**Observation #3 Second Year Lecture – Delivered by Senior Lecturer (Interview #6) (12.03.18 between 11:00-12:00) (University A)**

🡪 Lecture takes place in a large room, but not a lecture theatre. Students have individual chairs with attached foldable desks. There are 32 students in the room.

🡪 There is no clock in the room. Large windows, but they have the blinds down because of the projector. Strip lighting is used.

🡪 The chairs are arranged in rows, all facing the front of the room, where the lecturer stands next to the projector screen.

🡪 The lecturer makes an announcement about me observing and I stand up and mention recruiting students for interviews. The lecturer then begins the lecture, which is based on an author’s life in Medieval England.

🡪 There are no students sitting in the front row, they are either clustered towards the back or towards the front (but not right at the front). The middle section is mostly empty except for a few students.

🡪 The lecturer is holding printed notes but does not look at them very often; the lecturer mostly looks out at the room and towards the students when speaking.

🡪 The PowerPoint being used has only pictures and quotations or timelines of events.

🡪 Most students are listening to the lecturer rather than writing notes at the beginning of the lecture.

🡪 Some students are scrolling through their phones.

🡪 The lecturer gesticulates a lot while speaking, and changes the tone of voice depending on what is being said.

🡪 The lecture is heavy on dates and names and the lecturer apologises for all of the different names. There are no students writing notes during this section.

🡪 The door to the room is open and it is easy to hear other people walking past and talking.

🡪 The lecturer reads part of a poem by the author being studied; the poem is in Middle English so it’s very hard to understand. No student has the textbook that the lecturer is reading from. The lecturer then explains what was happening in the poem.

🡪 The lecturer notices a mistake on the PPT, they laugh and say, “Oh my God, that is terrible! What have I done?” No students laugh along. The lecturer says, “I’m so sorry about that” and tells the students it will be fixed.

🡪 The lecturer doesn’t move from behind the computer desk.

🡪 Half an hour of the lecture has passed and there has been no interaction with the students; the lecturer has done all of the talking.

🡪 The lecturer explains to the students why they have been given such a detailed and complicated account of the context because it is relevant to the author they are looking at.

🡪 The lecturer moves on to the text they will be studying in the corresponding seminar about 10 minutes before the end of the lecture.

🡪 The lecturer relates that text back to all the other topics they’ve studied so far in the module.

🡪 The students are still writing notes even though it’s very near the end of the lecture.

🡪 The lecturer ends abruptly, says, “That’s it, thank you” and the students all pack up.

🡪 One student goes to the front to talk to the lecturer; the lecturer nods frequently and looks consistently at the student as they talk. The lecturer tells the student to email.

🡪 Another student waits behind the first student to report an absence due to illness; the lecturer nods frequently and does not look away while the student talks. The lecturer thanks the student for informing them about the illness. They both leave.