

Postgraduate Certificate in Academic Practice Peer Partner Teaching Observation Form

FORM A – PREPARATION

To be completed by the Observee and forwarded to your Peer Partner at least 1 week prior to the observed session

Name Hans Georg Schaathun	Observer Henriette Høgh	Date 21/02/2007 Time 10-11
School/Dept Computing		
Nature of session Class (e.g. lecture, seminar etc.)	Level Masters	Venue TB19
Title of the Module CSM25 Secure Information Hiding		
Title of session The DCT domain and JPEG		

Intended student learning outcomes Have an overview of JPEG compression works, and the image representation formats used. Be able to implement JSteg embedding, including conversion from spatial representation to DCT representation.
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Session plan

Outline the structure of session, brief indication of content and the learning and teaching strategies to be used

1. Recap from last session. Ask each student for one interesting point learnt and one question.
2. Give an overview of JPEG compression and the transform domain as a lecture, interrupted by short computer exercises.
3. Give a second lecture to
 - A. Explain how the known techniques of LSB embedding can be applied to the JPEG representation
 - B. Present a series of improvements to the LSB embedding (Outguess, F3, F4, F5)
4. If time, start on lab exercise; implement JPEG-based embedding techniques in Matlab.

How does the session relate to previous and subsequent taught sessions or learning activities?

It assumes that the students have implemented steganography and - analysis in the spatial domain from previous lectures and exercises. Mandatory coursework will focus on the implementation of techniques covered in this session.

A quick introduction to matrix coding and applications of coding theory to minimise distortion was introduced. Elaborating theory follows two weeks later.

Apart from this, there is little relation with subsequent lectures. This session is the last in a series of sessions intent to enable the student to implement simple systems. Of course, the hands-on experience from the exercises is hoped to give them a better appreciation of theory covered later.

How do the aims and learning outcomes of the session relate to the learning and teaching strategies adopted?

One of the prime learning outcomes is to be able to implement simple systems, and this is the session focuses on some selected systems.

What do you hope to learn from this session that will aid your development as a teacher?

I seek a second opinion on how the interleaving of exercise and lecture work in practice, and also how questions to the audience work.

Frankly, I do not have time to consider how to teach this term, as all available time is spent on what to teach.

Identify any areas or issues you would specifically like to receive feedback on from your Observer

- **Use of discussions and exercises during lecture**
- **Driving the dialogue**

FORM B (PART 1) – OBSERVATION FEEDBACK

To be completed by the Observer following the observation and forwarded to the Observee preferably within 1 week or as soon after as possible for discussion

Comment on the strengths and identify aspects for development or improvement in relation to:

Strengths:

- **Good to start with short exercise to ‘break the ice’ and encourage students to interact**
- **The follow to questions and answers, i.e. ‘did that answer your question’ and ‘is that the answer you were looking for?’ as this helps clarify the problem/solution**
- **The mixture of exercise and lecture, as this breaks the high level of concentration needed during the lecture bit, and completion of the exercise ensures the students have understood what have just been covered**

Improvements:

- **Give expected time scale for larger exercises?**
- **Maybe try and have some of the exercises done in pairs rather than alone, as this will encourage peer interaction, and also might help students more freely or willingly interacting with teacher (as some students may not seek help, due to language difficulties/lack of confidence in language skills)**

Please direct your comments mainly to the following three areas;

Support of student learning

(e.g. awareness of student learning processes; promotion of active learning; identification of learning needs including equal opportunities issues; monitoring and evaluation of student learning)

Learning activities

(e.g. defining of learning outcomes and links with learning and teaching activities; use of a range of appropriate learning and teaching activities; coherence of structure and organised development of student learning; opportunities for student interaction and participation or development of student autonomy)

Teaching activities

(e.g. session management; use of a range of educational support materials appropriate to the learning context; use of effective verbal and non-verbal communication)

- **Good monitoring of student learning through exercises**
- **Learning outcomes could be specifically stated at beginning of lecture or in the handout**

Feedback on areas or issues specifically requested by the Observee

- **As discussed, students no very active in dialogue, but not sure how to improve on this**
- **Exercises seemed to work well at achieving a deeper level of knowledge**

Further comments or issues on observed session (including suggestions for improvement if any). On the more practical aspects of delivery you might feel it appropriate to comment upon some or all of the following:-

Methods used for the session, i.e. handouts, overheads, chalk, PowerPoint, lab. Instructions, etc. and their clarity and effectiveness.
Manner of delivery, too fast, too slow, audibility etc..

- **Speed of deliverance good**
- **Audibility good**
- **Powerpoint presentation clear**
- **Good control of room and confidence in lecturing and helping during exercise**
- **Presentation overall seemed well prepared**

FORM B (PART 2) – REFLECTION & EVALUATION

To be completed following discussion between the peer partners

What are the most important issues raised by the feedback from your Observer?

- **Think about ways of increasing interaction between students and with lecturer**

Agreed action points

To be agreed by the Observee and the Observer

- **Evaluate/more careful phrasing of problems based on own solution**
- **Incorporate more group work**

Observer's Signature	<i>Hemmett D. Hh</i>
Observee's Signature	<i>James Guy S. Hh</i>
Date	<i>5 Feb '08</i>