

Department of Comparative Literature

GSI Observations

The observation process ensures that GSIs receive ongoing pedagogical guidance from faculty. Graduate Student Instructors are observed by faculty in their first semester teaching, as well as their first semester as a Lead GSI (in either a solo or team section). After the first observation, the faculty member who observed the class will give verbal feedback to the GSI. The purpose of this meeting is to identify strengths and possible areas of improvement for GSI pedagogy. The second observation results in a written report that is completed by the faculty member and placed in the student's file. Written reports are reviewed as part of the annual Outstanding GSI selection process, but they are not used in determining teaching assignments. The report discusses what worked well and what needs improvement in the areas of classroom mechanics, presentation of material, and classroom dynamics. The following expands on each of these categories.

Classroom mechanics refers to structures that frame individual lessons, including the use of teaching tools and a GSI's cues to students about the function of the lesson within the arc of the course.

Presentation of material involves the content of a lesson, including its relevance to the goals of the R&C curriculum and a GSI's method of implementing tools and materials discussed under *classroom mechanics* to achieve these goals.

Classroom dynamics refers to a GSI's communication with students and to the way a GSI creates opportunities for students to generate and exchange thought.