

AFVS 330R: Teaching Workshop

Fall 2023 – Spring 2024

5:00–7:00 p.m. in CCVA 402 (see Schedule below)

Facilitator:

Mahan Moalemi <mahanmoalemi@g.harvard.edu>

Pedagogy Fellow in Art, Film, and Visual Studies

AFVS 330R is something between a workshop, a forum, a hangout, and group therapy; it is an opportunity to practice, to kvetch, to imagine, to debrief, to steal, and otherwise manage the often daunting task of starting to become the teacher we want to be, as well as to become a better version of the teacher that we already are. The aim is to facilitate cohort- and community-building among peers and hold space for face-to-face communication with as little institutional filtering as possible.

This **Teaching Workshop** is structured loosely to foster a welcoming and supportive environment for responding to the challenges and fears that Teaching Fellows and Teaching Assistants confront in (and around) their classrooms. It is also a place for exploring professional development at the intersection of teaching and research as well as considering pedagogy as an area of critical reflection and engagement in the arts and beyond.

In addition to TAs and G3+ student workers, who are teaching or preparing for the job market, G1s and G2s are also welcome and encouraged to participate in the workshop as there are many generative overlaps and reciprocities between the teaching and learning sides of the academic life. Even if not actively engaged with teaching at the moment, there is the opportunity to learn the skills needed for transition to candidacy in the following years, which requires a syllabus designed by the students and submitted in their third year of the PhD in film and visual studies.

Values and Objectives: In this series of workshops, TFs and TAs will have the chance to

- connect with each other in person and grow a network of peers;
- learn tips and tricks for many aspects of teaching, including lecturing, leading discussions, grading, providing feedback, and meeting with students;
- learn tips and tricks for many aspects of teaching and assisting with studio art and filmmaking courses;
- seek peer-to-peer advice on potential challenges and conflicts with the coursehead;
- share successes and challenges from their classrooms;
- share and discuss strategies for approaching professional opportunities in and beyond academia, including how to design syllabi and write teaching statements or curatorial cover letters.

Primary Resources: Linked below are helpful materials that you can consult on your own at any and every stage of your journey as TFs and TAs. Please do not hesitate to reach out with any questions about additional resources.

- **Where Do I Go?** is a roadmap/quick guide to know where to go for your different teaching needs and support.
- **Hit the Ground Running** is a centralized repository designed for TFs and TAs, also available as a handbook.
- **Teaching Timeline** is a step-by-step guide with supplemental resources for navigating the teaching process, from pre-term to after the course ends.

Class/Video Observation

The PF in AFVS provides peer observations and video consultations to TFs and TAs in the department. These are voluntary, non-evaluative opportunities for you to learn how someone standing in the role of a student experiences your teaching and classroom environment. In a peer observation, the PF shadows a class in person; in a video consultation, you record a class and we watch it together. In both cases, the goals are for you to

- learn how to read your class and understand how your students are learning;
- expand your pedagogical repertoire by brainstorming additional approaches and techniques you might use;
- walk away with one or two things to work on; and 4) see what's wonderful about your teaching, so that you can make a conscious choice to keep doing those things.

To schedule a peer observation or video consultation, please send me an email or fill out this form: <https://bokcenter.harvard.edu/class-observations-grad>

Microteaching / Knowledge Drop

Participants will have the opportunity to practice teaching a concept, image, film clip, or tidbit of information for five to ten minutes; the topic can be a slice of the course content you'd like to test-run in advance of teaching it to undergraduates, or can relate to your current research and reading. As each participant takes their turn to practice, others play the role of students and later share their feedback regarding the clarity or efficacy of the microteaching presentation. The role of the PF is to help with preparing for the exercise and facilitate the following discussion. These knowledge drops are not assignments to be evaluated, but rather low-stakes opportunities to try something out among friends and colleagues, to develop pedagogical skills and build confidence. Please get in touch with the PF if you'd like to sign up for a microteaching exercise.

Schedule

Fall 2023: Teaching Skills

August 22 - September 8	<u>Fall Teaching Conference</u>
September 12	How to facilitate group discussions
September 26	How to facilitate group crits in studio art classrooms: Workshop with Kianja Strobert, Assistant Professor of AFVS
October 10	How to help students read
October 24	How to help students with visual analysis? (at the art museum) Workshop with Matt Saunders, Professor of AFVS
November 7	How to collect and incorporate student feedback
November 28	How to help students with visual analysis? (at the movie theater) Workshop with Tom Conley, Abbott Lawrence Lowell Professor of AFVS and of Romance Languages and Literatures

Spring 2024: Professional Development

February 26	How to design a syllabus (Introduction): Workshop with Chloe Chapin, Assistant Director of Course Development at the Bok Center
March 18	How to write a Teaching Statement: Workshop with Rebecca Miller Brown, Assistant Director of Graduate Student Programming at the Bok Center
March 25	How to write a Diversity Statement: Workshop with Ashlie Sandoval-Lee, Assistant Director of Equity and Inclusion at the Bok Center
April 9	How to design a syllabus (Exercise): Workshop with Chloe Chapin, Assistant Director of Course Development at the Bok Center

Reading List (recommended)

This list is neither exhaustive nor representative of the massive literature on teaching in higher education and/or critical pedagogy. Please get in touch with the PF if you'd like to add a favorite or helpful title to this ongoing bibliography. **The course budget can be used to purchase books on teaching and pedagogy.**

- David Gooblar, *The Missing Course: Everything They Never Taught You About College Teaching* (HUP, 2019) – This is an excellent primer and easy read, with practical suggestions for graduate students with little to no pedagogical training.
- James Lang, *On Course: A Week-by-Week Guide to Your First Semester of College Teaching* (HUP, 2008) – Many departments at Harvard, including EALC, use this as the required textbook for third-year students in their first year of teaching.
- James Lang, *Small Teaching: Everyday Lessons from the Science of Learning* (San Francisco, CA: Jossey-Bass, 2016) – As teaching fellows, we have very little control over syllabi, lectures, and assignments; Lang offers small shifts you can make to give students more agency and teach more effectively.
- Robert Boice, *Advice for New Faculty Members: Nihil Nimus* (Pearson, 2000) – A practical handbook on balancing teaching, research, writing, and departmental service, also gives great advice on the interpersonal and emotional aspects of teaching too.
- Jack Schneider & Ethan Hutt, [“Making the Grade: A History of the A-F Grading System.”](#) *Journal of Curriculum Studies* (2013).
- Jesse Stommel, [“Ungrading: an FAQ,”](#) and [“How to Ungrade”](#)
- Kyla Wazana Tompkins, [“We aren’t here to learn what we already know.”](#)
- Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman, [How Learning Works: Seven Research-Based Principles for Smart Teaching](#) (San Francisco, CA: Jossey-Bass, 2010).
- Florence Martin, James D. Klein, and Howard Sullivan, “The Impact of Instructional Elements in Computer-Based Instruction,” *British Journal of Educational Technology*, 38 (2007), 623–636.
- L. Dee Fink, [Self-Directed Guide to Designing Courses for Significant Learning](#) (San Francisco, CA: Jossey-Bass, 2003)
- Grant Wiggins and Jay McTighe, [Understanding by Design](#) (Alexandria, VA: The Association for Supervision and Curriculum Development, 2005).