



HARVARD

THE DEREK BOK
CENTER FOR TEACHING
AND LEARNING

ANNUAL REPORT
2018-19



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DEAR FRIENDS,

The Derek Bok Center for Teaching and Learning continued to flourish during 2018–19, supporting educational excellence in Harvard's Faculty of Arts and Sciences. This year we worked with faculty from 95% of FAS departments and with graduate students from 90% of all PhD programs across the university. Through consultations, seminars, workshops, and more, we offered instructors numerous ways to reflect on their teaching and design new approaches to enhance student learning.

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

Equity and Inclusion. Our overarching goal is to enable instructors to create learning environments where all students feel that they belong and can thrive. This spring, we hired an Assistant Director for Equity and Inclusion to enrich our work in this area.

Engagement and authenticity. We support instructors in creating effective learning experiences that foster student agency and engagement. For example, this year we collaborated with over 75 faculty to develop General Education courses, which aim to draw explicit connections with the world beyond the classroom.

Community. We strive to create a sense of community among instructors and learners, encouraging the sharing of perspectives and approaches. For example, we met regularly throughout the year with our graduate student fellows — providing mentoring and professional development, and, at the same time, building community among young instructors who are passionate about teaching.

On any given day this year, the Bok Center was bursting with activity. Undergraduates visited the Learning Lab as part of class — perhaps learning how to make a podcast, or recording an interview on camera. Graduate fellows gathered to discuss a reading about inclusive teaching, while undergraduate fellows tested newly designed activities for courses that we are supporting. Faculty met with Bok staff to discuss potential assignments for their classes and develop plans to train their Teaching Fellows.

Over the past year, we convened faculty to discuss important topics in higher education: at a national level, our Summit on Excellence in Higher Education examined how an undergraduate liberal arts education can contribute to the public good; at a more local level, we hosted an exploratory seminar to develop strategies for faculty to support low-income and first-generation students.

We are excited by the vibrant, welcoming communities at the Bok Center, and the ways they help enhance teaching and learning at Harvard. 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

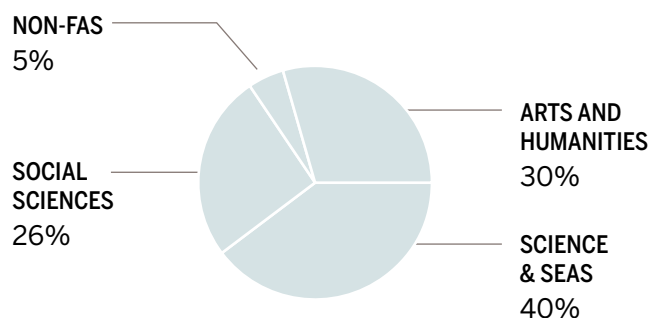


TAMARA BRENNER

Executive Director

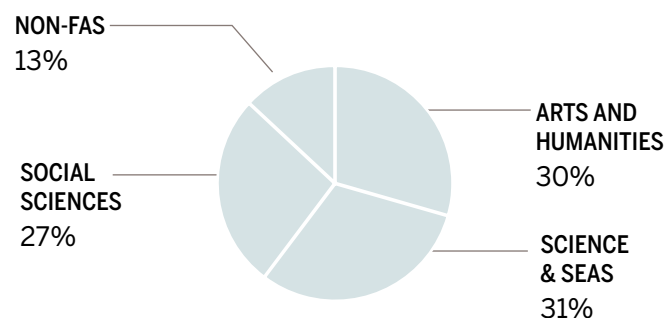
OUR INTERGENERATIONAL COMMUNITY

695 unique **graduate students** participated in Bok Center programming



60 **GSAS graduate programs** represented

332 unique **faculty** worked with the Bok Center



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

116 **postdocs** worked with the Bok Center

1449 **undergraduate students** visited the Bok Center as part of a course



PREPARING TEACHERS TO SUCCEED

Pre-term workshops introduce instructors to the resources of the Bok Center and explore highlights of foundational topics in teaching and learning.

366

participants attended the **Fall Teaching Conference** and **Winter Teaching Week**.

These pre-term conferences help new Teaching Fellows (TFs) prepare for the semester, and provide more experienced TFs with opportunities to explore topics that include giving feedback, fostering an inclusive classroom, and creating a teaching portfolio.



71

new faculty attended fall orientation workshops, where we explored a variety of ways to engage students in different classroom spaces.

22

undergraduate course assistants (CAs) attended a new four-part workshop series that we developed in collaboration with the Math, Applied Math, and Statistics Departments. This was the first time that the Bok Center has offered training specifically for CAs, who play a significant teaching role in many STEM courses.



DEEPENING KNOWLEDGE

Building on the short sessions offered in our pre-term programs, during the term we provide sustained, collaborative settings for instructors to deepen their knowledge through practice and reflection.

24

Bok Seminars

180

Participants

2,700

In-class hours

Through our **Bok Seminars**, graduate students explored topics in teaching and learning in depth. Seminars included:

- » Linguistic Diversity in the Classroom
- » Communicating Science
- » Teaching and the Job Market: Getting from “TF” to “Colleague”
- » Power and Ethics in the Classroom



50

faculty and graduate students attended our biweekly **STEM journal club**, which examines recent literature on science education research and encourages a community of scientists to share ideas about effective teaching.



We offered an inaugural **Course Design Institute** for faculty teaching in the revised General Education Program. Over four meetings, our first cohort of faculty participants discussed principles of effective course design and created syllabi and assignments for their new courses.

“I gained a repertoire of techniques to be used in my teaching, both in theory and practicemost of all, how to become more conscious of my own teaching and how to improve it for a diverse community of learners.”

BOK SEMINAR PARTICIPANT

REFLECTING ON TEACHING AND LEARNING

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

240 **video consultations** prompted graduate student instructors to reflect on their teaching with Bok staff and fellows.



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



206 **faculty members consulted** with Bok Center staff on topics ranging from student feedback, to assignment and syllabus design, to handling controversial topics. Every consultation is an opportunity for reflection and growth.

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

- » developing and implementing **16 surveys**
- » conducting **30 focus groups or interviews**
- » consulting on **5 grants**

These activities informed high-level assessment projects of importance university-wide, including a review of the FAS **course evaluation tool**, or Q. We collaborated with Harvard College Institutional Research to conduct a systematic review of proposed course evaluation questions; findings from this work will contribute to future Q revisions.

EQUITY AND INCLUSION

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 discussion.

WE CONVENED CONVERSATIONS AND PROVIDED TRAININGS ABOUT INCLUSIVE TEACHING.



33 faculty and staff participated in a **Bok Exploratory Seminar** on fostering an inclusive environment in the classroom, with a focus on low-income and first-generation students.

The two-part seminar, which was organized by Bok Center Faculty Fellow Linda Schlossberg (Lecturer on Studies of Women, Gender, and Sexuality), led to the creation of a list of recommendations of practices that can lead to more inclusive classrooms.

3 new **lunchtime workshops** engaged graduate students in issues of equity and inclusion, with a focus on gender identity and gender pronouns.



46 graduate students attended **Bok Seminars** on power, privilege, and identity in the classroom.

“My perception on power and group dynamics has changed. I will definitely implement those in my mentorship and teaching; also, [I learned] more practical exercises to foment a safe environment for discussion.”

BOK SEMINAR PARTICIPANT

WE SUPPORTED UNDERGRADUATES IN CREATING EQUITABLE COMMUNITIES WITHIN AND BEYOND THE CLASSROOM.

The **Undergraduate Pedagogy Fellows** (UPFs) led workshops that are designed to help teachers and learners grapple with power and privilege as it manifests within and beyond Harvard's classrooms.

6

UPFs

21

Workshops

298

Attendees



WE CONDUCTED EVALUATIONS THAT INFORM INCLUSIVE PRACTICES.

In collaboration with the Office of Undergraduate Education, we assessed a program in the Mathematics Department aimed at fostering a greater sense of inclusion and belonging for undergraduate women in the concentration.

WE COLLABORATED WITH FACULTY TO DEVELOP COURSES THAT DIRECTLY ADDRESS ISSUES OF EQUITY, POWER, AND JUSTICE.

In **MUSIC 24: Social Engagement Through Music**, students partnered with musicians from Boston's immigrant communities on projects ranging from conducting ethnographic interviews to creating websites. The projects were designed to both support the musicians and uphold diasporic musical traditions.



In **EXPOS 20: Sexism and Politics**, students designed infographic posters that explored patterns of female political representation. The posters were ultimately presented as resources to a nonpartisan organization devoted to electing women to political office.





ADDRESSING POWER AND PRIVILEGE IN THE CLASSROOM

Hilda Jordan '19 got involved with the Bok Center thanks to a shark attack. During her first year at Harvard, she recalls, a professor was lecturing about an 18th century painting of a sea rescue and failed to acknowledge the Black man aboard the boat who is saving a drowning boy from a shark's jaws. Jordan was astounded by both the omission "and the professor's inability to provide a response or reason for the omission." She realized there was a need to support students of color like herself who sometimes feel uncomfortable, or even invisible, in class.

That's exactly what she did as an Undergraduate Pedagogy Fellow (UPF) at the Bok Center. Over the next three years, Jordan, who identifies as Latina and Black, played a key role in shaping the UPF program to address issues of power and privilege in learning spaces across the College.

Jordan and other UPFs developed and led two workshops on power dynamics for various audiences throughout the College. One, "An Introduction to Undergraduate Identities," gives teaching fellows (TFs) a more nuanced view of Harvard students by debunking the myth "that everyone here is super wealthy, very privileged," Jordan says. "About 20 percent of undergraduates receive full financial aid,

meaning their families make less than \$65,000 a year." These students typically have term-time jobs they balance with their studies.

The hour-long workshop, presented at the Bok Center and in academic departments, encourages TFs to create a more welcoming classroom by, for example, describing why they love their field, acknowledging that the course material can be difficult, and promoting academic resources on campus.

The second workshop is designed to encourage undergraduates in Mindich Engaged Scholarship courses to have respectful interactions with community members. Students might, for example, practice a conversation with a local individual who disagrees with the way a student is portraying the community in their academic writing.

Through her Bok Center role, Jordan, a philosophy and African American studies concentrator, has promoted inclusion at an increasingly diverse Harvard. "I saw the Undergraduate Pedagogy Fellowship as a space where I could talk to TFs about what teaching to a diverse classroom would look like," she says. "If one or two students feel like they belong a little bit more in the classroom, then we've done our job."

"I saw the Undergraduate Pedagogy Fellowship as a space where I could talk to TFs about what teaching to a diverse classroom would look like."

HILDA JORDAN '19, Undergraduate Pedagogy Fellow

DESIGNING AND SUPPORTING COURSES

Over the past three years, the Bok Center has significantly expanded its engagement with faculty on the design and delivery of their courses, focusing especially on gateway and General Education courses. Among the dozens of courses with which we partnered this year are:



GENED 1078: DISEASE, ILLNESS, AND HEALTH THROUGH LITERATURE

Karen Thornber came to the Bok Center looking for a new series of assignments, including a capstone project, that would better align with her goals for her students. Adam Beaver, director of pedagogy, and Eleanor Finnegan, assistant director, faculty programming, developed a case study-based capstone assignment in which students would demonstrate more clearly how learning about literary depictions of illness and health could help train physicians to be more responsive to their patients' experiences.

CHEM 27: ORGANIC CHEMISTRY OF LIFE

Marty Samuels, associate director for science, worked extensively with Chem 27 this spring. He met weekly with course head Brian Liao to ensure alignment between lectures, problem sets, exams, and other components of the course, and to insert time for students to practice solving problems during class. By regularly attending class and staff meetings, Samuels provided real-time feedback to the teaching staff about how to improve students' learning in the course.



GENED 1035: SEX AND ETHICAL REASONING

Mark Jordan's General Education course on Sex and Ethical Reasoning requires an especially thoughtful and well-rehearsed teaching staff, given its focus on difficult topics about sexual identity and sexual violence. Noelle Lopez, assistant director, equity and inclusion, led a pair of workshops for Jordan and his Teaching Fellows (TFs) on navigating challenging conversations. Additionally, Jordan hosted a final group debrief of his staff on-camera in the Learning Lab, as well as one-on-one interviews with each TF, as part of a larger project to document and build an archive of his teaching practices that can be used to train other teachers of ethics.

INVESTING IN GENERAL EDUCATION

One of the most significant curricular initiatives underway at Harvard College is the launch of a revised General Education curriculum in Fall 2019. In recognition of the many challenges and opportunities which this new curriculum represents for Harvard, the Bok Center is working closely with Gen Ed Program faculty as they design their assignments and syllabi and plan their in-class activities.

The Bok Center supports faculty developing, teaching, and/or revising courses for Gen Ed in a highly individualized way, including:

- » Designing **in-class activities and assignments**, including capstones
 - » Designing **syllabi** and **course websites**
 - » Incorporating **new teaching technologies**
 - » Supporting and training **Teaching Fellows**
-



The Bok Center was awarded a **three-year grant** for \$241,000 from the Davis Educational Foundation to support the development, delivery, and assessment of writing assignments in Harvard's new General Education curriculum.

55%

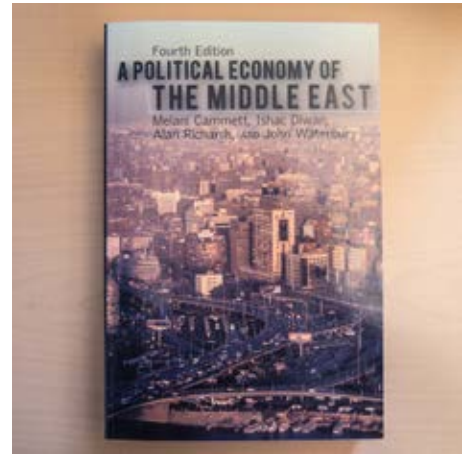
of the 93 courses scheduled to be offered in the Program's first year have done substantial course design work with our team.

70%

of the 28 completely new Gen Ed courses scheduled to be taught in the Program's first year have been co-developed with the Bok Center.



Rose Lincoln/Harvard Staff Photographer



PUTTING GOALS AT THE CENTER

In a Science Center classroom one April evening, some 50 undergraduates drew maps of the Middle East on white boards and debated in small groups strategies for rebuilding war-ravaged Syria. Their professor, Clarence Dillon Professor of International Affairs Melani Cammett, circulated among the tables, stopping to listen and occasionally prompt. “What kind of Syria are you envisioning as the baseline?” “How did you choose your pros and cons?”

The two-hour “hackathon,” aimed at drafting policy memos about Syria, was the highlight of a group project in Cammett’s government course on “Comparative Politics of the Middle East.” In addition to promoting teamwork, the event gave Cammett real-time insights into how students were absorbing the course material. Though her students had begun the semester wary of collaborative assignments, “They had a great time at the hackathon, and nobody trickled out early,” Cammett recalls. “The teaching fellows were saying, ‘This is amazing.’”

The Bok Center suggested this and other creative ideas to help Cammett begin reshaping her course for inclusion in Harvard’s General Education program next year.

To reimagine the course, Cammett and her TFs worked closely with Bok staff members Adam Beaver, director of pedagogy and practice, and Eleanor

Finnegan, assistant director for faculty programming. “Their very first question to me was, ‘What is your goal for this class?’” Cammett wanted students to deepen their critical thinking, collaboration, and data literacy skills. Beaver and Finnegan helped her rebuild the syllabus, refine existing assignments and create new ones, and develop clear, step-by-step instructions for coursework — which has been shown to improve learning outcomes. To reach her goal of encouraging critical thinking and real-world experience, for example, Cammett opted to forgo a traditional research paper in favor of a capstone assignment that asked students to prepare media briefing books about complex Middle East issues.

“We introduced a lot of innovations in the assignments and even the structure of the class,” Cammett says. “These helped improve the course. Next year we plan to introduce more innovations, like electronic pop quizzes, that we didn’t get to this year.”

According to Beaver, Cammett’s experience shows how the Gen Ed program offers fantastic opportunities not only to experiment with new teaching practices, but to take an iterative approach to course design and revision. “A course is not a thing that exists on a piece of paper,” he says. “A course is a lived human experience — a living organism.”

“We introduced a lot of innovations in the assignments and even the structure of the class. These helped improve the course.”

MELANI CAMMETT, Clarence Dillon Professor of International Affairs

THE LEARNING LAB

The Learning Lab is an intergenerational 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.

THE LEARNING LAB:

SUPPORTED

90

courses and projects

— enrolling 2,754 students.



OFFERED

96

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

MOUNTED

33

capstones where students shared their final course projects.

HOSTED

1,449

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

HELD

650

film shoots, capturing student projects, interviews, and more.

OUR INTERGENERATIONAL DESIGN TEAM

69

Learning Lab Undergraduate Fellows (LLUFs) tested assignments, assisted in building course materials, and assisted with workshops and hackathons.

25

Learning Lab Graduate Fellows (LLGFs) developed and deployed their skills in technology, art and performance; designed assignments and activities; and led workshops for courses.



AT THE INTERSECTION OF ART AND TECHNOLOGY

Christopher Hasty, the Walter W. Naumburg Professor of Music Theory, wanted a simple way to teach first-year students in his “soundtracking” seminar how to score a film clip. Learning Lab Graduate Fellow David Forrest figured out how.

Mashing up different pieces of software, Forrest and his Bok Center collaborators built a digital sound library that Hasty’s students used to create an “instrument” for composing their own film scores. “They quickly came up with really interesting scores,” Forrest recalls. “Our tool made it possible to have the experience the professor was looking for.”

“Soundtracking” is one of many courses that Forrest, a third-year PhD candidate in music theory working at the intersection of music, technology, and computer code, has supported through the Bok Center since Spring 2017. He oversees pedagogical projects related to music and, with Learning Lab Fellow Jordan Koffman, EdM’18, leads “musicLab,” a working group of staff and students focused on how music-related software, hardware, and ideas — from podcasts to keyboards to sound mixing to rhythm — can enhance instruction in other disciplines.

This academic year, for example, the musicLab team helped Robert Wood, the Charles River Professor of Engineering and Applied Sciences, prepare his departmental course on “Engineering the Acoustical World” to reach a broader audience of students. With Wood and his teaching staff, they created training videos on math, engineering, and music for students to watch before the class starts. In one, Wood relates the sine curve and other trigonometry concepts to musical tools such as frequency and noise-canceling headphones.

“Music is an easy way to access a lot of different ways of thinking and writing and building things and playing with people,” Forrest says.

Forrest — who previously worked in the music industry — relishes the opportunity to teach, learn, and innovate at the Learning Lab. Says Director Marlon Kuzmick: “Living at the intersection of art and technology, and caring deeply about teaching, is what makes David special. It’s rare to find someone who’s so interested and so capable in these very different worlds.”

“Music is an easy way to access a lot of different ways of thinking and writing and building things and playing with people.”

DAVID FORREST, PhD Candidate in Music, Learning Lab Graduate Fellow

MULTIMODAL ASSIGNMENTS

Assignments that ask students to communicate through multiple or unfamiliar media are central to the Learning Lab's work. While on the surface, infographics, podcasts, and code are quite different mediums, we see deep continuities in how these and other media contribute to student learning: they allow students to build and present ideas in spatial, visual, and performative modes, and to develop important skills as visual and oral communicators.

INFOGRAPHICS

The Learning Lab developed infographics workshops for classes from the sciences and social sciences. Infographics communicate in layers: at a glance through the visual grammar of images, and in detail through the language and data of their figures. In our workshops, we helped students to both leverage principles of graphic design — e.g. how can proximity and color convey your message? — and to make analytical choices about what to communicate at which level.



Courses included: PS 11: Foundations and Frontiers of Modern Chemistry
SOC 1106: Humanitarian Activism and Civil Society

CODING FOR ARTISTS

The Learning Lab worked with several humanities courses that assigned students coding projects: developing 3D virtual worlds, building algorithmically generated artworks, and constructing interactive narratives responsive to user input. In each course, we supported the faculty's goal to use new digital tools to perform the key moves of the humanities: telling stories, interpreting art and literature, making theoretical arguments, and questioning epistemological modes and claims.



Courses included: TDM 168L: Tools for Virtual and Real Perceptions
TDM 169L: Immersive Storytelling Using Mixed Media
VES 161: Algorithmic Performance

PODCASTING

The Learning Lab organized podcasting workshops for a variety of courses in which faculty wanted students to explain complicated processes to non-specialists, or to persuade public audiences that the ideas of the class matter ethically and politically. We helped students identify the various elements that comprise a podcast and learn how to produce them at a professional level.



Courses included: ANTHRO 2981: Takes on Whiteness
HISTSCI 117: Inventing Science
MCB 64: Cell Biology in the World

PHOTOGRAPHY

Courses in art history, film, and sociology asked students to use cameras as analytical tools: tools for gathering, selecting, and framing data, and for noticing patterns. By using photography as a tool to compare and contrast, students perform intellectual moves very much analogous to the comparative moves they perform in their academic writing, and in the process become more skilled and reflective visual and textual communicators.



Courses included: EXPOS 206/207: Green Spaces, Urban Places
SOCIOLOGY 1104: Higher Education: Institutions, Inequalities, & Controversies



VIDEO NARRATIVES: A POWERFUL LEARNING TOOL

For her Expository Writing seminar on “Narratives of Immigration,” Preceptor Margaret Rennix, PhD '15, had to figure out the right format for a challenging capstone assignment. Students in the course, part of the Mindich Program in Engaged Scholarship, were asked to reflect on a time when they had marginalized someone who is an immigrant.

Rennix wanted a format that would allow students to meaningfully communicate with their community partners for the course, which took them to courtrooms, law clinics, and ethnic neighborhoods in Greater Boston to learn about the immigrant experience. So she turned to the Bok Center’s Learning Lab staff for guidance, “and they were amazing,” Rennix recalls. “They take the time to really understand what you [as an educator] want to achieve.”

Learning Lab Director Marlon Kuzmick suggested that each student videotape a two-minute personal narrative. An oral presentation, he notes, conveys the speaker’s body language, tone of voice, emotional engagement, and investment in what they’re saying. It is an excellent tool for assessing whether an engaged scholarship course has achieved not only its cognitive learning objectives, but its ethical and social

objectives as well. The Bok Center supports all five Expos courses partnered with the Mindich program.

During several visits, students worked with Learning Lab Fellow Jordan Koffman, EdM'18, to practice and record their narratives, reflect on the process, and share their videos during a lively capstone fair.

Rennix, a former Bok Center instructor and pedagogy fellow with a doctorate in English literature, says many students found the video narratives a powerful way to look self-critically at their behavior. “They felt they had to be a lot more honest and authentic [than when writing a paper] because they had to own it,” she explains.

Tom Jehn, the Sosland Director of the Harvard College Writing Program, says the Learning Lab has been instrumental in helping the writing program use oral and visual modes of communication to supplement students’ written work. The lab, in turn, gains from the writing program’s deep expertise in academic communication. “It is an ideal partnership.”

“They take the time to really understand what you [as an educator] want to achieve.”

MARGARET RENNIX, PhD '15, Preceptor in Expository Writing

LEARNING THROUGH COMMUNITY

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



63

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

Learning Lab student fellows participated in weekly “**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 and future projects utilizing these media. This year’s labs included:



gameLab created a toolkit of game mechanics to help instructors see often overlooked elements of the classroom — its aesthetics, mechanics, technology, and narrative — as assets with which to make the student experience more dynamic and engaging.



realityLab developed skills in Blender, Unity, Vuforia, Cinema 4D, and photogrammetry to support student projects, from digitally modelling objects in the Harvard museum collections to building virtual art exhibitions.



musicLab looked to emerging music technologies for new ways to support courses in film scoring, music theory, and acoustical engineering and developed materials for coding in the humanities and podcasting.

PARTNERSHIPS ACROSS THE DISCIPLINES

The Bok Center builds partnerships across departments to support excellence in teaching across the disciplines. We are uniquely positioned to be a connector of resources, and to support departments with discipline-specific teaching needs.



29

Pedagogy Fellows supported graduate student teaching across FAS by consulting with TFs, leading pedagogy seminars and workshops, and developing resources on teaching and professional development.

In collaboration with the Department of Romance Languages and Literatures, we launched a new Bok **Certificate in Teaching Language and Culture**, which supports the pedagogical development of graduate students who teach foreign languages and literatures.

Bok Center Faculty Fellow Matt Blackwell (Associate Professor of Government) led a **Bok Exploratory Seminar** on integrating data science into the social science curriculum. This day-long seminar convened faculty from multiple institutions, as well as individuals from industry, for conversations about creating a robust data science track in the Government concentration.



Stephanie Mitchell/Harvard Staff Photographer



A TEACHER OF TEACHERS

Ask Thomas Wisniewski, PhD '19, how to become a more effective teacher, and he is quick to answer: Watch others teach. Mentor your peers. Welcome feedback. Be dynamic. And, most importantly, love your subject matter. “Infectious passion for the material. That is a hallmark of great teaching,” says Wisniewski, who expects to earn his doctorate in comparative literature this coming November.

Wisniewski honed his skills as a “teacher of teachers” during his two years with the Bok Center as a Pedagogy Fellow and Harvard Horizons Scholar.

As a department-based Pedagogy Fellow in 2015–16, he worked closely with Karen Thornber, professor of comparative literature and of East Asian languages and civilizations, to design a professional development seminar for teaching fellows (TFs). The seminar trained novice TFs to develop their pedagogical skills and included practice teaching sessions with peer feedback (known as “micro-teaching”) and reviews of TFs’ own teaching, both live and on video, in consultation with Thornber and Wisniewski.

After two years of dissertation research in Europe, Wisniewski was appointed as an “at large” Bok Pedagogy Fellow in 2018–19. He developed and taught a seminar for graduate students and postdocs on

how to lead classroom discussions, an important but sometimes daunting role for TFs. He advises sitting back and letting the conversation flow. “The more you teach, the more you learn that listening is probably even more important than talking, even though your first impulse is to talk and talk and talk.”

For this position, Wisniewski drew on the valuable pedagogical strategies he has learned from the Bok Center, as well as his considerable teaching experience at Harvard and at other universities in the U.S. and Europe. He also tapped his expertise as a tango instructor, advising fellow TFs to move around the room. “You can think of the classroom as a stage or theater,” he says. “That metaphor makes you aware that what you’re doing is also performance — in the best sense.”

In 2019–2020, Wisniewski will continue his work as a Bok Pedagogy Fellow and his teaching as a lecturer at Harvard and Tufts.

Pamela Pollock, Bok Center associate director for professional and scholarly development, has watched Wisniewski grow as a teacher, scholar, and communicator. “We’re lucky to have him,” she says. “He has both improved himself and shared with others. This is what’s cool about the Bok Center model; you learn while you’re doing something that’s helping others.”

“The more you teach, the more you learn that listening is probably even more important than talking, even though your first impulse is to talk and talk and talk.”

THOMAS WISNIEWSKI, PhD '19, Bok Pedagogy Fellow

INTERNATIONAL TEACHERS AND SCHOLARS

We offer opportunities for international graduate students and scholars to develop their speaking, teaching, and cultural skills, to help them contribute fully to the vibrant international environment at Harvard.

40 students completed **Bok Seminars that focused on language and culture.** Our seminars offer extensive individual consultations and tailored support.

3 new seminars were offered this year:

- » Clarity and Coherence for International TFs
- » Speak Up! Pronunciation for International TFs
- » Enhancing Fluency: Speaking and Listening for International TFs



80 graduate students and scholars had their **oral English language proficiency** assessed at the Bok Center.

We use these assessments to advise students, GSAS and departments on ways students can develop their language and communication skills and the kinds of challenges they may face in teaching and other forms of scholarly communication.

We piloted an online **self-study program for Oral English Proficiency Development** designed to help independent learners develop speaking skills in a flexible manner. Participants included GSAS students who want to improve their oral English proficiency, specifically including fluency, vocabulary, and overall comprehensibility.



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

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

COMMUNICATING PROFESSIONALLY

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 share their academic research for a variety of audiences.



8

Harvard Horizons scholars worked intensively with Bok Center staff on communicating their research in a clear and compelling way, receiving specific coaching on storytelling, visuals, voice and performance. They presented their work at grand symposium in Sanders Theater in April.

All of our Bok Seminars are built on a model of practice and feedback as instructors explore both teaching and communication skills.

10

Bok Seminars specifically focused on speaking

“I liked that we practiced a lot and monitored our progress. The seminar has helped me feel more confident about public speaking ...I think some of the ideas about delivery will stay with me”

PUBLIC SPEAKING BOK SEMINAR PARTICIPANT



Erika Bailey, head of voice and speech at the American Repertory Theater, led **workshops on communication** at Bok Center events for faculty and graduate students.

ENRICHING K-12 EDUCATION

Socially Engaged Learning at Bok provides undergraduates, graduate students, postdocs, and faculty with opportunities to work with diverse audiences beyond Harvard. Whether presenting research to teachers, leading laboratories for high school classes, or mentoring K-12 students, Harvard students and faculty are able to practice teaching and communicating research and become more reflective learners and teachers in the process.



27

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

38

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



“I felt like I became more conscious about fostering a growth mindset in myself and more aware (and open-minded) of certain teaching methods in some of my courses.”

UNDERGRADUATE MENTOR

11

graduate students and postdocs **led 322 high school students and their teachers through laboratory activities** in the Harvard teaching labs.

ADVANCING THE CONVERSATION



HARVARD SUMMIT ON EXCELLENCE IN HIGHER EDUCATION: EXPLORING OUR CONTRIBUTIONS TO THE PUBLIC GOOD

The second Harvard Summit on Excellence in Higher Education probed the question of whether — and how — a liberal arts and sciences undergraduate education serves the public good. The Summit convened 55 faculty and administrators from more than 25 institutions for two days of talks and discussion. Bok Faculty Fellow Richard Light (Carl H. Pforzheimer Jr. Professor of Teaching and Learning at the Harvard Graduate School of Education) co-organized the Summit.

HERSCHBACH LECTURE: IS THE CLASSROOM BECOMING EXTINCT OR SIMPLY EVOLVING?

The Bok Center welcomed Cathy Drennan (Professor of Chemistry and Biology at MIT, and HHMI Professor and Investigator) to present this year's Dudley Herschbach Teacher/Scientist Lecture. Professor Drennan shared examples of how she engages students in a large lecture course and encourages students from all backgrounds to see themselves as scientists.



SHOWCASE

The Bok Center hosted our 3rd annual Showcase, celebrating innovative teaching from the past academic year. Visitors from across the Harvard community explored over 20 booths that highlighted many of the diverse courses and programs created by Bok Center staff, student fellows, and faculty partners. We were also delighted to reflect with Derek Bok on the Center's progress over the years.

OUR TEAM



Adam Beaver Director of Pedagogy and Practice	Eleanor Finnegan Assistant Director, Faculty Programming	Robert Lue Richard L. Menschel Faculty Director
Jenny Bergeron Director of Educational Research and Evaluation	Katie Gilligan Learning Lab Project Manager	Colleen Noonan Program Coordinator
Tamara Brenner Executive Director	Shava Glater Program Coordinator	Michael Oliveri Media Production Coordinator
Rebecca Brown Assistant Director, Graduate Student Programming	Beckie Hunter Office Coordinator	Pamela Pollock Associate Director for Professional and Scholarly Development
Casey Cann Technical Operations and Learning Lab Studio Coordinator	Jonah Johnson Assistant Director of Writing Pedagogy	Samantha Reed Director of Administrative Services
Lauren Davidson Assistant Director of the Learning Lab	Susan Johnson Assistant Director, Socially Engaged Learning	Marty Samuels Associate Director for Science
Danielle Duke Staff Assistant	Jordan Koffman Learning Lab Fellow	Jeff Solomon Qualitative Research Analyst
Sarah Emory Assistant Director, International Teachers and Scholars	Marlon Kuzmick Director of the Learning Lab	Qingyi Yu Quantitative Research Analyst
	Noelle Lopez Assistant Director, Equity and Inclusion	

106 Undergraduate Fellows

Learning Lab Undergraduate Fellows | Culture and Communication Consultants | Office Assistants | Undergraduate Pedagogy Fellows | K–12 Ed Portal Mentors

69 Graduate Fellows

ABL Connect Fellows | Bok Writing Fellows | Life Science Outreach Fellows | Learning Lab Graduate Fellows | Pedagogy Fellows | Teaching Consultants





HARVARD

THE DEREK BOK CENTER FOR
TEACHING AND LEARNING

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