Derek Bok Center Fall Teaching Conference
Wednesday & Thursday, August 26th - 27th, 2015
Sever Hall, Harvard Yard

Wednesday: Teaching Fundamentals for New Teaching Fellows

A full day workshop to provide first time TFs with the basics of teaching undergraduate sections.

8:30–9:00 BREAKFAST & CHECK-IN, SEVER HALL QUADRANGLE TENT AND LOBBY

9:00 – 9:30 PLENARY SESSION: WELCOMING REMARKS
Robert Lue, Professor of the Practice of Molecular and Cellular Biology; Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning

9:30 – 10:45 BREAKOUT SESSIONS I
Track I: Humanities and Qualitative Social Sciences, Part I
Track II: STEM, Part I

10:45 – 11:00 BREAK

11:00 – 12:15 BREAKOUT SESSIONS II
Track I: Humanities and Qualitative Social Sciences, Part II
Track II: STEM, Part II

12:15 – 1:00 LUNCH, SEVER HALL QUADRANGLE TENT

1:00 – 2:15 BREAKOUT SESSIONS III
Track I: Humanities and Qualitative Social Sciences, Part III
Track II: STEM, Part III

2:15 – 2:30 COOKIE BREAK, SEVER HALL LOBBY

2:30 – 3:00 CLOSING PLENARY: What Helps Students Learn? An Undergraduate Perspective
Q and A with a Panel of Harvard undergraduates
Teaching Fundamentals Track I: Discussion Leading in the Humanities/Social Sciences

In the humanities and social sciences fundamentals track, you will get an introduction to teaching undergraduate discussion sections at Harvard. By the end of the day, you will have developed a toolbox of techniques for planning and leading effective sections and will have encountered a variety of tactics and strategies for excelling in your first term of teaching.

Olivia Bailey, Departmental Teaching Fellow in Philosophy  
John Bell, Bok Pedagogy Fellow for General Education  
Lizzy Cooper Davis, Departmental Teaching Fellow in African and African American Studies  
Eleanor Craig, Departmental Teaching Fellow in Religion  
Billy French, Departmental Teaching Fellow in East Asian Languages and Civilizations  
Daniel Green, Departmental Teaching Fellow in Slavic Languages and Literatures  
Shelby Grossman, Departmental Teaching Fellow in Government  
Hadel Jarada, Departmental Teaching Fellow in Near Eastern Languages and Civilizations  
Marek Majer, Departmental Teaching Fellow in Linguistics  
Lucille Mok, Departmental Teaching Fellow in Music  
James McSpadden, Departmental Teaching Fellow in History  
Margaret Rennix, Preceptor in Expository Writing; Bok Center Senior Teaching Consultant  
Jasmin Sandelson, Departmental Teaching Fellow in Sociology  
Anthony Shannon, Departmental Teaching Fellow in The Classics  
Stephen Tardif, Departmental Teaching Fellow in English  
Thomas Wisniewski, Departmental Teaching Fellow in Comparative Literature

Teaching Fundamentals Track II: Science, Technology, Engineering and Math

Through live and video examples, hands-on exercises and active discussion, this introduction to TFing in the sciences, mathematics and engineering will give you concrete examples for your first day of class and beyond, advice on various ways to grade and give feedback to students on their work, and a glimpse into how a real undergraduate classroom works in practice.

Amymarie Bartholomew, Departmental Teaching Fellow, Chemistry  
Regan Bernhard, Departmental Teaching Fellow in Psychology  
Tamara Brenner, Interim Managing Director, Derek Bok Center for Teaching and Learning  
Janet Chen, Senior Preceptor in Mathematics  
Glenna Clifton, Departmental Teaching Fellow in Organismic and Evolutionary Biology  
Grace Ferris, Preceptor in Chemistry and Chemical Biology  
Hannah Foster, Departmental Teaching Fellow in Molecular and Cellular Biology  
Aaron Garner, Preceptor in Molecular and Cellular Biology
Thursday: Fine-Tuning Your Teaching
Tips and Strategies for New and Experienced TFs & Professional Development Sessions

8:30–9:00 BREAKFAST & CHECK-IN, SEVER HALL

9:00 – 10:00 PLENARY WORKSHOP: Integrating Effective Teaching and Academic Honesty
Brett Flehinger, Associate Dean of Academic Integrity and Student Conduct, Secretary of the Honor Council; Lecturer on History

Colleges and universities with a culture of academic integrity have fewer cases of academic dishonesty. But how do we create an active and strong commitment to academic integrity? More specifically, what role do faculty, from professors to teaching fellows, play in undergraduate commitments to academic honesty? This workshop will focus on the overlap between teaching practices that help students learn more effectively and promote academic honesty and place these issues in the context of Harvard College’s new Honor Code.

10:00 – 10:10 BREAK

10:10 – 11:10 CONCURRENT SESSIONS I

Efficiently Giving Feedback Students Will Use
Margaret Rennix, Preceptor in Expository Writing; Bok Center Senior Teaching Consultant

In this session, we’ll discuss best practices for responding to student writing. We’ll address questions including: How can you write the most effective and efficient margin and end comments? How can you help students with a wide range of writing problems? And how can your responses engage students as writers and thinkers?
Facilitating Active Learning in a STEM Classroom
Brendan Kelly, Preceptor in Mathematics
Casey Roehrig, Preceptor in the Life Sciences

What can you do with your students during section to keep them engaged, thinking, and learning? In this session, we will explore the value of active learning in STEM classes, and model examples of how different types of activities can be used to teach various concepts. We will also discuss practical suggestions for implementing active learning in your section.

Race, Gender and Sexuality in the Classroom
Lizzy Cooper Davis, Departmental Teaching Fellow for African and African-American Studies

Worried about how to navigate the discussion during the week on gender, race and/or sexuality in the syllabus? Concerned about inequities and imbalances of power in the classroom or in your field? Using examples directly from the classroom, we will explore complex pedagogical moments due to sensitive subject matter about identity, power and privilege. We will explore how to lead discussions on these topics and get students involved. Participants will be encouraged to share their own experiences and pedagogical strategies.

Teaching in General Education
Laura Hess, Associate Director, Program in General Education
John Bell, Bok Pedagogy Fellow for General Education
William French, Bok Pedagogy Fellow for General Education and Departmental Teaching Fellow for East Asian Languages and Civilizations

General Education courses connect what students learn in the classroom to the lives they lead outside of college. How will you help your students make this connection? Come to this session and learn about the goals of Gen Ed and its place in the curriculum, and find out about the challenges and opportunities teaching in this program presents. Please bring to the session a copy of your course description that you can share with someone else electronically or in hard copy.

Communicating Your Message
Pamela Pollock, Associate Director for Professional and Scholarly Development, Derek Bok Center for Teaching and Learning

How do you respond when someone asks you what you are working on? How can you describe your high-level research to your introductory students? Do you struggle to get out of the weeds and explain the big picture? In this interactive workshop you will get an overview of some essential skills for communicating your research and connecting with your audience. By focusing on both content and delivery, you will learn and practice how to explain your research to a non-specialist audience.
Advanced Discussion Leading Tips  
Stephen Tardif, *Departmental Teaching Fellow in English*

This session will offer tips on the art of discussion leading in humanities courses. We will think about how to identify our most effective classroom techniques and how to expand the scope of our conversation toolkits as well. We will also think about ways to achieve clear teaching goals while preserving the spontaneous, open-ended quality of vibrant discussions. Although this session is intended for TFs with some experience who are eager to improve their section-leading skills, all teachers are encouraged to attend.

Quick Tips for TFs in STEM  
Alicia Darnell, *Teaching Fellow in Molecular and Cellular Biology*  
Lindsay Hinkle, *Preceptor in Chemistry & Chemical Biology*  
Paul Loschak, *Teaching Fellow in School of Engineering and Applied Sciences*  
Nils Sorensen, *Preceptor in Physics*  
Lauren Woolsey, *Teaching Fellow in Astronomy*

Speed dating was a recent fad in the world of romance; these quick-tips are the counterpart in pedagogy. Five experienced teachers will give you a series of helpful suggestions to address common challenges in STEM fields. If you’ve wondered how to teach effectively in the laboratory, give students feedback on an exam, or design homework assignments that challenge students and encourage creative thinking, these brief talks will leave you with plenty of fresh ideas for your classroom but won’t tax your attention span!

Teaching in the American Undergraduate Classroom: An International Perspective  
Daniel Green, *Departmental Teaching Fellow In Slavic Languages and Literatures*  
Marek Majer, *Departmental Teaching Fellow in Linguistics*  
Hyungsuk Tak, *Departmental Teaching Fellow in Statistics*

As a TF who got your undergraduate degree at an institution outside the U.S., what are your assumptions about teaching undergraduates at Harvard? How might the undergraduate experience here differ from your own undergraduate experience? As an International TF, what do you need to know in order to navigate teaching in the American undergraduate classroom successfully? Come to this session prepared to explore these questions with a panel of experienced International Teaching Fellows.
Professional Conduct and Title IX: Beyond Not Dating Your Students
Lisa Laskin, Assistant Dean of Undergraduate Education
Seth Avakian, Education Specialist, Office of Sexual Assault Prevention & Response

This session addresses some principles of professional conduct for teachers, including important guidelines related to Title IX awareness at Harvard. We’ll discuss how professional conduct is the foundation of great teaching as well as consider some scenarios about teachers’ responsibilities with respect to the University’s commitment to Title IX. This means maintaining a safe and healthy educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of their sex, sexual orientation, or gender identity.

Visual Teaching: Quick Tips on Multimedia Creation and Visual Communication
Marlon Kuzmick, Director of Media, Literacy and Visualization, The Derek Bok Center

Teachers from all disciplines incorporate visual elements in their teaching: whether it’s a clip from a film, a data visualization, or a 3D model. In this short session we will go through some of the basics of incorporating this material into our teaching. We will go over some basic tools (including many free tools) for generating visual materials, and we will discuss some of the elements of visual rhetoric/communication that will help you best convey your message to students.

12:30 – 1:15 LUNCH, SEVER HALL QUADRANGLE TENT

1:15 – 2:15 CONCURRENT SESSIONS III

Your Future as a Teacher-Scholar: Creating a Teaching Portfolio
Virginia Maurer, Senior Associate Director, Derek Bok Center for Teaching and Learning

Jobs in academia increasingly require a “teaching portfolio” as part of the application process. We will consider ways of becoming a reflective practitioner, how you might document and present your teaching credentials, and how to prepare a “teaching statement” by examining samples. Please bring a laptop or tablet to access online materials during this session.

Principles of Course Design for STEM
Tamara Brenner, Interim Managing Director, Derek Bok Center for Teaching and Learning

Whether you are thinking about designing an effective discussion section or an entire course, the underlying principles are the same. Here we will explore fundamental principles that will help make your course a success. In particular, we will focus on writing learning goals and objectives (what do you want your students to learn?), using assessment to effectively help your students learn, and designing engaging learning activities.
Teaching with Technology in FAS: Canvas and more!

Annie Rota, Director, Academic Technology Group

Wondering how technology can support best practices in teaching, learning, and administration of FAS courses? Looking for some expert advice for courses you’re teaching? Have questions about Canvas, the new platform for course websites? Join experts from the Academic Technology Group (ATG) for this interactive session.

You should be prepared to:

- Explore the technologies that support teaching and learning in FAS courses, with examples from a variety of courses and disciplines (continued on next page)
- Consult with your colleagues, facilitated by ATG staff, to identify techniques, tools, and approaches you can apply in your courses

You may want to bring:

- Your computer
- Syllabi for courses you’re teaching, or have taught
- Your questions, ideas, concerns, fears, excitement, and ambivalence about technology in courses!

Creating Rubrics for Grading Traditional and Non-Traditional Assignments

Donna Mumme, Head Preceptor and Social Sciences Curriculum Fellow in the Harvard College Writing Program

In this session, we will discuss why rubrics are used and their advantages and disadvantages. We will consider some different types of rubrics and work through the steps for creating effective rubrics and applying them appropriately. We will also try our hand at developing a rubric on the spot and testing its effectiveness.

Developing Your Classroom Presence (goes until 3:00 pm)

Sarah Jessop, Associate Director for Engagement and Communication, Derek Bok Center

We all respond to communication intellectually and viscerally, and this includes communication in the classroom. We recognize and appreciate when it's working, but when it's not we're often at a loss to determine why. We may conclude that some people just naturally possess charisma, a mysterious and elusive attribute, or are just innately more engaging than others. However, the ability to communicate content with clarity and confidence, to establish a sense of connection with students, and to model that connection -- these are skills that can be learned and practiced. They are complex skills to be sure, comprised of our choices about content, the clarity of learning goals, our vocal and physical presence, our intentions and the accuracy of our listening. In this workshop we’ll use experiential exercises to playfully surface and differentiate a few of these levels of communication in an effort to become more skillful communicators and facilitators in the classroom.
2:15 – 4:00 TEACHING RESOURCE FAIR, SEVER HALL QUADRANGLE TENT
Join us for ice-cream sundaes from Christina’s Homemade Ice Cream, games, door prizes and more!

As an educator at Harvard you have access to some of the world’s best resources to support teaching, including some of the latest classroom technology, historical collections of art, animals, and documents. The resource fair will showcase the various people and places that can help you make use of these resources. It will also give you a chance to play games, win prizes, make your own ice cream sundaes, and interact with some of the conference participants you’ve already met! Drop by for all or part of the event in the tent outside of Sever Hall. See a list of participating organizations on the following page.

• ABL Connect
• Academic Technology Group
• Arts@29 Garden
• Questions about teaching: Ask a Bok Center Director
• Questions about teaching: Ask an undergraduate
• Bok Center Teaching Resources
• Bok Center Seminars
• Resources for International Teaching Fellows
• FERPA
• Title IX
• Bureau of Study Counsel
• Harvard Global Health Institute
• Harvard Libraries
• Harvard Museums
• Harvard Writing Center/ Harvard Writing Project