Several departments have developed courses on professional development that are offered to their students. The syllabi for these courses are listed below, and available at: www.gsas.harvard.edu/faculty/handbook_for_directors_of_graduate_studies.php.

Astronomy 302: Scientists Teaching Science

BBS 301: Teaching Practicum

CB 306qc: The Theory and Science of Teaching

Comparative Literature 243: Professing Literature

English 350: Teaching and Professional Development Colloquium

Genetics 302qc: Bringing Effective Teaching Practices to Your Classroom

History 3920hf: Colloquium on Teaching Practices

Music 250b: Teaching Colloquium and Pedagogy Practicum

Physics 302: Teaching and Communicating Physics Psychology

Psychology 3560: Professional Development Seminar

SEAS: Teaching Practicum

Statistics 303hf: The Art and Practice of Teaching Statistics

Systems Biology 212: Communication of Science

VEAS 330: Teaching Workshop
Teaching Staff:

Philip M. Sadler, Ed.D., F.W. Wright Senior Lecturer

Department of Astronomy
email: psadler@cfa.harvard.edu
Phone: 6-4709; home 617-905-5540 (9:00 PM to 11:00 PM is best)
Office; Observatory D-315

Course Objectives

1. Develop an understanding of the cognitive perspective of teaching science, how growth in scientific conceptualization is a non-linear, paradigmatic, process
2. Learn about, practice, and reflect upon the many skills and techniques that aid in college teaching
3. Gain an understanding of the research literature and professional support relevant to teaching in science
4. Produce a professional teaching portfolio to aid in documentation and growth as a college educator.

Philosophy of this Course:

The process of learning to be an effective teacher of college students is not a simple matter of adding additional experiences and knowledge to the ideas with which you begin. Having been a student for years led you to identify your own preferences; some teaching methods work better or worse than others. Yet, your observations about your own learning rarely transfer with any utility to others. You will find that your students can be quite different from you. The process of growing as a teacher requires reconstructing your conceptualization of teaching and learning. To this end, you must consider the ideas and principles with which we grapple both inside and outside of class and reconcile them with your prior views.

This course has a cognitive emphasis. There has been an enormous research effort over that last twenty-five years to identify the stages and barriers to learning science. This course will familiarize you with this research and expose you to the cognitive foundations of how students learn science concepts. This course also provides an opportunity to reflect on your past experiences in science classrooms, exposes you to a variety of teaching activities, and helps you learn from readings dealing with some of the nuts and bolts of teaching science. You will have many opportunities to brainstorm solutions to common problems and to help you develop your own unique techniques and style of teaching.
The pedagogy used in this class attempts to model some of the practices for the teaching of science at the college level. Being put into situations that make you feel like an undergraduate again can be unnerving to some. You may feel like you are being exposed to new ideas using methods that you have moved beyond in your adult life. This exposure to simpler, more emotionally-engaging methods is purposeful. It is not enough to lecture about teaching methods that work. It is much better to learn new concepts and skills through pedagogies in which you are immersed, generating the same feeling, confusions, successes, and difficulties that your own students will endure. I have found that instructors rarely adopt new techniques that they have not experienced themselves and from which they learned something valuable. This includes cooperative learning, alternative assessment, student presentations, hands-on learning, concept mapping, affective activities, computer simulation, and conceptual change models of teaching. Familiarity breeds utilization. As William Byrd said in 1611, “The song is best esteemed with which are ears are most aquainted.”

**Materials:**

**Required Books:**

**Tools for Teaching,** Barbara Gross Davis, Josey-Bass 1993, 1555425682

**Making Sense of Secondary Science,** Rosalind Driver et al, (Routledge) [a compendium of research on student conceptions), 0415097657

**Handbook of College Science Teaching,** Joel Mintzes and William Leonard, (NSTA Press), 978-0-87355-260-8

**Recommended Books**

**Making the Most of College: Students Speak Their Minds,** Richard Light, (Harvard University Press, 2001)

**Reading Packet (may include a selection of these):**


**Workload**

Doing the required reading is essential, but you should also come prepared to discuss its implications. Have you marked up the readings and brought them to class?
Have you taken notes so that you can lead a short discussion, if chosen? It is often helpful to prepare a question for the instructors that would help clarify your understanding?

The other major component of the workload is the set of assignments that you must complete. They have been chosen very carefully and to have an impact in this and subsequent years of teaching. They include a final research project documenting and analyzing a new lesson taught by you, a community service project, and weekly papers that tie together some interaction with one of your students you have access to, the reading, and classwork.

Weekly Assignments

Guidelines for your assignments are handed out in class. Your assignments provide the opportunity to reflect on class presentations, the ideas of your classmates, and the readings. Often they can be completed in groups. It is your responsibility to clarify questions you may have about these assignments in class prior to their due date. You should call the instructors if you have pressing questions to which you need answers.

Keep in mind that I do use your assignments to monitor my effectiveness as a teacher and ascertain the degree to which the course content has impacted your thinking. If your work does not relate directly to the course content or misses the point of the assignment, we will probably ask you to rewrite or add to the assignment. If many other students share your confusion, we will allocate additional class time or readings to help in understanding these ideas.

Assignments will be graded based on a rubric. My expectation is that your work will meet the following guidelines in that it:

- **Readings**: shows evidence that you have done the readings and have integrated them into your thinking. This necessitates accurate references to the readings with footnotes and bibliography.
- **Classwork**: documents that you have listened to the instructors and your classmates and processed what they have discussed in class. You should, where possible, quote from your notes making attribution to the speaker.
- **Analysis**: demonstrates a level of effort and reflection that is appropriate for graduate level work. Your own ideas may be a starting point for your papers. However, at a research university, new ideas complete with prior ones; you must incorporate or reject the ideas presented in class or in the readings. Reveals that whenever possible you take a stand on issues. Do you agree? Do you disagree? How valuable was the reading?
- **Synthesis**: goes beyond the knowledge and experience with which you entered the program. While I am interested in your personal views and ideas, I am far more interested in how these relate the main ideas in the

---

- I, your classmates and others may read your work. So, it is important to preserve the confidentiality of your sources. How do you do this? Use initials or first names. Although you will know who the people are, in this way other readers will not.
course. I expect some of your ideas to change. The highest grades will be reserved for assignments which helps the instructor learn something new, through your reflection, processing, or gathering of new data.

- Technical Standards: language usage (grammar, spelling, punctuation)
- Organization: introduction making clear your understanding of the assignment, a clear description of procedures involved (if any), data in appendices, a well-written summary at the end

Often the assignments will be constructed so that you can use them as pages in your portfolio.

**Portfolio**

You should plan to develop and add to your portfolio over the course of the semester. To do an effective job, you should buy or borrow a camera (disposable ones are cheap and work fine) and keep it loaded with film and accessible. The portfolio should demonstrate specific examples of your professionalism, competence, and dedication to science teaching. You will hand in your portfolio once during the semester for feedback.

- Exhibits that you should develop for your portfolio are:
  - an effective lesson plan
  - a particularly creative test (with student responses)
  - a laboratory experiment that uses inexpensive material in a new way
  - documentation of a field trip
  - student work that was particularly nice or showed evidence of a big change
  - photos of you teaching in different settings
  - evaluations of you as a TF
  - evidence that you have worked well with students previously (e.g. tutoring, advising)
  - personal information that relates to your professional activities such as copies of patents or awards, hobbies (e.g. rock collecting, amateur astronomy)
  - listings or photos from professional meeting or workshops
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Readings for Class</th>
<th>Activity</th>
<th>Presentation</th>
<th>Assignment (due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/25/11</td>
<td>Introductions</td>
<td></td>
<td>best and worst teacher</td>
<td>Syllabus</td>
<td>A. Initial Impressions of Teaching Essay</td>
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<td></td>
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<td></td>
<td>B. View A Private Universe (1 week), MOOO (2 weeks)</td>
</tr>
<tr>
<td>2</td>
<td>2/1/11</td>
<td>Preconceptions</td>
<td>Driver on Light and Color</td>
<td>Color Boxes, spectroscopy</td>
<td>How to interview</td>
<td>C. Interview assignment (2 weeks)</td>
</tr>
<tr>
<td>3</td>
<td>2/8/11</td>
<td>Cognition</td>
<td>Conducting Interview Readings, Tobias &amp; 7</td>
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<td>Establishing Interview Protocol</td>
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<td></td>
<td>(conduct the interview)</td>
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<tr>
<td>4</td>
<td>2/15/11</td>
<td>Interview</td>
<td>Mintzes, 2,3,12</td>
<td>Student Presentations of Interviews on preconceptions</td>
<td>Concept mapping</td>
<td>D. Concept Mapping (1 week)</td>
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<td>Presentations</td>
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<tr>
<td>5</td>
<td>2/22/11</td>
<td>Nature of</td>
<td>Mintzes 11 &amp; 32,</td>
<td>Evaluating Concept Maps / Nature of Science Discussion</td>
<td></td>
<td>E. &quot;Knowing then what you know now&quot; assignment (2 weeks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>Lederman et al.</td>
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<td>reading</td>
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<tr>
<td>6</td>
<td>3/1/11</td>
<td>Standards &amp;</td>
<td>Mintzes 32,33 &amp;</td>
<td>Factors influencing college science success</td>
<td>F. Course Philosophy Assignment (1 week)</td>
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<tr>
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<td></td>
<td>Preparation</td>
<td>34</td>
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<tr>
<td>7</td>
<td>3/8/11</td>
<td>Course Goals</td>
<td>Mintzes 14, 36;</td>
<td>divide up chapters</td>
<td>G. Presentation on Active Learning (2 weeks), eric DVD, clips from videos</td>
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<td></td>
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<td></td>
<td>Davis Ch. 1-2</td>
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<td>H. Portfolio exhibit (2 weeks)</td>
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<tr>
<td>8</td>
<td>3/22/11</td>
<td>Active</td>
<td>Mintzes 4-10</td>
<td>Student Presentations on Active Learning</td>
<td>I. Lesson Plan Assignment (2 weeks), find a good lesson plan on a topic</td>
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<td>Learning</td>
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<tr>
<td>9</td>
<td>3/29/11</td>
<td>Lesson Plans</td>
<td>Davis Ch. 12</td>
<td>present lesson plan</td>
<td>Eric Mazur? / Videos of teaching?</td>
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<tr>
<td>10</td>
<td>4/5/11</td>
<td>Questioning</td>
<td>Davis Ch. 10-11;</td>
<td>Student Presentations on Technology (1 week); L. Assessment Activity (2 weeks)</td>
<td>C. Student Presentations on Technology (1 week); L. Assessment Activity (2 weeks)</td>
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<tr>
<td></td>
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<td></td>
<td>Bloom's Taxonomy</td>
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<tr>
<td>11</td>
<td>4/12/11</td>
<td>Assessment</td>
<td>Mintzes 35</td>
<td>How to Analyze testing data</td>
<td></td>
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<tr>
<td>12</td>
<td>4/19/11</td>
<td>Technology</td>
<td>Mintzes 22-26</td>
<td>Simulations</td>
<td>Students' Present Tech. in the Classroom</td>
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<tr>
<td>13</td>
<td>4/26/11</td>
<td>TBD</td>
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<td></td>
<td>M. Teaching Philosophy Essay (1 week)</td>
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<tr>
<td>14</td>
<td>5/3/11</td>
<td>Portfolios (@ Faculty Club)</td>
<td>report on showing portfolio to a member of the faculty</td>
<td>O. Portfolio Due</td>
<td></td>
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</tbody>
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Harvard Medical School  
Biological and Biomedical Sciences  
Fall 2015  
BBS 301: Embedded Teaching Practicum

Course Syllabus

Course Description: The Embedded Teaching Practicum aims to enhance the teaching experience for TAs and the learning experience for enrollees in the core BBS courses. While TAs serve different functions and experience teaching from different perspectives in each of our core courses, they collectively serve a vital role in helping with the delivery a contemporary, high quality and accessible education to HMS graduate students. The embedded teaching practicum provides practice-based training in facilitating a group discussion; professionalism in the classroom; curriculum design, course evaluation, assessment development and DBER; and preparation for teaching throughout and beyond time in graduate school. Teaching assistants are provided training and experience in the development of an early-career teaching philosophy.

Course Website:  
https://canvas.harvard.edu/courses/5841  
(course material embedded within the BCMP 200 course website)

Course Details & Information (for BCMP 200 TAs)

Lecture Days and Times:  
Four 2-hour sessions scheduled based on TA availability**:  
6:00 pm – 8:00 pm on the following days:  
Tuesday September 1  
Tuesday September 8  
Tuesday September 15  
Tuesday December 15

C-216 **For all BBS 301 students

Six (6) 1-hour reflection sections following each 45-minute BCMP 200 teaching team meeting (for a total of 1 hr 45 minutes)  
12:45 pm – 2:30 pm on the following dates:  
Wednesday September 17  
Friday September 26  
Wednesday October 8  
Wednesday October 29  
Friday November 14  
Wednesday December 3

TMEC 425 **For BCMP 200 TAs only

Course Director: Davie van Vactor, Ph.D.

Course Instructor: Jason Heustis, Ph.D.  
ronald_heustis@hms.harvard.edu

Recommended Textbook: There is no required textbook for this course

Grading: Grading for this course is SAT/UNSAT and is based completely on participation, assessed as performance of TA responsibilities associated with lecture and discussion sections; completion of reflection journals (blog posts); completion of assigned readings and brief assignments in preparation for the four nightly sessions; and active engagement in BBS 301 class discussions. Each TA will get at least one teaching observation with feedback from the course instructor.
Policies & Clarifying Information

Course Objectives
Through completion of this course, students (i.e. teaching assistants) gain

1. exposure to the creative process of curriculum development along with experience evaluating the alignment of assessments to course objectives; an introduction to the use of assessments for discipline-based education research
2. training and ongoing mentorship to enable effective discussion leadership, grading and student interaction
3. insights into creating and maintaining a positive classroom learning environment, including professionalism in communication, conflict-resolution, maintaining personal-professional boundaries and recognizing the needs of diverse students
4. practice in writing a teaching philosophy
5. a greater appreciation for teaching as a career trajectory

Prerequisites
Selection as a TA for a core BBS course.

Class Format
All meetings are driven by discussion, often fueled by the thoughts stimulated in reflection journals (blog posts). Nightly sessions provide a broader theoretical framework for pedagogical training beginning with a short review discussion of assigned readings followed by activities designed to apply theory.

Course Website Access
All course materials are posted in a special page for BBS 301 TAs, embedded in the associated BCMP 200 course website.

Academic Integrity
Please be reminded that all work submitted in BBS 301 should reflect individual scholarship and mastery of the related course material. Violations of academic integrity in the course are considered to be serious offences and will be treated very seriously. For a complete description of the Harvard policy on Academic Integrity, you can visit http://www.gsas.harvard.edu/handbook/regulations_and_standards_of_conduct.php.

Special Support and Services
Students with Disabilities: Be assured that services for persons with health conditions or disabilities are available to all Harvard students who need them, by way of the Accessible Education Office (www.aeo.fas.harvard.edu). With information from you, along with proper confidential clinical documentation, they are able to plan with you to provide reasonable accommodation of course materials, classrooms and other aspects of student life, as appropriate. For more information, please contact aeo@fas.harvard.edu or call 617-496-8707.
## Course Schedule

*Please note that readings and assignments may be modified during the course of the semester, but advance notice will be given.*

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Date &amp; Day</th>
<th>Topic and Assignments</th>
</tr>
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</table>
| **BBS 301 SECTION** | September 1      | **Curriculum Design and Assessments**  
|                   | Tuesday 6:00p – 8:00p | Introduction to Discipline-Based Education Research (DBER)  
|                   |                  | **Reading:**  
|                   |                  | DiCarlo (2006) “Cell Biology Should be Taught as Science is Practised”  
|                   |                  | Lorsch and Nichols (2011) “Organizing Graduate Life Sciences Education around Nodes and Connections”  
|                   |                  | Gutlerner and Van Vactor (2013) “Catalyzing Curriculum Evolution in Graduate Science Education”  
|                   |                  | “What is Discipline-Based Education Research”, from the University of Nebraska-Lincoln DBER Group (webpage)  
|                   |                  | **Assignment Due:**  
|                   |                  | To be finalized  
| **BBS 301 SECTION** | September 8      | **Leading an Effective Discussion Section and Standards of Grading**  
|                   | Tuesday 6:00p – 8:00p | **Reading:**  
|                   |                  | **Note:** Readings from *The Torch or the Firehose* may be added  
|                   |                  | **Assignment Due:**  
|                   |                  | To be finalized  
| **BBS 301 SECTION** | September 15     | **The Building Blocks of a Positive Learning Environment**  
|                   | Tuesday 6:00p – 8:00p | **Reading:**  
|                   |                  | Bain (2004), *What The Best College Teachers Do*, Chapter 6, “How Do They Treat Their Students”  
|                   |                  | McKeachie and Svinicki (2006) *McKeachie’s Teaching Tips: Strategies, Research and Theory for College and University Teachers* (Twelfth Edition), Chapters 13 and 14, “Teaching Culturally Diverse Students” and “Dealing with Student Problems and Problem Students (There’s Almost Always At Least One!)”  
|                   |                  | **Note:** Readings from *The Torch or the Firehose* may be added  
|                   |                  | **Assignment Due:**  
|                   |                  | To be finalized  
| **Pre-Section Meeting** | September 18     | **Module 1 (Protein/DNA Interactions) Section Preparation**  
|                   | Friday 12:45p – 2:30p | (may be changed to avoid conflict with BBS PQE)  
|                   |                  |**
<table>
<thead>
<tr>
<th>Pre-Section Meeting</th>
<th>informational meeting</th>
<th>Module 2 (DNA Replication) Section Preparation</th>
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<tbody>
<tr>
<td>September 28</td>
<td>Monday</td>
<td>Module 3 (DNA Repair) Section Preparation</td>
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<tr>
<td>12:45p – 2:30p</td>
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<tr>
<td>Pre-Section Meeting</td>
<td>October 14</td>
<td>Module 4 (Chromatin Structure and Gene Regulation) Section Preparation</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12:45p – 2:30p</td>
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<tr>
<td>Pre-Section Meeting</td>
<td>November 2</td>
<td>Section #5 (Transcription) Section Preparation</td>
</tr>
<tr>
<td>Monday</td>
<td>12:45p – 2:30p</td>
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<tr>
<td>Pre-Section Meeting</td>
<td>November 16</td>
<td>Section #6 (Translation) Section Preparation</td>
</tr>
<tr>
<td>Monday</td>
<td>12:45p – 2:30p</td>
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<tr>
<td>BBS 301 SECTION</td>
<td>December 4</td>
<td>Teaching Trajectories: Graduate School and Beyond</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12:45p – 2:30p</td>
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</tr>
<tr>
<td>BBS 301 SECTION</td>
<td>December 15</td>
<td>Reading:</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6:00p – 8:00p</td>
<td>The Chronicle of Higher Education (2003) &quot;How to Write a Statement of Teaching Philosophy&quot;</td>
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<td>The Chronicle of Higher Education (2010) &quot;4 Steps to a Memorable Teaching Philosophy&quot;</td>
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<td>Chris O'Neal, Deborah Meizlish and Matthew Kaplan. “Writing a Statement of Teaching Philosophy for the Academic Job Search”</td>
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<td>Assignment:</td>
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<td>To be finalized</td>
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</table>
Course Description

For many students pursuing a Ph.D., teaching will be part of their future career, whether as informal mentoring, formal classroom teaching, or outreach. In addition, the theory and research evidence accumulating in the disciplines of cognitive psychology, neuroscience, statistics, and the study of classroom methods has turned the question of, ‘How do we best teach science?’ into its own scientific discipline.

The Theory and Science of Teaching focuses on understanding why certain teaching methods are effective by examining the scientific research and theoretical frameworks that support these methods. We will read and discuss foundational educational and cognitive psychology texts and primary, peer-reviewed literature and then develop an annotated lesson plan that allows us to put these ideas into practice. This course has been designed as a companion to Genetics 302qc, Teaching 101: Bringing Effective Teaching Practices to Your Classroom, but neither course is a prerequisite of the other.

Overview of Topics

- The nature of knowledge
- Rational lesson planning
- Identifying and confronting distorted student understandings
- The concept of transfer
- Distinguishing novice learners from expert learners
- Cognitive neurobiology and psychology as it relates to teaching and learning
- Metacognition in students and teachers
- Scientific assessment of student learning and pedagogical choices
- Spacing effects, testing effects, and interleaving practice

Course Website:
https://canvas.harvard.edu/courses/5752

Course Meetings
Meeting dates: Thursdays, October 1 – November 19, 2015
Time: Thursday 1:00 – 3:30
Location: TMEC 423
Enrollment Limit: 15

Course Leadership
Course Director: Johanna Gutlerner  Instructor: Christopher Wood
Office: Gordon Hall 316A  Office: Gordon Hall 316
Office hours: by appointment  Office hours: by appointment
Email:  Email:
Johanna_Gutlerner@hms.harvard.edu  Christopher_Wood@hms.harvard.edu
Office phone: 617 432-7498
**Course Procedures**

For each week there will be assigned readings. Please come to class having read these. They will be posted online at least one week prior to the meeting for which they are assigned. Class meetings will start with a discussion of the assigned readings, followed by an activity or case study that illustrates a practical way to apply the teaching theory discussed in the readings. We will also discuss current “proof-of-concept” research that investigates whether these teaching techniques are, in fact, leading to the expected student outcomes. We will also spend time thinking about how we could further this research in our own classrooms.

**Assignments**

- **Readings** – Students will be expected to keep up with weekly readings from the primary literature, book chapters, and popular literature as assigned and come to class prepared to discuss these in detail. **There may be changes to the readings that are listed on the syllabus. All final readings will be posted on the website at least one week prior to the class session by when they need to be read.**

- **Weekly Homework** – In addition to reading assignments, these activities are designed to help you build your final lesson plan. **All HW assignments will be given out in class one week before they are due.**

- **Final Lesson Plan** – A heavily annotated lesson plan which includes detailed methodological outlines and explanations on the rationale for the methods chosen.

- **Lesson Plan Presentation** – A short presentation of your lesson plan highlighting the major points of your lesson plan and research proposal.

Overall, the goal of these assignments is to expose students to the evidence-based reasoning for the use of a particular teaching technique, to illustrate appropriate contexts in which these techniques can be put into practice in the classroom, and to design proof-of-concept experiments to determine whether their practical approach supports the published literature.
Course Policies

Attendance
Attendance at all course sessions is required and necessary for your success in the course. The activities during class are a crucial part of the learning experience and the assignments from each week build on the previous week. If you know now that you will be absent for any class sessions, please come speak with me. Absences will be handled on a case-by-case basis; please let me know ahead of time, if possible.

Enrollment
This course is limited to 15 students to maintain the student-centered nature of the class. In the advent that course is over-subscribed, students will be chosen by seniority with higher G-years being given first preference. Students must register for this course on their study card.

Grading
This course is graded SAT/UNSAT.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>35%</td>
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<tr>
<td>Final Assignments</td>
<td>40%</td>
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<tr>
<td>Lesson Plan Presentation</td>
<td>15%</td>
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</table>

Any questions about grading, course policies, or assignments should be directed to Johanna Gutlerner.

Required Book:

Make it Stick: The Science of Successful Learning
by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel
Harvard University Press/Belknap ISBN 9780674729018

Classroom community
This is a workshop course where the instructors serve as leader and coach. We are all working together toward the goal of deeper understanding of the course material. Class participation is part of your grade, but more importantly, it is an integrated part of the experience that will reinforce your learning and help make the class enjoyable for all participants. Digital copies of the reading assignments (other than Make It Stick) and any notes for each course meeting will be posted ahead of time on the course website. If you would like to have a hard copy with you during class, please bring a printed copy.
Department of Comparative Literature
CPLT 243: Professing Literature 1 (G1s), 2 (G2s), 3 (G3s) – DRAFT SYLLABUS
Select Tuesdays, 6-8 pm; Fall 2015 – Spring 2016

Professor Karen Thornber, Director of Graduate Studies, Department of Comparative Literature
(Professor of Comparative Literature and of East Asian Languages and Civilizations)
Tom Wisniewski, Department Teaching Fellow

These courses provide graduate students with the necessary tools to survive and thrive in
graduate school and beyond, in a variety of careers. Sessions on applying for fellowships, public
speaking, using the Harvard libraries, and writing and publishing, as well as making the
transition from coursework to teaching. Open to all GSAS students.

(G3) September 9 [Wednesday] – Mini Teaching Retreat (Chair, DGS, DTF, additional
experienced TFs)

(G1) September 15 – Opening Session for G1s – Introduces G1s to “Professing Literature” and
to Harvard and other resources:
- Office of Career Services (www.ocs.fas.harvard.edu)
- Fellowships Office
(http://www.gsas.harvard.edu/current_students/fellowships_office.php)
- Writing Resources (http://www.gsas.harvard.edu/writing)
- Chronicle of Higher Education; The Professor is In

Explain the importance of maintaining a CV and non-academic resumé

(G1) September 22 – Strategies for Success in Graduate School (Bureau of Study Counsel)
- We’ll pass around a sign-up sheet for research presentations, which G1 students can do
the G1 or G2 year, at the Poggioli or at a smaller class meeting

[(G2) – Conference Presenting (with Bok Center) and Publishing (DGS, CL faculty
member, alum, graduate student)]] – background readings: Scholarly Pursuits; Paul Silvia –
How to Write a Lot; Wendy Belcher, Writing Your Journal Article in Twelve Weeks – not offered
2015-16, since last year’s G1’s (this year’s G2s) all participated in this session

(G1) September 29 – Fellowships (Dr. Cynthia Verba) and Funding Graduate Study (Bob
LaPointe)
- Includes an introduction to GSAS’s new program for new parents
- For background reading see Scholarly Pursuits: A Guide to Professional Development in
the Graduate Years – please note as well the sample materials available in the online
October 6 – Poggioli Workshop 1 (faculty/student – and respondents too)

- A monthly colloquium that provides department faculty members and graduate students with an opportunity to share their work with one another. Each Poggioli session features a 15 minute talk by a faculty member followed by a 5 minute response by a student; and a 15 minute talk by a student followed by a 5 minute response from a faculty member. Each Poggioli session thus will features 2 faculty members and 2 students.

(G3) October 13 – Microteaching and Troubleshooting (DTF and faculty member)

(G1) October 20 – Introduction to Harvard Libraries (with Odile Harter)

November 3 – Poggioli Workshop 2 (faculty/student – and respondents too)

- Introduction to Harvard Horizons. Please see http://www.gsas.harvard.edu/harvardhorizons

(G2) February 2 – Preparing for the Second-Year Paper and Orals

March 1 – Poggioli Workshop 3 (faculty/student – and respondents too)

(G2) March 8 – Teaching in Comparative Literature and at Harvard (DGS, DUS, HTF) and Syllabus/Course Design (in tandem with developing Orals fields)

- Dr. Naddaff (DUS) will introduce the department’s Tutorial Board

March 22 – Poggioli Workshop 4 (faculty/student – and respondents too) – New Admit Recruiting Day

(G3) April 12 – Prospectus and Dissertation Writing

- For background reading see: Joan Bolkner, Writing Your Dissertation in Fifteen Minutes a Day; Peg Single, Demystifying Dissertation Writing; William Germano, From Dissertation to Book

May 3 – Poggioli Workshop 5 (faculty/student – and respondents too)

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**Background Readings of Interest**

*Gerald Graff, Professing Literature: An Institutional History: Twentieth Anniversary Edition

*Louis Menand, The Marketplace of Ideas: Reform and Resistance in the American University

*Bill Readings, The University in Ruins; Gerald Graff, “Response to Bill Readings” (New Literary History 26:3 [Summer 1995], 493-97 – available on Jstore)

*Gregory Colón Semenza, Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities
ENGLISH 350: TEACHING AND PROFESSIONAL DEVELOPMENT COLLOQUIUM

Stephen Tardif | Fall 2015 | Monday 3-5pm | Barker [Room TBD]

COURSE DESCRIPTION AND OBJECTIVES

The third year is a significant turning point in the graduate program in which third-year students make the transition from consuming knowledge to creating it, from passively absorbing scholarship to actively producing it, from taking courses to teaching them. The Teaching and Professional Development Colloquium gives students a forum in which to discuss teaching and other key professional milestones. To that end, the course is designed to anticipate and address the particular challenges of this transitional year, paying special attention to teaching, the Field Exam, and the prospectus.

Beyond its specific weekly agendas, the colloquium is intended to provide a comfortable space to voice concerns, discuss anxieties, identify fears, and share successes. Students will be warmly encouraged to raise issues about teaching and professional growth. Requirements include regular attendance and active participation, the completion of the weekly assignments listed below, and occasional consolations with the Departmental Teaching Fellow at different moments during the semester.

In the spring, the pedagogical and professional development initiated in this colloquium will continue in a series of workshops that, while open to all of members of the English Department, will be mandatory for third-year students.

KEY DATES AND ASSIGNMENTS

- September 2: Preliminary Teaching Philosophy due (300 words)
- September 14: Practice Teaching Workshop (5 minute presentation)
- September 21: Sample Grading Exercise
- October 5: Field List Workshop (draft due to group October 2)
- By the week of Oct. 12: Informal meeting with an in-field upper G-year colleague
- By the week of Oct. 19: Section observation by the Dept. Teaching Fellow
- October 26: Syllabus Workshop (draft due to group October 23)
- By the week of Nov. 23: Videotaped section consultation with the Dept. TF
- January 7-10, 2016: MLA convention in Austin, TX
Curso de Programación

Septiembre 2: Resumen del Semestre: Desde el Primer Día de Clases hasta el Examen de Campo

Esta sesión servirá como una introducción a los objetivos del seminario y los temas que cubriremos durante el semestre. Reflejaremos sobre el propósito de la sección, su relación con la lección, y su función como líder de la sección tanto dentro como fuera del aula. Podremos pensar sobre cómo tu actual rol como Teaching Fellow se relaciona con la visión de pedagogía articulada en tu Filosofía de Enseñanza. Y también contemplaremos lo que viene por delante: el trabajo principal intelectual del tercer año: el Examen de Campo y el Prospectus de la Tesis.

Además de este tipo de discusión general, nos enfocaremos en tu próximo compromiso de enseñanza. Primero, pensaremos sobre lo que podrías coordinar con tu Head Course y TF colegas al principio del semestre. Luego, después de hablar de cualquier preocupación o ansiedad que puedas tener sobre enseñar tu primera sección, recogeremos algunas estrategias para romper el hielo, iniciar una discusión inicial, y establecer claras expectativas para el resto del semestre. Finalmente, hablaremos de lo que, si es aplicable, distingue a los estudiantes de Harvard de otros tipos de estudiantes, y cómo eso podría influir en tu enseñanza de ellos.

**Asignación:** Escribe una breve reflexión (aproximadamente 300 palabras) sobre enseñanza que toque alguno de los siguientes temas: ¿Qué esperas lograr a través de tu enseñanza? ¿Qué habilidades específicas deseas que desarrollen tus estudiantes? ¿Qué estrategias utilizarás para ayudar a tus estudiantes a alcanzar tus objetivos pedagógicos? Y ¿qué tipo de evidencia utilizarás para evaluar el éxito de tus estudiantes? Además, si aún no lo has hecho, por favor, unirte al Modern Language Association (en el monto más bajo para estudiantes graduados).

Septiembre 14: Práctica de Enseñanza

Vamos a utilizar esta sesión para hacer algunas presentaciones breves de enseñanza para eliminar la ansiedad pre-discusión y reflejar sobre estrategias efectivas en el aula. Cada uno de ustedes elaborará cinco minutos de enseñanza o discusión (preferiblemente basado en un tema de su curso o un pasaje de un texto que le circule al grupo) que se seguirá de cinco minutos de análisis y revisión. Pensaremos sobre cómo prepararse y organizar las sesiones de discusión, y cómo comunicarse y conectarse con los estudiantes.

Nos terminaremos la reunión mirando la planificación de los cursos para los cuales estás enseñando este semestre, y discutiremos el papel que cada planificación asume para sus Teaching Fellows. También revisaremos tus listas de campos en desarrollo.

**Asignación:** Prepara cinco minutos de discusión y lleva copias del texto asociado (si lo tienes). Además, circula una copia de la planificación para el curso que estás enseñando este semestre a tus colegas por correo electrónico antes de nuestra reunión. También comenzarás a esbozar tu lista provisional de campos, y haz una lista de los problemas, cuestiones, o preocupaciones que surjan a medida que lo haces.
September 21: Grading and Responding to Student Work

As a Teaching Fellow, you will be faced with the daunting task of getting through a giant stack of papers several times a semester. In our discussion, we will discuss strategies for meeting this challenge and address, as well, other related topics such as different grading systems, grade inflation, complaints about lower grades, and different ways of delivering feedback (marginal versus final comments, oral feedback, etc.). To this end, we will consider three sample student essays, and how criticism and praise might be framed in responses to each and how grades should be assigned.

Assignment: Read three sample papers (to be distributed at the previous session). Write sample comments in which you identify and address the prevailing virtues and problems of each paper and assign a grade.

September 28: Harvard Undergraduates and Diversity in the Classroom

In this session, we will discuss the impact that differences in background (including academic concentration, gender, race, age, nationality, sexuality, class, and political leanings) might have on classroom dynamics. We will also discuss the wide range of resources that are available to undergraduates in various kinds of personal or academic distress.

For helpful perspectives on both of these topics, we will welcome to the colloquium, Lauren Brandt, the former Allston Burr Resident Dean for Leverett House. Lauren, a graduate of American Studies and currently serving as a member of the Ad Board, will outline the challenges that Harvard students face, and the resources which are available to them—and to Teaching Fellows—, should problems arise which interfere with their academic performance.

Assignment: Please come with one or two questions to ask Lauren. Also, think of one or two examples from your own experience—as an instructor or a student—in which identity factors have complicated or enriched a classroom environment.

October 5: From Fields List to Prospectus

This week, our focus will turn from teaching to the other main task of third-year graduate students: the curation of a Fields List and preparation for the Field Exam. We will discuss the implicit professional development that occurs in the formulation of a viable dissertation project, as well as the question of what constitutes a “field” and a “subfield.” We will also discuss the considerations involved in selecting a committee and the important role that the Fields List and Field Exam play in beginning the dissertation.

By this point in the semester, you should have a rough draft of a Fields List that could be shared with the colloquium. In the first hour of our meeting, we will circulate and examine these lists and discuss their possible connection to various non-period subfields. The second half of our session will be a preview of the main academic task of the spring
semester for which both the Fields List and the Field Exam are designed to prepare you: writing your prospectus. We will, therefore, analyze this particular genre so that you can adapt it to your own intellectual needs. We will discuss sample prospectuses from previous years with the intention of learning what a prospectus is—and what it is not. In this meeting, we will be very pleased to welcome the DGS, Professor Deidre Lynch, who will share her perspective and expertise on fields, subfields and prospectuses.

Assignment: Draft a Fields List and distribute it to the group by Friday, October 4. This can be a very rough draft. (You may also send your draft only to Stephen and Professor Lynch if you prefer.) Please also read prospectus samples of your choosing (you will have been given a range of prospectuses in various fields in the previous session).

October 12: NO CLASS (Columbus Day)

Remember: Please be sure to schedule an informal meeting with one or two upper G-year colleagues who are in your field and working with some of the faculty members that you might want to work with as well. Ask them about the genesis of their projects, about their field exams and prospectuses, and perhaps share your own Fields Lists, too. Also ask them what they wish they had known at your stage in the program. Finally, since two draft syllabi will be are due in two weeks, please give both of them some thought this week.

October 19: Taking the Temperature: What’s Happening in Your Classroom?

With the passing of the semester’s initial jitters, you are getting to know your students (and they you), and the genre of “section” is no longer the mystery it once was. Now is an ideal moment to take a breath and reflect. What’s actually happening in your sections? What are your students learning? How—and in what specific ways—is what you are doing in your sections contributing to their overall experience of the course? Topics for this session will include: strategies for taking stock of your teaching mid-semester, livening things up by adding variety in activities, framing and processing early feedback, and, if necessary, changing your pedagogical tack. In this meeting, we will be pleased to welcome Virginia Maurer, an Associate Director at the Bok Center, who will help us think about student feedback, mid-term assessment, and reflective pedagogy more generally.

Assignment: Briefly note three things that you think are going well in your sections, and at least one thing that you think could be improved. What—concretely—might you do to improve it? Also, take a moment to look back at the teaching philosophy you wrote in September: does your section reflect your pedagogical goals so far? How would you alter this statement now? Finally, if you haven’t already circulated a brief midterm evaluation in your sections, please prepare one and bring copies of it to class.

Remember: Please coordinate with Stephen to find a time when he can visit your section. If you are unavailable in the hour immediately following your section, please also arrange a time to meet with him shortly thereafter to debrief about your section.
October 26: Teaching Courses of Your Own

In this meeting, we will consider the theory, practice, and art of crafting a syllabus and teaching a course of your own. You will soon have the challenging pleasure of organizing a semester’s schedule of readings and assignments if you propose a Junior Tutorial, and our discussion will touch on the issues involved in designing such courses. We will also think about the kinds of courses that we would teach at other institutions, and will attend to the intellectual questions and practical concerns arising in such courses: from general surveys to freshman seminars to advanced graduate classes. We will also think about how to organize syllabi using thematic, generic, theoretical, and historical frames.

The major focus of our discussion will be on your own syllabi which will have been circulated to the group beforehand. Using these documents, we will think about how to develop courses from your areas of research, assembling a teaching portfolio, and refining a “teaching philosophy.” We will also talk about preparing and delivering undergraduate lectures. In this meeting, we will be pleased to welcome Professor Ju Yon Kim to the colloquium.

Assignment: Design two syllabi and course descriptions: one for a junior tutorial that you would like to teach in the department and another for a survey course based on your Teaching Field that could be offered at a large public university or a small liberal arts college. These syllabi should include book lists (check prices and in-print status), weekly readings, discussion topics, assignments, and any exams or other special features of the course. Please e-mail your syllabus to the group by Friday, October 30. (You may also send your syllabus only to Stephen and Professor Kim if you prefer.)

November 2: Time Management and Publication as a Graduate Student

We will take up two topics this week. First, we will consider the topic of time management, discussing best practices about how to strike a balance between teaching and research, and thinking more about how the two might be made to complement each other. Second, we will discuss broadly the issue of publishing work as a graduate student: what kinds of publishing graduate students should be doing, in what journals, and when.

Assignment: Familiarize yourself with a significant journal in your field. How does the work in it contribute to your field? What kinds of pieces does the journal publish? Pay particular attention to which methodologies or critical approaches seem to gain the most coverage. Also please come prepared to discuss one or two examples from your own experience—as an instructor or a student—of time management successes or failures.

November 9: The MLA and Other Professional Conferences

In this meeting, we will expand on our earlier Fields List workshop by connecting our lists to the current profession conversations in our chosen fields. We will look at the
Genetics 302qc (or Teaching 101): Bringing Effective Teaching Practices to Your Classroom

Instructors: Dr. Emily Gleason and Dr. Meg Mittelstadt
Quarter Course, spring 2016
Thursdays 2 – 4 pm
NRB 230
Beginning Feb 11
Enrollment limited to 8 students.

Draft Outline for Spring 2016:

**Week 1 (Feb 11)**
Course Intro (20 min)
Spontaneous teaching (1.5 hrs) (could Sarah Jessop attend?)

**Week 2 (Feb 18)**
Basics of good (practical!) teaching. Assign them a brief primer on what good large group teaching looks like.
What is a learning objective/goal? Practice writing them.
Give a brief primer on what a CAT is, explain next week’s assignment.

**Week 3 (Feb 25)**
Identifying misconceptions in your students. How to approach this in the classroom.
Practice designing classroom assessments and MCQs
(Have the students present the different CAT strategies to one another)

**Week 4 (Mar 3)**
Innovative teaching methods (have students each present at method to one another)
LISAM

**Week 5 (Mar 10)**
Workshop on designing their nanocourse – pick a topic, write learning objectives, design one formative assessment question. Decide what 10 minute lesson would need to be given to prepare students to answer the assessment question.
Prepare them to give and receive feedback

**Week 6 (Mar 24) (hold this class in NRB 350(reserved 1:45-4pm)** Video tape – large group teaching demo (first day of nanocourse)

**Week 7 (Mar 31) ask the students if they want to be videotaped for the second demo**
Mock tutorial (1 hr)
Discuss how it went (30 min)
Difficult students/discipline/academic integrity (30 min)
Week 8 (Apr 7)
Small group vs. Large group teaching
Prepare for second day of nanocourse

Week 9 (Apr 14) (hold this class in two rooms, NRB 230 is reserved, need to request a second room from room scheduling as nothing else is available)
Small group teaching demo (second day of nanocourse)
History 3920hf: Colloquium on Teaching Practices

Academic Year 2014-2015
Mondays, 1:00-3:00PM
Basement Seminar Room, Robinson Hall

Dan Smail • smail@fas • Robinson 202 • Office Hours: Mondays, 10-12, 3-4 & by appt.
Tom Hooker • tshooker@fas • Robinson L-14 • Office Hours: Mondays, 4-6 & by appt.

Course Description

This course is an introduction to teaching history, both at Harvard and beyond. Through practice, observation, reading, and discussion, you will become familiar with a range of techniques and styles of teaching. Class meetings will also provide an open forum for first-time teaching fellows and tutors to share ongoing experiences and concerns regarding both the classroom and the role of teaching in the historical profession. All first-time TFs and tutors are required to participate.

The course will meet eight times in fall and five times in spring. Each meeting will focus on a specific aspect of teaching history, including leading discussion, lecturing, responding to student writing, and balancing teaching and research. The class is weighted toward the beginning of the first semester in order to give maximum support to first-time TFs. Over the course of the year, however, the course will move increasingly towards supporting you as a teacher and designer of your own courses. At the end of the year, you will have the opportunity to reflect on your teaching experience and to begin assembling a teaching portfolio.

Course Requirements

- Attendance at the Bok Center Fall Teaching Conference and Annual History Teaching Workshop
- Attendance at and active participation in all course meetings *
- Reading assignments, drawn from current scholarship on teaching and learning
- Grade and comment on one sample student paper
- Review one videotaped section with Tom or a Bok Center consultant
- Deliver a two-minute talk in class in preparation for the G3 Prospectus Conference
- Review and respond to Q score evaluations with Tom or a Bok Center consultant
- Draft a syllabus for a course that you would want to teach
- Write a teaching philosophy statement (1–2 pp.)

Course Readings: James Lang, *On Course: A Week-by-Week Guide to Your First Semester of College Teaching* (HUP, 2010), is required for the course and is available from online booksellers or on course reserves at Lamont. All other readings will also be made available on the course Canvas site.

Grading: Satisfactory/Unsatisfactory (SAT/UNS)

* Unavoidable conflicts will be handled on a case-by-case basis. Please get in touch with Tom in advance to make alternate arrangements.
Course Schedule

Aug. 27-28  BOK CENTER FALL TEACHING CONFERENCE

All first-time teachers are expected to attend the Teaching Fundamentals Track on August 28, as well as the panel on professional conduct on August 29 (9:00am-10:15am).

Aug. 29  HISTORY DEPARTMENT TEACHING WORKSHOP

(9:30-2:30pm in Robinson Lower Library)

All first-time and returning TFs are required to attend the department’s annual teaching workshop, led by members of the department.

Assignment: Microteaching. Come prepared to teach a five-minute lesson of your choice.

Sept. 8  PLANNING AND TEACHING YOUR FIRST SECTION

Our first session will provide a forum to discuss questions, strategies and anxieties regarding the first sections and first office hours. In addition, we will discuss how to prepare for section, how much to prepare, and how to address related concerns.


Assignment: Bring in a copy of any materials that you have put together in order to prepare for your first section (e.g. lesson plan, handouts, etc.). If you do not have a section, bring a sample lesson plan for the first meeting of a hypothetical survey course in your field.

Sept. 15  LEADING DISCUSSION AND SPARKING QUESTIONS

We will discuss the nuts and bolts of leading discussion and posing questions. In completing the reading, pay attention to the important differences between lecturing and leading discussion. A panel of veteran history TFs will be on hand to conduct a Q&A session.


Sept. 22  TEACHING AND GRADING WRITING

We will discuss responding to student writing and share our thoughts on a pre-circulated sample student paper. We will discuss our assessment of this paper as well as efficient and effective techniques for grading. We will also discuss how to cope with student complaints about grades. Hannah Callaway, the History Department’s Writing Fellow, will join our discussion.

Assignment: Comment on and assign grades to a sample essay.

Oct. 6

PROBLEM STUDENTS, PROBLEM SITUATIONS

In the second hour, we will be joined by Dr. Brett Flehinger, who will discuss Harvard’s policies and guidelines for handling issues of plagiarism and academic integrity.

Reading: Lang, Weeks 8-9, “Students as People” & “Academic Honesty,” 178-213.

Assignment: Come prepared to share at least one dilemma that you’ve encountered over the semester. We’ll have time to discuss these “cases” in class.

NOTE: By this meeting, you should have signed up to have a section meeting videotaped at the Bok Center. Soon after your videotaping, make sure to sign up for a viewing with Rowan or with a Bok Center consultant. Your section should be videotaped and an appointment to discuss it set by Nov. 10.

Oct. 20

EVALUATING OURSELVES AND BECOMING BETTER TEACHERS

In the first hour, we will discuss formal and informal ways of assessing our own abilities as teachers. In the second hour, we will also discuss ways to solicit and respond to student feedback with a veteran TF.

Reading: Lang, Week 13, “Student Ratings and Evaluations,” 265-82.

Assignment: Come prepared to discuss a comment or two that you received from your midterm evaluations that you found interesting, useful, or troubling.

NOTE: By this meeting, you should have conducted midterm evaluations with your class. Sample evaluation forms are available on the course Canvas site.

Nov. 10

SHAKING THINGS UP – GETTING CREATIVE IN THE CLASSROOM

This week we will discuss innovative methods for engaging your students. In the first hour, a veteran TF will share her experiences and suggestions, while in the second hour, we will discuss your own ideas and plans.

Reading: Explore the University of Minnesota’s Active Learning website, as well as Harvard’s ABLConnect database.

Assignment: Come up with one or two creative ways to engage your students with course material. We will workshop them in small groups.

Nov. 17

BALANCING DISSERTATION AND TEACHING
We will discuss how to balance teaching and research with veteran TFs. In the second hour, we will discuss writing recommendation letters for students.

**Reading:** Lang, Week 10, “Finding a Balance outside the Classroom,” 214-31.

Dec. 1   **PRESENTATION SKILLS**

In preparation for the G3 prospectus conference, we will discuss and work on presentation skills with a representative from the Bok Center.

**Reading:** Paul Edwards, “How to Give an Academic Talk, v4.0”

**Assignment:** Prepare a 2-minute talk (ideally a summary of your upcoming prospectus talk) to be delivered in class and reviewed.

**Spring Semester**

NOTE: In addition to the following class meetings, we encourage you to pair up with a classmate to visit each other’s sections and give feedback. You should also schedule a second section videotaping. Finally, depending on the class that you are teaching, you may wish to discuss with your course head the possibility of giving a lecture sometime this semester.

Feb. 9   **LECTURING**

In the second hour, a faculty member will offer tips on how to prepare and deliver an effective lecture.


**Assignment:** Think about the best and worst lecturers you have heard. What makes for an effective lecture? What makes a lecture ineffective?

Feb 23   **DESIGNING ASSIGNMENTS**

In this week, we will discuss creative and thoughtful designs for assignments with an eye towards conceiving our own courses. We will address essay assignment design as well as consider collaborative and digital assignments. During the second hour, Dan will lead a session on “how not to teach digital history.”

**Reading:** TBD

**Assignment:** TBD

Mar. 30   **CONCEIVING A COURSE - I**
In the second hour, a faculty member will join us to offer her insights into developing a course.


Assignment: Come up with ideas for at least two courses that you might like to teach; be prepared to share these with the class.

April 13  CONCEIVING A COURSE - II

Current and former History Prize Instructors will join us to workshop your draft syllabus.

Assignment: Prepare a draft syllabus for a course you might like to teach. Your syllabus should include: a course description, a book list, weekly topics, and at least one paper assignment. See the course website for further materials.

Apr. 27  TEACHING PORTFOLIOS AND JOB APPLICATIONS

In the second hour a recent graduate of the department and a graduate student currently on the job market will join us to share their insights on what you can do as a G3 and beyond to prepare for the job market.


Assignment: Draft a 1–2 page statement of your teaching philosophy. In class, we will workshop these statements and reflect on your teaching experiences. See the course website for further suggestions on writing a teaching philosophy.
Music 250h: Teaching Colloquium and Pedagogy Practicum
Co-Instructors: Prof. Sindhumathi Revuluri (revuluri@fas) and Lucille Mok (luci.mok@gmail)

This course serves as an introduction to teaching at Harvard and beyond. It constitutes a forum for studying learning, designing instruction, practicing teaching, and communicating about successes and challenges in your classroom. Although a requirement for third-year graduate students and others new to teaching, the course is open to all who are interested in pedagogy regardless of their level of experience.

Objectives
- Identify, prepare, and employ the teaching practices that work best in your classroom and for your individual teaching circumstances
- Develop concrete teaching strategies
- Reflect on, critique, and revise your own instructional decisions
- Consider the relationship of teaching to your professional goals
- Expand your knowledge of the resources available to you from the Bok Center and other Harvard agencies

Responsibilities
- Attend and participate actively in each session
- Complete short readings and/or short assignments before each session
- Come prepared to discuss questions, issues, and goals pertaining to your teaching experience
- Microteaching (fall)
- Videotape section and review (fall)

Presentations: Each session, one student will present a lesson, activity, assessment, prompt, or other teaching material already used (successfully or otherwise) in section. Your presentation should not exceed 10 minutes and should include reflections on your objectives, plans, and outcomes. Think of this as an opportunity to practice teaching while also sharing your own techniques and experiences with your classmates.

All meetings will take place from 10-12pm in Room 4. As this is a full-year course, we have scheduled dates through Spring 2016. **Please take note of these now:**

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Course Overview:
The pedagogy practicum emphasizes both the acquisition of knowledge about pedagogy and professional development vis-à-vis pedagogy. As most of those enrolled in the course are first time teachers, we begin by addressing what many graduate students might characterize as issues of survival in the classroom: navigating Harvard’s undergraduate curriculum and institutional practices, generating lesson plans, managing class discussions, and providing constructive feedback. We will then move towards consolidation of those skills as we consider more advanced topics in pedagogy, including the role of technology in the classroom and diversity as a pedagogical imperative. The course also includes several sessions devoted to professionalization, exploring teaching philosophies and preparing materials for use on the job market.

The meetings are also designed as a forum for discussion of difficult issues that you encounter in the classroom. For this reason, a portion of each session will be devoted to discussing issues or challenges that you have encountered and brainstorming approaches to them as a group. The instructors are also available to meet outside of class to discuss any issues that you encounter. This syllabus is adaptable to change. As the semester proceeds and some topics manifest themselves as more or less relevant to your teaching needs, it can be adjusted. Please feel free to suggest additions or substitutions as your concerns come into sharper focus.
First Semester

September 8 – Finding Your Footing and Planning the Semester
Our first session will provide an introduction to the course as well as an overview of undergraduate life at Harvard and the role you play in it. We will also discuss how to navigate the first day of class and establish clear standards and expectations with students. We will also have a general discussion addressing questions and anxieties about your new role as Teaching Fellow. Finally, we will spend some time understanding the rhythm of a semester. To make this effective for you, bring your syllabi (for courses you are teaching and taking), deadlines, conferences, travel, and any other commitments you plan to undertake.

Reading:

Assignment:
Microteaching—Come prepared to teach a three-minute lesson on a topic of your choosing, related to the course you will be teaching. Your peers will be your “students” today.

Recommended for before you teach:

Listening:
Therese Huston, “Teaching What You Don't Know: The Top Ten Survival Strategies So You Can Have a Sane Semester,” 1:30:35, audio file and handouts available on course website

September 22 – Discussion Leading and Activity Based Learning
We will open a dialogue about how to lead effective discussions in the classroom. Specific topics of interest include generating lesson plans, keeping discussions lively, encouraging participation, and teaching to non-musicians. Drawing from the recent Bok Center project ABLConnect, we will also explore a range of activity-based learning strategies and discuss how you might implement them in your teaching.

Reading:

Kal Raustiala and Christopher Jon Sprigman, “Squelching Creativity: What the “Blurred Lines” team copied is either not original or not relevant,” Slate, March 12, 2015
NOTE: We will use this mock reading as a departure point for our consideration of how to lead discussion. As you read it, think about how you might approach this text in the classroom and what questions you might ask.
Assignments:
Peruse the ABLConnect website at http://projects.iq.harvard.edu/ablconnect.
Brainstorm ways you might implement these activities in a course on the various subdisciplines in the department (Musicology, Ethnomusicology, Music Theory, Composition). Select one activity type or example activity and adapt it for your course this semester. (You may actually use this activity this semester, or you may file it away for the future.)

By today's meeting, sign up to have a section meeting videotaped by the Bok Center. After completing your videotaping, make sure to sign up for a viewing with Luci or a Bok Center representative. Your section should be videotaped and an appointment to discuss it set by November 11.

October 6 – Technology and the Millennial Student
This session will focus on educational technology. Guest speaker Bill O’Hara (G6, Music Theory) will help us explore how various kinds of multimedia tools might be integrated into the learning process and consider some of the specific challenges related to the increasing presence of technology in our students’ lives. How do we encourage critically engaged use of Internet resources? How might we entice students who are increasingly accustomed to using digital resources from their dorm rooms into the libraries? How might we approach the use of laptops and smart phones in the classroom?

We will end by discussing how to collect early feedback. You should plan on submitting early feedback forms to your students in the coming weeks.

Reading:

Optional Reading:

Assignment:
Explore a digital resource – one discussed in the Gosden article, on the list below, or another that you’ve heard of. Brainstorm a project that would use this resource toward either A) a one-off section meeting, and B) a semester-long project.

October 20 – Directing the Classroom
Sarah Jessop from the Bok Center will join us to discuss the role of the instructor as a director of the classroom. Employing the metaphor of the instructor as stage director and the students as players in the action, her workshop will include techniques for gaining confidence in the classroom and for communicating effectively with students.

November 3 – Diversity In The Classroom
In this session, we will discuss diversity in the classroom and some of the challenges and opportunities that it entails. “Diversity” as a concept is broadly defined here: we work with students not only from heterogeneous cultural, religious, and economic backgrounds, but also from an array of musical backgrounds. How do we negotiate various kinds of difference in our teaching? How can difference enrich our teaching? How can it present dilemmas?

We will end by discussing how to digest early feedback and how to re-energize the classroom in the final stretch of the term.

Reading:
Nilson, "Accommodating Different Learning Styles” in Teaching at its Best (John Wiley and Sons, 2010), 229-239.

Assignment:
Come prepared to share a challenge related to diversity (however you’d like to define it) that you’ve encountered over the semester.

November 17 – Grading, Assessment, and Addressing Student Concerns
We will discuss the topic of evaluation from several perspectives. We begin by exploring the process of responding to student work, focusing on strategies for providing and applying constructive feedback in a timely manner. We will also discuss strategies for dealing with student disputes and complaints relating to grading as well as academic honesty.

Reading:

Assignment:
Bring in a copy of a student assignment for which you have given feedback and a grade. We will workshop them in class. Think also about your own best and worst experiences grading and being graded. What is the difference between helpful and unhelpful comments and evaluations?
SPRING SEMESTER

January 28 – Interpreting Course Evaluations and Teaching Philosophy I
Welcome back! We kick off our spring meetings with a session addressing two topics.

First, we discuss the complex role of student evaluation. In addition to addressing any concerns relating to your own feedback, we will also touch on broader questions relating to the evaluation process: How can we tell if students are really learning? How can we use various forms of feedback to improve learning? How can we productively solicit feedback on your performance from students?

Second, we transition beyond the realm of the classroom and toward broader pedagogical techniques and goals. We begin with a workshop on your Teaching Philosophy, as a statement of your approach to the classroom and as a necessary professional document for the job market.

Reading:

“A Conversation with Douglas Stone and Sheila Heen, authors of Thanks for the Feedback: The Science and Art of Receiving Feedback


Explore some sample statements of teaching philosophy at this University of Michigan website: http://www.crlt.umich.edu/tstrategies/tstpum

February 11 – Teaching Philosophy Part II
This week, we continue discussing how to create our own teaching statement, drawing from the approaches we have developed throughout the year. Come prepared for a writing workshop. We will share first drafts and offer constructive feedback so that you will have the beginnings of a teaching philosophy statement on file for the future.

Assignment:
Write a draft of your Teaching Philosophy to discuss with your colleagues.

February 25 – Course Design I
This week, we will discuss the broader tasks of conceiving a course and designing a syllabus. Our main tasks will be to explore the fundamentals of course construction and
evaluate some sample syllabi. To aid our discussion, think about the classes you’ve taken over the course of your academic career. Which did you feel were most successful? Why?

Assignment:
Think of a course you expect to teach in the future or would like to, and list three to five “Course Objectives.”

Reading:

March 24 – Course Design II
In this class we will explore the role of the introductory class -- the kind of course that you will certainly be asked to teach (most likely in your first year of teaching) if you take on a teaching position at a university. In our discussion we will examine the textbooks that are available to teach these courses, the goals of such courses within the university curriculum, and the many factors that will go into designing such a course for your future employer.

Reading:

Assignment:
Find 1-2 textbook(s) that are intended for use in a “bread-and-butter” course for your subdiscipline (i.e. “Intro to Music” for musicologists, “Intro to World Music” for ethnomusicologists, “Intro to Music Theory” for theorists and composers) and be prepared to provide a summary and critique of the text in class.

April 7 – Creating Effective Lectures and Assignments
Although the role of a TF generally does not include giving formal lectures, the skill of lecturing is likely to become a significant part of your academic life. Today, we will observe videos of various lectures to discuss and evaluate their efficacy. We will also discuss the creation of the course assignment, focusing on how to use backward design to create projects that effectively advance student learning.

Assignments:
Peruse some online lectures (e.g. those at Open Yale Courses), TED Talks, etc. Select a short segment (~3-5 minutes) of one that you find particularly good or bad, and take notes on why. Send the clip to Luci by March 31 and be prepared to briefly present and discuss it in class.
Think of a specific learning goal for the students taking a class of your design. With this goal in mind, develop two separate assignments: A) a straightforward paper prompt or other traditional project, and B) a non-written, creative, or non-traditional assignment. Think about what constitutes success for students completing these assignments. What might a basic rubric for each assignment look like?

Reading:
Nilson, “Making the Lecture a Learning Experience,” in *Teaching at its Best* (John Wiley and Sons, 2010), 113-125.

**April 21 – The “After Grad School” Panel**
For our final session, our guest speaker(s) will discuss the transition from graduate student to life after grad school. We will discuss transition to adjunct or tenure-track work, as well as how to leverage the skills developed in graduate school into a non-academic career. Our guests will be recent graduates who will discuss how they made – or are still making – a transition into their academic and non-academic positions.

Guests will be announced early in the semester. Please come prepared with one or two questions for them.

Reading:
“PhDs – The Transition from Graduate Student to Assistant Professor,”
[https://career.berkeley.edu/phds/PhDtransition.stm#teaching](https://career.berkeley.edu/phds/PhDtransition.stm#teaching).


Additional Recommended Resource:
Physics 302: Teaching and Communicating Physics

Spring 2016

Syllabus

January 27/28, 2016

Synopsis

Purpose  This course is a practicum: Its purpose is to provide physics graduate students with a low-pressure, practice-based environment in which to develop and improve their teaching, presentation, and communication skills. The course consists of a mixture of short presentations by instructors and outside speakers, combined with significant hands-on practice for enrolled students.

Enrollment  Enrollment in the course is mandatory for first-year physics graduate students. Official enrollment is ordinarily capped at 36, with priority given to first-year graduate students.

Auditors  Auditors of any number are welcome as well, and may attend the full meetings as well as provide additional feedback during the small-group practice sessions. However, auditors will not generally have an opportunity for practice teaching.

Methods  The course focuses primarily on in-class teaching and presentation practice. Enrolled students have abundant opportunities to practice in small groups in the presence of both course instructors and auditors, observe the practice teaching of other students, receive and share feedback, and discuss teaching methods and approaches.

Goals  The broader goals of this practicum are to inform graduate students about the rules and regulations of teaching at Harvard, as well as to improve the overall experience, quality, and effectiveness of teaching in the department. Additionally, this course aims to help its participants improve their lesson planning, presentation, communication, active engagement, discussion leading, board usage, awareness of audience, and confidence.

Note:  The Harvard School of Engineering and Applied Sciences (SEAS) also offers a teaching practicum—Computer Science 365: SEAS Teaching Practicum—and SEAS students should enroll in that course if their schedules permit. For a list of all teaching practicums and seminars available at Harvard, please visit http://bokcenter.harvard.edu/teaching-practicums-and-seminars.

Primary Instructors

Jacob Barandes  Associate Director of Graduate Studies, Lecturer on Physics, Course Head
Jefferson 349, x4-8138, barandes@physics.harvard.edu
Office Hours: Tuesdays and Fridays, 10:00am - 12:00pm, Jefferson 349

David Morin  Associate Director of Undergraduate Studies, Lecturer on Physics
Lyman 238, x5-3257, morin@physics.harvard.edu
Office Hours: http://www.people.fas.harvard.edu/~djmorin/office_hours.htm
Schedule

Each enrolled student attends ten sessions that meet weekly, 4:00pm - 6:00pm. (See the tentative agenda for specific session dates and topics.)

At the beginning of the term, enrolled students sign up to attend their ten sessions either on Wednesdays or Thursdays—official total enrollment for the course is ordinarily capped at 36, with a maximum of 18 students for each day and exceptions made as needed. Graduate students beyond the capped enrollment are invited to audit the class and attend both the full-meeting presentations as well as the small-group discussions, although they will not generally get a chance to practice teach.

Most class periods are divided approximately between

- 15-30 minutes of presentations by instructors or outside speakers, including full-meeting discussions; and
- 90 minutes of practice-teaching sessions emphasizing the current topic—10 minutes of teaching per officially-enrolled student, with 5 minutes of group follow-up discussion with instructors and other graduate students.

Grading

All first-year physics graduate students are required to enroll, and official total enrollment is capped at 36 graduate students, who receive a grade of SAT/UNSAT. There is no formal homework—attendance, preparation for each session, and full participation are required for a passing grade. Graduate students beyond the capped enrollment are welcome to audit the course.

Note: Completion of this practicum counts toward the Bok Center Teaching Certificate.

Outside Reading

Required

- Resources for Teaching Fellows, 2015-2016 (GSAS)
  http://gsas.harvard.edu/teaching_fellows/resources_for_teaching_fellows.php
  (Available as a convenient single PDF for enrolled students on the course web site)
This seminar is intended to help graduate students develop the professional skills needed to navigate life during—and especially after—graduate school. We will discuss basic career skills not typically covered in other parts of the curriculum, including: tips for writing and publishing; how to prepare a research and teaching statement; advice for interviewing and negotiating the terms of your first job; tips for grant-writing; strategies for balancing competing academic and personal demands; how to be a good departmental citizen; and other topics. The presenters in this seminar series will be departmental faculty, graduate students, and departmental alumni who have recently (and successfully!) navigated these topics. This seminar series is open to all current graduate students.

There are optional readings and assignments. Many readings are from a book edited by Mitch Prinstein called *The Portable Mentor: Expert Guide to a Successful Career in Psychology, 2nd ed.* The book freely downloadable ([http://link.springer.com/book/10.1007%2F978-1-4614-3994-3](http://link.springer.com/book/10.1007%2F978-1-4614-3994-3)). Although we are suggesting only the chapters relevant to the topics we are covering, it is a good resource more generally. Other readings will be posted on the course website.

### 3 February
Overview of seminar; goals and what we will cover; additional ideas for topics.

### 10 February
How to write. Perhaps one of the most important skills for success in academic and related careers is mastering the writing process. We will discuss both the process of writing (e.g., what science says about when to write, how much to write, etc.) as well as the content (e.g., sense of style). We will be joined by Rich McNally and Steve Pinker.


### 17 February
How to publish. We will discuss topics like the difference between articles and chapters; how to choose which journals to submit to; order of authorship; the importance of persistence and having a thick skin. We also will discuss how to review articles. Students will review letters from journal editors and authors’ responses to them.

*Readings: Portable Mentor: Chapters 9-11, 22*

### 24 February
How to organize and write a grant proposal. We will discuss how to locate funding sources; the role of program officers; how grant reviews work; examples of successful and unsuccessful proposals from faculty. We will be joined by Josh Buckholtz and Randy Buckner.

*Readings: Portable Mentor: Chapter 24*
3 March  Planning for the next step: comparison of university, research, industry, government positions; postdocs versus “real jobs”; soft vs. hard money positions; networking at conferences; developing an online presence. Also how to prepare a curriculum vitae. Students will be asked to prepare a CV in advance, which will then be analyzed by the group. We will be joined by Mina Cikara and others.  
[Readings: Portable Mentor: Chapters 23, 26]

10 March  Applying for academic jobs: components of a job application; examples of good and bad research statements; what to expect from the interview process; do’s and don’ts.  
[Readings: Portable Mentor: Chapter 25]

17 March  [Evacuation Day: no meeting]

24 March  From job offer to tenure: how to negotiate a position; starting your lab; developing new courses; vicissitudes of being the most recently arrived faculty member; how tenure works at different universities. We will be joined by Dan Schacter & Leah Somerville.

31 March  How to manage a lab, teaching, and supervision: tips for mentoring; letters of recommendation. Students will review examples of good and bad letters of recommendation. We will be joined by Mahzarin Banaji.  
[Readings: Portable Mentor: Chapter 12]

7 April  Strategies for time management and work/life balance: allocating time among research, teaching, and administrative roles; use of sabbaticals; outlook for women and minority faculty. We will be joined by Jesse Snedeker & Leah Somerville.  
[Readings: Portable Mentor: Chapters 6-7]

14 April  How to participate and be a good departmental and scientific citizen: examples of appropriate and inappropriate strategies; examples of good and bad behavior: ethics, fraud, and sexual harassment; how to be a good colleague; ways of initiating collaborations, and ways of learning and giving.  
[Readings: Portable Mentor: Chapters 5, 19]

21 April  Lessons learned from a career in psychological science. We will be joined by Susan Carey and others.  

28 April  Open week for other topics
SEAS Teaching Practicum - Spring 2015 Syllabus

The SEAS Teaching Practicum [CS365] enhances the teaching skills of students in the School of Engineering and Applied Sciences. There is nothing computer-science-specific about the course; graduate students from all science and engineering fields within or beyond SEAS are welcome. Postdocs and motivated undergraduates may audit (doing the same work as enrolled graduate students) and receive a certificate of completion.

This class provides a platform for observation, practice, feedback, discussion, and reflection that will help you become a good and effective teacher. More broadly, the skills from good teaching (being a clear and confident speaker, a careful listener, an inspiring mentor, a good communicator and colleague) are useful skills that apply to other aspects of professional and personal life. Whether you are a new or experienced teacher, and whether you love teaching or are teaching primarily to meet a departmental requirement, we hope this course will not only help you become a better teacher but also to guide you through a path of self-discovery that leads to finding your passion and developing your self-confidence.

As a practicum course we emphasize an active but reflective approach to teaching; assignments are largely centered around lesson planning, with any supporting readings being short and practical. You will practice teaching through numerous exercises and teaching simulations where you receive feedback from peers and self-assess to reflect and improve your teaching. You will also learn from others' teaching and provide constructive feedback to help others improve their teaching. As teaching occurs as much outside of the classroom as in, we will also focus on topics such as lesson planning, office hours and 1-on-1 interactions, feedback, assessment, and working with course staff.

Course Objectives

Knowledge: By the end of the course, you will have knowledge of:

- The principles of effective teaching and section leading and their relevance to students' learning and your personal development.
- The application of analytical thinking and reflection to teaching.
- The teaching resources available to you from peers/colleagues, SEAS, the Bok Center and beyond.

Skill: by the end of the course, you will be able to:

- Prepare a goal-oriented lesson plan tailored to your audience.
- Lead an effective section on a topic in your field, engaging students in interactions and discussions that help them learn beyond lectures and readings.
- Work well with other teachers in a team environment.

Values: the course is based on the following values and assumptions

- You are the teacher: what you do, say, and believe will shape what you are able to get out of teaching and whether you will be an effective teacher, mentor, and presenter.
- Teaching can be a very personal experience. You have tremendous influence over your students as a teacher. We hope that you use your skills to better your students' (and your own) educational experience.
- Passion is a force shared by effective teachers. To be effective, you must find your passion and use it to shape your teaching values and goals.

Outcomes:

- Your self-assessment of your work in the course and the learning you have accomplished.
- Your assessment should be based on your in-class participation (and hence attendance!), completion of the readings, and engagement with the assignments.
- We hope that you will apply what you have learned to shape your teaching career, professional development, and personal life. You should incorporate in your assessment the extent to which you have used this class in each of these areas of your life.

As a 300-level course, students are expected to complete all assignments.
Meeting Time

The course will meet 2:30-4:30pm **Tuesdays** in Pierce 100F, according to the schedule given on the course site. Some additional time for practice teaching may be needed outside of the regular class meeting on some weeks.

Instructors

- John Girash, PhD, jgirash@seas.harvard.edu [Lecturer in SEAS, and Director of Graduate Student Affairs], Pierce 110, 6-5956.
- Kelly Miller, PhD, kmiller@seas.harvard.edu [SEAS Departmental TF, and Lecturer on Applied Physics]

We look forward to getting to know you and hope to see you in office hours (regular, or by appointment) throughout the term. Office hours and other notices will be posted on the course iSite [http://isites.harvard.edu/k109570](http://isites.harvard.edu/k109570).

Assignments

Assignments for this course are designed to help you reflect on your own teaching, and on others'.

- Weekly assignments will largely consist of short readings and video viewings, prep for practice teaching, and somewhat-longer self-reflections at mid- and end-of-term.
- Each student will be required to review one of their practice-teaching videos with a member of the course staff at least once during the semester.
- Time allowing, students will be expected to give a brief presentation on a topic of cognition or learning theory from one of the optional readings below, with individual presentations spread throughout the semester.
- Students will also be asked to each give one brief "show and tell" on a teaching-, learning- or outreach-related topic during the term.

Accommodations for students with disabilities

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with John by the end of the second week of the term (Feb. 10 in/after class, or office hours). Failure to do so may result in the our inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Reading List

Required readings for all students:

- GSAS' Resources for Teaching Fellows [http://gsas.harvard.edu/teaching_fellows/resources_for_teaching_fellows.php](http://gsas.harvard.edu/teaching_fellows/resources_for_teaching_fellows.php)
- Grant Wiggins and Jay McTighe, "What is Backward Design?", Ch. 1 in *Understanding by Design* (1998, ASCD) [https://www.fitnyc.edu/files/pdfs/Backward_design.pdf](https://www.fitnyc.edu/files/pdfs/Backward_design.pdf)
- other short handouts linked in the course agenda on the iSite

Optional readings, e.g., on which presentations may be based:

SEAS Teaching Practicum - 2015 Schedule

The tentative 2015 schedule, adjusted for the Jan. 27 Harvard closure, is listed below. Further adjustments will likely be made due to number and fields of students in the class, guest availability etc. Readings and assignments are listed prior to the class meeting in which they need to be done.

Feb. 3 - Communication and Teaching

As teachers, how do we connect with our audience? We will workshop how to engage your audience while speaking. Sarah Jessop, Associate Director for Speaking Instruction at the Bok Center and academic-theatre specialist, will lead us in exercises and coaching. This will help us to develop a vocabulary for talking about teaching in specific and descriptive terms.

Assignment for Feb. 10:

- Read this [Handout] with public speaking suggestions.
- Read The Torch or the Firehose starting from the prologue through “Before You Walk In...” (pp.1-24) as well as the section “Basic Communication Skills” (pp. 34-36).
- Watch the “Kelly/CS50” clip on the course site under “Homework Videos”. Write down any observations on what the teacher did, what the students did, and how they interacted. Keep in mind that these are descriptions, not judgements.
- Fill out the Pre-class survey on the iSite (you may have to log in to see it)

Feb. 10 - Teaching by doing; then reflecting

We begin to look at teaching by teaching. Students will take turns briefly (~3 min.) teaching a non-academic topic of their choice -- no prep is required! Time permitting we will then discuss the purpose of teaching and the role of the teacher.

Assignment for Feb. 17:

- Read The TF Role: Expectations, Responsibilities, and Conduct at http://gsas.harvard.edu/current_students /the_tf_role_expectations_responsibilities_and_conduct.php
- Read Backward Design, Chapter 1 from Understanding by Design, by Grant Wiggins and Jay McTighe. See also Fig. 1.2 [courtesy of WKU].

Feb. 17 - Teaching at Harvard

Topics:

1. What does it mean to be a Teaching Fellow in SEAS, at Harvard?
2. What are the expectations institutionally, culturally, professionally, and how does TFing fit in with a graduate student's research and overall life?
3. How does an individual TF work effectively with a course head and/or a larger course staff?
4. What are Harvard undergraduates like, and how do TFs fit in with their overall academic and college life?

We'll be joined by Sujata Bhatia, Assistant Director for Undergraduate Studies [ADUS] in Biomedical Engineering, and Jason Munster '10, Resident Tutor in Mather House and PhD candidate in ESE.

Assignment for Feb. 24:

- Prepare an 6-8 minute lesson to practice teach. Try to make it at least somewhat interactive, and aim it at an intro/undergrad audience if possible.

Feb. 24 - Practice Teaching II

You will do your first (still brief) academic practice teaching. Time permitting we may discuss videotapes of past TFs and continue to develop our teaching vocabulary regarding material and lesson structure.

Assignment for Mar. 3:

- Read Seeing is Understanding: Using the Blackboard (Torch or the Firehose pp. 37-41).
- Do a board planning exercise (adapted from the Torch, page 39): Pick ~10 minutes of conceptual material to present. Take a sheet of paper and draw an outline of board panels on it. Plan out on the paper exactly what you will put on the board. No short-cuts: when done, the paper should effectively be a photograph of what the board will look like when you’re done. While doing this exercise, make note of important things to say and places to ask questions and interact with the students. Write all of this down, but not in the panels outlining the board. (It could still be on the same sheet of paper, perhaps below each panel.)
- Bring 3 copies of your lesson plan to class. We will be going over them in small groups.

* Mar. 3 - Section planning: class structure, learning goals and lesson planning

A discussion of teaching at Harvard from the professor's perspective -- we will be joined by Margo Seltzer, Herchel Smith Professor of Computer Science -- and how TFs and faculty can work best together in a course. We will also discuss aspects of lesson planning and structuring a section, and then break up into small groups to study each other's board plan (prepared as homework).
Assignment for Mar. 10:

- Watch the "Brad Mann / Math 21" clip on the course site under “Homework Videos”. Consider his style both in interacting with the students and in using the board.
- Based on today's feedback, revise your plan and come prepared to teach from it.

Mar. 10 - Practice teaching III: Conceptual Teaching

Incorporating feedback from the previous week's workshopping of your board plans, you will practice teach with your lesson plan, based on a conceptual topic, followed by a discussion of intent versus execution in terms of student learning.

Assignment for Mar. 24:

2. Browse these short handouts:
   - Overview of Bloom's Taxonomy of the Cognitive Domain
   - Choosing Problems (general tipsheet)
   - Teaching with Problems in the Sciences (look at pp. 1-3)
   - Guidelines for writing questions (not science-specific; see what you think)
3. Scope out an idea for a possible example problem based on your lesson of March 10, and bring it to class.

* Mar. 24 - Problems and Assignments

A discussion of specific skills of teaching a scientific problem or activity, followed by a workshop on question/problem/assignment design, leading to you developing your problems or activities (as homework) to "assign" to each other next week. We'll be joined by Patrick Ulrich, ADUS in Environmental Science & Engineering.

Assignment for Mar. 31: Prep a problem- or example-based lesson in support of the assignment you started developing in class today. Also finish your homework problem and bring 3 copies to hand out in class. Aim for your homework to take your "students" 15 min to complete after seeing your in-class lesson.

Mar. 31- Practice Teaching IV: Problems

Teach a problem and hand out "homework" to each other, to do for next week.

Assignment for Apr. 7: Read pp. 46-47 "Evaluating You: Feedback" in The Torch. Do your assigned "homework"!

* Apr. 7 - Formative and Summative Assessment

Workshop and discussion on different types of assessment and how to provide students with effective feedback. We will discuss how to assess both formatively and summatively with practices such as Peer Instruction, Just in Time Teaching and backward design in mind. We'll be joined by Christopher Lombardo, ADUS in Engineering Sciences.

Assignment for April 14: Prep a brief research-group-talk presentation.

Apr. 14 - Practice Teaching V: Communicating Your Science

Giving a first group-meeting presentation can be one of the most stressful tasks for a new graduate student. Using the teaching and feedback vocabulary we've built up so far, you will have the opportunity to practice giving a "group talk" and fielding questions. We'll be joined by Daniela Faas, Senior Preceptor in Design Instruction.

Assignment for April 21: read the following short pieces

- "Working in Groups" tipsheets. Skim for what is implied about both student interactions and teaching issues.
- A description of the Jigsaw technique [optionally for more info see serc].
- Why Peer Discussion Improves Student Performance on In-Class Concept Questions, M. K. Smith et. al., Science, 2 January 2009: 122-124. We'll also use this as our basis for "how to teach literature" discussion if we have time.

* Apr. 21 - Active Learning

We will discuss some of the recent literature on team based and project based learning. We will then present a case study example of a flipped class currently being taught at the undergraduate level in SEAS. Then, based on the previous week's discussion and workshop, you will teach or workshop an active- or group-learning exercise (possibly not of your own design). We'll be joined by Margo Levine, ADUS in Applied Math.

Assignment for April 28: Read pp. 51-61 in The Torch.

April 28 - Experimental Teaching Lab

Based on the previous week's discussion and workshop, you will teach or workshop an active- or group-learning exercise (possibly not of your own design). Or, go even farther: faculty find that their most rewarding teaching is often on topics other than their everyday research field; think outside the box and teach us something completely different, and differently. We'll be joined by Carolann Koleci, Preceptor in Applied Physics.
# Statistics 303hf
## The Art and Practice of Teaching Statistics

Department of Statistics and Derek Bok Center for Teaching and Learning

Harvard University

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<td>Whipple V.N. Jones Professor of Statistics and Dean of the GSAS</td>
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<td>College Fellow in Statistics</td>
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<tr>
<td>Instructor in Statistics</td>
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<tr>
<td>Associate Director, Derek Bok Center</td>
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Office Hours: by appointment

## Class Meetings:

Meetings will generally be every other non-holiday Tuesday, **9:30am to 11:20am**; see the schedule for specific dates.

This will be a year-long course, usually meeting in Science Center 706. Some of the practice teaching sessions will be held at the Derek Bok Center, Science Center 316/317.

## Course Related Web Pages:

For general course information and updates, please refer to the course web page:

http://isites.harvard.edu/icb/icb.do?keyword=k106635

For teaching-related questions and other useful resources, please refer to:

http://bokcenter.harvard.edu/
Goals and Prerequisites:

The ultimate goal of this course is to help you to become a good teacher and an effective speaker. There are several by-products of being a good teacher. If you master the art of teaching, and in particular, teaching Statistics, not only will you become successful in your teaching career, but you will also become an excellent presenter, acquiring effective communication skills and easing any stage fright you might have. Good communication skills are essential in your professional life and indeed in your personal life, no matter what career goals you have set.

As some of you have come from different educational and cultural backgrounds, we understand that you may consider teaching in an American classroom a challenge. We are here to supply the necessary tools and techniques to help you meet this challenge. Equipped with what you learn in this course, you will look forward to your first class as a Teaching Fellow.

Over the course, you will be given numerous opportunities to practice teaching. Through suggestions and comments from the teaching staff and peer reviews, you will gradually learn what works well in the classroom (and what doesn’t). If you consciously make an effort to follow these guidelines in the classroom, we are confident that you will be appreciated and recognized as an excellent TF by your students.

All first year Statistics Ph.D. students are required to take this course. Others who are interested in taking the course may talk to the instructors. There is a cap on the number of students allowed to take this course for credit. Therefore, the instructors reserve the right to decide individual enrollments on a case-by-case basis.

Texts and References:

For presentation material: “Introduction to the Practice of Statistics,” by Moore and McCabe, an excellent source of teaching material and problem sets. Those who take the course for credit will be able to borrow a copy of the book from the department.

For interesting examples and activities: “Teaching Statistics: A Bag of Tricks,” by Andrew Gelman and Deborah Nolan, an excellent reference for a Statistics TF. This book will be on reserve in the library.

Course Requirements:

• Active participation in every class meeting is expected and encouraged.
• You will complete small writing assignments before and/or after some of the sessions; see the schedule for details.
• You will give three practice presentations during the Practice Teaching sessions in the fall and one in the spring; following this, you will teach an hour of an actual section.
• You will be required to visit the session of an experienced TF early in the fall semester and report your observations.
• You will be required to hold one hour of office hours for an intro level class in the fall.
• You will meet individually with a member of the teaching staff occasionally to view and discuss your teaching videos.
• You will be responsible for taking notes during one class each semester.

Your Comments and Suggestion:
We always welcome your comments or suggestions. Please feel free to tell us your opinions about any aspect of the course. Email is the most effective way to get in touch with us. You can also write us an anonymous note and drop it in our mailboxes, located on the 7th floor of the Science Center.
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<tr>
<td>9/2/14 SC 706</td>
<td>Introduction &amp; Practice Teaching I</td>
<td>By 5pm on Mon, 9/1 e-mail Victoria a brief paragraph describing your concerns about teaching and what you want from the course.</td>
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<tr>
<td>9/16/14 SC 706</td>
<td>The Undergraduate Perspective</td>
<td>View clips in advance (on the course website) and, by 5pm on Mon, 9/15, upload to a drop-box on the course web-site under “Assignments” your observations in a format that will be specified.</td>
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<tr>
<td>9/30/14 SC 706</td>
<td>Section Observation Discussion</td>
<td>Attend a section of a 100-level statistics class, and discuss with the TF afterwards. Take notes on what you think worked well and what did not, and be prepared to discuss your observations.</td>
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<tr>
<td>10/14/14 SC 316/317</td>
<td>Practice Teaching II</td>
<td>Choose a topic from the options given and prepare a 10-minute presentation.</td>
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<tr>
<td>10/28/14 SC 316/317</td>
<td>Office Hours &amp; Effective Teaching Strategies and Dealing With Hard Questions</td>
<td>Help at the 104 study network or 110 group OH for one hour, and write a paragraph describing the experience. By Sunday, 10/26, upload on the course web-site a statistics question you are not sure how to answer well or would like answered.</td>
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<tr>
<td>11/18/14 SC 706</td>
<td>Practice Teaching III</td>
<td>Prepare a 10-minute presentation on a different topic, building on the feedback and discussions from the previous practice teaching.</td>
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<tr>
<td>12/02/14 SC 706</td>
<td>Mid-year evaluation</td>
<td>By 5pm on Mon, 12/01, write &amp; upload a paragraph summarizing what you have taken away from this semester of the course. Also, revisit your paragraph submitted prior to the first class... how have your concerns about teaching changed (or not changed) since then?</td>
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# Spring 2015

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<td>1/27/15 SC 706</td>
<td><strong>How Learning Works</strong>&lt;br&gt;Virginia will lead a session exploring seven ways in which students learn.</td>
<td><strong>Read assigned chapter from How Learning Works. Write &amp; upload a half page summary by 5pm on Mon, 1/26.</strong></td>
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<td>2/10/15 SC 316/317</td>
<td><strong>Practice Teaching IV</strong>&lt;br&gt;In parallel sessions, each student will teach for 30 minutes, including time spent answering questions.</td>
<td><strong>Prepare a 30-minute presentation. Try to anticipate questions that may be asked.</strong></td>
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<td>2/24/15 SC 706</td>
<td><strong>Feedback and Discussion of Practice Teaching IV</strong>&lt;br&gt;As preparation for teaching a real section, we will discuss your experience with Practice Teaching IV and techniques for keeping your students actively involved and “alive” during section.</td>
<td><strong>Review videotape for Practice Teaching IV.</strong></td>
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<tr>
<td>3/11/15 and 3/12/15</td>
<td><strong>Practice Teaching V: Teach an actual section!</strong>&lt;br&gt;Immediately after teaching, write what you think were the strengths and weaknesses of your section.</td>
<td><strong>Attend Stat 104 lecture and TF meeting.</strong></td>
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<tr>
<td>3/24/15 SC 706</td>
<td><strong>Feedback and Discussion of Practice Teaching V</strong>&lt;br&gt;Experiences from your section teaching will be shared, and we will view and discuss video highlights for each student. Students will be asked to self-evaluate their performance.</td>
<td><strong>Be ready to discuss your experience teaching a real section.</strong></td>
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<tr>
<td>3/31/15 SC 706</td>
<td><strong>The Whole TF Experience with Past, Current, and Future TFs</strong>&lt;br&gt;Experienced TFs will share tidbits of advice on different aspects of being a TF, and will answer any questions you may have.</td>
<td><strong>By 5pm on Mon, 3/30, upload on the course web-site one question you still have about being a TF.</strong></td>
</tr>
<tr>
<td>4/14/15 SC 706</td>
<td><strong>Grading &amp; Academic Honesty</strong>&lt;br&gt;The teaching staff will lead a discussion on grading in general. This will be followed by some specific examples of grading exams and projects. In addition, a guest speaker will lead a discussion of academic honesty issues that may arise.</td>
<td><strong>Write a brief paragraph on what you consider ideal versus problematic grading, from the grader’s as well as the student’s perspective. Also grade two given projects.</strong></td>
</tr>
<tr>
<td>4/28/15 SC 706</td>
<td><strong>Grand Finale</strong>&lt;br&gt;Over Chinese catering, the course closes with a grand finale, and students articulate what they learned from the course. Don’t be surprised if there is a surprise guest speaker!</td>
<td><strong>Write &amp; upload a paragraph about the most important things you learned in Stat 303, and any concerns you still have.</strong></td>
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Communicating effectively is an essential scientific skill but rarely explicitly taught. Scientists must tell people about their work—their colleagues, the broader scientific community, students and the general public. All of these audiences have different levels of expertise and different goals for learning about science. Therefore each audience needs a specific message tailored to them. Not only must scientists tailor their message, they must also deliver it in a variety of different formats—in graphics, in writing, and in talks. Scientists with strong communication skills are better teachers, better colleagues, and more persuasive advocates for science. And yet we do not typically teach scientific communication directly.

To address this gap, we designed a class where students learn scientific communication in the context of problems relevant to their own research. We address three modes of scientific communication: graphics, writing and presentations. Across all of these sections, we emphasize three core principles: teaching a process, finding the essential story and getting critical feedback. Each section consists of hands-on exercises in small peer groups. We explicitly teach students how to lead these groups and how to constructively critique one another.

**Section 1 : Graphics & Writing**
- **September 11th** : Introduction to the course, Common Threads
- **September 18th** : Graphics 1 — 5 Concepts of Graphic Design/Sketching
- **September 25th** : Writing 1 — Didactic
- **October 2nd** : Graphics 2 — Software Introduction/Directed Design/Poster concepts
- **October 9th** : Writing 2 — Writing Abstracts, Titles & Aims
- **October 16th** : Graphics 3 — Graphic Design Workshop
- **October 23rd** : Writing 3 — Mock NSF Study Section

**Section 2 : Presentations**
- **October 30th** : Presentations 1 — 2-slide workshop
- **November 6th** : Presentations 2 — ImprovScience workshop
- **November 14th** : Program Retreat — No Class
- **November 20th** : Presentations 3 — Retreat discussion + Videotaping talks and feedback
- **November 27th** : Thanksgiving — No Class
- **December 4th** : Presentations 4 — Videotaping talks and feedback + Chalk talks guidelines
- **December 11th** : Presentations 5 — Chalk talks + Class Wrap-Up
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| 2/10/15 SC 316/317 | Practice Teaching IV  
In parallel sessions, each student will teach for 30 minutes, including time spent answering questions. | Prepare a 30-minute presentation. Try to anticipate questions that may be asked. |
| 2/24/15 SC 706  | Feedback and Discussion of Practice Teaching IV  
As preparation for teaching a real section, we will discuss your experience with Practice Teaching IV and techniques for keeping your students actively involved and “alive” during section. | Review videotape for Practice Teaching IV. |
| 3/11/15 and 3/12/15 | Practice Teaching V: Teach an actual section!  
Immediately after teaching, write what you think were the strengths and weaknesses of your section. | Attend Stat 104 lecture and TF meeting. |
| 3/24/15 SC 706  | Feedback and Discussion of Practice Teaching V  
Experiences from your section teaching will be shared, and we will view and discuss video highlights for each student. Students will be asked to self-evaluate their performance. | Be ready to discuss your experience teaching a real section. |
| 3/31/15 SC 706  | The Whole TF Experience with Past, Current, and Future TFS  
Experienced TFS will share tidbits of advice on different aspects of being a TF, and will answer any questions you may have. | By 5pm on Mon, 3/30, upload on the course web-site one question you still have about being a TF. |
| 4/14/15 SC 706  | Grading & Academic Honesty  
The teaching staff will lead a discussion on grading in general. This will be followed by some specific examples of grading exams and projects. In addition, a guest speaker will lead a discussion of academic honesty issues that may arise. | Write a brief paragraph on what you consider ideal versus problematic grading, from the grader’s as well as the student’s perspective. Also grade two given projects. |
| 4/28/15 SC 706  | Grand Finale  
Over Chinese catering, the course closes with a grand finale, and students articulate what they learned from the course. Don’t be surprised if there is a surprise guest speaker! | Write & upload a paragraph about the most important things you learned in Stat 303, and any concerns you still have. |
VISUAL AND ENVIRONMENTAL STUDIES
VES 330
TEACHING WORKSHOP

FALL and SPRING 2014

Pedagogical Methodologies between Research and Practice
Faculty Supervisor: Matt Saunders
msaunders@fas.harvard.edu
Departmental Teaching Fellow: Joana Pimenta
pimenta@g.harvard.edu
Full course (fall and spring)
Monday 6-8pm
CC 401

This year-long full course meets every three weeks, with additional meetings and workshops tbd. It serves as an introduction to teaching in Visual and Environmental Studies, as well as an advanced forum for designing instruction. Through practice, reading, and discussion, this class will address a range of questions, modes and techniques for teaching, as well as raise pedagogical questions that are specific to the wide range of courses Teaching Fellows and Assistants have the possibility to teach in Visual and Environmental Studies. There will be an emphasis on discussions of hybrid methodologies between research and practice. Class meetings will also provide an open forum for teaching fellows and assistants to share ongoing concerns and experiences, and to practice teaching. Additional sessions at the Harvard Art Museums, the Harvard Film Archive, and with invited lecturers tbd.

Thursday, August 28
Introduction
Introduction to the Workshop at the VES TA-TF Fall orientation meeting

Monday, September 15
Theory/Practice
“In theory, theory and practice are the same. But in practice, they are different.”
When the architect Le Corbusier designed the Carpenter Center for the Visual Arts, he meant it to be “a meeting place between head and hand.” What has Visual and Environmental Studies meant at the moment of its foundation, and how has it shaped new directions for the encounter between thinking and making, scholarship and artistic practice? Can these different approaches find a productive point of encounter, or is the strength of their relation based on their inherent practical tension? How is the interdisciplinary mission of VES reflected in the course offerings dedicated to undergraduate students, and in the breakdown between the different disciplines present in the department? What might it mean to teach inter-disciplinarily in VES? And how do the methodologies derived from artistic research, practice-based research, making and writing, inform pedagogical methodologies for the classroom?
This introductory session will map out the goals of the workshop and the topics we will cover over the course of the semester. We’ll discuss the relationship between teaching, research and practice: how can they complement and inform each other, how to strike a balance between the demands of each. All participants will be asked to share their past teaching experiences and general ideas about teaching.
Monday, September 29
Teaching in VES: part 1
Leading a studio critique
“It’s important to acknowledge that there is no good definition of “art critique” ---no model, no history, no guide.” James Elkins
Critiques are a format common in any studio course, from film/video to drawing, painting and photography, and yet the ways in which they are led are wide-ranging in their formats and goals. Is it true that that can not be a good definition of “art critique”? How to structure a critique in a studio class? How to encourage students’ participation? Is there value in setting guidelines for critique in the classroom? What role should process play in the discussion of a finished work, or rather, should feedback match the stage of the development the work is in, or is it sometimes productive to look at the work without the charge of it’s maker’s intentions? How to give students the necessary tools and prompts to respond productively to the work of their peers?
Reading Jacques Rancière, *The Ignorant Schoolmaster* (selections)

Monday, October 20 / Wednesday, October 22 (tbc)
Curatorial & Critical Practice
Saim Demircan
Curator, Kunstverein München
Reading tbd
Monday, November 10 / Wednesday, November 12 (tbc)
How to teach with (art) objects?
Integrating the collections of the Harvard Art Museums
Jessica Martinez, Director of the Division of Academic and Public Programs

Monday, November 17
Teaching in VES: part 2
In this session, we will discuss strategies for leading discussion: posing problems, questioning, and listening, strategies to create a productive interrogation of the material and a series of prompts that will keep the conversation geared towards your objectives, while keeping it open and transformed by students’ contributions. We will also address how to integrate visual materials, still or moving, in a discussion, and discuss possible assignments and exercises.
Monday, December 1 / Wednesday, December 3 (tbc)
The Physical Voice
Sarah Jessop, Associate Director for Speaking Instruction, Derek Bok Center for Teaching and Learning
date tbd
Teaching with the collections from the Harvard Film Archive
* meeting at the Harvard Film Archive facilities in Central Sq.