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 and Quantitative Social Sciences, 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 and Quantitative Social Sciences, 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 and Quantitative Social Sciences, Part III

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

2:30 – 3:30 CLOSING PLENARY: What Helps Students Learn? An Undergraduate Perspective
Q and A with panel of Harvard Undergraduates, moderated by Adam Beaver, Associate Director, Derek Bok Center for Teaching and Learning
Teaching Fundamentals Track I: Discussion Leading in the Humanities and Qualitative Social Sciences

In the humanities and social sciences fundamentals track, we will focus on the things most important to know when leading discussion sections. Topics we will explore include: Who are Harvard students? What is the purpose of section? What are some effective strategies to use when managing a classroom and leading discussion sections? What are some useful activities that foster active learning? We will also spend time on getting off to a good start when planning and leading your first section. By the end of the day’s sessions, you will have encountered a variety of tactics and strategies for excelling in your first term of teaching.

Olivia Bailey, Departmental Teaching Fellow in Philosophy
Gasper Begus, Departmental Teaching Fellow in Linguistics
Andrew Bellisari, Departmental Teaching Fellow in History
Samantha Blankenship, Departmental Teaching Fellow in Classics
Eleanor Craig, Bok Pedagogy Fellow, Home Department: Religion
Lulie El-Ashry, Bok Pedagogy Fellow in General Education, Home Department: Religion
Eric Fredrikson, Departmental Teaching Fellow in Near Eastern Languages and Civilizations
Billy French, Departmental Teaching Fellow in East Asian Languages and Civilizations, Bok Pedagogy Fellow for General Education
Gabriel Katsh, Departmental Teaching Fellow in Government
Anshul Kumar, Bok Pedagogy Fellow in Global Health
Yun Ni, Departmental Teaching Fellow in Comparative Literature
Zach Nowak, Bok Pedagogy Fellow, Home Department: American Studies
Andrew Ong, Departmental Teaching Fellow in Anthropology
Jared Schachner, Departmental Teaching Fellow in Sociology
Caitlin Schmid, Departmental Teaching Fellow in Music
Tyler Schwaller, Departmental Teaching Fellow in Religion
Stephen Tardif, Departmental Teaching Fellow in English
Kevin Tervala, Departmental Teaching Fellow in African and African American Studies
Teaching Fundamentals Track II: Science, Engineering, Math, and Quantitative Social Sciences

Through live and video examples, hands-on exercises and active discussion, this introduction to TFing in the sciences, mathematics, engineering, and the quantitative social sciences 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 in Chemistry*
Tamara Brenner, *Managing Director, Derek Bok Center for Teaching and Learning*
Amy Dent, *College Fellow in Psychology*
Glenna Clifton, *Departmental Teaching Fellow in Organismic and Evolutionary Biology*
Grace Ferris, *Preceptor in Chemistry and Chemical Biology*
Michael Gerhardt, *Departmental Teaching Fellow in SEAS*
Robin Gong, *Departmental Teaching Fellow in Statistics*
Amy Hansen, *Preceptor in Life Sciences*
David Levari, *Departmental Teaching Fellow in Psychology*
Jessica Liu, *Preceptor in Molecular and Cellular Biology*
Ananth Shankar, *Departmental Teaching Fellow in Math*
Andrew Yegian, *Bok Pedagogy Fellow in General Education, Home Department: Human and Evolutionary 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 – 10:15 CONCURRENT SESSIONS I

**Advanced Discussion Leading**
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. The last 15 minutes of this workshop will feature a member of
the Academic Technology Group modeling how to electronically moderate online discussions using Canvas.

**Facilitating Active Learning in a STEM Classroom**
Tamara Brenner, *Managing Director, Derek Bok Center for Teaching and Learning*

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**
Eleanor Craig, *Bok Pedagogy Fellow, Home Department: Religion*
Leena Akhtar, *Department of History of Science*

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.

**Assessment in the Classroom: Using Formative Assessment to Enhance Learning and Improve Practice**
Courtney Hall, *Educational Research Analyst, Derek Bok Center for Teaching and Learning*

How do you know your students are learning what you are trying to teach them? Exams, essays, end-of-course surveys, and other sorts of summative assessments are useful for measuring overall learning, but these type of assessments are likely to be too infrequent or too late in the semester to make instructional changes. This session will focus on formative techniques that you can use to spot-check learning regularly in your classroom. We will demonstrate a variety of assessments that can be done on a daily basis in the classroom to gauge student learning and understanding in a quick and unobtrusive way. You will leave this session with a toolbox of new assessment techniques that you can start to use right away. The last 15 minutes of this workshop will feature a member of the Academic Technology Group modeling various survey tools, including Qualtrics and Poll Everywhere.

**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.

10:15 – 10:30  BREAK

10:30 – 11:45  CONCURRENT SESSIONS II

Responding to Student Writing: Efficiently Giving Feedback Students Will Use
Jonah Johnson, Assistant Director for Writing Pedagogy, Derek Bok Center for Teaching and Learning; Head Preceptor in the Writing Program

Have you graded a thousand papers and need some new ideas? 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? The last 15 minutes of this workshop will feature a member of the Academic Technology Group modeling how to use Canvas to electronically respond to student writing.

Learning Through Questions
Sarah Chisholm, Preceptor in the Department of Mathematics
Dominic Mao, Preceptor in the Department of Molecular and Cellular Biology

Feedback in real time is critical for instructors (and students) to gauge learning and understanding. Although asking questions seems like an intuitive approach to measure student learning, instructors have to be mindful of whether the questions are in alignment with the learning outcomes of the class. In this workshop we will discuss the importance of asking the ‘right’ questions to facilitate discussions with students. Participants will delve into activities that will equip them with best practices and identify some of the challenges, and potential solutions, which they can apply when generating a repertoire of questions for their own respective classes. This session is designed for people teaching science, math, and engineering.

Teaching Harvard Undergraduates: An International Perspective
Pauline Carpenter, Instructional Specialist, Derek Bok Center for Teaching and Learning
Gasper Begus, Departmental Teaching Fellow in Linguistics
Robin Gong, Departmental Teaching Fellow in Statistics
Yun Ni, Departmental Teaching Fellow in Comparative Literature

As a TF who got your undergraduate degree at an institution outside the U.S., you may have some questions about teaching undergraduates at Harvard. How might the undergraduate experience here differ from your own experience? As an International TF, what do you need to know in order to navigate teaching in Harvard classrooms successfully? Come to this interactive session to explore these topics through discussion with a panel of experienced International Teaching Fellows, to learn some strategies, and to become more aware of useful resources.
Visual Teaching: Quick Tips on Multimedia Creation and Visual Communication
Marlon Kuzmick, Director of Media, Literacy and Visualization, Derek Bok Center for Teaching and Learning

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 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.

Teaching in General Education
Laura Hess, Associate Director, Program in General Education
Lulie El-Ashry, Bok Pedagogy Fellow for General Education, Home Department: Religion
William French, Bok Pedagogy Fellow for General Education and Departmental Teaching Fellow for East Asian Languages and Civilizations
Andrew Yegian, Bok Pedagogy Fellow for General Education, Home Department: Human and Evolutionary Biology

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.

11:45 – 12:45 LUNCH, SEVER HALL QUADRANGLE TENT

12:45 – 2:15 CONCURRENT SESSIONS III

Your Future as a Teacher-Scholar: Creating a Teaching Portfolio
Pamela Pollock, Associate Director for Professional and Scholarly Development, Derek Bok Center for Teaching and Learning
Rebecca Miller, Instructional Technologist, Academic Technology Group

Embarking on the academic job market soon? Daunted by the prospect of submitting a Teaching Portfolio?

In this working session, participants will receive guidance on how to create a strong portfolio, as well as feedback on their own. Students should bring a working copy of their teaching portfolio and
especially a teaching philosophy statement to the workshop. The last 30 minutes of this workshop will focus on utilizing OpenScholar to showcase this work.

**Inclusive Teaching in STEM**  
*Amy Hansen, Preceptor in the Life Sciences*

Diversity fuels innovation and creativity. However, women and minority groups are often underrepresented in STEM fields. This session will explore the benefits that diversity brings to the classroom and beyond. We will discuss the biases and imbalances currently present in STEM fields and explore strategies for creating an inclusive classroom. This session will focus on STEM fields, but is open to anyone wishing to utilize diversity to enhance student learning and research in their field.

**Ask Us Anything About Canvas: a Drop-in Clinic**  
*Annie Rota, Director, Academic Technology Group*

Still have questions about Canvas, the platform for course websites? Staff from the Academic Technology Group (ATG) will be available to help you with Canvas and any other technological teaching tools you will be using this semester.

**Title IX and Professional Conduct**  
*Seth Avakian, Program Officer for Title IX and Professional Conduct for the FAS*  
*Brett Flehinger, Secretary of the Honor Council, Associate Dean of Academic Integrity and Student Conduct, Lecturer on History*

This session will kick off with a brief introduction to Harvard’s Honor Code and the procedures and protocols TFS should follow in cases of suspected cheating or plagiarism. The rest of the session will address principles of professional conduct and classroom management for teachers as it relates to Title IX requirements and Harvard’s commitment to gender equity. We’ll discuss how one balances Harvard University’s commitment to the free exchange of ideas while 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. Participants will learn how to handle a disclosure of a potential violation of the sexual harassment policy and participate in hypothetical scenarios based on real-life experiences of TFS.

**Maximize Your Impact: Reaching Your Students with Your Voice, Body, and the Space**  
*Mara Sidmone, Artistic Director for Applied Theatre Practice, Derek Bok Center for Teaching and Learning*

We spend most of our time preparing for class by focusing what we need to cover—what we need to SAY. But are we actually reaching our students? Are we aware of whether our content is aligned with how we are communicating? Raise your awareness of how to leverage the natural tools of
communication and inspire your students. Using exercises from the theatre, we’ll explore how to better use your natural but highly underutilized tools: your voice, your physical expression, and your relationship to the spaces in which you teach.

2:15 – 3:00    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 as well as extensive collections of art, natural specimens, and historical 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 sundae, 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.

- 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