

### Session Description

#### Adding *Instructional Moves* to your Pedagogical Toolkit

1:30 - 3:00 pm

Gutman Library 305 (3rd floor)

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This professional learning experience will employ HGSE's newly-launched [Instructional Moves \(IM\) project](#) as a vehicle for helping participants expand their pedagogical repertoire. The IM resources showcase reflective Harvard instructors using high-leverage teaching strategies that are applicable to multiple settings and grounded in teaching and learning research. In this session, we will have the opportunity to explore and apply instructional moves related to facilitating discussions, lecturing interactively, and building community. Although the resources were designed particularly for teaching in higher education, we encourage interested educators from all contexts to attend. If possible, please bring a laptop or tablet with you to the session. Please feel free to reach out with any questions at [josh\\_bookin@gse.harvard.edu](mailto:josh_bookin@gse.harvard.edu).

### Handouts needed

- Copies of the slides -- [following lesson plan](#)
- Noticings / wonderings / assertions / applications handout (two copies, one for each round) -- [see Appendix A](#)
- Handout for IM videos for round 2 with quick one sentence description -- [see Appendix B](#)

### Lesson Plan

- [10 min] Intro / Framing resources
  - Welcome to the session
    - Thanks for coming; we're excited to have this time to spend with you talking about teaching in general, and IM in specific.
    - Before we dive into the content, it is important to get a sense of who is in the room.
  - Introductions (Candice & Josh go first to model brevity.)
    - Name, Harvard affiliation
    - Sentence on an element of teaching you are working on
      - Back-up: One particular element you are interested in
  - Objectives

- Agenda
- A bit of backstory about IM project, and overview of website structure
  - Began with Meira, Jal, and Matt. Seeing increased interest in and conversations about T&L around the university, but that a lot of these conversations lacked a strong connection to research-based best practices, and often were talking about teaching rather than seeing it.
  - Thought HGSE had expertise to offer in this realm.
  - Pitched by Dean Ryan and funded by HILT, we undertook Phase 1 of IM. Long process, but essentials of it are: focused on three modules (BC, LI, and FD), identified exemplary teachers, and for each: captured a whole class session, interviewed them, and interviewed some students. Created the resources that we are going to explore together.
  - We now have funding for a 2nd Phase, and this Fall have the opportunity to explore the value of our current resources, and think about how we can use our time, money and people to expand on that value. So we hope that through our interactions with you, for example, we can both provide value and get valuable feedback and ideas in return.
- Look at website
  - Start at home page -- feel free to follow along
  - Drill down to Move page of Move #1, show Rakoff page, go back to Move #1
- [35 min total] **ROUND 1: Pressing Students for Accuracy and Expanded Reasoning**
  - We are going to watch the video together, then explore the additional parts of the moves individually.
  - As we explore these resources (both video and text), please jot down what you notice and what you wonder about what you are seeing. Noticings are descriptive statements and wonderings are questions that come up for you.
    - Projector will be on website, so have them refer to handout.
  - Explore resources:
    - Together: Read blurb out loud and watch video (~7 min)
      - Participants record thoughts on handout
    - Individually: Browse tabs, and look at 1 related resource (~5 min)
      - We create a table that has a typology of resource possibilities
  - Analysis:
    - As small group: (~12 min)
      - Facilitator asks people to share what they noticed and wondered and records those on chart paper (one for each).
      - Facilitator asks: What assertions would you make about what you saw? In other words, what did you think? What was going on in this move?
        - Chart assertions
    - In pairs: (~6 min)
      - Facilitator asks everyone to pause & think individually for 1-2 minutes: how might you apply the resources about this instructional move to your work as an educator?
      - Pair: Discuss with elbow partner and try to come up with concrete examples of applying the resources in this instructional move

- Back together in large group: Facilitator asks for one or two interesting applications (~3 min)
- [35 min] **ROUND 2: Second instructional move**
  - Facilitator intro (~2 min)
    - Facilitator hands out overview sheet with 2 to 3 choices available in each of the three modules.
    - Prompt: In this round, we are going to let you choose which instructional move you'd like to explore. Please keep in mind the teaching goals you told us about at the beginning of this session.
  - First choose module. With people there, get into groups of 3-4 who agree to focus on a single move. (~ 3 min to form groups)
    - Group of 2 of 5 is fine, if need be. If group is any more than 5, split into groups of 3.
  - Same process as before, but all in those small groups:
    - Explore resources (~10 min)
    - Noticings → wonderings → assertions → applications (~15 min)
      - Each group records on chart paper and records on handout
  - Report out: What is one thing you are taking away from this exploration of the second move (~5 min)
    - “We don’t have time to recount the full context of these various moves. But we are hoping to get a handful of folks to briefly share about one notable thing you are taking away from these conversations on your self-selected move.”
- Conclusion (~10 min)
  - Josh and Candice summarize some big takeaway points
    - Richness of seeing examples of practice, and using them as “text”
    - Giving language to moves
    - Value of making the space for reflective practice with peers
    - Having resources to give you new ideas, particularly ones grounded in research and tailored to your context
    - Anything else that strikes us from the session
  - Do a brief survey to get data about how this format went (as we would like to replicate)
    - Preface: Phase 2 is pretty wide open. We want to get feedback from you about this session. We would also love to hear impressions you have about the site:
      - Reach out to us
      - Give feedback
      - Make a Move

## Type 1, Appendix A

### Move #1: Pressing Students for Accuracy and Expanded Reasoning

Easiest way to navigate: click on Todd Rakoff on right side of footer, then click on "Move Card" with above title

- Individually: Read through the three tabs and explore one link of interest (5 min)
- In groups: (12 min)
  - 1<sup>st</sup>: Share noticing and wonderings
  - 2<sup>nd</sup>: What assertions would you make about what you saw? In other words, what did you think?
- In pairs: How might you apply these ideas to your work as an educator? (6 min)

<b>Noticings</b>	<b>Wonderings</b>	<b>Assertions</b>	<b>Applications</b>
What do you see in the resources? How would you describe the move?	What do you wonder about the resources? What questions come to mind?	What reactions do you have? What conclusions do you draw?	How might you use these resources?

## Move #2: You Choose

Easiest way to navigate: click on your instructor on right side of footer, then click on “Move Card” with corresponding title

- Explore resources: (10 min)
  - Collectively: watch video
  - Individually: Browse supplementary information
- In groups: Noticings and wonderings  assertions  applications (15 min)
- Report out: What is one notable thing you are taking away from this conversation on your self-selected move?

<b>Noticings</b>	<b>Wonderings</b>	<b>Assertions</b>	<b>Applications</b>
What do you see in the resources? How would you describe the move?	What do you wonder about the resources? What questions come to mind?	What reactions do you have? What conclusions do you draw?	How might you use these resources?

### Building Community

- 1) **Modeling Norms for Actively Listening and Building on Comments** -- Tim McCarthy, FAS
- 2) **Using the Physical Space to Support a Democratic Philosophy** -- Christina Villarreal, HGSE

### Lecturing Interactively

- 3) **Taking the Classroom Temperature** -- Bob Kegan, HGSE
- 4) **Making Adjustments on the Fly to Keep Lectures “Organic”** -- Brett Flehinger, FAS

### Facilitating Discussions

- 5) **Using Pre-Work to Honor Diverse Voices and Structure the Discussion** -- Jane Mansbridge, HKS
- 6) **Nurturing Voices that Challenge the Dominant Narrative** -- Christina Villarreal, HGSE

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### 1) **Modeling Norms for Actively Listening and Building on Comments** -- Tim McCarthy, FAS

Powerful class discussions feel and sound conversational, not forced. They brim with incisive commentary, active listening, follow-up questions, and thoughtful rejoinders. But these characteristics of rich academic discourse do not always come naturally to students. The discussion facilitator plays a pivotal role in laying the groundwork for such authentic dialogue by both articulating expectations and personally modeling those expectations. In this video, Tim McCarthy consciously uses students' names, makes eye contact, and articulates connections between students' comments to model strong listening and responding behaviors for the class.

### 2) **Using the Physical Space to Support a Democratic Philosophy** -- Christina Villarreal, HGSE

While students certainly pay attention to their professor's verbal communication, they also pick up on nonverbal cues. Sitting in a circle with your students instead of standing over them, or empowering them to participate without necessarily waiting to be called on can foster a democratic culture where all voices matter equally. In this video, Christina “V” Villarreal explains how she purposefully arranges her classroom and uses physical cues to build a classroom community that “agentizes” her students.

### **3) Taking the Classroom Temperature -- Bob Kegan, HGSE**

Paying close attention to what's going on in a classroom can help determine when to delve deeper on a given topic and when to re-teach something that may have been confusing. Through keen observation and "show of hands" solicitations, Bob Kegan stays attuned to the classroom's ebbs and flows. Regular "temperature-taking" allows him to adapt lesson trajectories accordingly and gain insight into student understanding.

### **4) Making Adjustments on the Fly to Keep Lectures "Organic" -- Brett Flehinger, FAS**

A classic challenge for the lecturers is how to fit all relevant material into the timeframe of a short class period, not to mention a short semester. When a student makes an insightful point that would take the class in a new direction, instructors must decide: Do I go on a worthwhile tangent to address the student's point, or do I proceed as I had planned? In this video, Brett Flehinger shares why he allows student contributions to shape the path a class takes and how he makes strategic adjustments on the fly.

### **5) Using Pre-Work to Honor Diverse Voices and Structure the Discussion -- Jane Mansbridge, HKS**

It's always powerful when students' original thinking plays an integral role in the structure and design of lessons. Making this thinking known and/or visible can foster a sense of ownership among students. In this video, Jane Mansbridge uses student reading responses to structure a tightly structured discussion and ensure that diverse perspectives are heard.

### **6) Nurturing Voices that Challenge the Dominant Narrative -- Christina Villarreal, HGSE**

Students' racial and gender identities can influence the extent to which they participate in discussions. Having safe and open environments to wrestle aloud with difficult conversation topics can be both essential and empowering. In this video, Christina "V" Villarreal and her students discuss the participation dynamics in a seminar which covers challenging conversation topics.