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# **Using Symplectic Elements to showcase peer observation opportunities**

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# Using Symplectic Elements to showcase peer observation opportunities

- Peer Observations and Elements
- First attempts
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- Conclusions

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# Peer Observations and Elements

- Academic staff sit in on each other's teaching
- Currently done ad hoc
- 'We need a system that already collects this information'
- Opportunity to increase participation

# First attempts

- Reporting/Search system
- Discovery module
- Keywords
- Labels
- HR feed
- Spreadsheets

# Peer observation attributes

The screenshot shows a web interface for adding a new teaching and supervision entry. At the top, there is a title bar with the text "Add a new teaching & supervision" and a "Close" button. Below the title bar is a central icon depicting a graduation cap, a document, and a plus sign, with the text "Select teaching & supervision type" underneath. The main area contains several buttons for selection: "Research-based degree supervision", "Course-based degree supervision", "Course taught", "Course developed", "Mentoring", "Program developed", "Graduate examination", "External Institutional Examination", and "Peer Observation Attributes". At the bottom of the form is a "CANCEL" button. The background of the interface is a light gray color.

# Peer observation attributes

## Add peer observation attributes

### What do I need to do?

Please provide us with information about **your** teaching practice, including the type of type of session, size, discipline, methods, etc.

The survey will take approximately 5 minutes to complete. Data gathered will be used solely for finding peers, and will not be used/exported for any other purpose or users.

Further information about the peer observations pilot can be found on [our Teams site](#).

If you have any queries, or would like to give feedback on the pilot version of this form, please contact [observationpilot@arts.ac.uk](mailto:observationpilot@arts.ac.uk)

### Essential Information

\* Brief description of your teaching practice

250 characters remaining.

?

\* Job role

?

I am already observing a peer

?

Session Size

- small group (2-10)
- medium group (10 - 20)
- large group (20-60)
- very large group (>60)

?

Type of session

- Group tutorial
- Dissertation tutorial
- Studio crit
- Workshop
- Lecture
- Seminar
- Other

?

Other type of session

Location

- In person
- Hybrid
- Online (synchronous)
- Online (asynchronous)

?

Study Level

- BA (any level)
- BA (level 1)
- BA (level 2)
- BA (level 3)
- MA (or other PGT)
- Other

?

Other study level

# Peer observation attributes

	<b>Areas of interest</b>	<input type="checkbox"/> Media and Communications <input type="checkbox"/> Digital Media <input type="checkbox"/> Theory, History, Cultural studies <input type="checkbox"/> Decolonisation <input type="checkbox"/> Technical skills <input type="checkbox"/> Digital skills <input type="checkbox"/> Fine Art <input type="checkbox"/> Lens-based media <input type="checkbox"/> Fashion <input type="checkbox"/> Climate, Racial and Social Justice <input type="checkbox"/> Interdisciplinary practice <input type="checkbox"/> Other	?
	<b>Other areas of interest</b>	<input type="text"/>	
	<b>Pedagogical focus</b>	<input type="checkbox"/> Object-oriented learning <input type="checkbox"/> Iterative processes <input type="checkbox"/> Pilot projects <input type="checkbox"/> Student-led sessions <input type="checkbox"/> Flipped learning <input type="checkbox"/> Experiential learning <input type="checkbox"/> Formative assessment <input type="checkbox"/> Peer assessment <input type="checkbox"/> Reflexive practice / metacognition <input type="checkbox"/> Other	?
	<b>Other pedagogical focus</b>	<input type="text"/>	

	<b>Availability for observation (days)</b>	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	?
	<b>Availability for observation (terms)</b>	<input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer	?
		<input type="button" value="CANCEL"/> <input type="button" value="SAVE"/>	

# Dashboards

## Peer Observer Search



Filter by job role

Select...

Filter by College/Institute/Group

Select...

Brief description of teaching practice	Name	Session size	Type of session	Location	Study level	Areas of interest	Pedagogical focus	Availability (days)	Availability (terms)	Already been observed
		small group (2-10), medium group (10 - 20), large group (20-60)	Group tutorial, Studio crit, Workshop, Lecture	In person	BA (any level), MA (or other PGT)	Media and Communications, Digital Media, Technical skills				No
		medium group (10 - 20), small group (2-10)	Group tutorial, Workshop, Seminar, Dissertation tutorial	In person	BA (level 3)	Media and Communications, Theory, History, Cultural studies, Lens-based media, Fine Art, Other	Flipped learning, Student-led sessions, Iterative processes, Pilot projects, Peer assessment, Other	Tuesday, Monday, Friday	Spring, Summer	No
		small group (2-10), large group (20-60)	Group tutorial, Studio crit	Hybrid	BA (any level)	Technical skills, Fine Art, Digital Media	Iterative processes, Experiential learning	Tuesday, Wednesday	Autumn, Spring	Yes
		very large group (>60)	Lecture	In person	BA (level 2)	Media and Communications	Student-led sessions, Formative assessment, Pilot projects, Iterative processes, Flipped learning, Experiential learning, Peer assessment	Tuesday	Autumn, Spring, Summer	No



# Dashboards

Peer Observer Search 🔗

Filter by College/Institute/Group

Select...
▼

- Central Saint Martins
- Central Services
- London College of Communication

Session size	Type of session	Location						
small group (2-10), medium group (10-20), large group (20-60)	Group tutorial, Studio crit, Workshop, Lecture	In person	BA (any level), MA (or other PGT)	Media and Communications, Digital Media, Technical skills				No
medium group (10-20), small group (2-10)	Group tutorial, Workshop, Seminar, Dissertation tutorial	In person	BA (level 3)	Media and Communications, Theory, History, Cultural studies,	Flipped learning, Student-led sessions, Iterative processes, Pilot projects, Peer assessment, Other	Tuesday, Monday, Friday	Spring, Summer	No

# Engagement

- Pilot at two colleges
- Emails to Elements users
- Training sessions
- Presentations at course meetings

# Issues

- Promotion focused on the system
- System not attractive
- No "carrot" for staff
- No time allocation
- Teaching staff less focused on Elements

# Outcome

- Postponed!

# Conclusions

- The actual technical side works well
- Some flexibility needed on design
- Staff engaged when focus is on the activity, not the forms
- Need to consider staffing and other issues
  
- Don't just focus on the system!