



THE DEREK BOK  
CENTER FOR TEACHING  
AND LEARNING

**ANNUAL REPORT**  
**2017-18**





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## DEAR COLLEAGUES,

The Derek Bok Center for Teaching and Learning has continued to grow and thrive during 2017–18, providing faculty, graduate students, and undergraduates with opportunities for transformative learning experiences. Our annual report gives you a glimpse of the varied ways in which we are enhancing teaching and learning across the Faculty of Arts and Sciences at Harvard, and beyond. This year we worked with faculty from every FAS department, and with graduate students from virtually every PhD program across campus. Beyond the breadth of our work, the depth of our interactions is steadily increasing; for example, we have undertaken many more long-term collaborations with faculty to design new courses, and we have developed opportunities for graduate students to engage with us over multiple years.

A number of themes are threaded throughout our work and throughout the pages of this annual report:

- » **Community.** We have built communities that foster enthusiasm for and curiosity about teaching and learning. From our Bok Seminars to our faculty lunches, to our communities of student fellows, faculty and students are learning with and from each other.
- » **Creativity.** We encourage instructors to approach teaching with a spirit of creativity. We help faculty develop new—and effective—classroom activities and assignments that engage and inspire students.
- » **Evidence.** We rely on a range of evidence—from video consultations to educational literature—to help instructors improve their practice. Furthermore, our educational research and evaluation team delivers formative feedback to faculty and administrators on educational initiatives.

Our Learning Lab, which fosters creativity and excitement about teaching and learning, continued to grow during 2017–18. Four new staff members are building our capacity to design and deliver new types of learning activities; mentor student fellows in the Learning Lab; track dozens of projects, courses, and classes; and run a state-of-the-art studio.

We established a collaboration with the Program in General Education in preparation for the launch of the new program in fall of 2019. This spring, we hired our first General Education Project Lead, who collaborates with faculty to design new Gen Ed courses.

As we continue these initiatives and undertake new projects, we look forward to another exciting and impactful year!

Warmly,



**ROBERT LUE**

Richard L. Menschel Faculty  
Director of the Derek Bok Center  
for Teaching and Learning



**TAMARA BRENNER**

Executive Director



# BOK CENTER OVERVIEW

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The Bok Center is organized into three focus areas, which work collaboratively to make teaching in the Faculty of Arts and Sciences more innovative and rewarding for teachers and students alike.



## PEDAGOGY & PRACTICE

The Pedagogy & Practice team provides instructors at all career stages, from undergraduates through faculty, with resources and opportunities to help them become more reflective teachers, to align their teaching practice more closely with their and their students' intellectual priorities and needs, and to join a community of practice committed to making teaching at Harvard more visible, inclusive, evidence-based, and collaborative.

## THE LEARNING LAB

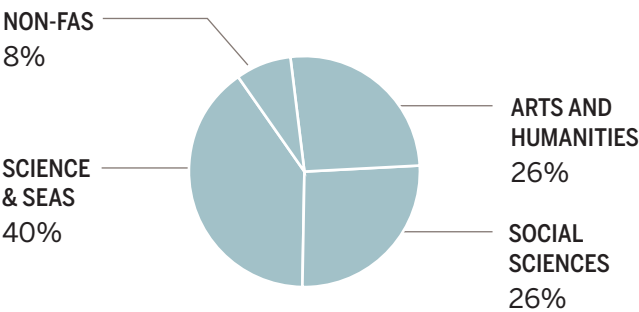
The Learning Lab is an inter-generational team composed of staff and undergraduate and graduate fellows, as well as a studio space built to support creative approaches to teaching and learning. In collaboration with faculty, the Learning Lab team explores, designs, and builds innovative materials, assignments, and activities for Harvard courses.

## EDUCATIONAL RESEARCH AND EVALUATION

Educational Research and Evaluation helps faculty and administrators design tailor-made approaches to discover what works best—and why—in classrooms and educational programs, using both quantitative and qualitative approaches. All of our recommendations are framed in the latest educational research.

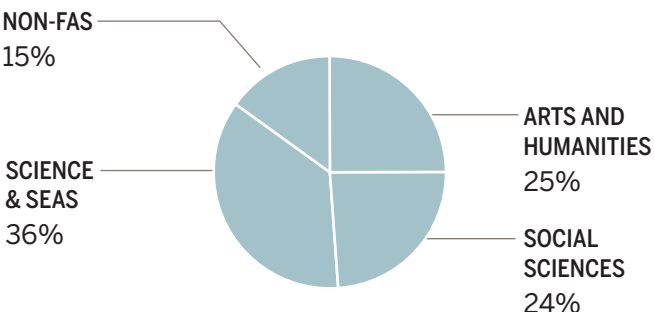
# OUR INTERGENERATIONAL COMMUNITY

**737** unique graduate students participated in Bok Center programming in FY18



**55+** GSAS graduate programs represented

**324** unique faculty worked with the Bok Center in FY18



**1/3** of our faculty clients were **full professors**

**1102** undergraduate students visited the Bok Center as part of a course.





# PREPARING TEACHERS TO SUCCEED

Our first interaction with faculty and graduate students often comes through pre-term workshops, where we introduce instructors to the resources of the Bok Center and explore key topics in teaching and learning.

**50+** **new faculty** attended fall orientation workshops on topics including assignment design and inclusive teaching.



**312**

graduate students attended the **Fall Teaching Conference and Winter Teaching Week.**

These pre-term conferences help new TFs prepare for the semester, and provide more experienced TFs with opportunities to develop their skills and to explore topics in teaching and learning such as critical pedagogy and cognitive science.



As a companion to the Fall Teaching Conference, we created ***Hit the Ground Running***, a handbook that helps first-time TFs transition with confidence into their new role as instructors.



# DEEPENING KNOWLEDGE

We provide collaborative settings for instructors to deepen their knowledge through practice and reflection.

## 22

**Bok Seminars**

## 176

**participants**

Bok seminars allow graduate students to explore topics in teaching and learning in depth. Topics included:

- » **Foundations of Teaching—for both Humanities/ Social Sciences and STEM**
- » **Designing Alternative Assignments and Activities**
- » **Teaching for Equity: Power, Privilege, and Identity in the Classroom**
- » **Make It Stick: Applying the Science of Learning to your Teaching**



**We enhanced the ABLConnect website**, a resource for instructors interested in expanding their knowledge of active learning.

[ablconnect.harvard.edu](http://ablconnect.harvard.edu)



We led a new biweekly **STEM journal club** that explored the literature on science education research.



## 38

**faculty and graduate students attended**, creating a community of scientists exchanging ideas about effective teaching.

We offered a new two-day **STEM Summer Institute** on strategies for teaching with evidence-based practices.

## 27

participating faculty **deepened their knowledge** of course design, active learning, and inclusive teaching, and developed new assignments for their own courses in collaboration with colleagues.





# LEARNING THROUGH COMMUNITY

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Teaching never happens in isolation, and we believe that learning more about—and improving upon—teaching happens best in collaborative settings. From our fellowship programs to our seminars to our individual consultations, we are creating communities where faculty, students, and staff can all learn from each others' experiences and collectively develop new expertise.

**81** faculty members attended our **faculty lunch series**, where faculty speakers shared their experiences and reflections on teaching.



Learning Lab staff and student fellows led a **new series of theme-based “Labs,”** seminars that explored a particular medium or mode of teaching. The Labs create communities that expand our shared knowledge base, and thus our capacity to support current as well as future projects utilizing these media. To highlight just a few:



**gameLab** developed guides and workshops for anthropology and biology students who created games as course projects.



**collabaLab** prototyped activities and protocols that instructors can use to design better collaborations and help students think critically about how to get the most out of group work.



**codeLab** built tools that make editing and interacting with video intuitive for students with no technical background.





## MAKING-BASED TEACHING AT THE FOREFRONT

Art historian Jennifer L. Roberts, Elizabeth Cary Agassiz Professor of the Humanities, wanted each student in her then-new introductory humanities course, “The Art of Looking,” to create a video essay about an art or architecture object the student had been examining all semester. She knew video had become an essential tool for disseminating ideas, “but I wasn’t trained as a video artist, and the logistics of assigning a video to 100 students are formidable,” she recalls.

So Roberts turned to the Bok Center. Learning Lab Director Marlon Kuzmick met with Roberts; came to class and taught undergraduates about shooting video; held drop-in sessions for collective problem solving; and trained teaching fellows to edit video so they could, in turn, teach students. “If it hadn’t been for the massive support of Marlon and his team, none of those videos would have been made,” Roberts says. “I’ve found the Bok Center to be totally indispensable for pedagogical advice and inspiration. When I’m thinking about designing a new assignment, I always go there first and talk to Marlon.”

Today, several years later, the student video project is embedded in the foundational humanities class

The Art of Looking, along with assignments that ask students to observe their chosen object for three hours and write a paper about the piece. This year, students also debriefed the video-making process with their TF on camera as a way to better reflect on what they had learned.

In addition to its skilled staff and state-of-the-art equipment, Roberts values the Bok Center as a hub for bringing together scholars across the University who—like Roberts—are interested in “making-based” teaching. Roberts co-leads an initiative and graduate seminar on “Minding Making” ([www.mindingmaking.org](http://www.mindingmaking.org)), which promotes making as a genuine form of intelligence and aims to elevate the academic status of making things, whether paintings, welded pipes, loaves of bread, or 3-D printed objects.

“The Bok Center is a community-building environment,” Roberts says. “You cannot overestimate the importance of that kind of connectivity.”

“The Bok Center is a community-building environment. You cannot overestimate the importance of that kind of connectivity.”

JENNIFER L. ROBERTS, Elizabeth Cary Agassiz Professor of the Humanities

# REFLECTING ON TEACHING AND LEARNING

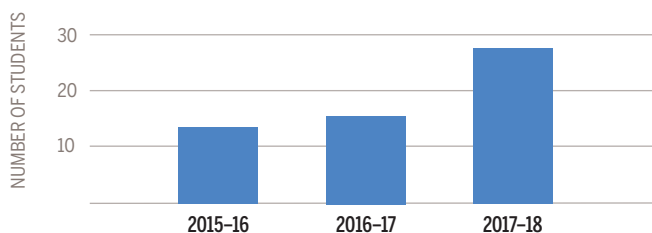
At the heart of effective teaching is *reflective* teaching. By helping faculty and graduate students to see their teaching practice from the perspective of their students, we enable instructors to make pedagogical choices that are authentic to them.

**320** **video consultations** prompted graduate student instructors to reflect on their teaching and brainstorm new strategies with Bok staff and fellows.



**27** graduate students earned a **teaching certificate**, completing at least three Bok Seminars and demonstrating a substantive **engagement** with and **reflection** on teaching.

STUDENTS EARNING TEACHING CERTIFICATES



**193** **faculty members consulted** with Bok Center staff on topics ranging from assignment and syllabus design, to assessment, to inclusive teaching. Every consultation is an opportunity for reflection and growth.

**Bok Educational Research and Evaluation** helped faculty and administrators use data to reflect on what is working, by:

- » evaluating **15 programs** and **12 courses**
- » developing and implementing **27 surveys**
- » conducting **8 focus groups**
- » consulting on **9 grants**





## GOOD TEACHING STARTS FROM THE GROUND UP

While developing an undergraduate course on “deep history” last year, Professor of Anthropology Matthew Liebmann and his colleagues knew what they wanted to convey about human societies from past to present. They just weren’t sure how to communicate it most effectively.

Enter Adam Beaver, the Bok Center’s director of pedagogy and practice. “Adam walked us through a series of questions that helped us identify the learning outcomes we wanted. This gave us a clear vocabulary to talk about the pedagogical goals of the class. What are the learning objectives? What methods are we going to use?”

Working with his colleague Daniel Lord Smail, Frank B. Baird, Jr. Professor of History, and a group of graduate students, Liebmann designed several assignments in which students selected an object from a Harvard museum to research and describe. Those smaller assignments culminated in a final project—an alternative to the traditional term paper—in which students curated a virtual gallery of three or more objects that illustrated a key theme spanning human history.

The Bok Center’s way of approaching course design, which focuses on integrating skill building alongside

the traditional faculty focus on content delivery, was a natural fit for Liebmann and Smail. After considering what they wanted students to be able to do at the end of a unit that they couldn’t do at the beginning, “We helped the students produce really high-quality final projects because we gave them the tools they needed throughout the class,” Liebmann says.

The Bok Center is also helping Liebmann and colleague Rowan Flad, John E. Hudson Professor of Archaeology, revise their introductory archaeology course so it can be taught in the new General Education program debuting in 2019. This involves turning the existing syllabus inside-out, foregrounding the big questions that archaeologists share with others—how much can we know about the past? from what kinds of evidence?—while downplaying some of the discipline-specific priorities of interest primarily to concentrators.

Liebmann considers the Bok Center a fantastic resource for faculty interested in sharpening their pedagogical skills. “The Bok Center has made me a more effective teacher, but I feel I’ve only begun to scratch the Center’s surface.”

“The Bok Center has made me a more effective teacher, but I feel I’ve only begun to scratch the Center’s surface.”

MATTHEW LIEBMANN, Professor of Anthropology

# A NEW SPACE ENABLES NEW LEARNING

Our staff who had been based at the Science Center moved to a **new, larger space** at 50 Church Street this winter. Our **new Learning Lab studio** invites creativity and collaboration. Student fellows use the large, open room to design and test new activities for courses. Faculty can now bring their students to the Learning Lab to learn and apply new skills for course projects (such as 3D modeling or podcasting) or to record interviews, presentations, and reflections on camera.



## THE LEARNING LAB:

### OFFERED

95

**workshops and hackathons** to help students develop new skills and complete course projects.

### HOSTED

1,102

**undergraduates enrolled in courses supported by the Learning Lab**, many of whom visited multiple times.

### MOUNTED

6

**end-of-semester showcases** where students shared their final course projects.

### HELD

836

**film shoots**, capturing student presentations, interviews, and more.



# DESIGNING MEANINGFUL ASSIGNMENTS

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The Learning Lab partnered with faculty to design assignments involving an array of skills and media, including oral communication, data visualization, art making, dance, podcasting, and more.

**74** **courses and projects** — enrolling **2,682 students** — were supported by the Learning Lab.

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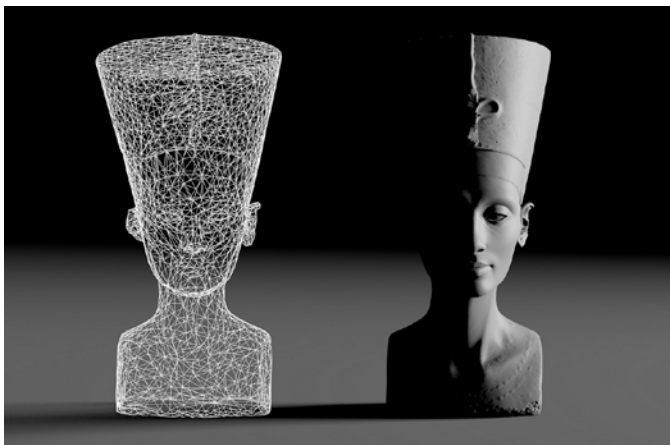
## OUR INTERGENERATIONAL DESIGN TEAM

**35** **Learning Lab Graduate Fellows** (LLGFs) developed and deployed their skills in technology, art and performance, and instructional design, and ran workshops and hackathons for undergraduate courses.

**53** **Learning Lab Undergraduate Fellows** (LLUFs) designed, tested, and provided feedback on new assignments that went live in Harvard courses.

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## EXAMPLES OF LEARNING LAB PROJECTS



### 3D MODELING AND VIRTUAL CURATION

#### **Societies of the World 38, Pyramid Schemes: The Archaeological History of Egypt**

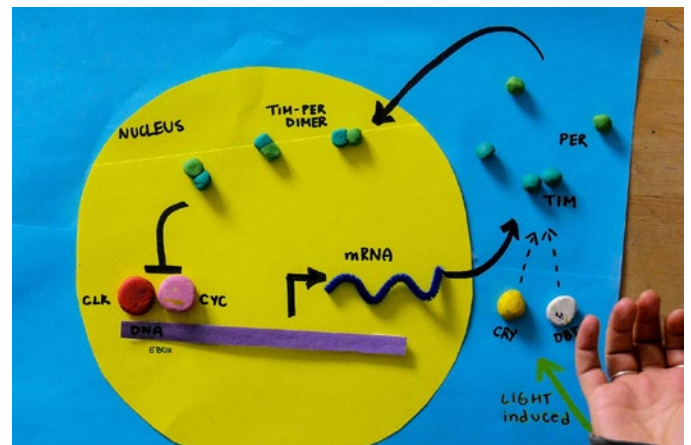
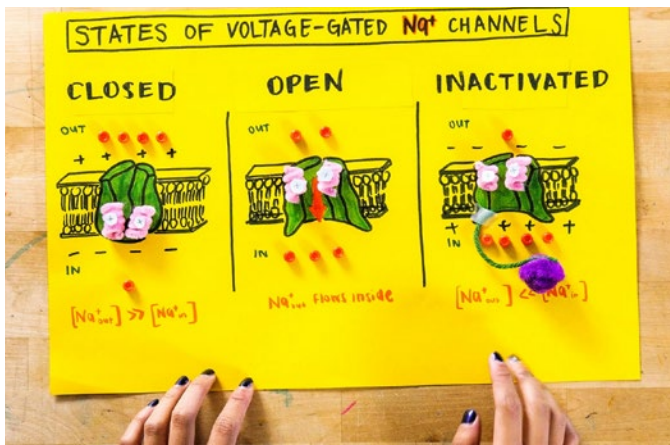
Using three-dimensional modeling and printing, we developed a virtual curation assignment for Professor Peter Der Manuelian's course. Students acted as curators, designing virtual 3D museum spaces using the program Cinema4D and filling them with models of real artifacts from the Harvard Semitic Museum. Once their digital exhibitions were created, students wrote reflections explaining their curatorial choices.



## ETHNOGRAPHIC RESEARCH

### MBB980o: The Self: What Philosophy, Psychology, and Neuroscience Tell Us

We introduced students in a number of courses to ethnographic research methods, with tutorials on interview skills and research methodologies. In MBB980o, students interviewed military veterans about how their combat or deployment experiences changed their sense of self. The students video-taped these interviews, and then used the video footage as primary data for their final projects.



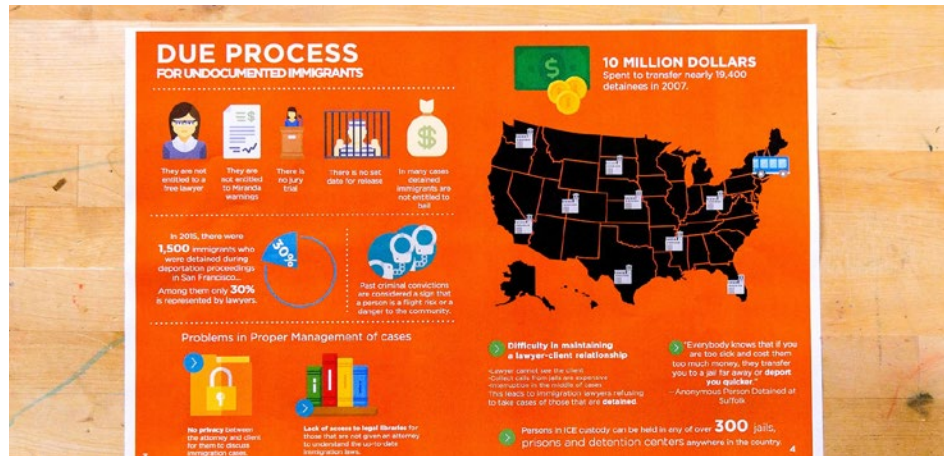
## SCIENCE COMMUNICATION

### MCB 80: Neurobiology of Behavior

To help students develop proficiency at communicating science, Professors Jeff Lichtman and Venki Murthy used the Learning Lab to introduce an explanatory video project into MCB 80. The 146 students in the class visited the Learning Lab twice during the semester to create succinct videos illustrating neuroscience concepts.

MCB 80 was offered as a flipped course for the first time in fall 2017. Our Educational Research and Evaluation group conducted an evaluation, including surveys and focus groups, to assess students' perception of the newly designed course. The findings led to a set of recommendations for the faculty.





## TELLING THE STORY OF THE CITY JAIL

For the final assignment of her course “The City Jail,” College Fellow in Anthropology Kaya Williams ’07 wanted students to convey what they had learned about the social and financial impact of mass incarceration in the United States. The subject matter of municipal jails is complex, as well as politically, morally, and emotionally charged. Williams wanted students to think about ways of addressing the topic that were creative, while at the same time sensitive, probing, and rigorous.

Williams met with Learning Lab Assistant Director Lauren Davidson and her crew of Learning Lab Graduate Fellows (LLGFs) to brainstorm ways of supporting the students as they worked to tell complicated stories. Center staff and fellows then jumped into action, educating themselves and then leading workshops for Williams’ students on game design, graphic design, and podcast development. They also hosted office hours and drop-in sessions for students to collaborate and use the center’s equipment. Bok LLGFs Samantha Hawkins, Jeremy Pi, and Phil Lai worked closely with Williams throughout.

Among the projects produced were fact-filled, professional-caliber posters showing how American jails

affect poor people and undocumented immigrants; a podcast about racial disparities in access to drug treatment; a tool that monitors Harvard’s investments in companies that profit from mass incarceration; and a “Game of Strife” board game that mimics the “Game of Life” but with jail-related incidents, such as losing your job or missing your child’s birthday.

“They came up with amazing projects,” says Williams. “The students did all kinds of creative things because they could, thanks to the Bok Center.” Through the class, “they got a sense of how many different parts of life mass incarceration touches. And they came out of it with passion.” To help crystallize their learning, the Bok Center videotaped each student reflecting on his/her final assignment.

Williams was so impressed that she plans to use the center’s services again next year for “City Jail” and the anthropology research methods course she also teaches. “I’m excited to talk with the Bok Center team about the possibilities for introducing other powerful learning experiences into my classes.”

“I’m excited to talk with the Bok Center team about the possibilities for introducing other powerful learning experiences into my classes.”

KAYA WILLIAMS ’07, College Fellow in Anthropology

# PARTNERSHIPS ACROSS THE DISCIPLINES

What students do in a art history section may be dramatically different from what they do in a physics class. The way that experts approach reading and writing may be different in religion and economics. The Bok Center is building partnerships across departments to ensure that instructors receive relevant support and have the resources to help students succeed in their discipline.



## 33 Departmental Teaching Fellows supported graduate student teaching across FAS.

They led departmental workshops or courses on pedagogy and consulted with their peers about teaching. Bok staff provided extensive training to the cohort, including a revised curriculum focused on disciplinary understandings of teaching.



## 8 Bok Writing Fellows supported writing in the disciplines through one-on-one consultations with undergraduate students

as well as initiatives aimed at improving writing pedagogy within departments. For example, Javier Caride collaborated with an Expos preceptor to develop a comparative typology of typical writing assignments in Philosophy and Expos. This helps Philosophy instructors build on the skills that students learn in their first-year writing courses, while also helping them communicate to students how—and why—certain writing conventions in Philosophy might differ from what they have learned in other courses.

A collaboration with the Writing Program and the Anthropology Department led to completion of **AnthroWrites**,



following on the model of GovWrites and HarvardWrites. For students, these websites help bridge the Expos-to-concentration gap, and explain some of the conventions and practices of effective disciplinary writing. For departments and their faculty, these sites are great convening moments which invite them to think collectively about how and why they write and communicate in their fields.

[www.anthrowrites.com](http://www.anthrowrites.com)





## EMPOWERING GRADUATE STUDENTS TO MAKE A DIFFERENCE

Harvard's Statistics Department has long taken pride in preparing its first-year doctoral students to be effective teaching fellows. This year the department's required course, The Art and Practice of Teaching Statistics, needed updating to reflect the discipline's growing popularity among students, according to Iavor "Iav" Bojinov, PhD '18. "Students are interested in statistics now," he says. "You don't need to convince them that this is cool."

As the Bok Center's Departmental Teaching Fellow in Statistics, Bojinov was instrumental in revamping the course with his faculty co-leader, Professor of the Practice Joseph Blitzstein, and others. The course now prepares TFs to teach higher-level classes, emphasizes both written and spoken communication, and helps TFs use technology in addition to the chalkboard.

Bojinov, who has won his department's David Pickard Teaching Award, is pleased with the results. He also appreciates the support and mentorship he received along the way from Bok staff members, including Adam Beaver, Marty Samuels, and Pamela Pollock.

As a Bok Center fellow, Bojinov developed his own teaching skills and acquired a new perspective on the

importance of being a reflective practitioner, which he shared with fellow graduate students. "The best way to learn how to teach is by practicing and becoming introspective and seeing what went right and what went wrong," he notes. This dedication to practice and reflection is especially powerful when coupled with the Center's commitment to helping graduate students look across the curriculum and recognize patterns in the ways that undergraduates learn in other fields.

Bojinov identified the Bok Center's biweekly trainings as a particular highlight of his year. The meetings brought together the 33 Departmental Teaching Fellows to focus on such skills as teaching and giving feedback on a TF's classroom session, and to exchange ideas about their professional development goals and departmental needs.

What makes a great teacher? At the end of the day, Bojinov notes, effective teaching is often about returning to some core values that are easily forgotten in the churn of one's dissertation research: "I think it boils down to: Read the room, understand students' needs, communicate clearly—and be nice and approachable."

"The best way to learn how to teach is by practicing and becoming introspective and seeing what went right and what went wrong."

IAVOR "IAV" BOJINOV, PHD '18, Bok Center Departmental Teaching Fellow in Statistics in 2017–2018

# INTERNATIONAL TEACHERS AND SCHOLARS

Almost one third of students in the Graduate School of Arts and Sciences (GSAS) are international. We offer these students opportunities to develop their speaking, teaching, and cultural skills, helping them succeed at Harvard.

**38** students completed Bok Seminars that focused on **language** and **culture**. Our seminars are unique in offering extensive individual consultations and support from senior staff outside of class time.



**28** individuals participated in a series of four professional development **workshops on intercultural communication skills** for Harvard's international environment.

**9** **Undergraduate Culture and Communication Consultants** engaged with international graduate students in seminars and individual meetings, to give them feedback on their speaking and teaching skills and build a bridge to undergraduate life at Harvard.

WE OFFERED TWO PILOT SEMINARS THIS SPRING:

**English, Culture and Communicating Science**, a seminar for SEAS graduate students focused on preparing them to engage in science and engineering disciplinary cultures, norms, and communication practices.

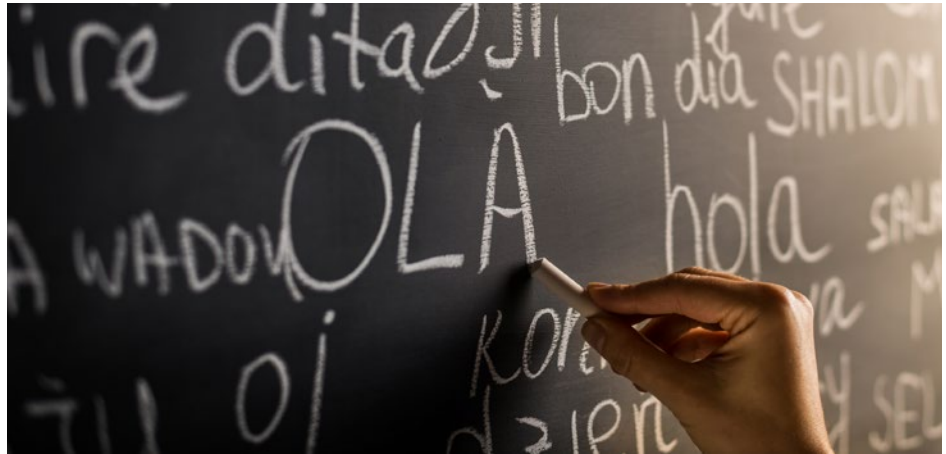
**A Bok Self-Study Program**, designed for students on the Longwood campus to work on their oral English proficiency development independently online.



We partnered with GSAS to run the **English Language Program**.

**32** graduate students participated in a **three week intensive summer program** for international graduate students who are beginning their studies at Harvard.





## MENTORING UNDERGRADUATE MENTORS

Like most undergraduates, Raylin Xu '19 has learned from teaching fellows during her Harvard College years. Unlike most of her peers, she also plays a role in their learning. As one of nine undergraduate culture and communication consultants at the Bok Center, Xu works with international graduate students to help improve their classroom and English language skills and to provide an insider's perspective on college life.

Her work is part of the Bok Center's Professional Communication Program for International Teachers and Scholars, which provides seminars, workshops, and individual consultations on speaking and presentation skills (including English language proficiency); teaching and learning in Harvard classrooms; and intercultural communication.

Drawing on her experience as a student, as well as the training she has received from the program, Xu—who comes from Glen Mills, Pennsylvania, lives in Cabot House, and is concentrating in molecular and cellular biology—advises graduate students on classroom dynamics and the expectations that undergraduates bring to the classroom. During class and in one-on-one meetings, she gives graduate student partners feedback on their speaking and teaching skills, and

especially on areas where either their content or language may be difficult to understand. Teaching complex content in a second language can be very challenging. "It's amazing to see their communication skills improve during the year," says Xu.

Xu has also developed her skills as a teacher over the past two years by mentoring youngsters in creative writing, art, math, science, and computer coding at the Harvard Ed Portal, in a program supported by Susan Johnson, the Bok Center's assistant director for socially engaged learning. The premed now co-leads the Portal's Computer Animation Club after-school program for sixth- to eighth-graders from the Allston and Brighton neighborhoods.

Whether coaching international graduate students or mentoring young people in Allston, Raylin Xu is learning about teaching across borders and boundaries as a valued part of the Bok Center's intergenerational community. "I really like mentoring and teaching," she says. "You learn a lot from the people with whom you're working, and you get connected with communities to which you would never be exposed."

"You learn a lot from the people with whom you're working, and you get connected with communities to which you would never be exposed."

**RAYLIN XU '19, Bok Center undergraduate culture and communication consultant**

# FOSTERING ORAL COMMUNICATION

The Bok Center provides robust training and support for teachers and students in developing their communication skills, helping them to connect in the classroom and to translate their academic research for the broader public.

**6** Bok Seminars specifically on speaking were offered. Countless others included practice teaching with feedback.



We helped faculty develop and deploy assignments that **foster communication skills** for dozens of undergraduate courses.



**8** graduate students were selected as **Harvard Horizons** scholars to share their innovative research at a grand symposium in Sanders Theater. The Bok Center coached the students in how to communicate their research to a non-specialist audience, providing ten weeks of intensive training on storytelling, performance, and multimedia.

“If I look back on how I used to communicate in talks at the beginning of my PhD versus how I do it now, I think I’ve made a huge improvement, and a lot of that is thanks to my participation in [Bok’s K–12] outreach. Not only have I lost almost all nerves when speaking in public (both for outreach and when talking about my own research), but I think I speak much more clearly and intentionally than I used to. As I’m talking to an audience, I now think ‘do you get it?’ as opposed to ‘I’m telling you!’”

**TESSA MONTAGUE, PHD ‘18, Teaching Fellow for the high school outreach program**



# ENRICHING K-12 EDUCATION

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K-12 Outreach at Bok connects undergraduates, graduate students, postdocs, and faculty to programs that reach populations of teachers and students in nearby communities and across New England. As partners in the Socially Engaged Learning initiative at Bok, these programs enable all levels of the Harvard community to engage with diverse audiences beyond Harvard's boundaries and become more reflective learners and teachers in the process.

**28** undergraduates delivered interdisciplinary, project-based **mentoring to K-12 students** at the Harvard Ed Portal.



“I think the most rewarding part about mentoring occurs when a mentee begins to feel agency with what he/she/they are learning. In other words, by having the flexibility to create your own ‘curriculum’ and emphasize tailored learning goals, mentors have the opportunity to show that learning can be an active, customized process.”

**SID YARLAGADDA '18, undergraduate mentor**

**37** high school science teachers attended a series of five meetings over the fall, where faculty and graduate students **presented research and classroom activities** based on real data.

**427**

high school students, accompanied by 22 teachers, participated in **laboratory activities** led by a team of graduate students and post-docs in the Harvard teaching labs.



# DIVERSITY AND INCLUSION

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The Presidential Task Force on Inclusion and Belonging issued its final report this spring, conveying Harvard's commitment to and plans for ensuring that our campus is inclusive for all members of our community. The Bok Center is helping to foster learning environments that support all students, through seminars, workshops, and initiatives that bring students and instructors together in conversation.

**12 workshops** were delivered by the Undergraduate Pedagogy Fellows to 165 people.

The workshops, "An Introduction to Undergraduate Identities" and "Ethically Engaging Community," are designed to help teachers and learners grapple with power and privilege as it manifests within and beyond Harvard's classrooms.



The **Bok Players** used applied theatre to explore **issues of equity and inclusion** in higher education with faculty audiences.

**theatreLab** is an experimental interdisciplinary laboratory where we explored techniques from the theatre to "unlearn" habitual identity and power dynamics in teaching and learning and to promote equity and inclusion at Harvard.

**190** graduate students attended Bok Seminars or workshops on **inclusive teaching and power, privilege, and identity in the classroom.**

**9** student organizations collaborated with the Learning Lab to develop **workshops about diversity and inclusion.**

Student groups included the Diversity Peer Educators, the Women's Center Education Committee, the Office of BGLTQ Student Life Education Committee, and Act on a Dream.

## EXPOSITORY WRITING: AN EVALUATION

The Harvard Writing Program recently created a **new set of Expos courses for students who need additional support on their writing.** These students often come from under-resourced high schools. Our **Educational Research and Evaluation team conducted an evaluation** to assess the extent to which students are improving in the new courses; the ways the courses are changing students' writing process, their engagement with writing, and their confidence in writing; and how the courses impact students' course-taking patterns and choice of concentration.





## SUMMIT SPARKS IDEAS ON ACADEMIC INCLUSION

As colleges welcome students from economically diverse backgrounds, selective institutions like Harvard must take decisive—and ongoing—steps to help them thrive academically.

To that end, the Bok Center convened about 40 presidents, provosts, deans, and faculty from over 20 distinguished American colleges and universities to exchange ideas and practices for strengthening academic inclusion. The first annual **Harvard Summit on Excellence in Higher Education**, held in September 2017, was kept small to encourage lively conversation.

“It was a great opportunity to have leaders in higher education from around the country reflect on a really important issue that we’re all struggling with, and to bring data and evidence to that conversation,” says Director of Educational Research and Evaluation Jenny Bergeron, who founded and organized the summit with Richard Light, Carl H. Pforzheimer Jr. Professor of Teaching and Learning at Harvard’s Graduate School of Education, and Robert Lue, Richard L. Menschel Faculty Director of the Bok Center and himself once a first-generation student from Jamaica.

The event focused on strategies that demanding colleges can implement to create inclusive classroom environments where all students can thrive. Often these are talented students from a variety of

backgrounds who attended under-resourced high schools. For example, summit attendees learned about a multiyear study involving Harvard, Brown, Duke, and Georgetown universities which revealed that first-generation students are less likely to join study groups, seek academic help, and interact with faculty.

The summit yielded practical steps for fortifying academic inclusion, such as strengthening faculty-student relationships; offering ongoing support beyond pre-orientation; and framing programs as enrichment opportunities. Among the innovative approaches discussed was a University of Texas at Austin calculus class in which students explore not only the calculus, but also how people learn. Senior lecturer Dan Levy of the Harvard Kennedy School shared a new software tool that allows instructors to chart class participation, with the goal of ensuring that all students are included in discussions.

“The Summit expanded our collective toolbox of ideas to think about and pilot on our home campuses,” Bergeron says.

# INVESTING IN GENERAL EDUCATION



With only a year left before re-launch, the stakes are high for the General Education program. Because it is one of very few educational experiences shared by all Harvard undergraduates, Gen Ed features some of the most ambitious courses at the university, which push students to revisit things they thought they knew, but which—as future citizens—they can ill-afford to take for granted. What do I owe to my family? How can we separate fact from fiction? What is an “equitable” distribution of healthcare?

Raising questions like these requires more than just an ambitious faculty member. It also requires expertise in designing new kinds of experiences and assignments well-suited to fostering students’ ethical, as well as cognitive, development. The Bok Center has forged a partnership which enables the Program in General Education to refer interested faculty to a purpose-built team led by the director of pedagogy & practice. This

team helps faculty translate their ideas for innovative courses into full-fledged syllabi, designing assignments, suggesting in-class activities, and marshalling resources from the university’s many museums, libraries, and labs. Their most experimental ideas can be user-tested by undergraduates in the Center’s Learning Lab. Moreover, the Bok Center will offer specially tailored training to graduate student teaching fellows in these courses.

Over the coming year, nearly one out of every eight professors in the Faculty of Arts and Sciences will be invited to co-create their courses with the Bok Center. The implications of this for Harvard’s culture of teaching are potentially extraordinary: the influx of so many faculty into the Bok community has the power to spread the Center’s techniques for designing well-aligned courses and building rapport with diverse undergraduates throughout the entire undergraduate curriculum.

**32** Gen Ed courses were supported by the Bok Center  
Goal: **65–100 new Gen Ed courses** by Fall 2019

## EXAMPLES OF GEN ED COURSES SUPPORTED BY THE BOK CENTER:

**Brains, Identity, and Moral Agency** | Steven Hyman

**Adam and Eve** | Joseph Koerner and Stephen Greenblatt

**What will we leave behind when we are gone?** | Ann Blair and Leah Whittington

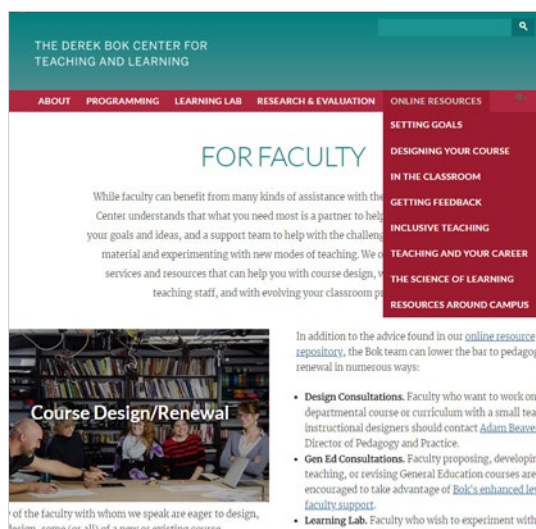


# A BROADER REACH

While the core work of the Bok Center remains focused on Harvard's Faculty of Arts and Sciences, several new initiatives are reaching beyond Cambridge—from a Summit on Excellence in Higher Education, to new online courses and materials.

# 244

individuals from around the world enrolled in the first presentations of the Bok Center's **new online course on the fundamentals of teaching in higher education**, offered through GetSmarter. The course received the highest student evaluation score of any course that has been offered by GetSmarter.



The new **Bok Center website** offers an up-to-date, easy to navigate snapshot of the Center's programming, as well as a current knowledge base of advice about how to design a course, manage a classroom, and build teaching into one's career. Our online resources benefit instructors from Harvard and beyond, at the moment they need guidance.

[bokcenter.harvard.edu](http://bokcenter.harvard.edu)

In 2015, Harvard launched its first online degree program, the blended online/residential MPH in Epidemiology at the Chan School of Public Health. Our **Educational Research and Evaluation team has been monitoring this program**, with the goal of assessing whether the program is indistinguishable from the residential programs at the school. We examined admissions statistics, course ratings and other pedagogical measures, performance on a comprehensive exam, and outcomes from the graduate exit survey and an alumni survey.

# OUR TEAM

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and Practice

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**Tamara Brenner**

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**Michael Oliveri**

Media Production Coordinator

**Pamela Pollock**

Associate Director for Professional  
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**Samantha Reed**

Director of Administrative Services

**Marty Samuels**

Associate Director for Science

**Mara Sidmore**

Artistic Director for Applied  
Theatre Practice

**Jeff Solomon**

Qualitative Research Analyst

## 86 Graduate Fellows

ABL Connect Fellows | Bok Writing Fellows |  
Departmental Teaching Fellows | Learning Lab  
Graduate Fellows | Teaching Consultants

## 98 Undergraduate Fellows

Learning Lab Undergraduate Fellows | Undergraduate  
Culture and Communication Consultants | Under-  
graduate Pedagogy Fellows | K-12 Ed-Portal Mentors









**HARVARD**

THE DEREK BOK CENTER FOR  
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