

# Welcome to this IM Live session!

5:00

Please help us by following these instructions:

- 1 - **Grab your name tent** from the welcome table
- 2 – **Find a seat** quickly and **connect to wifi**
- 3 – Sit and put your **name tent** on your desk
- 4 – **If you have not filled in your Teachly profile for this event**, please point to **QR code** and fill in part 1 of Teachly profile (ignore part 2)
- 5 – Please **say hi** to your neighbor



If the QR code does not work for you, go here:

[bit.ly/3wy0Vxt](https://bit.ly/3wy0Vxt)

(URL is case-sensitive; 4<sup>th</sup> character is a zero)

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# Establishing Inclusivity and Belonging

SESSION 1: TUESDAY, FEBRUARY 14TH | 3:00 PM ET

[2023 EDIB Forum Pre-Conference Session](#)



Featured Faculty:

**Dan Levy**

Senior Lecturer in Public Policy | Harvard Kennedy School



Faculty Discussant:

**Junlei Li**

Saul Zaentz Senior Lecturer in Early Childhood Education | Harvard Graduate School of Education



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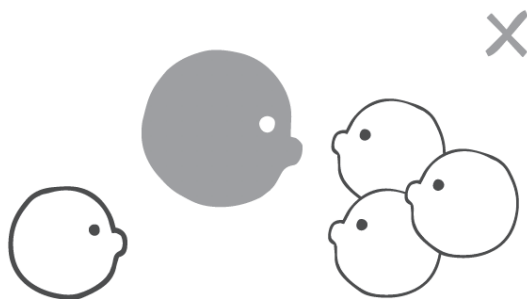


Faculty Discussant:

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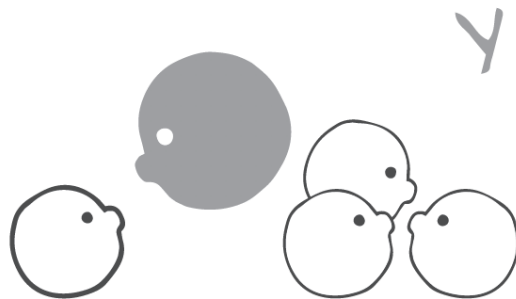
Saul Zaentz Senior Lecturer in Early Childhood Education | Harvard Graduate School of Education

INCLUSION: Inviting and involving the least likely or least able to engage



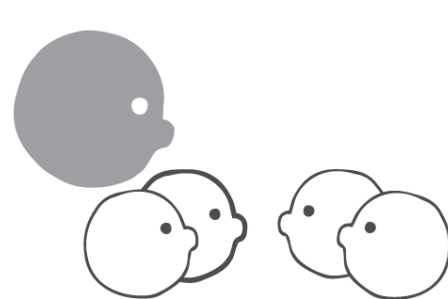
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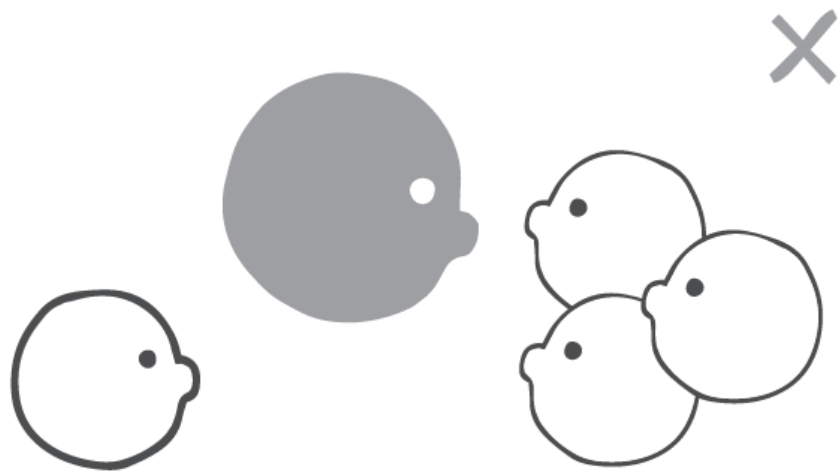
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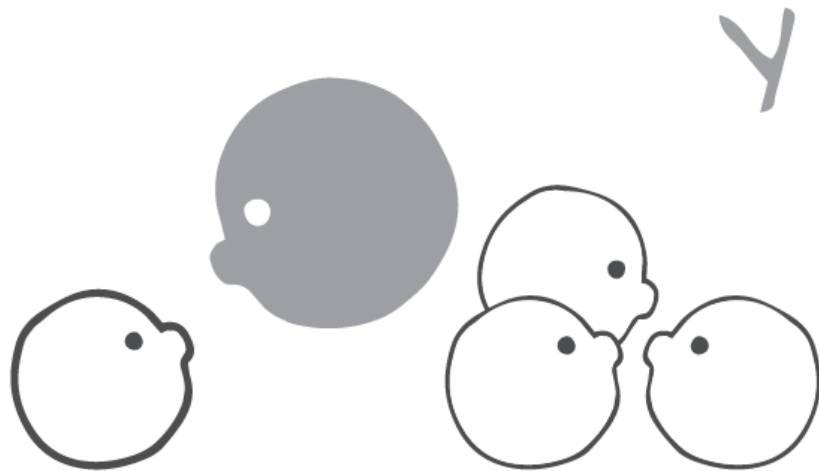


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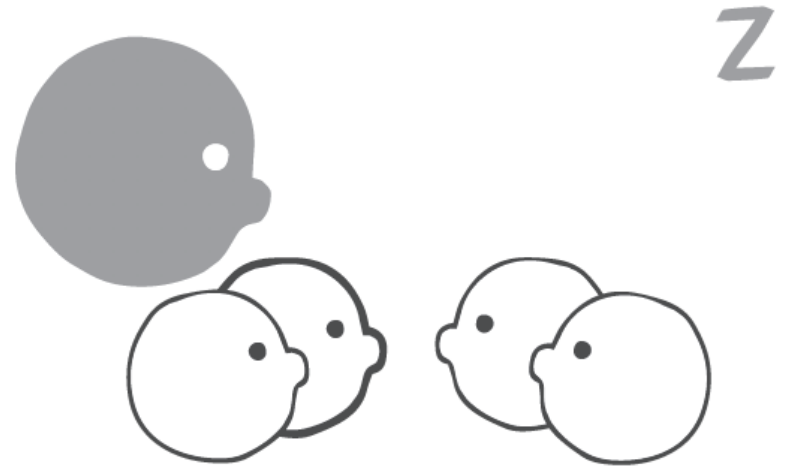
invited and included



excluded



attended to  
separately



invited and included



# Goals of this session

- **Part 1 (Demo Teaching):** Think together about how we can use some ideas and analytic frameworks to understand the world better and make smarter decisions
- **Part 2 (Debrief):** Think together what are things we can do in our teaching to create more inclusive learning environments

# Gratitude

- Josh Bookin
- Junlei Li
- Victoria Barnum
- Erin Meade
- Richard Zeckhauser

# Thinking Analytically in an Uncertain World

Three ideas to understand the world better and make smarter decisions

Dan Levy

Senior Lecturer

Harvard Kennedy School

# Agenda

Recognizing  
Uncertainty

Thinking  
Probabilistically

Making  
Decisions

# Agenda

Recognizing  
Uncertainty

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# Pre-session Survey Question

Describe in 2-3 sentences a situation in your personal or professional life where you were 100% sure something would happen and it did not.

# Last prediction by FiveThirtyEight before the 2016 election took place



Source: <https://projects.fivethirtyeight.com/2016-election-forecast/>

# Some things I was 100% sure would happen

- "I was absolutely sure I would get a job. But I didn't get it."
- "I was absolutely sure that I would not get admitted to Harvard, but I was!"
- "I was 100% sure that I would attend my friend's wedding this month, but it did not happen."
- "I really thought I would hate living with my in-laws... but it made life a lot easier with childcare and food preparation."
- "I was 100% sure that I would be able to continue my dance classes this fall, but that didn't happen. I had a back injury that affected my ability to be able to dance."



# Agenda

Recognizing  
Uncertainty

Thinking  
Probabilistically

Making  
Decisions

# Thinking probabilistically implies...

- Thinking less often in binary terms
- Allowing for more uncertainty in our beliefs about the world
- Thinking in terms of likelihoods
- Let's practice...



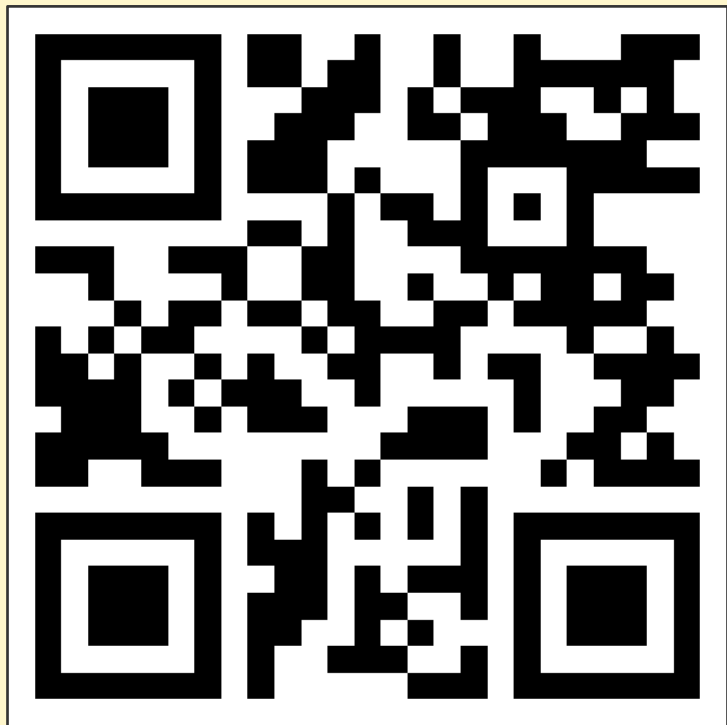
FORD

165 082



Polling

**What is the probability that this driver will vote for Donald Trump in the 2024 U.S. Presidential Election?**



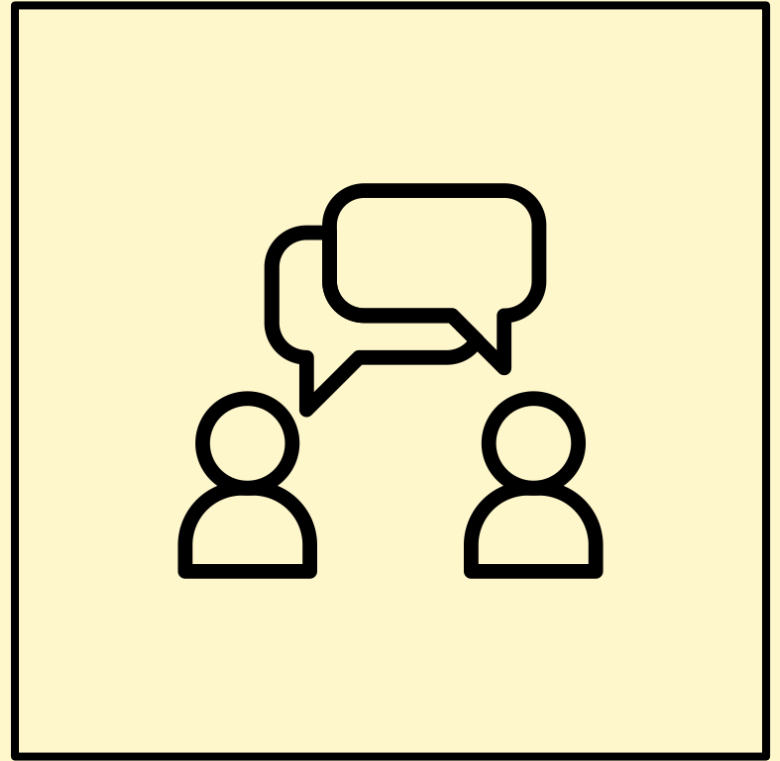


Polling

What is the probability  
that this driver will vote  
for Donald Trump in  
the 2024 U.S.  
Presidential Election?



**What would  
you like know  
about the  
picture to  
come up with a  
better  
estimate?**



# Bayesian Updating

- The process of updating our beliefs after learning new information is sometimes called **Bayesian updating**
- It can be a very useful approach in both our personal and professional lives.

# Bayesian Updating



Prob (Trump voter) = X%



# Bayesian Updating



Prob (Trump voter) = X%

- In Vermont
- 4<sup>th</sup> of July Weekend
- Etc.

# Bayesian Updating



Prob (Trump voter) = X%

- In Vermont
- 4<sup>th</sup> of July Weekend
- Etc.

Prob (Trump voter) = Y%



Polling

Suppose someone at work tells you that a project your organization is thinking about implementing has a **fair chance of success**.

What do you think is the probability that they have in mind that the project will succeed?



# What does a “fair chance” of success mean?



# Agenda

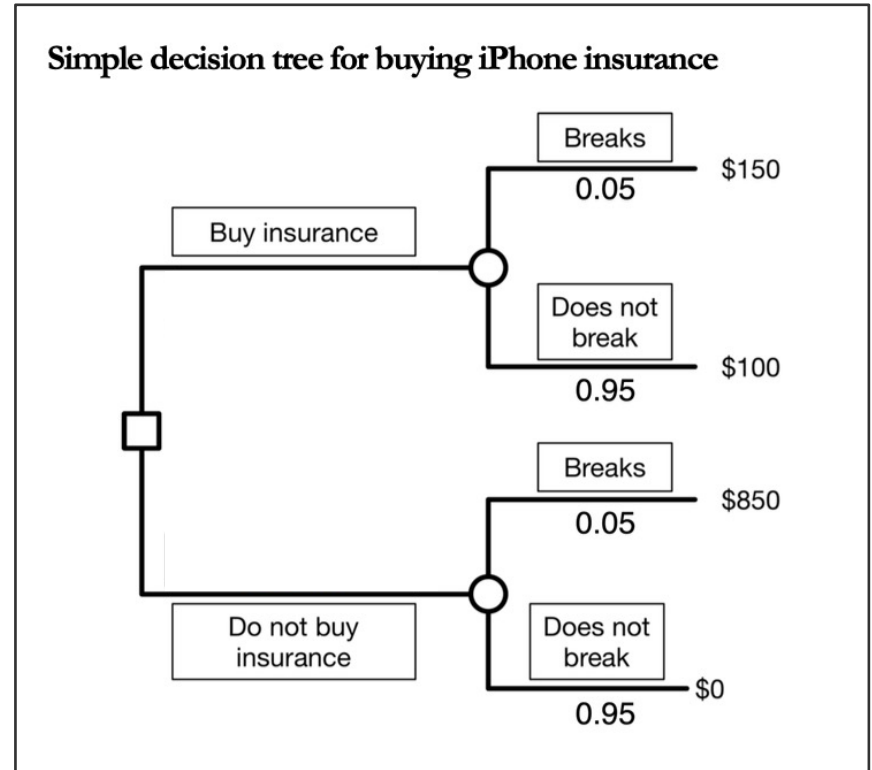
Recognizing  
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# Decision Analysis

- **The world is more uncertain than we think**
- Our most important decisions are made under conditions of **uncertainty**
- **Decision analysis** is a framework to help us break down the decision and deal systematically with the uncertainty
- **Decision trees** are a key tool to do so



# Pre-session Survey Question

What was your **best decision**  
last year?

Percent who reported best decision turned out well

92%



**Quality of Decision**

**≠**

**Quality of Outcome**

# Quality of Decision vs. Quality of Outcome

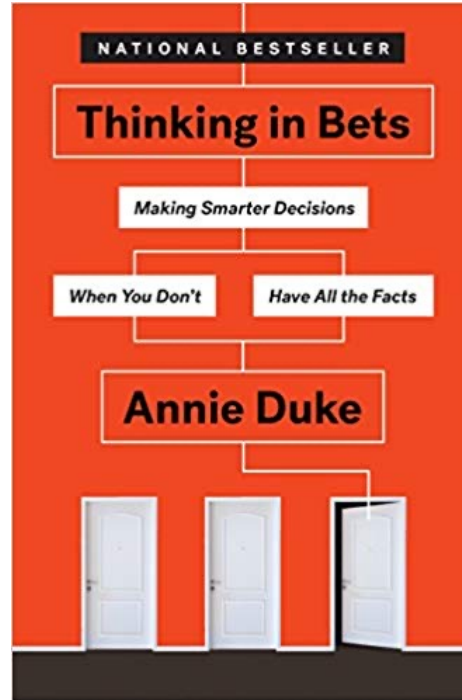
		Quality of Decision	
		Bad	Good
Quality of Outcome	Bad		
	Good		

# Decision: Who drives?

- Two persons (A and B) came on a long flight from overseas
- "A" slept well during the flight but "B" could not sleep at all
- They rent a car upon arriving to the airport. Who should drive to the hotel: A or B? They have the same driving ability
- You learn that "B" drove and no accident occurred
- **Question: Should we conclude that this was a good decision?**

# Resulting

- Conflating quality of decision with quality of outcome is sometimes referred to as “resulting”
- It is very common



Maxim #8

Good Decisions  
Sometimes  
Have Poor  
Outcomes

Maxims for  
Thinking Analytically

# What drives the outcome of a decision?

Skill

Luck

- It is important to disentangle one from the other.
- But it is hard.
- And we are often biased in the way we do so!

# Want to know more?

- **Thinking in Bets** by Annie Duke
- **Superforecasting: The Art and Science of Prediction** by Philip E. Tetlock and Dan Gardner
- **Maxims for Thinking Analytically**: The wisdom of legendary Harvard Professor Richard Zeckhauser

# Reflections



Please write 1-2 **things**  
**you learned** in this  
session that you want to  
remember a month from  
now



# Thank You!

Dan Levy

Senior Lecturer in Public Policy

Harvard Kennedy School





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# Debrief

Junlei Li

Saul Zaentz Senior Lecturer in Early Childhood Education

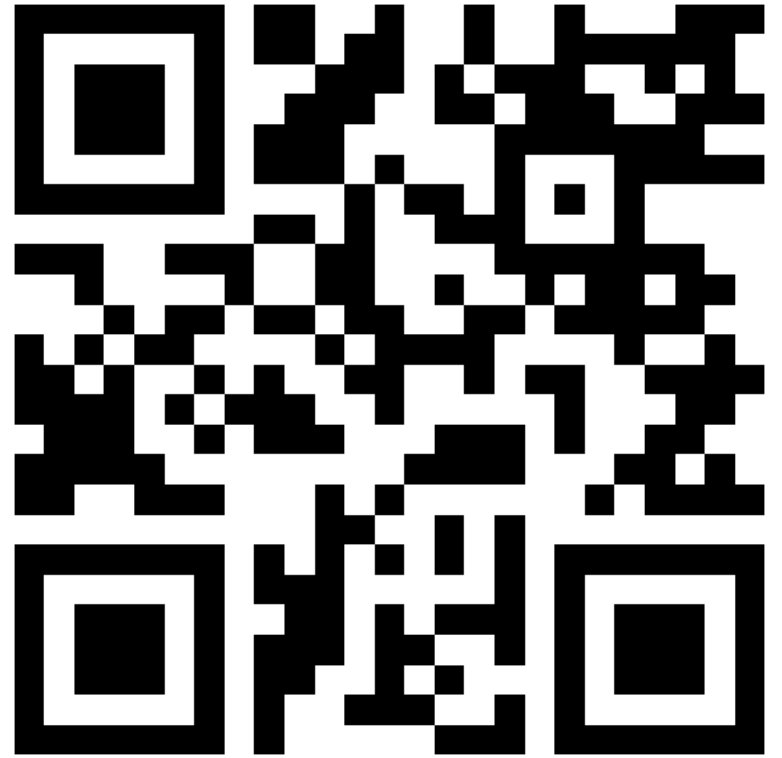
Harvard Graduate School of Education (HGSE)

2:00

## Q&A

1 If you have a question or topic you would like us to discuss, please enter it now. Please do not vote yet.

2 **Once instructed**, please upvote the questions/topics you most want to discuss

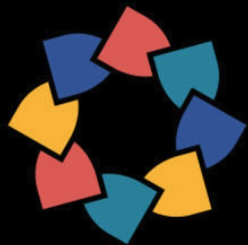




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OFFICE FOR EQUITY, DIVERSITY,  
INCLUSION & BELONGING

# 2023 EDIB Forum



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LIVE

**EDUCATING FOR EQUITY AND  
INCLUSION IN HIGHER EDUCATION**

## DISRUPTING TRADITIONAL CLASSROOM HIERARCHIES



**SESSION 2: TUESDAY, FEBRUARY 21 • 3:00PM ET**



Featured Faculty  
John Asher Johnson (FAS)



Faculty Discussant  
Monik Jimenez (HMS/HSPH)



## INCLUDING MORE STUDENT VOICES IN THE CONVERSATION

**SESSION 3: TUESDAY, FEBRUARY 28 • 3:00PM ET**



Featured Faculty  
Gretchen Brion-Meisels (HGSE)

Faculty Discussant  
TBD



# New Additions to the IM Website

## Educating for Equity and Inclusion

### Module Pathways

The four pathways in this module highlight instructional moves that help educators create equitable and inclusive classrooms where all students succeed. Each of the pathways below lays out a series of pedagogical moves. By following the steps in each pathway, instructors can see how the different moves work together to bring equity and inclusivity to the forefront of any course.



#### Pathway 1: Establishing Inclusivity and Belonging

Build a brave and welcoming classroom community.

[EXPLORE PATHWAY 1](#)



#### Pathway 2: Disrupting Traditional Classroom Hierarchies

Recognize and redress problematic imbalances.

[EXPLORE PATHWAY 2](#)



#### Pathway 3: Including More Student Voices in the Conversation

Enrich the classroom discourse with more diverse perspectives.

[EXPLORE PATHWAY 3](#)

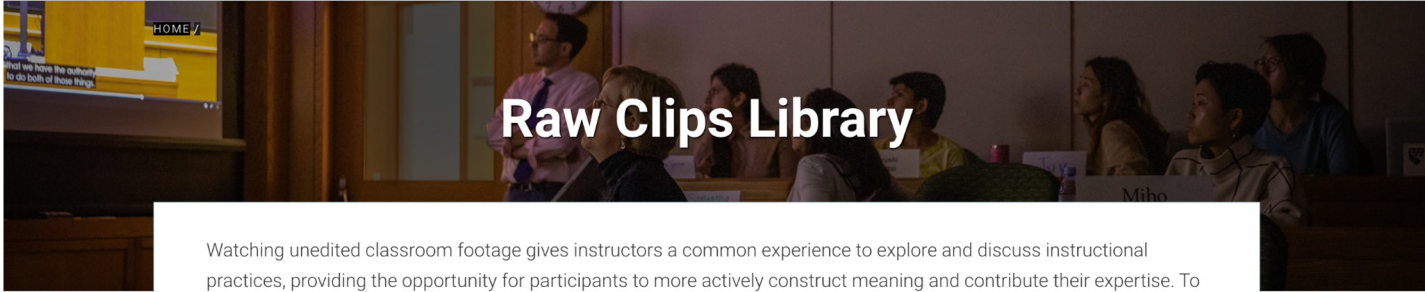


#### Pathway 4: Crafting Inclusive Activities and Resources

Support students with diverse experiences, knowledge, and skills

[EXPLORE PATHWAY 4](#)

# New Additions to the IM Website (cont.)



## Raw Clips Library

Watching unedited classroom footage gives instructors a common experience to explore and discuss instructional practices, providing the opportunity for participants to more actively construct meaning and contribute their expertise. To that end, we have created this robust library of raw clips, which you can search and sort in multiple ways to find content that will enable you to lead rich discussions. You can explore [this sample session plan](#) to get one idea of what this learning can look like in practice. Each raw clip also includes "Facilitators Notes" that you can use to guide your planning. We welcome you to [submit any raw clip lesson plans](#) you create for potential inclusion on this site.

Filter Raw Videos:

### BY TOPIC

Questioning, listening and responding

Eliciting participation

Peer learning

Using humor

Case teaching

Making thinking visible

Sharing expertise

Opening class

Building community

Challenging content

Instructional technology

Building rapport

Offering feedback

Closing class

Exercising flexibility

# New IM Book

Harvard  
Education  
Press

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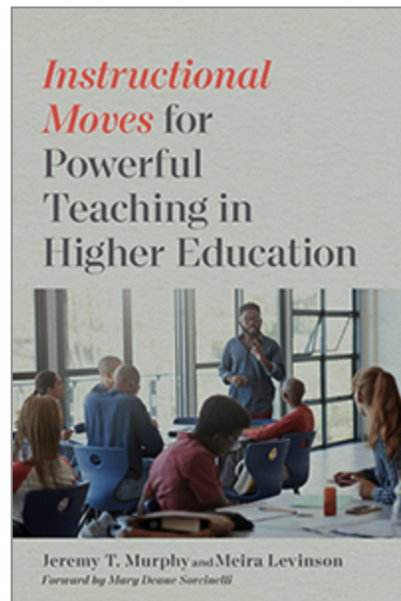
[Race and Culture](#)

[School Reform](#)

[Special Education](#)

[Teaching and Learning](#)

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## Instructional Moves for Powerful Teaching in Higher Education

Jeremy T. Murphy and Meira  
Levinson, Foreword by Mary  
Deane Sorcinelli

paper, 232 Pages

Pub. Date: March 2023

ISBN-13: 978-1-68253-798-5

Price: \$38.00

[Add to Cart](#)

**A toolkit of strategies for postsecondary instructors to use to cultivate safe, inclusive learning spaces and improve teaching.**



Thank you for your participation  
in this *IM Live* event – please  
join us in the lobby for the  
catered reception!