



# HARVARD

THE DEREK BOK CENTER FOR  
TEACHING AND LEARNING

## 2018 Fall Teaching Conference Schedule for Thursday, August 30th: Concurrent Sessions for New and Experienced Teaching Fellows

Humanities/Qualitative Social Sciences  STEM/Quantitative Social Sciences  Teaching Across Borders and Boundaries  Professionalization

8:30–9:00	CHECK-IN & BREAKFAST, SEVER HALL QUADRANGLE TENT & LOBBY			
9:00–10:30	Power, Privilege, and Identity in the Classroom Room 206	Facilitating Active Learning in an Inclusive STEM Classroom Room 110	Teaching Across Disciplines Room 104	Creating a Teaching Portfolio Room 203
10:30–10:45	Break			
10:45–12:00	Leading Discussions and Facilitating Engagement Room 206	Problems and P-Sets: Creating and Teaching Questions in STEM Room 110	Teaching in General Education Room 113	Active, Hands-on and Critical Learning with Harvard Library Room 106
12:00–1:00	Lunch, Sever Hall Quadrangle Tent			
1:00–2:30	Responding to Student Writing Efficiently and Effectively Room 206	Teaching in Labs Room 110	International Teaching Fellows: Teaching Across Borders and Boundaries Room 104	Title IX and Professional Conduct Room 113
2:30–3:30	TEACHING RESOURCE FAIR, RAFFLE & MAKE-YOUR-OWN-SUNDAE BAR, SEVER HALL QUADRANGLE TENT Please join us to hear about the fantastic resources available to support Harvard students and instructors, to enjoy ice cream from Christina's, and to enter a raffle for gift certificates!			



**Derek Bok Center Fall Teaching Conference**  
**Wednesday & Thursday, August 29th-30th, 2018**  
**Sever Hall, Harvard Yard**

**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**

**Power, Privilege, and Identity in the Classroom**

Noelle Lopez, *Learning Lab Fellow for Ethics and Critical Engagement, Derek Bok Center for Teaching and Learning*

Eleanor Craig, *Administrative and Program Director for the Committee on Ethnicity, Migration, Rights; Bok Consultant*

What assumptions do you have about your students? How can things like race, gender, class, sexuality, and ability affect classroom dynamics? Whether they are topics on your syllabus or not, these dimensions of identity and experience are present in the classroom. They influence the ways that you and your students interact, and the ways in which students relate to one another. 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.

**Facilitating Active Learning in an Inclusive 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? How can you help them feel welcome and ready to learn? 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. Furthermore, we'll examine how active learning can foster a more inclusive classroom, where all students can participate, feel welcomed, and develop personal connections to science. You will come away with strategies and ideas for how to implement active learning in your section.

**Teaching Across Disciplines**

Adam Beaver, *Director of Pedagogy & Practice, Derek Bok Center for Teaching and Learning*

As a graduate student, you may be asked to teach a course outside of your primary area of expertise—whether in a department or program different from your own, or in the Program in General Education. This can be a daunting prospect, but effective teaching ultimately is not just (or even primarily) about mastering or communicating a specific body of content. It is about rendering transparent to students the rules of the disciplinary game(s) they are being asked to play. While they need to understand *what* they are reading or writing, students also need to understand *how* they are supposed to read, and *why* they are writing. What are the questions that “count” in this class? What kinds of data are considered evidence for the claims your students will have to make? What kinds of “moves” are valued here? In this session we will explore how you set priorities, make norms explicit, and frame the content you teach. You will come away with strategies to help you demonstrate that your authority resides as much in what you know about academic inquiry as it does in your knowledge (perhaps only recently acquired!) of your course content.

**Your Future as a Teacher-Scholar: Creating a Teaching Portfolio**

Pamela Pollock, *Associate Director for Professional & 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 and Facilitating Engagement**

Lauren Davidson, *Assistant Director of the Learning Lab, Derek Bok Center for Teaching and Learning*

Noelle Lopez, *Learning Lab Fellow for Ethics and Critical Engagement, Derek Bok Center for Teaching and Learning*

What makes for an effective discussion in your discipline? How do you balance your goals for the session with student questions and interests? How do you navigate challenges, such as a conflict or tangent that you're not sure will pay off? In this session we'll play (literally!) with the various moves that people make while discussing, with the aim of making implicit discussion dynamics more explicit. We'll offer tips on the art of discussion leading in humanities and social science courses, and we'll think about ways to meet teaching goals while preserving spontaneity and organic interaction.

**Problems and P-Sets: Creating and Teaching Questions in STEM**

Marty Samuels, *Associate Director for Science, 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.

**Teaching in General Education**

Laura Hess, *Associate Director, Program in General Education*

Bradley Craig, *General Education Pedagogy Fellow*

Anna Hopper, *General Education Pedagogy Fellow*

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 the Gen Ed program, about its place in the curriculum, and about the challenges and opportunities which teaching in this program can present. **Please bring to the session a copy of the syllabus or catalog description of the course that you are teaching.**



### **Active, Hands-on and Critical Learning with Harvard Library**

Odile Harter, Anu Vedantham, Dave Weimer, and other members of the Harvard Library staff  
Thursday, August 30, 2018, 10:45 to Noon, Sever Hall 106

One of the best ways to attract students to a new field of study is to help them engage authentically with primary sources and perspectives from cultures, places, and times different from their own. Harvard Library's vast resources can be a wonderful resource for enlivening your teaching—but they can also feel overwhelming without some expert guidance. Fortunately, you are not alone. Our librarians are delighted to work directly with teachers to unearth specific items for a course from our collections, databases and tools. We host entire classes as they touch manuscripts, listen to recordings or explore maps. We conduct individual consultations to help students muddle through their research questions and assemble coherent bibliographies. We hold workshops and tours to help students organize their process for finding compelling evidence for research papers. We help students format their scientific writing. In this session we will focus on how you can guide your students to succeed in their research, sharing specific examples of course activities from different disciplines that you can adapt for your context. This session will be useful to TFs from any discipline interested in constructing an active learning experience that takes full advantage of Harvard Library. **Participants should bring a syllabus.**

**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, Derek Bok Center for Teaching and Learning; Head Preceptor in the Writing Program*

Have you graded a thousand papers and need some new ideas? Are you worried about how much time you spend grading? Do you need help managing your time, or wonder about how to give feedback that will be the most helpful to students? 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? Participants will come away with useful strategies to employ on that next stack of papers.

**Teaching in Labs: Models for Setting Goals and Prioritizing Time and Material**

Marty Samuels, *Associate Director for Science, Derek Bok Center for Teaching and Learning*

Mara Laslo, *Bok Pedagogy Fellow, Derek Bok Center for Teaching and Learning*

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 lead laboratory section with confidence. How can you ensure that each student feels at home in the lab? How do you 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? 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.

**International Teaching Fellows: Teaching Across Borders and Boundaries**

Pamela Pollock, *Associate Director for Professional & Scholarly Development, 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.

**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.



**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