**Observation #1 Third Year Lecture – Delivered by Senior Lecturer and Programme Leader (Interview #1) (31.10.17 between 13:00-14:00) (University B)**

🡪 Small room; not a lecture theatre, more of a seminar room. The room has a feature wall coloured dark purple and the rest of the walls are white.

🡪 There are only 11 students in this lecture.

🡪 Desks are laid out as tables rather than rows. The lecturer is positioned standing at the front of the room, behind the computer.

🡪 Students [removed for confidentiality] when they arrive; the lecturer reminds them to do so if they don’t already.

🡪 Majority of students arrive early, some as early as 15 minutes before the start time.

🡪 The lecturer says “Hello” to every single student who walks into the room; some exchange pleasantries, “How are you?” etc.

🡪 The students are given an interim module evaluation form and told to write anything down that they want.

🡪 One student comments that there are more desks than available space so the lecturer asks if they should move some chairs around. The lecturer and the student move the desks and chairs around together to create more open space.

🡪 Students chat amongst themselves prior to the lecture starting; the lecturer goes over his notes behind the computer.

🡪 All the students are ready to start with their notepads and pens in front of them on the desk.

🡪 Lecturer waits 5 minutes for late students to arrive and then begins.

🡪 Lecturer introduces the topic; goes over what they will discuss in the lecture and what the students can expect. The lecturer reminds the students that I am there to observe and I give a quick announcement about recruiting for interviews. Some students are making notes, some staring into space but seem to be listening to what is being said.

🡪 The lecturer looks at the students frequently and gesticulates a lot.

🡪 The majority of students are writing notes continuously.

🡪 Lecturer refers to the assessment a few times, mentions things that the students should take note of if they plan to do a certain text for the assessment.

🡪 Lecturer speaks slowly and clearly, puts emphasis on the important parts.

🡪 All the students start writing notes when the lecturer explains his interpretation of a part of the text.

🡪 Lecturer makes a joke and the students laugh quietly.

🡪 Lecturer asks a question and is met with silence. Lecturer asks the question again and is met with silence again with a few sniggers. Lecturer asks again and gives the students a clue as to what the answer might be and finally a student answers. The lecturer elaborates on that answer.

🡪 Lecturer talks about the text with just a picture on the PowerPoint; the PowerPoint is only used for quotations from the text or images.

🡪 Most students have stopped writing notes after about 15 minutes; majority of students are looking at the lecturer.

🡪 Lecturer reminds the students that the PowerPoint will be on Blackboard so there’s no need to make loads of notes.

🡪 Lecturer asks another question and this time gets a quicker response; the question was concerning the difference between two photos, which was a fairly easy question.

🡪 Lecturer explains what is happening in the poem as simply as possible. The lecture is on Medieval Literature so the lecturer defines some words using contemporary terms.

🡪 The students all seem to be listening intently; some are sitting up straight, looking at the screen, some chewing on the end of their pen, some students are doodling.

🡪 Lecturer gesticulates and talks very slowly when talking about a complex topic.

🡪 Lecturer reads each line of the poem and then translates it into contemporary English.

🡪 Lecturer gets something wrong and has to correct something; the lecturer makes a comment that they always get confused by something and a few students smile at this.

🡪 Midway through the lecture, some students are yawning and some are rubbing their eyes.

🡪 After the overview and at the midway point, the lecturer changes the structure and outlines what they will be covering in tomorrow’s seminar and mentions what has been put on Blackboard for their preparation. The lecturer then moves and sits down at a table at the front so that they can all work on the text together.

🡪 Lecturer reads a few lines and then asks the students questions about it. Students respond to the question; some students begin with the phrase “Isn’t it…?” Some students are very hesitant about their answers.

🡪 Lecturer then asks a particular student for an answer; she smiles awkwardly and then looks down at her notebook. She speaks in a very quiet and unsure voice. Another student jumps in, the lecturer asks him to elaborate and the student responds with “I have no idea”.

🡪 Students mostly speak quietly, there is an obvious lack of confidence when they give their answers. The student from Interview #1 did not speak at all during the lecture.

🡪 If a question is met with silence, the lecturer asks a particular student to give their thoughts, there are a lot of phrases that suggest a lack of confidence, such as “My guess would be”, “I was going to say… but it doesn’t really answer your question”, one student ends their answer with “I don’t know”.

🡪 The lecturer says encouraging things to students’ answers, such as “Good stuff”, “Yup!” “Absolutely” and “You’re on the right lines”.

🡪 Lecturer asks a question, everyone keeps their eyes downcast, the lecturer then chooses a student and she scrunches up her face in annoyance, the other students now look up again.

🡪 Both students relating to Interview #1 and Interview #2 are sitting at the back of the room.

🡪 Students look confused at some questions that are asked by the lecturer, but they are able to give answers. However, the answers are still hesitant, phrases such as, “I assumed” and “Is it because…?” Almost as if the lecturer has the definite answer. The lecturer refutes this by saying, “I wonder” and “I think you could play this either way” to communicate that there is no one answer.

🡪 Students all look at the lecturer as they read and then look down at their paper as soon as the lecturer finishes and looks up to ask a question.

🡪 Student asks what something means and the lecturer explains using a contemporary example that the students will relate to.

🡪 One student responds to a question beginning with “Could you extrapolate that…?” and the lecturer responds with “I think that’s exactly right”. The lecturer then re-words the student’s answer and other students write down what the lecturer says, but only once the lecturer has said it, not the student who originally said it.

🡪 The lecturer ends the lecture with “I think we’ll leave it there” and explains what they’ll do in the seminar the next day. Students pack up their things as the lecturer talks. The lecturer says, “See you” and “Enjoy your evenings”.

🡪 Lecturer asks for the students to remember the evaluation forms and add anything they haven’t had a chance to.

🡪 The lecturer slowly packs away their things and puts their coat on; waiting for the final students to leave the room.

🡪 The student who relates to Interview #2 asks a question: “Can I say this about…?” and “Can I talk about this?” and the lecturer says, “Absolutely”. The student leaves and says, “Thank you” and the lecturer says, “See you tomorrow”.