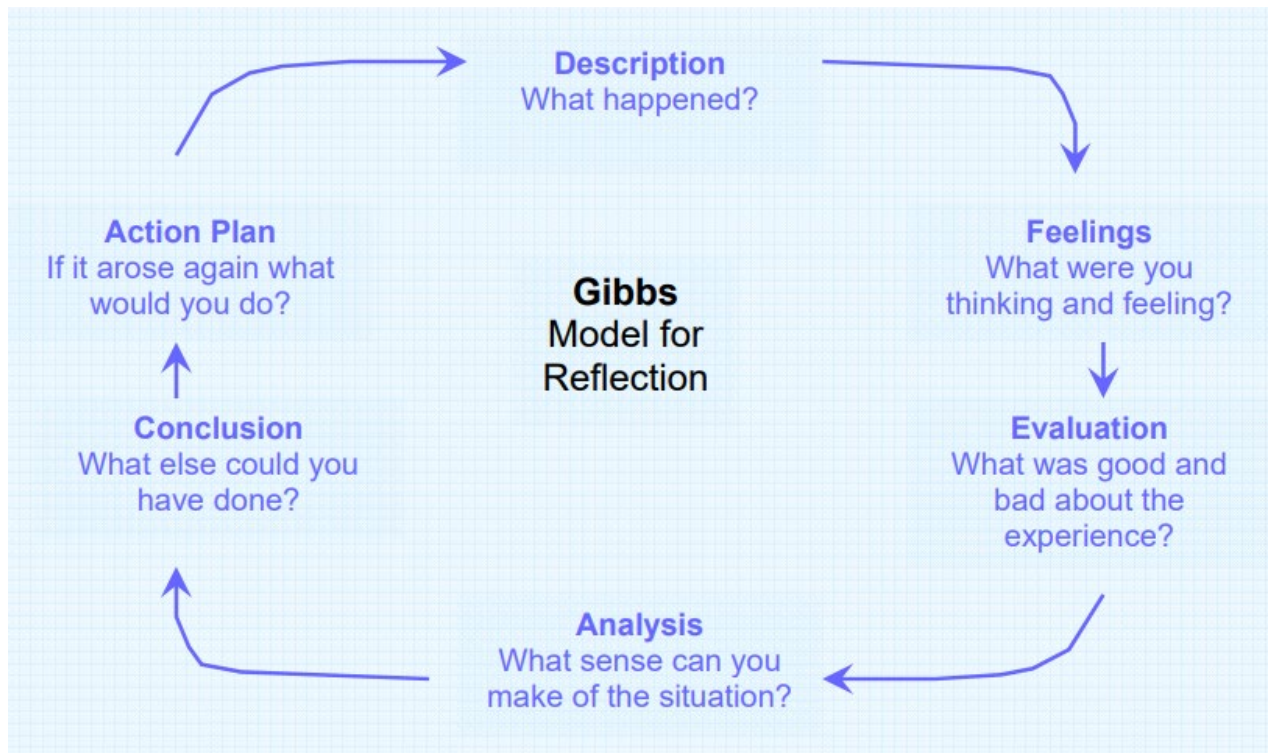
Fig. 2 Gibb's Reflective Cycle Source: (Finlay, 2008, p. 8)

It is essentially a cycle or loop with a systematic reviewing process that helps us make connections between experiences. To be able to successfully reflect and cross reflect one needs to get exposure beyond your classroom. Hence it is crucial to not just reflect on our classroom teaching but also observe our peers. The reflections on their classroom approaches and encounters can create new learning and formulate new ideas.

2. Peer Observation.

Peer observation is a well-known practiced feature in education and plays a critical role in being a reflective practitioner. It is observing learning as it happens. Educators request their colleagues to come into their classes to observe the teaching and learning process. This is followed by a detailed group discussion and analysis of the happenings observed in class. This practice benefits the entire group of people involved in the process, the observer, the teacher being observed, and the students. Thus setting a system of holistic development for all.

This system has already established itself as a strong developing tool in traditional (face to

face classrooms). As mentioned previously, the year 2020 made us change and adapt. Most traditional classrooms were replaced by online mediums (synchronous and asynchronous). This brought forward new challenges and opportunities about the type of 'observation', and the role of the 'observer' in an online space. While the core focus was to apply the successful practice of peer observation in synchronous online classrooms, it also required me to rethink strategies towards

    a. What is observable online? (understanding scope and limitation)
    b. Yardsticks to understand effective content delivery (considering not all is visible)
    c. How the experience relates to expectations.

In addition to the above considerations while being an observer, I was also conscious of how "Observing another teacher may also trigger reflection about one's own teaching" (Richards & Farrel, 2005, p. 86). With this excitement, I set on a much-anticipated journey of "being a reflective practitioner

2.1 CYCLE 1- Peer Observation

Peer Group: We were a group of four that belonged to the learning set[1] Jiddu K. Even though we all belonged to the same campus our schools were different. We also taught students of different levels. Considering this as an opportunity to expand our boundaries we worked around our class schedules to make ourselves available for all peer observation. All class observations were conducted via Blackboard Collaborate Ultra (BBCU)[2].

I observed all three of my colleagues (2 cycles each) and made detailed notes of the sessions they conducted. All class observations were followed by pre-observation and post-observation meets.

For this paper, I will refer to and reflect on the class conducted by faculty, Ms. Kanupriya Sharma.

Preparation: Before the observation, Kanupriya shared the pre-observation form (Annexure 1a) with us. In a short pre-observation meet she spoke about the session, a brief on students, and gave a contextual background to the class. The class was planned for Undergraduate students of Communication Design, Level 0[3]. The learners had just started their professional course and were in the early days of design education. The session aimed to teach them two clear topics; understanding typographic terminology; recognize and classify and font style.

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[1] A learning set is a group of 3-4 learners identified to guide support each other for the length of the course.
[2] Blackboard Collaborate Ultra (BBCU) is Pearl Academy's official portal for all virtual classrooms and online teaching.
[3] Level 0 – First year students at Pearl Academy are referred to as Level 0 and are part of a foundation program.

2.2 The Session and Observations

Kanupriya logged into the session early and started the class on time. She initiated casual conversations with the students. This not only made the students comfortable but also warmed them up to the session. This created a positive mood that set the tone for successful class learning. "Teacher's behaviour is believed to have a great impact on student motivation and learning" (UKEssays, November 2018). Throughout the session, Kanupriya was extremely professional, had utmost patience, and seemed easily approachable. Thus creating a healthy class atmosphere

Content: The content of the session was extremely clear. With a strong introduction, the learner had a clear understanding of what to expect from the session. Kanupriya did a quick recap of the last class to ensure learning was well understood before proceeding. The entire content delivery integrated interactions with multiple open-ended questions and relevant examples. The questions were simple and relatable and did not intimidate the students. The questions not only supported the content but also helped students understand the same with ease. Students were forthcoming to most of the questions, leading to a confident, positive, and active class climate.

Structure and Teaching Techniques: Kanupriya followed a solid teaching structure effectively splitting the content into smaller parts. This made the full 2-hour session a series of smaller sessions. Each of these sessions had a clear introduction, strong content, an activity to support the content.

The sessions fed into each other and were designed with different activities. This brought in novelty and variation in the 2 hours class. Kanupriya explored and introduced various online tools[4] to support her teaching and engage students (PPT/ quiz/ presentation/ poll/ live games). The key highlight was the live online game "I shot the serif"[5], which took the students by surprise and led to fun-based learning. These tools encouraged active participation and supported collective learning. "Collaborative acquisition of knowledge is key to the success of creating an online learning environment." (Conrad & Donaldson, 2011, p. 3). According to Kuh (2003) active and collaborative learning refers to students' involvement in contributing to class discussions, engaging in activities, and working with other students. Most activities planned by Kanupriya ensured the same. Another activity required the students to be split into groups and identify fonts for their friends based on their personality. This encouraged interaction, discussions, and also an element of

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[4] Online tools refer to any support that can be accessed via an Internet connection and helps the teacher to present information.

[5] "I shot the serif but I did not short the sans serif" is an online game that asks you to shoot the serif fonts to earn points within in a fixed time,

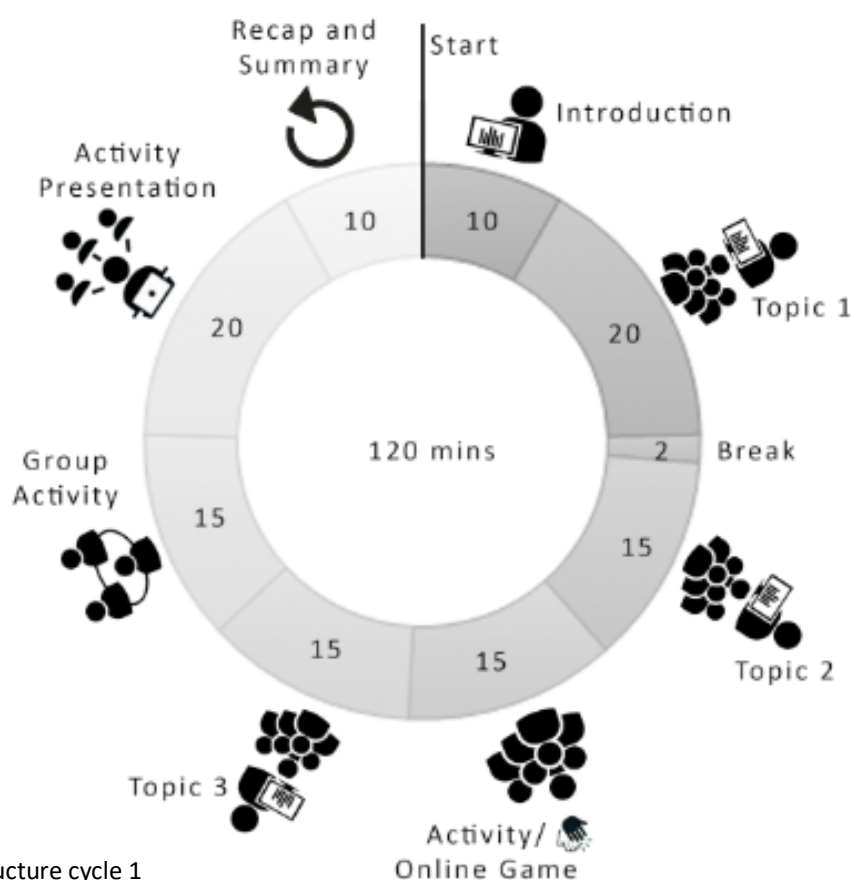excitement as they related their personalities to a font.

Fig. 3 Class structure cycle 1
**Numbers indicate Minutes

The teaching was well paced with the learner's needs, eventually covering more content than what was as originally planned. This was discussed in the post-observation meet. I believe Kanupriya achieved this because of the well-planned session leading to enthusiastic quick learning, thereby making way for more learning.
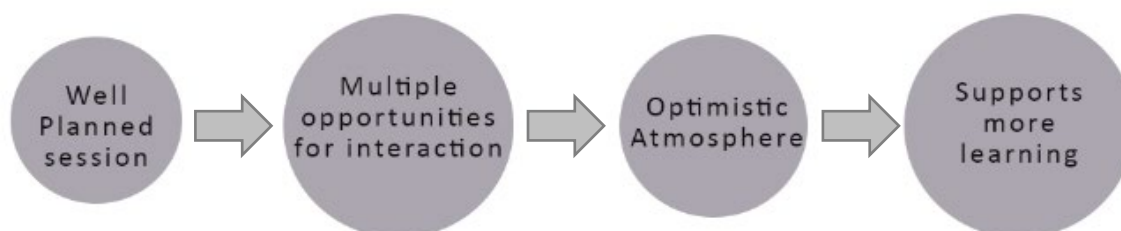

Fig. 4 Well planned session can support more learning.

In the last section of the class, students presented in-class activities. The feedback given by the tutor was encouraging, constructive, and easy to comprehend. It gave the learners good clarity on way forward. According to Schwartz & White (2000), prompt feedback is

particularly vital for online students who can otherwise suffer the effects of isolation and detachment.

Kanupriya closed the class with a crisp summary of the session and set the context for the next class. In a class of 13+ students, Kanupriya managed to reach out to most students including the weaker ones, and created multiple opportunities to engage all. This displayed successful online class management.

2.3 Review and Reflections

Kanupriya had thoroughly researched the content and was extremely well prepared to deliver the same to the students. Gauging true student engagement in online space can be difficult, especially when there are possibilities of technical concerns (internet speed, camera, and sound glitches). Additionally, students can get distracted by the happenings around them. The tutor also has limited scope to what is made observable to them. This makes the task of the tutor for online engagement further difficult

Kanupriya overcame that by a clear structured strategy that displayed effective results.
   a. Keeping all materials for class ready and accessible.
   b. Having smaller sessions with multiple innovative activities
   c. Introducing quizzes in-between content delivery to confirm student learning.

Most of the above, resonated with my teaching structure and helped me understand why it is useful to watch someone else teach, (Martin & Double, 1998) as it gave me insights for improving my teaching"

In an online space, there is limited scope to what is visible, hence appropriate use of visual space is critical. While the content in the PPT shown by Kanupriya was clear, the visuals could have been interesting. "Multichannel communication through visuals, print, and virtual experiences promote thinking.." (Robinson & Hullinger, 2009, p. 103). This can help the learners who in an online space are largely depending on the images shown on screen.
Additionally what can help support visual learners in online spaces is hand gestures. While the voice modulation for class delivery was clear and crisp, the use of hand gestures can enhance content delivery. "Hand gestures are clearly understood as meaningful in their own right and able to communicate specific content." (Roth, 2001, p. 368). Kanupriya could work with hand gestures and animated body language to support her online content delivery.

The tutor was successful in creating a positive environment, which was reflected in the student's engagement and interaction. There was a constant discussion between the teacher and the learner which supported a modern constructivist approach[6].

In conclusion, it was a very effective online session that successfully achieved the set learning outcomes.

2.4 CYCLE 2- Peer Observation

Preparation: Like the previous session Kanupriya shared the pre-observation form (Annexure 2a) and discussed the session in a short meet. The learners were School of Creative practice student's level 0. This was their first class for Adobe Photoshop and she aimed to introduce students to the software, its basic tools, and interface. The students had completed their course in Adobe Illustrator. Kanupriya used this to build on her teaching to help understand Photoshop.

2.5 The Session and Observations

The session just like the last observed class started with a warm welcome and casual talk creating a comfortable positive environment. The class started on time and most students had logged on before the start of the class. This time the tutor also spoke about happenings in Pearl Academy, encouraging students to participate. This helped reinforced enthusiasm and positivity towards the academy and campus.

Kanupriya started the class with a recap of the last session followed with a quiz based poll. This helped ensure learning and revision of the previous session.

Since the students had previously finished Adobe Illustrator, she introduced Photoshop with extreme clarity and giving strong references to the previously learned software. The introduction was followed with a deep understating of the new software. She explained how the two software might seem the same but are different and highlighted their inter-dependability for various purposes.

The tutor then showed the students references for the uses of the software. There were two observations noted here

1. Kanupriya took the feedback from the last cycle and worked on the visual references. The references were clear and interesting for visual learners' understanding and engagement.

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[6] Modern constructivist theorists stress the value of peer-to- peer interaction in investigating and developing multiple perspectives. (Oliver, et al., 2009, p. 46)

2. Since the learners were a part of the common foundation, they belonged to different courses. Kanupriya ensured all visual references align with the context for each student's course. This helped them develop a better understanding of the application of the software for their field.

Instructions were delivered with constant comparison and relatability with Adobe Illustrator (which they had previously learned). This was a good technique to help absorb learning. When students can connect what they are learning to accurate and relevant prior knowledge, they learn and retain more. (Ambrose, et al., 2010, p. 15)

As illustrated by (Ambrose, et al., 2010, p. 14), Kanupriya **used (box A)** prior knowledge of Illustrator to help students activate and support learning towards Photoshop.
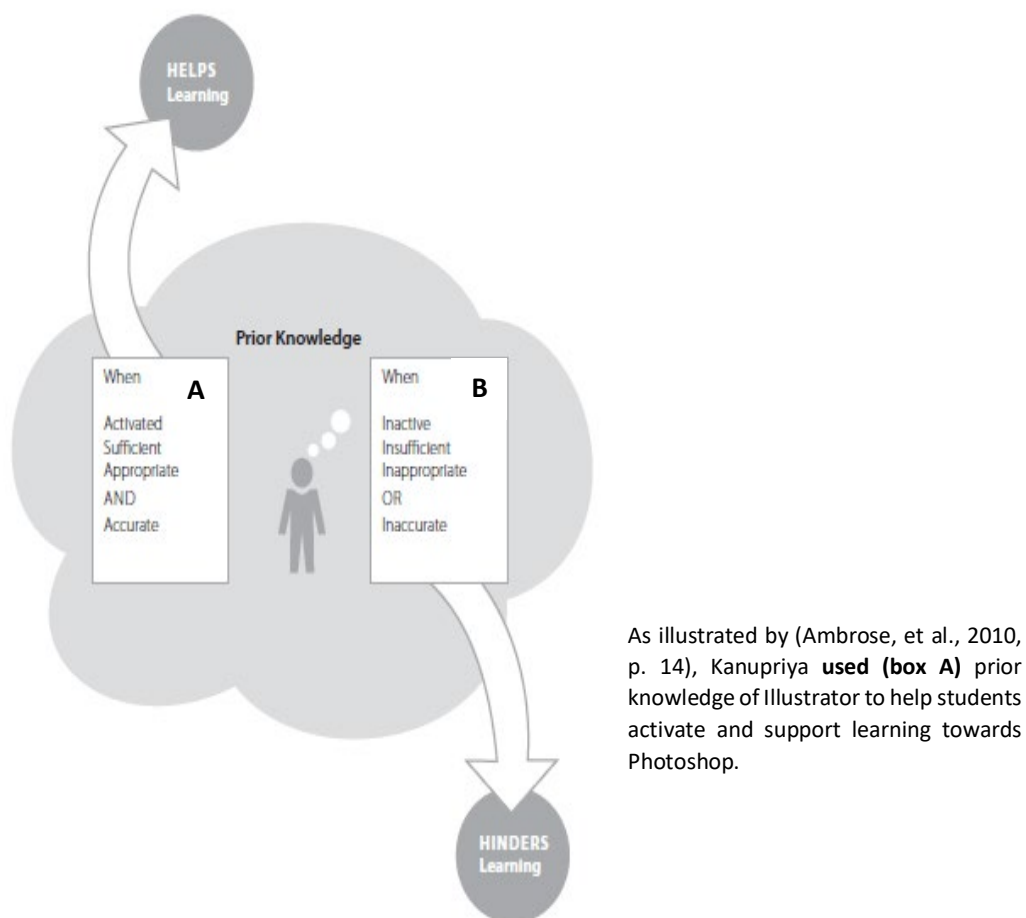
Fig. 5 Qualities of Prior Knowledge That Help or Hinder Learning Source: (Ambrose, et al., 2010, p. 14)

Just like last time, the 2 hours session was split into smaller sessions having a short break in between. Each session had an introduction, followed by a live demo, then an activity or time to try out the tools taught, and finally sharing of work progress.

This structure ensured systematic learning. Since a large portion of the class was based on live demonstrations, the tools were broken down into a simple usable format with the right references to help ease understanding. The complexities and difficulty of the content were

gradually increased as we progressed from one mini session to another. "Students appreciate being introduced to simpler, more descriptive models initially" (Hobbs, 2007) thereby giving them the time to get comfortable with the subject.
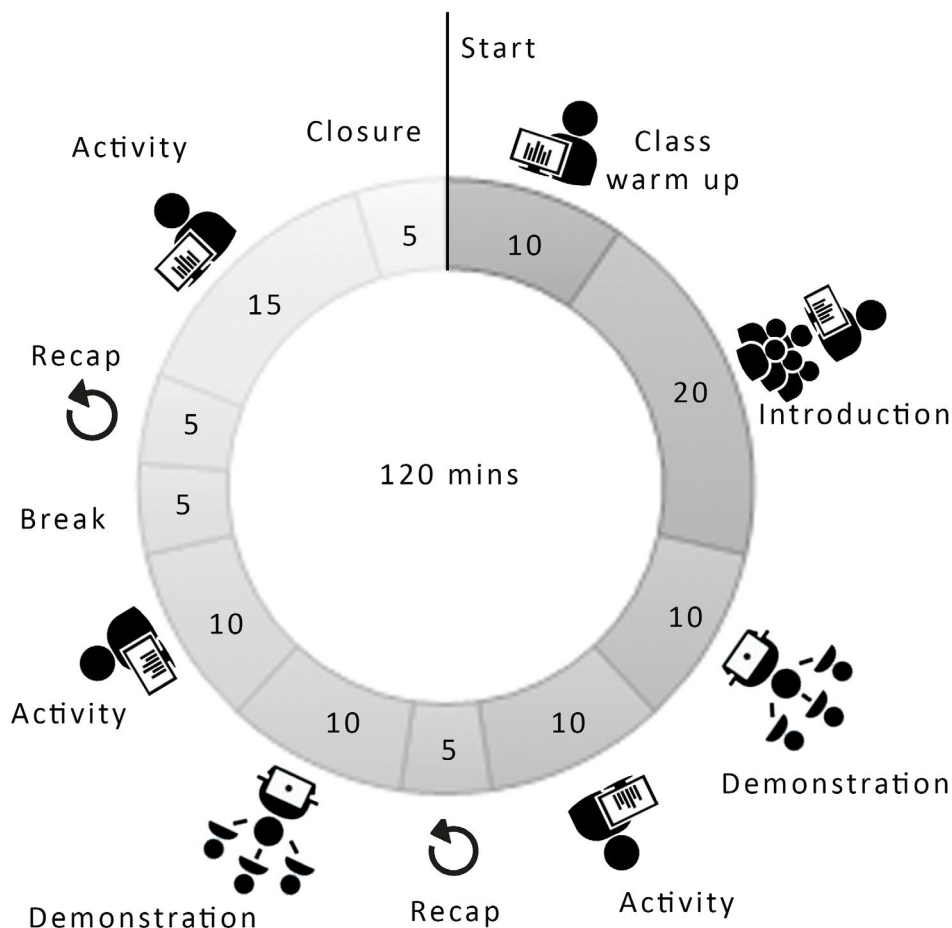
Fig. 5 Class structure Cycle 2
*Number indicate minutes

The gradual increase in difficulty was well absorbed by the students. The content seemed to be delivered at the right speed making it easy for the students to comprehend. This was evident by the progress sheets shown by the students. By the end of the session, almost all learners had achieved the planned learning outcomes.

Kanupriya has a deep understanding of the subject which was reflected in the confidence with which she conducted the class. She encouraged all students to share screen which helped her monitor student progress in an online space. The faculty displayed patience and repeated herself whenever a student missed out on content due to internet instability, a concern specific to synchronous online learning.

All of her teachings were well supported with available online tools, like a live demo, using quiz via a poll feature, and chat box. The material required for the class was kept handy "Preparedness, one behaviour associated with professionalism is an important focus in the current standards." (Kramer, 2004, p. 23). The tutor's class demonstration was crisp and was in complete control of the class at all times. Thus displaying great class management skills like the previous session.

2.6 Review and Reflections

Kanupriya's class even though technical in nature created multiple opportunities for interaction and collaborative learning. Kuh (2001) identified these as few parameters for enriching educational experiences.

Kanupriya was extremely comforting, empathetic to the students, and reflected an optimistic attitude. Hurst and Reding (2000) stated attitude as a vital component of professionalism. She was appreciative of the student's input. The student's enthusiasm to share their work was proof enough that the students were completely engaged in the content and thoroughly enjoying the session.

Kanupriya's teaching showcased scaffolding technique where she referred to the learning of prior knowledge (illustrator) and used it as a framework for the current class (Photoshop).

3. Comparative Review - Cycle-I and Cycle-1

Both of Kanupriya's sessions were successful in achieving the intended learning outcome. Even though both the sessions had distinct content (1st was theory and 2nd was technical) they showed similar structure and teaching methods. The majority of the session was based on discussions and interactions, which is a strong approach to ensure student engagement in the online space. Punctuality is a key component of professionalism as identified by Hurst and Reding (2000). Both classes started on time, which shows the faculty's professionalism also ensures class discipline.

Over the multiple peer observations that I have conducted, I realized that a good introduction to a topic is very important, something Kanupriya followed effectively. Most activities required a thinking process to be followed by open-ended solutions. All student outputs towards class activities were encouraged with a positive feed-forward. The content was developed and delivered keeping the learners in focus and Kanupriya shuffled "her instructional practice between **Teacher as Facilitator**[7] and **Teacher as Activator**[8]," (Fullan,

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[7]Teacher as Facilitator includes instructional practice like simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-bases; inductive teaching. (Fullan, 2013, p. 25)

[8] Teacher as Activator include Instructional practice like reciprocal teaching; feedback; teacher student self-verbalization; meta-cognition; goals challenging; frequent checks on effects of teaching. (Fullan, 2013, p. 25)

2013, p. 25). This helped support "student-centeredness[9] 'respect for students' and 'lecturer-student rapport" (Ramsden, 2003, p. 74), which are some key factors of teacher ratings in higher education.

During Session 1, when Kanupriya realized the content she has planned was delivered in less than half the time she expected, she applied Rapid reflection[10] one of the five stages where reflection can take place as identified by Zeichner & Liston (1996). This helped her plan impromptu class activities to not only support the content but also ensure learning was achieved by all.

Kanupriya's greatest win as a tutor was her ability to retain the student interest for the entire length of the session. Both the sessions displayed maximum student engagement. Student engagement as per Kuh (2003) relates to the time and physical energy that students spend on activities in their academic experience.

3.1 Key take-away' s from the observed session

- **Engagement in the online space** is different and needs planning. It can be stated as the single most obvious factor to ensure learning.
- **Optimal attention span:** Kanupriya resorted to smaller sessions to keep students alert and interested. "Change in activity, every 15 minutes or so restores performance almost to the original level." (Biggs & Tang, 2011, p. 137).
- **Recap and Summary:** There was a quick recap of the previous class and a small summary of the session. This helped consolidate learning which "leads to better and lasting retention than simply finishing and dismissing." (Biggs & Tang, 2011, p. 137)
- **Use of relatable examples and references:** Understanding the learners and using relatable examples encourages interaction.
- **Scaffolding Technique:** Kanupriya used previous learning to support in-class teachings. Alber (2014) reinforces, how structuring the learning in your classroom from the prior knowledge of your students for future lessons is plain good teaching.

4.   Reflections and Conclusion

Peer observation in an online space was a unique experience. In a traditional classroom, there was an "expected" structure of teaching and a physical classroom layout that aligned to it. Moreover, all students and their activities were within the tutor's visual range. This helped the tutor gauge student learning. Online space is bound to limitations and ensuring student

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[10] Rapid Refection- "immediate, ongoing, and automatic action by the teacher." (Finlay, 2008, p. 4).

learning can be challenging. It was interesting to see how my peers tested conventional teaching techniques and explored newer tools to effectively deliver content.

Personally, true learning for me happened during the post-observation meets with the learning sets. It gave me great insights into multiple teaching perspectives and pedagogies. The debates and dialogues were enriching and insightful. The discussions helped me analyse and conclude my observations. Thus completing the loop of **Gibbs' Reflective Cycle.** Additionally, I not only learned to keenly observe my peers but accept critical review and constructive feedback.

As I proceed further, I plan to continue on my journey of being a "Reflective Practitioner", and conduct consistent checkpoint in my teaching structure to ensure I, *think, pause, evaluate and enhance my teaching methods.*

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Annexures

Annexure 1A: Cycle 1- Pre-observation Form

PRE OBSERVATION FORM

(Kindly share the filled form with your observer one week before the scheduled class.)

Name of Faculty Member: **Kanupriya Sharma**

Peer Observer's Name: **Manasee Kakkad, Ishi Srivastava, Rahul Rabha**

Mentor's Name: **Sharmila Katre**

Course name/course code: **Immersion/UGFDCD** **Year/Level//Sem: 2020-21/0/1**

Module/Unit: Typography **Number of learners: 21** **Learner's group: UG/PG/MA**

Date: 20/10/2020 **Venue: Black Board** **Time: 11 am-1pm**

S.No.	Attribute	Elaborate
1.	Aim/objective/outcomes to be achieved during this session.	To understand the basic typographic terminology. To remember and recognize font style, type classification.
2.	Description of the learners profile and their understanding level.	Learners are in L 0(SoCP). There are the students who have opted for Communication Design as their core stream. They are at beginner's level.
3.	Teaching pedagogy to be adopted with appropriate reason for learner needs and equal opportunities.	Interactive Question and answer based teaching Instructional based teaching Game Based Learning
4.	Resources/Tools to be used.	Synchronous Class through Black Board Collaborate (LMS)

		Power Point Presentation
		Black Board White Board
		Online game based on typography
5.	Scope for participation & interaction	This is a 2 hour session and after every 20 mins there is an interaction happening through a quiz, white board activity and a game.
6.	Techniques to be applied to measure the extent of the student's learning during this session.	Question based learning to ensure students are understanding the given topic
		Interaction in the class
		Quiz to ensure students are able to apply their learning from class.

PRE OBSERVATION FORM

Evaluate the session alongside the pre-observation form

1. Extent of achievement on learning outcomes with applied teaching pedagogy, modality and resources.
2. Extent of learner's interaction and participation.
3. Elaborate on the areas in which the expectations were met.
4. List the identified areas of improvement.

Annexure 1B: Cycle 1- Post-observation Form

POST OBSERVATION FORM

(Kindly share the filled form with your peer within one week of the scheduled session.)

Name of Faculty Member: **Kanupriya Sharma**

Peer Observer's Name: **Manasee Kakkad,**

Date: 20 10 20   **Venue: Blackboard**   **Time: 11:00-13:00**

Domain: **Comment**

Planning/Organization/Content	
Aims/objectives/outcomes of the	The faculty has stated the following aims/ objective and outcome for the session To understand the basic typographic terminology. To remember and recognize font style, type classification.
The content is clear, well researched and up-to-date	The content of the session as extremely clear, The faculty has the required expertise to conduct the class and she came thoroughly researched not only on the content but was extremely well prepared to deliver the same seamlessly to the students. Majority of the session was based on discussion on Discussion was based on the PPT shown by her. The faculty had a great understanding of her students and the content was delivered clearly at the right pace making it easy for the students to comprehend.

Domain: Classroom management/Teaching Strategies/resources	Comment
Clarity of content delivered	The content was delivered with utmost clarity. She made the students comfortable and made extreme efforts to engage the students while teaching.

	Kanupriya has an effective style of breaking the content in small topics. This made the full 2 hour session as a series of smaller micro session. Each of these were different from the other (PPT/ quiz/ presentation/ games). This ensured novelty and variation in the 2 hours class and also kept the students active and engaged at all times. The class started with an informal talk about the other workshops being conducted. Kanupriya eased the students into her class and gave them the much needed warm up time. Few positive take ways from the class were • The introduction to the class was crisp and clear, making way to clear context setting. This gave students a clear insight on what to expect as the class progresses. • For a majority of the time the class content was delivered via student's discussion and questions. • The questions and examples shared were very relatable making it easy for students to grasp the topics. The PPT content was focused and it always looped back to the aims of the class. • Introduction of a quiz in between was a great methods to do a stock take on student understanding of the ongoing subject. • The highlight of the session as the introduction of a live games. This was taken very well by the students and led to fun based learning. Few suggestions. • While the content in the PPT was extremely clear, the visuals could have be made interesting. • When a few students faced issues on connecting to the game during the session, as immediate "reflection in action" could have been sharing screen and the class plays it collectively.
Displayed enthusiasm and motivated the students	Kanupriya has an extremely comfortable body language which makes her very approachable. The students were at ease in the class. There were instances of humour injection in class which made the class lively. The students were very motivated and Participated in all throughout the activities.

Choice of tools for delivery	Kanupriya used multiple tools for content delivery via online medium. Those include PPT, white board, online live game, Chat box. All the above tools strongly supported the content delivery and increased the quality of student learning

POST OBSERVATION FORM

Achieved student attention & involvement	The students were engaged throughout the session. Splitting the class into multiple small sessions, helped keep them involved and engaged. The session was very interactive and at no point did the students' attention or enthusiasm drop. Kanupriya integrated multiple tools into the session. This helped support student engagement.
Classroom management	Kanupriya displayed great classroom management by ensuring all students participated in the class activities. She not only encouraged students to participate but nudged the ones who were not.
Domain: Instructional Strategy/Presentation/relationships	**Comment**
Treated students with respect and gave equal opportunity	She was extremely comforting and empathetic to the students. As mentioned she not only encouraged the students to participate she also nudged the students who were not. As a faculty she treated students with great respect and consideration. Kanupriya was also very appreciative of the student's inputs and interaction. It was very evident that the students were enjoying the session and very comfortable with Kanupriya as their faculty.
Displays confidence and professionalism	Kanupriya displayed great professionalism and confidence. She has a deep understanding of the subject which was reflected in the confidence with which she conducted the class.
Domain: Assessment/monitoring	**Comment**

Employs effective use of questioning/monitoring	The entire class was based on interactions and multiple questions asked by the faculty. The questions were simple and relatable. They did not intimidate the students. The questions not only supported the content but also helped students understand the same. Students were very forthcoming to most of the questions asked leading to a active class atmosphere.
Providing clear feedback (If any)	In the last section of the class students presented their in class activities. Kanupriya gave feedback to the students then. The feedback was constructive and easy to comprehend and gave a good clarity on way forward.

Annexure 2A: Cycle 1- Pre-observation Form

PRE OBSERVATION FORM

(Kindly share the filled form with your observer one week before the scheduled class.)

Name of Faculty Member: **Kanupriya Sharma**

Peer Observer's Name: **Manasee Kakkad, Ishi Srivastava, Rahul Rabha**

Mentor's Name: **Sharmila Katre**

Course name/course code: **UGFnD** **Year/Level//Sem: 2020-21/0/1**

Module/Unit: Design Ability **Number of learners: 28** **Learner's group: UG**

Date: 05/11/2020 **Venue: Black Board** **Time: 2pm-4pm**

S.No.	Attribute	Elaborate
1.	Aim/objective/outcomes to be achieved during this session.	To able to understand difference between raster images and vector images. To Introduce students to Photoshop and its basic tools- open a document, working space and selection tool.
2.	Description of the learners profile and their understanding level.	Learners are in L 0(SoCP). Learners are first time studying about Abobe software- Photoshop. They are at beginner's level. This is their first class for Photoshop
3.	Teaching pedagogy to be adopted with appropriate reason for learner needs and equal opportunities.	Interactive Question and answer based teaching Instructional based teaching Demonstration based teaching
4.	Resources/Tools to be used.	Synchronous Class through Black Board Collaborate (LMS) Power Point Presentation Black Board White Board Software- Photoshop

		Quiz
5.	Scope for participation & interaction	This is a 2 hour session and after every 20 mins there is an interaction happening through a quiz, white board activity and a demonstration of the tools.
6.	Techniques to be applied to measure the extent of the student's learning during this session.	Question based learning to ensure students are understanding the given topic Interaction in the class Quiz to ensure students are able to apply their learning from class. Giving achievable task in the given time frame for better understanding of the tool.

PRE OBSERVATION FORM

Evaluate the session alongside the pre-observation form

1. Extent of achievement on learning outcomes with applied teaching pedagogy, modality and resources.

2. Extent of learner's interaction and participation.

3. Elaborate on the areas in which the expectations were met.

4. List the identified areas of improvement.

Annexure 1B: Cycle 1- Post-observation Form

POST OBSERVATION FORM

PGCAP
Post Graduate Certificate in Academic Practice

(Kindly share the filled form with your peer within one week of the scheduled session.)

Name of Faculty Member: **Kanupriya Sharma**

Peer Observer's Name: **Manasee Kakkad,**

Date: 5 11 20   **Venue: Blackboard**   **Time: 2:00-4:00**

Domain: Planning/Organization/Content	Comment	
Aims/objectives/outcomes of the	The faculty has stated the following aims/ objective and outcome for the session To able to understand difference between raster images and vector images. To Introduce students to Photoshop and its basic tools- open a document, working space and selection tool.	
The content is clear, well researched and up-to-date	The content of the session as extremely clear and precise. The faculty has the required expertise to conduct the class and she came thoroughly researched not only on the content but was extremely well prepared to deliver the same seamlessly to the students. Session followed a strong pattern of Introduction- demonstration- experiences/ practice- discuss output. The faculty had a great understanding of her students and the content was delivered clearly at the right pace making it easy for the students to comprehend.	

Domain: Classroom management/Teaching Strategies/resources	Comment
	The content was delivered with utmost clarity.
	She made the students at ease and ensured maximum engagement by all.
	Kanupriya as mentioned has an effective style of breaking the content in small topics.
	This made the full 2 hour session as a series of smaller micro session(3 to be specific)
	Each session covered a series of focused Photoshop tools that she demonstrated and asked students to apply
	The class started with an informal talk and the faculty shows the students the campus.
	Faculty spoke about happenings in the Academy, encouraging students to participate. This helped reinforced enthusiasm and positivity towards the campus.
	Few positive take ways from the class were • There was short crisp recap of the previous classes and the software thought. • A clear definition to distinguish between the software close last class an the software that was to be introduced this class • The examples shared were very relatable very easy to comprehend and showed the application of tools very easily. The faculty had good class management skills and ensured timely stock take of the tools taught to ensure complete learning
Clarity of content delivered	

Displayed enthusiasm and motivated the students	The faculty as always was extremely approachable and the students were at ease to ask any doubts and queries The class vibe was supportive and positive, where students were also helping each other
Choice of tools for delivery	Kanupriya used multiple tools for content delivery via online medium. Those include Live demo, Poll, Chat box. All the above tools strongly supported the content delivery and increased the quality of student learning

POST OBSERVATION FORM

Achieved student attention & involvement	The students were engaged throughout the session. Kanupriya follows a strong structure within her classes. Splitting the class into multiple small sessions, helped keep them involved and engaged. It is noticed that the faculty follows this pattern and the output of the results very well reflected the effectivity of the pattern followed. The session has the right amount of engagement to ensure complete leaning
Classroom management	Kanupriya displayed great classroom management by ensuring all students participated in the class activities. She not only encouraged students to participate but nudged the ones who were not.
Domain: Instructional Strategy/Presentation/relationships	**Comment**
Treated students with respect and gave equal opportunity	As always, Kanupriya was extremely comforting and empathetic to the students.. As a faculty she treated students with great respect and consideration. Kanupriya was also very appreciative of the student's inputs and work shared. The student's enthusiasm to display their work was proof enough that the students were completely engaged in the content It was very evident that the students were enjoying the session and were comfortable with Kanupriya as their faculty.
Displays confidence and	Kanupriya has a deep understanding of the subject which was reflected in the confidence with which she conducted the class.

	The material required for the class was kept handy displaying complete professionalism
professionalism	
Domain: Assessment/monitoring	**Comment**
Employs effective use of questioning/monitoring	The entire class was based on live demonstration and then application of the same. The tools were broken down into simple usable format with the right references to help ease understanding. Same. Students were very forthcoming to discuss their work, share screen. It is also important to note that Kanupriya called students by their names to ensure everyone got a chance and responded.
Providing clear feedback (If any)	