

## Postgraduate Certificate in Academic Practice Observation Schedule

**Section A:** To be completed by the observee and sent to the observer prior to the agreed observation:

<b>Name</b> Hans Georg Schaathun	<b>Observer</b> Michael Kipps	<b>Date</b> 17 January 2008
<b>School/Dept</b> Computing	<b>Observation No</b> 2	<b>Time</b> 2-5pm
<b>Nature of session</b> Lecture w/open discussion	<b>Level MSc</b> c30 students	<b>Venue</b> 35AC04
<b>Title of the Module</b> CSM25 Secure information hiding		
<b>Title of session</b> Introduction and Kerckhoffs' Principles		

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

-- Further improve the engagement of all the students in the class.

At the moment, my focus is on design of the module, rather than on my own presence as a teacher. My presentation is satisfactory, but the design is not, so that has to be improved urgently.

Identify any specific areas or issues you would like to receive feedback on from your observer:

- Identify tempo breaks were I am too slow or too quick for the class
- Is it possible to say anything about the quality of the module design based on an observation?

## Session Plan:

Session Context: (how does this session relate to previous and subsequent sessions/programme & module syllabus etc)

### Intended Learning outcomes:

- establish the basic terminology (this is an extra challenge because I will contradict CSM24 taught in the Autumn)
- be able to use Kerckhoffs' principle(s) to evaluate security properties and assess security needs
- get a glimpse of the breadth of the subject (which is broader than likely expectations based on CSM24)

**Learning and teaching strategies:** (include an indication of rationale and use - e.g. What L & T strategies chosen and why? How you will use the strategy in the session? How do the strategies relate to intended outcomes and student learning?)

- This is mainly a straight forward lecture.
- Questions and discussions are encouraged throughout. The goal is that each student reason and develop the knowledge, linking it to their own experience of computers and of security.
- 1-2 discussions are preplanned, designed particularly to relate the new material to concepts from CSM24 and CSM27.
- An assignment is given at the end of class, and papers will be discussed at the start of the next session.

### Evidence of student learning / feedback:

- some impression can be gathered from the discussions, as the students develop their reasoning
- further evidence will be gathered in the discussion/peer assessment of weekly exercise in the next session

## Section B: Observation feedback

To be completed by the Observer during the observation and forwarded to the Observee for discussion as soon after the observed session as possible.

**Please comment on strengths and identify aspects for development in relation to the following areas as appropriate, and any areas identified for specific feedback from Section A:**

### Comments arising from the Observation

Having discussed the module [and this session] with Georg before attending the Introductory Session, I was aware of some of the intrinsic difficulties of the subject area and its teaching, being informed of the two diverse approaches in dealing with the subject of 'security' of computer systems. Further it appears that these two approaches use a given nomenclature in different and distinct ways, which may give rise to some confusion.

Georg provided an overview of objectives, explaining the characteristics of Steganography/Cryptography and Image Processing.

The teaching methods allied to the applied system of assessment was described very clearly; these also having been provided via the intranet [as had the outline of the module].

I was impressed with the two simple scenarios used to introduce quite difficult and thought-provoking principles. Further the immediate use after this, of small group discussions seemed very effective in engaging the students. From then on, until the well-timed break, students were extremely attentive and responsive to questions and discussion.

Whether an after thought [having prepared the slides before reading a particularly pertinent reference text], the discussion of suitable texts and their overall content and usefulness were appropriately placed in the discussion. [Perhaps to be later amended!].

You have an excellent rapport with these students. Your presentation is very good, but I would judge it to be speedy at times, but this is clearly ameliorated for those who have down-loaded and read your accompanying material.

I found the session to be stimulating and challenging intellectually.

**Evaluation of facilities**

Please note any issues relating to the venue (e.g. size, appropriateness, air-conditioning or heating, lighting), audio-visual equipment etc.

A pleasant and appropriate environment. Clearly the initial problem with setting up the computer is unlikely to occur again, though it was to the advantage of a few late-coming students, whom you warned for future sessions.

### Section C: Reflection and Evaluation

To be completed by the Observee and discussed at the debriefing meeting with your Observer

**From your perspective, what do you think were the strengths of the observed session?**

The interaction with the students is the greatest strength of the class. The observation only covered the lecturing part of the session. The great strength of the module as a whole is, in my opinion, the use of the weekly exercises, which probably also has set the atmosphere to encourage discussion also in the lecture part.

**From your perspective, what could have been improved in the observed session?**

Some of structure and outline of the slides and the talk will be changed next year. Both reading newly published texts, and discussions with Michael, improved my overview and enabled new angles, which I had not thought of when preparing the slides. This time I partly changed the talk to use new angles, but the slides were not in synch.

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

The advice to discuss new lecture designs with colleagues is a good idea. I already do this with assessment schemes and criteria, but I have not done it with slides and talk outlines.

**What changes to your practice, if any, will you make as a result of the feedback from your Observer and your own reflection?**

I will consider discussing new lectures with colleagues. Good advice is hard to come by though, and I do not want to overburden the few who are really helpful.

Satisfactory



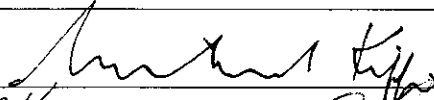
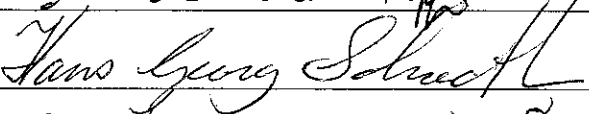
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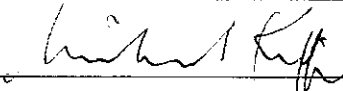


**Recommended action points (if required)**

To be agreed by the Observee and the Observer

From our early discussions, I wonder whether when preparing new modules you might discuss them in outline with a friendly peer, as we were able to do briefly before the 'Observation', because you were generous enough to say that in so doing you identified some points of difficulty/clarification which were helpful.

Observer's Signature	
Observee's Signature	
Date	31 January '08

Lead Observer Signature	
Date	06 - 02 - 08

## Postgraduate Certificate in Academic Practice Observation Schedule

**Section A:** To be completed by the observee and sent to the observer prior to the agreed observation:

<b>Name</b> Hans Georg Schaathun <b>School/Dept</b> Computing	<b>Observer</b> Michael Kipps <b>Observation No</b> 1	<b>Date</b> 16 October 2007 <b>Time</b> 3-5pm
<b>Nature of session</b> Lecture w/open discussion	<b>Level MSc</b> c20 students	<b>Venue</b> 08AC03
<b>Title of the Module</b> CSM27 Computer Security <b>Title of session</b> Reference Monitors		

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

- What can I do to involve the weakest/quietest students in the class?

Identify any specific areas or issues you would like to receive feedback on from your observer:

- 'real' examples used (or missing) in the lecture
- involvement of the entire class
- sufficient emphasis on highlight, summarising, et c.

**Session Plan:**

Session Context: (how does this session relate to previous and subsequent sessions/programme & module syllabus etc)

**Intended Learning outcomes:**

- See the advantages of enforcing security in the lowest layers
- Understand the concepts of reference monitors and trusted computing bases
- be aware of some of the security mechanisms in the lowest layers.

**Learning and teaching strategies:** (include an indication of rationale and use - e.g. What L & T strategies chosen and why? How you will use the strategy in the session? How do the strategies relate to intended outcomes and student learning?)

- The core of the session is a lecture based on prepared slides. This provides the knowledge base for reasoning.
- Questions and discussions are encouraged throughout. The goal is that each student reason and develop the knowledge, linking it to their own experience of computers and of security.
- If time allows, discussion exercises will be given at the end of the session.
- An assignment is given at the end of class, and papers will be discussed at the start of the next session.

**Evidence of student learning / feedback:**

- some impression can be gathered from the discussions, as the students develop their reasoning
- further evidence will be gathered in the discussion/peer assessment of weekly exercise in the next session



## Section B: Observation feedback

To be completed by the Observer during the observation and forwarded to the Observee for discussion as soon after the observed session as possible.

**Please comment on strengths and identify aspects for development in relation to the following areas as appropriate, and any areas identified for specific feedback from Section A:**

During our preliminary discussions George clarified the following points:

1. Where the observed session fits into the sequence for the module as a whole.[see attached paper on final hard copy];
2. How he assessed evidence of student learning through class discussions of previously set work, discussions with his demonstrator who assesses students' individual course work, through his own marking of course work. In addition he uses questionnaires to gauge student response to his teaching, and modifies his presentations appropriately.
3. We discussed the problem of involving apparently weaker/'quiet' students in class discussions and responses to questions.

### Comments arising from the Observation

I appreciated the overall structure of the session, where you reviewed the previous week's work through consideration of the set exercises, followed by the new material, and closing with a new set of questions on this work, to be reviewed in the following session.

Your goals and strategies for the session were well articulated, and largely achieved in practice.

Excellent use of the power-point slide presentation, with good hand-outs, each slide providing the focus for the steps in your discussion of the topic. I applaud your dealing with pertinent questions as you went along; I also appreciated your cognisance of the dangers of being lead 'astray' by the more voluble of your students, by cutting irrelevant discussion short and pressing on.

Your delivery is for the most part clear and precise, and well paced. It is clear that you are confident in your own knowledge and expertise; you were not thrown by any of the challenging questions. [I agree that there was a danger of not including all students in discussions of difficult points, but you made efforts to do this; I was impressed that you later, at the break, tried to engage these students in discussion of the topic.]

Just once or twice discussion/questions prompted useful inter-student discussion, but you then began your discussion again without, ensuring that the attention was back on you.... A small point.

I am not sure that you can improve on your presentation, except by making sure that every slide is word-perfect! I was not convinced that you made enough of correcting 'subject' to 'principal' on one slide (slide 12)

Overall, a good session, in which most students were engaged. Since your rapport is so good, I think it might be worthwhile telling them that you intend to ask everyone a question, and then try to go round the whole group in one session.

It was difficult to see how practical examples could be used in this session, but I thought your discussing the imperative for security systems to be embedded in lower layers was made extremely clear by your illustrations.

I was further impressed that you had already provided students with a feedback questionnaire to illicit their views of your teaching and their learning.

**Evaluation of facilities**

Please note any issues relating to the venue (e.g. size, appropriateness, air-conditioning or heating, lighting), audio-visual equipment etc.

The venue was more than adequate and you used all the facilities appropriately.

**Section C: Reflection and Evaluation**

To be completed by the Observee and discussed at the debriefing meeting with your Observer

**From your perspective, what do you think were the strengths of the observed session?**  
The interaction with the students is the greatest strength of the class. The observation only covered the lecturing part of the session. The greatest strength of the module as a whole is, in my opinion, the use of the weekly exercises, which probably also has set the atmosphere to encourage discussion also in the lecture part.

**From your perspective, what could have been improved in the observed session?**  
As mentioned by the observer, there are mistakes in the slides which I only detect when I use them. For the main part, I think effort is now better spent on polishing the contents rather than the presentation.

**What are the most important issues raised by the feedback from your Observer?**  
I appreciate both the need to get the slides correct, and the use of being aware of whether the students pay attention or not.

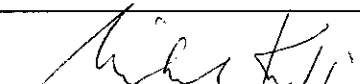
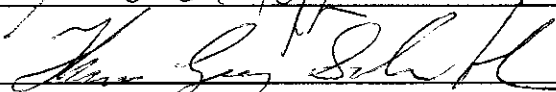
**What changes to your practice, if any, will you make as a result of the feedback from your Observer and your own reflection?**  
I will try to double-check the slides in the future.

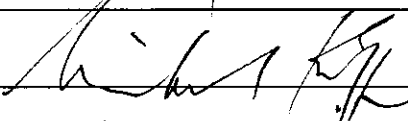
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**Recommended action points (if required)**

To be agreed by the Observee and the Observer

These are small, but important points: always check your slides and handouts for accuracy; similarly the appropriateness of exercises; after discussion, wait to gain the class's attention before proceeding.

<b>Observer's Signature</b>	
<b>Observee's Signature</b>	
<b>Date</b>	05.11.07

<b>Lead Observer Signature</b>	
<b>Date</b>	05.11.07