On Thursday, October 13th CRLT staff were invited to observe a discussion section and provide feedback regarding the strengths of the instruction as well as areas for improvement. The instructor obtained student feedback for the course separately. During the observation, particular attention was paid to the delivery and presentation of auxiliary material the instructor prepared for the students. The report below provides an overview of feedback as well as specific examples from the class observation that contextualize feedback and address GSI concerns.

**Feedback**

**Strengths**

- **Teaching Style:** The GSI was very comfortable in front of the class and seemed knowledgeable regarding the material. This was most evident when responding to exam questions. Both pace of the discussion and volume were very satisfactory. In addition, the GSI used hand gestures and expressive language to emphasize meaning or importance.

- **Approachable:** It is clear that the instructor cares about student success in the course and is comfortable interacting with students. The instructor has plainly made efforts to get to know the students (e.g., knew student names), he encourages students to ask and respond to questions, and provides clear explanations and follow-up prompts to ensure understanding.

- **Connecting Course Material to Student Experience:** The instructor did a very nice job of demonstrating how students could apply what they have learned from the course to their lives outside of the classroom. He worked to make those connections explicit when going through job application materials.

- **Organizing Statements:** The instructor did a nice job of outlining the purpose of the day and provided a justification as to why the activity would be helpful for students. The GSI also reiterated major course concepts (e.g., “other people matter”) as take home messages for students.
Areas for Improvement

- **Interaction**: At least in the context of this activity, the instructor could consider more interactive methods of participation. Despite soliciting a number of answers from students to questions he asked, questions frequently left little room for interpretation, elaboration or critical thinking. Engaging students in higher-level discourse will help them to internalize some of the concepts that were reviewed. In general, the discussion was fairly uni-directional with an impression of being talked-at.

- **Movement**: The arrangement of the physical classroom notwithstanding, the GSI remained in a small space throughout the class. This gave the section a lecture-style feel despite some interaction and may limit the amount of discussion or discourage more participation.

- **Student Work as Examples**: Consider providing alternate examples rather than critiquing student work as a class. Despite anonymity and a qualifier before presenting the work, students may feel uncomfortable having their work criticized.