

## Teaching Fellow: James Michael Noonan

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

Checking in with the students and finishing the discussion time in a timely and coherent manner.

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James made section more than simply a time to discuss course materials. By encouraging us to quickly share what was on our minds or happening in our lives at the start of section, early on we reached a comfort level with one another that was conducive to open discussion. He also made sure that we were the ones running the section and wrestling with the topics rather than taking control of the discussion. I always looked forward to section meetings.

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Setting a safe space for exploring class topics

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I really enjoyed James' section. Again I thought that he did a nice job of straddling the personal with the academic. I think that asking students to pose questions related to the readings really sets the tone for the expectations of the section discussion and gives the conversation some direction and keeps the experience in the "academic" arena. I attended another section that did not do questions and really felt that the question format added something to the section. I would recommend that all sections follow this practice. He also clearly read assignments and had thoughtful comments.

I also liked that James summarized at the end the "main" thoughts and takeaways from the section.

I think that the check-in format worked well in terms of creating a cohesive section even though I sometimes found it a little drawn out.

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

Some people have natural tendencies to talk more than others, so it would be good to shift the attention of the discussion leader, to those who do not take the opportunity to talk, as I realize they often have very good insight.

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I would have liked to hear a little more from him. As stated above, I like that he stayed out of our way for the majority of the time, but it would have been helpful to hear his perspective slightly more often.

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Focus more on the readings

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I really enjoyed the section -- it is difficult to think of something that I would really change. Perhaps on the email correspondence management front, I found that sometimes I sent an email but didn't get always get a response in the sense of "yes, I received this." I did not send him any emails that were content course related but if I had I would imagine that he would have responded.

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7.6.3. 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)	20% (1)	80% (4)	0% (0)	100% (5)
B - The teaching fellow was an effective discussion leader	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	0% (0)	100% (5)
C - The teaching fellow was able to answer my questions	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	0% (0)	100% (5)
D - The teaching fellow provided timely feedback on course assignments	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	0% (0)	100% (5)
E - The teaching fellow provided helpful feedback on course assignments	0% (0)	0% (0)	40% (2)	0% (0)	60% (3)	0% (0)	100% (5)
F - The teaching fellow was accessible to students outside of class	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	100% (4)
G - The teaching fellow responded to students respectfully	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	0% (0)	100% (5)