**Observation #1 Third Year Seminar – Delivered by Senior Lecturer and Programme Leader (Interview #1) (01.11.17 between 09:00-11:00) (University B)**

🡪 Small room, only 9 students present and they are not all the same students from yesterday’s previous session.

🡪 The tables are set out in a circle and the students are mostly sitting at the sides, there are no students at the back directly facing the lecturer.

🡪 Lecturer is sat at the front of the classroom.

🡪 Student provides an answer but follows it with “Sorry”.

🡪 The lecturer gesticulates a lot when speaking.

🡪 Lecturer explains something complex from the article they were set to read in preparation.

🡪 The lecturer moves to the computer and sets up the projector; the lecturer reminds the students that everything will be put on Blackboard.

🡪 The lecturer stands at the front of the classroom in front of the PowerPoint presentation, stands there for about 10 minutes speaking.

🡪 The lecturer then moves closer to the table and the students as they talk about what is on the PowerPoint.

🡪 The lecturer talks for a long time, going over his thoughts on the article. The lecturer then asks questions to the students, a few students answer. With one student, the lecturer and student speak back and forth and bounce off each other with ideas.

🡪 The student who relates to Interview #2 is sitting at the very front; she puts her hand up and asks a question. The lecturer is still standing at the front at this point.

🡪 The lecturer asks a question and is met with silence. Some students are looking at the PowerPoint, some are looking at the table. One student (Interview #2 student) asks the lecturer to repeat the question and the lecturer repeats the question. Most students are staring at the floor, only one student is looking at the lecturer. The lecturer answers the question for them.

🡪 The lecturer explains something again; there is not much talking from the students; no group discussion yet. Students are all writing a lot of notes as the lecturer speaks.

🡪 Lecturer returns to sit at the front after about 10 minutes of standing. The lecturer moves back to looking at the text in detail. The lecturer asks a student to re-cap on what has happened in the poem so far.

🡪 The lecturer asks a question about the text and the student from Interview #1 answers. The lecturer asks a follow up question and the student sitting next to the first student answers after a pause. These questions are about what was discussed in the lecture the previous day.

🡪 The lecturer then chooses students at random when asking questions. After one student answers a question, the lecturer asks another question and directs it at a particular student. The student who answered the first question answers quickly and then says, “Sorry”. The lecturer says, ‘No, that’s fine, carry on”.

🡪 There is one student who answers frequently; only male student in the class.

🡪 One student is asked about the word “ravished” and its connotations. The student laughs awkwardly and answers “aggressively sexual”.

🡪 The confident male student says, “Could you say…?” after the lecturer makes a point. The lecturer responds with, “I think that’s a very good point” and the students start making notes. The same student carries on with another point, but still beginning the sentence with “Could you…?” The lecturer takes one part of the student’s answer and then elaborates on it.

🡪 Another student interrupts and says, “Can I say, sorry” and the lecturer says, “Course”. The lecturer leans towards the student and rests chin on hand whilst looking directly at the student speaking, responds when the student has finished with, “I think that’s a really interesting point”.

🡪 The lecturer reads the next part of the poem, keeps stopping to explain what certain words or phrases mean.

🡪 The lecturer asks a question, a student answers but laughs nervously after everything she says. The lecturer then asks the student from Interview #1 (lecturer calls her a shortened version of her name) whether she had any thoughts about a particular part and she says “No” without hesitating, but does explain what she was thinking about instead. She does not look at the lecturer as she speaks, she looks down at her notes.

🡪 The lecturer asks another question and is met with a long pause but a student does eventually answer. The student answers the question incorrectly (the question was a comprehension question not an interpretative one), there is a slight pause and before the lecturer says anything, another student answers correctly and the lecturer repeats that student’s answer followed by “yes”.

🡪 The lecturer then asks another student a question and she says, “Wait, what?” the lecturer repeats the question and she says, “Oh God”. The student answers incorrectly at first after a pause, but then she answers correctly and says, “Yeah?” The lecturer does not say they are wrong initially, but says, “It’s something else more importantly”.

🡪 The lecturer then asks another student a question, and she answers but speaks in almost a whisper and shrugs her shoulders repeatedly and quickly and says, “That’s all I’ve got”.

🡪 Another student follows on from the same question and ends the answer with, “That’s it”.

🡪 The lecturer spends 5 minutes reading the poem and then explaining it where necessary.

🡪 The lecturer sticks to the same students when asking questions, always the more confident students.

🡪 The lecturer asks the confident male student a question and he answers. The lecturer says, “I like this idea…” and then the lecturer and student have a lengthy discussion. Another student eventually jumps in.

🡪 A student’s response to another question is re-worded by the lecturer to be more succinct, and the lecturer then says, “That’s a really good point”.

🡪 A student answers one of the lecturer’s question and follows the answer with, “isn’t it?” and “I don’t know” in response to the follow up question.

🡪 The students aren’t given a break at the halfway point of the two hour seminar.

🡪 The lecturer says, “[student’s name], you’ve got an ‘I want to say something face’”.

🡪 The confident male student makes a point in response to the lecturer reading a passage and says, “I just wondered if there’s something I missed there?” He and the lecturer talk through it.

🡪 The lecturer and the same male student joke with each other about the poem being like a contemporary film and then they joke about how bad the film is; all the other students laugh quietly.

🡪 The lecturer says, “Who’s being quiet?” and then asks a question to a student who has not yet spoken. The lecturer responds with “Good stuff” and then asks another student who hasn’t spoken yet; she responds very quietly and hesitantly, she gives a very short answer.

🡪 The lecturer addresses student from Interview #1 and says, “[student’s name] you’re pulling a face”. The student makes a joke about the poem, another student joins in and they both laugh. Lecturer makes a point but is interrupted by another student; lecturer immediately stops talking to allow the student to continue.

🡪 The lecturer repeatedly says, “Say more things” to students when they give short answers to questions.

🡪 The lecturer puts on a woman’s sultry voice when reading another part of the poem and says, “She talks like this” and all the students laugh.

🡪 The lecturer asks a question and the confident male student jumps in and says “I wonder…” about something completely different to what is being asked.

🡪 Another student is asked a two-part question and says, “Oh God”, then pauses for quite a while to read the poem again. When she eventually answers, she is quiet and she says, “Sorry my eyes are going funny”. Lecturer tells her not to worry and reads the related lines again and another student jumps in and breaks the silence.

🡪 The lecturer says, after one question, “I don’t have a straightforward fixed answer for this” and “subjective answers are welcome”.

🡪 The lecturer says, “[student’s name], you’re making a saying something face”

🡪 The lecturer asks another question but no one answers and so they split the question into two questions to make it easier.

🡪 The lecturer says, “Okay” and “Absolutely” to one student’s answer.

🡪 The conversation goes off topic and the confident male student asks the lecturer about how one of his activities outside of the university is going (the activity is something the lecturer has done in response to a poem studied the previous year). All the students are laughing at the lecturer’s response and the lecturer says, “That’s my dedication to your education” which makes them laugh more because the activity is apparently very time-consuming and laborious.

🡪 The student from Interview #1 has spoken a lot, much more than in the lecture the previous day.

🡪 The lecturer uses open body language when speaking to the students; opens arms towards them, turns body to face them and leans towards them.

🡪 There’s only 15 minutes remaining so the lecturer reads the remainder of the poem which is a large bulk of text. The lecturer explains the poem without stopping to ask questions because of time constraints.

🡪 The students seem to be engaged still, they are all writing notes still.

🡪 At the end, the lecturer reminds them about instructions for the next seminar being on Blackboard.

🡪 The lecturer tells the students that they are free the next day if any students needs to see them for last minute essay guidance. The lecturer then says, “Good luck”.

🡪 The lecturer sits at the front and waits for the students to leave.

🡪 Student from Interview #1 stays at the end to arrange to see the lecturer the next day to discuss her essay.