

Peer Observation 4 – December 14th 2021

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

Faculty: Information Services Directorate	School: University Library skills Team
Observee: Lee Fallin	Observer: Catherine Lillie
Date and time of activity to be observed: Tuesday December 14th – 10 am	
Nature of activity to be observed (e.g. synchronous tutorial; asynchronous lecture etc): Computer workshop	
Name and number of module: Skills Team workshop programme	Number of students (expected / attended): 48 spaces – booking still open but currently at 5 – this will rise.
Activity Title: Advanced NVivo [On Campus]	
Learning outcomes for the activity. By the end of the workshop students should be able to:	
1 Create and use framework matrices	
2 Create and use crosstab queries	
3 Create and use group queries	
4 Create and use maps	

5 Create and use charts

For observee to complete:

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

This is my first time teaching Advanced NVivo using the new version of NVivo. I'm keen to ensure my instructions are clear and effective for this version of the software. I also haven't taught computer workshops for almost two years. I'll be teaching a couple of classes the week before, but I want to ensure my pacing is still correct and my balance of instruction to activity works for the students.

Note: This session will have another member of staff to support students during activities – so two of us can go around and answer questions. How we work together and communicate to support the students will be an interesting aspect of this observation.

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

	Observer's Comments
Comments on specific issues raised by the observee (<i>above</i>):	Instructions- as a 'student' in the session I felt that your instructions were very clear- there was no tangential information or confused steps showing that you had clearly thought through the structure in advance. When delivering this kind of session it can be easy to get excited by the capabilities of the software and end up going down too many paths and losing students, but you kept focussed on the necessary information and how students would use it which ensured that students didn't get lost (Jacqui wasn't over-stretched which showed me that people were keeping pace!) You also gave meaningful examples of the use of NVivo for different types of data, project etc which was useful.

	Observer's Comments
	<p>Pacing- the session went at an appropriate pace. Students had time to follow along, were attentive and felt comfortable to ask questions- which you answered knowledgably and patiently and related to their context. You used pauses well to enable students to absorb information or test things out for themselves.</p> <p>Balance of instruction/activity- I thought this was well-struck. There was a mix of time listening and time following along and the two worked in sync with each other. For example you would introduce a concept, give an example, expand on it's use or applicability and then walk students through how to put it into practice.</p>
Things I thought went well:	<p>From the start the session felt relaxed and comfortable. You created a welcoming environment by being conscious of students needs and their safety and you also spoke positively about the content of the session (e.g. "I'm excited...") which is important in setting the tone. You also stated session aims and outcomes at the start and gave a refresher of what they had previously learnt- this is all good practice. You then built on their previous knowledge in your instructions. Throughout the session you had good eye contact and used students' names which again contributed to the overall atmosphere.</p> <p>You focussed on the 'why' as much as the 'how' (using phrases such as "this is why..." and "this means...") which will really have helped students see how NVivo could work for them.</p>

	Observer's Comments
My suggestions for improvement would be:	This was a really good session so I'm afraid I have no meaningful suggestions for improvement!
Things I will take away from today:	I noticed that you repeated students' questions back so that other students could hear what had been asked- this is really good practice and something I will remember to do in my own teaching.
Any other thoughts:	