**Peer Review of Joshua’s Class**

Joshua fostered a warm and inclusive classroom environment from the very beginning. His “question of the day” -- If you could have dinner with one person (living, dead, fictional, or nonfictional), who would it be? -- encouraged participation and helped build a sense of classroom community. He waited patiently for responses and affirmed students’ answers, by which he created a welcoming vibe.

His class was well-structured and clearly communicated. He opened the session by outlining the day’s agenda and consistently signposted transitions between activities. For example, before diving into group work, he gave students a clear overview of Writing Project 2, including its goals, grading criteria, and timeline. He emphasized that this project required collaboration and explained how groups would be formed through a short questionnaire. By setting clear expectations and providing context for each step, he made sure students understood not just what they were doing, but why.

Joshua skillfully used group work to promote collaborative learning. One key activity had students define “community” in small groups, identify 3-5 characteristics of a community, and report back to the class. He recorded their responses on the whiteboard, built on their ideas, and encouraged students to think critically about the definitions they offered. Later, he asked students to distinguish between “group” and “community” by classifying examples like “Taylor Swift fans” or “a KU dorm,” which further deepened their understanding. His design of group-based activities ensured that all students could participate meaningfully and reflect together.

Throughout the class, a balanced rhythm is maintained between discussion and instruction. After students brainstormed in groups, he used whiteboard summaries and brief lectures to provide clarification or reinforce key ideas. For instance, he presented his own definition of “community” only after students had explored the term themselves. This approach allowed students to construct knowledge collaboratively while still benefiting from the instructor’s expertise.

When students answered questions, Joshua regularly asked follow-up questions and prompted students to think more deeply about their ideas. During the WP2 preparation discussion, he guided students to reflect on their own communities and consider important factors like their roles, ease of access, community size, and topic sensitivity. These thoughtful prompts helped students move beyond surface-level brainstorming and begin shaping viable research questions.

Joshua was clearly attentive to student needs, both academically and interpersonally. He invited questions often, made space for clarification, and responded thoughtfully to students’ concerns. His feedback was encouraging and affirming, creating an environment where students felt comfortable sharing their ideas without fear of being judged. His consistent use of positive reinforcement and inclusive strategies helped promote a strong sense of belonging.

Overall, I found Joshua’s class both effective and inspiring. I was especially impressed by how he facilitated group discussions. I sometimes struggle with in my own teaching. His method of having groups brainstorm, share, and then build knowledge collectively through instructor feedback was very effective. I also noticed how he used the whiteboard interactively, which is a strategy I hadn’t made much use of before. Observing this class gave me several practical ideas I hope to incorporate into my own teaching moving forward.