

Bok40

5-6 MAY 2016

CELEBRATE
THE
FUTURE
OF LEARNING

HARVARD

THE DEREK BOK CENTER FOR
TEACHING AND LEARNING



Dear colleagues and friends,

Over the past 40 years, the Derek Bok Center has supported and enhanced instruction at Harvard through the training of faculty and graduate students in effective pedagogy. This commitment to the development of current and future faculty remains a cornerstone of how we foster effective instruction. The Center developed groundbreaking approaches to reflective microteaching, and having set the standard in the field for consultative services combined with a cutting-edge professional development curriculum, it is now time to build on this foundation and redefine what a teaching and learning center can do in the 21st Century.

Today, we must deeply engage current educational research, multi-modal approaches to student engagement, and the use of technology and the Internet as educational tools. To this end and at the 40th anniversary of its creation, the Bok Center rededicates itself to the mission of enhancing learning at Harvard by integrating our traditional strengths in cultivating better instructors with an expanded focus on discovering new approaches to teaching and learning, coupled with researching their efficacy in the classroom and beyond. The three programmatic foci that now define the Bok Center and its path forward are Discovery, Cultivation, and Research.

We invite you to celebrate the 40th anniversary of the Bok Center at a two-day symposium featuring conversations and activities that explore the possibilities for Discovery, Cultivation and Research in higher education. This is an opportunity for participants to develop and share their own ideas, and as the Bok Center becomes increasingly intergenerational, we welcome undergraduates, graduate students, and faculty to the symposium. We look forward to celebrating, exploring, and envisioning the future of learning together.

With warm regards,

Robert Lue

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



Thursday, May 5: Opening Night

Harvard President Drew Gilpin Faust and Harvard President Emeritus Derek Bok discuss the future of teaching and learning, in a conversation moderated by Robert Lue, Richard L. Menschel Faculty Director of the Bok Center.

6:00 Doors Open

6:30 Conversation

7:30 Reception

Address:

The Harvard Art Museums

32 Quincy Street

Cambridge, MA 02138



Friday, May 6: A Day of Discovery, Cultivation and Research

On May 6th, our programming focuses on the three pillars of the Bok Center: Discovery, Cultivation and Research. Throughout the day we will engage in active idea-generation sessions, with the goal of gathering some of the ideas that will inspire the next forty years of excellence in teaching and learning at Harvard.

8:00 - 9:00 Breakfast and Registration

9:00 - 9:15 Welcome

9:15 - 10:15 Discovery, Exploration, and Creativity

Alyssa Goodman, Robert Wheeler Willson Professor of Applied Astronomy, Harvard University

Rosanne Somerson, President, Rhode Island School of Design

Curtis Wong, Principal Researcher at Microsoft Research

10:15 - 11:00 Active Break

11:00 - 12:00 Cultivation

Jill Lepore, David Woods Kemper '41 Professor of American History, Harvard University

Michael P. Lynch, Professor of Philosophy and Director of the Humanities Institute, University of Connecticut

12:00 - 1:00 Active Lunch

1:00 - 2:00 Research

Richard J. Light, Pforzheimer Professor of Teaching and Learning, Harvard Graduate School of Education

Benjamin Castleman, Assistant Professor of Education and Public Policy, University of Virginia

2:00 - 2:30 Wrap

Address:
Knafel Center
10 Garden Street
Cambridge, MA 02138

The Future of Teaching and Learning

Derek Bok, President Emeritus, Harvard University

Derek Bok, the 300th Anniversary University Research Professor and faculty chair of the Hauser Center for Nonprofit Organizations, served as the 25th president of Harvard from 1971 to 1991, and also served as interim president of Harvard University from July 1, 2006, to June 30, 2007.

Prior to being named president, Bok served as dean of Harvard Law School from 1968 to 1971. During his 20-year tenure as president, Bok restructured the University's central administration and oversaw the creation of a Core Curriculum that became the framework for undergraduate education at Harvard. He advocated increasing the number of female undergraduates, and was a vocal advocate for student participation in public-service pro-

grams. He established the Danforth Center for Teaching and Learning to explore innovations in undergraduate teaching, which was renamed the Bok Center in 1991. As interim president, Bok devoted himself to bringing to a successful conclusion an ongoing review of undergraduate education, planning for the development of University land in Allston, and identifying organizational changes necessary to promote interdisciplinary research. He has written six books on higher education.



Drew Gilpin Faust, President, Harvard University

Drew Gilpin Faust is the 28th President of Harvard University and the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences.

As president of Harvard, Faust has expanded financial aid to improve access to Harvard College for students of all economic backgrounds and advocated for increased federal funding for scientific research. She has broadened the University's international reach, raised the profile of the arts on campus, embraced sustainability, launched edX, the online learning partnership with MIT, and promoted collaboration across academic disciplines and administrative units as she guided the University through a period of significant financial challenges.

She is the author of six books, including *This Republic of Suffering: Death and the American Civil War* (2008), for

which she won the 2009 Bancroft Prize, the New-York Historical Society's 2009 American History Book Prize, and which was recognized by The New York Times as one of the "Ten Best Books of 2008." It is the basis for a 2012 Emmy-nominated episode of the PBS American Experience documentaries titled "Death and the Civil War," directed by Ric Burns.



Discovery, Exploration, and Creativity

Alyssa Goodman, Robert Wheeler Willson Professor of Applied Astronomy, Harvard University

Alyssa Goodman is the Robert Wheeler Willson Professor of Applied Astronomy at Harvard University, and a Research Associate of the Smithsonian Institution. Goodman and her research group at the Harvard-Smithsonian Center for Astrophysics study the dense gas between the stars. Named the 2015 Scientist of the Year by the Harvard Foundation, Dr. Goodman leads the “Seamless Astronomy” collaboration at Harvard and is the Founding Director of the Initiative in Innovative Computing (IIC) at Harvard. She is working with her Harvard colleagues to create a new set of online learning materials, called PredictionX, to help educate the public about the importance of computer simulation in our everyday lives. Breakthroughs in the software she is developing have life-saving applications in medical imaging and genomic analysis,

and her work in science education, particularly in using new technologies in teaching, is improving and accelerating what people can learn about the world, and the Universe, around them. Additionally, she is a scientific advisor for Authorea, an online system for collaborative work on scientific articles.

Goodman received her undergraduate degree in Physics from MIT in 1984 and a Ph.D. in Physics from Harvard in 1989. She became a full professor at Harvard in 1999.



Rosanne Somerson, President, Rhode Island School of Design

An accomplished educator and academic leader, Rosanne Somerson has deep roots at RISD – first established when she was an undergraduate student there in the 1970s. RISD’s Board of Trustees appointed her RISD’s 17th president on February 18, 2015 after conducting a comprehensive international search during which she served as interim president from January 1, 2014 until her permanent appointment.

A dynamic professor and talented studio furniture designer and maker, Somerson has helped to articulate, revitalize and lead RISD’s academic mission since 2011, when she was appointed interim provost. The well-respected faculty leader also served as interim associate provost for Academic Affairs from 2005–07, and in 2012 an international search led to her full appointment to provost.

An eloquent speaker, writer and thought leader, Somerson frequently presents at museums, conferences, corporations and schools around the world, has served on many panels and juries, and has appeared in several videos and television segments. She is an honored subject interviewed for the Smithsonian’s Archives of American Art oral history project and has received citations for her work as a designer, artist and teacher, including two fellowships from the National Endowment for the Arts and the James Renwick Alliance Distinguished Crafts Educator Award.

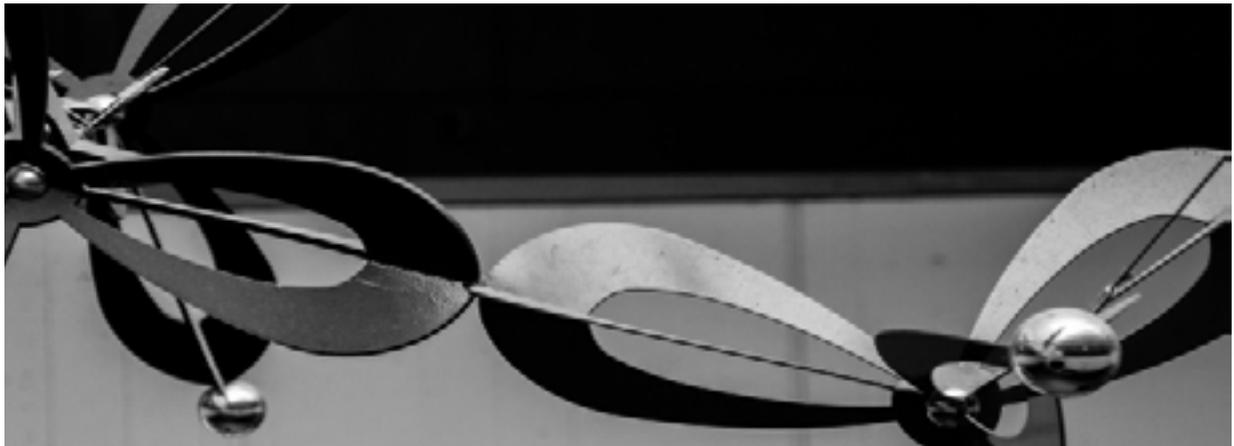


Discovery, Exploration, and Creativity

Curtis Wong, *Principal Researcher at Microsoft Research*

Curtis Wong is a Principal Researcher at Microsoft Research currently focusing on interactive data visualization. His work on the WorldWide Telescope enabled millions of kids of all ages to explore the Universe and led to the acquisition of WWT by the American Astronomical Society to complement its mission of astrophysical research, public outreach and education. WWT has won numerous awards including ID Magazine's top award for Interactive Design and Time Magazine's top 50 sites on the Web. Wong has collaborated with PBS to produce the broadband sites for Frontline's Age of AIDS, and Commanding Heights winning a British Academy Award for Online Learning. Prior to Microsoft he was Director at Intel where he was responsible for creating the first broadband virtual museum network on the web and was featured at the TED Conference in 1998. Prior to Intel,

Wong produced award winning educational CD-ROM's at Corbis and the Voyager Company and produced films for the Criterion Collection. He has been a speaker at several TED Conferences and was included in *Who's Really Who: 1000 Most Creative Individuals In the USA* authored by TED Conference creator Richard Saul Wurman.



Cultivation

Jill Lepore, David Woods Kemper '41 Professor of American History, Harvard University

Jill Lepore is the David Woods Kemper '41 Professor of American History at Harvard University. She is also a staff writer at *The New Yorker*.

Lepore received a B.A. in English from Tufts University, an M.A. in American Culture from the University of Michigan, and a Ph.D. in American Studies from Yale University. Lepore joined the Harvard History Department in 2003 and was Chair of the History and Literature Program in 2005-10, 2012, and 2014. In 2012, she was named Harvard College Professor, in recognition of distinction in undergraduate teaching. In 2014, she was elected to the American Academy of Arts and Sciences and to the American Philosophical Society. Since 2015, she has been an Affiliated Faculty member at the Harvard Law School.

Much of Lepore's scholarship explores absences and asymmetries of evidence in the historical record, with a particular emphasis on the histories and technologies of evidence and of privacy. A prize-winning professor, she teaches classes in evidence, historical methods, the humanities, and American political history. She is currently writing a history of the United States.



Michael P. Lynch, Professor of Philosophy and Director of the Humanities Institute, University of Connecticut

Michael Patrick Lynch is a writer and professor of philosophy at the University of Connecticut, where he directs the university's Humanities Institute. Lynch is the author or editor of seven books, including most recently, *The Internet of Us: Knowing More and Understanding Less in the Age of Big Data*, *In Praise of Reason: Why Rationality Matters for Democracy* and the New York Times Sunday Book Review Editor's pick, *True to Life*. The recipient of the Medal for Research Excellence from the University of Connecticut's College of Liberal Arts and Sciences, Lynch has held grants from the John Templeton Foundation, the National Endowment for the Humanities and the Bogliasco Foundation among others. A frequent contributor to the New York Times "The Stone" weblog, Lynch lectures widely, including at TEDx, Chautauqua, and South

by Southwest. In 2013, he authored an *amicus curiae* brief on behalf of the ACLU's federal case against the NSA.



photo: David Murray

Research

Richard J. Light, *Carl H. Pforzheimer, Jr. Professor of Teaching and Learning, Harvard Graduate School of Education*

Richard J. Light is the Carl H. Pforzheimer Jr. Professor of Teaching and Learning at the Harvard Graduate School of Education. His Ph.D. is in statistics from Harvard, and after years of teaching statistics, he currently focuses on higher education policies and controversies. Light has been asked by four Harvard presidents, Derek Bok, Neil Rudenstine, Larry Summers, and Drew Faust, to explore how to strengthen the undergraduate experience both at Harvard and at a diverse set of other campuses. This invitation led Light to create and Chair the “Harvard Assessment Seminars” that bring together campus leaders from 24 colleges and universities to develop projects to strengthen students’ experiences.

Light currently is leading several projects. One is an exploration with leaders from Brown, Duke, Georgetown and Harvard on how to help First Generation college students succeed at highly selective campuses. A second is a collab-

oration with colleague Howard Gardner to explore and reinvent a new “liberal arts for the 21st century.” At the American Academy of Arts and Sciences, where Light is an elected Fellow, he chaired their project on diversity and changing demographics at colleges.

He also has been elected president of the American Evaluation Association, elected to the Board of the Teagle Foundation, and elected to the Board of the American Association for Higher Education. His book “Making the Most of College” won the Stone Award for the best book about education and society.

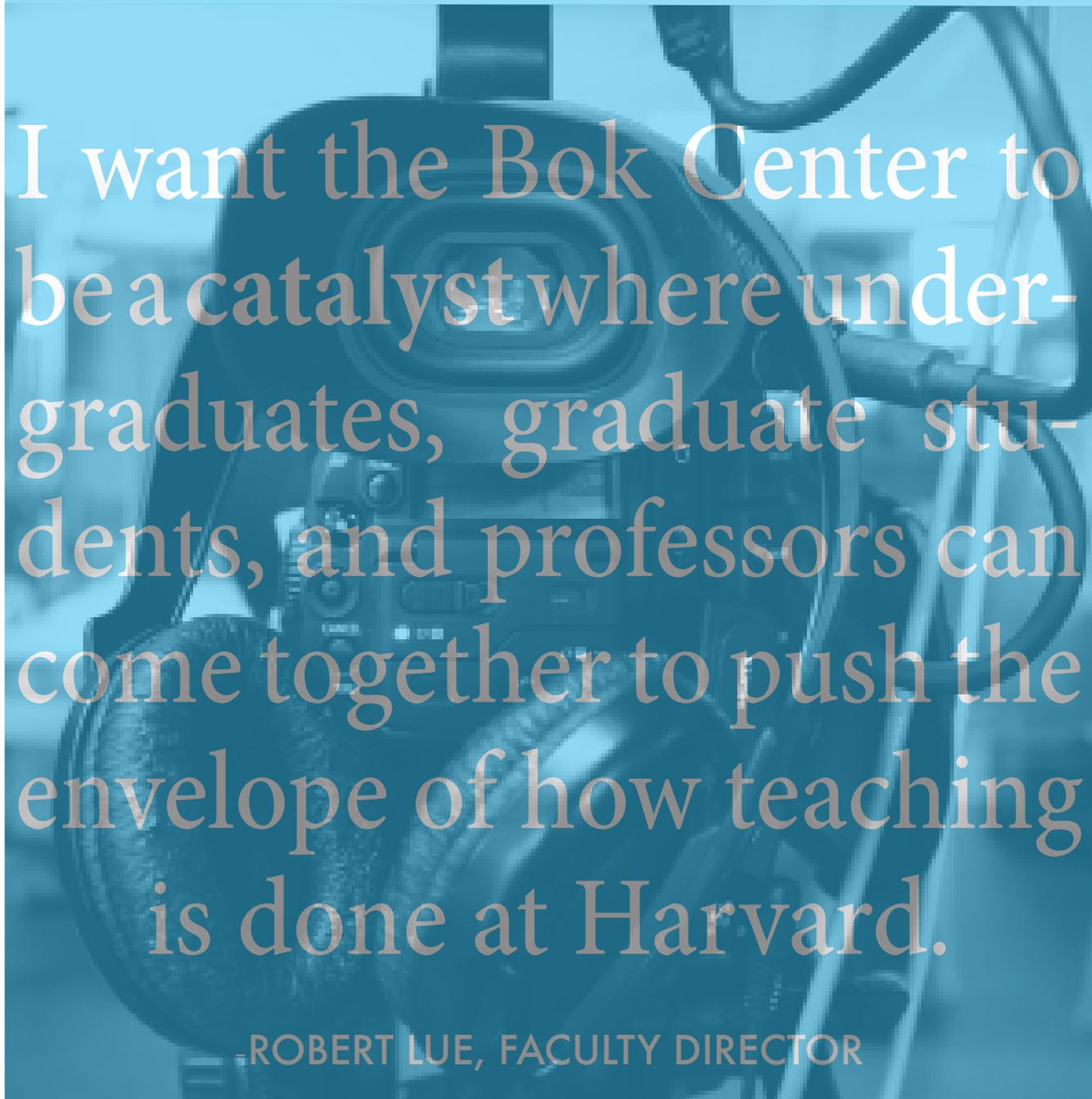


Benjamin Castleman, *Assistant Professor of Education and Public Policy, University of Virginia*

Ben Castleman is an Assistant Professor of Education and Public Policy at the University of Virginia. He is the Faculty Director of the University of Virginia-US Army Partnership on the Educational Trajectories of Soldiers and their Dependents and is a senior advisor to the First Lady’s Reach Higher Initiative. Castleman’s research leverages behavioral science insights and interactive technologies to connect people to resources and opportunities that might not otherwise be available to them. He has presented about his research at The White House Summit on Expanding College Opportunity and in testimony before Congress. He has authored or edited several books: *Summer Melt: Supporting Low-Income Students Through the Transition to College* (with Lindsay Page); *Decision Making for Student Success: Behavioral Insights to Improve*

College Persistence and Success (with Saul Schwartz and Sandy Baum); and *The 160-Character Solution: How Text Messages and Other Behavioral Strategies Can Improve Education*. Castleman is a graduate of Brown University, and completed his doctoral work at Harvard University. Before returning to graduate school, he was a public school teacher and administrator in Providence, RI.





I want the Bok Center to be a catalyst where undergraduates, graduate students, and professors can come together to push the envelope of how teaching is done at Harvard.

-ROBERT LUE, FACULTY DIRECTOR

The Derek Bok Center for Teaching and Learning

The Derek Bok Center for Teaching and Learning was established in 1975 to enhance the quality of undergraduate education in Harvard College. Originally named the Harvard-Danforth Center (in recognition of the Danforth Foundation grant that funded the Center at the outset) it was re-named in 1991 to honor former Harvard President Derek Bok, an active supporter of the Center both during his presidency and today. Traditionally, retiring Harvard presidents have had buildings named in their honor; President Bok is the first to have his name given instead to an organization. Harvard's continuing support of the Center in the years following its founding reflect a belief that research, teaching, and learning are compatible at the very highest levels.

The Bok Center offers faculty, graduate student teaching fellows (TFs), and other instructors of Harvard undergraduates a wide variety of training programs and resources to promote excellence in teaching. The Center is part of the Faculty of Arts & Sciences, which comprises about half of the university's resources overall. Bok Center services are available to anyone teaching Harvard's 6,400 undergraduates - faculty, lecturers, visiting instructors, teaching fellows and assistants, or course assistants.

Historically, classroom videotaping – in conjunction with feedback and consultation - was at the core of the Bok Center's activities, and graduate student teaching fellows have represented the largest number of Bok Center clients. Over the years, the range of activities offered by the Bok Center has greatly expanded, and the number of faculty engaging with the Center has increased substantially. In the past few years, the Center's expertise has also grown to include educational research and assessment.

“Teaching and learning are correlative or corresponding processes, as much so as selling and buying. One might as well say he has sold when no one has bought, as to say that he has taught when no one has learned.”

—JOHN DEWEY

The Bok Center's formal programs include a fall teaching conference and winter teaching week; Bok Seminars, which are multisession classes on topics ranging from course and assignment design, to research on how learning works, to communication skills; courses on language, culture, and pedagogy for international teaching fellows and scholars; and a Teaching Certificate.

Through the Departmental Teaching Fellows program, which is now in its twelfth year, the Bok Center trains and mentors over two dozen experienced TFs each year; the Departmental TFs collaborate with faculty and administrators in their departments, as well as the Bok Center, to enhance teaching and learning in their disciplines. More recently, the Center has created additional fellowship programs for graduate students and undergraduates, focused on modes of media, literacy, and communication in the classroom; educational research and assessment; and pedagogy.

During the 2015-16 academic year, the Bok Center launched a number of new initiatives, including the Learning Lab, which fosters, elevates, and amplifies teaching and learning experiments and explorations of Harvard's faculty, and Bok Exploratory Seminars, which are designed to give faculty venues to discuss urgent problems and potentially transformational opportunities in Higher Education. Additionally, the Bok Center is reconvening the Bok Assessment Seminars, originally created in the 1980's by Derek Bok and Graduate School of Education faculty member Richard Light to address challenges related to undergraduate education.



Discovery

The once traditional boundary between scholarly creativity and teaching is fast disappearing. This welcome change has been catalyzed by the convergence of new modes of engaging students, ranging from digital interactivity to socially engaged scholarship, coupled with the flowering of social and cognitive science research on how people learn. To leverage this important moment to forever transform how we accelerate learning and integrate it with research, institutions like Harvard that deeply engage both realms must bring them together in a supported environment that accelerates this important synergy. The Bok Center therefore seeks to support and sustain such opportunities for Discovery by offering the Learning Lab - a physical and technological space that also includes the expertise needed to accelerate groundbreaking experimentation in learning.

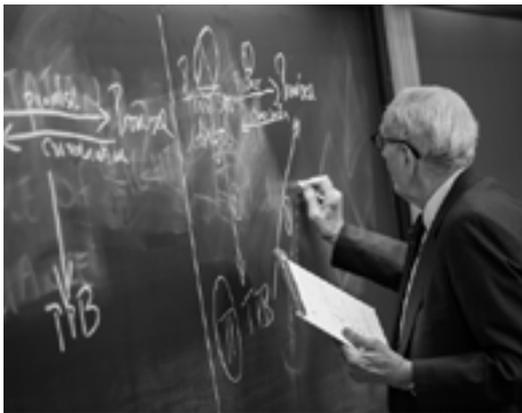
The Learning Lab supports a community of faculty, graduate students and undergraduates coming together to explore new ways of learning across every discipline. The successful incubation of new business or research approaches in many fields has shown that funding alone is not enough to support experimentation that leads to genuine breakthroughs. Financial support must be combined with the physical and human resources necessary to prototype and realize any new approach, and to evaluate its efficacy. The Learning Lab's combination of technological resources with expertise and evaluation creates a fertile environment for instructors to prototype and push the boundaries of how we teach. The creativity, vitality and rigor that faculty and students bring to their scholarship will be channeled by the Bok Center to foster a culture of discovery in teaching and learning at Harvard.



Cultivation

A culture of teaching that recognizes creativity, experimentation, and the use of evidence to assess learning requires training resources, ways to disseminate effective practices and opportunities for communal engagement. Long gone are the days when “good” teaching was a solitary act based either on showmanship or working alone, assembling and continually reconfiguring content. Today, effective teaching is a dynamic and communal process that requires every instructor to access technology, new ways of amplifying the face-to-face experience and new ways of using multiple sources of data to better understand student learning in real time. The Bok Center seeks to take just such a multifaceted approach to the Cultivation of great teaching at Harvard; fostering an intergenerational community that makes teaching and learning as essential an academic platform for collaboration as any other form of scholarship.

Harvard’s instructional community is large and varied, and the Bok Center is committed to cultivating excellent instruction among all members: faculty; graduate students and undergraduates. In addition to providing multiple ways to engage with and learn new and well-tested ways of teaching, we cultivate great instruction by providing design support at the level of individual assignments and up to entire courses and curricula. The Bok Center is therefore a hub and repository for effective teaching as well as the best test-bed for exploring new approaches, be they Learning Lab projects or something as simple as new assignments. Our many programs form the Harvard framework for a community of teaching and learning that provides multiple opportunities to create and implement together, further uniting faculty and students across fields and national boundaries.



Research

Education research covers a wide range of important approaches to understanding student learning and evaluating the efficacy of individual teaching from particular course components to entire curricula. At the Bok Center, we take a translational approach to education research, one that is based on assessment as an integrative process, including design implementation, evaluation of success facilitated by reflection, and practical integration of what has been learned into the next iteration of a course or program. Research is an integral part of instruction, curriculum building and university strategic planning. Anchored within a Center for Teaching and Learning, our work is deeply connected to the practice of teaching and scholarship as well as cross-disciplinary approaches that translate research into practice and builds knowledge networks based on evidence and experimentation.

Traditional top-down models for the development and dissemination of educational research often fail to address practitioner needs or are not translated in ways that are meaningful to instructors. Faculty often view university assessment offices as purely administrative and disconnected from the practice of teaching and scholarship. The Bok Center now offers a new educational space where research and assessment and practice intersect. In expanding our ability to support research and assessment, we are uniquely positioned to serve as a model for how to bridge the gap between research and practice, and the dissemination of rigorously vetted results. Faculty can now collaborate with expert teaching staff, educational researchers and data specialists to co-construct ideas and translate findings into best practices. Again, such a deeply collaborative model serves to advance educational research and improve teaching and learning at Harvard.



Vision and Mission

Vision

The Bok Center seeks to continuously improve teaching and learning at Harvard by supporting experimentation, innovation, and evidence-based practices.

The Bok Center supports all faculty, graduate students, and undergraduates in offering transformational learning experiences based on extensive training and support for their teaching, experimentation and innovation in all learning environments, and rigorous assessment of effective teaching and learning practices.

Mission

Our mission is to enhance the quality of teaching and learning at Harvard by:

- Discovering new and better ways to teach by partnering with faculty and students to catalyze creativity, experimentation and innovation.
- Cultivating excellent instruction through effective training and support for faculty, graduate students and undergraduates in teaching and scholarly communication.
- Researching what constitutes effective practice by conducting rigorous assessments of teaching and learning methods in person and online.





THE DEREK BOK CENTER
FOR TEACHING AND LEARNING

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