“This course had an amazing instructor, amazing examples, and an amazing user interface that made it easy for me to grasp the material and learn simultaneously with others around the world.”

SHAWN CARRINGTON, JR.
Senior Executive Officer, Perspecta, Inc., Data Science for Business learner

The 2020–21 academic year was extraordinarily challenging for teaching and learning, across Harvard and across the world. Harvard’s Office of the Vice Provost for Advances in Learning (VPAL) helped shape the University’s response to those challenges. I am deeply proud of how our team’s experience—in online content creation, world-class pedagogy, and connecting faculty and staff—anchored Harvard’s transition and expansion in remote teaching.

As challenges emerged over the past year, the VPAL team rose to meet them. We built publicly available sites with timely, effective materials to guide teaching and learning online. We supported residential teaching by providing filming, advice, and planning to faculty across Harvard. We convened academic leaders from every School to share ideas, identify opportunities, and build resources. VPAL leadership helped trigger online innovations throughout the University; our technology experts created tools to support and analyze remote learning; our convening and collaboration team launched online events to bring together the entire Harvard community—students, staff, faculty, and alumni. And VPAL continued to be on the vanguard of distance education for the University, quickly pivoting to meet the exponential surge in demand for online content, extending Harvard’s impact by engaging learners worldwide.

Teaching and learning were already undergoing powerful changes before this year. The pandemic accelerated them. In response, in early 2021 we convened a faculty task force to formulate a strategy for the future of teaching and learning across Harvard. In 2021–22, we are eager to continue collaborations across the University, sustaining and transforming Harvard’s deep dedication to teaching and learning on campus and beyond. In this report, I am delighted to share with you all the ways that VPAL helps the Harvard community to connect, learn, and inspire, as we continue to learn from all of you.

Bharat Anand
Vice Provost for Advances in Learning
Harvard University
Harvard’s Office of the Vice Provost for Advances in Learning (VPAL) seeks to shape the future of education by discovering new ways to build the competence, curiosity, and confidence of learners on our campuses and around the world. We create engaging and scalable learning experiences, cultivate inspiring ideas, and connect a global community of learners while developing tools, technologies, platforms, and policies to reduce friction throughout the learning lifecycle.

VPAL was a driving force in the University-wide transition to remote teaching, learning, and work, and will continue to be a leader in Harvard’s continued operation and evolution. Throughout our work, VPAL is committed to convening and nurturing a diverse community dedicated to promoting inclusive excellence and leadership in teaching and learning. We celebrate, welcome, and honor all backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, and values. We strive to ensure that all feel included in our mission, our work, and our learning inside and outside our organization.

Harvard Online courses bring an extensive catalog of expertise and research to learners around the globe as well as curated series that combine faculty and disciplines from across the university.

Data Science & Technology combines expertise in data science, data engineering, software development, and education research to produce analytics and tools that help to transform the entire teaching and learning life cycle.

The Harvard Initiative for Learning and Teaching (HILT) forges University-wide collaborations to surface teaching and learning innovations that require the combined efforts of individual students, faculty, and staff, and the coordination of programs, centers, departments, and Schools.
VPAL aims to connect a global community of learners by enabling active and social learning through which we continually spark and exchange ideas.

From the start of the pandemic in March 2020 through June 2021, our HarvardX courses had more enrollments than all previous enrollments combined.

We created Signature Events for the University to socialize remotely, for alumni to connect with Harvard faculty, and for our community to engage in ongoing discussions around topics and ideas shaping our future.

Founding members of Harvard’s Next Gen Initiative discuss inclusive practices for supporting first generation and lower income students in and beyond the classroom.

We launched a new curated series of courses called Harvard on Contemporary Themes that combine faculty and disciplines from across the university, including Faculty of Arts and Sciences (FAS), Harvard Medical School (HMS), Harvard Law School (HLS), and Harvard Business School (HBS).
PANDEMIC TIMELINE

For many, the perception of time shifted during the pandemic. For our team, it accelerated. We worked double-time across the University to keep up with a dynamic environment. Below is a short timeline highlighting some key events.

On March 10, 2020, Harvard University announced a shift to all remote instruction and work. In response, VPAL set into motion a wide range of projects and activities to support this transition.

Spring 2020

- Teach Remotely and Socialize Remotely websites connect our community with best practices and social events.
- Harvard-wide Teaching & Learning Consortium and Academic Planning Group connect academic leadership across all Harvard schools and divisions.
- Remote Teaching Principles and Vision document helps guide Fall 2020 planning for University leadership and School deans.

Summer 2020

- New remote and in-person filming with social distancing configurations in the studio and with remote filming kits sustain high levels of content creation.
- Teach Remotely gains best practices for audio and visual considerations, dozens of faculty stories, and learner-centered practices for remote instruction.
- Zero-L, an intro course created by Harvard Law School and VPAL, is offered for free through 120 law schools.

Fall 2020

- Three University-wide Courses, supported by VPAL, launch through FAS General Education.
- HILT conference hosts nearly 400 participants as a virtual event for the first time.

Winter & Spring 2021

- Harvard’s first combined asynchronous/synchronous course, Afrikan�EE: Entrepreneurship in Emerging Economies, launches on edX.
- Harvard Online’s Data Science Ready course launches on HBS Online’s platform.
- Three-day showcase features remote teaching lessons learned from Fall 2020.
- Harvard Task Force on the Future of Teaching and Learning kicks off to set a vision for University strategy.

285K
SPIKE IN HARVARDX COURSE REGISTRATIONS
68% ARE NEW LEARNERS

- Mechanical Ventilation for COVID-19 course launches on the edX platform.
- Two new HarvardX courses launch on edX.
- Four new HarvardX courses launch on edX.
- Eight new HarvardX courses launch on edX.
Although faced with new technical challenges, VPAL’s content creation did not slow down during the pandemic. Our video production team used creativity and innovation to continue filming and producing courses throughout the past year. These shoots combined a mix of in-person and online, remote, and onsite production elements and showcased the full breadth of our production team’s expertise. While working remotely, the VPAL team was able to maintain our current schedule for new HarvardX courses as well as launch a new brand of courses under Harvard Online on the HBS Online platform.

We also enhanced applications that support faculty in research, teaching, and learning. Syllabus Explorer 2.0 was redesigned and relaunched in Fall 2020, and aggregation channels and limited public access became available in Link.

“We were able to take the core curriculum during a pandemic from impossible to doable.”

SENIOR LECTURER, Harvard John F. Kennedy School of Government

LAUNCHED 15 NEW MASSIVE OPEN ONLINE COURSES (MOOCs)

- Japanese Books: From Manuscript to Print
- Mechanical Ventilation for COVID-19
- The Path to Happiness: What Chinese Philosophy Teaches us about the Good Life
- Exercising Leadership: Foundational Principles
- Justice Today: Money, Markets, and Morals
- University Chemistry: Molecular Foundations and Global Frontiers Part 1
- Fundamentals of TinyML
- Ventilación mecánica para pacientes con COVID-19
- Applications of TinyML
- AfricaLive! – Entrepreneurship in Emerging Economies
- Food Fermentation: The Science of Cooking with Microbes
- Early Childhood Development: Global Strategies for Implementation
- Deploying TinyML
- We The People: Civic Engagement in a Constitutional Democracy
- Remote Work Revolution for Everyone

LAUNCHED 4 NEW HARVARD ONLINE COURSES

- Data Science Principles
- Data Science for Business
- Health Care Economics
- Financial Analysis and Valuation for Lawyers

CREATE

100+ SHOOTS CAPTURED (REMOTE & ONLINE)
152 TOTAL COURSES LAUNCHED
3 FINISHED VIDEOS DELIVERED FOR ONLINE COURSES
Throughout 2020, learners from around the world enrolled in our courses. 80% of our learners came from outside of the United States.

“Twork in M&A, venture capital, capital markets and special situations. All of these areas cover numbers at some point, so I strongly recommend my colleagues to take this course to understand the client’s rationale and the numbers implicated.”

CELI\(\text{A} \text{VEG\(\text{A-PEN} \text{ICHE}\text{T GARCÍA-OBRE\(GÓN}\right)

Associate in the M&A and Venture Capital, Latham & Watkins

Financial Analysis and Valuation for Lawyers learner

MADRID, SPAIN

“I felt the course covered a good overall scope and understanding of healthcare economics and would be beneficial for anyone seeking or needing a greater understanding of the stakeholders and forces at work in the healthcare sector. This applies for those new to healthcare as well as those who have worked in the industry for long periods of time.”

ANDY MILLIGAN

RN, BSN, CHPN, President & CEO, Solaris Healthcare, Inc., Health Care Economics learner

TEXAS, UNITED STATES OF AMERICA

“This may be just a certificate, but this is the most valuable achievement in my career so far for me, the one which forged my personality, and therefore the way I see the world and to solve every issue.”

FANEVA TAFITA REZIKY STEFANA

AfricaLIVE! — Entrepreneurship in Emerging Economies learner

ANTANANARIVO, MADAGASCAR

“The Data Science R program was a great way to fill the gap between my professional and academic experience and gave me the confidence to tackle new challenges.”

RADHA

Data Science R learner

INDIA

“I took this course and it was the best resource by far. Using the real life examples made it so relatable and of course the digital pictures that accompanied the content. I really liked the case studies too!!”

MARIO TAKASHIMA

Causal Diagrams learner

BRISBANE, AUSTRALIA
VPAL embraced the opportunity to play a leadership role on campus when the COVID-19 crisis sent the entire University community into remote education, learning, and working. By building on our expertise as creators, developers, and conveners, we launched innovative websites and events that have become touchstones and foundations throughout the university. We created the Teach Remotely site to provide pedagogical resources that supported Harvard faculty in their transition to remote teaching, then supplemented it with the Guidelines for Fall Course Design. Faculty from across the University submitted Teaching Innovations and Faculty Voices videos, offering advice to their colleagues. Meanwhile we launched the Learn Remotely site to support students worldwide.

As the year progressed, VPAL’s pedagogy and production teams co-created workshop materials with the Office of Undergraduate Education for FAS faculty training workshops. We supported more than a dozen large-enrollment residential courses across the University for their Fall 2020 remote teaching. Our production team also expertly developed remote film strategies including protocols for safe onsite filming.
VPAL distributed Into Practice, a biweekly e-letter for active instructors, that highlights pedagogical practices of individual faculty members from across schools and delivers timely, evidence-based teaching advice.

16K+ SUBSCRIBED TO INTO PRACTICE

99 ISSUES TO DATE


433 STUDENTS ENROLLED

We virtually gathered groups of faculty and staff across the University to share and crowdsourcing approaches to remote teaching and managed multiple Slack workspaces to accommodate on-demand answers to emerging pedagogical questions.

Our ninth annual HILT conference focused on “Championing Equitable Instruction and Inclusive Classrooms” was held in an unprecedented virtual format and included a series of follow-on related events.

Morning plenary speakers have a conversation on inclusive excellence.

VPAL oversaw the approval of two new degree programs at Harvard Divinity School and Harvard Medical School.

25,076 DIGITAL DIPLOMAS AND CERTIFICATES ISSUED

HIGHLIGHTS

- After convening a timely virtual workshop on blended learning in March 2020, we partnered with the Derek Bok Center for Teaching and Learning and the Office of Diversity, Inclusion and Belonging to share with faculty some best practices for charged classroom conversation during the U.S. Presidential Election week.
- Prior to the spring 2021 semester, VPAL presented the “Teaching in Unprecedented Times: A Fall 2020 Showcase” to honor the community’s efforts, surface their innovations, and inform and inspire for the future.
- We coordinated Presidential Task Forces on PK-12 Education, Skills and Employability, and the Future of Teaching and Learning at Harvard.
- We hosted the Professional and Lifelong Learning Program Committee comprising non-degree staff leaders across all Schools.
- We initiated, convened, and led the VPAL Academic Planning Group comprising academic leaders from all Harvard Schools for fall 2020 planning: regular meetings from May-December 2020 to share best practices, surface cross-School interdependencies, and identify areas for central coordination and policy planning.
Analyzing and measuring impact and outcomes took on a new importance for VPAL, as we sought to evaluate our own work and improve practices for learners at Harvard and worldwide.

Across our online courses, we conducted analyses to track the surge in enrollments and understand learners’ needs better. For courses and instructors at Harvard we built a suite of analytic tools to support the shift to all-remote instruction during a global pandemic. We created an analytics dashboard to track University-wide usage of Canvas and Zoom and we helped faculty select optimal times for courses across multiple time zones. We also helped faculty better understand how their students were distributed and created an interactive application so that users could see school, department, and course-level distributions of student time-zone and geographic locations.

Throughout the year, VPAL surveyed Harvard faculty on their remote teaching experience and presented the results to University leaders and governing boards. Similarly, student surveys helped us develop policies for accommodating Harvard students with diverse needs across different learning environments more equitably and fairly.

Our Diversity, Equity, and Inclusion-informed work included support of the University’s project captioning video and audio content on Harvard websites and creating an inventory of Harvard’s race-related curricula for the Office of Faculty Development and Diversity.
Shaping the future of education by discovering new ways to build the competence, curiosity, and confidence of learners on our campuses and around the world.