



WINTER TEACHING WEEK, JANUARY 2019

	WEDNESDAY, 1/23		THURSDAY, 1/24			FRIDAY, 1/25		
9:00-10:00	Hit the Ground Running	Digital Teaching Methods Seminar	Coffee with Bok			Coffee with Bok		
10:00-11:00			Read, Talk, Write, Repeat: Teaching in the Humanities and the Social Sciences	Communicating Science		Teaching as Public Speaking	Using Growth Mindset to Improve Teaching and Learning	
11:00-12:00								
LUNCH 12:00-1:30	Resource Fair		Digital Teaching Methods Seminar	Breaking the Ice: Building an Inclusive Classroom from Day One		From Implicit to Explicit: Identity & Power Dynamics in the Classroom		
2:00-3:00	Let's Discuss! Making Discussion Meaningful and Engaging	Problem Solving in STEM Classes: Engaging your Students in Section	Digital Teaching Methods Seminar	Teaching in General Education	From Reflection to Design: Creating a Syllabus from Scratch	Hitting it Off: Establishing Rapport as an ITF	Take My Course... Please!	Making Science More Equitable: A Graduate Student Workshop on Race and Gender
3:00-4:00				Title IX				
4:00-5:00						Bok Happy Hour		

	New TFs		Experienced TFs
	HUM/ SOC SCI		STEM
	Communication		All

Wednesday, January 23

9:00–4:00

[Digital Teaching Methods Seminar](#)

Location: Cabot Science Library Instructional Space, LL03

Led by Jeff Emanuel, *Associate Director of Academic Technology, Academic Technology for FAS*
Brandon Bentley, *Senior Instructional Technologist, Academic Technology for FAS*
Jeremy Guillette, *Digital Scholarship Facilitator, Department of History*
Cole Crawford, *Humanities Research Computing Specialist, Arts & Humanities Research Computing*
Kevin Guiney, *Senior Instructional Technologist, Academic Technology for FAS*

Join the Harvard University Digital Scholarship Support Group (<http://dssg.fas.harvard.edu>) for the Digital Teaching Methods workshop, a foundational seminar that focuses on the thoughtful integration of digital tools and methods in teaching and learning. This workshop will provide a hands-on introduction to several approaches that have been used successfully at Harvard, all grounded in specific pedagogical examples and use cases, including online exhibitions, annotations, timelines, data visualization, and multimedia. Whether you will be teaching with digital tools for the first time in the coming semester, or have already been doing so for some time, this workshop provides a focused and supportive environment for improving your practice.

9:00–12:00

[Hit The Ground Running](#)

Location: Science Center 418d

Led by Pamela Pollock, *Associate Director for Professional and Scholarly Development, Derek Bok Center*
Rebecca Brown, *Assistant Director for Graduate Student Programming, Derek Bok Center*

What can new TFs do to get ready for the first day of class and beyond? Come to this introduction to the fundamentals of teaching to practically prepare to teach for the first time, to learn about resources available to you as you begin your teaching career, and to build confidence in the process! We follow the arc of the semester in this workshop, starting with the first day of class and moving through lesson planning, delivery, and giving and receiving feedback. Please bring a syllabus to use (your own or one for a class you might teach). This session is designed for TFs teaching for the first time in the spring term, but is open to anyone at the early stage of their teaching career who would like more guidance on the fundamentals of teaching.

12:00–1:30

[Resource Fair Lunch](#)

Location: Science Center 418d

Join the Bok Center for lunch to continue to talk about topics that came up in the morning session, and learn more about resources available to teaching fellows across the FAS.

2:00–4:00

[Let's Discuss! Making Discussion Meaningful and Engaging](#)

Location: Science Center 418d

Led by Lauren Davidson, *Assistant Director of the Learning Lab, Derek Bok Center*

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 you're not sure will pay off? Join us for a discussion of these and other questions about how to make discussion more meaningful and engaging. We'll play (literally!) with the various moves people make in discussing, while asking ourselves how we can introduce students to the idea that discussion, like writing, is a learned skill. We'll offer strategies for encouraging participation from all corners of the room, and we'll think about ways to meet teaching goals while preserving spontaneity and organic interaction. New and experienced TFs are welcome.

[Problem Solving in STEM Classes: Engaging Your Students in Section](#)

Location: Science Center 302

Led by Tamara Brenner, *Executive Director, Derek Bok Center*

Problem solving is a central activity in science, engineering, and math classes. In this workshop, designed for both new and experienced TFs in the STEM disciplines, we will explore strategies for teaching with problems. How and why might you encourage students to work in groups to solve problems? How can you enable a variety of students to participate and share their answers and ideas with the class? This workshop will provide you with practical methods for creating an inclusive classroom environment for all students to learn to solve problems and tackle scientific and mathematical concepts.

Thursday, January 24

9:00–10:00

Coffee with Bok

Location: Science Center 418d

Start your morning before your first session by coming to have coffee with Bok Center staff. Ask your teaching questions and learn more about our resources!

10:00–12:00

[Read, Talk, Write, Repeat: Teaching in the Humanities and Social Sciences](#)

Location: Science Center 418d

Led by Adam Beaver, *Director of Pedagogy & Practice, Derek Bok Center*
Jonah Johnson, *Assistant Director, Writing Pedagogies, Derek Bok Center*

As teachers in the humanities and/or the social sciences, you've probably encountered students who have a hard time translating their reading into fruitful discussion and insightful analysis, whether in class or in their papers. Learning how to traverse the arc from reading a text, to saying something intelligent about it, to receiving and responding to an instructor's feedback about that writing, ultimately takes years, and may happen to different students at different moments. What, then, can you achieve in just one semester? In this session, designed for both new and experienced TFs in the humanities and social sciences, we'll borrow techniques from research on student cognition as well as Harvard's award-winning Expository Writing curriculum to share ways in which you can help students traverse that arc. We'll show you how to 1) draft activities and essay prompts that will help teach students how to approach course

readings with purpose, 2) set up and execute class discussions based around students' own analytical questions, 3) use low-stakes assignments to help students translate those questions into evidence-based arguments, 4) and use your (and peer) feedback to encourage them to revise their arguments.

Communicating Science

Location: Science Center 302

Led by Susan Johnson, *Assistant Director of Socially Engaged Learning, Derek Bok Center*
Mara Laslo, *Bok Pedagogy Fellow, Derek Bok Center*
Mariel Young, *Bok Pedagogy Fellow, Derek Bok Center*

In this workshop, designed for graduate students in STEM, we will develop and practice skills to meaningfully and clearly convey your research to different audiences, consider how to incorporate narrative techniques to motivate audiences to care about your research, and think about how we can use verbal and visual explanations to their best effect in all the forms of communicating science. In so doing, we will discuss the purpose of jargon and when it is most useful, some of the different purposes of "science communication," and how to tailor our communication to convey intended meaning.

12:00–1:30

Breaking the Ice: Building an Inclusive Classroom from Day One

Location: Science Center 418d

Led by Rebecca Brown, *Assistant Director, Graduate Student Programming, Derek Bok Center*

How should you introduce yourself on the first day of class? How should you have students introduce themselves? How do you begin to build an inclusive environment? In this lunchtime discussion, we will consider a variety of case studies focused on how to help students introduce themselves in class in a way that promotes comfort and confidence, and respects individual differences, especially around identity, equity, and gender, that can emerge through icebreakers and introductions. During this session, we will analyze the dynamics at play in these activities and brainstorm best practices for addressing some of these dynamics. You will leave this session having prepared approaches to integrate into the first meetings of your own classes. First-time and experienced teachers welcome.

2:00–4:00

Teaching in General Education (2:00–3:00)

Location: Science Center 418d

Led by Laura Hess, *Associate Director, Program 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 a copy of your course description that you can share with someone else electronically or in hard copy.

Title IX (3:00–4:00)

Location: Science Center 418d

Led by Seth Avakian, *Program Officer for Title IX and Professional Conduct*

This session addresses 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.

[From Reflection to Design: Creating a Syllabus from Scratch](#)

Location: Science Center 302

Led by Eleanor Finnegan, *General Education Project Lead, Derek Bok Center*

As an experienced TF, how do you reflect on your teaching experience, and prepare job market materials that tell the story of the teacher you are and the teacher you want to become? Specifically, how can a syllabus function in this way? Most tenure-track job postings request a sample syllabus. How do you go about creating one? This workshop introduces a method of curriculum planning called backwards design. The idea is simple: you can't start planning how you're going to teach until you know what you want your students to learn. Together we'll brainstorm learning goals for our courses, then work backwards and discuss appropriate methods of assessment and instruction to help reach them. What kinds of assignments will let you measure your students' learning? From here we will create a syllabus outline that you can fill in with the kinds of lectures/readings/experiences that students need to prepare for the assignments. We'll also talk about how this process helps you reflect on your own values and priorities as a teacher. Participants should come prepared with ideas for an introductory course in their discipline and expect to leave with at least the outline of a new syllabus.

[Hitting it Off: Establishing Rapport as an International TF](#)

Location: Science Center 300H

Led by Sarah Emory, *Assistant Director for International Teachers and Scholars, Derek Bok Center*

Getting to know your students enhances your ability to create a successful learning environment, so what can you do to establish a relationship with your students, encourage them to ask questions, and create a positive atmosphere? Rapport, a harmonious relationship with others, is influenced by both culture and language, and this workshop is an opportunity for international TFs to discuss the challenges you anticipate when building rapport and to explore strategies to build rapport both with and amongst your students. Practice introducing yourself and using active listening techniques to build trust, show authority and credibility, and be approachable. This session is for new or experienced International TFs.

Friday, January 25

9:00–10:00

Coffee with Bok

Location: Science Center 418d

Start your morning before your first session by coming to have coffee with Bok Center staff. Ask your teaching questions and learn more about our resources!

10:00–12:00

[Using Growth Mindset to Improve Teaching and Learning](#)

Location: Science Center 302

Led by Lourdes Alemán, *Associate Director for Teaching and Learning, MIT Teaching+Learning Lab*
Marty Samuels, *Associate Director for Science, Derek Bok Center*

Growth mindset—the belief that your skills and intelligence are malleable and can be improved with hard work and practice—has been shown to be a vital aspect of learning. In this session, we will focus on developing a growth mindset for ourselves and for our students, and why both are important. It is often all too easy to think of ourselves as finished products with set skills, but this can hinder our attempts to be willing to learn new knowledge and skills. Fostering a “growth mindset” can motivate us- and our students- to focus on the process of learning, to embrace challenges as learning opportunities, and to improve our abilities through practice. Teaching students to have a growth mindset has been shown to prevent students from giving up in response to academic challenges and thereby can improve student performance and reduce achievement gaps between student groups. The goal of this session, designed for graduate students and teachers at any stage, is for participants to leave with some concrete strategies for when and how to help students focus on how to thrive- rather than just survive- in their college classes by considering themselves on a journey towards developing new skills and knowledge in which meaningful challenges are to be embraced rather than avoided.

[Teaching as Public Speaking](#)

Location: Science Center 418d

Led by Pamela Pollock, *Associate Director for Professional & Scholarly Development, Derek Bok Center*

Public speaking skills are in high demand, but what do we really mean when we say public speaking, and what does it mean to work on these skills? As teachers, many of the basic principles of good pedagogy are also the basic principles of good speaking: we have goals for our students, and we consider ways to communicate content effectively to help them understand and become engaged in the material. Similarly, once you understand the basics of public speaking, the only way to really build these skills is by practicing, getting feedback and reflecting on your practice. In this workshop you will 1) learn some fundamentals of public speaking based on analysis and discussion of different speech samples and consideration of good pedagogy and 2) practice and get feedback on communicating your message. The focus in this session will be on communicating your work to a non-specialist audience, and is designed for graduate students and teachers at any stage.

12:00–1:30

[From Implicit to Explicit: Identity & Power Dynamics in the Classroom](#)

Location: Science Center 418d

Led by Eleanor Craig, *Administrative and Program Director for Ethnicity, Migration, Rights*
Noelle Lopez, *Learning Lab Postdoctoral Fellow, Derek Bok Center*

What assumptions do you have about students in your class? How can identities related to race, gender, class, sexuality, ability, and more affect classroom dynamics? This session will begin with the Bok Center’s Undergraduate Pedagogy Fellows presenting an introduction to the multiplicity of Harvard undergraduate identities through both narratives and statistics. The Fellows will also offer an introduction to how power and privilege manifest within the classroom in the forms of microaggressions and “hot moments”, and explain how students often wish TFs would deal with and work to prevent such moments.

The session will conclude with a facilitated discussion of participants' own experiences identifying and dealing with classroom power dynamics. First-time and experienced teachers welcome.

2:00–4:00

[Take My Course... Please! Lessons from Comedy for Teachers](#)

Location: Science Center 418d

Led by Adam Beaver, *Director of Pedagogy & Practice, Derek Bok Center*

In this workshop we will explore the relationship between stand up comedy and teaching, and how lessons and dynamics that occur in successful comedy routines could be relevant to the classroom. To be a good comedian, you have to be able to persuade your audience to let you show them a new perspective on things—to welcome a diverse crowd, to establish some shared premises, to think about questions which have never occurred to them before, to see the world as an outsider would, and to wonder why, exactly, we behave in the ways that we do. In some cases, these new perspectives may be simply humorous; but often, they carry a bite, and allow the audience to reflect critically (even uncomfortably) on the world we have created. In theory, these are exactly the skills we value when teaching the liberal arts, too. By studying video of famous routines and engaging in a number of fun improv exercises, we'll explore the ways in which we might transpose the wisdom of the comedy club to the college classroom.

[Making Science More Equitable: A Graduate Student Workshop on Race and Gender](#)

Location: Science Center 302

Led by Abigail Plummer, Delilah Gates and Scott Collier, Graduate Students in Physics

What impact do race and gender have in the science classroom? In this workshop, designed by Physics graduate students for TFs in STEM disciplines, we interrogate the definitions of race and gender in the US to understand how these categories have shaped the scientific community. Informed by our critical analysis of these definitions, we discuss ways to cultivate supportive learning environments, and what we can do as teaching fellows to make science more equitable, both in the classroom and beyond.

4:00–5:00

Bok Happy Hour

Location: 50 Church St, Room 308