Wednesday: Teaching Fundamentals for New Teaching Fellows

A full day workshop to provide first time TFs with the basics of teaching undergraduate sections. Members of the Academic Technology Group will also be on hand to answer questions about teaching technology you may be expected to use as a TF.

8:30–9:00 BREAKFAST & CHECK-IN, SEVER HALL QUADRANGLE TENT AND LOBBY

9:00–9:30 PLENARY SESSION: WELCOMING REMARKS
Robert Lue, Professor of the Practice of Molecular and Cellular Biology; Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning

9:30–10:45 BREAKOUT SESSIONS I
Track I: Humanities and Qualitative Social Sciences, Part I
Track II: STEM and Quantitative Social Sciences, Part I

10:45–11:00 BREAK

11:00–12:15 BREAKOUT SESSIONS II
Track I: Humanities and Qualitative Social Sciences, Part II
Track II: STEM and Quantitative Social Sciences, Part II

12:15–1:00 LUNCH, SEVER HALL QUADRANGLE TENT

1:00–2:15 BREAKOUT SESSIONS III
Track I: Humanities and Qualitative Social Sciences, Part III
Track II: STEM and Quantitative Social Sciences, Part III

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

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

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

Mou Banerjee, Departmental Teaching Fellow in History
Bradley Craig, Bok Pedagogy Fellow in General Education
Daniel D’Amore, Departmental Teaching Fellow in Visual and Environmental Studies
Gregory Davis, Departmental Teaching Fellow in African and African American Studies
Mary Elston, Departmental Teaching Fellow in Near Languages and Civilizations
David Francis, Departmental Teaching Fellow in Romance Languages and Literatures
Zuzanna Fuchs, Departmental Teaching Fellow in Linguistics
Ernest Hartwell, Departmental Teaching Fellow in Romance Languages and Literatures
Chandler Hatch, Departmental Teaching Fellow in Philosophy
Anna Hopper, Bok Pedagogy Fellow in General Education
Jasmine Hu, Departmental Teaching Fellow in Comparative Literature
Gabriel Katsh, Departmental Teaching Fellow in Government
Paddy League, Departmental Teaching Fellow in Music
Matthew Ocheltree, Departmental Teaching Fellow in English
Evander Price, Departmental Teaching Fellow in American Studies
Farah Qureshi, Pedagogy Fellow in Global Health
Kyle Shernuk, Departmental Teaching Fellow in East Asian Languages and Civilizations
Maria Vassileva, Departmental Teaching Fellow in Slavic Languages and Literatures
Dilan Yildirim, Departmental Teaching Fellow in Anthropology
Teaching Fundamentals Track II: Science, Engineering, Math, and Quantitative Social Sciences

Through live and video examples, hands-on exercises and active discussion, this introduction to TFing in the sciences, mathematics, engineering, and the quantitative social sciences will give you concrete examples for your first day of class and beyond, advice on various ways to grade and give feedback to students on their work, and a glimpse into how a real undergraduate classroom works in practice.

Amymarie Bartholomew, Departmental Teaching Fellow in Chemistry and Chemical Biology
Emily Bernstein, Departmental Teaching Fellow in Psychology
Iavor Bojinov, Departmental Teaching Fellow in Statistics
Claire Meaders, Departmental Teaching Fellow in Organismic and Evolutionary Biology
Nabila Tanjeem, Departmental Teaching Fellow in SEAS
Kira Treibergs, Departmental Teaching Fellow in Organismic and Evolutionary Biology
Jacob Moses, Pedagogy Fellow in Ethics
Thursday: Fine-Tuning Your Teaching
Tips and Strategies for New and Experienced TFs & Professional Development Sessions

8:30–9:00 BREAKFAST & CHECK-IN, SEVER HALL

9:00–10:30 CONCURRENT SESSIONS I

Teaching Transparently: How to Make Your Students Better Readers
Adam Beaver, Associate Director for Teaching and Learning, The Derek Bok Center for Teaching and Learning

If you teach in the Humanities and/or the Social Sciences, you probably spend a lot of time wondering why your students seem to have such a hard time translating their reading into fruitful discussion, whether in class or in their papers. You may even wonder: do students even do the reading? As a matter of fact, most students are “doing the reading”—the real problem is that students often don’t understand what it really means to read for your course. What is a scholar in your discipline actually doing when he or she is “reading”? Just think of the dozens of micro-maneuvers that you’ve learned to do automatically under that rubric: reverse outlining the author’s argument, identifying its position within the literature in your field, supplying contradictory examples, reconstructing the author’s social network from her footnotes, … Is there any reason to believe that an 18-year-old novice should know that all of those things are part of “reading” at the college level? In this session we will break down what it really means to “read” across our scholarly disciplines and think about how we might replace that vague word with some verbs that will teach students how to do the things that we really want them to do with texts.

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

What can you do with your students during section to keep them engaged, thinking, and learning? In this session, we will explore the value of active learning in STEM classes, and model examples of how different types of activities can be used to teach various concepts. We will also discuss practical suggestions for implementing active learning in your section.

Power, Privilege, and Identity in the Classroom
Eleanor Craig, Bok Pedagogy Fellow, Home Department: Religion
Leena Akhtar, Instructor, Department of History of Science

What assumptions do you have about students in your class? How can things like race, gender, class, sexuality, and ability affect classroom dynamics? Whether they are topics on your syllabus or not, they are often present in the classroom. This session will draw from participants' own experiences to locate
starting points for identifying and dealing with classroom power dynamics. We welcome first-time and experienced teachers.

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

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

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

Embarking on the academic job market soon? Daunted by the prospect of submitting your teaching materials? In this working session, participants will learn some dos and don’ts of creating strong teaching materials for the job market and beyond. By reviewing and discussing sample teaching philosophy statements and teaching portfolios, both physical and digital, participants will learn concrete strategies and ideas for developing compelling teaching materials. We will also discuss the pros and cons and some tips for developing an online scholarly presence.

10:30 – 10:45 BREAK

10:45 – 12:00 CONCURRENT SESSIONS II

**Leading Discussions Like a Pro**
Lauren Davidson, *Assistant Director for the Learning Lab, The Derek Bok Center for Teaching and Learning*
Noelle Lopez, *Learning Lab General Education Fellow, The Derek Bok Center for Teaching and Learning*

This session will offer tips on the art of discussion leading in humanities courses. We will think about how to identify our most effective classroom techniques and how to expand the scope of our conversation toolkits as well. We will also think about ways to achieve clear teaching goals while preserving the spontaneous, open-ended quality of vibrant discussions. Although this session is intended
for TFs with some experience who are eager to improve their section-leading skills, all teachers are encouraged to attend.

Problems and P-Sets: Creating and Teaching Questions in STEM
Marty Samuels, Associate Director for Science and Learning, The Derek Bok Center for Teaching and Learning

This session will focus on developing problems and questions for science and math courses. We will focus on crafting meaningful problems that motivate student learning and that are based on the concepts and skills taught in class. By writing problems for our own disciplines, we will consider the rhetorical questions students should ask themselves as they solve the problems, and how these rhetorical questions mirror the prompting questions you can use to lead problem solving sessions during a weekly section or office hours.

International Teaching Fellows: Teaching Across Borders and Boundaries
Pauline Carpenter, Instructional Specialist, The Derek Bok Center for Teaching and Learning

Are you a TF who got your undergraduate degree at an institution outside the U.S.? If so, you may have questions about teaching undergraduates at Harvard. How might the undergraduate experience here differ from your own experience? As an International TF, what do you need to know in order to navigate teaching in Harvard classrooms successfully? In this interactive session you will have the opportunity to explore issues related to teaching across borders and boundaries, and to learn and practice some useful strategies for building connections with undergraduates. In the second part of the session, you will have the opportunity to ask Harvard undergraduates about their experiences. Conversations with the undergraduates will continue over lunch.

Visual Teaching: Quick Tips on Multimedia Creation and Visual Communication
Marlon Kuzmick, Director of Media, Literacy and Visualization, The Derek Bok Center for Teaching and Learning

Teachers from all disciplines incorporate visual elements in their teaching – whether it's a clip from a film, a data visualization, or a 3D model. In this session we will go through some of the basics of incorporating this material into our teaching. We will go over some basic tools (including many free tools) for generating visual materials, and we will discuss some of the elements of visual rhetoric/communication that will help you best convey your message to students.

Teaching in General Education
Laura Hess, Associate Director, Program in General Education
Bradley Craig, Pedagogy Fellow in General Education
Anna Hopper, Pedagogy Fellow in General Education

General Education courses connect what students learn in the classroom to the lives they lead outside of college. How will you help your students make this connection? Come to this session and learn about
the goals of Gen Ed and its place in the curriculum, and find out about the challenges and opportunities teaching in this program presents. **Please bring to the session a copy of your course description that you can share with someone else electronically or in hard copy.**

**12:00 – 1:00   LUNCH, SEVER HALL QUADRANGLE TENT**

**1:00 – 2:30   CONCURRENT SESSIONS III**

**Responding to Student Writing Efficiently and Effectively**
Jonah Johnson, Assistant Director for Writing Pedagogy, *The Derek Bok Center for Teaching and Learning; Head Preceptor in the Writing Program*

Have you graded a thousand papers and need some new ideas? In this session, we’ll discuss best practices for responding to student writing. We’ll address questions including: How can you write the most effective and efficient margin and end comments? How can you help students with a wide range of writing problems? And how can your responses engage students as writers and thinkers?

**Teaching in Labs: Models for Setting Goals and Prioritizing Time and Material**
Ethan Magno, *Chemistry and Chemical Biology*
Rodrick Kuate Defo, *Physics*

Leading laboratory section can often be one of the most fun and rewarding ways to teach and engage with students. This session is designed to prepare you to confidently lead laboratory section. How do you choose the use the lab space and time to maximize student learning? How should you organize your pre-lab talk to the students, and should you save certain tips for later? How can you ensure that each student feels engaged in the lab experience? Should you emphasize the students’ understanding of the lab process, or their experimental outcomes? In this session, we will discuss some tips to help you feel prepared to lead lab sections to maximize student engagement and learning.

**A Wealth of Knowledge: Making the Most of Harvard Library**
Anu Vedantham, *Director of Teaching and Learning Services for FAS Libraries*
Odile Harter, *Research Librarian and Library Liaison to English, Comparative Literature, French and Italian*
Shalimar Fojas White, *Herman and Joan Suit Librarian of the Fine Arts Library*

Keeping up with the academic pace of campus can be a challenge. We will share resources to help you and your students manage information overload. Effective research practice includes the ability to find a unique item and to survey a field from a distance. Harvard Library provides the largest private library system in the world. Our primary source materials are unique, deep and complex. Our electronic databases are vast. How can you navigate our riches effectively? This session will help TFs learn how to take advantage of the many high-touch and customizable services available through hands-on activities, search demonstrations and discussion.
Title IX and Professional Conduct
Seth Avakian, Program Officer for Title IX and Professional Conduct for the FAS

This session will kick off with a brief introduction to Harvard’s Honor Code and the procedures and protocols TFs should follow in cases of suspected cheating or plagiarism. The rest of the session will address principles of professional conduct and classroom management for teachers as it relates to Title IX requirements and Harvard’s commitment to gender equity. We’ll discuss how one balances Harvard University’s commitment to the free exchange of ideas while maintaining a safe and healthy educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of their sex, sexual orientation, or gender identity. Participants will learn how to handle a disclosure of a potential violation of the sexual harassment policy and participate in hypothetical scenarios based on real-life experiences of TFs.

Maximize Your Impact: Reaching Your Students with Your Voice, Body, and the Space
Sarah Jessop, Associate Director for Engagement and Communication

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

2:30 – 3:30 TEACHING RESOURCE FAIR, SEVER HALL QUADRANGLE TENT
Join us for ice-cream sundaes from Christina’s Homemade Ice Cream, games, door prizes and more!

As an educator at Harvard you have access to some of the world’s best resources to support teaching, including some of the latest classroom technology as well as extensive collections of art, natural specimens, and historical documents. The resource fair will showcase the various people and places that can help you make use of these resources. It will also give you a chance to play games, win prizes, make your own ice cream sundae, and interact with some of the conference participants you’ve already met! Drop by for all or part of the event in the tent outside of Sever Hall.

- Harvard Honor Council
- Academic Technology Group
- Questions about teaching: Ask a Bok Center Director
- Questions about teaching: Ask an undergraduate
- Bok Center Teaching Resources
- Bok Seminars
- Resources for International Teaching Fellows
- Bureau of Study Counsel
- Harvard Libraries
- Harvard Museums
- Harvard Writing Center/Harvard Writing Project