



Teaching Innovations Gallery

VPAL TEACHING INNOVATIONS GALLERY: AN ANNOTATED LIST

Last updated 4-22-21 - 58 total videos

<https://vpal.harvard.edu/teaching-innovations>

TIP: Clicking the faculty name will take you directly to their respective video on vimeo. To search on the TIG page, press Ctrl-F / ⌘F and a box should appear in the upper right corner of your screen.

FACULTY OF ARTS & SCIENCE (FAS) VIDEOS - 13 total

Peter Bol - FAS - Chinese History

Challenge - Getting students engaged with each other and the issues

- Had students debate an issue; prepped with them beforehand

Bruno Carvalho - FAS - Back to the Future Freshman Seminar

Challenge - Zoom/screen fatigue

- Assign podcasts instead of readings - get eyes off screen
- Assign interviews
- Try role play / scenarios in breakout rooms
- Assignment - go on a walk, read surroundings and photograph environment - city in process

Scott Edwards - FAS - Molecular Ecology and Evolution

Challenge - Connecting with and between students

- Enthusiasm on Zoom just as important as in classroom
- Debates, with voting afterward by observing students

Mark Elliott - FAS - Intermediate Manchu (language)

Challenge - How to teach students at other universities?

- Manchu language and reading course - very rare (Harvard's only university to teach it)
- Often get requests from students not at Harvard who want to join, typically can't - this year we could
- Even when return to in-person, will keep a Zoom component

Yating Fan - FAS - Chinese

Challenge - Sustaining online communities

- Students worked in groups to create Chinese songs
- Invited songwriters to join us
- Worked with composers to produce their songs; shared with a global audience

Jill Johnson - FAS - Dance

Challenge - Helping students to adapt to online learning environment, move beyond talking and get to movement

- Incorporated a ride-along mentor for students who could model having non-verbal conversation with instructor

Manja Klemencic - FAS - Mindich Course in Engaged Sociology

Challenge - Sharing student work beyond the classroom

- Leadership / service role - develop blueprint for action
- Create a multimedia chapter in a scaling book made available to all
- Benefits: students more motivated when know projects will be seen by others beyond classroom; gives future students examples, inspires imagination; gives others a glimpse into co-creation of knowledge

Nicole Mills - FAS - Beginning French language courses

Challenge - How to offer language students access to other cultural contexts?

- Virtual reality app

Michael Sandel - FAS - Justice

Challenge - Facilitating discussion effectively

- Keep the riskiness of asking questions where students might surprise you with their answers (vs. formulaic)

Marcus Stern - FAS - Acting / Directing

Challenge - Building students' personal connection to course content

- Distill core components of the curriculum - produce concrete work early in the semester
- Smaller shorter assignments, accelerated pace
- Emphasized personal connection to the work; helped students to bond; engage stories, issues important to them
- "It wasn't until I watched other students tell personal stories that I thought maybe I could share mine, too"

John Stilgoe - FAS - Studies in the Built Environment

Challenge - Students couldn't smell or feel the environment

- I took leaves of sweet fern - mailed baggies of them to each student - imagine what a field of it felt like
- Sent them sandpaper

Karen Turman - FAS - Francophone Culture in Local Communities

Challenge - Engaging students in another culture

- We brought in guests virtually - Carnival Caribbean dance lesson, Haitian storytellers, etc.
- Final project: choose an activity in wherever they were living to engage in, discover community on their own - oral presentation and a writeup
- Made it easier for students to teach outside the box

Tomiko Yoda - FAS - Gen Ed course: Anime as Global Popular Culture

Challenge - Connecting with my students, and them with each other

- Have students write peer critiques on drafts and final versions on assignments
- Really helped to have questions and suggestions from peers
- Met individually with each of the 45 students - required meetings; got useful feedback on the course, learned about what was and wasn't working in their other courses - very rewarding

HARVARD GRADUATE SCHOOL OF EDUCATION (HGSE) FACULTY VIDEOS - 12 total

Lynn Baum - HGSE - Museum Evaluation and Audience Research

Challenge - Real-world evaluation projects

- Used flipped classroom with pre-recorded videos and slides to allow in-class time for analyzing data and project support from the teaching team in breakout rooms

Rhonda Bondie - HGSE - Teaching Methods

Challenge - How to monitor what's happening in breakout rooms?

- Notecatchers
 - teaching team can see what they're doing while in process
 - Students can read what their peers wrote, thus cutting need to have long verbal report-outs

Karen Brennan - HGSE - Designing for Learning by Creating

Challenge - Reducing screen time: offered readings as both pdfs and mp3

- Positive student feedback: could listen and walk, accessible in a different way than text, engaged local humans in conversation (roommates, partners, children), emphasized importance of readings by hearing teaching team members' excitement for course ideas

Elizabeth City - HGSE - Strategic Leadership

Challenge - Assessing students' learning at end of semester

- At end of semester, met with each student at end for 20 minutes; had 50 students
- Students came prepared with 1-2 tools + 1-2 ideas taking away from the course, questions they still have
 - They came ready with those; I came ready with index cards
 - I've read your work, I took some notes, I'll weave my ideas in or bring it up at end
 - I read your questions - I got to customize the feedback to what they really wanted to know
 - Did it in lieu of written feedback - this is your feedback; be in a real dialogue; got to connect with them

Chris Dede - HGSE - Learning Technology

Challenge - Avoiding "death by Zoom" in large courses

- Leverage flipped content and tech tools
- Created 30 short video to flip important material that would have been shared in-class
- Digital Tools for Learning & Doing (free, and easy to learn materials): Sway (archival), Padlet (narrative), Flipgrid (video-based idea sharing), Mural and Miro (collaborative post-its), Coggle (mind mapping), User Forge (personas)

David Dockterman - HGSE - Innovation by Design

Challenge - Showcasing students' final projects

- For final project sharing, TF created a Virtual Innovation Gallery — a museum space created using Miro
- Each team had an exhibit space to fill with artifacts, videos, links to prototypes, diagrams
- Opened up to the wider community; hosted virtual gallery walks and galas

Andrew Ho - HGSE - Educational Testing and Measurement

Challenge – Authentic, transformational assessment of learning

- Rebrand oral exams as Conversational Celebration of Learning (CLL) – 20-minute structured conversation (10-15% of grade) held ~2/3 through the semester that shifts students' views of learning and probes them to communicate the whys and hows of the discipline

Junlei Li - HGSE - Human Development

Challenge - How to embody relationships online?

- Co-taught course on Developmental Insights - linking science of human development to practice of policy
- We originally did individual asynchronous videos
- What students got the most out of was the two of us talking about the course issues, so we did that, shared it

- When you want to apply science to policy itself is an act of dialogue
- Restored sense of being in relationship with each other; now we can't imagine teaching the class without the dialogue, conversation

[Alexis Redding](#) - HGSE - College Student Development

Challenge - Recreating after-class conversations

- Kept Zoom room open 30 minutes after class
- Created group drop-ins to meet with teaching team and one another (stay 5 minutes or 90); varied the days and times to accommodate different schedules (time zone equity; working students)

[Bertrand Schneider](#) - HGSE - Multi-modal Learning Analytics

Challenge - Adapting an intensive, hands-on class with 1:1 and use of physical devices

- Leveraged advances in machine learning and computer vision to build website that provides same features as sensors, which increased accessibility and meant less time trouble-shooting devices
- Student grapple with data, the application of the data, and ethics of how data is collected and used

[Christina Smiraglia](#) - HGSE - Museum Evaluation and Audience Research

Challenge - Collecting data in museums

- Had students focus on digital museum experiences collecting data over Zoom and through online surveys
- Outcomes - students still building evaluation skills and broadened potential museum partnerships

[Christina Villarreal](#) - HGSE - Ethnic Studies and Education

Challenge - Building community

- Embraced flexibility, surrender to unpredictability, model vulnerability
- "I can't teach you until I know you" and "you won't learn from me until you know me"
- Built community around food, pets, families, children
- Baked together over Zoom: created recipe card shared with all community members
- Student invited her mother to lead a session on traditional Vietnamese pho recipe

HARVARD KENNEDY SCHOOL (HKS) FACULTY VIDEOS - 10 total

[Dana Born](#) - HKS - Senior Executive Fellows program

Challenge - How to assess for impact and evidence of change in a large executive education program?

- Will these assessments also work well when in online format?

[Akash Deep](#) - HKS - Finance

Challenge - How to free up space to devote to student engagement and discovery?

- Distributed learning - asynchronous + synchronous sequence
- Asynchronous for concepts, terms, institutional details, interspersed with interaction
- Synchronous: student-propelled lectures

[Pinar Dogan](#) - HKS - Microeconomics

Challenge - How to assess students' learning in an ongoing way?

- Alternative model of assessment - ongoing, low-stakes via pre-class questions, Wiki problems, end of unit assessments, reflections during class; provided several options for major assessment
- Outcomes - reduced students' stress; a lot of work (development, providing feedback); able to adjust approach and identify students who needed differentiated support

Jack Donahue - HKS - Policy Design & Delivery

Challenge - How to gather student feedback, and respond, in the new online environment?

- students were stressed; unknown pain points given new situation
- Created weekly survey to gather feedback from students about their pain points
- Adapted a case to audio / podcast style

Mark Fagan - HKS - Operations Management

Challenge - How to adapt in-class, in-person simulations where students move around classrooms?

- Created a spreadsheet model, which was easier for students to grasp, along with an animation
- Used mobile device to provide field data for students to analyze
- Used students' own environment → went to a local intersection and created a video presentation for the class; allowed exposure to a broader array of settings

Jennifer Lerner - HKS - Leadership Decision Making

Challenge - Inability of students to gather informally - how to build friendships online?

- Created "Alumni Voices" - recorded videos where alumni shared reflections on the course and impact on their professional lives; current students watched and responded; gave students a sense of community and part of a body of knowledge; made connections to broader applications
- Created "Lounge" – kept class open after class for informal conversations
- Opened class early – solicited topics to discuss and created breakouts accordingly
- Created class playlist – played while class started and during break

Dan Levy - HKS - Quantitative Methods

Challenge - Variability in background knowledge

- Asked students with expertise in the day's topic to rename themselves with asterisk in front of their names
- Allowed me to call on them at the right time; students to seek help from them in breakouts

Zoe Marks - HKS - Africa and Global Politics

Challenge - Peer learning and group projects

- Organized groups based on time zones and interests
- Each group posted a video to discussion board before class and were required to offer applause and questions to their peers to build affirmations and curiosity before discussing further during synchronous sessions

Todd Rogers - HKS - Science of Behavior Change

Challenge - How to gather and act on student feedback?

- At end of every class, send survey through chat to solicit feedback
- Learned things to change - e.g., in breakout groups, can lose track of tasks - used Google slides
- Learned that polling not going as we thought
- In each class, shared back what heard and what changing
- Teaching Fellows read the feedback and summarized for me

Teddy Svoronos - HKS - Statistics

Challenge - Making more effective use of breakout rooms

- Self-select into breakout room options:
 - Rooms 1&2: CAs are around to answer questions

- Rooms 3-11: Would welcome company
- Room 12: Quiet space

SCHOOL OF ENGINEERING & APPLIED SCIENCES (SEAS) FACULTY VIDEOS - 4 total

David Malan - SEAS - Introduction to Computer Science

Challenge - Managing lots of participants, engage eye contact

- 5" tour of 3-monitor Zoom Room - allows us to manage and coordinate the students' screens
- When student speaks, pinned so in the center of screen, instructor can have a 1:1 conversation with them
- Camera distance makes it seem like eye-line / contact matches up
- Separate Zoom running with large monitor - so have large participant list and can see who has hand icon raised
- Confidence monitor so can make sure positioned right; microphone
- 2" demo of the actual class

Kelly Miller - SEAS - Applied Physics; Gen Ed - How Music Works - Engineering the Acoustical World

Challenge - How to maintain hands-on component for projects and labs? What to do during synchronous sessions, given we wanted to use taped lectures from last year?

- In past, lecture-based; learned design skills in context of music; project-based
- Flipped class; posted taped lectures on Panopto; in synchronous class, organized into groups to work on activities that emphasized key concepts
- Materials for the labs were mailed to the students - could do building at home

Pia Sorensen - SEAS - Gen Ed - Science and Cooking

Challenge - How to adapt hands-on, experimental lab component?

- Lab is best part of course, where science comes alive, students ask questions, learn to interpret results, etc.
- Did labs at home; asked students what materials already had (had done some of this with HarvardX course)
- Used free shipping feature on Amazon Prime; did have problems with a lot of fraud alerts
- Met in groups to discuss data, interpret results
- Student feedback - incorporate more demo opportunities to see how things are done; do the labs together to have more sense of community; have list of all ingredients at the beginning, so can plan ahead

Robert Wood - SEAS - How Music Works-Engineering the Acoustical World

Challenge - Recreating hands on laboratory aspects course (e.g., materials manufacturing, rapid prototyping)

- Created take-home kits to replicate in person lab experience (synthesizers, circuits); accompanied by online tutorials and synchronous sessions to debug
- Challenge: assist and scaffold for students who are new to technical content

HARVARD-CHAN SCHOOL OF PUBLIC HEALTH (SPH) FACULTY VIDEOS - 4 total

Sue Goldie - SPH - Global Health

Challenge - Making asynchronous material feel more synchronous

- Asynchronous, synchronous, connecting videos - 2.5 minutes max. - videos made in / for a given week - here's how this connects to what we're doing - travelling along with the faculty

Stacey King - SPH - Practicum for MPH

Challenge - Adapting poster presentations of field practicum experiences

- Peer feedback and presentations on practicum reflections (used peer feedback feature of Canvas)

[Nancy Krieger](#) - SPH - Theories of Disease Distribution and Health Inequities

Challenge - Rethinking 3 hour synchronous time for online

- Incorporating movement (dance, stretching) led by a TA who specialises in these practices as a way of communicating strength, resilience, and public health messages
- Integrated discussion of COVID, especially profound inequities, as it relates to course content about politics, history, and public health

[Fawn Phelps](#) - SPH - Leadership Development Course

Challenge - Building human connection over Zoom and across time zones

- Moved theory-based learning asynchronous and kept human connection and team building the priority for synchronous time; supported by clear instructions about what to do and when to do it
- Reduced class time

HARVARD BUSINESS SCHOOL (HBS) FACULTY VIDEOS - 4 total

[Malcolm Baker](#) - HBS - Finance

Challenge - How to make Zoom feel more like a real classroom?

- OBS Studio (free software) - superimpose self on the slides or video
- Elgato Stream Deck
- Microsoft Whiteboard - impressive use of app!
- Wacom Cintiq 16 or 22 (tablet)

[Ryan Buell](#) - HBS, Technology and Operations Management

Challenge - How to enable intensive use of boards for case-based teaching?

- Boarding applications - send out link at beginning - good morning, please follow this to access boards for today
- Students can move around in the boards
- Scribble Together app - can run in dark mode (blackboard) - reduces fatigue on students' eyes; version they get can also be in white and thus PDF it

[Sunil Gupta](#) - HBS - Marketing

Challenge - How to reinvent a required first-year course to reflect current environments and trends?

- This year, a complete revamp - marketing has changed
- Wrote new cases, more emphasis on digital and data analytics
- Created videos for asynchronous learning
- Invited case protagonists to 1/3 of classes (like Michael Dell), and other global thought leaders we wouldn't have been able to get in other times

[Josh Margolis](#) - HBS - Leadership Development

Challenge - Adapting to online the typically in-person student small groups for preparing before & synthesis after class

- Created small group meetings much earlier; we structured them to acclimate them, create bonds on deep level
- A little bit of investment up front - in a curriculum / exercises about creating bonds - enabled participants to internalize, apply and reflect more deeply their learning

GRADUATE SCHOOL OF DESIGN (GSD) FACULTY VIDEOS - 4 total

[Ann Forsyth](#) - GSD - Qualitative Methods

Challenge - How to flip a course so that synchronous sessions are all interactive in a large, methods course?

- 40-65 min of pre-recorded lectures + 2 50-min sessions

- Everyone met with me once over the course of the module
- Shared Google docs, Qualtrics survey check-ins, breakouts
- 2 problems - hard to workshop everything in the class - so replaced a few synch classes with open-ended quizzes to lead them through the assignment - I read and gave them comments
- Students really different about how much to interact; gave them option of a 2nd session I ran after 1st session; ¾ chose to stay in the big group, ¼ chose to go into small group with more intensive work with me
- Helpful to check in, helpful to provide options

Jungyoon Kim - GSD - Practice of Landscape Architecture

Challenge - How to teach a sense of scale online?

- How to foster environment of collaboration
- Design for Charles River, but 21 of 37 couldn't visit the site; instead, study own local waterfronts
- Shared data via Miro - as if in Gund Hall

Ali Malkawi - GSD - Environment and Technology

Challenge - How to conduct an engaging site visit without being able to go to the site? How to bring it to them?

- Combined VR models with real-time tools, as well as live demonstrations through video chat at the site
- Harvard Visualization Lab helped create a scan of the building so students could feel as though there, interacting with the building_____

Roseala Monacella - GSD - Design Critic

Challenge - how to incorporate peer-to-peer learning into a graduate course to facilitate tacit knowledge transfer?

- Construction of a virtual Gund Hall to allow spatial experience of student work
- Curated Zoom encounters in small groups to develop peer support and exchange
- Helped students feel part of community

HARVARD MEDICAL SCHOOL (HMS) FACULTY VIDEOS - 3 total

Rachel Conrad - HMS Bioethics Essentials course

Challenge - How to address student stress, loneliness, anxiety, depression when not seeing them in person?

- In pre-pandemic, could notice and check in with students more organically
- Understand how they're coping and offer support
- Difficult and traumatic topics
- Faculty communicate to share about stressors, specific struggling students
- Be intentional about attending to physical and emotional well-being: more breaks, actively check in

Tamara Kaplan - HMS - Mind, Brain & Behavior

Challenge - Creating community, supportive learning environment

- Neuro course required for HMS MD students
- Communication in a few strategic ways:
- Each faculty created 2-3" video sharing career info + something personal - helped students get to know them
- Daily bulletins posted to convey learning objectives
- Daily break for 30" for questions, informal chat
- Virtual office hours
- Case discussions over virtual forums

David Urion - HMS - Essentials of the Profession

Challenge - How to build an environment of trust and candor online?

- Medical Ethics & Professionalism - seminar / small groups in required course
- Spent extra time building community - helping students get to know each other, setting up ground rules

HARVARD DIVINITY SCHOOL (HDS) FACULTY VIDEOS - 3 total

Matthew Potts - HDS - Intro to Ministry Studies

Challenge - Large course, cohort - develop foundational relationships with each other in program

- Cut lecture / section - instead, 4 TFs and I met for audio recording - talk about content of readings in a podcast
- Following that, students meet in small tutorials; each present a brief piece of writing; teaching team rotated and facilitated (this was a heavy lift for the teaching team - can let students do more of own facilitation in future)
- Also a discussion section that was project-based
- Much better to be in conversation with others vs. lecturing
- Students did build strong bonds

Karin Grundler-Whitacre, HDS - German language

Challenge - Creating community in an intensive summer course

- Guests from Germany - brought Germany to the classroom
- Created breakout rooms, students working together
- Zoom link was on 24 hours during those 8 weeks, so they could gather to study together, etc.
- Stepped back, let the students discuss issues; worked much better than teacher-centric approach typically taken

Daniel McKanan, HDS - Liberation Theories in Dialogue

Challenge - Helping students build friendships and learning relationships

- Students learn best from others in the learning process
- Created tutorial groups; class scheduled for 2x/week - for 1 of them, they work with me or TF to do projects
- Met autonomously for half the time, with me or TF the other half
- Constant collaboration had big benefits - quality of writing better

HARVARD LAW SCHOOL (HLS) FACULTY VIDEOS - 1 total

Glenn Cohen - HLS - Zero-L

Challenge - Creating an orientation that is up-to-date, engaging, time-efficient, self-paced, and confidence-building

- New student orientation, confidence-building - pre-matriculation
- Chunking - 8-10 min. Max
- Variation (because don't have the drama of calling on student in person) - flash cards, video, interactive timelines