

Review of Teaching Practice

Session/artefact to be observed/reviewed: [Pre-recorded Online Garment Research Lecture](#).

Size of student group: [Cohort of approximately 140, but only about 90 attended the lecture](#).

Reviewee: [Eleanor McDonald](#)

Reviewer: [Rachel Marsden](#)

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?

[It is an online lecture as part of 'Design Fundamentals'. Students are required to select one garment archetype to use as design inspiration so this is to support that part of the unit.](#)

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

[I have been working with them for approximately 8 weeks as unit leader. I also teach 3 out of 8 teaching groups and am pastoral tutor for 2 out of 8 groups. There are about 18-20 students per teaching group.](#)

What are the intended or expected learning outcomes?

[To understand what we mean by a 'garment archetype', to be introduced to different methods of researching garments, to be introduced to the idea of 're-imagining' an archetype and be introduced to the concept of object-based research prior to activities happening class that week.](#)

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

[Physical garment research on their own and at an Archive visit organized through the course. They will have to use this research to inspire their designs. The final outcome of the unit is a re-imagined shirt, inspired by an art movement and a garment reference.](#)

Are there potential difficulties or specific areas of concern?

[Teaching large lectures online is hard – there are spaces for activities but these are not always engaged with that thoroughly. Following PG Cert lecture I do want to explore how break-out rooms could be used for the Padlet activity, but with a cohort of 140 this might not be workable.](#)

How will students be informed of the observation/review?

They have not been informed as the session already happened and it is a recording that is being reviewed.

What would you particularly like feedback on?

I struggle with online teaching so any feedback on ways to encourage engagement would be useful. Also, on how the lecture is structured, I often feel like I am speaking into a void so thoughts, tips, suggestions would be welcome.

How will feedback be exchanged?

In person via an online tutorial.

Part Two

Reviewer to note down observations, suggestions and questions.

Thank you for sharing the recording of your online garment research lecture. I reviewed approximately the first hour of the session (excluding the initial 12 minutes of informal arrivals). What follows is a consolidation of observations relating to pedagogy, student engagement, digital facilitation and contextual considerations such as intellectual property and inclusion. Overall, an engaged, patient and inclusive approach to the session - a wonderful watch!

You open the session with a welcoming and positive tone, checking in with students and asking if everyone is ok. This establishes an atmosphere of kindness and care, modelling attentiveness that is important in online learning spaces. You mention that you will put music back on in the background (though this is not audible in the recording). The gesture itself suggests an intention to soften the digital environment and create a more social or relaxed atmosphere. This could become interactive, for example, inviting students to collaboratively contribute to a shared playlist such as Spotify Jam. Just an idea – might not be feasible in such a large group!

The session outline is well-structured, and the use of colour-coding to delineate stages of the lecture works well. The colour logic tracks consistently as the session progresses. You also verbally signal transitions between sections, reinforcing clarity. Perhaps numbers might also offer additional signposts / navigational cues for students?

You acknowledge colleagues' contributions (Suzanne's graphic), which models collaboration. This, alongside the captioning of images / garments presents an opportunity to consider attribution, intellectual property (IP) and copyright. It might be valuable to signpost students to an Academic Support Online short course '[From idea to industry: valuing your creative rights](#)' designed by Careers & Employability to help understand how intellectual property (IP) works both at UAL and in professional practice. This might also relate to the latter mention (after 1 hr in the session) of documenting own garment / practice and within the archive visit / session. Note,

some image captions were difficult to read (e.g. white text overlaid on an image), and although names were mentioned, image sources were not cited.

The 'What is a Garment Archetype'? activity invited students to respond through different channels (e.g. text button or pen on screen, or chat). As responses came in, you acknowledged students by name and expanded on their contributions, whilst reinforcing participation. 6 responses from a cohort of over 100, encourages the need to think differently about modes of engagement. (See my suggestions later on.)

The transition between slides and Padlet was seamless, showing confidence in the use of these platforms. You provided helpful prompts and explicitly invited contributions that reflected students' identities and cultural backgrounds. I saw this as an inclusive gesture that values situated shared knowledges. Your and your colleagues' examples on Padlet also offered a brief insight into staff backgrounds, communicated with positive energy and openness. 4 minutes may have been too brief for this activity, particularly in such a large group. It might also be valuable to check students' confidence in using Padlet (digital literacy) and what devices they were using (e.g. are they using their phones which makes interactivity harder) for when timing such activities. Importantly, you allowed silence in the space, to enable thinking time whilst you responded to queries in the chat. You slightly extended the activity to allow for more contributions.

Throughout the session, you consistently provide positive reinforcement ("some really beautiful things coming in [...] super nice"), again modelling care. You gently invite and encourage peer engagement. At this point, you noted 102 students were present, though limited verbal contributions were made. Breakout rooms might be better suited to enable small group discussion here.

You were responsive to occasional technical issues (e.g. student microphones) when they arose, suggesting alternatives. This didn't impact your pace or flow of the session. In turn you acknowledged a shyness in the space, not wanting to put anyone on the spot, showing a sensitivity to online participation. At around 40 minutes into the session, a loud clicking noise started that seemed to continue for a few minutes. You acknowledged a mic was on and asked a participant to mute themselves. Again, this didn't stop your flow, and you jumped straight back into the session. This showed your confidence in the online space.

It is brilliant to see international garment examples and from wide-ranging contexts. This creates space for the decolonisation of fashion narratives and practices. This is echoed in the Padlet activity, which invited students to share more culturally situated garment references, showing a commitment to diverse perspectives. There is an opportunity to take this further in the 're-imagining archetypes' section to share non-Western designers (beyond Celine and Jil Sander) to decentre Eurocentric fashion discourse. Furthermore, the use of Instagram Reels as a contextual hook is particularly effective – current, accessible and also captioned. Linking to this content on Moodle for later viewing further supports flexible engagement.

Towards the end of the session, a significant amount of information is shared about the archive visit and session overview, the archetype garment session outcome, sample room task and more, and related to Moodle. At this point, comments were

coming through in the chat to respond to after the session. I wonder if there could be more opportunities for pause and questions throughout the session? Furthermore, how might you foreground a relationship to the brief / unit / course at the start of the session to remind / reinforce and of associated learning outcomes?

The session was varied in content with short interactive activities, more didactic content delivery, video content, framework / model introduction to use as part of garment analysis (The Dress Detective) and more. There are a few areas where slide design could be improved to support readability and accessibility as related to:

- White text over images making text hard to read
- Bullet points overlaid over images
- Text boxes over busy Padlet backgrounds (visually confusing)
- Some slides could be more clearly organised

Here are some UAL links to guidance on developing content / digital education, which might be of interest. Some of this is already exemplified in the Panopto recording in terms of indexed content, ability to playback and at different speeds, captioned content and more.

- Accessibility in digital education and “quick wins” (some of which you are already doing Ellie): [Link](#)
- Accessibility and good design: [Link](#)
- Creating accessible documents: [Link](#)
- Ally: [Link](#)
- Making Powerpoints more accessible: [Link](#) (see [WebAIM platform](#))
- [Mentimeter](#) might be better suited for large group numbers. Also what about the use of Microsoft Polls / word clouds? Do speak to UAL’s Digital Learning team about possibilities

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.

Thoughts on the feedback:

- Break out rooms – This is something I have been considering but was not sure how to work this in and not sure how to do this in BB collaborate. It might work as a precursor to the archetype slide? Or maybe later to discuss a more in-depth question, not sure what that is yet but will work to incorporate this next year.
- Good point about devices and clarity – I didn’t think about students viewing lectures on a phone and how this will affect things. I am used to slides displayed on large screen in class but will consider how scaling down to a phone will affect the layout and readability going forward. Need to investigate ‘Mentimeter’ and how this can aid with different devices.

- Like the idea of bringing in more diverse garment examples later – the slides were inherited and I have edited them and added extra content, good idea to mix this section up as I have done with other areas of the lecture.
- Same with the linking to Assessment Brief (AB) and Learning Outcomes (LOs) - I did not think to add this as it was not there when I inherited the slides, but I think this will help with clarity! I have been keen to embed AB language into other content so this will follow on and strengthen what I have already been doing.
- Like the idea of numbers – colours are a good visual indicator, but number will help give a sense of timing in the session's progression.
- Was thinking about the timing in general and think maybe the structure needs to be simplified to allow more time for tasks and engagement – This was my second year delivering this lecture and there are still large sections that I inherited and have only had time to update the look of the slides, not the content. So this will be a good chance to properly consider the structure and tasks within the lecture.
- Glad that it comes across as a welcoming space as I always feel a little like I am speaking into the void! - I did play music at certain points, but I think BB collaborates noise cancelling has removed this in the recording. I have heard music when colleagues have played it but should maybe check next time to see if it is coming through.
- Watched UAL guide for Power Point on creating accessible documents which was useful:
 - o Change background to light beige not white
 - o Didn't realise 24 was the smallest size font – I usually use 20 as standard and sometimes drop down to 18, but never smaller.
 - o Interesting to hear that bold is the best options to show text is important. I instinctively shy away from underlining and now I know it my dyslexia finding it hard to read.
 - o Had not thought about Alt text at all – will try to add to slides but this is going to take a very long time as there are lots of visuals in the slides. Can slowly do this over the summer maybe?
 - o Want to share these with the rest of my team – especially for the Make the Grade session as that PPT is so inaccessible and I have been keen to change it!