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<td>Fundamentals of Teaching in the Humanities and Social Sciences 9am-12:30pm</td>
<td>Your Future as a Teacher-Scholar: Creating a Teaching Portfolio and Showcasing Your Work on OpenScholar 10am-12pm</td>
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<td>Fundamentals of Teaching Sections in STEM Courses 9am-12:30pm</td>
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<td>Designing a Syllabus From Scratch: Where to Begin? 9:30am - 12pm</td>
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**TUESDAY, JANUARY 19**

**10:00 AM-12:30 PM**

*Navigating Cultural Differences at Harvard: A Workshop for International Teachers and Scholars*
Pauline Carpenter, Instructional Specialist, Derek Bok Center

We did not leave our cultural backgrounds at the gates when we arrived at Harvard. Communication styles and deeply ingrained cultural values influence our behaviors, expectations, and interactions with others in classrooms, research work, and a range of social and professional situations. This workshop is designed for international TFs and scholars, but is open to anyone interested in developing intercultural competence specific to interactions with international students and colleagues. Participants will explore the impact culture has on communication and will practice skills necessary to effectively communicate cross-culturally in Harvard's international academic environment. This is the kick off session of a spring workshop series focusing on intercultural communication skills for ITFs.

**1:00 PM-4:00 PM**

*Rubrics: Design and Implementation, Parts I and II*
Virginia Maurer, Senior Director, The Derek Bok Center  
Daniel Jamous, Senior Instructional Computing Specialist, The Academic Technology Group

Rubrics are increasingly being used in college courses to improve the effectiveness, efficiency and consistency of grading. Across a wide range of assignment types and classroom activities – response papers, oral presentations, group projects, research papers and presentations, non-traditional assignments, and class participation – a well-thought out rubric makes learning objectives and grading criteria transparent and can help engage students and promote learning.

This session is divided into two parts. Part I will cover the key considerations and best practices in designing and implementing a rubric. We will look at different types of rubrics and discuss the pros and cons of each.

In Part II, participants will work in teams to evaluate an assignment using rubrics they create in Canvas.

Participants can take one or both parts of the workshop and should register for each part separately. Participants interested in attending Part II should bring their laptops for the Canvas hands-on component.

**1:00 PM-4:00 PM**

*Pedagogical 3D Design Workshop*
Marlon Kuzmick, Director of Media, Literacy and Visualization, The Derek Bok Center

A great number of disciplines involve teaching students about stuff that’s just plain hard to see. Whether it’s too small (electron orbitals), too big or too far way (Saturn’s rings), too old (a floor-plan of a 17th C. Theatre), too dangerous (undersea volcanos), or even too abstract (a logical map of Hegel’s Phenomenology) . . . you get the picture. 2D and 3D animation provide powerful tools for the teacher and scholar, and the Bok Center is looking for a number of brave teacher/scholars who want to leap into the world of graphics and animation in this workshop. No previous experience is required whatsoever—all are welcome.

The class will work on Mac computers, and the applications we’ll encounter include Photoshop, Illustrator, Motion, After Effects, and Cinema 4D, with C4D being the main focus. The Bok Center has machines and licenses for students to use during this session.
1:00 PM-4:00 PM

*Communicating Your Research: Essentials for PhD Students*

Pamela Pollock, Associate Director for Professional and Scholarly Development, The Derek Bok Center

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 highly interactive workshop led by Bok Center Associate Director Pamela Pollock, 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.

4:00 PM-5:00 PM

*Bok Social Hour*

Join us in the Bok Community Space for light drinks and snacks to kick off the semester, learn what Bok Seminars and Workshops will take place in the Spring and generally socialize with other TFs and Bok staff. All Winter Teaching Week participants are welcome.

**WEDNESDAY, JANUARY 20**

9:00 AM-11:45 AM

*Facilitating Active Learning in STEM*

Tamara Brenner, Managing Director, The Derek Bok Center
Daniel Jamous, Senior Instructional Computing Specialist, Academic Technology Group

Location: Science Center 316

Looking for ways to engage students in class and help them learn more effectively? Research shows that active learning can deepen students’ understanding, as compared to lecture alone. In this workshop, we will model several examples of active learning, and we’ll discuss tips and strategies for successfully teaching with active learning. This workshop is primarily geared toward those teaching classes in science, engineering, or mathematics, but the strategies that we discuss can be applied to many disciplines.

This workshop is divided into two parts. Although part II builds on part I, participants are welcome to attend either or both sessions.

Part I: 9:00 – 10:45: Introduction to Active Learning in STEM

Part II: 11:00 – 11:45: Active Learning with Technology

In Part II, we will explore a variety of tools that enable active learning inside and outside of the classroom, including: discussion forums, clickers, polling, and online quizzes. We will model the technologies and discuss how to get started. Bring a laptop, tablet, or smart phone with you.
12:00–2:30 PM

Undergraduate Student Panel
Moderated by Virginia Maurer, Senior Director, The Derek Bok Center
Location: Science Center 318

Teachers often make assumptions about what motivates, engages, and frustrates their students. But how do undergraduates themselves view teaching and learning? Join us in the Bok Community Space for a lunch discussion. Sonali Salgado '16 and Rohan Pidaparti '15, two of this year’s undergraduate fellows with the Derek Bok Center for Teaching and Learning, will lead a discussion about the undergraduate experience in and outside of Harvard classrooms.

2:00PM-4:00PM
Open Microteaching

Microteaching is organized practice teaching with the goal of giving instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. These open Microteaching sessions offer TFs the opportunity to deliver a brief, prepared lesson -- hopefully incorporating interaction with the (role-played) students -- and then hear comments from a small group of Departmental Teaching Fellows. In addition to practice, these sessions will feature a general discussion of different approaches to effective teaching and offer practical feedback and teaching tips before the semester kicks off.

Enrollment is limited. Participants will receive instructions for how to prepare for a Microteaching in advance of their session.

2:00PM-4:00PM
Teacher as Director
Sarah Jessop, Associate Director for Engagement and Communication, The Derek Bok Center

A classroom is not unlike a theater, and while as teachers we might think of ourselves as the key performer on stage, what if instead we think of ourselves as directors, liberating the players occupying this "theater of the classroom" to deliver their best performances as thinkers and learners? Good directors draw out the best in their actors. Directors are also designers of experience. It can be wonderfully enlivening for teachers to assume this same sense of creative autonomy, recognizing options in a palette of physical space, movement, and interactive elements as we design learning experiences.

THURSDAY, JANUARY 21

9:00 AM-12:30 PM

Fundamentals of Teaching 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. We will devote out time to the activities on which TFs in these disciplines spend most of their teaching time: planning and leading discussions. 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.
Fundamentals of Teaching in STEM Courses

Through hands-on exercises, active discussion, and live and video examples, this introduction to TFing in the sciences, mathematics, engineering, and quantitative social sciences will give you concrete examples for your first day of class and beyond, strategies for effectively engaging your students in section, and advice on ways to grade and give feedback to students on their work.

9:30AM - 12:00PM

Designing a Syllabus from Scratch: Where to Begin?
John Bell, Pedagogy Fellow, The Derek Bok Center

Most every tenure-track job posting requests a sample syllabus. You’ve taken plenty of classes by now, but how do you go about creating one? This workshop will help you lay the groundwork for a syllabus that maximizes student learning and understanding. It introduces a method of curriculum planning called backwards design. It’s a framework based on a simple premise: you can’t start planning how you’re going to teach until you know exactly what you want your students to learn. Tailoring a syllabus to these big ideas helps foster enduring understanding among students. Together we’ll begin designing learning goals for our courses, then work backwards to choose appropriate methods of assessment and instruction to help reach them. Participants should come prepared with topics and ideas for a syllabus for an introductory course in their discipline.

1:00 PM-4:00 PM

Pedagogical Animation Workshop
Marlon Kuzmick, Director of Media, Literacy and Visualization, The Derek Bok Center

Ever wanted to take a step beyond what PowerPoint and Keynote allow you to do with your visual teaching materials? In this workshop we will introduce you to the tools you need to know if you want to create illuminating and engaging animated content for teaching, research, and outreach purposes. We will offer a broad overview of the many many tools you can use, and then do a deeper dive into two specific tools: stop motion animation and Apple’s motion graphics app, “Motion.”

By attending this session, you will also qualify to partner with the Bok Center’s Learning Lab on an animation project of your choice in the Spring term (meaning that you will be able to have access to our software, computers, greenscreen studio, and expertise as you build a project related to your teaching or research in the spring). Space for the session itself is limited by the number of seats we have in the Lab, so sign up soon!

2:00 PM-4:00 PM

Practicing Challenging Student-Teacher Interactions
The Bok Players

A student comes to you and argues about a grade. Another student hasn’t shown up for section in weeks. Two students hand in nearly identical work. One student says something offensive to another student in section. Two students continually dominate discussion. Another student never talks. What challenging situations have you faced as a teacher? This is your chance to role-play challenging situations you have encountered (or think you might encounter) and to come away with strategies to use when you are faced with these and similar situations.
4:00 PM-5:00 PM

**Bok Social Hour**

Join us in the Bok Community Space for light drinks and snacks to kick off the semester, learn what Bok Seminars and Workshops will take place in the Spring and generally socialize with other TFs and Bok staff. All Winter Teaching Week participants are welcome.

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**FRIDAY, JANUARY 22**

10:00 AM-12:00 PM

**Your Future as a Teacher-Scholar: Creating a Teaching Portfolio and Showcasing it on Open Scholar**

Pamela Pollock, Associate Director for Professional and Scholarly Development Derek Bok Center  
Jeff Emanuel, Associate Director, The Academic Technology Group

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

In this working session, GSAS PhD students will get 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. For additional resources prior to the session, please consult the links below, which offer comprehensive guidance on how to compose a Statement of Teaching Philosophy and compile a teaching portfolio. The last 30 minutes of this workshop will be devoted to utilizing Open Scholar to showcase your work.

Helpful Links

- Writing a Teaching Philosophy Statement:  
  [http://www.celt.iastate.edu/teaching-resources/document-your-teaching/teaching-philosophy/](http://www.celt.iastate.edu/teaching-resources/document-your-teaching/teaching-philosophy/)

- Creating a Teaching Portfolio (an overview): [http://bokcenter.harvard.edu/teaching-portfolios](http://bokcenter.harvard.edu/teaching-portfolios)

- Components of a Teaching Portfolio: [http://bokcenter.harvard.edu/components-teaching-portfolio](http://bokcenter.harvard.edu/components-teaching-portfolio)

10:00AM – 11:30AM

**Title IX**

Seth Avakian, Program Officer for Title IX and Professional Conduct

This session addresses 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.
12:00 PM-1:00 PM

**Teaching in General Education**
Laura Hess, Associate Director, Program in General Education

You may have heard a lot about the General Education Program and wonder how teaching for Gen Ed might differ from teaching departmental courses. What are the aims of General Education and how does that affect what is taught and how it is taught? What challenges and interesting experiences might you encounter when you teach for a course in the program? What will it be like to teach students outside your disciplinary area, or possibly to teach an interdisciplinary course? This session will introduce you to Gen Ed and offer you pedagogical strategies to help you and your students make the most of this exciting new curriculum. Please bring to the session a copy of your course description that you can share with someone else electronically or in hard copy. Lunch will be provided.

1:15 PM-3:15 PM

**Open Microteaching**

Microteaching is organized practice teaching with the goal of giving instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. These open Microteaching sessions offer TFs the opportunity to deliver a brief, prepared lesson -- hopefully incorporating interaction with the (role-played) students -- and then hear comments from a small group of Departmental Teaching Fellows. In addition to practice, these sessions will feature a general discussion of different approaches to effective teaching and offer practical feedback and teaching tips before the semester kicks off.

Enrollment is limited. Participants will receive instructions for how to prepare for a Microteaching in advance of their session.

2:00PM-4:00PM

**Teacher as Director, Part II**
Sarah Jessop, Associate Director for Engagement and Communication, The Derek Bok Center

A classroom is not unlike a theater, and while as teachers we might think of ourselves as the key performer on stage, what if instead we think of ourselves as directors, liberating the players occupying this "theater of the classroom" to deliver their best performances as thinkers and learners? Good directors draw out the best in their actors. Directors are also designers of experience. It can be wonderfully enlivening for teachers to assume this same sense of creative autonomy, recognizing options in a palette of physical space, movement, and interactive elements as we design learning experiences. **Participants must have attended the first half of this workshop on Wednesday, January 20.**