Review of Teaching Practice

Session/artefact to be observed/reviewed: *Unit 4: Co-design for Sustainable Future 04/03/2026 - Finding Focus Tutorials - Tutorials to share the initial focus of students Unit 4 project.*

Size of student group: *4 Students*
Reviewee: *Sabrina Miller*
Reviewer: *Tim Harris*

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?

This session is part of the Unit 4: Co-design for Sustainable Future and the aim is for the students to find their initial focus and direction for their project.

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

I previously met this cohort and facilitated a workshop with them in September 2025 in their first unit as an Associate Lecturer.

What are the intended or expected learning outcomes?

✨*Learning Outcome*✨ *Consolidate inspiration and find focus but give permission not to know, or not to know 'rationally'*

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

No specific outputs. It would be good for both tutor and student to have a clear understand of initial direction and discuss next steps in their process.

Are there potential difficulties or specific areas of concern?

Not having had many touch-points with the students in their prior units means I haven't been able to develop rapport with them over time. This may mean that it takes longer for them to feel comfortable and at ease communicating with me in tutorials.

How will students be informed of the observation/review?

Anna, one of the senior lecturers on the course has informed the students about the teaching observation to make sure they are aware of it and are comfortable with it

What would you particularly like feedback on?

I spend most of my time as an AL in tutorials with MA students. I generally use my intuition to guide conversation and provide feedback, suggestions, inspirations etc… I am learning more about certain theories and methods that could be integrated into my teaching but for this instance, I'd like to get feedback on my intuitive way of facilitating tutorials to see where the gaps are, as well as what feels good about my approach.

How will feedback be exchanged?

I would like the feedback in writing if possible. Ideally I'd like a combination of verbal and written feedback but I'm not sure if we will have time to debrief during the session. So let's say written feedback just incase you need to leave in the midst of it!

Part Two

Reviewer to note down observations, suggestions and questions.

Your positive energy and calm demeanor seemed to help the students feel comfortable and open up to you.

The situation might have been a bit intimidating for the student, as we were three "tutors" at the table, to just one student for the first tutorial. But you and Laura really made it clear that everything was just an informal chat, and I felt the student relax into the session.

In terms of your Learning Outcome – inspire, find focus and allow 'not knowing' – the sessions were both a success. You let the students speak fully and freely about their ideas and encouraged them when they didn't have "answers".

In both tutorials, you gave a few suggestions of book, articles and other references which was great. I think your intuitive way of approaching these sessions is working. Something to consider, perhaps, is how having an outline or basic structure for your session might help you and the students. I wonder how that would feel for you, and the students?

For the first tutorial, about the 'Gloves' concept, you did a lot of patient listening and worked incredibly gracefully and compassionately with student. There was a bit of an English-language barrier, and you did a great job of making sure to adjust for that.

With this first student, I wondered if the quiet, shy behaviour was culture or personality, as much as English-speaking ability.

Both you and Anna filled in a lot of the blanks for the student: “Unexpected Feedback” seemed to be the theme. It was hard for the student to articulate their thoughts. I found your suggestions helpful. You asked if the student would like to write it down, for example. And you asked questions using lots of different words, to give the student the best chance of understanding, I found. Your line of questions around whether or not the Feedback the student would gather would be telling them something were particularly insightful. You gave the student a few potential directions to explore that related to their work so far: embodiment, feedback, movement, muti-sensory inputs... The way you repeated some of these ideas and connected them to what you were seeing in the students project work was very effective. I think the many examples of possible references and resources was good too. You gave the student the feeling that they were onto something that is part of a larger movement. Overall, it was a great tutorial.

For the second tutorial, there were two students working together on a “Quantified Self” project. For this tutorial, the language barrier seemed even more significant. You were very patient, and smiled a lot. I think this really put the students at ease. After listening for a while to their ideas, and engaging with the poster and diagrams they were showing you, you asked a great question, which I think inspired the students a lot. It was provocative, in a good way: “Are you hoping to find an ANTIDOTE?” In the context of talking about the self as possibly “algorithmic”, and the students’ ideas about the “unquantifiable identity”, I found this a very useful way to guide the students. Both you and Anna mentioned many references, from tv shows to academic papers. This got the students more animated.

From there, the conversation took a deeper turn around dystopias. At that point, your passion and interest was evident and catching. I do wonder what would have happened if the students had a little more space and time to respond to some of those ideas. One possible idea, might be to write down a set of questions that students might ask. Or, give the students more chances to ask questions. This is really tricky sometimes, and the tutorial was excellent in terms of building trust and a relationship with these two people who you didn’t know very well yet.

I liked how you encouraged the students to enrich their research more. You asked lots of good questions and gave good prompts for the students to use to take next steps. The way you asked “who these systems benefit” was compelling. I think I saw an aha moment happen for one of the students then. You gave a clear suggestion to ground the work more specifically in a context, while keeping it positive and constructive. I really enjoyed this critical and rigorous approach combined with a friendly and relaxed feel.

Thank you for the chance to see you in action!

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.

Thank you for taking the time to observe the tutorials and for offering such thoughtful and generous feedback. It was reassuring to hear that the calm and open approach seemed to help students feel comfortable and able to speak freely, particularly given that I have not worked with this cohort extensively before and was mindful that establishing trust might take some time

It was encouraging to hear that the sessions supported the intended learning outcome of helping students find focus while also allowing space for uncertainty and "not knowing". Holding space for this early exploratory stage feels important within creative practice, where ideas often emerge through conversation and reflection rather than through immediate clarity. This is something I consciously try to hold space for within tutorials, as I believe the early stages of creative research often require a degree of openness and exploration before ideas can become fully articulated.

One of the suggestions you raised was the possibility of introducing a loose outline or basic structure for tutorials. I found this an interesting point to reflect on, as my instinct in tutorials is often to allow the conversation to unfold organically. However, I can see how having a light structure or a few guiding prompts could support both myself and the students in navigating the discussion, particularly when students are still developing their ideas or when there are language barriers. Moving forward, I will experiment with preparing a small set of prompts or guiding questions that can help frame the conversation while still allowing space for intuition and responsiveness to the moment.

You also noted that during the second tutorial the conversation became quite animated around references and related ideas, and wondered what might happen if the students were given more space and time to respond to these suggestions. This felt like a valuable observation. I recognise that my enthusiasm can sometimes lead me to introduce multiple references quite quickly. Moving forward, I will try to pause more intentionally, allowing students more time to process ideas and articulate their own responses. In this case, creating these pauses may help support a more dialogic learning environment during tutorials (thinking with Paulo Freire), where knowledge can emerge through exchange rather than being led too much by myself as the tutor.

Another suggestion you made was the possibility of writing down questions that students might ask, or actively creating more opportunities for students to ask questions themselves. I found this particularly useful as a practical strategy.

Providing visible prompts or questions could support students who may need a little more time to formulate their thoughts, especially when working in a second language. I will explore ways of integrating this into tutorials, perhaps by noting key questions or themes during the conversation that students can return to as they continue developing their projects.

Your reflections about the way I worked with students experiencing language barriers were also encouraging to hear. I appreciated your recognition of the effort to rephrase questions and create multiple ways for students to engage with the discussion. This is something I remain attentive to in my teaching practice, particularly within the international and multilingual learning environment at UAL.

Overall, your feedback has helped me reflect more consciously on the balance between intuition and structure within my tutorial approach. While I value the responsive and conversational nature of these sessions, I can see how introducing light scaffolding, such as guiding questions, pauses for reflection, and clearer invitations for student questions, could further support student engagement.

As a result of this feedback, in future tutorials I plan to begin sessions with two or three guiding questions or prompts that can help frame the conversation while still leaving space for the intuitive and exploratory dialogue that often supports creative thinking.

The observation has been a valuable moment of reflective practice, helping me recognise both the strengths of my intuitive facilitation style and the ways it might be gently adapted to support students' learning more effectively.

Thank you again for the opportunity to reflect on my teaching through your observations!