**Observation #2 Second Year Seminar – Delivered by Senior Lecturer (Interview #3) (07.11.17 between 12:00-13:00) (University B)**

🡪 Fairly small room, no tables. The room has no clock and no windows. There are 7 students in total. The students sit in very large and moveable chairs with attached tables on the chairs. The students sit in a circle with the lecturer at the front and in the middle but as part of the circle.

🡪 Both of the chairs next to the lecturer are filled. All of the students have the anthology except one who shares with the student next to them.

🡪 The lecturer begins the seminar by asking if any of the students want a tutorial but didn’t get a chance to sign up the previous night; a student says yes and is given the sign-up sheet.

🡪 The lecturer then begins the seminar properly by asking the students to re-cap on what was said in the lecture. One student provides a brief answer, the lecturer then says, “Anything else?” and is met with silence. The lecturer answers by saying what she heard them talking about.

🡪 The lecturer recaps what is happening in the poem, a few students are staring at the floor and playing with their hair.

🡪 The lecturer tells them three things to keep in mind in their groups and then writes those things on the board.

🡪 The lecturer asks the students to go round in a circle and read a stanza each: “If you don’t want to read, just say ‘Pass’”.

🡪 All students read a stanza each, the other students follow their reading of the stanza in their own anthology. When all students have read, it passes to the lecturer and she reads the next stanza and finishes there.

🡪 The lecturer moves the students around into groups. There is silence at first, all the students are re-reading the text. The first student talks quietly and then the next group begins talking and the third group follows. The voices get louder as more voices join in.

🡪 The lecturer looks at the groups with a small smile listening to what is being said.

🡪 One student doesn’t look at his partner when he speaks, he looks at the floor or straight ahead whilst the other student looks at him while he talks.

🡪 The lecturer joins in the discussion because they are sat next to the two students. The rest of the class has gone quiet whilst they listen to the student speak and continue talking when he stops speaking.

🡪 The lecturer gets up and moves to another group. The lecturer takes an empty chair and moves to sit in front of the group, but slightly to the side, so they are a part of the group.

🡪 A student comes in late, the lecturer waves them in. The lecturer then goes to the student without her book and asks if she has her book, when she responds saying she forgot it, the lecturer asks if she wants to borrow their copy and the student says yes.

🡪 People get up midway through the seminar to tap in electronically.

🡪 The lecturer sits closely to the students, leans towards them when they speak, gesticulates openly. The student says, “I found it interesting…” and the lecturer responds with, “Yes, I think that’s a really interesting point”.

🡪 The lecturer is holding a pen as they move around the groups, even though they don’t have a notepad or book.

🡪 The lecturer sits in their original chair and moves it closer to the first group. Still holding the pen even though there’s now a table attached to the chair. The students go quiet after their first point so the lecturer asks them a prompt question and they start talking.

🡪 The lecturer ends the group discussions, brings them all back together. The lecturer asks them to paraphrase and is met with silence and the lecturer then says, “Give it a go”; one student laughs and answers with “getting busy” in a whisper and laughs again. The lecturer asks the student to give her background leading up to that point and she gives a longer and more confident answer.

🡪 Another student arrives 30 minutes late and the lecturer says, “Hi, come in!” The lecturer doesn’t explain what’s going on to the late student, just carries on talking.

🡪 The lecturer asks another question and no one answers so the lecturer explains the question in more detail and a student answers. The lecturer says, “Why?” to the student’s answer and the student explains in more detail. The lecturer agrees but asks the question again because it wasn’t answered properly. Another student answers and the lecturer agrees: “I think both of those things are going on.”

🡪 The lecturer asks another question, no one answers so the question is rephrased and a student answers. The lecturer re-words the student’s answer to give it more technical terminology. The lecturer asks “What else?” doesn’t get a response so a specific group is asked.

🡪 The student who arrived late is sat looking at her phone, doesn’t have the anthology and has made no notes even though she is sitting directly in front of the lecturer.

🡪 The lecturer asks a complex question and a student answers it well; the lecturer praises the student.

🡪 The lecturer asks “What else?” but is met with silence, so the lecturer asks them all to look at a particular stanza in the poem.

🡪 The lecturer asks another question and a student nods. The lecturer says, “You’re nodding [student’s name]”. The student answers but then says, “I’ve lost it” and asks the other students in her group for help.

🡪 The lecturer asks another group and says, “You had a good point [student’s name]. Tell us about that”. The student says, “Is it…?” and the lecturer says, “It’s exactly that”.

🡪 The lecturer checks their phone for the time and tells the group they’ll have to move on before they run out of time.

🡪 The lecturer looks at all the students when speaking.

🡪 The students are told to repeat the first exercise again but with a different set of stanzas. The students go round and read again and speak in quiet voices that lack confidence. One student says a word with a questioning tone and looks to the lecturer for reassurance that she pronounced the word correctly. The lecturer nods and she continues.

🡪 The student who arrived 30 minutes late says “Pass” when it is her turn to read. She looks bored and disengaged, doodling on her notepad and playing on her phone, doesn’t appear to be listening to the other students as they read the poem.

🡪 That same student is partnered in a pair and the lecturer asks the other student if she minds sharing her anthology with the late student.

🡪 The lecturer goes around talking to the groups, kneels in front of each one.

🡪 The student paired with the late student catches her up on what she has missed and she listens.

🡪 When the lecturer elaborates on a student’s answer, the students nod enthusiastically (even when the lecturer is not looking at them) and say “Yeah” at regular intervals, but they don’t do the same when their partner or another student is speaking.

🡪 The late student apologises to the lecturer and the lecturer says, “It’s okay, it’s okay, I’m glad you were able to make some of it”.

🡪 The lecturer brings them all together again to discuss what they talked about. The lecturer says to the first group, “[student’s name] do you want to share for your group?” the student responds with “Err” so the lecturer says, “Or [student’s name]” and the other student responds.

🡪 The late student gives an answer for her pair and the lecturer responds very enthusiastically, more so than before.

🡪 Other students are looking at the students as they speak but they are not noting down what they say.

🡪 Lecturer praises the students for their work: “Lots of really nice observations, well done”.

🡪 The lecturer mentions the tutorials again before the students quickly pack up and leave. The lecturer leaves before all of the students are gone.