



# **Marlon Kuzmick**

**Associate Director**

**Derek Bok Center of Teaching and Learning**

**Harvard University**

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**Supporting Excellence in  
Teaching and Learning at  
Harvard**

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- **Who we are, what we do (and for whom)**
- **What we've learned about learning, what we teach about teaching**
- **Future Directions and Opportunities**

# **Outline**

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**Who We Are**

**What We Do**

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*The Derek Bok Center for Teaching and Learning was established in 1970 to enhance the quality of undergraduate education in Harvard College. Originally named the Harvard-Danforth Center (in recognition of the Danforth Foundation grant that funded the Center at the outset) it was renamed in 1991 to honor former Harvard President Derek Bok, an active supporter of the Center both during his presidency and today. Traditionally, retiring Harvard presidents have had buildings named in their honor; President Bok is the first to have his name given instead to an organization. Harvard's continuing support of the Center in the years following its founding reflect a belief that research, teaching, and learning are compatible at the very highest levels.*

## **Who We Are (History)**

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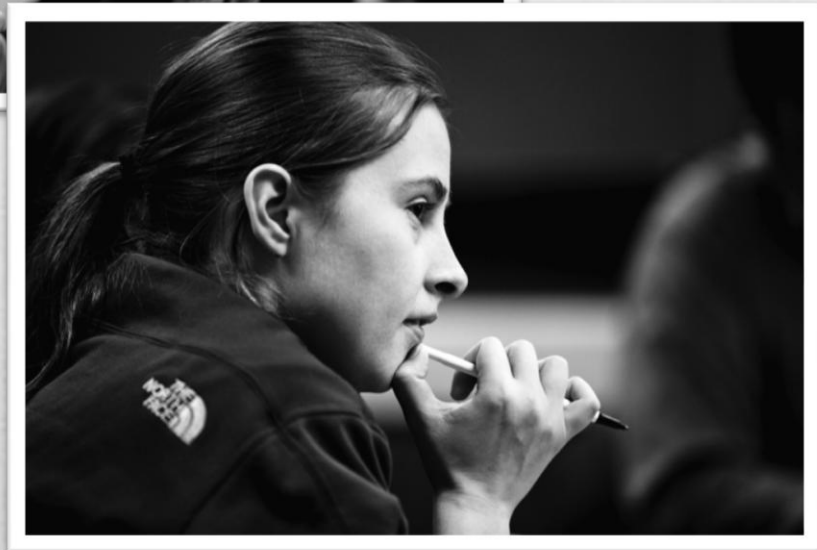
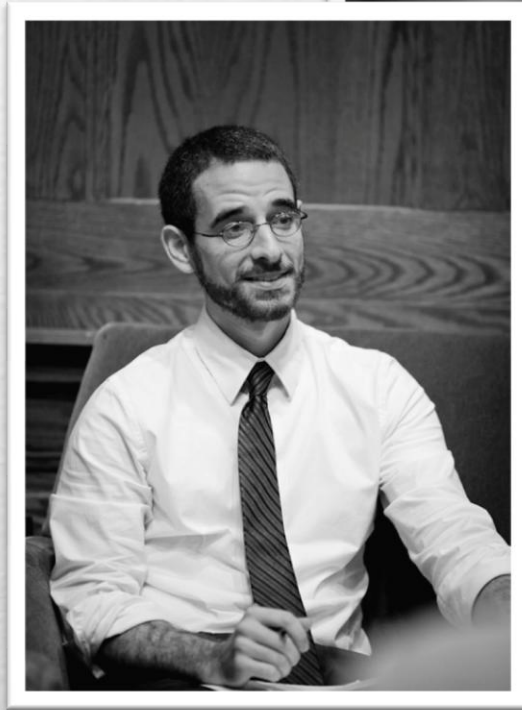
**Executive Director**

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# Associate Directors

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# Departmental Teaching Fellows

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- **Teaching  
Consultants**
- **Office Staff**
- **Video Technician**
- **Work-Study Student  
Workers**

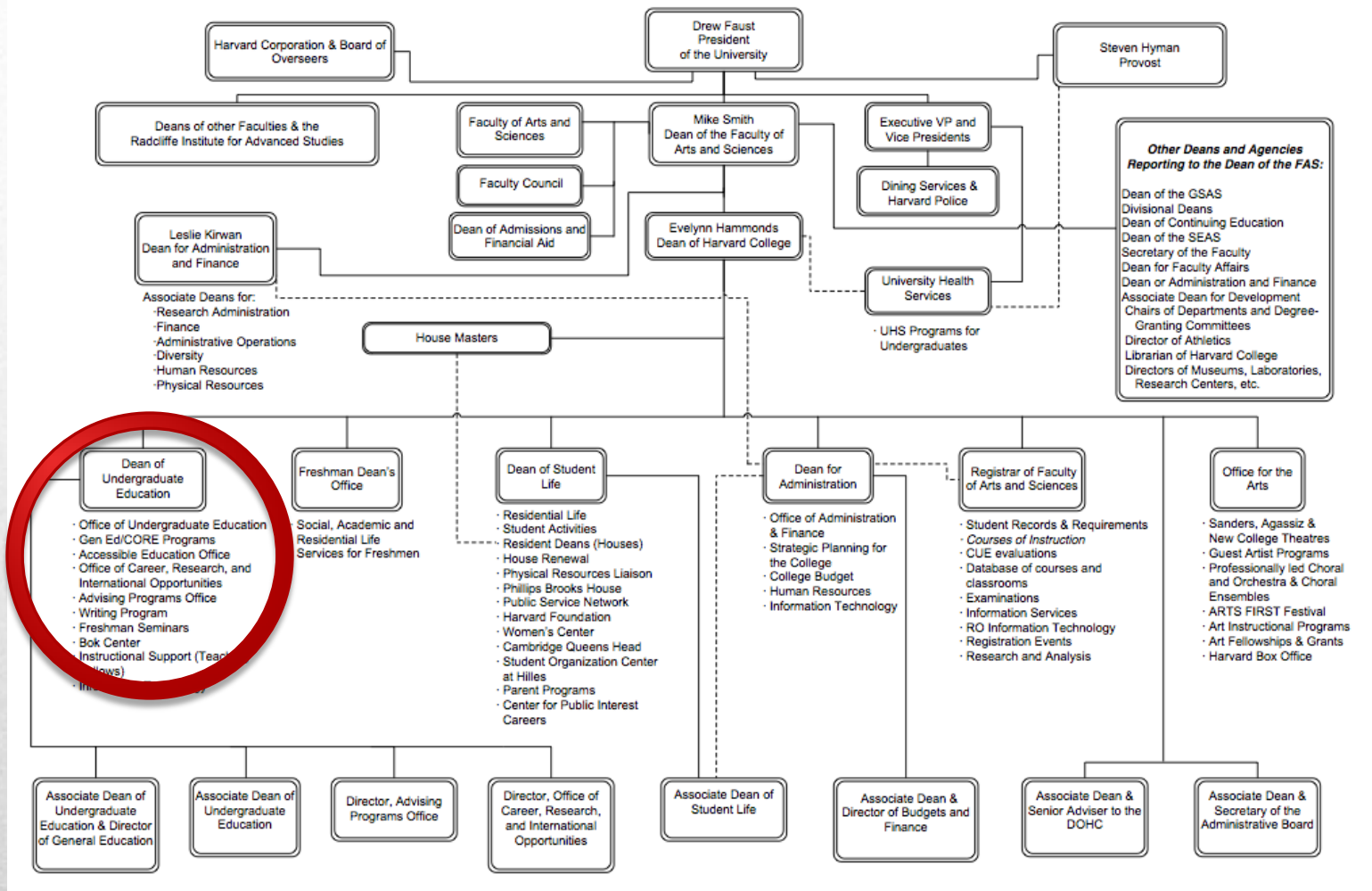
# **Additional Staff**

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- **Professors**
- **Lecturers**
- **Preceptors**
- **Visiting Instructors**
- **Harvard College  
Fellows**
- **Teaching Fellows**
- **Teaching Assistants**
- **Course Assistants**

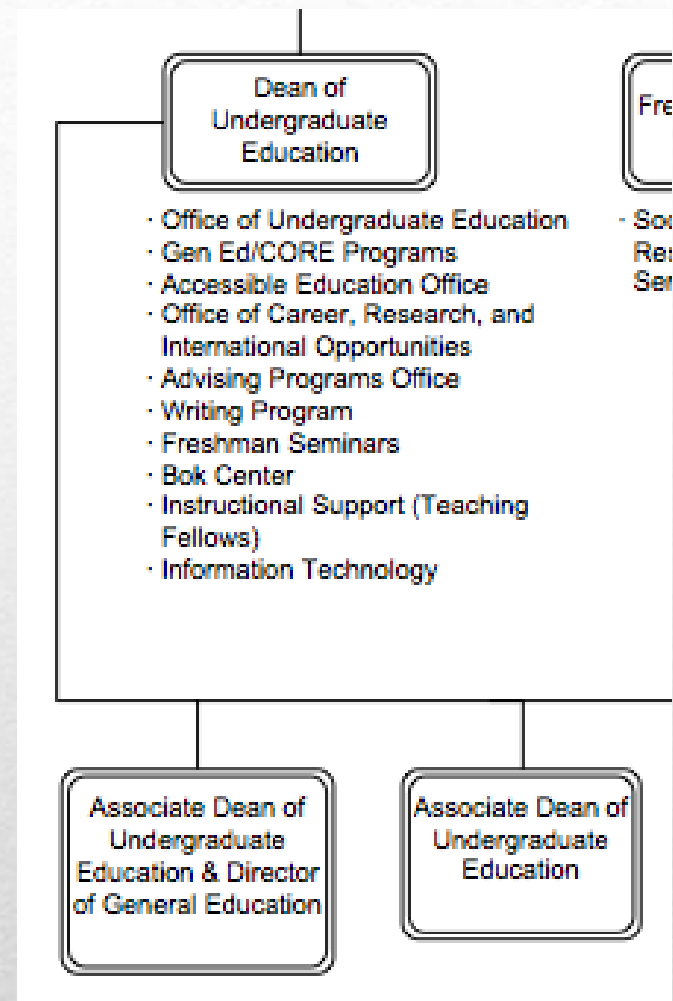
# **Our Clients**

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# Institutional Position

**(Reporting to the  
Dean of  
Undergraduate  
Education, working  
very closely with the  
Associate Dean of  
Undergraduate  
Education)**



# **Institutional Position**

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- Academic Technology Group
- Librarians
- Museum
- Division of Continuing Education (with focus on e-learning)
- Harvard Writing Project & Harvard College Writing Program
- Bureau of Study Counsel
- General Education Program

## **Related Groups and Centers**

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- Video-Taping and Viewing Sessions
- Course Planning and Syllabus Design
- Mid-Semester Feedback (Evaluations)
- Reviewing Teaching Portfolios
- Advice on Activity-Based Learning
- Help with Technology-in-the-Classroom
- Consultations about Grading and Feedback
- One-on-One Speaking Instruction (mainly for Faculty)

## **What We Do “One-on-One”**

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## Teaching

- Conferences
- Workshops for particular Departments
- New Faculty Institute
- Graduate Writing Fellows Program
- Christensen Discussion-Leading Seminar
- Head-TF Network

## English Courses for

- International Teaching Fellows
- Departmental Teaching Fellow Program
- Teaching Awards
- Dissemination of Ideas from Scholarly Literature on Education
- Website and Publications

**What We Do “One-on-Many”**

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# Teaching Conferences

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- Designing Assignments
- Responding to Student Writing
- Grades and Grading
- Social Networking for Teachers
- Speaking Skills for Lectures
- “The Art of Discussion Leading”
- “Should You Friend Your Students on Facebook?”
- “Everything you Need to Know about Student Cognition”
- “Experiments in Teacherly Style”
- How to lead labs
- “What are Your Students Thinking?”

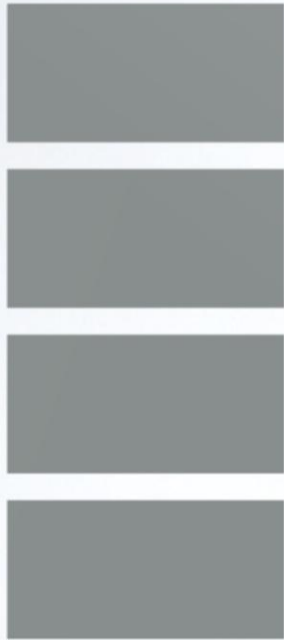
# Teaching Conferences

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decorative / **FUNCTIONAL**

# **Sample Workshop Slides**

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Repetition

# Sample Workshop Slides

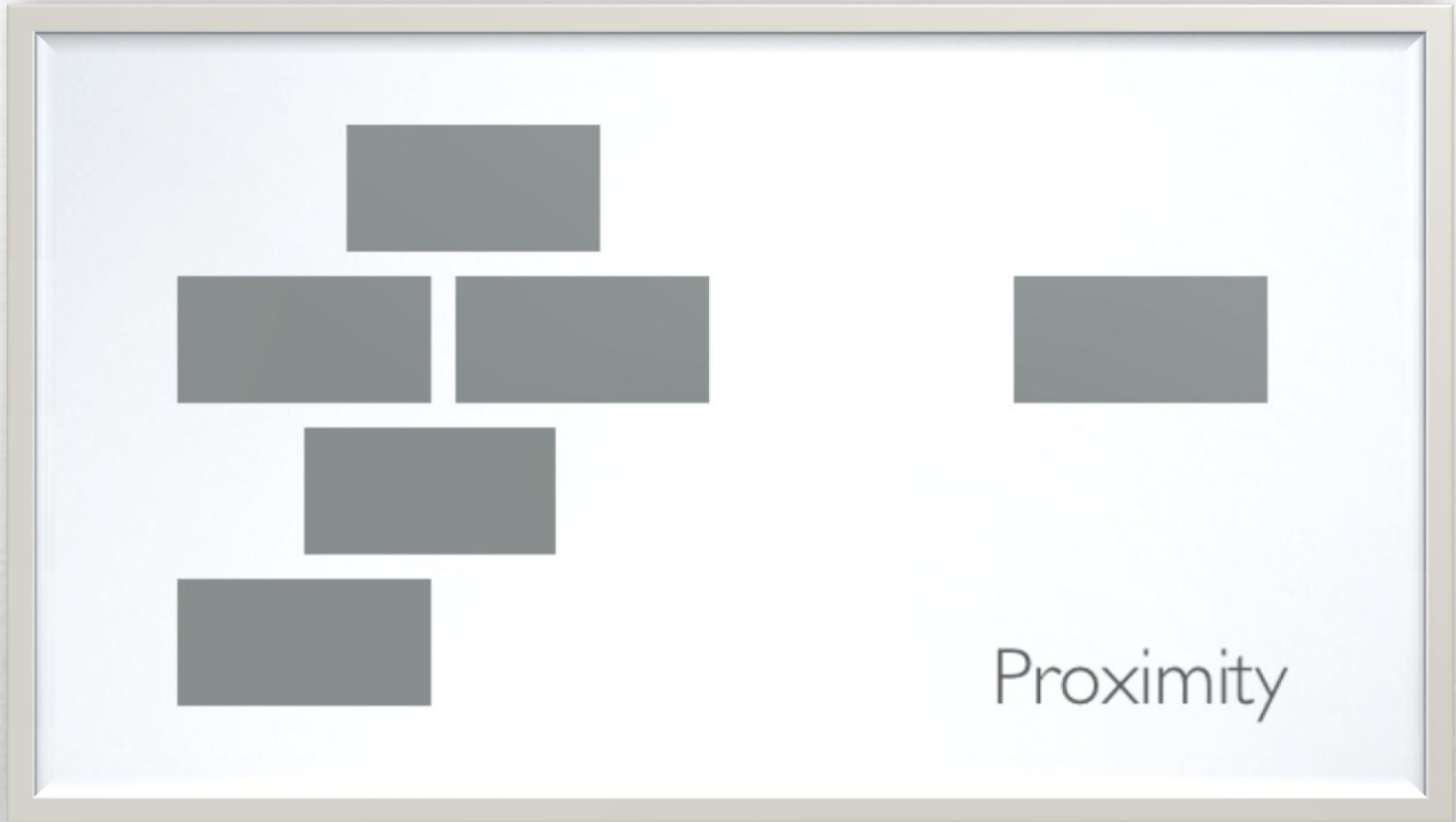
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Alignment

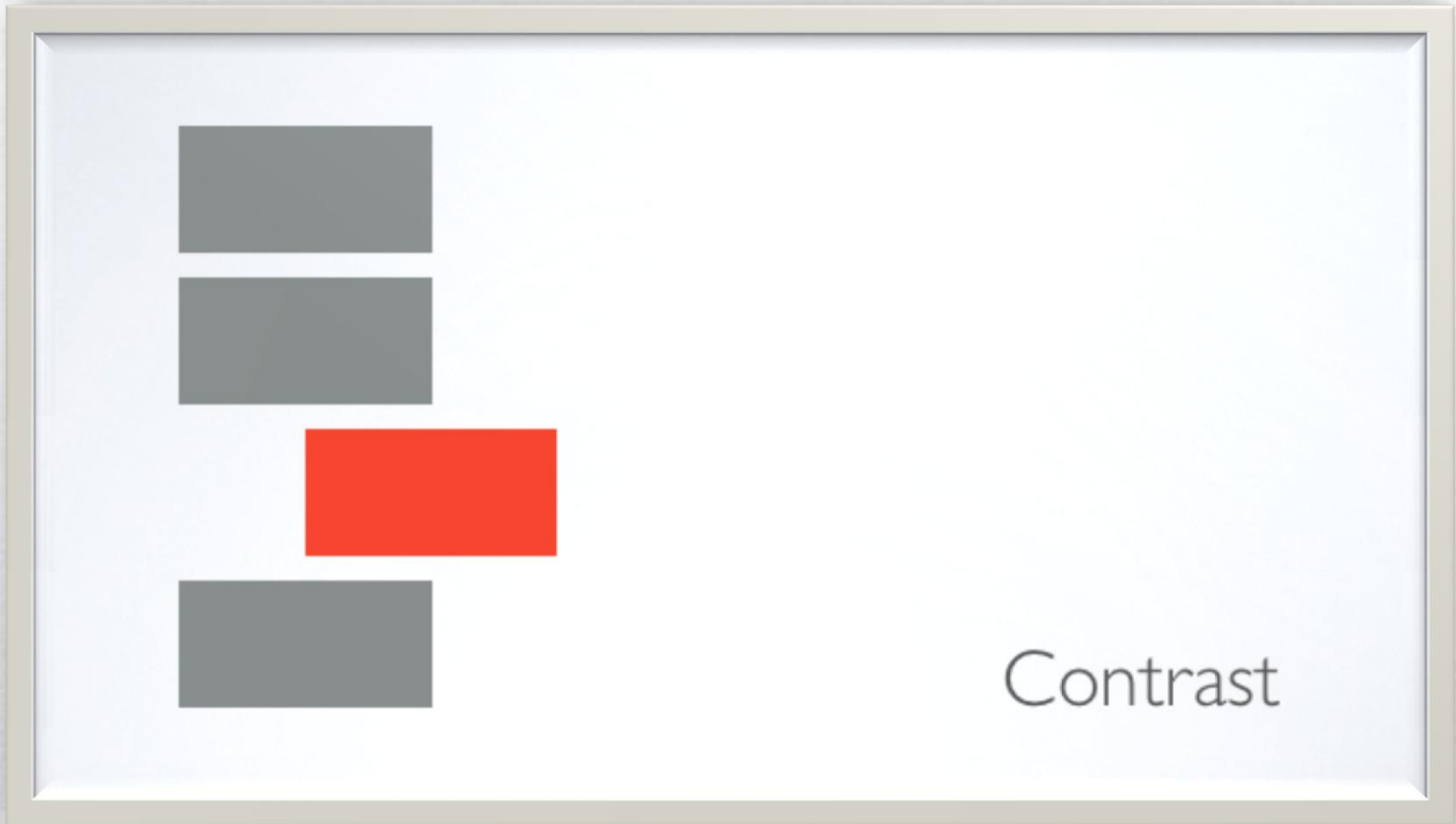
# Sample Workshop Slides

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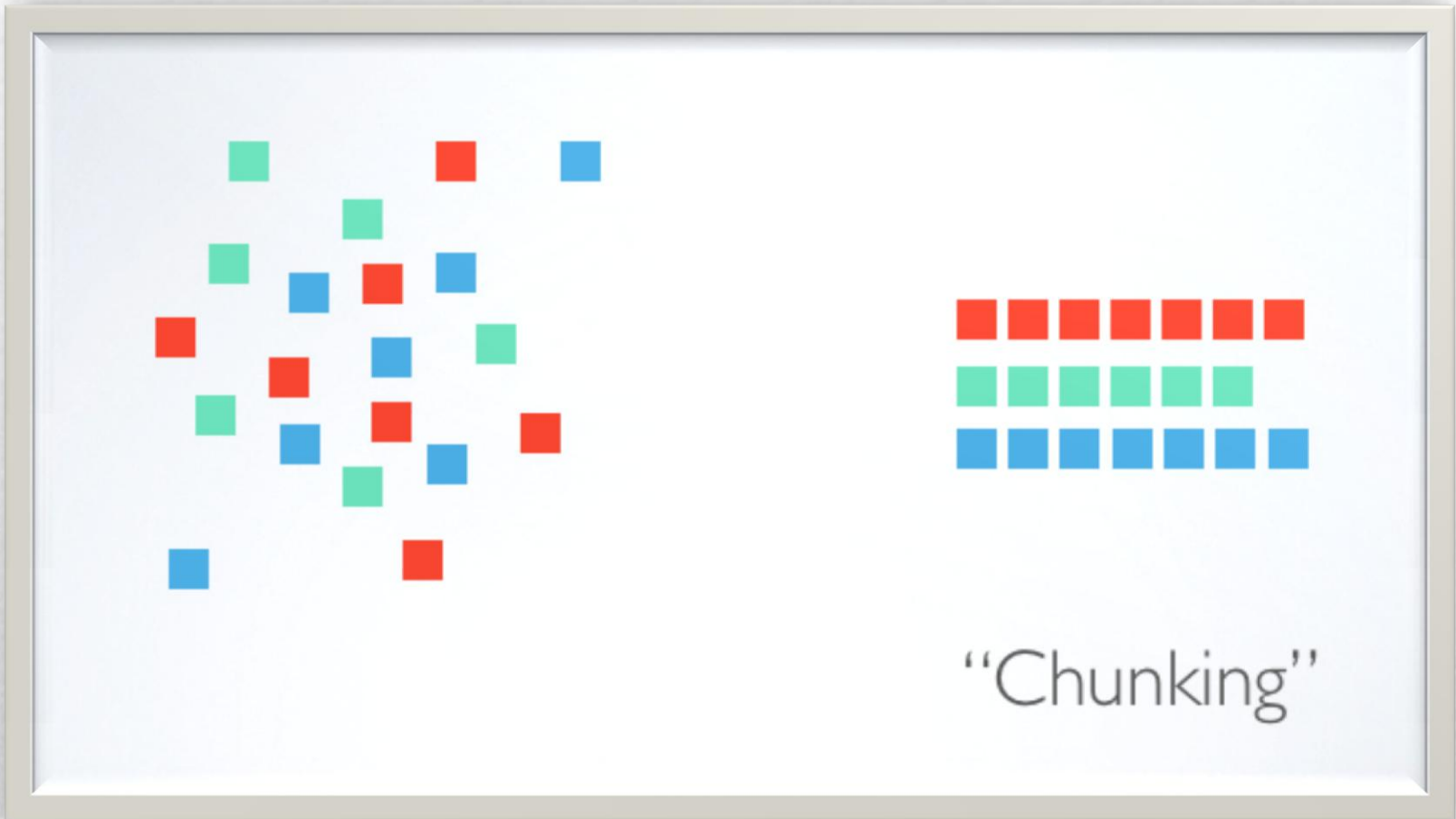
# Sample Workshop Slides

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# Sample Workshop Slides

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# Sample Workshop Slides

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**What We've Learned  
about Learners,**

**What We Teach Our  
Teachers**

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*Teaching and learning are correlative and corresponding processes, as much so as selling and buying. One might as well say he has sold when no one has bought, as to say that he has taught when no one has learned. And in the educational transaction, the initiative lies with the learner even more than in commerce it lies with the buyer.*

**John Dewey, *How We Think***

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*. . . One might as well say he has sold when no one has bought, as to say that he has taught when no one has learned.*

## **Assessing Whether Learning Has Taken Place**

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*If an individual can learn to think only in the sense of learning to employ economically and effectively powers he already possesses, even more truly one can teach others to think only in the sense of appealing to and fostering powers already active in them. Effective appeal of this kind is impossible unless the teacher has an insight into existing habits and tendencies, the natural resources with which he has to ally himself.*

**John Dewey, *How We Think***

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*. . . fostering powers  
already active in them.*

**Meet the Students  
Where They Are**

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- Students learn best when they put ideas and concepts to work in activity
- Students learn best when they are actively engaged in some goal-oriented behavior
- Passive, rote-memorization tends not to occasion the sorts of ideas, interpretations and arguments that Faculty truly value (especially in their own work)

## **Active vs. Passive Learning**

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- Our most successful teachers tend to think of teaching as involving dialogue rather than monologue
- Students tend not to learn from writing assignments unless they receive detailed, thoughtful feedback on their work
- Students often learn as much from active, guided discussion with their peers as they do from lectures

# **The Importance of Interaction**

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١. Determine the Learning Outcomes you are trying to achieve (be specific)
٢. Determine how you will measure these outcomes (i.e. how you will assess)
٣. Determine the right means (teaching style, in-class activities, assignments, readings, syllabus design, etc.) for the ends you are trying to achieve

# **“Backward Design”**

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- We try NOT to make use of a particular means of assessment simply because it has “always been done that way”
- We try NOT to make use of a particular means of assessment simply because it’s easy
- We try NOT to value (only) what we can measure, but rather to measure what it is that we truly value

# **Assessing Student Learning**

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- We champion ACTIVE rather than passive learning
- We recommend as much FEEDBACK on student work as possible
- We champion thoughtful approaches to ASSESSMENT
- We recommend BACKWARD DESIGN

**Summing up some of our  
key thoughts on teaching**

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# **Future Directions**

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## Derek Bok Center for Teaching and Learning

### Home

- In the Classroom
- Course Planning
- Groups & Programs
- Online Resources
- Designing the Course of the Future
- About Us
- Search/FAQ

### Save The Date: January 20, 2011



The Bok Center's annual Winter Teaching Conference will be held on Thursday, January 20th from 9:00 AM to 4:30 PM on the third floor of the Science Center.

More information, a schedule, and event registration will be posted as they become available.

### Welcome



*The Derek Bok Center for Teaching and Learning strives to enhance the quality of undergraduate education at Harvard by providing Harvard's teachers with resources, programs and support that promote excellence in teaching.*

### Bok Center Announcements



**The Bok Center will be closed 12/23 through 1/2**

The Bok Center will be closing at Noon on Thursday, December 23rd and will remain closed through January 2nd in celebration of the Holidays.

# “Rebranding” and Outreach

- The efforts of Center should not be perceived as remedial, and teachers should not seek us out only when they perceive themselves to be in trouble
- We need to get teachers to be as excited about the project of teaching as they are about the project of research in their chosen discipline
- We need to offer even more services and programs that go “beyond the basics”

**Excellence,  
not mere Adequacy**

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# THE BOK BLOG

14  
DEC

## Learning How to Learn in CS 50

Learning How to Learn in CS 50

Anyone momentarily tempted to lend credence to media-driven narratives of “the decline student engagement” needs to familiarize him or herself with David Malan’s [Computer Science 50](#) course—and a good place to start would be the annual Innovations Fair that showcases the CS 50 students’ labors and learning. If you missed it this year, you can find the Gazette’s write-up [here](#), and our own Bok TV video is embedded below.



Three things become clear in our conversations with the participants (both teachers and students):

1. The students are deeply invested in the final projects because they are **solving concrete real-world problems** rather than abstractions.
2. The students are engaged because they have **ownership** over their final projects (note the way Ben Massenburg '11 emphasizes that the students' capstone projects aren't the product of “what we tell them to do”).

### ABOUT

#### SEARCH BY CATEGORY

- Assessing Student Learning (1)
- Innovations (1)
- Speaking (3)
- Student Engagement (1)
- Teaching with Tech (1)
- Uncategorized (7)

#### RECENT POSTS

- Learning How to Learn in CS 50
- Preview of our upcoming profile of Joe Blitzstein, Professor of Statistics
- Jill Lepore Reflects on Speaking, Teaching and Learning
- David Zarefsky on Speaking and Rhetoric
- Teaching without Talking

#### BLOGROLL

- [bokcenter.harvard.edu](http://bokcenter.harvard.edu)
- [Facebook page](#)
- [Twitter account](#)

#### TWITTER UPDATES

Happy New Year! 1 day ago

# bokcenter.wordpress.com



# **The Bok Center Video Project**

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I'm particularly struck by this final point—the metacognitive leap whereby the students move from simply knowing some pre-established body of material to “knowing how to know.” But all three points resonate with some of the most widely accepted claims one finds in the recent scholarship on teaching and learning.

Those interested in creating similarly rich learning experiences in their own classes (or in exploring the research and theory that lies behind these practices) should feel free to drop by the Bok Center, either to chat with the staff about concrete tactics and strategies, or to browse through our library of recent (and classic) works on teaching and learning.

**[bokcenter.wordpress.com](http://bokcenter.wordpress.com)**

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2. The students are engaged because they have **ownership** over their final projects (note the way Ben Massenburg '11 emphasizes that the students' capstone projects aren't the product of "what we tell them to do").
3. The final projects reveal not merely that the students have learned the course material, but, as Kristiana Laugen '13 puts it, they've "**learned how to learn,**" so they can now teach themselves.

**[bokcenter.wordpress.com](http://bokcenter.wordpress.com)**

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**Professor Christopher Krebs**  
**Department of Classics**

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*The Bok Center, the deans of the Graduate School, and the deans of Undergraduate Education are pleased to announce the launch of a special seminar for graduate students on designing the course of the future. The seminar will utilize recent research in cognitive science, assessment, and student learning to develop innovative approaches to course design. We will accept 10 GSAS students from all fields, nominated by their departments (consult your DGS about the nomination process), with a demonstrated interest in pedagogical innovation. The course will meet for 12 sessions during spring 2011 and will be led by Bok Center senior staff. Participants will each receive a stipend of \$1000. The seminar is supported by a grant from the Teagle Foundation.*

# **Seminar on “Designing the Course of the Future”**

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*Speaking and writing are no longer the sole means of communicating ideas in the academic environment. In classrooms, on course websites, and even in online academic journals, we see a proliferation of podcasts, PowerPoint presentations, and videos. This working group is dedicated to researching the ways in which Harvard's teachers and learners can make best use of multimedia communication. Specific points of focus include the role of visual rhetoric in academic communication, the challenges of teaching with PowerPoint, and strategies for making the most of multimedia assignments.*

## **Workgroup on “Multimedia Across the Curriculum”**

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