



SPEAKER BIOS



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, she 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. As a historian of the Civil War, she is the author of six books, including *This Republic of Suffering: Death and the American Civil War* (2008).



Alan M. Garber is Provost of Harvard University, where he holds faculty appointments in the Medical School, Faculty of Arts and Sciences, Kennedy School of Government, and Harvard School of Public Health. His academic work explores health policy and the economics of health care. As Provost, he 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 from Stanford University.

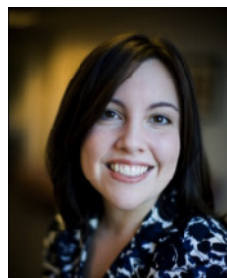


Peter Bol is Vice Provost for Advances in Learning (VPAL) and the Charles H. Carswell Professor of East Asian Languages and Civilizations. As an historian of China he works on the sociocultural history of the literati. As Vice Provost, he is responsible for guiding support and services for faculty to advance learning and teaching environments (on-campus and online). His office has budgetary oversight of HarvardX, the Harvard Initiative for Learning and Teaching (HILT), and HarvardX research and research collaborations to advance the science of learning.



Joseph Jay Williams is a research fellow at HarvardX who works with interdisciplinary teams of practitioners and researchers to improve modular online educational resources (the "MOOClets" working group) to help students motivate themselves and learn evidence-based study strategies, using randomized experimental comparisons that generalize reviews of cognitive science literature. Examples of these MOOClets include mathematics exercises on Khan Academy, videos in MOOCs on EdX, and interactive online tools for medical residents and K12 teachers.

HILT Event Staff



Brooke Pulitzer is HILT's Director of Administration, and works closely with other team members on both the strategic and logistic aspects of the Initiative's activities, focusing particularly on its grant-making, budgeting, and programming efforts.



Sarah Shaughnessy is HILT's Project and Outreach Manager. She collaborates with the various faculty, administrator and student constituents of the Initiative, developing and implementing strategies to promote effective programming and increased connectivity at the University.



Katie Vale is Director of Digital Learning at the Harvard School of Public Health. She and her team work on faculty development, educational innovation, instructional and classroom design, and online learning initiatives at the School. Previously she was Director of Academic Technology at the Harvard Faculty of Arts and Sciences. She holds degrees from Brown and Boston University, and is the recipient of the 2014 Educause Rising Star Award.



Trudy van Houten is a clinical instructor in Radiology at Brigham and Women's Hospital and a member of the anatomy faculty at Harvard Medical School. She has designed and directs anatomy teaching programs for first-year and fourth-year medical students at HMS and for surgical residents at the Harvard affiliated hospitals. Her innovations in medical education include the implementation of clinically focused, procedure based dissection programs for the HMS anatomy courses. More recently, a HILT grant has supported novel uses of information technology in the anatomy laboratory.



Albert Wang is a HILT research fellow who recently received his PhD in Economics from Harvard University. His academic research has ranged a number of topics, including search and asymmetric information in large platform markets, and the role of campaign spending in electoral contests. His HILT research has focused on learning with multimedia, commitment devices and student behavior, and differences between online and residential learning. He is now working as Senior Research Analyst in the Office of Institutional Research at Harvard.



Erin Driver-Linn is Director of HILT and Associate Provost for Institutional Research. At HILT, she helps facilitate faculty experimentation with innovative pedagogies and works to forge collaborative ties among teaching and learning experts within and beyond the University. Before joining the Office of Institutional Research in 2008, she was Associate Director for Research at the Bok Center and Lecturer in the Harvard Department of Psychology, where she received her PhD in experimental social psychology.



Beth Altringer is Lecturer on Innovation and Design at SEAS, as well as a psychologist of small group innovation and human centered design, with a master's degree in architecture. Her research focuses one main question: *What factors differentiate more (and less) successful innovation projects?* She has worked with hundreds of teams across a range of multinational companies and educational institutions, using both qualitative and quantitative methods to explore this question, and is interested in practical ways that we can support more teams to succeed more often.



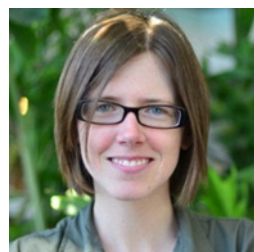
Bharat Anand is the Henry R. Byers Professor of Business Administration at Harvard Business School, where he has been a member of the faculty since 1997. He is the faculty chair of the school's HBX initiative, has served as course head for the first year Strategy course in the MBA program, and co-chairs the school's executive education program on media strategies. His research expertise and current focus is in the areas of corporate strategy and digital strategy. He is a recipient of HBS' Greenhill Award for outstanding contributions to the school, and is a two-time winner of the "best teacher" award in HBS' elective curriculum.



Jenny Bergeron is a practitioner in the field of assessment and evaluation. She has assisted faculty and administrators around the country and abroad in the design and implementation of assessment strategies that support learning and program effectiveness. Currently she works at Harvard as Director for Educational Research and Assessment. Previously she was at Stanford where served as Manager of Assessment and Evaluation. Her work is currently focused on academic program assessment, blended learning, and accountability in higher education. She holds a PhD from the University of Florida in psychometrics.



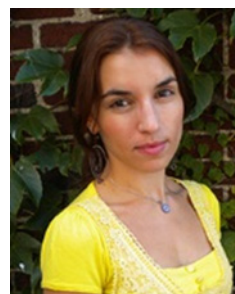
Stephen Blyth is currently Professor of the Practice in the Department of Statistics at Harvard University, where he also received his PhD. He teaches quantitative finance within FAS, combining theoretical training with real world experience from his role as Managing Director at the Harvard Management Company. He was awarded the Phi Beta Kappa prize for excellence in teaching in 2013. His book, *An Introduction to Quantitative Finance*, was published by Oxford University Press in November 2013.



Karen Brennan is Assistant Professor of Education at the Harvard Graduate School of Education, whose research focuses on cultivating communities of practice to support novice programmers. As part of that work, she has designed and developed ScratchEd, an online community of more than 13,000 educators who support young learners working with the Scratch programming language, an environment for creating and sharing interactive art, stories, simulations, and games.



Dustin Tingley is the Paul Sack Associate Professor of Political Economy at Harvard University. His research interests include international relations, international political economy, and experimental approaches to political science. He 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 founder of ABLConnect, an online repository for active learning across Harvard and higher education, more broadly.



Selen Turkay is a HILT research fellow whose general research interests include design of personalized, interactive, and collaborative learning environments in particular gaming and virtual worlds. Specifically, she studies the effects of design choices on agency and learning outcomes, as well as learner experiences including engagement and motivation. She earned her EdD at Teachers College Columbia University, and received an M.S. degree and B.S. in Mathematics from Uludag University, Bursa, Turkey.



Laurel Thatcher Ulrich is the 300th Anniversary University Professor at Harvard University, and a historian of early America and the history of women. She has recently developed a HarvardX course, "Tangible Things," that explores how people make history through the things they make, collect, exhibit, exchange, throw away, or ignore. She served as the president of the American Historical Association in 2009, and recently received the Arthur M. Schlesinger Jr. Award for historical writing of enduring public significance.



Clayton Spencer became the eighth president of Bates College in 2012, after serving on the leadership team of Harvard University for 15 years, the last seven as Vice President for Policy. Working directly with four different presidents during her tenure, she helped Harvard achieve integrated approaches to an array of priorities, including the reshaping and expansion of undergraduate financial aid, the merger of Radcliffe and Harvard, the creation of both the Radcliffe Institute for Advanced Study and Crimson Summer Academy, and leadership of university-wide academic planning and strategic policy analysis. Prior to Harvard, she was chief education counsel for the U.S. Senate Committee on Labor and Human Resources in the mid-1990s under its chair, the late Senator Edward M. Kennedy.



Sara Suchman is a recently graduated doctoral student and postdoc at the Harvard Graduate School of Education. Her research and work focus on whole school reform models and, in particular, the intersection of alternative educational programs and accountability. She has been a teacher and school leader, and is currently deeply involved with the National Center for Montessori in the Public Sector. At HGSE, she works with Kay Merseeth on the development and use of Teaching Bundles, a project launched through HILT.



Adam Sullivan is a 5th year PhD candidate in the Department of Biostatistics at the Harvard School of Public Health, working with Tyler VanderWeele on his research in causal inference and mediation and Marcello Pagano on biostatistics education.



Glenda Carpio is Professor of English and of African and African American Studies in the Faculty of Arts and Sciences. Her book, *Laughing Fit to Kill: Black Humor in the Fictions of Slavery*, was published in 2008. She is currently working on a book on immigration and expatriation in post war American Literature. She started her teaching career in California, where she taught 8th grade English and 4th grade through the Teach for American program. She recently received Harvard University's Abramson Award for Excellence and Sensitivity in Undergraduate Teaching.



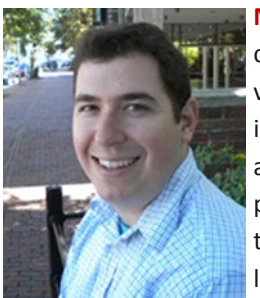
Samantha Earp is Executive Director of HarvardX, where she focuses on strategy, planning and administration of the HarvardX organization, supervision of the core HarvardX team, and coordination with Harvard Schools on HarvardX-related activities. She arrived at Harvard in 2012 to lead university-wide academic technology services for faculty and students. In that role, she participated in the early conceptualization and implementation of HarvardX activities and designed the formal organization that now supports HarvardX programs.



Bill English is a HILT research fellow with interests in ethics, political economy, and institutional change. He received his PhD in political science from Duke University, taught at Brown University, and was a lab fellow at the Edmond J. Safra Center for Ethics, where he continues to serve as a research director. His HILT research examines the promise and limits of new educational technologies, the value of humanistic, residential, and extra-curricular learning, and questions about civic education and the public role of universities.



Melissa Franklin is the Mallinckrodt Professor of Physics and Chair of the Department of Physics at Harvard University. She is an experimental particle physicist, with active projects at the Large Hadron Collider and elsewhere. She has recently been working on ways to more effectively integrate experimental learning into introductory physical science courses.



Michael Friedman is a HILT research fellow who received his Ph.D. in cognitive psychology from the University of California, Los Angeles. His research interests include human learning and memory, metacognition, and cognitive aging. His HILT research investigates best practices in student behaviors (e.g., note-taking) and the application of research-driven principles into college courses and their impact on learning outcomes and other long-term measures.



Peter Galison is the Pellegrino University Professor in History of Science and Physics at Harvard University and Director of the Collection of Historical Scientific Instruments. His main work explores the complex interaction between the three principal subcultures of twentieth century physics – experimentation, instrumentation, and theory. His current work ("Building Crashing Thinking") tracks the way technology restructures the self. Galison has co-written and co-produced documentary films on the politics of science, including *Ultimate Weapon: The H-bomb Dilemma* (2000, with Pamela Hogan); *Secrecy* (2008, with Robb Moss); and, in preparation, *Containment* (2014) on the confinement of radiological materials.



Pamela Rist is an Instructor in Medicine at the Harvard School of Public Health and Harvard Medical School. Her research focuses primarily on the morbidity burden of cardiovascular and neurologic diseases. She has been involved in a wide range of types of courses at HSPH, from a traditional classroom setting for a core course in introductory epidemiology, to an integrated course in clinical epidemiology and biostatistics, to a massive open online course (MOOC), to a "flipped" or blended and integrated course in epidemiology and biostatistics.



James Ryan is the 11th dean of the Harvard Graduate School of Education. A leading expert on law and education, he has written extensively about the ways in which law structures educational opportunity. His articles and essays address such topics as school desegregation, school finance, school choice, standards and testing, pre-K, and the intersection of special education and neuroscience. He is also the co-author of the textbook *Educational Policy and the Law*, and the author of *Five Miles Away, A World Apart*, which was published in 2010 by Oxford University Press. In addition, he has authored articles on constitutional law and theory and has argued before the United States Supreme Court.



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. In addition to his clinical work at BIDMC, he has devoted a substantial portion of his career to medical education. He is course director for Integrated Human Physiology, one of the core courses in the first year curriculum, and has served on multiple committees with oversight of the HMS program of studies. In 2004, he was named the vice president for education at BIDMC, where he created the first hospital-based Center for Education in the Harvard system.



Kyle Parry is a PhD candidate in Visual and Environmental Studies and Critical Media Practice, and Doctoral Researcher and Principal at metaLAB. His current research focuses on the convergence of digital archives of environmental crisis with interactive new media. He has assisted in teaching a course on this topic as well as on film theory and the history and politics of American citizenship. At metaLAB, he works in experimental online publishing around multimedia collections and urban ecology.



Justin Reich is the Richard L. Menschel HarvardX Research Fellow, as well as a fellow at the Berkman Center for Internet and Society, a lecturer at the Harvard Graduate School of Education, and a lecturer in the Scheller Teacher Education Program at MIT. He is the co-founder of EdTechTeacher, a professional learning consultancy devoted to helping teachers leverage technology to create student-centered, inquiry-based learning environments. He writes the EdTechResearcher blog for *Education Week*, and his writings have appeared in *The New Yorker*, *The Atlantic*, *Educational Researcher*, the *Washington Post*, and *Inside Higher Ed*.



Robert Reischauer served for 18 years on Harvard's two governing boards, including four years as senior fellow of the Harvard Corporation, before stepping down in 2014. Over the past two decades, he has supported University efforts to emphasize teaching and learning efforts and related innovation. He is currently one of the two Public Trustees of the Social Security and Medicare Trust Funds. Having served from 2000 to 2012 as president of the Urban Institute, a nonpartisan economic and social policy research organization in Washington, DC, he is now Distinguished Institute Fellow and president emeritus. From 1989 to 1995, he was director of the Congressional Budget Office. Before and after his tenure as CBO director, he was a senior fellow in the Economic Studies Program of the Brookings Institution.



David A. Garvin is the C. Roland Christensen Professor of Business Administration at the Harvard Business School. He joined the Harvard Business School faculty in 1979 and has since then taught courses in leadership, general management, and operations in the MBA and Advanced Management programs, as well as serving as chair of the Elective Curriculum and faculty chair of the School's teaching and learning center. He is the author of a book on the future of MBA education as well as articles on case method teaching.



Jay Harris is the Harry Austryn Wolfson Professor of Jewish Studies, as well as Dean of Undergraduate Education, and Honorary Associate and Former Master of Cabot House. A longtime member of the Harvard faculty, he works with the Dean of the College and the Office of Undergraduate Education on supervising all aspects of the undergraduate curriculum. He oversees the Program in General Education, the Freshman Seminars Program, the Office of International Education, the Harvard Writing Program, the Advising Programs Office, the Accessible Education Office, the Undergraduate Research and Fellowships Office, and the Office of Career Services.



Hunt Lambert is Dean of the Division of Continuing Education and University Extension at Harvard University. The Division serves 22,000 students annually and includes Harvard Extension School, Harvard Summer School, Study abroad programs, Harvard Institute for Learning in Retirement, Harvard Professional Development Programs, and the Crimson Summer Academy. Previously, he served as Associate Provost of OnlinePlus at Colorado State University (CSU), was a founder of CSU Global Campus, AVP of Economic Development, Director of the Entrepreneurship Center and member of the faculty at the Business School. During his business career, he was part of 25 startups and helped another 15 startups at CSU.



Lawrence Lessig is the Roy L. Furman Professor of Law at Harvard Law School, and Director of the Edmond J. Safra Center for Ethics at Harvard University. Prior to rejoining the Harvard faculty, he was a professor at Stanford Law School, where he founded the school's Center for Internet and Society, and at the University of Chicago. He clerked for Judge Richard Posner on the 7th Circuit Court of Appeals and Justice Antonin Scalia on the United States Supreme Court.



Malia Mason is the Gantcher Associate Professor of Management at Columbia University. Her research integrates insights from social psychology, cognitive psychology and cognitive neuroscience on attention, decision-making, and goals and applies insights from these areas to the study of everyday mental self-regulation. She holds a BA from Rice University and a PhD from Dartmouth College. Prior to joining the Co-

lumbia faculty, she worked as a postdoctoral fellow at the Martinos Brain Imaging Center.



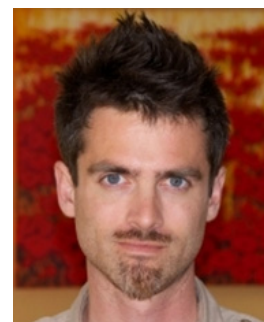
Abigail Lipson is a psychologist who has worked with the Bureau of Study Counsel for 25 years, nine of them as Director. Her areas of interest include how college students learn and grow; the relationships between learning, motivation, achievement, and creativity; persistence in the face of failure and persistence in the face of success; and the creative process in the arts and sciences.



Kay Merseeth is Senior Lecturer on Education at the Harvard Graduate School of Education. Her research and writing concentrate on teacher education, case-method instruction, charter schools, and mathematics education. She was the founding executive director of the Harvard Children's Initiative, a University-wide program focusing on the needs of children. At HGSE, she is the founding director of the School Leadership Program and the Teacher Education Program.



Rob Lue is a professor in the Department of Molecular and Cellular Biology and the Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning. Rob has a longstanding commitment to interdisciplinary teaching and research and serves as both the director of Life Sciences Education at Harvard and the faculty director of the Harvard-Allston Education Portal. In 2012, he became the faculty director of [HarvardX](#), where he helps to shape the university's engagement in online learning in a way that reinforces its commitment to teaching excellence and works to expand its reach and impact globally.



Samuel Moulton is Director of Educational Research and Assessment for HILT. He works as an applied social scientist, informing its efforts with the theory, methods, and findings from a variety of fields, particularly cognitive neuroscience, statistics, and educational psychology. Leading HILT's research efforts, he—in collaboration with HILT research fellows, faculty, and school administrators—conducts, translates, and disseminates findings from the learning sciences of general relevance to the Harvard community.