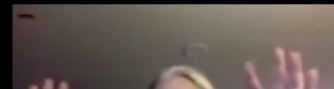


Building a strong learning community online

Lessons from the Public Narrative & Organizing courses

Marshall Ganz
Harvard Kennedy School





From Ebenezer Wikina to Everyone
AJ, me too!

Leadership & Public Narrative

HKS Exec Ed, Fall 2019

What did we achieve?

*"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.**"*



What did it take to achieve that?

1. Preparation
2. Course Launching
3. Interactive Relational Pedagogy
4. Wrapping It Up



Preparation **for Course**

Syllabus with assignments, readings, videos and tech platforms.

Teaching Teams (possible configurations)

- An Instructor with tech know-how.

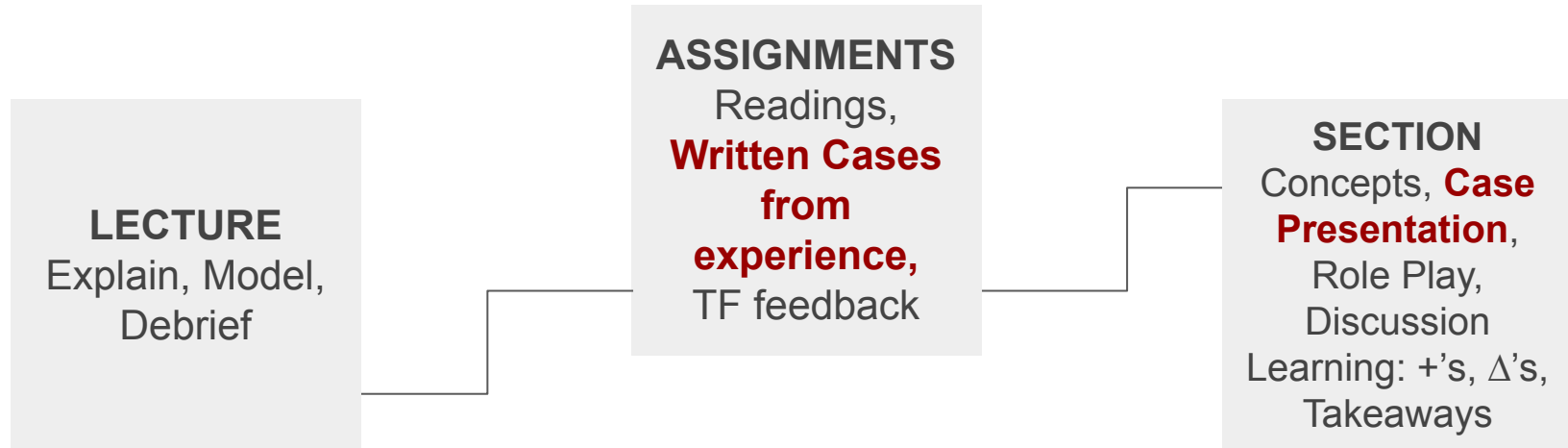
- An Instructor + Tech support person

- Our course had 1 Instructor, 2 Program Support Staff, 1 Head Teaching Fellow, 5 Teaching Fellows (TFs).

Students with training in tech tools before course launch and commitment to entire course



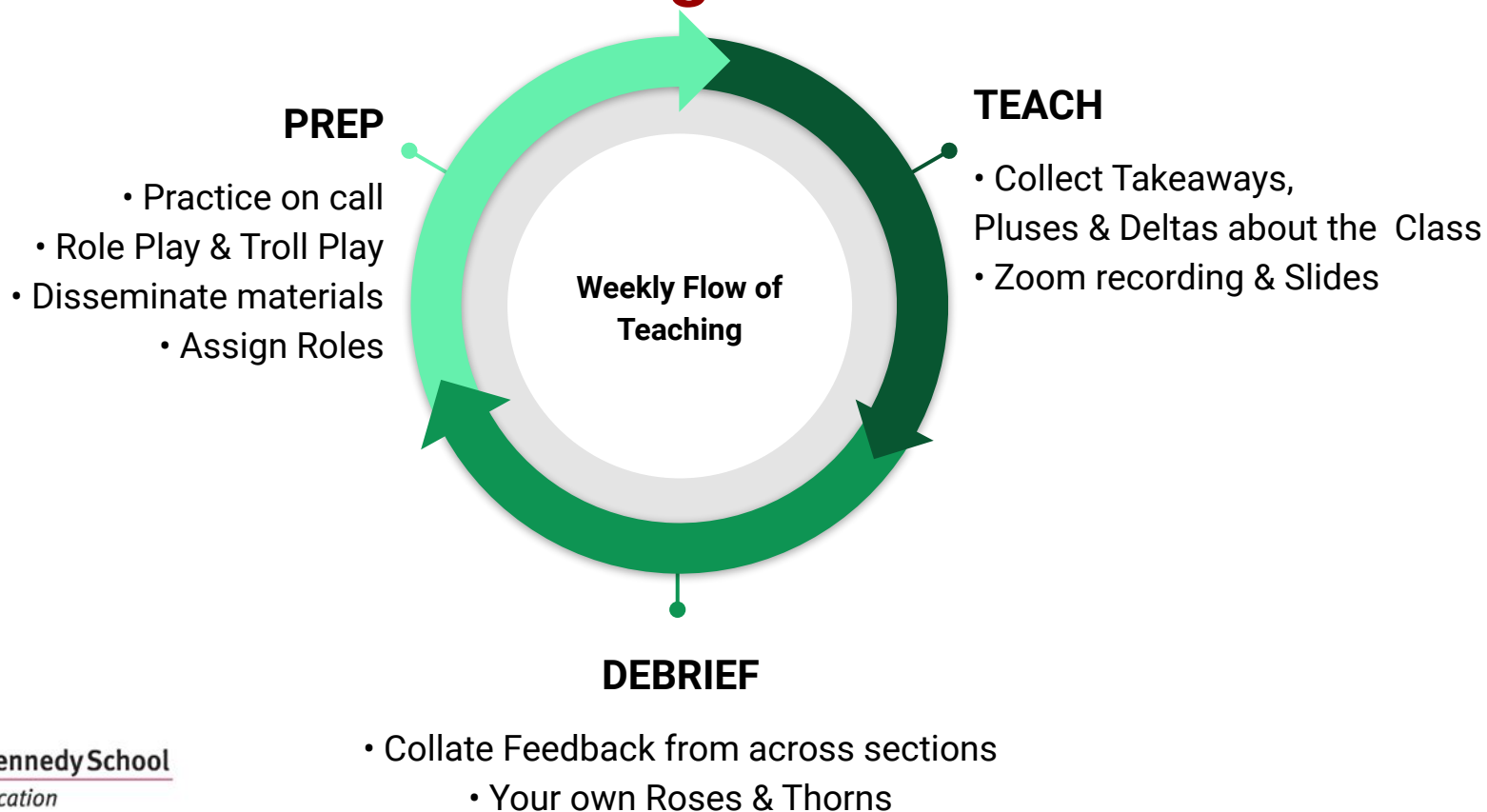
Course Flow for Students



EVALUATION 5 page analytical paper.



Course Flow **for Teaching Team**



Launching **the Course**

Relational Foundation

One on One meetings between each student & TF

Introductions by Team – Story of Self

Brave Space & Norms

To create a holding environment (for example, see next slide)

Timed & Transparent Agenda

Active and Intentional Facilitation

Example of Community Norms

- ❑ Explicit Norms/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

BUILDING AN ONLINE COMMUNITY: TEACHING

Structure of the Sessions

- ❑ Welcome
- ❑ Visuals: Slides, Charts, Maps
- ❑ Lecture/Discussion: Designated Students, Cold Calling, Open Discussion
- ❑ Polling
- ❑ The chat box
- ❑ Evaluations: pluses, deltas and key learning
- ❑ **Sections** (15-20 people): Student Presentations, Group Work in Breakout Rooms

Lecture Slides

The screenshot displays a Zoom meeting interface. The main window shows a presentation slide titled "Two Kinds of Knowing" from 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" are at the bottom left of the slide.

On the right side of the Zoom window, there is a vertical stack of participant video feeds. A large red rectangular overlay with the text "Slide Sharing View" in white is positioned over the middle of this stack. The visible participants from top to bottom are:

- Aditi Parekh
- Rahaf Abu Doha
- A man (partially visible)

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



Discussions: Section Reps



Discussions: Cheering on Chat!

The screenshot displays a Zoom meeting interface. The main window shows a 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 top bar indicates 'Recording' and 'Speaker View'. The right sidebar shows a list of 102 participants, including 'Aditi Parekh (me)', 'James Brockman (Host)', 'Melissa Pagonis (Co-host)', and '861376****544'. The bottom bar contains icons for 'Unmute', 'Start Video', 'Invite', 'Participants', 'Share', 'Chat', and 'Leave Meeting'. The chat window at the bottom right shows messages from 'veronicabenavides', 'Ebenezar Wikina', and 'Sadie Dean (Ninjas)'.

Recording Speaker View

Participants (102)

Type to filter...

AP Aditi Parekh (me)

JB James Brockman (Host)

MP Melissa Pagonis (Co-host)

861376****544

aemon.bourke

raise hand yes no go slower go faster more

Unmute Me

Chat

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!!

To: [Aditi Parekh](#) (Privately)

Type message here...



Online Functions **or** Roles

- ↔ Screen Sharer
- ↔ Chat Monitor
- ↔ Scribe for Slides (Could be a student)
- ↔ Attendance Manager
- ↔ Section Rep Coordinator
- ↔ Tech Coordinator
- ↔ Someone to pick who should speak
- ↔ Poll Creator
- ↔ Reminder-er ("starts in 1 hour! here's the link")
- ↔ Post-lecture sharer (recording link, slides, chat, transcript)



Tips on Encouraging Participation in any medium

- 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 and 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.
- Encouraging participation by giving quieter voices leadership roles within the lectures: timekeeping, scribing, etc. to help them see that they are a valuable member of the community



Value of Online Teaching

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



Evaluations: **Every Single Class**

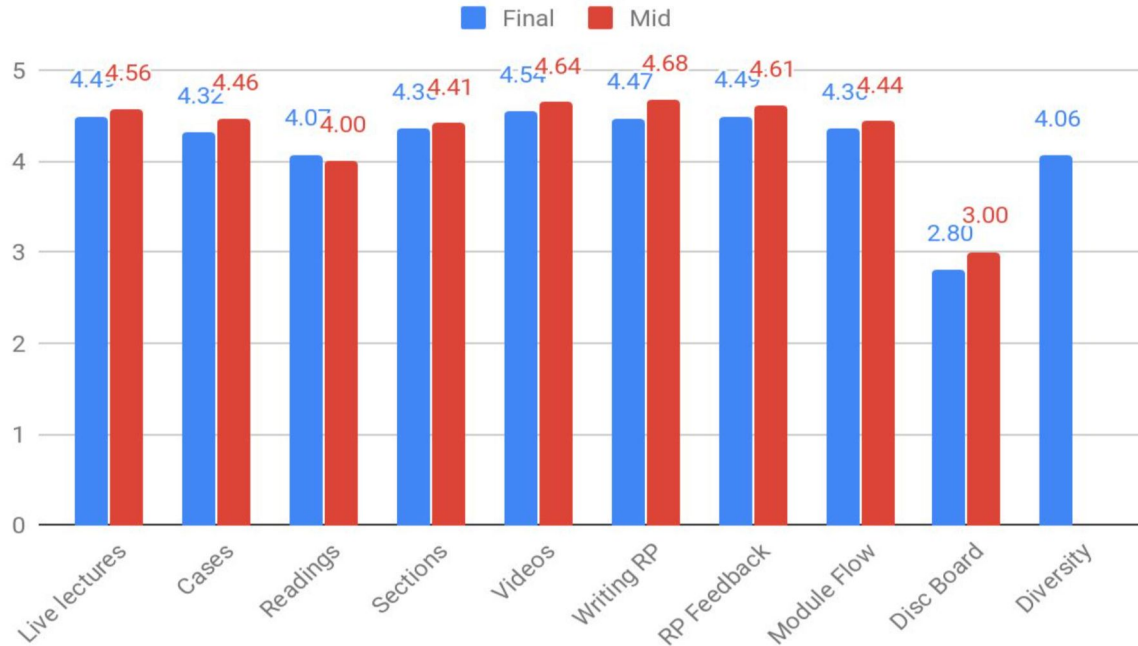


- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Dialogue was good. Feedback was helpful +1• Helpful that Micky read the narrative instead of looking at our emails• Enjoyed the breakout rooms!!! | <ul style="list-style-type: none">• Sometimes it was hard to discern what we were analyzing• Good to have materials ahead of time• | <ul style="list-style-type: none">• 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



LECTURE PLUSES - QUALITATIVE



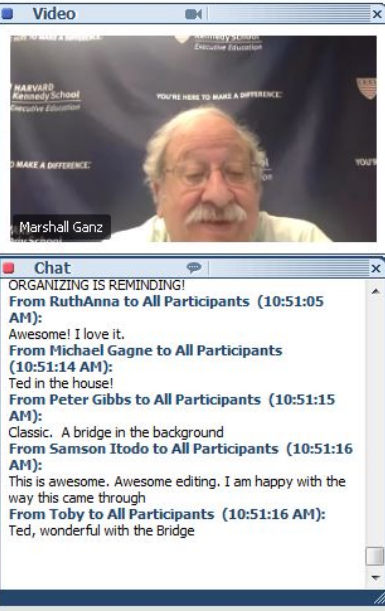
“There were many strengths of the lectures. I think having a chance, especially in the second half of the course, to have more open discussion and ask questions was useful and helped learning. Marshall's explanations were really clear and helpful the vast majority of the time, and the videos were very helpful in clarifying concepts.”

“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.”

“Use of real-world examples, use of section reps to ensure participation by co-learners, use of chat to broaden the conversation and bring in questions from the wider group, consistency of format/timing (starting and ending on time).”

“The videos were very very good examples and it added some sort of entertainment to the learning”



THANK YOU.