



NEC 299B
Fall 2022

NELC PEDAGOGY WORKSHOP

Time: Thursdays, 6:00 – 7:15 p.m. (Eastern)

Location: Harvard Museum of the Ancient Near East (HMANE) 201

Instructor: XXX

Pedagogy Fellow: XXX

Office hours: By appointment

OBJECTIVES

- Build cohort and scholarly community within NELC
- Educate new graduate student teachers in best practices and innovative pedagogical strategies for effective undergraduate teaching
- Introduce the research of other graduate students at the prospectus stage

COURSE DESCRIPTION

This course consists of biweekly workshops for NELC doctoral students in their G3 year, as they assume the Teaching Fellow role. The class develops effective, innovative teaching practices and a strong foundation of pedagogical skills and strategies. In addition, several sessions throughout the year will be devoted to workshopping the dissertation prospectuses of NELC PhD students prior to their presentations to the faculty; these sessions afford a chance to share feedback and to learn about the research of your NELC colleagues.

Taught in partnership with Bok Center professionals and the NELC department, the sessions of this course are framed within the disciplinary context of Near Eastern Studies, but they are also applicable to a range of courses beyond the department.

In addition to the pedagogy workshop sessions, you are also encouraged to participate in two exercises designed to offer you direct feedback on your teaching:

1. Midterm Student Feedback: for this exercise, you will distribute an anonymous midterm feedback form to your students sometime around the middle of the semester; once you receive their midterm feedback forms, you and the NELC Pedagogy Fellow will review their responses together and discuss how their feedback might be used to help you fine tune your teaching strategies
 - a. More information on Midterm Feedback, including several sample midterm feedback forms, can be found on [the Bok Center website](#)
 - b. Please notify the Pedagogy Fellow at least one week prior to the date you intend to distribute the midterm feedback form; you should also send them a copy of the form you intend to use along with a brief description of the course. If you are unsure which form would be most appropriate for your course, the Pedagogy Fellow will be happy to review options with you.
 - c. Please schedule a meeting with the Pedagogy Fellow no later than one week after you have collected the midterm student feedback; you and the Pedagogy Fellow will review and interpret the feedback together.

2. Video Consultation: for this exercise, you will record one of your section meetings; you will then review the video recording with the Pedagogy Fellow, and together you two will reflect on the effectiveness of your teaching and discuss ways in which the insights you gain might be applied as you continue to develop as an educator
 - a. These video consultations are highly valuable for assessing the effectiveness of your teaching because they allow you to step back and have an ‘outsider’s view’; more information about video consultations, including details about requesting a videotaping appointment, are available on [the Bok Center website](#)
 - b. Please notify the Pedagogy Fellow at least one week prior to the date you will be filming your section
 - c. Please schedule a meeting with the Pedagogy Fellow no later than one week after you have filmed your section; you and the Pedagogy Fellow will review and discuss the video together

COURSE REQUIREMENTS & EVALUATION

NEC 299B is part of the NELC PhD program requirements. Assessment is SAT/UNSAT, based on attendance and fulfillment of the following requirements:

- **Attendance and active participation to all sessions is mandatory** (including prospectus workshop sessions, excluding the spring semester session for G2s)
- If you must miss a session, please inform us by email at least 24 hours ahead of the class, or your absence will be considered unexcused (except for emergency situations)
- Two unexcused absences will lead to an Incomplete grade, and you will be required to make up the session(s) you have missed by attending the corresponding session(s) in the following year of the Doctoral Colloquium; for further details regarding Incompletes and how they affect your progress status in the program, please refer to the NELC Graduate Handbook
- Any further unexcused absences will lead to an UNSAT grade

COURSE EXPECTATIONS & ETHOS

The Pedagogy Workshop is designed to give student-teachers as many ideas and skills as possible to help them gain confidence and competence as educators. As such, your engagement is of great importance. We ask that you arrive on time and remain mentally present throughout. Students should be ready to participate—listening, asking questions, taking part in activities—in each session. You will receive draft dissertation prospectuses one week prior to prospectus workshop sessions; you are expected to read these and prepare questions and comments in advance of the meeting. Readings and other materials may also be assigned and distributed ahead of certain sessions. Please remember to show respect, kindness, and generosity toward yourself and the other people in the room.

SCHEDULE OF MEETINGS

Fall 2022

Session 1, September 8

Introduction – TFing in NELC

- This session will serve as an icebreaker for the semester and will introduce G3s to each other and to the workshop. Students will complete a goal-setting exercise for the term. The bulk of the session will consist of a Q&A with experienced TFs from the department.

Session 2, September 22

Fundamentals of Teaching Ancient, Classical, and Modern Languages

- Hosted by NELC language preceptors, this session assists those training in and teaching ancient languages (Akkadian, Egyptian, Hittite, Sumerian) and those focusing on modern (Arabic, Hebrew, Persian, Turkish) languages. While not all students will necessarily teach languages during their time at Harvard, this session will build important fundamentals that are part and parcel of our training as scholars and future teachers in the field of Near Eastern Languages and Civilizations.

Session 3, October 6

Understanding Undergraduate Identities

- Led by Bok Center Undergraduate Pedagogy Fellows, this presentation is an introduction to how Harvard students identify and how their identities intersect with power dynamics in the classroom. Various levels of oppression are explained, with a focus on instructors' interpersonal interactions with students. The presentation will have a facilitated discussion, giving participants into the Harvard undergraduate experience and a framework for understanding these complex issues in the classroom.

Session 4, October 20

Conducting Tough Conversations

- The Pedagogy Fellow will lead this discussion on how to manage difficult ideas and exchanges in the classroom. This session will equip TFs with practical tools on how to navigate these tough scenarios and be able to identify when they add value to, or when they hinder, the learning process.

Session 5, November 3

Grading Transparently & Responding to Student Writing

- James Herron (Director, Harvard Writing Project) will lead this session on (1) grading and assessing students in a way that is sensitive yet constructive and promotes learning, and (2) providing feedback on student assignments efficiently and effectively.

Session 6, November 17

Syllabus Design

- Bok Center staff will conduct this workshop on the principles of syllabus design, introducing the kinds of questions good syllabi ask and the ways in which time invested at the syllabus stage can prove fruitful in the classroom. This session will introduce the capstone syllabus project (see the end of this document).

Session 7, December 1

Capstone Project – Syllabus Presentations

- Students will pre-circulate their completed draft syllabi and come prepared to discuss each other's work. The goal of this session is to aid students in preparing a polished syllabus that they can take with them to the job market, if that is their chosen path.

Spring 2022

NOTE: During Spring semester there may be a small number of prospectus workshop sessions which you are required to attend. These will take place roughly one week prior to the faculty meetings at which students present their dissertation prospectuses. There is also a special pedagogy session for NELC doctoral students in their G2 year.

Special Session for G2s, date TBD (during spring reading period)

Preparing for the Teaching Fellow Role

- This special 2-hour session is designed to introduce G2s to topics in pedagogy that will give them a head start in preparing to become Teaching Fellows. There are many ways to prepare a lecture, section, or review session, but there are certain fundamental principles and practices (rooted in pedagogical scholarship) that are most effective for student learning. We will discuss some of these approaches and tackle important questions like: how do we present course content at an appropriate level for our students? How do we build upon prior lessons? How can we actively engage all students and make our teaching more student-centered?

CAPSTONE PROJECT

Over the years of watching NELC Ph.D. students graduate and go onto the job market, we have received the feedback that many feel underprepared to produce sample course syllabi (and, later on, course syllabi for their first independently designed courses). As such, this project will give you an opportunity to experiment with syllabus design, figuring out the difficulties and gaining a better understanding of what the process of course development requires.

For the purposes of this assignment, assume you are drafting a syllabus for a one-semester course to be offered at Harvard. The format, content, organization, and design are all up to you, although we encourage you to think about designing a course with sufficient general interest that it could be taught to a range of undergraduates (i.e., steer clear of proposing a very specialized syllabus for a graduate seminar; such a project will be of less use later in your career and is likely to challenge you less to prepare). Successful syllabi generally address several core areas, including:

- Course name
- Learning objectives / course goal(s)
- Basic information – meeting time(s), contact information, office hours, etc.
- Course content – schedule of meetings, topics covered, readings (required and otherwise)
- Assignments and grading method
- Student responsibilities / expectations, including consequences for certain behaviors
- Teaching philosophy / policies – addressing absences, technology use, accommodations, etc.
- Course materials (if not covered separately)

There are many ways of framing a syllabus, and you should think about your own teaching philosophy and goals and how you can convey them on the written page. You might consult the Bok Center's guide to syllabus design (<https://bokcenter.harvard.edu/syllabus-design>), other electronic resources, or past successful syllabi from classes you've enjoyed. Most importantly, remember to use your creativity – try and create a polished product that you could use in a fully fleshed-out course. We look forward to seeing what you come up with!

Due Date: a complete draft of your syllabus should be submitted to us (**XXX PF EMAIL XXX** and **XXX FACULTY EMAIL XXX**) by **November 29th**. In keeping with the collaborative spirit of our workshop, rather than just getting input from us, we will circulate the syllabi to the entire group and have a workshopping / feedback session on **December 1st** (at our usual time and place). In advance of this, we ask that each of you read through your colleagues' syllabi and come prepared to discuss them as a whole group.

Have fun, and feel free to be in touch if you encounter any difficulties or have questions about the syllabus-writing process!