# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Portfolio Making/Preparation workshop

Size of student group: varied

Observer: Kwame Baah

Observee: Mihali Intziegianni

##### 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 OneObservee 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?**

This workshop is part of the Personal and Professional Project (PPP) unit, which supports students in developing a professional portfolio aligned with their future aspirations. It directly contributes to their LO1 (developing a self-directed professional body of work) and LO5 (demonstrating industry awareness). The session helps students critically evaluate their portfolios, ensuring they meet professional standards.

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

Since the beginning of the academic year and throughout their course time. I am one of their specialist technicians in photographic practices, delivering inductions and technical workshops, contributing to their unit briefs, and providing support through 1-to-1 tutorials.

**What are the intended or expected learning outcomes?**

The session aims to improve students’ ability to curate, format, and present their portfolios in both digital and physical formats. Students will gain a deeper understanding of how to sequence and edit their work, explore different portfolio formats, and prepare files for printing or online presentation.

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

Students will refine their portfolios by applying sequencing and formatting techniques discussed in the workshop. They will print and arrange their work, explore binding methods, and engage in peer critique. By the end of the session, they should have a structured portfolio draft or a clearer plan for developing one.

**Are there potential difficulties or specific areas of concern?**

* Some students may have difficulty with the selection and elimination process as critiquing their work can be challenging. We will use this opportunity to open up discussion and critique amongst peers to support the selection process.
* There may also be technical issues around printing and formatting.
* Students with different skill levels may need different levels of support, so it can be a challenge to balance individual help with group learning.
* Late attendance can always be disruptive but is unlikely in this workshop.
* Participants must register in advance for this workshop via a Moodle link. Announcements for the workshop have also been sent out in advance and participants are asked to bring a a selection of images in digital format and laptop. Again, this can cause some problems as students show up without registering and without work materials.
* Printing takes a lot of time and the media lab technicians are also available on the day, but availability of staff and resources is not guaranteed.

**How will students be informed of the observation/review?**

Students will be informed in advance via email, or an announcement at the start of the session.

**What would you particularly like feedback on?**

Any feedback will be appreciated.

Feedback on the potential difficulties and challenges mentioned above will also be helpful.

**How will feedback be exchanged?**

Through this form or email. In person conversation is also welcome.

## Part Two

### Observer to note down observations, suggestions and questions:

Kwame Baah

Experiencing your tutorials and extended student engagement was a very good example of student development in a context of their practice and for specific outcomes. In the develop of their portfolios you not only guided them, but you provided a deeper understanding of portfolio reproduction to particular formats, print process considerations and colour theory related issues. There was also detailed discussion about design practice, purpose and intent that was exceptional.

There is a nuanced manner in your practice that situates student empathy and alignment when discussing content, images collated and their subject direction. It is more about your calmness of approach and how you encourage them to think about a number of possible directions. I suggest you consider running teaching sessions about colour theory for specific purposes that will support your potential students, such as fashion portfolios. I mention this because you covered the colour theory, image sizing and differences that paper makes to printing output.

Some useful concepts that came up were portfolio stage development as a context for understanding positionality in relation to their creative direction, which steers the meaning behind their photography, image transfer and, making sure they create a comprehensive portfolio. You were precise with your information, paced the session in a very supportive way and covered all the technical aspects with clarity. That you offered a 1-to-1 session for the student that did not bring their laptop was a good example of inclusive pedagogy in action. Thank you for the privilege!

## Part Three

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