

WELCOME!!

- Please **join the audio conference through your computer.**
- We will be holding this session in **full screen view**. Please scroll to the bottom of your screen to reveal the toolbar. Please click to add the “Participants” and “Chat” sidebar to your screen.
- We have muted your microphone when you entered. To avoid feedback and outside noise, **please keep your microphone off for the duration of the session, unless actively participating.**
- Please **rename** your screen name to first and last name so that we can accurately take attendance
- If you have any **questions or issues, please type them in the chat.**
- When we come to Q&A, please **raise your hand** to ask questions/participate in the participant box

Building an Online Learning Community

Lessons from the Public Narrative & Organizing Courses

Marshall Ganz
Harvard Kennedy School

Teaching Team Introductions



HARVARD Kennedy School

Executive Education

Agenda

1. Welcome!
2. Teaching Team Introduction
3. Check-In
4. Modeling the Pedagogy
 - a. Explain: Welcome, Lectures, Interactive Lecturing (Discussion)
 - b. Model: Coaching, Roleplay, Videos
 - c. Practice: Breakout Rooms
 - d. Debrief: Evaluation (Plusses & Deltas), Key Learnings
5. Next Steps
6. Q&A
7. Conclusion



Check-In

1. Large Group: What is your full **name**, **hometown**, what do you **teach**, and what is your **superpower**?
2. Small Groups: In breakouts, discuss one **concern** you have with online learning, along with one **possibility** you can imagine with online learning.



What did we **accomplish**?

*"Video conferencing technology is finally reaching a level of quality and consistency that makes it a great tool. As I previously mentioned, the **highly structured facilitation** (including use of section reps) was instrumental in making the distance format work. You might think that we'd feel more detachment from our peers since we're not in a room together. However, ironically, the fact that **we see everyone's face all at once** (especially in section) means we have more awareness of **everyone paying attention and being present.**"*





marshall ganz



Aditi Parekh



Deidi Sanchez



Nataliey Bitature



Michelle Stubblefield



Sarah ElRaheb



Dan White



Charles McJilton



Suhail Kassim



Beatrice Tulagan



Talía Puterman



Salma Sameh



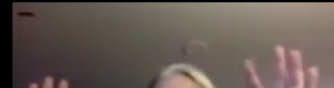
Marina Pavlic



Stacia Dahl



Terri Brady



James Purtee



Nathan Allen



Matt Morton



AJ (Andrew) Rawson



Luciana Lopes



Vomna Mohamed



olabisi salis

From Ebenezer Wikina to Everyone
AJ, me too!

Leadership & Public Narrative

HKS Exec Ed, Fall 2019

LAUNCHING THE CLASS

Configuring the Teaching Team

- An Instructor with tech know-how
- An Instructor + 1 tech-support person
- Our course had 1 Instructor, 2 Program Support Staff, 1 Head Teaching Fellow, 5 Teaching Fellows (TFs).

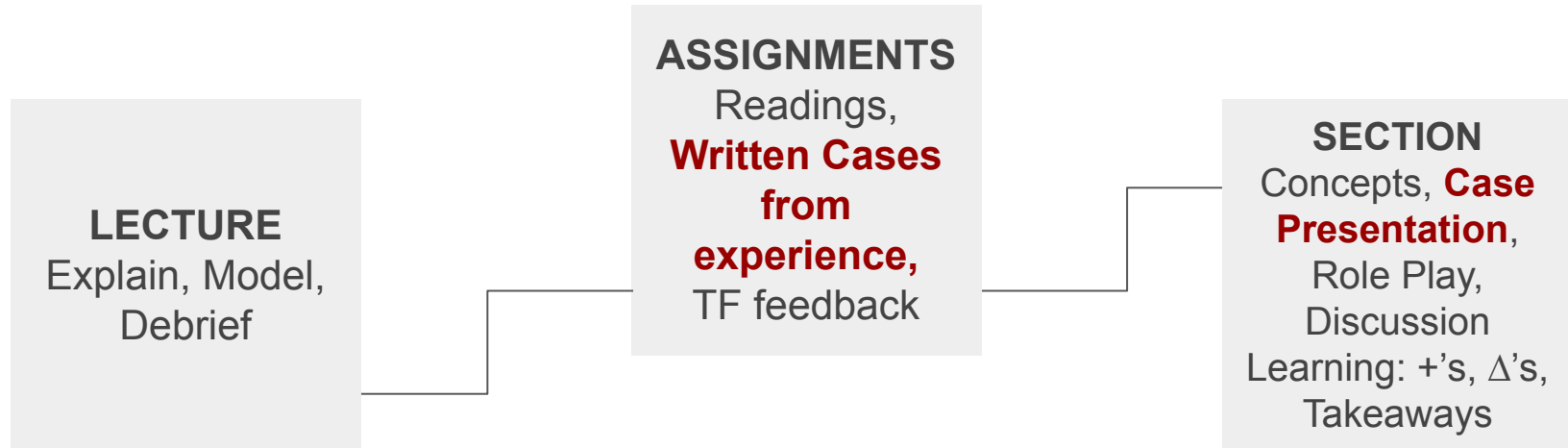


Online Functions **or Roles**

- Chat Monitor
- Scribe for Slides (could be a student)
- Attendance Manager
- Tech Coordinator
- Timekeeper



Course Flow for Students



EVALUATION 5 page analytical paper.



Creating a **Relational Foundation**

Relational Foundation: 1:1s with students & TFs/professor

Brave Space & Norms: Create a holding environment (see next slide)

Timed & Transparent Agenda

1. **Welcome:** playlist, tech check, welcome, attendance, check-in using polls/chat box, introduction of conversation group members
2. **Lecture/Discussion**
3. **Models**
4. **Evaluation:** takeaways, plusses & deltas
5. **Sections:** student presentations, coaching, practice, feedback (15-20 students/section)

Active and Intentional Facilitation

Examples of **Community Norms**

- ❑ Explicit Norms & a Norm Correction
- ❑ Growth mindset
- ❑ Respect time, including 5 minute tech check before class
- ❑ “Step up and step back”
- ❑ How to participate: raise hands visually or in participant box
- ❑ Keep Video on so we can see each other



Office Hours



Our **Pedagogy**

1. **Explain**
2. **Model**
3. **Practice**
4. **Debrief**



EXPLAIN

Lecture: Slide View

The screenshot displays a Zoom meeting interface in Slide View. The main area shows a presentation slide titled "Two Kinds of Knowing" from the Harvard Kennedy School Executive Education. The slide features a diagram with two top ovals: "strategy" (labeled "head") and "narrative" (labeled "heart"). Arrows point from these to a bottom oval labeled "action" (labeled "hands"). The "strategy" arrow is labeled "critical reflection on experience" and "HOW COGNITIVE LOGOS ANALYSIS". The "narrative" arrow is labeled "story telling of experience" and "WHY AFFECTIVE PATHOS MOTIVATION". The text "shared understanding leads to" is above the "action" oval. The Harvard Kennedy School logo and "Executive Education" text are at the bottom left of the slide.

On the right side of the Zoom window, there is a vertical stack of participant thumbnails. The top thumbnail shows a woman with glasses and a headset, labeled "Aditi Parekh". Below it is another woman. Further down is a thumbnail for "Rahaf Abu Doha". At the bottom is a thumbnail of an older man with glasses, labeled "marshall gale".

A large red rectangular overlay with the text "Slide Sharing View" in white is positioned over the participant thumbnails.

The Zoom meeting controls at the bottom include icons for Unmute, Stop Video, Invite, Participants (97), Share, Chat, and a "Leave Meeting" button.



Group Discussions



Group Discussion

Open Discussion: Chat & Participant Box

The screenshot displays a Zoom meeting interface. The main window shows a 4x4 grid of 16 participants. The top-left tile is labeled 'marshall ganz' and the top-right tile is labeled 'Aditi Parekh'. Other visible participants include Paul Newnham, Harini Krishnan, Kathy Rohde, William Spiegel, Nevena, Tali Puterman, Anthony, Charles McJilton, Dan White, Laura Thompson, tammy, Michelle Stubblefield, James Purtee, Young Cho, Vivian Holzacker, Hasina Ranaivo, Stephanie Black, and Ebenezar Wikina. The bottom of the grid shows icons for Unmute, Start Video, Invite, Participants (102), Share, Chat, and a 'Leave Meeting' button.

On the right side, the 'Participants (102)' list is visible, showing a search bar and a list of participants with their names and status icons. The list includes:

- AP Aditi Parekh (me)
- JB James Brockman (Host)
- MP Melissa Pagonis (Co-host)
- 861376****544
- aemon.bourke

Below the list are icons for 'raise hand', 'yes', 'no', 'go slower', 'go faster', and 'more'. An 'Unmute Me' button is also present.

The 'Chat' window at the bottom right shows a list of messages:

- Wow I love this ask
- From [veronicabenavides](#) to [Everyone](#): Very specific, actionable, and impactful ask!
- From [Ebenezar Wikina](#) to [Everyone](#): Wowwwwwwwww, this is such a mind-blowing specific ask
- From [Sadie Dean \(Ninjas\)](#) to [Everyone](#): So powerful!!

At the bottom of the chat window, there is a 'To:' field with a dropdown menu showing 'Aditi Parekh' and a '(Privately)' label, followed by a text input field for typing a message.



Open Discussion with the entire class

Facilitating Full Participation

- **Engaging quiet voices:** setting norms from the beginning of the online learning community that encourages students to hold one another accountable for distributed participation. Norms such as “step up, step back”
- **Balancing** comfort with silence with comfort with cold calling
- **Noticing expressions:** Inviting students into conversation who look pensive but may not be speaking up
- **Diverse learning tools:** Including not only lecture, but small group work (breakouts), independent reflection, visuals, audiovisuals, polling, etc.
- **Give quieter voices leadership roles** within the lectures: timekeeping, scribing, etc. to help them see that they are a valuable member of the community

MODEL

Examples of Modeling

DIRECT COACHING

Modeling coaching by working 1:1 with a student in front of the whole class, then debriefing

ROLEPLAY

Preparing students and/or TFs to present a roleplay in advance of lecture can be an effective way to model content visually and experientially for students

VIDEO MODELS

Best practices include subtitling videos, pasting context into the chat box before playing the video for non-English speakers, and debriefing



PRACTICE



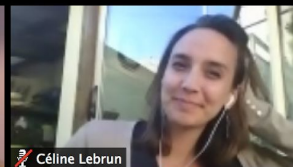
Amy Soden



Aditi Parekh



Andrew Mwavua



Céline Lebrun



Billy



Paul Newnham



Carter Wright



Micky Ayoub



Lisa Green



Luciana Lopes



Gcinashe Ngabeni



Nathan Allen



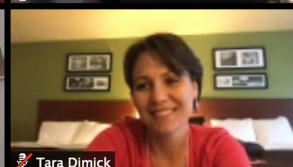
Nataly Bitature



Matt Morton



Gali Aizenman



Tara Dimick

Section Meetings



Nataly Bitature



Matt Morton



Nicholas Gladney



Charles McJilton

From Mike Perry to Everyone
+ super facilitation



Mute



Stop Video

20
Participants

Share

1
Chat

Pause/Stop Recording



Breakout Rooms

Leave Breakout Room





Mike Perry



Aditi Parekh



Melissa Pagonis

Breakouts in Section



Invite



Manage Participants



Polling



Share



Chat



Record

Leave Meeting



DEBRIEF

Evaluations: Every Single Class



- Dialogue was good. Feedback was helpful +1
- Helpful that Micky read the narrative instead of looking at our emails
- Enjoyed the breakout rooms!!!

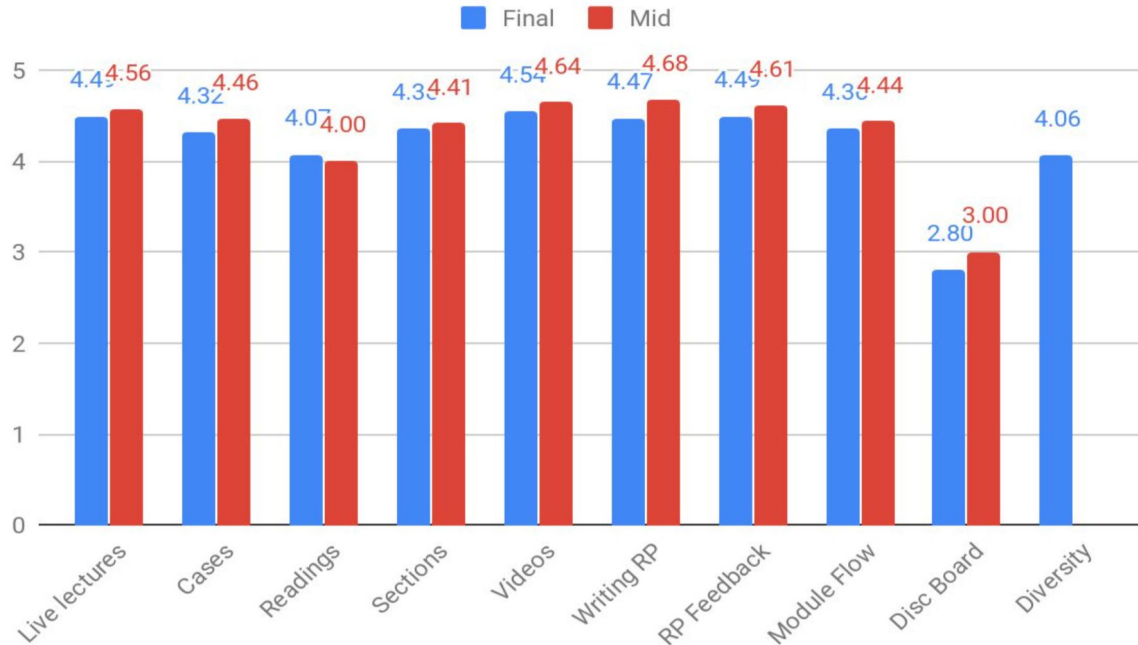
- Sometimes it was hard to discern what we were analyzing
- Good to have materials ahead of time
-

- Paul cases: people need to see themselves in times of change.
- What story you create when you go back to the old story.
- The leaders needs to champion and lead the change. They can't delegate it to anyone else.
- The story of an us rooted in shared values is the cornerstone for successful change.



Evaluations: Mid & End of Course Survey

Overall Course



"The experience of Marshall, Sarah, and each TF resulted in a thorough curriculum, supported by in-depth, well developed , and thoroughly deliberate support materials, communications, and applicable germane readings & videos."

"Marshall's experiences, lived moments of history, open supportive coaching, & pushing for growth, the technology that brought our global cohort into one lecture hall, the TFs, section reps., and in-depth discussions."

[illegible][illegible][illegible]

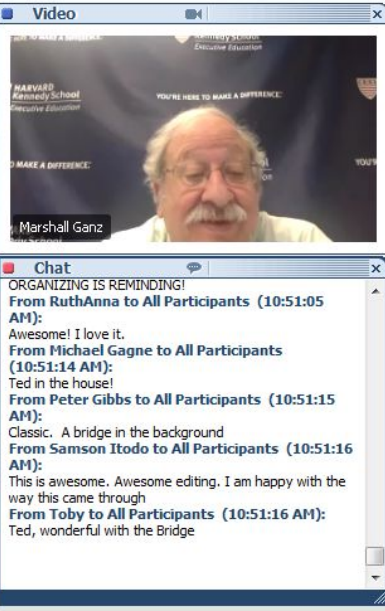
entertainment to the learning

OVERALL INSIGHTS

Our Discoveries from Online Learning

- Cross Contextual Learning: transcend geography & other boundaries
- Can see the faces of the whole class: emotional communication
- Requires paying attention: offline activities evident while video camera is on.
- Classes are recorded and transcribed
- Greater accessibility to multiple resources





OPEN DISCUSSION

THANK YOU.