

Review of Teaching Practice

Session/artefact to be observed/reviewed: Advanced Business Retail unit

Size of student group: 67

Reviewee: Enshang Shang

Reviewer: Eleanor McDonald

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 an MA unit within the Global Fashion Retailing course at the Fashion Business School, London College of Fashion. It builds on the foundational knowledge developed in the Retail Strategy and Operations unit, enabling students to further develop their analytical skills to critically evaluate retail business strategies across different global contexts including digital and international environments - as well as across a range of organisational scales, from large corporations to small and medium-sized enterprises (SMEs).

The unit also provides students with the opportunity to pursue a specialist direction aligned with their scholarly interests and career aspirations. These specialisms may include international retailing, responsible retailing and sustainability, or omnichannel and retail analytics.

The observed session is the introduction to the Omnichannel and Retail Analytics pathway.

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

Since September 2025, 67 Students.

What are the intended or expected learning outcomes?

The Unit Learning Outcomes are listed as below:

LO 1 – Wide reading of a chosen retail-related subject area (knowledge)

LO 2 – Develop critical analysis within a specialist field of retailing (enquiry)

LO 3 – Involve and analyse a chosen and relevant retail theory related to your subject area (process)

LO 4: Produce a visual academic poster, involving key areas of your research and findings from your literature review (again indicating insights into global retail business strategy) (realisation, communication).

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

In this lecture, students will be learning about:

- *Omnichannel retailing – building on their existing knowledge*
- *Key trends in omnichannel retailing and digitalisation*
- *Digital, omnichannel, and data-driven approaches as sources of value creation and competitive advantage*
- *Digital and omnichannel strategies used by global fashion retailers*
- *ARB pathway selection*

Are there potential difficulties or specific areas of concern?

The business lecture content focuses on theoretical concepts and is largely text oriented.

66 out of 67 students in the cohort are international, with English not being the first language for over 95% of them.

How will students be informed of the observation/review?

Consent for the observation will be verbally communicated with students.

What would you particularly like feedback on?

I would particularly appreciate feedback on my lecture content design, given that business lectures are typically theory-heavy, as well as on the clarity of my explanations of theoretical material. I would also value feedback on the pacing of the session and the effectiveness of my student engagement strategies. In addition, I would welcome feedback on how effectively I communicate complex concepts to international students whose first language is not English.

How will feedback be exchanged?

Written feedback will be provided in Part Two of the observation form, with an optional brief verbal follow-up if needed.

Part Two

Reviewer to note down observations, suggestions and questions.

- *Lecture content design*
Slides appear to follow UAL templates and have a good uniform layout which allows you to focus on the content.

I like how you followed up slides with questions, with another slide showing the answers in another colour. This means students who are catching up or referring to the slides have the full context and don't miss anything that was covered verbally in the session.

Key words were made bold, this was good to show which parts were most important. Have you considered using colour to highlight as well?

Some slides did have quite a lot of text, and it was a little small, but I thought how you addressed this in the session was very good and how you encouraged them to get the slides up themselves for reference.

The use of visuals was varied – photos and animations, and most were referenced or included link for context which is great.

I like how you used videos to communicate key points as well as delivering content from the slides. Videos succinctly communicated points that helped even me as a novice understand the topic.

The main thing I noticed was at the end with the bidding. The slide did not explain how the bidding form would be sent out, so maybe an extra bullet point to make this super clear.

The Values Creation Diagram Could maybe have been across two slides – full page and then smaller with breakdown of information.

Also, Rachel shared this link to Power Point accessibility and layout with me that might be of interest – I have found it super useful!

<https://canvas.arts.ac.uk/sites/explore/SitePage/61338/creating-accessible-documents>

- *Clarity of explanations of theoretical material*

You are very good at coaxing out group discussion when met with shyness and silence – asking them to compare to multichannel to help them define omnichannel. Really good to engage them in defining things rather than just telling them.

You clearly explain different acronyms and how pathways are connected, which is good for full understanding of the slides.

Good use of examples to give context and show theory in practice – Burberry Trench Coat and then Nike case study

Really good to highlight that all the other pathway materials are on Moodle so they can reference the other pathway if desired.

- *Pacing of the session*

I like the fact that you have a clicker as this allows you to move around. This is good for engagement, especially as room is so big, and also means you don't have to keep coming back to the front to change slides and interrupt flow.

You adapted well to changes in the session – playing pre-task video as students had not watched it – only 5 mins so was able to add in. And this did not affect your time keeping, which was very good. You finished exactly on time to allow for the pathway selection at 11:45am.

I also thought it was good that you got them thinking ahead to seminar by telling them how content (metaverse and digital fashion) will link to an activity later.

Only thing would be to maybe pause a bit on the end slides between the topic changes and maybe ask if there are any follow up questions. But this would also affect timing, and I know the session needed to finish on time to leave space for the bidding to happen.

- *Effectiveness of student engagement strategies*

I really loved the Lunar NY intro – it was very cute and nice to link students from different backgrounds 😊

Liked how you walked around and made eye contact with students – nice to engage them and not just be standing statically at the front.

Some students at the back seemed a bit less engaged, but I think this could also be because they were looking at their screens for the slides and not the board. I think room layout make a big difference in these kinds of sessions. The ‘U’ shape worked well for you being able to move around but also meant that some students were much further away than others.

Really great space for students to share opinions (like asking how they felt about the metaverse) and there was space for this throughout the session.

You re-phrased comments of students that spoke very quietly so others could hear and then expand on the point to create more discussion.

And great you were able to call on students by name as this really helps with sense a of belonging.

- *How effectively complex concepts are communicated to international students whose first language is not English*

You did this well. Giving permission to access slides on Moodle allows them to read along and also potentially use translation software.

It was also good that all the video resources had captions. If these are not linked on Moodle it would be good to do this as then students can also re-watch back with subtitles in other languages.

Also, as I mentioned before, slides with questions have answers so if they need to look back at the resources the all the information is there.

I am not sure if you do this, but you could make the slides available on Moodle early so students can pre-read if they are concerned about understanding things.

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.

This observation has provided a valuable opportunity to reflect on both the strengths of my teaching practice and areas where I can continue to refine and develop.

A key strength of the session lies in the structured design of lecture materials and the intentional sequencing of content. Ensuring clarity in slide layout, signposting key concepts, and integrating applied examples appear to support student understanding, particularly when working with theory-heavy material. I will continue to embed discussion prompts within slides and provide complete context within the materials so that students who revisit content independently are fully supported.

The use of applied case studies and comparative questioning remains an important strategy in my teaching. Encouraging students to define concepts collaboratively, rather than passively receiving definitions, fosters critical engagement and deeper learning. I plan to continue strengthening this dialogic approach, particularly in large cohorts where maintaining interaction can be challenging.

In terms of pacing, I recognise the importance of balancing content coverage with space for consolidation. While maintaining strong time management is essential, I will be more intentional about building in short pauses between conceptual shifts to allow for clarification and reflection. Even brief moments for students to ask follow-up questions may enhance comprehension and confidence.

Accessibility and inclusivity will remain central to my practice. With a predominantly international cohort, I will continue making materials available in advance where possible and ensuring that multimedia resources are captioned and accessible. Simplifying slide design where necessary and reviewing text density will also help reduce cognitive load and support multilingual processing.

Overall, this reflection reinforces the importance of maintaining clarity, structure, and applied relevance, while continuing to refine pacing, accessibility, and opportunities for student consolidation. Moving forward, I aim to sustain these strengths while making incremental adjustments that enhance inclusivity and depth of engagement!