

Review of Teaching Practice

Session/artefact to be observed/reviewed: Brief and online briefing

Size of student group: 90, Year 1 Jewellery Design and Fashion Womenswear

Reviewee: Katharina Dettar

Reviewer: Teo Dannemann

Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.

Part One

Reviewee to complete in brief and send to reviewer prior to the review

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

This is a collaborative project briefing. Students can download the brief from Moodle and rewatch the briefing here: https://artslondon-my.sharepoint.com/personal/e_girard_csm_arts_ac_uk/_layouts/15/stream.aspx?id=%2Fpersonal%2Fe%5Fgirard%5Fcsm%5Farts%5Fac%5Fuk%2FDocuments%2FRecordings%2FFashion%20%20Jewellery%20Collaboration%20Project%20Briefing%2D20260225%5F123951%2DMeeting%20Recording%2Emp4&nav=eyJyZWZlcnJhbEluZm8iOnsicmVmZXJyYWxBcHAiOiJTdHJlYW1XZWJBcHAiLCJyZWZlcnJhbFZpZXciOiJTaGFyZURpYWxvZy1MaW5rliwicmVmZXJyYWxBcHBQbGF0Zm9ybSI6IldlYilsInJlZmVycmFsTW9kZSI6InZpZXcifX0&ct=1773655131438&or=OWA%2DNT%2DMAil&cid=74f5a2f5%2D7a0a%2Dbef0%2D489c%2D83929e9e3354&ga=1&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%2Eview%2Ee83cff90%2D0030%2D4fc9%2Db1fb%2D6aecbf86af62

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

For this year's cohort since September 2025, Year 1 Leader and main tutor. I do workshop sessions, prepare briefs and projects, project briefing, project group tutorials, biweekly meetings, pastoral tutorials, assessment, and I meet many before they even start at BA Jewellery Design through application interviews, sometimes open days and placeholder days.

Fashion Womenswear students I only meet them for this project. It's important to note that I co-lead this project with Elodie Girard Year 1 leader and Senior Lecturer at Fashion Womenswear.

What are the intended or expected learning outcomes?

LO1 Synthesise, analyse and present research from a diverse range of primary and secondary sources (AC Enquiry, Knowledge, Process)

LO2 Examine research to inform an experimental body of design development (AC Process)

LO3 Generate and explore ideas that show an understanding of different social and political contexts for creative work in art, design and media (AC Knowledge)

LO4 Demonstrate visual, oral and written communication skills, commenting on your own and others work critically and constructively as part of a clear argument or purpose. (AC Communication, Realisation)

LO5 Demonstrate commitment and curiosity in the use of a range of materials and technical skills in the resolution of your work (AC Realisation)

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

To work collaboratively in the creation of a 3 – 5 fully styled outfits, considering how garment and jewellery can work together on the body, drawing information from research, working together on design development and making one final piece that will be contextualised and presented through a 2 minute video.

Are there potential difficulties or specific areas of concern?

Yes, difficulty of getting along in the groups and taking decisions collaboratively. We organised a session with Nichola Woods and Melanie Davies from Academic Support to work withing their group, encouraging dialogue and discussion between them.

How will students be informed of the observation/review?

They won't; it's a brief and a recorded online session.

What would you particularly like feedback on?

How to make it clearer to understand yet keeping it dynamic!

How will feedback be exchanged?

Written would be great, thanks!

Part Two

Reviewer to note down observations, suggestions and questions.

This sounds like a very interesting project, not only because of hands-on the outputs that it proposes, but because of the collaborative character and the explicit importance that the brief gives to it. Personally, I think collaborative work is one of the greatest challenges for current students, dragged by the contemporary hyper-individualised modes of work (digital making, building your own skillsets, etcetera). In the following I highlight some points more in detail:

Collaboration:

This aspect is emphasised and reiterated throughout the brief, which I think is a very good idea. Sometimes briefs add the group character of the project just as one extra feature. In here, the feature seems to be central. Very nice to have a special session with Academic Support to emphasise this.

I also find useful to make explicit that they must define roles and weekly tasks.

However, it is not clear to me if they are required to document in some way the roles they have defined? From my experience, having this documentation requirement helps to define clearer boundaries between them.

Required Outputs:

It was a bit unclear to me which are the actual outputs that they are required to submit. In the beginning it says *“Your design team has been commissioned to produce a concept and designs for a series of 3 – 5 fully styled outfits”*, and then for the Crit Assessment Requirements it says: *“One fully styled outfit incorporating fashion and jewellery”*. So my question is: do they have to design the concept of 3-5 and only implement one of them in a material result?

Process Documentation:

I think there is a good approach in the Brief in focusing attention into the process rather than result: the exhibition collective visit (such a good idea!), research, discussions. However, in terms of assessment, I think there could be a little more emphasis on the documentation of this process. It usually happens to me that students focus their presentations more into the final product rather than focusing on a real reflection into the process. Some ideas for emphasising this could be:

- To ask them explicitly to tackle failures, re-direction processes, struggling point in their presentations or portfolios.
- To ask for a video that documents each part of the process (maybe 10 seconds excerpts per week).
- Weekly individual documentation and contribution submitted to the blog.

Limited lab access:

I like this idea! Only thing, it might be good to add a little more explanation of the why, so maybe giving ideas on how to explore available materials in everyday, or maybe adding references to useful methods or papers that do this?

Clarity in Evaluation:

While the assessment elements are quite clear, For the resulting outfit(s) it was not clear for me what would constitute a good resulting outfit. Maybe it doesn't matter, and the only important part is the process that led to it? But in case it does matter, what are these features? Is it creativity an important factor? Or sustainability? How much each of these features weigh in? I'm just asking this annoyingly as this are the usual questions that my students bring.

As a final general remark, I think this project is very successful in terms of aiming for a real-world collaborative experience that they will live in their post-uni experience. Also, the focusing in process is highly relevant for today's educational challenges, with the remark that maybe the brief could more strongly focus on assessing the process. Finally, the series of outputs are quite interesting, would love to see what the students come up with!

Part Three

Reviewee to reflect on the reviewer's comments and describe how they will act on the feedback exchanged. Reviewee should return this to the reviewer once complete.

Thank you for the constructive and thoughtful feedback, giving clarity and kindly suggesting changes and improvements. It is helpful to have an external point of view from someone outside of CSM M School, and that might not be used to what we usually do.

I really appreciate the positive comments on collaboration and how important it is post-university, the collaboration is something that this project really tries to foster. There might be space to explore more about how to document the process of the individual's role within the group (students already do this through their own workbook and self-reflection document, but not explicitly), recording how they work together on different parts of the project and recording clearly which responsibilities each one had.

Regarding what Teo points out in Part Two "However, in terms of assessment, I think there could be a little more emphasis on the documentation of this process. It usually happens to me that students focus their presentations more into the final product rather than focusing on a real reflection into the process."

The documentation of process is very interesting – encouraging students to include their reflections on failures, challenges and changes of direction during their process. More self-reflection within the group, as well as individually is something that could be fostered more during the process and not only after concluding the project.

The above-mentioned point is strong, and I will mention it more often during the briefing and tutorials that the process and experimentation are as valuable as the final outcome. As well as, what it means to have limited workshop access during the project and why this matters; aiming to encourage resourcefulness (there is a maximum budget of 100GBP per group, each group has 9 to 10 students), exploration of diverse materials (not always gravitating towards metal for jewellery students), and finding creative solutions with alternative making approaches. Maybe the creation of a digital learning platform with a database to find low tech techniques, DIY material creation such as www.materiom.org and others.

The question that Teo asks around evaluation criteria for the final outfit and Crit puts in focus that certain elements could be more clear. It poses the question on how "best" to communicate with clarity while also keeping an engaging and dynamic briefing. One possibility could be by adding more structure and even more the key points/info in the written brief, while expanding more freely on it when briefing? There is also the video recording of the briefing for students to revisit if they felt the need to check again.

