

Review of Teaching Practice

Session/artefact to be observed/reviewed: [Final task for session at Critical Data Analysis and Representation](#), for students from MSc Data Science and AI

Size of student group: 9

Reviewee: [Teo Dannemann](#)

Reviewer: [Katharina Dettar](#)

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?

In this activity students are invited to use and explore a machine learning algorithm that has been trained to recognize bodies. Through trying different poses, gestures, movements, and holding different objects or wearing different clothes, they have to critically explore which kind of bodies are easily detected by the algorithm and which ones are more difficult to detect. The idea is to discuss more broadly about the idea of algorithm bias in representation.

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

I am their course leader and also teach them since September 2025

What are the intended or expected learning outcomes?

1. To apply your understanding of critical and ethical approaches to data science and AI to your own practice and understand how they are shaping the field (Enquiry)
2. To demonstrate understanding of bias existing around data representation and apply ways of mitigation (Knowledge)
3. To apply big data tools and also communicate your findings through powerful visualisation techniques (Communication)

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

To try different gestures and to collectively reflect on aspects of bias

Are there potential difficulties or specific areas of concern?

Sometimes Data Science student struggle with critical aspects such as the ones covered on this task. They might focus more into the efficiency aspects and how to improve the algorithm, neglecting the fact that there will always be biases.

How will students be informed of the observation/review?

Communicated in class

What would you particularly like feedback on?

Written or verbally

How will feedback be exchanged?

Email or online meeting

Part Two

Reviewer to note down observations, suggestions and questions.

Thank you for sharing the recording of your teaching session. It is such an interesting and complex theme to work with.

Some observations:

The activity was well structured; you explained clearly and asked students to take notes. You offered pen and paper to the students for their annotations and asked if they prefer to take notes digitally, creating a relaxed yet focused environment to work in. Students had enough time to engage in observation and taking notes, you asked twice how they were doing and if they would like more time to complete the activity, thus giving them enough warning to conclude.

When testing the machine learning algorithm with your own body and exploring different types of movement, with less or more clothes, with a hat on and off, etc., you clearly gave enough examples to encourage students to identify patterns of bias.

Some suggestions:

If there was more time to perform this activity, maybe students could have tested the machine learning algorithm with their own bodies to discover for themselves when it works, when it's confused and when it's biased. Enabling participants to learn through experience, reflecting and analysing their own interactions to see which other body movements, body types or perspectives the algorithm might not be able to trace, this could further deepen their understanding with the unit's critical and ethical learning objectives.

One of the struggles you mention is that sometimes students focus more on the efficiency of coding the algorithm rather than focusing on the biases of it. To work from this mentioned struggle, there could be some prompts introduced that are as the activity progresses, to make students think more about how and why the algorithm is biased. What could these assumptions be, which body shapes or ethnicities are more represented in the datasets and what is missing in these? This could shift their focus from technical optimisation to being more critical and interrogation the systems they use.

Towards the end of the activity there was very limited time to discuss their findings and conclusions. To strengthen the communication output, perhaps you could incorporate a way of sharing their findings. Such as the creation of a wall with notes in your MA room (I am not sure if you always use the same room or if this space is shared with other courses) or a digital platform like a Miro board. This would create that shared place where students can write down their thoughts collectively and allowing all students to participate, revisit and amplify ideas as the unit progresses.

Overall, this is a well-prepared session that aligns with your learning outcomes and course objectives. It is clear that you are very knowledgeable and bring a high level of expertise to your teaching, especially in your ability to present an abstract theoretical theme and ideas into a tangible learning activity.

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 such a complete and constructive review!

I agree that the crucial point here was time. I usually struggle with this as I tend to be open to whatever happens in class, so for example if we engage in an interesting topic, that could take a whole hour, and then maybe we run out of time for a proper wrap up of the session. The review made me think in alternatives on how to plan times. Maybe, even if open to improvised aspects I should always pay attention to the wrap up, so maybe put an alarm that signals the moving towards wrapping up. Guiding questions for critical aspects are also a very good idea that I will definitely incorporate, and same for having a wall where students can leave their thoughts and reflections.