

It Takes a Village: OEB399 as a Focal Point of Community and Teaching

Denise Yoon

Organismic and Evolutionary Biology

PF Capstone Project

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What is OEB399?

- First year graduate student course
- Two semesters long
- Traditionally, first semester is focused on acclimating students to grad student life, Harvard, and OEB. Second semester is focused on teaching, counts as a Bok seminar equivalent
- Grad students in OEB cannot teach until their second year

OEB399 in previous years

- Structure did not align with learning goals
- Disjointed lessons on various topics
- First years did not feel incentive to come to class
- Students' feedback said that there was a lack of pedagogical preparation for teaching

OEB399 goals this year

- **Set clear learning goals** and expectations about activities done in class
- **Restructure** topics into “units” to provide scaffolding
- **Build community** within the G1 cohort and with other members of OEB and beyond
- **Use active learning** for lessons and OEB399 as a **meta-demonstration of pedagogical methods**

It takes a village to raise a grad student!

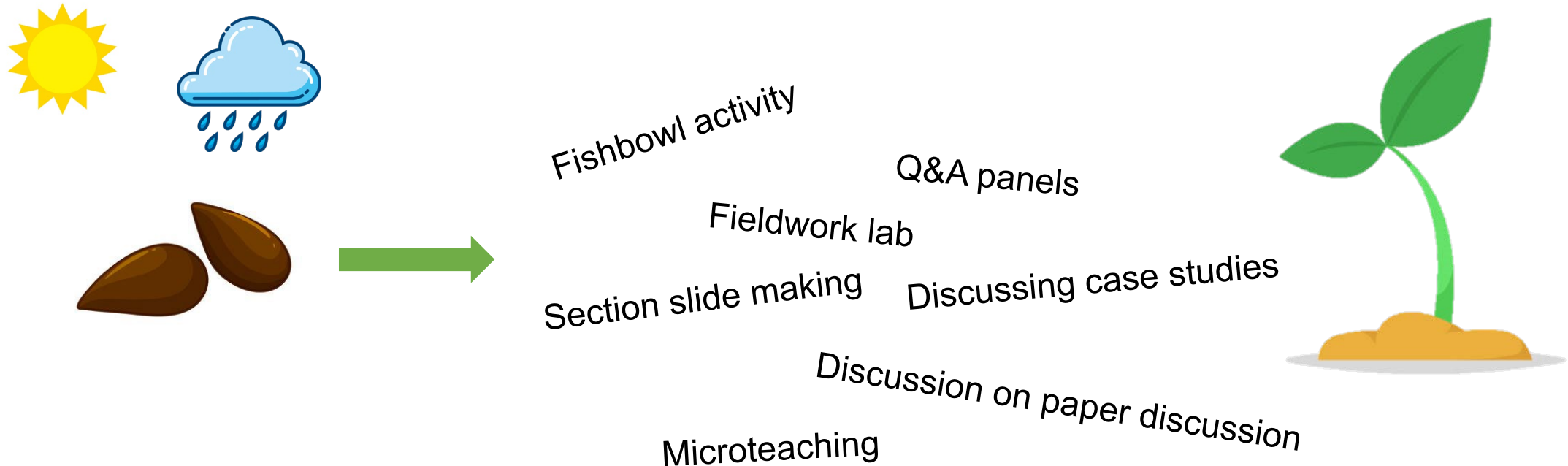
An incomplete list of people and communities that came to OEB399:

- OEB faculty
- OEB upper year grad students
- OEB postdocs
- CAMHS
- IB undergraduates
- OEB DIB committee
- Bok Center
 - Pamela Pollock
 - Ashlie Sandoval
- History of Science department
- Arnold Arboretum
- Bauer Core
- Northwest Labs NT core

...and more!

Sowing the seeds for an active spring semester

By developing a strong sense of community within the course, students will feel empowered to engage with material on pedagogy and feel invested in the course's learning goals.





The future is bright!