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| **Course:** | | **Date:** | | | |
| **Course Objective/Big Picture:** Problem-solving tutorial | | | | | |
| **Lesson/Module Outcome:** | | | | | |
| **Instructional Phase(s):**  ☐ Introduction  ☐ Presentation of Content  ☐ Practice  ☐ Application  other: | |  | **What students already know/have done:** | | |
| **Formative Assessment & Feedback:** | | | | | |
| **Announcements:** | | | | | |
| **Introduction/Warm-up:** | | | | | |
| **Time** | **Lesson Activity** | | | **S/T focus?** | **Notes** |
| 20 mins | [Structured Problem Solving](https://kb.wisc.edu/instructional-resources/page.php?id=118477)  Present a problem that requires students to follow a sophisticated problem-solving process because it is complex. Outline the steps for the students to follow. [Wood’s problem-solving model](https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/teaching-problem-solving-skills#:~:text=Woods%E2%80%99%20problem%2Dsolving%20model) is a good framework. In a shared document, groups post their solutions to each outlined step. | | | Teacher focus | Groups of about seven students.  TA to circulate within groups and provide guidance and answer questions. |
| 25 mins | Continuation of Jigsaw method. Groups reconfigure to have one representative from each ‘expert’ group. Students take turns teaching each other, presenting for about five minutes with time for a few questions. | | | Student focus | Groups of five students  TA to circulate within groups and provide guidance and answer questions. |
| **Closing Activity:** One-minute paper reflection question. Paper-based or can use a digital tool like Microsoft Forms. TA provides a prompt, and students take one minute to reflect on what they’ve learned. This can be used to inform the following lecture or tutorial, or provide a glimpse into what students understand/don’t understand. | | | | | |
| **Homework:** | | | | | |
| **Notes:** | | | | | |