

## Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Lesson plan for Drawn to Digital short course

Size of student group: 4 - 12

Observer: Natalia Zwardon

Observee: Augusta Akerman

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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

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?

Short course introduction to experimental mark making and lo-fi printmaking with results being digitally enhanced by use of Adobe Photoshop.

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

Developed the course in 2016 and have had it run every year since. It is a 4-day course and only goes ahead if there are 3 students or more.

What are the intended or expected learning outcomes?

An insight into how both analogue and digital methods can enhance your creativity. Encouraging those less prone to using Photoshop to break away from thought processes stopping them from doing so. As well as providing hands on creative making for those who only work digitally.

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

Using imagery and textures created in the 1<sup>st</sup> two days' students will experiment with various Photoshop techniques to create repeat patterns and digital artwork.

Are there potential difficulties or specific areas of concern?

Perhaps too much to get through in 4 days. Issues with onsite access to digital facilities. Would like the course to be 5 days.

How will students be informed of the observation/review?

n/a

What would you particularly like feedback on?

The pacing of the session and the amount of content.

How will feedback be exchanged?

Discussion and ROT form.

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## Part Two

Observer to note down observations, suggestions and questions:

Augusta, your class was fantastic! I see great potential for its applicability across various courses and industries. Do you see how this class could be scaled up to accommodate larger groups; imagine offering it to 60 students across different departments? I see this class being particularly beneficial for interior and textile designers, architects materials researchers and materials specialists.

Expanding the topic to both physical and digital aspects is a brilliant idea. It allows for the inclusion of both digitally advanced students and those who are just starting out. I believe there's potential to further explore how diverse expertise and skills can contribute to the course, meeting the needs of every student effectively.

Moreover, integrating Drawn to Digital alongside the course/unit could add another layer of depth and versatility. Illustration plays a crucial role in various fields. By incorporating illustration tutorials, students could enhance their visual communication skills, enriching their ability to convey ideas effectively in both physical and digital formats. Expanding this short course into a longer program and presenting it to department leaders as a complementary addition to their curriculum could yield great results.

You mentioned the need for a library accessible to all students—creating an independent library could ensure ongoing access to resources beyond the course duration and facilitate continued communication with students.

Furthermore, organizing a final year exhibition showcasing the work of your short course students would be a fantastic opportunity for networking and sharing the outcomes of your collaborative efforts. It could serve as an inspiration for other courses and highlight the innovative projects developed with your guidance.

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## Part Three

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

The feedback I have received has been more than I could have hoped for. It has encouraged me to dare to think that maybe this course could be applied on a larger scale and involve other departments. I would have never thought that it would ever be of interest to full time courses and potentially be something they could include alongside their curriculums.

I plan to create a proposal to send to course heads introducing them to my course and the feedback I have received whilst on this PgCert in the hope I could make the development of the course and its inclusion within other UAL departments a possibility.

Through this feedback, I have also been inspired to try and foster more of a community post course, encouraging student to maintain a certain level of contact. Creating a space like a

Padlet available to be accessed at all times where students can post work and interact with each other encouraging networking and building a support system. I am very much interested in the idea of an end of year showcase. Whether online or in person, as a way to continue to encourage an artistic community post short course. This is something I could bring up with short courses at the same time as proposing a part 2 of my course.

I appreciate all the suggestions made and are very grateful that someone can see the potential.

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