

Review of Teaching Practice

Session/artefact to be observed/reviewed: Year 1 BA FDT Womenswear Sample Room Session – ‘What is Jersey?’

Size of student group: 18 students

Reviewee: Eleanor McDonald

Reviewer: Enshang Shang

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 is the first Sample Room session of the new unit. The session is 3 hours long and is part of their core teaching – I usually see them for 3 hours at the same time each week.

This is the first time they are using Jersey fabrics, so this session is their first introduction to this.

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

I have been teaching them for their weekly core session since the start of the academic year.

What are the intended or expected learning outcomes?

In this session they will...

- Expand their fabric knowledge by learning about jersey.
- Consider the difference between pattern cutting and garment construction of jersey vs woven garments.
- Drape a basic jersey bodice.

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

- They will do some stretch and drape tests in groups to identify what types of jersey they have brought in.
- They will drape a Jersey bodice.
- They will discuss some of the themes of the unit – what do they think about re-purposing/up-cycling?
- They will peer review each other's garment research pages.

Are there potential difficulties or specific areas of concern?

Timing – this is a new session combining what was once taught across two sessions so it will be interesting to see the flow and how the timings work out.

Knowledge – it is the first session on a new topic so it will be interesting to see how much prior knowledge they have, if any.

Prepared-ness – most tasks in the session will be based on fabric they bring in and the pre-task pages of garment research. If they don't have these they won't be able to full participate in the session.

How will students be informed of the observation/review?

I will let them know in person at the start of the session, and then highlight this again when the observer arrives. Making sure it is clear I am being observed and not them!

What would you particularly like feedback on?

Engagement in discussion - it would be good to get observations on how I can engage wider group discussions. Lots of students are reluctant to talk and it is always the same ones that speak up in class.

Timing and flow of teaching – there is core content that I have to delivery verbally mixed with group discussions and demonstrations.

Language and understanding - the class is approximately 50% international students who's first language is not English. Therefore it would be good to get feedback on how I engage those students and make sure they have the same level of understanding as the other students.

How will feedback be exchanged?

TBC – written notes with the potential of an online meeting to debrief?

Part Two

Reviewer to note down observations, suggestions and questions.

First of all, I really enjoyed observing this session. It felt very studio-based, practical and supportive, and students seemed comfortable and focused throughout.

Engagement in discussion

I really liked the 15-minute warm-up activity at the start. It helped students settle in and eased them into the topic in a very natural way. Asking "What is Jersey?" was a nice icebreaker - simple but effective! And it encouraged them to start thinking straight away rather than just listening.

You moved around the room consistently, which was great. It meant you were able to check in with groups, prompt discussion and support students who needed clarification. Students seemed much more confident discussing within their small groups, which worked well.

As you mentioned beforehand, whole-class discussion was mainly led by the same few students. You're already very good at encouraging conversation, but you might experiment with something like asking each group to nominate a spokesperson, or giving them a minute to rehearse an answer together before sharing. That might help some of the quieter students feel more prepared to contribute.

Timing and flow of teaching

The overall structure of the session felt very clear and logical. The progression from introduction, to fabric testing, to demonstration, and then to draping worked really well. Using a timer was also great - it helped keep activities focused and you managed transitions smoothly.

Your demonstrations were a real strength. They were detailed, clear and very practical. I particularly liked how you linked the stretch test back to students' previous knowledge of woven fabrics, that connection really helped reinforce understanding rather than presenting jersey as something completely separate.

The only small thing I noticed was that 20 minutes felt slightly tight for analysing six fabric samples in depth. You might consider reducing the number slightly to allow for richer discussion.

The grid drawing activity also took a bit longer because some students didn't bring the correct equipment (rulers and suitable pens for fabric), which slowed down the process. Perhaps a quick reminder before the session could help with this in future. That said, considering this session combines content that was previously delivered over two sessions, the pacing felt well managed overall.

Language and understanding

You were very aware of the international cohort and checked understanding regularly, which was great to see. I noticed that some students processed instructions through discussion within their groups before starting, which is actually a really positive sign of collaborative learning.

There were a few discussions between international students where some terminology on the fabric research form caused confusion. It might be helpful to briefly introduce or define all the key terms at the beginning of the activity, just so everyone starts with the same understanding. Maybe including them in the slides or showing an example sheet could make a difference.

I also thought it was great how you used physical examples to explain the difference between woven and jersey fabrics, that visual and tactile explanation really supported comprehension across language levels.

Studio management and responsiveness

I really liked how you handled practical issues. When some students brought woven fabric instead of jersey, you calmly provided alternatives so they could still fully participate, which was inclusive and kept the flow going.

You consistently walked around to check progress and made sure each group was on track. The atmosphere felt supportive and purposeful.

The draping demonstration in particular was very detailed and clearly explained, especially when you highlighted how draping jersey differs from woven fabric.

Students seemed attentive and engaged during this section.

Overall, this was a really well-prepared and thoughtfully delivered session!

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.

- I like the idea of asking them to nominate a spokesperson or giving them time to rehearse an answer – maybe giving them the prompt early and then saying you have 2 mins to think about what you would want to say?

I did use a version of this in a session I did last week – students are working in groups and there are multiple points in the session where we stopped, and they feedback to the whole class. I said that each time a different person had to feedback.

Classically the most vocal students went first, but this allowed time for the second and third round to be the quieter students and has the added benefit of giving those less confident students an example of what was expected via the first round of feedback.

- A good observation about the fabric testing and reducing the number of fabrics – I think maybe we could reduce this to three per group and then add it as optional independent study to do another three. I also think I need some physical examples of what these pages should look like. I have them digitally in the presentation, but it is good to have some physical ones to hand as the details of the descriptions etc are lost a bit in the resolution on the slides.
- I think this also follows into the language and understanding – it is a good idea to go over all the sections on the sheet and ascertain understanding. One

thing that came up from talking to one group was the word 'handle' in relation to how a fabric feels. I was able to go around the other groups and double check they understood this, but going over everything at the start would help stop this happening.

I also like the idea of an example sheet where there are definitions and examples – will try to prep these in the summer for next year!

- 'The atmosphere felt supportive and purposeful' – this is similar to some of the feedback I got from the Mirco-teaching where lots of people commented on the openness of my teaching style. It is good to know that this also comes across in person, but is again something that I am not necessarily doing consciously - which does reinforce my thought that I want to try and integrate this a bit more.