**OB2 Peer Observation Report**

Session to be observed: BDM Year 2

Size of student group: 30

Type of activity: Learning Resource

Observer: Nina Observee: Tonia

**Observations, suggestions and questions**

Thank you for sharing your learning resource, Tonia. I enjoyed reading your OB1 form and looking through the resource.

InDesign, like much of the Adobe suite, can be a difficult system to get a handle of. I think you have therefore done a great job here in simplifying the essential functions that students will need to use within this software. The coupling of textual instructions with screengrabs and arrows is one way that you have achieved this. The chunking of the textual content into manageable steps is hugely helpful in this regard also.

I wasn’t sure from your OB1 how the slide deck would be used within a live session, but I wonder if you will include pauses between slides to allow students to follow the instructions and for you to help any students that may be struggling. As inDesign can be a difficult software to get used to, I think building in these pauses will ensure that students don’t get left behind or that the session moves on without them.

You mentioned in your OB1 that a potential difficulty or area of concern would be if students can’t access the computer room, or if they arrive late, or miss the session completely. I would suggest that this slide deck you have produced would work really well as an asynchronous learning resource for students to either learn from independently or to revise after class. I’m not sure if you usually share these slides with students via email, or perhaps Moodle but if not, I would encourage you to do so as it’s a really helpful and clear document that students would benefit from having access to outside of the live sessions.

Another suggestion I would make is to potentially include a sort of “table of contents” as the second slide, to provide a break down of the things that will be covered in the slides. Alternatively, you might include the session’s learning objectives on the second slide. This helps to focus and guide the students and sets their expectations for the session. Also, if you share this resource online with them for use in their own time, having a table of contents or listing the learning objectives gives the student a preview of what you are going to cover and helps them decide if it’s relevant for them.

The final suggestion I would make it to potentially include a list of further resources that students can access to help with InDesign. These might be resources you have made yourself, or UAL resources, or they could also be to external sites such as LinkedIn or YouTube. Pointing them towards video content in particular might be a helpful option, as sometimes textual guides can be overwhelming and seeing something demoed via video can be an appealing option for some students.

Well done again on a great learning resource that I can see will be very useful to students. I hope that my feedback is helpful to you.

**Reflection on the observer’s comments and ideas to follow up:**

This feedback was very informative If I make these additions to the slides I feel this resource will really benefit students. Nina, identified that the Adobe suites can be difficult programs to use so I simplified and chunked the text into manageable steps.

I wanted the slides to be as clear and easy to understand as possible so learning independently would be productive and not stressfull.

I loved the ideas of further resources that students can access either by videos or external sites.