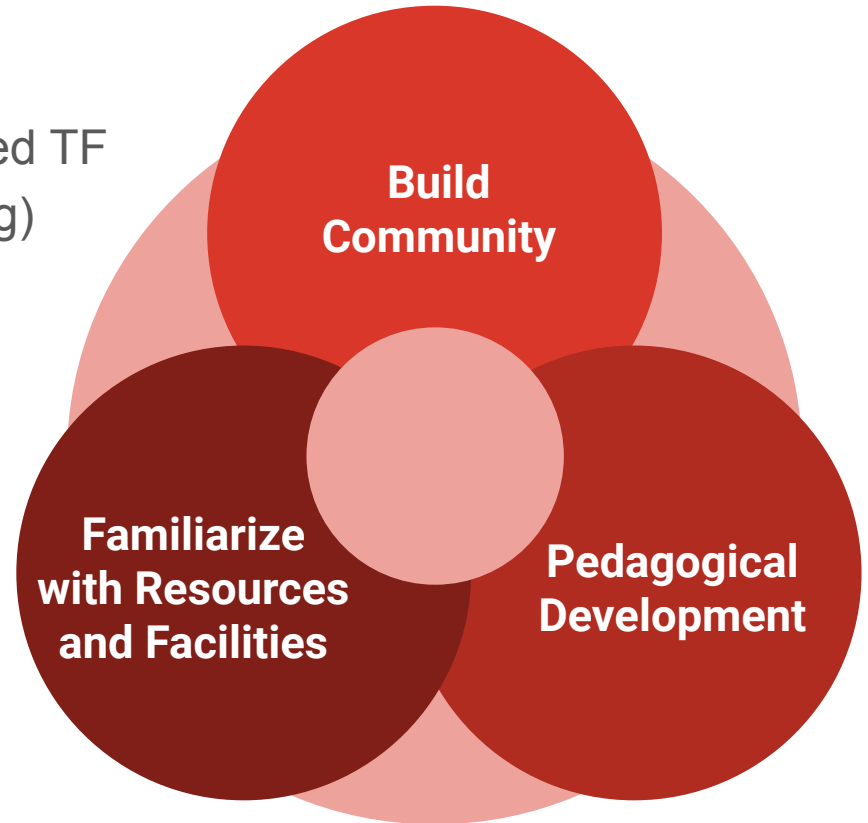


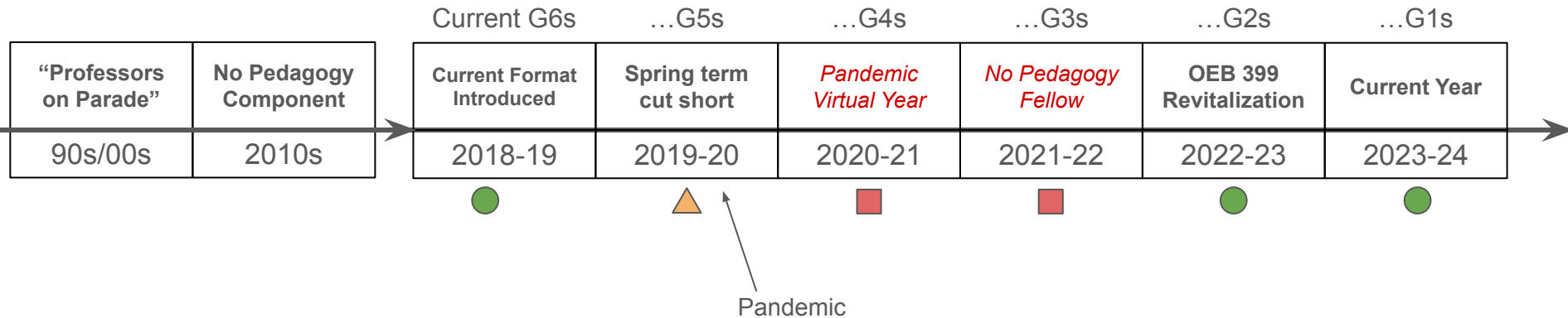


OEB 399 is the Primary “Introduction to Graduate School”

- Required course for all G1s
- Co-taught by PF and an OEB-appointed TF
- 2-hour class once/week (fall and spring)
- Always with food/drinks



Historically, it has varied considerably in quality and scope



How can we build more continuity with annual PF/TF turnover?

Organizing Course Materials for Longevity (via Google Drive)

Key Design Principles (building for repeatability):

- Lesson Planning: What actually happens during class?
- Information Limits: The Magical Number Seven
- Redundancy: Have more than one way to navigate
- Iterative Construction: Don't design everything in one go



Lesson Planning: What actually happens during class?

Jan 24: The TF Toolkit

Backwards Design

Goals: Clarify expectations of the Pedagogy Semester; reflect on how to approach reading different kinds of texts; determine the dynamics of a classroom discussion, including the roles that participants/facilitators play; introduction to Active Learning

Before Class

Print-outs/Prep Work

- TF Binders for myself and Wendy (Syllabus, Lesson Plans, Activities, etc)
- Copies of [spring syllabus](#) for 11 students
- Vocalized Reading [materials](#) (11 templates, and 4 copies of each text)
- Discussion Moves ([simplified list](#)): 11 copies
- OEB 399 [Feedback forms](#): 11 copies

On the Chalkboards

- Welcome Back!
- The TF "Toolkit": Reading, Discussion, and Active Learning
- All course readings: tinyurl.com/OEB399Readings

Rough Timeline

Agenda for Today [\[Slides\]](#)

- 5:30 Food/Drinks
- 5:35 **[Mark]** Syllabus Overview
Discussion Facilitator Sign-ups
- 5:45 **[Wendy]** Vocalized Reading Activity
- 6:15 **[Mark]** Discussion Moves game
- 6:45 Faculty Visit Debrief and Teaching Feedback
- 7:00 **[Mark]** Active Learning Techniques

After Class

Assigned Work (tinyurl.com/OEB399Readings):

Reading: *Ch. 1 from "The Missing Course" by David Gooblar (pages 14-43)*
Task: Identify and confirm with a TF who you will shadow during this semester

Print, Take Notes


Notes

-
-
-

Information Limits: The Magical Number Seven (\pm Two)

Humans are limited in our capacity to process information (Miller, 1956)

- Each folder contains no more than seven sub-folders or files

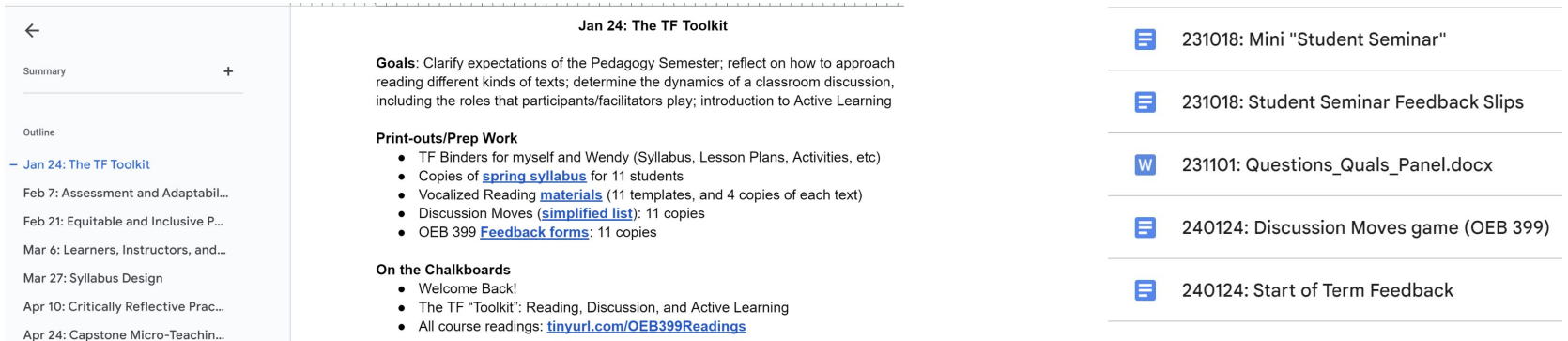


Name	↑	Last mo...	▼	File size	⋮
Activities		Dec 1, 2023		—	⋮
Administrative		Dec 1, 2023		—	⋮
Lecture Slides		Dec 1, 2023		—	⋮
Syllabi and Lesson Plans		Dec 1, 2023		—	⋮

Name	↑	Last mo...	▼	File size	⋮
240124: The TF Toolkit		Feb 26, 2024		18 KB	⋮
240207: Assessment and Adaptability		Feb 7, 2024		20 KB	⋮
240221: Equitable and Inclusive Pedagogy		Dec 1, 2023		5 KB	⋮
240306: Learners, Instructors, and Designers		Mar 6, 2024		19 KB	⋮
240327: Syllabus Design		Mar 27, 2024		5.1 MB	⋮
240410: Critically Reflective Practice		Apr 10, 2024		6 KB	⋮

Redundancy: Have more than one way to navigate

- Enable “Show Outline” in Google Docs
- Link directly to activities on Lesson Plans
- Multiple ways to access important information
 - E.g., Course Readings can be found at [this tinyurl]
- File names: Dates as yymmdd will sort chronologically



The screenshot displays a Google Docs interface. On the left, a sidebar shows a document outline for "Jan 24: The TF Toolkit". The main content area shows the document's goals and print-out/prep work. On the right, a list of files is shown, sorted chronologically by date.

Jan 24: The TF Toolkit

Goals: Clarify expectations of the Pedagogy Semester; reflect on how to approach reading different kinds of texts; determine the dynamics of a classroom discussion, including the roles that participants/facilitators play; introduction to Active Learning

Print-outs/Prep Work

- TF Binders for myself and Wendy (Syllabus, Lesson Plans, Activities, etc)
- Copies of [spring syllabus](#) for 11 students
- Vocalized Reading [materials](#) (11 templates, and 4 copies of each text)
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On the Chalkboards

- Welcome Back!
- The TF “Toolkit”: Reading, Discussion, and Active Learning
- All course readings: tinyurl.com/OEB399Readings

File List:

- W 230906: Scavenger Hunt.docx
- E 230920: Group Jigsaw Scenarios
- P 231004: Trivia_undergrads_399.pptx
- E 231018: Mini “Student Seminar”
- E 231018: Student Seminar Feedback Slips
- W 231101: Questions_Quals_Panel.docx
- E 240124: Discussion Moves game (OEB 399)
- E 240124: Start of Term Feedback

Iterative Construction: Don't design everything all at once

Fantastic movie, terrible advice (unless you are Michelle Yeoh)

- Prioritize by need
 - What's interesting/exciting to you is likely an indicator
- Spacing/Interleaving as part of the construction process
 - Retrieval practice
- Get feedback from others, talk about it out loud



