

Teaching Fellow: James Michael Noonan

7.2.1. In what ways was the teaching fellow most effective? Why?

James was *amazing*--responsive, helpful, reflective and kind. Very generous with his time, and supportive of individual projects.

James was always respectful, always accessible. He had an ability to calm me down when I was worked up about an assignment, and was consistently supportive of my work.

Very available for feedback. Always kind, constructive, and relatable.

Always accessible; Encouraged class to use various resources, including himself, to complete assignments; helped broaden our thinking about our particular papers; provided thorough feedback on all assignments.

- Available to provide guidance and support as needed
 - Provided clear feedback
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The TF did provide adequate office time to support student learning. But the support was student directed than a proactive teaching decision.

James gave an exceptional lecture during sections and when he ran the lecture for a day. He led discussions in a productive and supportive way and challenges all students to think more deeply, while also giving clarifying information.

His insight during office hours was also invaluable. He consistently provided new and positive ways to face the challenges that arose during my project and aided me in finding my own distinct voice.

James was most effective in terms of responding to our concerns and giving feedback on our assignments.

James was always available by appointment. He is very warm and approachable, and made the process of designing a study much less intimidating.

He made himself generously available and gave very insightful and helpful comments on my paper

James was a receptive and encouraging reader, and never failed to offer sound advise to push an argument forward.

Excellent section-leader, excellent feedback on Good Work paper. Dramatically exceeds any reasonable expectations for a TF.

7.2.2. What recommendations would you make to the teaching fellow to strengthen his or her teaching and/or make the course more valuable?

During our feedback session when we were paired with other classmates, I felt a bit overmanaged by the tone and tenor of the exercise. Structure is good--in moderation.

I honestly can't think of anything!

None.

None; one of the best TF's I've had at Harvard

- Online and offline communications (messaging, feedback, tone, etc.) should be consistent

The TF's can particularly provide more support to students who may not have the same research and writing background that the course project may entail.

I cannot think of any. I had an excellent experience with James as a TF.

The course would be more valuable if the TF engaged the section in a more thoughtful discussion on the readings and if he encouraged students in their individual growth whether or not it always fit the structures of good work (or provided a balance between the two). I think this ability defines good mentorship, which is one of the main concepts in the course.

I don't know. Great job!

Keep up the great work!

The course could be better, but James was amazing. Very impressive in his anticipation of student questions/needs and then meeting those needs perfectly.

7.2.3. Please evaluate each item carefully and independently. If the item does not apply to the specific responsibilities of a particular TF, please indicate NA in the response area.

	1 - None of the Time	2	3	4	5 - All of the Time	NA	Total
A - The teaching fellow has a good understanding of the subject matter	0% (0)	0% (0)	0% (0)	15% (2)	84% (11)	0% (0)	100% (13)
B - The teaching fellow was an effective discussion leader	0% (0)	0% (0)	7% (1)	15% (2)	76% (10)	0% (0)	100% (13)
C - The teaching fellow was able to answer my questions	0% (0)	0% (0)	0% (0)	23% (3)	76% (10)	0% (0)	100% (13)
D - The teaching fellow provided timely feedback on course assignments	0% (0)	0% (0)	0% (0)	15% (2)	84% (11)	0% (0)	100% (13)
E - The teaching fellow provided helpful feedback on course assignments	0% (0)	0% (0)	7% (1)	15% (2)	76% (10)	0% (0)	100% (13)
F - The teaching fellow was accessible to students outside of class	0% (0)	0% (0)	0% (0)	15% (2)	84% (11)	0% (0)	100% (13)
G - The teaching fellow responded to students respectfully	0% (0)	0% (0)	23% (3)	0% (0)	76% (10)	0% (0)	100% (13)