



THE DEREK BOK CENTER FOR
TEACHING AND LEARNING

ANNUAL REPORT
2022-2023

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DEAR FRIENDS,

As I reflect on the 2022-23 academic year, I'd like to share a few highlights from across our three areas of programming:

- Our faculty team engages with faculty individually and as part of a community, helping faculty implement evidence-based, inclusive teaching practices in their courses. To help faculty translate a university-level initiative into curricular outcomes, we offered an Exploratory Seminar on Harvard and the Legacy of Slavery last winter. With a slate of speakers from Harvard and peer institutions, the seminar provided inspiration and concrete ideas for faculty interested in integrating original research on the legacy of slavery into their courses (see [page 5](#)).
- Our graduate programming team offers a robust slate of professional development that supports PhD students across all stages of their PhD, from beginning to teach, to preparing for the job market. This year, a record 48 PhD students completed one of our teaching certificates, a demonstration of their commitment to developing as teachers. The steady growth of this program over time shows the value that graduate students find in participating in our in-depth programming, and their final reflections are a testament to how much they have learned (see [page 11](#)).
- Our Learning Lab partners with faculty and student fellows to design innovative assignments and course activities, through which students develop communication skills and learn to express their ideas through a range of media. This year, we hosted 259 workshops and events in the Learning Lab studio, enabling students from 105 courses to learn new skills and undertake new types of assignments (see [page 16](#)).

- Our programs for student fellows—who are integral to all areas of our programming—have continued to thrive. Bok Center staff provided student fellows with valuable professional development through ongoing training and mentoring; in turn, student fellows supported excellence in teaching across departments, helping instructors understand student perspectives and implement new activities in their classrooms.

In recent years, it has become increasingly clear that Centers for Teaching and Learning play an important role in helping instructors navigate changes—and challenges—to higher education. Since generative AI became widely available last winter, Bok Center staff have been exploring these new tools and their capabilities. How can generative AI be leveraged to support and enhance student learning? Given the existence of AI, how might faculty redesign their courses to motivate learning in new ways? In collaboration with the Dean of the College and the Dean of Undergraduate Education, we offered a variety of programming and resources about generative AI this summer. Our work in this area will continue to evolve as the technology changes and new possibilities emerge.

In the coming year, we look forward to helping the FAS advance institutional priorities—from training senior faculty to conduct peer observations of assistant professors, to expanding training for teaching fellows, to helping instructors facilitate challenging conversations in the classroom. Throughout our work, we will continue to support faculty and graduate student instructors in creating inclusive, meaningful learning experiences.

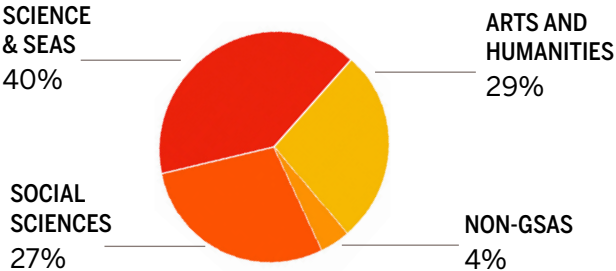


TAMARA BRENNER
Executive Director
Tamara J Brenner

OUR INTERGENERATIONAL COMMUNITY

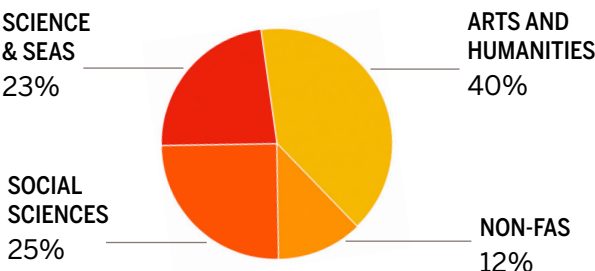


650 unique **graduate students** participated in Bok Center programming



98% of **PhD programs** represented

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



79 **postdocs and teaching assistants** worked with the Bok Center

Numbers reflect activities between July 2022 and June 2023.

TAILORED SUPPORT FOR FACULTY

Each year, we consult individually with faculty from across all disciplines in the Faculty of Arts and Sciences, as well as with non-FAS faculty who are teaching courses in Harvard College. These consultations provide a space for faculty to articulate their goals, talk through ideas or challenges, and consider their teaching from other perspectives. We frequently work with faculty throughout the life cycle of their courses, helping them create activities and assignments for their courses that will engage their students in ways that are authentic to the material they are teaching, and helping them revise their approaches for future iterations of the course.

FACULTY CONSULTATIONS

Faculty consulted with Bok Center staff on topics ranging from designing a syllabus, to handling controversial topics in the classroom, to interpreting student feedback.

148
unique **faculty**

165
consultations
on course and
assignment design

66
consultations on other topics,
including professional communication
and developing grant proposals



FACULTY IN COMMUNITY

As much as faculty benefit from the personalized attention we offer in our course design consultations, we also endeavor to create spaces in which faculty can collaborate and learn from each others' experiences teaching and mentoring.

56

new faculty joined us at orientation workshops in August. We facilitated a series of activities that introduced key ideas from the science of learning, helped new faculty define their goals for teaching, and explored ways to build a network that will help faculty develop as teachers.

21

faculty participated in our three-part **workshop series on Mentoring with Purpose**. During these workshops, participants engaged with faculty colleagues in facilitated conversations about how to set boundaries, listen well, provide feedback, and cultivate their mentees' independence.

“The practical insights offered during the seminar helped me think through how I would ideally navigate mentoring scenarios. The case studies, scenarios, and texts were exceptional resources for thinking about the practice, or pragmatic dimensions, of mentorship.”

PARTICIPANT IN MENTORING WITH PURPOSE

The Bok Center developed a series of offerings and resources to help faculty navigate the teaching in the era of **generative artificial intelligence**, beginning with a panel conversation in late June featuring Dean Rakesh Khurana and Professors Eric Beerbohm, David Malan, and Latanya Sweeney, and followed by a series of colleague conversations about generative AI in July. Explore the full range of the [Bok Center's resources on Generative AI](#).

With the arrival of our new Assistant Director for Science Pedagogy, Anza Mitchell, we restarted our biweekly **STEM journal club** for faculty this spring, exploring recent literature on science education research and encouraging a community of scientists to share ideas about evidence-based and inclusive teaching.

On November 4, 2022, the Bok Center hosted Professor [Neil Garg](#), a chemist at UCLA, for the annual **Herschbach Teacher/Scientist Lecture**. Professor Garg discussed the underlying philosophies and practices through which he transformed organic chemistry into one of the most popular classes on the UCLA campus. [Watch the video of Professor Garg's seminar](#).

HARVARD AND THE LEGACY OF SLAVERY

This spring semester marked a year since the Presidential Initiative on Harvard and the Legacy of Slavery launched its [landmark report](#), and while the university has already begun to take action on the report's [seven recommendations](#)—to commemorate the enslaved people identified by the Initiative's researchers; to educate our community about our institution's complicated history of both promoting and resisting slavery, scientific racism, and white supremacy more generally; and to advance the causes of justice and equity in contemporary higher education—there remains much more to be done.

The Bok Center is contributing to this work by helping our community of teachers and scholars to incorporate the findings, approaches, and concerns represented in the committee report into the Harvard College curriculum. This February we convened an [Exploratory Seminar on “Harvard and the Legacy of Slavery: From the Committee Report to the Classroom”](#), bringing together six eminent historians of slavery from Harvard, Princeton, Penn, Georgetown, and the University of Virginia to address an audience of Harvard faculty interested in learning more

about the possibilities, and challenges, that come into play when we ask undergraduates to engage with our institutions' historical relationship to slavery and white supremacy. Over the course of two days, [Sven Beckert](#), [Martha Sandweiss](#), [Kathleen Brown](#), [Laura Goldblatt](#), [Adam Rothman](#), and [Vincent Brown](#) shared moving reflections on how this kind of teaching changed their relationships to their scholarship and students, and fielded a range of thought-provoking questions from our Harvard audience. The audience also heard from deans Sheree Ohen and [Rakesh Khurana](#), who emphasized the importance of this kind of teaching to Harvard College's mission.

Following the conclusion of the seminar, the Bok Center has begun working with campus partners in libraries, museums, and curricular programs to develop an online resource that will help instructors identify and incorporate campus collections relevant to the history of slavery into their courses.

Read more about the [Exploratory Seminar in Harvard Magazine](#), and about [courses engaging with Harvard's history of slavery in the Harvard Gazette](#).



WRITING TO LEARN

The Bok Center’s support for writing instruction reaches teachers and students at all levels across the FAS and GSAS. Much of this work is one-on-one, bespoke support for faculty and TFs designing upcoming courses or troubleshooting assignments that are “in flight,” but in the last few years the Bok Center has created a number of new resources that are available to the entire Harvard community. The centerpiece of these resources is the [Gen Ed Writes](#) website, which offers guidance and models for designing, teaching, and engaging with college-level writing assignments.

LONG-TERM COURSE DESIGN SUPPORT FOR FACULTY

This past Spring marked the launch of GENED 1090: What is a Book? From the Clay Tablet to the Kindle, a new course taught by Professor David Stern. Prof. Stern, a preeminent expert in the history and material culture of premodern books and manuscripts, worked closely with the Bok Center to figure out how best to translate the kinds of lectures, assignments, and activities he typically offers more specialized students in his departmental seminars into a larger General Education course aimed at helping all students reflect, at a moment of great technological change, on how and why the book has proven such an enduring vehicle for knowledge production and transfer. Our work with Prof. Stern culminated in an entirely new set of lectures and lesson plans that guide students toward their capstone assignment: creating their own physical books, many of which will be displayed as an exhibit this coming year in Lamont Library.



“I worked for more than three years with Jonah Johnson, Eleanor Finnegan, and Adam Beaver developing my Gen Ed course, and it wouldn’t be much of an exaggeration to say that the final product is as much theirs as mine. Jonah and Eleanor were instrumental in helping me shape assignments and the capstone project, and they were my ‘ideal student/audience’ as I wrote and ran by them the twice-weekly lectures which they patiently and carefully read, vetted, and commented on. It was an absolute personal and intellectual pleasure to work with them. For me personally, the experience was transformative: it changed the way I thought about pedagogy in the classroom.”

DAVID STERN, Harry Starr Professor of Classical and Modern Jewish and Hebrew Literature and Professor of Comparative Literature

JUST-IN-TIME COURSE SUPPORT

In addition to long-term faculty support, we provide “just-in-time” support for courses to address a particular need, such as creating grading rubrics, training for TFs on giving feedback, or helping with a course’s classroom dynamics. This past fall, Katherine (Kay) Merseth, Lecturer in the Harvard Graduate School of Education, reached out about her course GENED 1076: Excellence and Equity in K12 American Schools. Experience had taught her that students—especially first-year students—often struggled with their first major writing assignment, and she asked whether we could offer a student-facing evening workshop on analytical writing. The workshop, held on a rainy evening in October, was well attended, and Dr. Merseth’s feedback was effusive.

“I was thrilled with the presentation you made for our students. I know that every student present went away with a much stronger understanding of writing in general, and their first paper for GENED 1076 in particular. I would recommend this presentation for any Gen Ed course, especially ones that enroll first years who may not have had the benefit of Expos.”

KAY MERSETH, Senior Lecturer in the Harvard Graduate School of Education



DEPARTMENTAL SUPPORT

Every year a number of departments invite us to their pedagogy colloquia to help newer TFs learn how to give effective feedback to students on their writing. Additionally, departments reach out for help rethinking larger-scale alignment between different aspects of their writing culture. At the start of this past Spring term, for instance, the team of instructors that teaches the History Department’s sophomore tutorial (HIST 97) wanted help creating greater continuity among the tutorial’s sections, each of which is taught by a different professor who in turn adapts each writing assignment for their own students. Our staff joined several meetings of the teaching team to help TFs maintain a shared set of learning objectives and give students consistent feedback across the tutorial’s sections.

PEDAGOGICAL TRAINING FOR TFS

Bok Seminars such as *How to Teach Writing Assignments—And Design Your Own* offer professional development to graduate students for the teaching they are doing in College as well as preparation for the job market. Many of the students who take this seminar, which was offered for the first time this past spring and again this summer, are relatively new to teaching writing and looking for overall best practices; others anticipate serving as Head TFs and are looking for advice on how to design assignments and help a team of TFs stay on the same page; others are developing syllabi for their teaching portfolio for the job market.

EQUITY AND INCLUSION

Equity and inclusion underlie all aspects of our work, from one-on-one consultations and course design projects to the work we do to build community among our fellows and workshop audiences. Recently, national conversations have framed academic freedom in opposition to diversity, equity, and inclusion initiatives. At the Bok Center, we find that both open dialogue and equitable and inclusive teaching require fostering reflection, intention, curiosity, and a sense of belonging. For dialogue and academic exchange to occur, people must feel that their thoughts and experiences will be acknowledged and respected. To dismantle systemic barriers and confront biases requires actively listening to one another, allowing for diverse viewpoints, and building a deeper, shared understanding of the consequences and possibilities of the knowledge we pursue and produce together.

We believe it is more important than ever to support instructors in contemplating how to best engage with students to create caring and engaging learning environments.



WORKSHOPS AND SEMINARS

The **Fall Teaching Conference** and **Winter Teaching Week** place an emphasis on inclusive teaching strategies, with plenary sessions and focused workshops on both equitable and inclusive teaching and identity and power dynamics in the classroom.

We work closely with our **Pedagogy Fellows** to ensure that their departmental teaching colloquia include sessions on equity and inclusion as well as a robust engagement with Harvard students' identities.

We offer a steady rotation of **Bok Seminars** on topics in this space, including *Inclusive, Antiracist, or Decolonial: Exploring Power and Privilege in the Classroom*; *Fostering a Sense of Belonging: An EDIB Reading Group*; and *Crafting Your Diversity Statement: Reflecting on your Values to Develop your Practice*.

DIVERSITY STATEMENTS

Viewpoints on diversity statements in higher education have been impacted by broader national conversations around limiting the promotion of diversity, equity, and inclusion in academic settings. These conversations have resulted in a variegated landscape for faculty candidates. We continue to offer [resources](#) and workshops to help graduate students and faculty reflect on equity, diversity, inclusion, and belonging in their teaching and navigate this shifting landscape as they develop their own diversity statements.

UNDERGRADUATE PEDAGOGY FELLOWS

While faculty and graduate student instructors recognize that undergraduates enter their classrooms with diverse life experiences, academic goals, and learning needs, it can be daunting for new instructors to fully anticipate how their teaching and course policies might impact students across social identities. We trained a team of eight Undergraduate Pedagogy Fellows, who offered Harvard TFs eight interactive workshops focused on undergraduate perspectives and experiences with regard to inclusion and belonging.

CAMPUS COLLABORATIONS

The Bok Center has partnered with the FAS and University-wide Offices of Equity, Diversity, Inclusion, and Belonging to create and support programs and events designed to engage faculty, students, and staff in reimagining our campus community.

- » We helped to select and support the third cohort of [DIB Graduate Student Fellows](#), a program hosted by the FAS Office for EDIB.
- » We served as advisers to recipients of two grants from the Culture Lab Innovation Fund, the Division of Continuing Education's [Inclusive Teaching Institute](#) and the Graduate School of Education's Instructional Moves, and partnered with the Instructional Moves team to design and facilitate a five-session cohort program for faculty and graduate students based on their new module on [Educating for Equity and Inclusion](#).
- » Building from the momentum that gathered in the [Harm to Harmony](#) series, the Bok Center joined the Office of Gender Equity and the Harvard College Women's Center in facilitating a space for continued learning and community building for those interested in restorative practices and frameworks that can help foster a sense of campus belonging.



ANNOTATED READING GUIDE

The Bok Center created a [EDIBJ reading guide](#) for faculty and graduate instructors who are interested in learning more ways to foster an inclusive, equitable, and accessible classroom but who might not be sure of where to start or where to go next in their learning journey. The annotated reading guide offers concrete strategies, best practices, and helpful theories.

ACCESSIBILITY

In collaboration with Harvard University Disability Resources, we facilitated a workshop on Universal Design for Learning (UDL) at the University-wide EDIB Forum in February, 2023. The workshop helped instructors intentionally design the environment to reduce barriers to learning so that all students—regardless of disability or background—can engage in meaningful learning experiences.

DEVELOPING GRADUATE STUDENT TEACHERS

At our first annual Bok Graduate Community Celebration on April 28, we honored this year’s Teaching Certificate recipients and all of the graduate students who engaged in our programming over the past year. Students from Bok Seminars, the Professional Communication Program for International Teachers and Scholars, and Bok Fellows programs joined us to share their experiences and connect with fellow graduate students. PhD students often start their journey with us in one of our pre-semester conferences, and from there can pursue different avenues, based on their goals and areas of interest.

195

graduate students attended the Fall Teaching Conference and Winter Teaching Week. These pre-semester conferences allow new and experienced TFs to explore key topics in teaching and learning, and feel prepared and confident before a new semester starts. Our *Hit the Ground Running* Canvas site provides the framework for the conferences and has self-study modules on the fundamentals of teaching, equitable and inclusive teaching, responding to student writing, teaching as an international scholar, and engaged communication.



18

Bok Seminars

Our Bok Seminars—short courses on different topics in teaching and learning—continued to grow and thrive, building on these core categories: Foundations, Methods & Classroom Practice, Equity & Inclusion, Communication & Language, and Professional Development.

137

unique participants

200+

hours of teaching time

BOK TEACHING CERTIFICATE

The Bok Teaching Certificate gives PhD students a tangible marker of their commitment to developing as teachers in higher education. Graduate students who pursue the Certificate explore topics in teaching and learning through departmental pedagogy courses and Bok Seminars, reflect on their own teaching practice, and compile a teaching portfolio. In the past year, 37 graduate students received the Bok Teaching Certificate, and 11 received the Bok Certificate in Teaching Language and Culture.

This year we built a Teaching Certificate Gallery to celebrate all Bok Teaching Certificate recipients and showcase the program's values and impact.

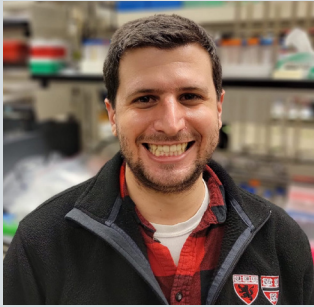


“Pursuing the Bok Teaching Certificate has allowed me to reflect upon how I understand my role as a ‘teacher.’ The seminars have allowed me to develop new skills and to practice and receive feedback on skills I work to strengthen in the classroom; to evaluate the function of various assignments, assessments, and feedback in my courses; and to reflect on my motivations for teaching.”

ALLISON RESNICK, PhD Candidate in Classics

“I was so glad to meet students outside of my school at Harvard and was able to meet students interested in improving their teaching practice from across the university. Each student brought their own unique expertise and experiences, which made the program more enriching. It was great to learn in such a collaborative and diverse environment.”

SALMAN KHAN, PhD Candidate in Education



“I have learned so much about teaching, but more importantly, now I have a framework from which to think about, discuss, and research it in the future.”

CHAD STEIN, PhD Candidate in Biological and Biomedical Sciences

PEDAGOGY FELLOWS

This year marks the 18th cohort of the Bok Center’s Pedagogy Fellows Program, a collaboration between the Bok Center, academic departments, and the Office of Undergraduate Education. Each year, we train more than 25 Pedagogy Fellows to be teaching consultants, to identify needs and develop resources on teaching and professional development for their peers, and, in many cases, to lead their departments’ pedagogy courses. The program aims to support all Harvard PhD students in their roles as undergraduate teachers, and to provide a cohort of excellent graduate student teachers with the opportunity to join a community of practice at the Bok Center.

The cohort meets as an interdisciplinary seminar on Friday mornings over the course of the academic year. In these meetings, they learn about key topics in teaching and learning, which they can both integrate into their own teaching practice and share with TFs in their home departments. The PFs have the opportunity to connect with fellow graduate students from across disciplines and learn about the widely varying contexts of teaching and research in departments across the FAS. The impact of the PF community on individual PFs can be profound:



"While I expected to learn about pedagogical theories and classroom techniques, which I certainly did, I was surprised by how much I learned about the inner workings of the university and of my department. This was edifying for me personally, but also it helped me work as a liaison between first time teachers who were usually encountering university teaching for the first time, and highly experienced faculty who were well-acquainted with university/departmental bureaucracy and modes of work therein. A major part of this learning process was the discussions among PFs in our weekly seminars. These helped me understand what was specific to my department, specific to the humanities, and specific to Harvard itself."

ANNA BISIKALO, Pedagogy Fellow in History



"As the Pedagogy Fellow for SEAS this year, I gained valuable experience teaching and engaging with other PFs across disciplinary backgrounds both within SEAS, and across all of Harvard. Interacting with people with a shared commitment to teaching, but with widely varied disciplinary backgrounds helped me to understand some shared important components of good teaching (student engagement and agency, clearly communicating value) as well as aspects of distinct disciplinary styles (e.g. relying more heavily on slides vs. narratives, and working through problem sets vs. writing). This gave me a richer sense of the possibilities involved in teaching, and how many ways there are to be a good teacher, which makes me really excited to explore and put into practice different approaches to teaching that I have learned about."

IKE LAGE, Pedagogy Fellow in SEAS

At the end of the year, the PFs completed a capstone project. Our capstone gallery serves as both an archive for the program and a platform to share the range of work happening across departments. View the [Pedagogy Fellows Capstone Gallery](#).

TAILORED SUPPORT FOR GRADUATE STUDENTS

Our individual consultations help graduate students reflect on their teaching and professional development goals, receive feedback on their teaching and communication skills, and develop teaching materials in preparation for the job market.

182
unique graduate students



We also offer class observations and video consultations, as well as tailored workshops for departments and other groups.

145
class observations and video consultations

Teaching Fellows requested a class observation or video consultation to gain new insights into their teaching practice and discuss questions and ideas with a Pedagogy Fellow or Bok Staff member. These conversations give TFs the opportunity to put themselves in the shoes of their students, to reflect on their decisions in the classroom, and to see the impact of those decisions on their students' learning.

301
consultations

34
workshops

We facilitated tailored workshops for departments, student groups, pedagogy courses, and teaching teams on topics like communicating your research, developing your teaching materials for the job market, grading and feedback, and navigating difficulty in the classroom.

INTERNATIONAL TEACHERS AND SCHOLARS

We provide opportunities for International PhD students and scholars to develop their English speaking, teaching, and cross-cultural communication skills for success as teachers and communicators.

34 graduate students completed intensive Bok Seminars that focused on **communication and language**. Our seminars offer extensive individual consultations and tailored support.

8 undergraduate **Culture and Communication Consultants (CCCs)** offered insights about Harvard undergraduate culture and supported international graduate students as they developed their English language and communication skills. The CCCs served as language partners, led discussion groups, participated in Bok Seminars, and organized special events such as Harvard House tours.

55 graduate students participated in our **Discussion Group for International PhD students**, which provides opportunities for international PhD students to connect with each other and with undergraduate CCCs to practice oral communication skills and discuss topics related to language, culture, teaching, and current events.

We provide online resources including *Professional Communication for International Scholars*, a Canvas resource site which provides an overview of academic culture and communication at Harvard, English language skills (speaking, listening, writing, and reading), and cross-cultural communication skills; 3 online self-study programs targeting oral proficiency, grammar and structure, and pronunciation; and subscriptions to a pronunciation app, Blue Canoe Learning. **More than 200 new users joined the resource site and we had 101 registrations for both the self-study programs and the software.**



We conducted **oral English proficiency interviews** for 83 international PhD students and scholars as part of the Harvard Griffin GSAS English Language Proficiency policy.

THE LEARNING LAB

The Learning Lab is an intergenerational team composed of staff and undergraduate and graduate fellows supporting 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.

SUPPORTED
105
courses and projects
across 35 departments
— enrolling **3978**
undergraduates.

HOSTED
259
workshops and events in the
Learning Lab Studio to help
students develop new skills,
complete course projects, and
present their work.

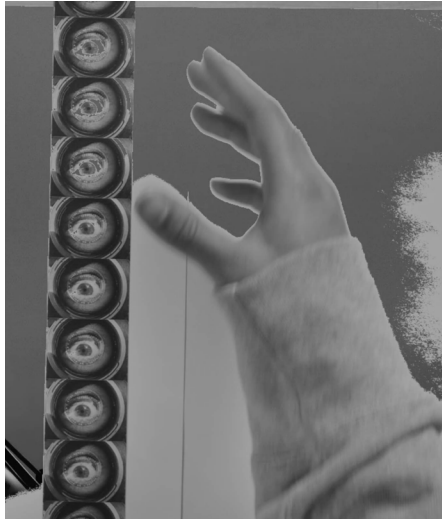
HELD
673
film shoots – capturing **3186**
hours of footage consisting of
student projects, presentations,
reflections, and more.



OUR INTERGENERATIONAL DESIGN TEAM

47
Learning Lab Undergraduate
Fellows (LLUFs) tested assignments,
created prototypes for course
resources, assisted with workshops
and live events, and acted as peer
tutors in office hours.

25
Media & Design Fellows (MDFs) developed and deployed
their skills in technology, art, and performance; designed
assignments and activities; led workshops for courses;
and supported the implementation of innovative digital
methods and tools in undergraduate courses at Harvard.



TDM90AR puppeteers: Tatara Tang, Yolanda Peng, and Yuan-Ting Chan; Puppet Design/Fabrication: Tom Lee

MEDIA & DESIGN FELLOWS

Media & Design Fellows (MDFs) are graduate students who work with the Learning Lab to develop multimodal assignments, in-class activities, and resources for undergraduate courses. Most MDFs are based in departments and collaborate with faculty to prototype and implement ways for students to use media to learn and to communicate what they’re learning. MDFs work closely with the Learning Lab staff to determine their department’s priorities and the types of multimodal learning experiences that will further academic communication in that disciplinary domain.

ANNA IVANOV: A LENS ON THE CINEMATIC PAST

Media & Design Fellow Anna Ivanov (PhD Candidate in Slavic Languages and Literatures) designed a workshop for students in SLAVIC 132: Russia's Golden Age: Literature, Arts, and Culture, which explored Soviet film techniques using digital and physical media. Using the Learning Lab’s equipment and digital tools, Anna helped students create various cinematic effects and make stop-motion animations. Students discussed how early Soviet cinema was shaped by the possibilities of film at the time, and how the available tools and techniques led to interesting developments in both form and content. Exploring these historical techniques using contemporary tools, students designed their own shots inspired by iconic films. Students also analyzed films using frame-by-frame printouts, considering the compositional elements and their progression in sequence. Through this workshop, students learned about the cinematic past by using the filmmaking tools that are available to us today.



“Being an MDF this year expanded my ways of thinking about teaching, learning, writing, and communicating about literature, language, and culture. It has been a privilege to work with a variety of courses in the Slavic Department, and it was wonderful getting to help so many students in different courses explore new approaches to the material, finding the approach(es) that work best for themselves, their ideas, and their projects!”

ANNA IVANOV, PhD Candidate in Slavic Languages and Literatures

EMILY RIVARD: MULTIMODAL SCIENCE COMMUNICATION

Media & Design Fellow Emily Rivard (PhD Candidate in Molecules, Cells, and Organisms) developed workshops for a range of science courses to help students communicate scientific ideas through visual media. Examples of course projects included:

- » NEURO 101: Neurobiology of Emotion and Mood Disorders—designing effective visuals for scientific posters
- » SCRB 111: Regeneration: Phenomena to Mechanisms—creating videos to explain stem cell technology to the general public
- » MCB 291: Genetics, Genomics and Evolutionary Biology—designing graphical abstracts, which are becoming an increasingly common component of journal articles



CARLY YINGST: VIDEO GAME MECHANICS

Media & Design Fellow Carly Yingst (PhD '23, English) designed and facilitated two four-hour interactive workshops in the Learning Lab studio for the 97 students in ENG 189VG: Video Game Storytelling. The first workshop introduced students to the digital tools used to construct video games and to the choices and mechanics that game designers deploy when developing a video game’s story. Students could then apply these insights to their analysis of the games studied in the course. Later in the term, students returned to prototype their final presentations. Students drafted slides and practiced presenting in the Learning Lab studio using a green screen. In so doing, they learned about the importance of creating effective visuals that structure a presentation and convey key ideas to the audience. [Read more about ENG 189VG in the Gazette.](#)



LLUFS: BUILDING NEW CAPACITIES

The Learning Lab employs a number of Harvard College students as Learning Lab Undergraduate Fellows (LLUFs). LLUFs take an active role in shaping our support for courses, offering their expertise as learners and co-designers and helping us to achieve equitable, inclusive, and culturally relevant work. This year they contributed to the development of several new key capacities in our work.

MULTIMODAL PEER TUTORING AND OFFICE HOURS

LLUFs acted as peer tutors, answering questions and offering technical support on a variety of assignments (and tools) such as:

- » Podcasting assignments (Garageband, Audacity, and Audition)
- » Video assignments (Final Cut Pro and Premiere)
- » Poster and infographic assignments (Canva, Illustrator, and InDesign)
- » 3D modeling assignments (Blender)
- » Interactive game design and virtual curation assignments (Unity)
- » Animation assignments (AfterEffects)



“I just feel so lucky that my class as a first-year student brought me to the Learning Lab, and that I get to be a LLUF, sparking that excitement for learning in others. So much so that it’s become what I want to do for the rest of my life. In my four years here, the LLUF role has expanded beyond testing assignments to co-creating and assisting in developing them, and we’ve been able to help so many more faculty members and students.”

EMMY SEMPRUN '23, Mechanical Engineering

TRANSFORMING THE SPACE

LLUFs worked on transforming the walls in and beyond our main studio into a continually developing gallery of the Learning Lab’s work and projects over the year. As part of this endeavor, we transformed ostensibly menial tasks such as organizing into more creatively engaging operations, with the central premise that the maintenance of the space is akin to the work of a set or stage designer in a theater and is an important storytelling tool. LLUFs mounted curated galleries of their peers’ work on our walls, and designed collaborative art-making projects on our large chalkboard walls.



PUTTING ON A LIVE SHOW

LLUFs helped us build out our live event support for workshops, capstone celebrations, and other events in our studio by developing their skills with complex video switching tools, live still capture, and near-instantaneous production of printed materials to enhance student engagement. The augmented studio workflow enabled visiting students to participate in increasingly dynamic and interactive activities, to receive real-time oral and visual feedback from their peers and instructors, and to walk away with playful course-related souvenirs.





HARVARD HORIZONS: BEHIND THE MEDIA

On April 11, nine PhD students in the Harvard Kenneth C. Griffin Graduate School of Arts and Sciences showcased their research at the Harvard Horizons symposium in Sanders Theatre. To prepare for the event, these [Harvard Horizons Scholars](#) participated in an intensive ten-week program at the Bok Center. We provided in-depth, personalized mentoring and coaching on storytelling, visuals, and voice, as the students developed short talks on their dissertation research.

This year, the intergenerational Learning Lab team of staff, Media & Design Fellows (MDFs), and Learning Lab Undergraduate Fellows (LLUFs) supported the students in making visual and media assets for the presentations. They helped the scholars develop customized graphic elements, animations, and videos to help convey the story of their research.

One visual asset that was needed across several presentations was a 3D modeled Earth. While it became a challenge to make this repeating visual appear intentional and individualized to the style of the different scholars, it provided a great opportunity for our staff and fellows to learn from each other as they worked on building the globes.

Siriana Lundgren, MDF and PhD Candidate in Music, explained, “I crafted several animations of globes using 3D modeling software Blender. We ended up making at least two globes for two different presenters. A fellow MDF, Chris Benham, made a baseline model and would pass it off to me to edit. Then, I would do a first round of stylization and hand it off to Caroline Gage, a LLUF, to continue the work. Other LLUFs and LL staff would chip in wherever needed—creating png layover files in Adobe Illustrator, adding back end animations and more. It was a real team effort!”

Involving student fellows in supporting the Horizons scholars provided an invaluable opportunity for our fellows to develop their own visual and technical capacities and contribute in a meaningful way to a highly visible and important program. LLUF Caroline Gage reflected that she “tested a lot of different methods, aesthetics, colors, textures, and more to figure out what the best ‘look’ for the globe would be. That process of trying and revising multiple times was super valuable [and she will] use those skills in many projects to come.”

ENGAGED COMMUNICATION

Our work with scholars on their communication skills extends beyond Harvard Horizons to faculty, all PhD students, and undergraduates.

FACULTY RESEARCH PRESENTATIONS

We consulted with the faculty winners of the [Star-Friedman Challenge](#) for Promising Scientific Research as well as the [Aramont Fellows](#) as they prepared presentations of their research for a general audience.

PHD STUDENTS

We helped graduate students develop their communication skills through workshops at the Fall Teaching Conference and Winter Teaching Week, as well as workshops for individual departments and programs. Topics included public speaking strategies, visual communication, and communicating your research. Additionally, we taught three Bok Seminars for international PhD students on communication, which explored public speaking; intercultural communication skills; and clarity and coherence.

UNDERGRADUATE SENIOR THESIS WRITERS

We continued to build new opportunities for undergraduates to communicate the ideas they have developed while working on their senior theses. For example, we offered:

- one-on-one consultations for senior thesis writers working on multimodal senior theses.
- workshops for History of Art and Architecture students interested in incorporating visual analysis and argument into their theses.
- video interviews for Philosophy students that helped them develop their ability to explain complex philosophical ideas to an imagined public audience.
- a showcase event for Music students where they performed a version of their theses live, inspired by the NPR Tiny Desk series.



ON CAMPUS AND BEYOND

The Bok Center contributed to a wide range of committees and initiatives, and wrote reports and advised on emerging issues on campus and in higher education, from questions about best practices in grading, to the role of teaching in graduate education.

COMMITTEES AT HARVARD

- FAS Committee on Teaching, Learning, and Research IT
- FAS Equity, Diversity, Inclusion, and Belonging Education Working Group
- FAS Standing Committee on General Education
- FAS Standing Committee on Public Service
- Grading Working Group (OUE-led project to prepare report for the Educational Policy Committee)
- Graduate Policy Committee, Harvard Griffin Graduate School of Arts and Sciences
- HILT Research-Informed Teaching and Learning Affinity Group
- HILT Teaching and Learning Consortium
- Learning Spaces Working Group
- University Accessibility Committee

CONFERENCE PRESENTATIONS

- Beaver, A., Brenner, T., Finnegan, E., Sandoval, A. (2022, November). “Office Hours: An Index of COVID’s Impact upon Teaching.” Workshop presentation at annual POD Network Conference, Seattle, Washington.
- Beaver, A., Brenner, T., Finnegan, E., Sandoval, A. (2022, November). “Finding community through the syllabus: tracking the impact of COVID.” Workshop presentation at annual POD Network Conference, Seattle, Washington.
- Emory, S. and Pollock, P. (2023, March). “Silver Linings: Strengthening Graduate Communication Programs through the Pandemic.” Presentation at TESOL International Convention and English Language Expo, Portland, Oregon.
- Johnson, J. (2022, November) “Improving Writing Cultures in General Education Programs.” Workshop presentation at annual POD Network Conference, Seattle, Washington

PUBLICATIONS

Kuzmick, M., Davidson, L., Koffman, J., & Brenner, T. J. (2023). “The Learning Lab: An Experiment in Student-Centered Teaching and Learning.” In C. E. Overson, C. M. Hakala, L. L. Kordonowy, & V. A. Benassi (Eds.), *In their own words: What scholars and teachers want you to know about why and how to apply the science of learning in your academic setting* (pp. 328-340). Society for the Teaching of Psychology. <https://teachpsych.org/ebooks/itow>

OUR TEAM

Spring 2023



Adam Beaver
Director of Pedagogy

Tamara Brenner
Executive Director

Rebecca Brown
Assistant Director, Graduate Student Programming

Casey Cann
Technical Operations and Learning Lab Studio Manager

Sophie Carleton
Media Coordinator

Chloe Chapin
Assistant Director, Course Development

Christine D'Auria
Assistant Director of the Learning Lab

Danielle Duke
Learning Lab Project Manager

Sarah Emory
Assistant Director, International Teachers and Scholars

Shava Glater
Program Coordinator

Grace Gomez
Program Coordinator

Jonah Johnson
Assistant Director, Writing Pedagogy

Jordan Koffman
Assistant Director of the Learning Lab

Marlon Kuzmick
Director of the Learning Lab

Laura Madden
Director of Administration

Anza Mitchell
Assistant Director, Science Pedagogy

Pamela Pollock
Director of Professional Development

Ashlie Sandoval-Lee
Assistant Director, Equity and Inclusion

Caroline Walsh
Office Coordinator

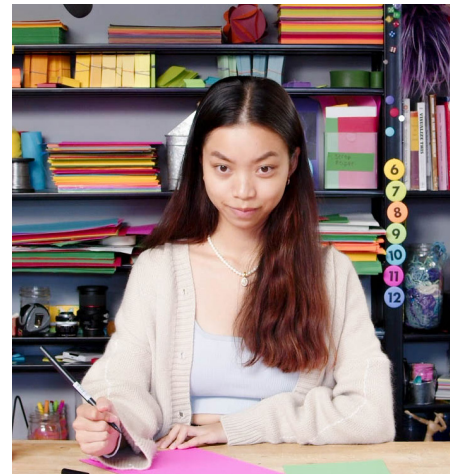
Madeleine Woods
Learning Lab Program Coordinator

63 Undergraduate Fellows

Culture and Communication Consultants
| Learning Lab Undergraduate Fellows |
Undergraduate Pedagogy Fellows

50 Graduate Fellows

Media and Design Fellows | Pedagogy Fellows



HARVARD

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TEACHING AND LEARNING

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