

**SECTION A: PRE OBSERVATION (observee to complete)**

<b>Faculty:</b> Information Services Directorate	<b>School:</b> University Library skills Team
<b>Observee:</b> Lee Fallin	<b>Observer:</b> Steven Forrest
<b>Date and time of activity to be observed:</b> Thursday November 4th	
<b>Nature of activity to be observed (e.g. synchronous tutorial; asynchronous lecture etc):</b> Lecture (hybrid)	
<b>Name and number of module:</b>	<b>Number of students (expected / attended):</b> 12 – ish
<b>Activity Title:</b> Critical writing at L7	
<b>Learning outcomes for the activity. By the end of the workshop students should be able to:</b>	
<b>By the end of the session, students should be able to:</b> <ul style="list-style-type: none"><li>• The components of an argument.</li><li>• Developing consistent arguments</li><li>• Describing evidence</li></ul>	

## Structuring an argument

### ***For observee to complete:***

**I would find it helpful for you to focus and provide comment on the following areas:**

- Are the examples effective?
- Does it explain critical thinking well?

### **SECTION B: THE OBSERVATION (observer to complete)**

	<b>Observer's Comments</b>
Comments on specific issues raised by the observee (above):	<p>Effectiveness of examples</p> <ul style="list-style-type: none"><li>- Really liked the mobile phone example for 'analysis' – a suggestion, but I liked what you did: perhaps go further and when you get to this point, show your mobile phone and ask the students – how would you analyse a mobile phone (as a rhetorical question); and then pause for them to think about it, and then go through your example.</li><li>- The Harry Potter example was not as strong – needed a bit more elaboration that the argument should be present throughout and not just a 'surprise' plot twist that emerges at the end. More Harry Potter being the chosen one who will defeat Lord Voldemort (a key theme present throughout all the books), as opposed to Severus Snape turning out to secretly working for Dumbledore all along (a plot twist emerging at the end).</li></ul>

Observer's Comments	
	<ul style="list-style-type: none"> <li>- I liked the idea behind the theatre performance – perhaps the figure was too busy though at first glance. Maybe it would have been better to have animated the key components and then have them appear as you clicked and introduced them. Really nice idea though.</li> <li>- For hand washing example – good way to communicate this and to make it more tangible for students, but all the information appeared at the same time. Suggestion: perhaps have the equation appear at the start and then have the specific example boxes appear as you go through the example. When you said the ‘unsubstantiated claim’ example, it would have been good to visually remove the box from the slide – then it would be more obvious that the ‘argument’ is incomplete.</li> <li>- Really liked the puppy example</li> <li>- The signposting text example was interesting, but could be made more effective, not sure how though</li> </ul> <p>Explaining critical thinking</p> <ul style="list-style-type: none"> <li>- I liked the loop figure and how you explained the difference between knowledge and (essentially) analysis</li> <li>- Unsure on this point: You said that Bloom’s model was not intended to be hierarchical, but your figure suggests Analysis, synthesis and evaluation are more important, and you also presented it as a hierarchy.</li> </ul> <p>Really liked the spectrum of relevant debate and how you tried to tailor it to flood risk management (the students’ background topic)</p>
Things I thought went well:	<p>Really well-explained throughout and I liked that you covered a lot of information, but did so in a way that did not feel tedious or overly long – the good pacing also helped this.</p> <p>Very nice conversational style and engagement with students – relatable and bringing students into the discussion</p> <p>Asking a question, pausing and waiting for answers from the students.</p>

Observer's Comments	
	<p>Dealt with latecomers well.</p> <p>Engaging way that the fallacies were delivered</p>
My suggestions for improvement would be:	<p>Keeping an eye on the comments from students online</p> <p>Be aware of your focus of engagement – students spread across a big room so not always straightforward to be looking at them and articulating towards them (I liked your hand movements to help explain your points)</p> <p>(see suggestions on the examples)</p> <p>Perhaps try to include animations for certain slides – nothing crazy, but more to enable the information to appear piece by piece as opposed to all at the same time. E.g. The example paragraph – a lot of colour-coded text all appearing at the same time – a bit overwhelming.</p>
Things I will take away from today:	<p>Bloom's model not intended to be hierarchical – I did not know that</p> <p>This is a really interesting topic!</p>
Any other thoughts:	<p>I think all teaching staff should watch this lecture as it's a really well-structured and clear foundation for expectations of students (as well as being good for students to attend).</p>

<b>Observer's Comments</b>
Not sure about the effectiveness of the 60 second brain break – maybe a 'stand up and shake it off break' to make people move around..