

INTERACTIVITY

Speaker Bios

September 30, 2016



HILT CONFERENCE
Harvard Initiative for Learning and Teaching

2016

WELCOMING REMARKS



Drew Gilpin Faust is the 28th President of Harvard University and the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences.

As president of Harvard, Faust has expanded financial aid to improve access to Harvard College for students of all economic backgrounds and advocated for increased federal funding for scientific research. She has broadened the University's international reach, raised the profile of the arts on campus, embraced sustainability, launched edX, the online learning partnership with MIT, and promoted collaboration across academic disciplines and administrative units as she guided the University through a period of significant financial challenges.

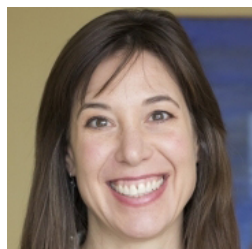
She is the author of six books, including *This Republic of Suffering: Death and the American Civil War* (2008), for which she won the 2009 Bancroft Prize, the New-York Historical Society's 2009 American History Book Prize, and which was recognized by *The New York Times* as one of the "Ten Best Books of 2008." It is the basis for a 2012 Emmy-nominated episode of the PBS *American Experience* documentaries titled "Death and the Civil War," directed by Ric Burns.

PLENARY HOSTS



Peter Bol is Vice Provost for Advances in Learning (VPAL) and the Charles H. Carswell Professor of East Asian Languages and Civilizations. As an historian of China he works on the sociocultural history of the literati. As Vice Provost he is responsible for guiding support and services for faculty to advance learning and teaching environments (on-campus and online).

Through his office, Bol has budgetary oversight of HarvardX, the Harvard Initiative for Learning and Teaching (HILT), and research collaborations to advance the science of learning.



Erin Driver-Linn is Associate Provost for Institutional Research and Director of HILT. At HILT, Erin helps facilitate experimentation with innovative pedagogies and works to forge collaborative ties among teaching and learning experts within and beyond the University. She works closely with the Vice Provost for Advances in Learning and others in the Office of the President and

Provost, as well as leadership across school lines, to catalyze innovation and excellence in education.

KEYNOTE PANEL

Why interactivity? Preparing today's students for 2040



Jack Goldstone is the Virginia E. and John T. Hazel, Jr. Professor of Public Policy at George Mason University. He is the author of *Revolution and Rebellion in the Early Modern World*, awarded the 1993 Distinguished Scholarly Research Award of the American Sociological Association; *Why Europe? The Rise of the West in World History*; and nine other books as well as over one hundred research articles on topics in politics, social movements, democratization, and long-term social change. He has appeared on NPR, CNN, Al-Jazeera, Fox News, and written for *Foreign Policy*, *The Atlantic*, the *Washington Post*, *Al-Hayat* and the *International Herald Tribune*.



Rebecca Winthrop is a Senior Fellow and Director of the Center for Universal Education at The Brookings Institution. She is the former head of education for the International Rescue Committee, a humanitarian aid NGO. Her research focuses on education in the developing world, with special attention to the skills children need to succeed in life, and improving quality learning for the most marginalized children and youth, including girls and children affected by extreme violence. Dr. Winthrop works to promote equitable learning issues for young people in developing countries. She advises governments, international institutions, foundations, and corporations on education and development issues, and provides guidance to a number of important education policy actors.

BREAKOUT SESSION PARTICIPANTS

Case teaching as practiced across disciplines and professions at Harvard



Carolyn Wood (*facilitator*) is Assistant Academic Dean and Director of Strengthening Learning and Teaching Excellence (SLATE) and the Case Program. She works to promote engagement, deep learning and enduring understanding among students by fostering the development and implementation of learner-centered curriculum and pedagogy.



Archon Fung is the Academic Dean and Ford Foundation Professor of Democracy and Citizenship at the Harvard Kennedy School. He co-directs the Transparency Policy Project and leads democratic governance programs of the Ash Center for Democratic Governance and Innovation at the Kennedy School.



Matthew Miller is Lecturer on Education and Associate Dean for Learning and Teaching at the Harvard Graduate School of Education. He teaches in the higher education program and oversees course and curriculum planning, support of faculty- and student-led initiatives for innovation in learning and teaching, and other ongoing academic priorities of the dean's office.



V.G. Narayanan is Thomas D. Casserly, Jr. Professor of Business Administration and Chair, MBA Elective Curriculum. His research includes the use of analytical modeling and field data to study how financial incentives can be used as a catalyst to form desirable habits and harness other motivators such as peer pressure.

BREAKOUT SESSION PARTICIPANTS

How can research advance learning?



Andrew Ho (*facilitator*) is Professor of Education at Harvard Graduate School of Education and Chair of the Vice Provost for Advances in Learning (VPAL) Research Faculty Committee. He is a psychometrician interested in educational accountability metrics: an intersection between educational statistics and educational policies.



Dustin Tingley (*facilitator*) is Professor of Government in the Government Department at Harvard University and Faculty Director for the Vice Provost for Advances in Learning (VPAL) Research Team. His research interests include international relations, international political economy, and experimental approaches to political science. Dustin is Director of Graduate Studies in the Government Department, directs IQSS's Undergraduate Research Scholar program and is the founding director of the Program on Experience Based Learning in the Social Sciences, as well as the co-founder of ABLConnect, an online repository for active learning across Harvard and higher education, more broadly.



Meira Levinson is Professor of Education at Harvard Graduate School of Education. Her interests include ethical dilemmas in education, civic education and engagement, and methods for linking normative theory and educational policy and practice. Having taught in middle schools for nearly a decade, she is also interested in bridging knowledge and skill gaps between K-12 and higher education.

BREAKOUT SESSION PARTICIPANTS

How can research advance learning? (continued)



Dan Levy is Senior Lecturer in Public Policy and Faculty Chair of the Kennedy School's SLATE (Strengthening Learning and Teaching Excellence) Initiative. He teaches courses in quantitative methods, policy analysis, and program evaluation. He has become increasingly interested in developing and using interactive digital materials as a way to complement and strengthen residential education.



Todd Rogers is Associate Professor of Public Policy at the Harvard Kennedy School and Director of the Student Social Support R&D Lab. He is a behavioral scientist whose current research explores why and how social networks can become effective academic support systems.

Creative approaches and nudges for educational development



Cassandra Volpe Horii (*facilitator*) is Founding Director of the Center for Teaching, Learning, and Outreach at the California Institute of Technology (Caltech). Her current research addresses undergraduate research mentoring, instructional consultation methods, STEM educational change, and instructional technology. Cassandra previously served as Dean of the Faculty and Founding Director of the Faculty Center at Curry College in Milton, Associate Director of the Derek Bok Center for Teaching and Learning at Harvard University, and Preceptor of Expository Writing at Harvard. She received her PhD in Atmospheric Chemistry from the Harvard Department of Earth and Planetary Science.

BREAKOUT SESSION PARTICIPANTS

Student-led learning: How and why?



Jon Hanson (*facilitator*) is the Alfred Smart Professor of Law, the Faculty Director of The Systemic Justice Project, and the Director of The Project on Law and Mind Sciences at Harvard Law School. His teaching and scholarship melds social psychology, social cognition, economics, history, and law. Hanson has received several teaching awards and is the faculty leader for 1L Section Six.



Jacob Lipton (*facilitator*) is the Program Director of the Systemic Justice Project, a policy innovation collaboration at Harvard Law School devoted to working with students to identify injustice, design solutions, promote awareness, and advocate reforms to policymakers, opinion leaders, and the public.



Beth Altringer is a Lecturer on Innovation and Design at SEAS and GSD, with a PhD in psychology (of innovative work) and an architecture masters. She studies what factors differentiate more (and less) successful innovation strategies, processes, product designs, and training. She runs research for PFF (robotic vehicles) and builds software to test design desirability theories.



Shigehisa (Hisa) Kuriyama is Reischauer Institute Professor of Cultural History and Chair of the Department of East Asian Languages and Civilizations. He has been actively engaged in expanding the horizons of teaching and scholarly communication through the creative use of digital technologies.

BREAKOUT SESSION PARTICIPANTS

Small-scale teaching innovations



Matthew Schwartz (*facilitator*) is Professor of Physics at Harvard University. Since he arrived at Harvard in 2008, he has been working to improve teaching and education in the physics department. Professor Schwartz has overhauled both undergraduate and graduate courses, incorporating active learning and other modern approaches to connect with today's student body. He is also interested in science education and undergraduate education more broadly.



Christopher Robichaud is Lecturer in Ethics and Public Policy at the Harvard Kennedy School of Government. His work focuses on areas in ethics, political philosophy, and social epistemology. Dr. Robichaud is currently pursuing the pedagogical goal of "gamifying" certain components of the curriculum at HKS. His efforts in using gameplay to facilitate learning have been incorporated into areas ranging from the core MPP curriculum to some Executive Education programs.



Richard Schwartzstein is the Ellen and Melvin Gordon Professor of Medicine and Medical Education, and Director of The Academy at Harvard Medical School and the Shapiro Institute for Education and Research at HMS and Beth Israel Deaconess Medical Center. Dr. Schwartzstein played a key role in the design of the Pathways curriculum at HMS and has written an award winning textbook on respiratory physiology. In addition to his clinical work at BIDMC, he serves as VP for Education.

BREAKOUT SESSION PARTICIPANTS

Small-scale teaching innovations (continued)



Andrew Warren is John L. Loeb Associate Professor of the Humanities in Harvard's Department of English, where he is also the Director of Undergraduate Studies. He co-directs the Mahindra Humanities Center's Seminar in Dialectical Thinking, and teaches and writes about Romanticism, poetry, philosophy and critical theory.



Lucie White is Louis A. Horvitz Professor of Law at Harvard Law School and Interim Faculty Chair of the Harvard Committee on African Studies. She has been a Fulbright Senior Africa Scholar, a Carnegie Scholar on Teaching and Learning, a scholar in residence at the Harvard Divinity School, and a Bunting Scholar at Radcliffe College. She is the founding director of the law school's Ghana Project, a field-based course in which students take an interactive workshop in Cambridge followed by advocacy in Ghana on economic and social rights. She has done ethnography of US welfare claimants, case studies of innovative African advocacy, and is doing on-going work on race-linked poverty in the US south.

Slowing down learning and the benefits of frustration



James Engell (*facilitator*) is Gurney Professor of English and Professor of Comparative Literature, a member of the Committee on Degrees in the Program on History & Literature, and a faculty associate of the Harvard University Center for the Environment. He has directed dissertations also in American Studies and the Study of Religion.

LUNCH PANEL

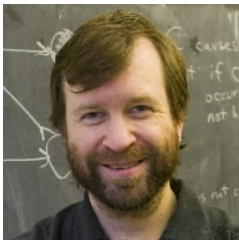
Opportunities for improving teaching and learning at Harvard



Alan M. Garber (*moderator*) is Provost of Harvard University, where he holds faculty appointments in the Medical School, Faculty of Arts and Sciences, Kennedy School of Government, and School of Public Health. Alan's academic work explores health policy and the economics of health care. As Provost, Alan has taken a special interest in pedagogy and teaching, leading Harvard in its partnership with MIT to create edX. He received his AB *summa cum laude* and PhD in Economics from Harvard University, as well as his MD with research honors from Stanford University.



Danielle Allen is Director of the Edmond J. Safra Center for Ethics at Harvard University and professor in Harvard's Department of Government and Graduate School of Education. She is a political theorist who has published broadly in democratic theory, political sociology, and the history of political thought. She is a Chair of the Mellon Foundation Board, past Chair of the Pulitzer Prize Board, and a member of the American Academy of Arts and Sciences and American Philosophical Society.

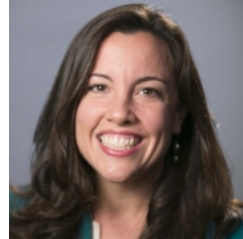


Edward (Ned) Hall is Norman E. Vuilleumier Professor of Philosophy and Chair of the Department of Philosophy. He works on a range of topics in metaphysics and epistemology that overlap with philosophy of science. Hall firmly believes that philosophical discourse always goes better if the parties involved resolutely avoid any "burden-shifting" maneuvers, and that teaching always goes better if you bring cookies.

EVENT STAFF



Damien Boutillon
HILT Fellow



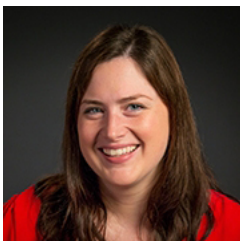
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