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TEACHING AND LEARNING

- We consult with faculty about any aspect of your teaching, including course design, equitable & inclusive teaching practices, interpreting student feedback, job market materials, ...
- We help create community around teaching
- We offer a range of professional development opportunities for graduate students
- Our Learning Lab collaborates with faculty to develop creative assignments, often involving media and technology—like A.I.



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## FOR FACULTY

While faculty can benefit from many kinds of assistance with their teaching, the Bok Center understands that what you need most is a partner to help you think through your goals and ideas, and a support team to help with the challenges of developing new material and experimenting with new modes of teaching. We can help you with course design, with training your teaching staff, and with evolving your classroom practice.



Many of the faculty with whom we speak are eager to design, or redesign, some (or all) of a new or existing course. Undertaking this work can be daunting, requiring hours of solitary effort with a very uncertain reward.

In addition to the advice found in our [online resource repository](#), the Bok team can lower the bar to pedagogical renewal in numerous ways:

- **Course Design & Delivery.** Faculty who wish to develop and/or teach a course with a team of instructional designers are encouraged to engage [Bok's 360 faculty support](#).
- **Gen Ed Consultations.** Faculty proposing, developing, teaching, or revising General Education courses are encouraged to take advantage of [Bok's enhanced support for Gen Ed](#).
- **Learning Lab.** Faculty who wish to experiment with a new modality of teaching—and to have the opportunity to test an activity or assignment on a team of undergraduate and graduate student fellows—may consider launching a project with the [Learning Lab](#).

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# Three Big Questions about Teaching

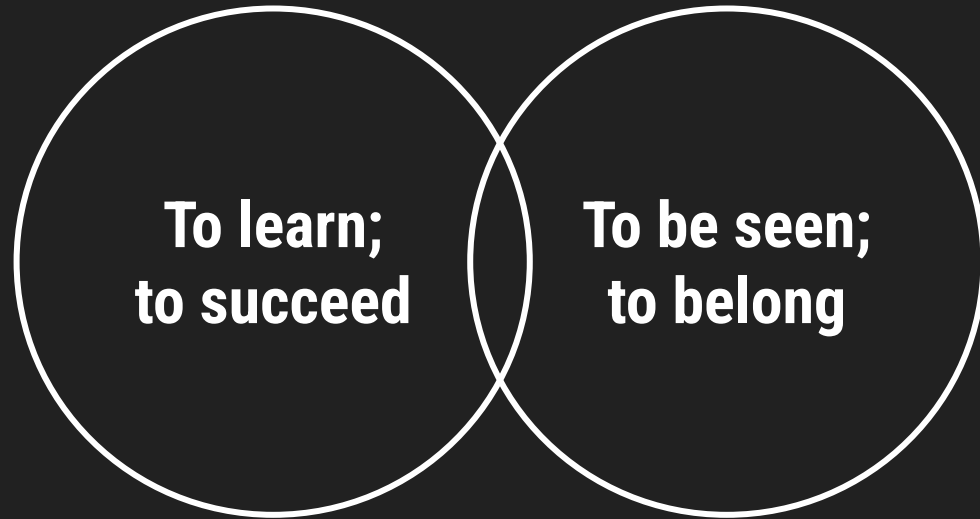
1. What do our ***students*** want and expect from our courses?
2. What do ***you*** want to achieve in your teaching?
3. How can ***we*** support you and help you develop as a teacher?



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# 1. What do our students want and expect from our courses?



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# 1. What do our students want and expect from our courses?

## Expectancy

Do I believe that I can succeed?

## Environment

Am I being supported in my learning?

## Agency

Can I make choices about my learning?

## Value

Do I value what I'm learning?

Lovett et al, 2023. *How Learning Works: 8 Research-Based Principles for Smart Teaching*



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# 1. What do our students want and expect from our courses?

## Activity 1

- Form groups of ~3.
- Each group will be assigned one of the four motivators: Expectancy, Environment, Agency, or Value.
- Read your case study and brainstorm 1–2 ways the instructor could activate your motivator more effectively.
- Brainstorm additional ways that you—or any instructor—can activate your motivator to engage students.



# 1. What do our students want and expect from our courses?

## Expectancy

Do I believe that I can succeed?

- Align course material, activities, and assignments with the goals of the course
- Provide frequent, low-stakes opportunities for students to get feedback on their learning
- Make it clear what success looks like: provide rubrics and feedback
- Cultivate a growth mindset
- Share effective study strategies



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# Two effective study strategies



Retrieval Practice

Massed  
(crammed)

Study

Study

Study

Spaced

Study

Study

Study

Spaced Learning

# 1. What do our students want and expect from our courses?

## Environment

Am I being supported in my learning?

- Create group norms about participation, inclusivity, and accountability
- Include activities to help students get to know each other
- Take the time to get to know your students as individuals
- Include group work; provide guidance on working in groups
- Offer constructive feedback



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# 1. What do our students want and expect from our courses?

## Agency

Can I make choices  
about my learning?

- Let students choose a topic for an assignment (e.g. paper, project)
- Let students choose the format for an assignment (within constraints)
- Invite students to suggest a reading for the class
- Let students collectively choose a topic for the last class session(s)



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# 1. What do our students want and expect from our courses?

## Value

Do I value what I'm learning?

- Ask students about their interests and goals
- Show relevance to students' lives (academic, personal, or professional)
  - Ask students to reflect on how what they are learning connects with their life
- Provide authentic, real-world activities
- Share stories of how practitioners in your field are making a difference in the world



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## 2. What do you want to achieve in your teaching?



### Some sources of goals/objectives:

- your disciplinary identity
- your particular departmental context
- your desire to demonstrate your teaching “range”
- your values and priorities as someone entrusted with developing young people
- ...



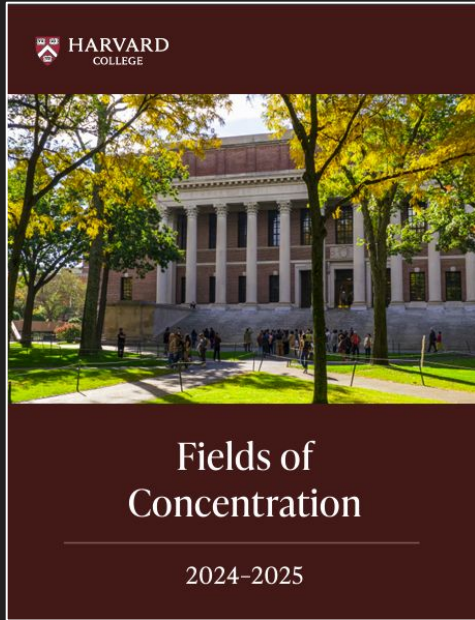
## 2. What do you want to achieve in your teaching?

### Activity 2

- Return to your group of ~3.
- Use the questionnaire to access your “chapter” of Fields of Concentration.
- 
- 
- 



## 2. What do you want to achieve in your teaching?



Harvard College *Fields of Concentration* (aka the 50 Book)



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## 2. What do you want to achieve in your teaching?

### Activity 2

- Return to your group of ~3.
- Use the questionnaire to access your “chapter” of Fields of Concentration.
- Examine both the introductory narrative and the requirements.
- Complete the questionnaire.
- Share within your group what did/didn't surprise you, and how you applied those insights to your goals/objectives for your own course(s).



### 3. How can **we** support you and help you develop as a teacher?

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### 3. How can **we** support you and help you develop as a teacher?

- Our Learning Lab collaborates with faculty to develop creative assignments, often involving media and technology—like A.I.
- helping you and your students to figure out how to use new tools, to be sure, but more importantly to help you figure out how and why you might want to use them for teaching and learning



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# 3. How can **we** support you and help you develop as a teacher?



● June 21, 2024

## British Academics Despair as ChatGPT-Written Essays Swamp Grading Season

‘It’s not a machine for cheating; it’s a machine for producing crap,’ says one professor infuriated by the rise of bland essays.

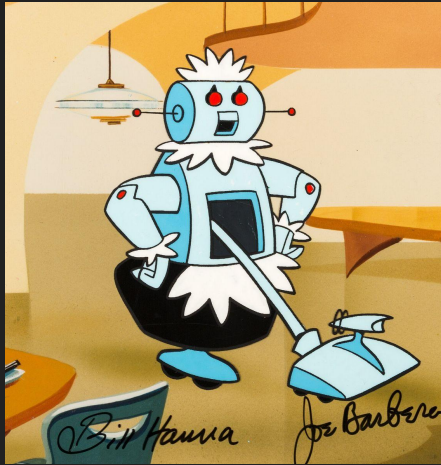
By [Jack Grove for Times Higher Education](#)



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### 3. How can **we** support you and help you develop as a teacher?



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# 3. How can **we** support you and help you develop as a teacher?

## Activity 3

- With a partner, take 3 minutes to brainstorm a few of the elements of your course **OTHER** than student essays that ChatGPT could help with. This includes both the maneuvers that students perform **AND** the maneuvers that the teaching staff performs. And these **DON'T** need to be the most significant maneuvers—just ones ChatGPT might be good at.
- Next we will get you started building a Custom GPT that helps you prototype your innovation.



# 3. How can **we** support you and help you develop as a teacher?

## **Generative AI Open House**

Want to find out more about how to use your new license to get the most out of AI for teaching and learning? Stop by to engage with demos and try your hand at building your own bot.

Friday, August 30, 10am - 1pm in the Learning Lab Studio at 50 Church Street, Suite 374



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# Thank you!

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