

Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: ***AN INTRODUCTION TO CINEMATOGRAPHY***

Size of student group: ***8 STUDENTS***

Observer: ***FAUST PENEYRA***

Observee: ***LEILA GHOURI***

Part One | Observee to complete in brief and send to observer prior to the observation or review:

What is the context of this session/artefact within the curriculum?

An introduction to Cinematography and Creative Lighting for Stage 3 BA Performance Design (PDP) Students.

How long have you been working with this group and in what capacity?

I have been working with this group since September 2023 as a Specialist technician for Video Performance and Screen.

What are the intended or expected learning outcomes?

Students will be able to setup a camera and tripod

Students will be able to setup a track and dolly

Students will be able to setup and utilise a gimbal

Students will be able to select the appropriate aspect ratio according to their project style

Students will be able to successfully choose their video systems NTSC/PAL

Students will be able to select the appropriate camera angles and shot types/

Students will be able to set up lighting in a safe way

Students will be able to understand colour temperature

Students will be able to reverse engineer lighting designs

Students will be able to understand health and safety with lighting.

What are the anticipated outputs (anything students will make/do)?

Students are set tasks for creating a storyboard which has a specific needs- 3 different lighting condition. Students go and shoot their films; technical tutor goes to individual groups to help if needed.

Are there potential difficulties or specific areas of concern?

Making sure that there is enough time and equipment for every student to have a go at the activity and have a hands-on experience.

How will students be informed of the observation/review?

My observer Faust Peneyra, informed the students that this session was an observation as part of our PG Cert course.

What would you particularly like feedback on?

The efficiency of delivery and the participation of the students, in addition to what might be lacking.

How will feedback be exchanged?

After the session, I was able to speak to the Observer with a informal feedback and Faust later give his written feedback, so that I could write my own comments in Part 3.

Part Two

Observer to note down observations, suggestions, and questions:

It is impressive how the first part of the workshop is for students to pick up equipment from the CSM Loan Store.

The formal part of the workshop started with a recap on everything that has been taught to the students before, assuming this has been a series of lectures on filmmaking.

Terminologies are clearly explained to the students and the engagement was high with constant questions and conversations being thrown at the students.

The slides (visual presentation) were outstanding with clear examples of the topic at hand. The slides were all relevant in nature as the examples were current films that are known to most of the group.

As a suggestion, it would be great if some of the examples used in the slides reference the Title/ Director/ Cinematographer/ Studio to credit the artisans and intellectual property owners of the photograph or video clip. (Halfway through the workshop, the teacher did credit the photographs verbally.)

The best part for me is the teacher physically acting the type of filmmaking shots and asking the students to participate in visualising in situ.

The lesson plan and learning outcomes were very clear, and you would know this workshop has been taught and continuously revised and updated. The Observee has full authority on the topic and knows the names in the class.

Amazingly, the teacher for this workshop is a Specialist Technician in Digital Media, as there are a lot of filmmaking theories and techniques that were shared that should have been done by an Academic or Lecturer in principle. This has truly shown that Technicians are masters of their fields and are artisans (private practice) in their own right. It raises the questions again by Claire Sams, in the article How do art and design technicians conceive of their role in higher education? (Sams, UAL Creative Teaching and Learning Journal / Vol 1 / Issue 2 (2016), How do art and design technicians conceive of their role in higher education? p.68.)

Faust Peneyra 23/02/2024

Part Three

Observee to reflect on the observer's comments and describe how they will act on the feedback exchanged:

I did not realise that the collection of the equipment could have been part of the workshop itself, as Faust as the observer has mentioned above and during our informal chat the day after the workshop. Due to us managing a large amount of camera and lighting equipment I had to ask students to help take it upstairs as it was unmanageable on my own. But after having a talk with Faust he made me realise that the discipline that is required to pick up rental equipment, take care of the equipment and deliver it to the correct place is also something that is done in industry especially if we do not have our own equipment yet. This is an effective way for students to gain a good understanding of mutual respect for the people that they are borrowing equipment from. So, I think going forward this will be compulsory for all students in a workshop that requires the use of equipment.

Going forward, instead of verbally crediting the imagery and video content, I will include it underneath the slides- this will also reiterate to students the importance of intellectual property and the creative commons licensing.

As a specialist technician Faust (my observer) understands that the balance between technician and academic does draw a fine line that the specialist technician must toe the line drawn between the two roles as specialists are also teachers of practical skill, and there must be a bit of theory taught to give students context to the techniques that they are learning- because I am also a filmmaker and practitioner who works on live sets- I feel like I have a lot of insight to give on technique.

Faust has given me ultra kind feedback with some immensely helpful tips on ensuring students learn more within future workshops.
