

Date: November 19, 2025

Observer: Dr. Day Greenberg, *Assistant Professor of Learning Sciences, Indiana University*

Session Topic: Motivation, Situated Expectancy-Value Theory

The class began with a student presenting a 5 minute introduction to the topic of the day, which resulted in an engaging peer learning opportunity and allowed the student presenting to exhibit some ownership over the topic as the day started. What a great way to begin. This is a structure that Kyle has introduced in his section of the course, and he explained to me that he does it every class.

Kyle's slides were well designed and got right to the point. He delivered content in small chunks, interspersed with several different types of questions to help students understand the material by discussing with each other how it applied to their contexts and experiences.

After sharing in small groups, Kyle would call on a different group each time to share out, ensuring that different voices were heard. At one point, groups were invited to have a representative add ideas to the room's whiteboard. Kyle had also announced three options for students to reflect on the day's content individually and privately later. There was a good variety of expression forms students could access to help them participate.

It was clear that Kyle had a good relationship with the students in his class. There was an atmosphere of comfort in the room. As an example of this, when the class ended, a couple of students shouted out their thanks to Kyle as they walked out of the room.

After the class, Kyle was eager to hear any feedback I might have, and it was clear how dedicated he is to considering his course a place to experiment with his pedagogy towards more engaging, generative, and personally meaningful learning for students.