Review of Teaching Practice

Session/artefact to be observed/reviewed:
Laser Cutter and References presentation (for Laser Cut Induction)
Size of student group: 20
Reviewee: Hannah Refaat
Reviewer: Carys Kennedy

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?

I teach Laser Cutter inductions for MA Fashion Textiles Technologies: Material and Process (FU001985) and BA (Hons) Fashion Textiles: Embroidery- Experimental Process: Embroidery (FU001712).

Although the laser cutter is no longer in our room (it was previously in Lime Grove), we direct students to the FabLab so they are aware of our resource (which was purchased under Textiles budget). During the induction, we teach them about the system, including health and safety, how to book the machine, complete the necessary forms, make payments, how to 'check-in' when in the FabLab and choose suitable materials for the Laser Cutter. We then guide them in creating a file in Illustrator for the laser cutter.

We also provide references of past student work, available on the FabLab page on LCF Tech, as well as examples from designers who use laser cutters to create embellishments and beads.

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

I have been teaching Laser Cutter inductions since 2019. The specific year group has varied but currently, the sessions are delivered to first-year BA students. The MA course, which started at East Bank three years ago, also receives these inductions. Inductions for both courses are delivered in the first term. Inductions are usually taught in 3-hour sessions.

What are the intended or expected learning outcomes?

Both courses need to exhibit a use of various equipment within our discipline. In the first term we teach them a range of equipment and they should experiment with them, showing a range of sampling for their technical files.

BA: LO2 - Apply an understanding of specialist textile processes (Process).

MA: LO2 - Identify, critically analyse, and explore technical problems through the development of a body of work that communicates a creative approach to material and process in the context of textile/fashion design (Communication, Realisation).

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

Students create their own keyring featuring their initials. They learn to make the Illustrator file in our computer room, working alongside us while we show them how to use the software.

We then take them to the FabLab to cut their keyrings, which they can take home. This process helps students understand how a flat Illustrator file is translated into a 3D object.

Are there potential difficulties or specific areas of concern?

Many students have not used Adobe Illustrator before, so they begin with no prior knowledge. To address this, two technical staff support the session, one teaches the software while the other assists students individually, ensuring no one falls behind. The session uses a basic shape to keep the process manageable for beginners.

What would you particularly like feedback on?

1. I would appreciate feedback on whether there is anything important I should include in the presentation. The presentation is delivered before teaching Illustrator and before students go to the FabLab to create their keyrings.

2. Is there information you think is not necessary to include in the presentation?

3. Do you think the order of the presentation make sense or should slides be moved?

How will feedback be exchanged?

I would like written feedback as well as a meeting to discuss points in detail, allowing me to clarify any questions.

Part Two
Reviewer to note down observations, suggestions and questions.

Thanks Hannah for sharing the slide deck for the Laser Cutter inductions. You asked for feedback on what to include in the session, what could be removed, and whether the order of the presentation makes sense.

Here are the notes based on our discussion:

- You explained that you were unsure about the inclusion of the Health & Safety information in this section. Your rationale was that the induction is delivered outside of room with the Laser Cutter, and that perhaps the H&S information would fit better when students are in the Laser Cutter space. We talked about

the pros and cons: having the H&S information in the Laser Cutter space would be less abstract, and easier to point things out; having written information can help in terms of students remembering key information. **How might you balance these things? And what is your thinking about where to deliver the H&S component in future?**

- You shared that, since moving to Stratford from Lime Grove, there have been some changes. One is that the Laser Cutter is in a separate space, so students aren't as aware of it ("out of sight, out of mind"). Another is that there are restrictions about laminated signage in the space (e.g. at Lime Grove, the H&S information was displayed). **How might you mitigate against these issues, that aren't entirely in your control?**

- You self-identified that the structure of the presentation could be refined, and I agreed - although I stressed that nothing is 'wrong' with the presentation 'as is'. We spent some time thinking about how the presentation could be re-ordered. I made a few specific suggestions:

    - **Could the images of student work and designers' work be brought forward, to generate interest and excitement?**
    - **Could you use 'header pages' like the H&S one on slide 5 to signpost through the presentation?**
    - **Could you use signpost at the start of the presentation what you are going to cover?**
    - **How could you group certain elements together to create a logical flow?**

- **Overall, having identfied that you'd like to make changes to the presentation, what will your next steps be? Is there anything you'll consider when making further presentations in future?**

I hope these notes are helpful and give you an opportunity to reflect on the resources you shared with me. I have included some prompt questions (in bold) for you to reflect on. You don't have to answer all the questions – just respond in Part 3 to what feels of interest following our discussion (up to 500 words).

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.

Based on feedback and personal reflection, I believe the most significant and effective adjustments to the session concern its overall structure in delivering the objectives of the induction. Reordering the material could substantially enhance its effectiveness.

I feel the H&S component could be removed from the main presentation. At Lime Grove we laminated ‘how to’ and H&S printouts so students could refer to when they needed step-by-step instructions. Due to restrictions on displaying paper at the new site, East Bank, I included this information in the presentation, so it was delivered during induction. However, as the laser cutter is no longer in the Embroidery room, this section now feels out of place because students cannot visualise the equipment I am describing.

The information still needs to be covered, but I think it would be more effective to provide an H&S handout when we take students to see the laser cutter. We could begin by running through the rules before cutting the keyring. Taking students to the space will also demonstrate how accessible the facility is. Showing physical samples in the FabLab will help them understand the range of techniques available, such as creating beads or etching layered and textured designs using scanned primary imagery.

I was also concerned about the overall order of the presentation. Since moving to East Bank, we have adapted the workshop each year to suit the building and to encourage students to use the facility, which was purchased through the department’s budget. As a result, I combined sections from previous presentations, added new material, and included content from the LCF Tech laser cutter page created by the FabLab team. These sessions are often prepared under time constraints, with limited notice about when inductions will take place.

Structuring the presentation under clear headings by grouping sections would improve clarity and create a logical flow. Examples of students’ past work and designer references should come first to provide visual context and inspiration. This could be followed by the Illustrator section, where students complete their keyring design alongside the technicians. Finally, the presentation could outline the completion of the induction form, the submission process for FabLab to check designs and materials, the approved materials list, the size of the laser cutter bed, and how to make payment on the online store, eStore.

Revised Structure:

1. **Examples of work: Student and designer references**
2. **How to: Practical workshop creating an Illustrator keyring**
3. **Resources: Induction form, booking systems, materials, laser cutter, payment**
4. **Visit FabLab to cut the students’ keyrings**

Using these titles as header pages would clearly signpost what is coming next. Outlining the structure at the beginning would help students understand the direction

of the workshop and build anticipation about producing a practical outcome and visiting a resource outside our room.

My next step is to make these modifications over the summer, ready for inductions in September with MA and BA1. In future presentations, I will prioritise clear structure and logical grouping of information to ensure the content is easy to follow, and use consistent signposting so students understand expectations and the intended outcome.