



Fall Teaching Conference

Thursday, August 29, 2019

Concurrent Sessions for New and Experienced Teaching Fellows

Humanities/Qualitative Social Sciences
 STEM/Quantitative Social Sciences
 All

General Education
 Arts
 Professional Development (experienced TFs)

8:30–9:00	CHECK-IN & BREAKFAST			
9:00-9:45	Faculty Plenary: Erika Bailey, Developing your Classroom Presence			
9:45-11:00	Tools and Techniques for Discussion Leading	Teaching in Gen Ed I: Transcending Disciplines	Problems and P-Sets: Creating and Teaching Questions in STEM	Creating a Teaching Portfolio
11:00-11:15	BREAK			
11:15-12:30	Fostering Equity and Inclusion in Discussion Sections	Teaching in Gen Ed II: Engaging Your Students	Teaching in Labs	Use Text to Make Art: An Introduction to Pre-Texts Methodology
12:30-1:30	LUNCH			
1:30–3:00	Responding to Student Writing Efficiently and Effectively	Facilitating Active Learning in an Inclusive STEM Classroom	The Museum is Your Classroom	

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

9:00-9:45 Faculty Plenary

Developing your Classroom Presence

Erika Bailey, *Head of Voice and Speech, American Repertory Theater; Lecturer on Theater, Dance & Media*

We spend most of our time preparing for class by focusing on what we need to cover— what we need to SAY. But are we actually reaching our students? Our physical as well as our vocal presence play an integral role in our ability to engage students. In this session, we will build vocabulary for effective and engaging speaking, and practice teaching as a physical act. Using



exercises from the theatre, we'll explore how to better use your voice, your physical expression, and your relationship to the spaces in which you teach.

9:45-11:00 CONCURRENT SESSIONS I**Tools and Techniques for Discussion Leading**

Tom Wisniewski, *Bok Pedagogy Fellow, 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 with the various moves that people make while discussing a subject with the aim of making implicit discussion dynamics more explicit. We'll offer tips on the art of leading discussions in humanities and social science courses, and we'll think about ways to meet teaching goals while preserving spontaneity.

Teaching in Gen Ed I: Transcending Disciplines

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

Eleanor Finnegan, *Assistant Director, Faculty Programming, Derek Bok Center for Teaching and Learning*

Laura Hess, *Acting Director of the Program in General Education*

As a graduate student, you may be asked to teach a course outside of your primary area of expertise—whether in the Program in General Education, or in another department or program different from your own. 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.

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.

Creating a Teaching Portfolio

Pamela Pollock, *Director of Professional Development, Derek Bok Center for Teaching and Learning*

Rebecca Brown, *Assistant Director, Graduate Student Programming, Derek Bok Center for Teaching and Learning*

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.

11:00-11:15 BREAK

11:15-12:30 CONCURRENT SESSIONS II**Fostering Equity and Inclusion in Discussion Sections**

Noelle Lopez, *Assistant Director, Equity & Inclusion, Derek Bok Center for Teaching and Learning*

What can you do in your role as TF to help classrooms become more equitable and inclusive spaces? How can you foster awareness of power dynamics and privilege while improving your responsiveness to the ways in which diverse identities, experiences, and learning backgrounds show up in discussion sections? How can you mediate when discussions related to identity get tense, for example, or when you're not sure how to handle a situation? In this session, we will consider concrete practices and strategies for cultivating equity and inclusivity in discussion sections. The session will draw on participants' own teaching and learning experiences to identify starting points for handling privilege and inequity. First-time and experienced teachers are welcome.



Teaching in Gen Ed II: Engaging Your Students

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

Eleanor Finnegan, *Assistant Director, Faculty Programming, Derek Bok Center for Teaching and Learning*

Sindhumathi Revuluri, *Associate Dean for Undergraduate Education*

Teaching in the Program in General Education represents an extraordinary opportunity to get to know a wide cross-section of the Harvard student body. In fact, it may be the most diverse group of students that you'll ever encounter in the course of your teaching at Harvard. Moreover, Gen Ed courses may give you your most intimate glimpse into students' affective, as well as cognitive, development, as these courses often ask students to reflect upon and share their experiences and convictions about matters of deep personal, ethical, political, and/or social import. All of which is to say that teaching in Gen Ed may present you with some unique challenges as a teaching fellow, as you have to manage conversations—and grade student work—that connects to students' identities and lives beyond the classroom to a significant degree. How can you do this well? How can you acknowledge students' diverse experiences and viewpoints while also giving them meaningful feedback on their progress towards mastery of your course's goals? In this session we'll learn more about students' identities and discuss strategies for managing conversations and giving students feedback on their work on typical Gen Ed assignments.

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*

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.

**Use Text to Make Art: An Introduction to Pre-Texts Methodology**

Doris Sommer, *Ira and Jewell Williams Professor of Romance Languages and Literatures and of African and African American Studies*

Tom Wisniewski, *Bok Pedagogy Fellow, Derek Bok Center for Teaching and Learning*

Are you interested in creative ways of engaging with texts in the Harvard classroom? In this session you will get a taste of the Pre-Texts method, and think about how to use it. With the single prompt: “Use this text to make art,” human capacities fire up and connect with one another. This innovative methodology dispels students’ fear of “difficult” texts because readers become users of the material. Classic literature or scientific documents turn into raw material for personal interpretations. Pre-Texts inverts the conventional order of learning that goes from basic information towards higher order understanding. Starting with the basics — such as grammar and vocabulary — is boring, and we lose students before they scale up to understanding, interpretation, creativity. With Pre-Texts, students begin with the challenge to create something original from a difficult text. To do that, basic information turns into a useful resource that artists appropriate. During the workshop, participants will explore a simple protocol that delivers profound results for teaching and learning practically anything and for negotiating difficult moments in everyday life. This is a short version of a 3-session workshop that Professor Sommer offers periodically at the Bok Center.

12:30-1:30 LUNCH

1:30–3:00 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? You will come away with useful strategies to employ on that next stack of papers.

**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.

The Museum is Your Classroom

Jen Thum, *Inga Maren Otto Curatorial Fellow, Harvard Art Museums*

A Van Gogh analyzed by medical students. A landscape to think about climate change. Post-war prints to discuss the lives of noncombatants. Each semester, classes from disciplines across the university—on topics ranging from environmental science to poetry—engage with original works of art at the Harvard Art Museums. In this workshop, you will have a chance to explore real examples from past courses of how TFs and faculty have inspired their students with the museums' collections. We will discuss strategies to encourage students to look closely and think critically, and promote active learning with works of art in your teaching. Broaden your pedagogical horizons: learn how the museums can support your course goals through discussions in our galleries, hands-on making in our Materials Lab, and up-close encounters in our intimate Art Study Center classrooms. Participants will meet in the Sever Hall lobby at 1:35 and walk over to the Harvard Art Museums together.