Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: 🎞Ruby Setup_FINAL_edit.mp4
🎞LASER CUTTER machine tutorial.mp4

Size of student group: N/A- open access, online guide
Observer: Rachel Marsden
Observee: Jess Ball

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
Observee to complete in brief and send to observer prior to the observation or review:

What is the context of this session/artifact within the curriculum?
Introducing the students to the laser cutters and Trotec Ruby, the laser cutting software. This video guide is to go alongside/ be used before a in-person appointment.

How long have you been working with this group and in what capacity?
As the tutorial is online for all to see as well as on QR codes within the workshop, it is for whoever desires it. Students from all courses and year groups use the 3D workshop.

What are the intended or expected learning outcomes?
To understand how to set up a file and upload it onto the software whilst preparing the machine correctly and safely for the desired use.

What are the anticipated outputs (anything students will make/do)?
Students would be expected to make a digital CAD file using Adobe Illustrator, prepare it correctly in Trotec Ruby and set up the laser cutter following the safe systems at work guidelines.

Are there potential difficulties or specific areas of concern?
Some students are not familiar with Adobe Illustrator or the process of laser cutting so it can be overwhelming. Some students may struggle with the captions if English isn't their first language.

How will students be informed of the observation/review?
As it is a prepared video and not live, this is not necessary.

What would you particularly like feedback on?
I would like to know how to make online content more engaging when looking at software and machinery. Also how I can successfully apply this to an in-person context.

How will feedback be exchanged?
A teams meeting

Part Two
Observer to note down observations, suggestions and questions:

The Laser Cutter Machine Tutorial and Ruby Setup videos are short and bitesize videos / resources / content that introduce the practical use of a software. Below, I have provided some reflections, questions and signposts – do not feel the need to respond to all of this in Part Three of the form, rather shared for future consideration.

The length of the videos holds one's attention, are easy to watch, with useful subtitles. I couldn't hear any audio dialogue though – is this intentional (hoping this wasn't a problem with my browser)? I often think an audio dialogue to meet / match the subtitles can be very engaging, also in meeting different learning styles and sensory processing (e.g. audio versus visual / textual). In relation to the latter, the Ruby Setup video often jumped between different screens / browsers / web pages and zoomed in and out quite quickly, with a small cursor (I often missed on screen), which could impact sensory processing and create overwhelm. The Laser Cutter video is gentler in its visual transitions with clever use of dual videos – e.g. button pressing - that helps to contextualise motion / action. As such, how might you make transitions / movement between content more sensory-friendly (and in consideration of neurodivergence)? Are there instructions you could provide alongside the videos to show how you can stop / start / pause or slow down the recordings? Also, could the title of the videos be more specific to the content, and a descriptor provided, potentially signposting to other related videos / content? Where do users / watchers go from here (beyond the close of 'Any questions? Please ask a technician'? Also, where might the series of videos be housed – is there a hub or area on Moodle where they live? [You might already do many of these things!]

Based on how short the videos are, I wonder if there's possibility to translate into other languages through the subtitling (thinking here about linguistic hegemony and how we often prioritise English language)? Also I noted the Ruby Setup video was recorded on a PC and it's made me think about whether it would function differently on a mac – as such do you need to create separate videos for PC and mac or is there little difference?

I wonder if 'Trotec Ruby' is an accredited platform by UAL – as in ok-ed by UAL for use – and whether these permissions need to be sought / are necessary? Especially if you are requesting students to login in (even if a shared login and password). Might be a question of [Digital Governance](#) (an ethical dimension to consider as part of these videos / resources)? In turn, have you gained any feedback from users / watchers of the videos? How might this feedback inform the future development of the videos? Might this also encourage some student agency in their potential involvement in their development?

Some additional links that might be relevant to examine / follow-up:

- Content connect - Digital Public Platforms (DPP) team – webinars and workshops about good digital practices https://canvas.arts.ac.uk/News/243824/content-connect-watch-the-sessions-back including Inclusive content design and accessible online content (WATCH BACK)

- Digital accessibility and the law https://canvas.arts.ac.uk/sites/explore/SitePage/61339/digital-accessibility-and-the-law

- Create accessible digital content - https://canvas.arts.ac.uk/sites/explore/SitePage/61336/create-accessible-digital-content

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Part Three
Observee to reflect on the observer's comments and describe how they will act on the feedback exchanged:

- When creating the videos we had to keep in mind that the students may be viewing the content within their hour-long time slot when laser cutting so it had to be as short as possible. In the future we could create an extended version which goes into more detail for when they are outside the workshop.
- Audio is something I would like to add to make the video clearer and more inclusive going forward. Due to a time constraint and a lack of editing software, we could not create a high-quality voiceover in the time given.
- Creating a fluid narrative of how to use the equipment and software was a challenge as it's usually such a demonstrative process and benefits from the student being present to gesture to certain buttons and settings. This feedback is constructive and creating smoother, gentler transitions will help the students, especially those with sensory-based neurodivergences. Creating a split-screen effect may make it easier for the students to grasp when talking about multiple processes.
- In terms of providing instructions alongside the videos and more information about where other useful videos can be found, this will change when we move our main digital hub to Moodle rather than using the Orb. Moodle is far more user friendly, and you can have one pay with multiple videos and online resources all clearly together in the same place.
- As stated in my previous observation by Kayal, changing the name of the video file is of utmost importance. The name reflects what the student will be learning and is the first signpost they see when clicking on the link/scanning the QR code.
- Translating the videos would be an interesting idea and would be far more inclusive for our vast range of international students.
- Unfortunately, the software and laser cutters only run off windows systems and not Mac so this is why we only created a video based on a PC. Also, we do not encourage the students to download the software themselves as they cannot connect their personal computers to the laser cutters. They need to use the software from the specific computers in the workshop to prevent any issues with health and safety.
- In terms of Trotec Ruby being an accredited UAL platform, I am unsure and will investigate this further.
- As the videos are a fairly new resource we have not received much student feedback yet. Creating a survey or getting verbal feedback from the students to see if this works as a learning tool will be extremely helpful.
- Unfortunately, I cannot access the links sent as I do not have permissions.