**Observation #3 Second Year Seminar – Delivered by Senior Lecturer (Interview #6) (12.03.18 between 15:30-17:00) (University A)**

🡪 Medium-sized room with individual seats arranged in a semi-circle around the back wall. There are 14 students in total; 9 female and 5 male. There is no clock in the room.

🡪 The lecturer stands in the middle of the semi-circle and moves around a lot while talking.

🡪 The lecturer begins with a joke about how everyone always sits in the same place, relates in back to an exercise class that they used to run and how the participants would always fight over their usual spots.

🡪 The lecturer tells a student that her hair looks nice because she doesn’t normally wear it down; lecturer says, “It’s great”.

🡪 The lecturer makes announcements relating to the following week, reminding the students about the extra activities there are that week.

🡪 The lecturer arranges the students in groups; gives each one a number between 1 and 3 and then tells them to get together in their respective number groups. As the lecturer is giving out numbers, they complement a student on her bright lipstick. The lecturer then jokes with the class because the complement distracted them from counting the numbers and they lost track of where they were.

🡪 The students are given questions to discuss in their groups; each group is given a different question to consider.

🡪 The lecturer carries a whiteboard pen around whilst talking.

🡪 The students are given 5 minutes to complete the task.

🡪 There is little talking in the class; the lecturer moves around the groups quickly to get them talking. The lecturer stands and clicks the pen lid on and off whilst listening and talking to the students.

🡪 All the students have the textbook with them.

🡪 The lecturer changes to a kneeling position with one group; the lecturer is physically lower than the students when talking. The students nod frequently when the lecturer speaks.

🡪 The lecturer moves frequently from group to group, only staying a few minutes with each. The lecturer stands and talks with most of the groups.

🡪 The lecturer approaches the group closest to me and says, “How you guys doing?” as a way of engaging them in conversation. The lecturer listens intently whilst one student speaks; the lecturer interrupts the student to correct something. The lecturer kneels down close to the student and asks a question; the student doesn’t answer so the lecturer keeps asking the same question in a different way and addresses the other students in the group until one answers. When the lecturer speaks, all students look directly at them and then look down at their books when the lecturer directs a question to the group. When the students address the lecturer, they don’t hold eye contact for as long as the lecturer does, they look down at their books at frequent intervals.

🡪 The groups tend to fall silent when the lecturer walks over to them. Moving to the next group, the lecturer kneels down and addresses a student by name and asks them a question; the student laughs whilst looking at the book. The lecturer stands again and speaks to another student; the student looks at the lecturer whilst speaking. The lecturer moves to the front to get their copy of the text and reads a section in perfect Middle English to which the students look confused and impressed.

🡪 The lecturer moves to the next group still holding the textbook and whiteboard pen. The group that the lecturer has just left stop speaking to each other.

🡪 The lecturer reminds the class that they have 1 minute left.

🡪 The lecturer asks a student a question and says, “Come on, it’s a really easy one, we’ve talked a lot about this”; no one answers.

🡪 The lecturer moves to the centre of the room and pulls all the groups back together.

🡪 The lecturer asks the first group and singles out a particular student; he had said “Yes” very quickly and confidently when asked whether everyone was done discussing. The lecturer writes the answers on the whiteboard at the front of the room. The student answers the question with a questioning intonation, the lecturer says, “Why are you asking me that?” The student replies, “I’m not 100% sure”, laughs and then looks to the other students in his group. The lecturer says, “He’s looking to you guys” and then names another student in the group to answer. The lecturer rephrases the students answers slightly and elaborates on them; the other groups makes notes as the lecturer talks.

🡪 The lecturer responds with, “You’re absolutely right” to one student’s answer.

🡪 One student makes a point and the lecturer says, “Yeah. Why?” The lecturer keeps asking questions to get the students to elaborate on their answers. The lecturer keeps writing answers on the board throughout.

🡪 The lecturer says, “My writing’s getting really sloppy guys, sorry”.

🡪 The lecturer then says, “What we’re going to do now is a little bit crazy”.

🡪 The lecturer then explains the task to the group and uses phrases like, “See if you can”, “Try to” and “You guys”.

🡪 The lecturer asks if anyone has any questions or if they’re okay. The lecturer says, “[student name] is like, ‘Yeahhhhh, I’m good’”, the student laughs and shakes his head.

🡪 The lecturer talks with the groups again, this time they use their own chair and sit with the students in each group. The lecturer leans towards whichever student is talking. The lecturer sits with the first group for a while, asking them questions and elaborating on their answers. The students don’t ask the lecturer many questions. The lecturer moves onto the next group and repeats the process.

🡪 2 out of the 4 students from the group that have just been left immediately start scrolling through their phones. The third student checks her phone 5 minutes later.

🡪 The lecturer tends to address one student at a time in the group; the lecturer looks directly at the student who spoke or asked a question rather than looking at the whole group.

🡪 The majority of students seem relaxed and comfortable when speaking, they share jokes with the lecturer and laugh with them.

🡪 The first group that the lecturer spoke to are now talking about personal things unrelated to the seminar.

🡪 One student in the group currently talking with the lecturer is speaking very loudly and the first group laugh quietly amongst themselves. The first group are now whispering to each other and making shocked faces about something someone said; could be the lecturer.

🡪 The lecturer talks a lot when sitting with a group; they tend to talk more than the students.

🡪 The lecturer brings the groups back together as a class and starts the feedback with the last group.

🡪 The lecturer responds, “Yeah absolutely” to a student and then elaborates on the answer. The lecturer ends the answer with, “You’re absolutely right [student name]”.

🡪 The next group is asked to feedback and one student answers while rubbing his hands continuously up and down his legs as he speaks. The lecturer asks a follow up question and all the students in that group look through the text; the lecturer waits in silence for a few minutes until one student finds the answer and speaks.

🡪 A student’s phone goes off and the lecturer says, “Oooh what was that?” The student says it was a notification on his phone, the lecturer says, “Can you turn that off”, the student says he’s using the phone to read the text and the lecturer says, “Yeah, but the volume”, the student looks embarrassed and nods silently.

🡪 The lecturer finishes off the seminar by reading a section of the text in perfect Middle English, says, “That’s it, see you next week” and the students pack up and leave the room, talking amongst themselves.