

Please tick

New Lecturers' Course /PGCAP	<input checked="" type="checkbox"/>
Associate Teaching Course/ATP	<input type="checkbox"/>
Bought-In-Teachers	<input type="checkbox"/>
Promotion to SL	<input type="checkbox"/>
CPD	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

Teaching Observation Report Form

Name: Davide Filingeri	Date: 24th October 2017
-------------------------------	---

School/Department: LDS	Subject: Environmental Ergonomics	Module/Course Unit: DSB121
Assessor: Mike Fray	Session Length (Hrs/Mins): 1 hour	Observation Length (Hrs/Mins): 55mins
Level/Year: 2	Mode (FT/PT): FT	Number of Students/Participants: 17
Type of Activity: Lecture	Topic/Title: Spatial sensitivity of the eye	Composition of Group: UG

Purpose and Aim of the Session

The overall purpose/aim of the session is:

- Explore the spatial sensitivity of the eye

Specific Learning Objectives (eg objectives linked to knowledge and understanding; subject specific skills; generic skills)

The students/participants should be able to:

- Understand how the eye resolves different images

Role of Learn pre- and post-session

Learn is used to support student learning for the observed session as follows:

- Reference material and lecture slides are available

Relationship of Learning Objectives to Module Learning Outcomes

The learning objectives of this session support the following module learning outcomes:

- The ILO for this lecture relates to MLO A
- Knowledge and Understanding:
A fundamental knowledge and understanding of the principles and practice of ergonomics of the physical environment including general philosophy and the effects of temperature, sound and light on peoples safety, performance and comfort.

Practice Areas and Commentary (including strengths/weaknesses):

1 Clarity of purpose/aim and learning objectives

As a title Spatial Sensitivity felt a little abstract from the content. Discussed alternative approaches with DF.

2 Planning and organisation

The lecture was well planned with good links into web based material. i.e. video links and 2 x web based software.

The flow was maintained throughout though the second web activity was cut short maybe this could have been better delivered as a really clear demonstration that could have enabled the students to complete outside the time.

3 Learning and teaching methods

The learning and teaching methods were appropriate for the group. Davide encouraged the students to engage with the material and regularly asked questions of the group to allow involvement. This was possibly over used in a lecture of this short duration. We discussed how this might be used to dissect the lecture period into smaller sub-sections.

4 Presentation

Davide's language and style was very well paced. Regular attempts to involve the students in the material were noted.

5 Content

The material was an introduction to the focussing properties of the eye. A short section at the end

of the lecture introduced these concepts into design thinking.

6 Student engagement and/or participation

There was an excellent use of name recall. There was a high level of inclusion methods in the learning process. The activity using the lens software was very well integrated into the session and was a good use of technology to support learning

7 Impact of accommodation and learning resources

N/A

Summary of the overall quality of the session in terms of the learning objectives sought.

NB: This section should identify any key areas of practice for future enhancement activity and highlight areas of effective/innovative practice which may be appropriate to share with colleagues.

This session delivered a good level of accessible material to support the single learning outcome. The delivery was very good and the engagement with the class was excellent. The use of the lens software was particularly useful and added much to the session.

Please tick the box if you agree to elements of effective/innovative practice identified being shared

Assessor's Evaluation	✓
Excellent: Very high standards across all practice areas: learning objectives achieved.	
Highly Satisfactory: Generally very good though scope for minor improvements in one or two practice areas: learning objectives achieved.	✓
Satisfactory: Acceptable standards across all practice areas though scope for improvement in some areas: learning objectives achieved.	
Requires attention: Acceptable standards in most practice areas though one or two areas in need of significant improvement: some objectives not achieved.	
Unsatisfactory: Poor. Unacceptable standards in over three areas of practice with wide scope for major improvement: the majority of objectives not achieved.	

Assessor's signature:

Candidate's comments (optional)

Candidate's signature: