**Observation #3 Second Year Lecture – Delivered by Principal Lecturer (Interview #4) (13.11.17 between 15:00-17:00) (University B)**

🡪 Fairly large seminar room, not a lecture theatre, about 24 students in attendance. Tables laid out in a horseshoe shape facing the front and the projector. No clock in the room.

🡪 Student are all talking before the lecturer arrives.

🡪 The lecturer arrives and makes a joke about being late because they had to cycle home to get some handouts they’d forgotten – all the students laugh.

🡪 The lecturer stands at the front, holding notes and occasionally looking at them before talking. The lecturer holds a glass of water while talking for the beginning of the lecture (20 minutes).

🡪 The lecturer makes announcements whilst the projector loads. The lecturer talks about essays and tells the students that the feedback is more important than the mark. Reminds them that they can come and talk to the lecturer whenever they need to: “That’s why I’m here”, the lecturer also mentions the support on Blackboard, says “It’s part of the service. It’s what you’re paying for, so make use of it”. The lecturer reminds the students that I am there to observe.

🡪 The students respond well to the lecturer’s jokes, they seem comfortable, relaxed and informal when interacting.

🡪 A student complains that the sun is in their eyes, so the lecturer moves around the room trying to find the correct curtain to close and ends up having to close 3 different curtains for 3 different students. The lecturer says, “If I were a more authoritative lecturer, I’d be getting you to do this”.

🡪 A student arrives late and there’s only one remaining seat right at the front of the horseshoe. The student stands awkwardly for a few seconds and says “Awkward” quietly and the students all laugh. The lecturer says, “Saved you a seat [student’s name]” and gestures to the seat at the front. Students laugh.

🡪 The students are laughing amongst themselves while the lecturer is talking, the lecturer stops talking and says, “What?” to the students, the students tell the lecturer what they were laughing at and the lecturer joins in with the joke.

🡪 The lecturer mentions The Simpsons when trying to explain intertextuality and gets a few laughs. The lecturer tells the students “let’s not be intimidated” because of the intertextuality in the poem being studied.

🡪 The lecturer puts on the voice of a 1920s British man when reading a quotation from an editor of that period. The students are smiling.

🡪 The students seem to be listening to the lecturer intently, a few are making notes but most of them are looking directly at the lecturer with their chin resting on their hand.

🡪 A fair few students are typing notes on their laptop rather than writing them.

🡪 Student relating to Interview #3 is in this lecture and she is sitting near the back, not making that many notes, listening to the lecturer more.

🡪 Student relating to Interview #2 is in this lecture and he is sitting near the front.

🡪 The lecturer moves around and gesticulates as they are talking, the PowerPoint is not used that much, only used for images.

🡪 A student arrives late and the lecturer says, “Come in, come in, hello”. The lecturer relates it to the poem they are looking at and makes a joke about [removed for confidentiality], the lecturer says, “Oh cheers mate” and then makes a joke to the student [removed for confidentiality].

🡪 The lecturer makes a point and says, “I think that’s right. Is that right?” the lecturer asks the students directly if what they’ve said is correct.

🡪 The lecturer says a point about the poem, student relating to Interview #3 nods eagerly in agreement and starts writing notes.

🡪 The lecturer tries to find the correct page and says, “I panicked there, thought I had the wrong line. I had the wrong poem”. The students laugh.

🡪 The lecturer makes a joke about American slang to the two American students in the lecture. The students laugh and tell the lecturer that that slang is from the 80s and 90s and the lecturer says, “That seems recent” and the students all laugh.

🡪 The lecturer sings to demonstrate a musical element in the poem, the students giggle.

🡪 The lecturer mentions Howard’s End on BBC, which aired the previous night, and asks if the students watched it. One of the American students says, “What is this stuff you watch?” and laughs. The lecturer defends it as a BBC adaptation of a classic novel by the author they’ve already looked at, the lecturer says it has Hayley Atwell in it and says that she was in Captain America.

🡪 The lecturer puts on different voices when reading the poem, different male and female voices.

🡪 The lecturer gets a YouTube clip of someone reading the poem. The lecturer mentions VHS and explains what that is in case the students can’t remember. They laugh.

🡪 The lecturer shows the students an app on their iPad that has everything to do with the poem they are studying. The lecturer says it’s £17.99 and is colossal in size. The students all laugh in a shocked way at the price of the app. The lecturer says how great it is but the students look sceptical. The lecturer says they can play with the app if they book a tutorial with the lecturer, says it will be an “extra incentive”.

🡪 The lecturer pauses the video of the poem being read and a student slow claps and the lecturer smiles and says “Oh yeah”.

🡪 The lecturer gives the students an activity before a five minute break.

🡪 The students chat amongst themselves during the break, some are eating. The lecturer gives out handouts.

🡪 The lecturer asks the students what they have got so far for the set task and asks them to shout out their answers. The lecturer walks between the tables in the middle.

🡪 The students joke amongst themselves, they laugh and the lecturer looks at them and they say “Sorry”. The male student tells the lecturer what they were laughing at: a Backstreet Boys song that mentions a topic they were discussing in the task. The lecturer says, “This is good, we want allusions, especially ones that I don’t understand. That puts me in your position”.

🡪 The lecturer sets the students group work: “Talk to each other about what the hell they might mean”. The students laugh.

🡪 The lecturer tells them, “I want to hear mumbling, I want to hear people reading”. A student starts mumbling to his group once the lecturer has moved on, the other two students laugh.

🡪 The students are in groups of 4 or 5 but tend to work with the person sitting next to them only, so they are mostly in pairs within their groups.

🡪 The lecturer sits at the front, off to the side and reads their notes.

🡪 Some of the students are talking about a film trailer, loud enough so that I can hear on the other side of the room.

🡪 The lecturer starts to walk around and listen, someone stops to ask them a question.

🡪 The lecturer jokingly tells the students off for having their handouts face up and the students exaggeratedly say, “Oh no! Sorry [lecturer’s name]”.

🡪 The lecturer asks the students a question in relation to the lines of the poem they are looking at and one student shouts out, “The answer is no” and the other students laugh, which sparks a conversation between that student and the lecturer as to why the answer is no.

🡪 The lecturer stands at the front, leans against the wall, while the students talk about the task given to them. The lecturer notices that one group are talking about something else entirely. The lecturer tells the students that when they’re ready they can engage with their handouts. All the students turn their handouts over eagerly. The lecturer walks around the group, always stands over them.

🡪 Some students don’t engage with other members of their group, they work alone.

🡪 The lecturer moves around and talks to the groups. The lecturer says, “You’re on the right track, that’s good” to the first group. The lecturer doesn’t talk to all the groups, just listens to some of them. One group aren’t talking about the work and the lecturer says, “I’ve heard one or two conversations that were not strictly about the author so I assume you’re done”. The lecturer pulls them back together to feedback to the whole group.

🡪 The lecturer asks a student to read some lines of the poem, the student reads it without noticing enjambment and the student made the lecturer notice something that they had not noticed before.

🡪 The lecturer says, “You’re making me think” to a student and then says, “That’s good, that’ll do!” when the student hasn’t finished making their point. The lecturer references a medieval poem and says they’ll read it in modern English because they are not [another lecturer’s name]. All the students laugh.

🡪 The lecturer moves from the first group, goes to stand in front of the next group and back to the rest of the class.

🡪 The student is explaining something and the lecturer interrupts after a while and says, “Yeah, yeah, I got it”.

🡪 One student is asked to read, she starts and then says, “I can’t even read” because she’s lost her voice. The lecturer says, “Oh you’ve got a sore throat. Shall I ask someone else to read?” The student says, “Can if you want” and the lecturer says, “I want to hear the poem in this voice, it’s an excellent voice”. The students laugh. The lecturer asks different students in the group to give their opinions.

🡪 Some students have already put their coats on and packed up. The lecturer says, “Just give me 2 minutes” and there is a lot of shuffling of papers.

🡪 The lecturer tells the students how the seminar will run the next day and says, “Thank you very much, see you in the seminar”

🡪 The student asks the lecturer a question, she plays with her hair and hops from foot to foot as she talks.

🡪 Another student asks about her essay outline and has it with her. The lecturer looks at it, sits on the edge of the desk while the student stands with her hands clasped in front of her.