**Observation #1 Second Year Lecture – Delivered by Senior Lecturer (Interview #1) (19.10.17 between 16:00-17:00) (University A)**

🡪 Lecture takes place in a small lecture theatre. No clock in the room.

🡪 Students start to arrive and congregate towards the back of the room. There is only one student sat in the front row and she has chosen to be on the left side rather than the centre. Students talking about the lighting being dim at the back, perhaps it is a ploy to get them to sit towards the front, they laugh.

🡪 Very small group of students for a lecture – perhaps 20 or 30 in total. Despite the small number, they are scattered across the lecture theatre; a large number are in the middle of the centre block; some students in the middle right block and some in the middle left block. Small number at the very back and only one at the very front.

🡪 The lecturer arrives and immediately begins to set up the technology needed for the presentation.

🡪 Some students continue to talk, some are immersed in their phones. None of them are looking at the lecturer at this point; no one has informed them that the lecture has begun and so, they are not focussed yet.

🡪 Once the technology has been set up, the lecturer makes an informal introduction, says ‘Hello’ and asks if everyone can hear. There are one or two nods, but no vocal response. The lecturer reminds the students that I am there to observe and then I make a quick announcement about recruiting for interviews.

🡪 Lecturer informs the students that a script will be used and a lot of long quotations being read out; lecturer tells the students that there is no need to write them down as the presentation will be available on Blackboard after the lecture.

🡪 The lecturer then begins the lecture by starting the projected presentation; the first slide has only the title of the lecture but there is a shuffle and the majority of students start writing.

🡪 Student at the back then shouts out and asks for lights to be put on at the back. The lecturer fumbles with the lighting, turns a few off in the process but eventually manages to turn the lights on at the back. The lecturer thanks the student for that helpful suggestion and then he returns to the presentation.

🡪 The lecturer uses varied pitch, tone and volume of voice depending on what is being said. Large number of students look up when the lecturer uses a louder voice or what might be called an excited voice.

🡪 First part of the lecture (15 minutes) is concerned with providing background about a movement related to the poetry being studied. The presentation has very little words, mostly pictures or very short captions.

🡪 There are a few students who are furiously note-taking, not looking up at all, just writing down everything they can possibly remember from the lecturer’s words. Other students look tired; many students resting their head on one hand whilst either looking at the lecturer/the presentation/their notes.

🡪 Lecturer makes a reference to a football theme song and begins to sing it; some students chuckle.

🡪 Lecturer makes another joke about the beard of the philosopher on screen; there is a very small snigger, most students don’t even smile or look up.

🡪 Some students are looking at the lecturer all the time, some just look at the presentation continuously and some look at their notes constantly. One or two students make no notes; they look continuously at the lecturer as he talks.

🡪 Lecturer mentions a contemporary programme that relates to what is being said; there is no response from the students. The lecturer continues with the presentation.

🡪 Lecturer makes a reference to a computer game based on the life of one of the philosophers being considered; most of the students laugh.

🡪 When students aren’t taking notes, they seem engaged and interested – most look intently at the lecturer or at the presentation with an air of concentration.

🡪 A student sneezes and the lecturer immediately says ‘Bless you’, the student responds with ‘thank you’ and a smile.

🡪 The lights are quite dim in the lecture theatre, students seem to be getting tired, frequent yawning.

🡪 The first 30 minutes of the lecture has been continuous talking by the lecturer, no interaction with the students. Some students are now checking their phones under the desk. Some students are periodically staring at the wall with glassy eyes before returning to the presentation. Some students are whispering to each other and smiling and laughing quietly. Some students have put their head on their arms.

🡪 Lecturer mentions a term that they should remember from last year and nearly every single student picks their pen up to write it down.

🡪 Majority of students seem to write down the same things; stock phrases like ‘the most revolutionary poet of the 19th century’ seems to make the majority of students pick up their pen. Otherwise some students barely make notes and some don’t stop at all.

🡪 Lecturer then poses a question to the students: asks them the differences between two photos of poets and what those differences mean. The question is met with stony silence. Lecturer makes a joke that they are never asked to interact in lectures, ‘What’s going on?’ jokes the lecturer. Again, the response is silence. Some students are smiling awkwardly whilst staring at their notes. Very few students are looking directly at the lecturer. This silence continues for about 2 minutes before one student breaks it by shouting out an answer. The atmosphere in the lecture theatre noticeably relaxes and students look up from their notes again. The lecturer encourages the answer, responds with ‘Yeah I really like that word’ and repeats the word used by the student. Lecturer then asks another question about the two photos, this time the answer is given much quicker by another student who shouts out the answer. The lecturer encourages the answer again and responds with ‘Absolutely!’ The lecturer then reiterates both answers given by the students before moving on to the next part of the presentation.

🡪 Lecturer makes a joke about one of the photos presenting the poet’s ‘crotch’ and the students all laugh awkwardly and whisper amongst themselves.

🡪 Lecturer berates their focus on the crotch of the poet and jokes, ‘You might think, what on earth are they going on about, penises and stuff’; this is met with a lot of laughter from the majority of students.

🡪 The lecturer is very animated when reading quotations; a voice is adopted to imitate who the quotation belongs to. This seems to work as students seem to be listening intently; some are smiling, some sniggering.

🡪 The remaining half of the lecture is given to analysing a poem, interpretation and techniques; less note-taking is taking place during this section. Most students just listening to the lecturer.

🡪 About 5 minutes before the end of the lecture, some students are slowly and quietly putting their pens and notebooks in their bags, even though the lecturer is still talking.

🡪 As soon as the lecturer says ‘Let’s leave it there’, there is a lot of movement, students move quickly to pack their things and leave the lecture theatre.

🡪 One student shouts the lecturer’s name and asks for the register; the lecturer then tells students to come to the front to sign the register if they didn’t get a chance to during the lecture. Some exit very quickly but a large number of students move to the front to sign the register.

🡪 There is a large number of students wearing their university hoody; a noticeable amount.

🡪 As the last three students sign the register and go to exit, one says ‘thank you’ and the lecturer responds with ‘you’re welcome, take care, see you tomorrow’, the student says nothing in return.