# Record of Observation or Review of Teaching Practice

Session: Introduction to Creative Direction Workshop, with Newham College

Size of student group: 12 Students (16-18 year old - Level 3 students)

Observer: Lucy Finnegan

Observee: Lorraine Brobby

Part One

Observee to complete in brief and send to observer prior to the observation or review:

**What is the context of this session/artefact within the curriculum?**

The session serves as a bridge between theoretical knowledge and hands on application, equipping students with the skills and tips necessary to navigate the dynamic landscape of creative industries. It aligns with the broader curriculum objectives introducing the students into collaborative practice and encouraging visual storytelling.

The idea of this workshop is to make meaningful contributions to their transition into higher education.

Using magazine publications as a frame, the aim is for students to combine their practical design work and develop that through creative direction. The workshop will involve mixed group discussion of visual analysis, general discussions and smaller group styling and production activities.

As part of the work I do within the outreach team, the focus is always on helping students figure out their interests and connecting that to undergraduate possibilities and pursuits outside and after higher education.

**How long have you been working with this group and in what capacity?**

This will be my first time working with Newham College

**What are the intended or expected learning outcomes?**

- Expanding their skillset through visual storytelling, collaboration, styling and production, examples of elements that fall under the umbrella of creative direction.

- Increase their motivation and engagement with creative education further from their current courses and share knowledge when it comes to roles in the creative industry.

**What are the anticipated outputs (anything students will make/do)?**

* Visual judgement activities: Magazine front cover analysis
* Variations of digital look books inspired through allocated publication clients.

**Are there potential difficulties or specific areas of concern?**

It’s important for me to acknowledge that there may be potential difficulties through the duration of this workshop. As I am unfamiliar with the needs or personalities of the students some of the teaching methods or topics may require adapting depending on the response. However I will do my best to create a flexible learning environment where everyone can feel comfortable to contribute and welcome open communication throughout our time together.

Additionally, I was informed that one of the students I will be teaching is deaf and will be accompanied by their interpreter.

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

I have informed their tutor that will be attending East bank with them however I will explain again to the students at the beginning of the workshop.

**What would you particularly like feedback on?**

* If the concepts are being understood and received.
* Any suggestions on how I can make the lesson more interactive and fun
* Any suggestions on how to support diverse needs
* Would be useful to gauge the relevance of my references and if the amount of information is digestible /overwhelming or suitable for the age group
* If the connection I am making between creative possibilities and undergraduate course recommendations is clear and helpful

**How will feedback be exchanged?**

Written Notes

## Part Two

### Observer to note down observations, suggestions and questions:

You unpacked the theme of creative direction well and kept your slides quite minimal so not to overload. Some of the case studies probably needed further unpacking and explanation for the audience. Some had probably never heard of Jacquemus for example.

I loved the advice of “finding your creative space” but again I think this could have been simplified for the audience and perhaps the word ‘internship’ could have been explained.

There were some terms in your delivery and task that just needed more unpacking. Editorial, typography.

Very clear definition of creative direction

From the time I observed, I feel you had the right level of interaction. You had a inspiring space, were very personable, added music and ensured there were questions and a task quite early on.

I thought your delivery was inclusive with diverse reference materials and you were mindful of the room size and audience. However my only suggestion would have been an immediate introduction of yourself and your story first as I think that would have made that particular audience feel inspired and comfortable.

You were the perfect educator for this age group. Your personal story of study at LCF was pitched at the right level and you were a great advocate for the college! I would suggest perhaps reconsider some of the content in terms of level. Magazines was a great visual and practical exercise but its not really a world that age group know or work with so perhaps there needed to be some explanation and context as to why. A mag is considered something old people or the 90s worked with and so maybe the audience needed more background of the importance of them in fashion still. Just to understand why they were looking at magazines. Before the activity, perhaps warm them up a bit so they are ready for an activity. What you could have done is an example first. So you do an example like analysing a cover and then get them to do it. And get them to understand why they are doing it. I observed a table in front of me who seemed to not really understand what or why they were doing. Your case studies were interesting and diverse but again, perhaps things like collaboration or pop up shop needed more unpacking.

Yes. I think you were a great advocate for LCF and the CDFF course. I would also say that perhaps don’t highlight the shyness or the silence. As a teacher, maybe demonstrate comfort in silence.

## Part Three

### Observee to reflect on the observer’s comments and describe how they will act on the feedback exchanged:

Thank you for taking the time to provide feedback on my teaching. I genuinely appreciate the opportunity to reflect and refine my practice.

Your suggestions regarding content adjustment and providing more background into my journey during my time in education could have added more to the sessions and I will certainly integrate that into future sessions.

Looking back I can agree with the fact that some of the studies may be unfamiliar to that student audience, like the ‘Jacquemus’ brand and I could provide a more thorough explanation of the terms that they have yet to experience such as ‘internship’ and perhaps used words like ‘work experience’ to help simplify certain terms and provide clarification.

I'm glad to hear that the minimalistic approach to slides was effective. I will maintain this approach and the incorporation of music during group and independent activities where it fits as I do believe it can promote a comfortable learning space.

I understand that magazines may not be a familiar medium for that age group as they tend to move away from print, particularly in today's digital age.

I hoped that the focus on the covers helped them think about the creative decisions that go into curating the covers and consider the team needed to execute them. As well as intentionally selecting print publications that featured familiar pop culture icons that they would come across when they are on social media to help them engage more with the print medium.

Moving forward, I will ensure to offer a brief explanation of why we are engaging with materials like magazines and their continued significance in the fashion industry and provide more purpose behind these activities.

I appreciate your perspective and understand the importance of creating a supportive environment and will not draw attention to the moments of shyness amongst students. I will strive to maintain and encourage the atmosphere and use other ways of responses to help manage the quiet times. Perhaps written responses through the MENTI platform I used during one of the activities or consider ice breakers to get them warmed up first before the main chunk of the session and be more patient with their interactions.

Again, Thank you for the positive feedback and suggestions.