

## Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: **Video and a PDF**

Size of student group: **In Live session 20 to 40 students**

Observer: **Linda Aloysius**

Observee: **Zhan Gurskis**

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*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** 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?**

This is part of the Games design Y2 session, where students are encouraged to explore and understand new programming techniques, in this case: learning and understanding how to generate/destroy "dynamic objects".

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

Normally it is the second month of the first block and unit; as they come in to year 2 Game Design I teach them more concepts about programming video games.

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

Complete the exercise / with all additional tasks, which will show understanding of generating and deleting game objects, which then aids the students to create their own game with dynamic generation of game objects (which is part of the unit brief).

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

The anticipated output is to take this logic shown in the tutorial and apply it to their game systems and produce a game with dynamic challenge. (Which usually implies generation and deletion of objects in run-time)

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

There is a lot of switching between different menus and connecting different variables/ objects together - this can be a bit confusing. But the final outcome does make a simple game, so it easy to gauge when the task is complete correctly.

If a student gets stuck, it's easy to help them in person. (not such much online, but a pdf and a video does help! Also if they get stuck offline, they can point at the particular page/ minute in the video – at it is easy for me to pick up the issue and explain in greater detail via email/ or later in person)

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

N/A – this is a version of offline content, that works as a support for the live sessions. **What would you particularly like feedback on?**

Language, delivery (speed, conference), my goal is to explain complex structures in a simple and engaging way.

### **How will feedback be exchanged?**

Via email

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## Part Two

Observer to note down observations, suggestions and questions:

Thank you Zans, for meeting with me to discuss your teaching and for the material you sent to me. It was a pleasure to talk with you about some of the ideas, experiences and challenges you have with your teaching.

I hope that the recorded session will be helpful for you to refer to. Meanwhile, I have summarised a couple of points that stood out for me, from our discussion; these are perhaps things that you might find helpful to think about going forward.

- I was really impressed by your care for the students in terms of ensuring that they understand your lessons and that your communication with them – written and verbal – is clear at all times. Although this is something that all tutors have to think about, you mentioned that English is not your first language and, therefore, you have developed a good understanding of what it can be to try to study in a context in which the language is not first language for you. Your empathy in this regard is great to see, and this is reflected in the structured approach that you take to planning your sessions and – from what I can gather from your descriptions – the similarly structured way that you help students to respond to tasks. I do wonder if there is scope to take the issue of empathy further into your teaching and think of ways to encourage this amongst your students, perhaps via the tasks that you set?
- I was similarly impressed by something that we discussed briefly, towards the end of the meeting together, which was your interest in bees. Without wanting to pressure you to take on the extra work of designing outputs / resources for students relating to this, it was great to see you think about the issue of sustainability / nature, in relation to your teaching. Given that nature-based studies are increasingly becoming mandatory in art and design, there is scope for you to include this interest in your teaching; this may involve you taking a leading and innovative stance, and that may involve some challenges, but could also prove very rewarding for you and might help to ‘future proof’ students who, going forward into industry and employment, may be challenged to demonstrate

ethical concerns such as sustainability, as the world changes and industries of different kinds are pressured to adapt.

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### Part Three

Observe to reflect on the observer's comments and describe how they will act on the feedback exchanged:

Based on Linda's comments, I glad to see that all feedback is positive but also thought-provoking giving me some ideas on how to move forward.

In the first point, Linda mentions my interest in making the materials as clear and concise as possible, with emphasis of using easy and digestible language. This point deeply resonates with me, as I have studied a lot of literature on English and different ways writing and presenting materials in the most comprehensive way possible. I have always focused on the students' ability to properly respond to the subject – and less so, on the level of English. As in my opinion it is more important to spend University time focusing on the subject rather than Language – as it there are plenty of other opportunities to improve it outside of the classes. This is not to say that – language is not important – I do believe that being able to clearly communicate ideas and to properly understand subject's terminology and to be able to use it freely is of high value, so I do try to balance it. I have also read a lot about semiotics and comics (as a media), and have developed a deep understanding how message is presented and how it is interpreted. Linda commented - if there is a way to embed this empathy for communication amongst students. There is definitely an opportunity for that in collaborative units- I always remind my students to communicate and be patient when working with other students- and I give them examples how simple messages can be miscommunicated – be it stress, or a typo or different expectations etc. Fundamentally, we all come from different places with different life experiences- and communication should not hinder the ability or creativity of anyone.

The second major point is focused around: ethical concerns and sustainability. Just to clarify my intention – I found a bee keeping community (<https://beurban.org.uk/>) in Kensington park, which is relatively close to LCC. They offer talks and bee keeping experience – it is local, community focused, educational, and sustainable. I had a chat with a representer, and they said that they often do bee keeping tours and other related activities- for an annual subscription. They also said that the sessions and task can be tailored specifically for my students. Which is fantastic as it would enable our students to learn more about nature and sustainability. Additionally, I can easily relay the knowledge about bee keeping into games design and understanding of systems. So not only we can have an interesting day out and be closer to the nature, but also our students can be inspired and informed, by good practices with positive ecological impact – that they can hopefully take forward and make difference in the future industries.

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